

**A STUDY OF ENGLISH LEARNING STRATEGIES USED BY
MATTHAYOUMSUKSA 6 STUDENTS OF THE
TOP TEN O-NET SCORING SCHOOLS**

**A THESIS
BY
YAOWADEE JONES**

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

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AN ABSTRACT

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This study aimed to identify English learning strategies used by Thai Matthayomsuksa 6 (12th grade) students of five top-ten English subject's O-NET (Ordinary National Educational Test) scoring schools in the three consecutive academic years of 2005-2007, which offered three academic programs: Science, Arts and Arts-math. The participants were 333 students selected according to their academic programs and English proficiency levels: very high (VH), high (H) and moderate (M). The research instruments were a questionnaire and interviews.

The results revealed that:

- 1) the most-used English learning strategies used were compensation strategies, followed by cognitive strategies, social strategies, metacognitive strategies, affective strategies, and memorization strategies respectively.
- 2) the most-used strategies of the VH proficiency students were cognitive strategies and metacognitive strategies, whereas the ones shared by the H and the M proficiency students were compensation strategies. All three different proficiency students employed memorization strategies as the least-used ones.
- 3) English learning strategy use was found not significantly correlated to students' academic programs; there was no different in strategy use among students in the three academic programs. However, it was found significantly correlated to

the English proficiency levels; the higher proficiency students used more strategies than the lower proficiency students.

4) the VH proficiency students showed a greater potential ability than the other groups in applying metacognitive strategies. The VH proficiency students focus on both learning process and product, whereas the H and the M proficiency students concentrated only on learning process and product respectively. The VH proficiency students also employed the characteristics of self-learning while the H and the M proficiency students relied on others.

การศึกษากลวิธีการเรียนรู้ภาษาอังกฤษของนักเรียนมัธยมศึกษาปีที่ 6
ของโรงเรียนที่มีคะแนน O-NET สูงสุด 10 อันดับแรก

บทคัดย่อ

ของ

เยาวดี โจนส์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษาตาม

หลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ

ในฐานะภาษาต่างประเทศ

ตุลาคม 2552

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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษากลวิธีการเรียนรู้ภาษาอังกฤษของนักเรียนมัธยมศึกษาปีที่ 6 ของโรงเรียนที่มีคะแนน O-NET สูงสุด 10 อันดับแรก 3 ปีอย่างต่อเนื่องตั้งแต่ปีพ.ศ. 2548-2550 และเป็นโรงเรียนที่เปิดสอนแผนการเรียนทั้งสามคือแผนการเรียนวิทย์คณิต ศิลป์ภาษาและ ศิลป์คำนวณ จำนวน 5 โรงเรียน กลุ่มตัวอย่างเป็นนักเรียนจำนวน 333 คน ซึ่งเรียนแผนวิทย์คณิตจำนวน 111 คน ศิลป์ภาษาจำนวน 111 คน และศิลป์คำนวณจำนวน 111 คน โดยแบ่งนักเรียนในแต่ละแผนออกเป็น 3 กลุ่มตามผลการเรียนวิชาภาษาอังกฤษ กลุ่มที่มีการเรียนระดับดีมาก ดี และพอใช้ เครื่องมือที่ใช้ในการวิจัยได้แก่แบบสอบถาม และแบบบันทึกการสัมภาษณ์ครูและนักเรียน

ผลการวิจัยพบว่า

- 1) กลวิธีการเรียนรู้ภาษาอังกฤษที่มีการใช้มากที่สุดคือ กลวิธีการจดเขียนข้อบกพร่องตามด้วยกลวิธีการเข้าใจ กลวิธีทางสังคม กลวิธีอภิปัญญา กลวิธีทางอารมณ์ และกลวิธีการจำ
- 2) นักเรียนที่มีผลการเรียนภาษาอังกฤษดีมากที่สุดใช้กลวิธีการเข้าใจและกลวิธีอภิปัญญา มากที่สุด ส่วนนักเรียนที่มีผลการเรียนภาษาอังกฤษดีและพอใช้ ใช้กลวิธีการจดเขียนข้อบกพร่องมากที่สุด และนักเรียนทุกระดับผลใช้กลวิธีการจำน้อยที่สุด
- 3) การใช้กลวิธีการเรียนรู้ภาษาอังกฤษไม่มีความสัมพันธ์กับแผนการเรียนของนักเรียน โดยนักเรียนในทุกแผนมีการใช้กลวิธีการเรียนรู้ภาษาอังกฤษไม่แตกต่างกัน แต่พบว่าการใช้กลวิธีการเรียนรู้ภาษาอังกฤษมีความสัมพันธ์กับระดับผลการเรียนภาษาอังกฤษ กล่าวคือ นักเรียนที่มีผลการเรียนภาษาอังกฤษในระดับสูงกว่ามีการใช้กลวิธีการเรียนรู้ภาษาอังกฤษมากกว่านักเรียนที่มีผลการเรียนภาษาอังกฤษในระดับต่ำกว่า
- 4) นักเรียนที่มีผลการเรียนภาษาอังกฤษในระดับดีมีศักยภาพในการประยุกต์ใช้กลวิธีอภิปัญญาได้มากกว่านักเรียนที่มีผลการเรียนภาษาอังกฤษในระดับดีและพอใช้ นักเรียนที่มีผลการเรียนภาษาอังกฤษในระดับดีทำให้ความใส่ใจทั้งขั้นตอนการเรียนรู้และผลจากการ

เรียนรู้ ในขณะที่นักเรียนที่มีผลการเรียนภาษาอังกฤษในระดับดีให้ความสนใจเฉพาะขั้นตอน
การเรียนรู้ ส่วนนักเรียนที่มีผลการเรียนภาษาอังกฤษในระดับพอใช้ให้ความสนใจผลของการ
เรียนรู้เท่านั้น นอกจากนี้ยังพบว่า นักเรียนที่มีผลการเรียนภาษาอังกฤษในระดับดีมากมี
ลักษณะการเรียนรู้แบบด้วยตนเอง ในขณะที่นักเรียนที่มีผลการเรียนภาษาอังกฤษในระดับดี
และพอใช้มีลักษณะการเรียนรู้แบบฟังผู้อื่น

The thesis titled
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by

Yaowadee Jones

has been approved by The Graduate School as partial fulfillment of the requirements
for the Master of Arts degree in Teaching English as a Foreign Language of
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TABLE OF CONTENTS

Chapter	Page
1 INTRODUCTION.....	1
Background of the Study	1
Purpose of the Study	5
Research Questions	5
Significance of the Study.....	6
Scope of the Study	6
Definition of Terms	7
2 REVIEW OF RELATED LITERATURE	8
Factors Achieving in Learning English as the Foreign Language	8
Language Learning Strategies	10
Factors Influencing Strategy Choice	30
Good Language Learners	33
Language Learning Strategy Instruction	38
Related Researches	41
3 RESEARCH METHODOLOGY	48
Population	48
Participant Selection	49
Research Instruments	50
Data Collection	53
Data Procedure	53
Data Analysis.....	55
4 FINDINGS	56
Analysis of Quantitative Data	56
Analysis of Qualitative Data	64

TABLE OF CONTENTS (continued)

Chapter	Page
5 DISCUSSION AND CONCLUSION	71
Discussion for Research Questions One	72
Discussion for Research Question Two	74
Implications of the Study	79
Recommendations for Further Studies	80
REFERENCES	81
APPENDICE	87
APPENDIX A Questionnaire	88
APPENDIX B Interview Questions	93
APPENDIX C 36 Question Items of English Learning Strategy Use	95
APPENDIX D The Overall English Learning Strategy Item Use.....	98
APPENDIX E English Learning Strategy Item Use in Term of Academic Program	100
APPENDIX F English Learning Strategy Item Use in Term of Proficiency Level	103
VITAE	106

LIST OF TABLES

Table	Page
1 Top Ten Matthayomsuksa 6 O-NET Average Scores of English Subject in 2005-2007	4
2 Numbers of Population and Participants	49
3 Participants Distribution by Schools, Academic Programs and Proficiency Levels	50
4 Specification of English Learning Strategy Items in Questionnaire	51
5 Questionnaire's Reliability	52
6 Criteria for Identifying English Learning Strategy Use.....	54
7 The Scores of Level English Learning Strategy Item Use	54
8 The Overall English Learning Strategy Category Use	57
9 The Overall Most-Used English Learning Strategy Items	58
10 The English Learning Strategy Category Use in Terms of Academic Program	59
11 Relationship between English Learning Strategy Use and Academic Program	60
12 The English Learning Strategy Category Use in Terms of English Proficiency Level	61
13 Relationship between English Learning Strategy Use and English Proficiency Level	62
14 The Most-Used English Learning Strategy Items in Terms of Proficiency Level	63

LIST OF FIGURES

Figure	Page
1 Language Learning Strategies of Rubin, O'Malley and Chamot, and Oxford	15
2 Types of language learning strategies	17
3 Direct language learning strategies	18
4 Indirect language learning strategies	19

CHAPTER I

INTRODUCTION

Background of the Study

Since the late seventies, in the field of second language or foreign language learning and teaching, teachers have faced an increasing numbers of options in the selection of teaching methods and materials. Parallel to that, interest in considering the learner's point of view and in shifting the focus of classrooms from teacher centeredness to learner centeredness has gradually grown (Rubin, 1987, p. 15).

Learner centeredness is designed for educating learners to reach a point where they are able to make decisions about what they want to learn and how they learn it. Learner centeredness then concentrates on the learning process rather than on the content (Nunan, 1995). Only few students have the skill to process their own learning effectively. In fact, most students who can go through a continuous process of learning how to learn are usually only guided by their teachers. Learner-centered instruction is not a matter of handing over rights and powers to learners only, nor does it devalue the teacher. Rather, it is a matter of educating learners to gradually take greater responsibility for their own learning. Consequently, in learner centeredness, learners are active agents who are directly involved in the learning process (Nunan, 1999, pp. 11-14).

Learning process is a mental operation that accepts incoming information and encodes it into knowledge structures. The techniques that control the encoding of information are cognitive strategies (Wenden, 1987, p. 6), and the main process of

cognitive process in language learning is the language learning strategy (McLaughlin, 1987, as cited in Muriel, 2006).

Language learning strategies are an essential part of improving learning, which is the ultimate goal of successfully learning and teaching language. The appropriate language learning strategies will assist learners in improving their language proficiency (Oxford, 1990, p. 1; Grandi, 2003). They are tools or techniques that learners may use to acquire languages (Rubin, 1987, p. 21). They are also the special thoughts or behaviors that individuals use to help them comprehend, learn, retain new information (O'Malley & Chamot, 1990, p. 1) and 'to make their learning easier, faster, more enjoyable, more effective, and more transferrable to new situations' (Oxford, 1990, p. 8).

Language learning strategies are categorized mainly as (1) cognitive strategies such as repetition or taking notes, (2) metacognitive strategies such as self-planning, self-evaluation, and (3) social strategies such as practicing with peers (Rubin, 1987; O'Malley & Chamot, 1990; Oxford, 1990). However, the use of different strategies depends on various factors, for example, age, gender, proficiency level, anxiety and other personality traits such as attitude, learning style, self-image, and strategy awareness. (O'Malley & Chamot, 1990; Oxford, 1990; Oxford & Lee, 2008).

Numerous studies indicate that there is a significant relationship between using language learning strategies and language proficiency (Oxford, 1990; Griffith, 2003). Many studies have also revealed that more successful English learning students use a wider range of learning strategies and use them more frequently than

less successful students. For example, in Korea, Lee (2003), found that those students who scored highly on the English cloze test reported using strategies more frequently than low proficiency students. A similar finding in Suthiwartnareput and Soranastaporn's study (2006) showed that Mahidol University medical students whose English grammar scores were higher used more strategies. Consequently by implication, less proficient language learners should be able to develop their language skills through learning the strategies used by more proficient learners (Rubin, 1987, p. 16). This concept led Arif (2004) to conduct the study of 'Do good language learner behaviors lead to student achievement?'. These findings reported that learners who employed good language learner behaviors were more successful than those learners who did not. A similar finding was also revealed in Usama's study (2005), of teaching language learning strategies. The study concluded that after teaching English learning strategies, the Matthayomsuksa 5 (11th grade) students improved their reading ability and had better attitudes towards reading English.

The other way around, good learners of English use English learning strategies to help them learn English successfully. In Thailand, one of the indicators, which measure the success of English learning, is the Ordinary National Educational Test (O-NET). The following is the top ten Matthayomsuksa 6 (12th grade) O-NET average scores of the English subject in 2005-2007.

Table 1*Top Ten Matthayomsuksa 6 O-NET Average Scores of English Subject in 2005-2007*

Year	2005		2006		2007	
Rank	Schools	Average Score	Schools	Average Score	Schools	Average Score
		29.57		32.30		30.84
1st	Triam Udom Suksa School	67.90	Triam Udom Suksa School	76.41	Triam Udom Suksa School	72.18
2nd	Mater Dei School	65.42	Mahidol Wittayanusorn School	74.66	Mahidol Wittayanusorn School	72.03
3rd	Mahidol Wittayanusorn School	62.54	Amnuaysilpa School	70.67	Mater Dei School	64.83
4th	Chitralada School	60.51	Mater Dei School	70.38	Chulalongkorn University Demonstration Secondary School	62.82
5th	Srinakharinwirot University Demonstration Secondary School (Patumwan)	59.68	Srinakharinwirot University Demonstration Secondary School (Patumwan)	69.27	Srinakharinwirot University Demonstration Secondary School (Patumwan)	62.70
6th	Chulalongkorn University Demonstration Secondary School	58.48	Chitralada School	68.81	St. Joshep Convent School	60.47
7th	St. Joshep Convent School	58.20	Chiangmai University Demonstration School	68.69	Thai Chritian School	59.40
8th	Rajini Bon School	58.10	Chulalongkorn University Demonstration Secondary School	64.64	Assumption Convent School	58.33
9th	Kasetsart University Laboratory School Center for Educational Research	57.31	St. Joshep Convent School	63.34	Rajini Bon School	58.33
10th	Chiangmai University Demonstration School	56.98	Thai Chritian School	63.29	PSU Wittayanusorn School	58.25

Source: National Institute of Educational Testing Service (2008)

According to the data presented above, there is a certain group of schools for which the scores are routinely in the top ten. Thus, it raises the question: are these students using special methods, learning processes or language learning strategies, to achieve such high results? Once the successful learners' learning strategies are identified, they then could be made available to less successful learners (Rubin, 1987, p. 20). This is the starting point of teaching language learning strategies in the classroom in order to improve students' learning. If language teachers know more

about the effective language learning strategies employed by successful learners, they will be able to teach these strategies to less proficient learners not only to enhance their language skills but also to become self-directed learners (Oxford, 1990, p. 1; Hedge, 2000, p. 81).

Because of the importance and benefits of effective language learning strategies, this study, sought to identify the English learning strategies used by Matthayomsuksa 6 (12th grade) students of the top ten O-NET scoring schools.

Purpose of the Study

The study aimed to:

1. identify English learning strategies used by Matthayomsuksa 6 students of the top ten O-NET scoring schools in the three consecutive academic years of 2005, 2006 and 2007.
2. compare English learning strategy use in terms of academic program and English proficiency level.

Research Questions

This study looked to answer the following questions:

- 1 What English learning strategies do the Matthayomsuksa 6 students of the top ten O-NET scoring schools use?
- 2 What English learning strategies do the Matthayomsuksa 6 students of the top ten O-NET scoring schools use in terms of academic program and English proficiency level?

Significance of the Study

The findings obtained from this study offered English learning strategies used by Thai 12th grade students of the top ten O-NET scoring schools. Such information suggested how to learn English effectively in order to become successful learners of English and to create the characteristics of autonomous learners. Thus, the result of the study could be helpful for teachers to teach language learning strategies in classrooms. Furthermore, the findings would also serve as guidelines for any persons who desire to improve their English learning and self-directed learning.

Scope of the Study

1) This study confined itself to identify English learning strategies used by Matthayomsuksa 6 students of the schools that had earned the top ten scores in English subject's O-NET in three consecutive academic years of 2005, 2006 and 2007; also, these schools offered three academic programs of Science, Arts, and Arts-Math. With these criteria, they were five schools: 1) Chulalongkorn University Demonstration Secondary School, 2) Mater Dei School, 3) Srinakharinwirot University Demonstration Secondary School (Patumwan), 4) St. Joseph Convent School, and 5) Triam Udom Suksa School.

2) The participants were 333 Matthayomsuksa 6 students of the academic year 2009 from those five schools.

3) The studied time period was June – September 2009.

Definition of Terms

1. *English learning strategy* refers to an action or a method that a learner uses to facilitate or improve English learning. There are six language learning strategies based on Oxford (1990) as follows:

1.1 Memorization strategies

1.2 Cognitive strategies

1.3 Compensation strategies

1.4 Metacognitive strategies

1.5 Affective strategies

1.6 Social strategies

2. *Top ten O-NET scoring schools* mean the schools that have earned the top ten scores in Matthayomsuksa 6 English subject's Ordinary National Educational Test (O-NET) in three consecutive academic years of 2005, 2006 and 2007; also, these schools offer three academic programs (Science, Arts, and Arts-Math).

3. *Academic program* refers to the participants' program when studying in Matthayomsuksa 6. The programs are divided into three groups: Science, Arts, and Arts-Math.

4. *Proficiency level* refers to the participants' level of academic learning abilities, measured by accumulated grade point average (GPA) in the subject of English from the previous two academic years (Matthayomsuksa 4 (10th grade) and Matthayomsuksa 5 (11th grade)). The accumulated grade point average is divided into three groups: (a) very high (GPA equal to or more than 3.5), (b) high (GPA between 3.0-3.49), and (c) moderate (GPA less than 3.0).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theoretical and research literature related to language learning strategies, and is comprised of the following sections: 1) factors affecting learning English as a foreign language, 2) language learning strategies, 3) factors influencing strategy choice, 4) good language learners, 5) language learning strategy instruction, and 6) related studies.

Factors Affecting Learning English as a Foreign Language

Learning English as a second or foreign language is a complex process involving a lot of variables (Brown, 1980). Achievement in learning English, consequently, is also complex and needs more control variables. The factors affecting English learning are listed as follows: (a) persons, (b) instruments, and (3) time.

Persons

There are three groups of persons involved in learning: learners, teachers, and others.

Learners

The most important person in successful learning is the learner. The main factors to becoming a successful learner are intellectual capacity and personality. Personality includes the learners' purposes, motivations, and their attempts to acquire learning (Brown, 1980). In addition, Ellis (1994, p. 546) defines several factors that help learners become good language learners:

1. Concern for communication
2. Active task approach
3. Awareness of the learning process
4. Capacity to strategize flexibly in accordance with task requirement

Teachers

A teacher is the first source for learning foreign language. General factors concerning teachers are the teaching abilities that come from knowledge and experience. Other factors include teachers' personalities, styles, and other social factors (Brown, 1980).

Others

Other people who are involved with the learners and teachers are indirectly involved in language learning and teaching. Those other people are learners' parents, family members, and friends (Brown, 1980). The study of Gao (2006, pp. 285-298), reports that Chinese parents and other family members are closely involved in the learners' English learning development. In other words, the family members are the learners' advisors and play an important role in encouraging learner success.

Instruments

A language learning instrument is any tool for interaction between teachers and students. These instruments can be teaching materials such as textbooks, and CDs (Brown, 1980; Crawford, 2003, p. 88). They can also include teaching methods, activities, syllabuses and official education policy (Brown, 1980).

Time

Another main factor to successful language learning is time. This factor involves the learners' age (Rubin & Thompson, 2000, p. 4), the amount of time a learner personally spends on language learning activities, and the amount of time that learners are exposed to language learning both in and outside the classroom (Brown, 1980).

In summary, various factors support learning language successfully, and these include teachers, teaching and learning materials, and time, however, the most essential factor is the learner (Brown, 1980). Even with the best teachers and materials the only one who can actually process the learning is the learner. Therefore, 'learning begins with the learner' (Nyikos & Oxford, 1993, p. 11).

Language Learning Strategies

Although a learner is the core factor in the operation of learning, the major function in the learning process of each individual learner is the language learning strategy (McLaughlin, 1987, as cited in Muriel, 2006). The main characteristics of the language learning strategy will be described as follows: definition, features, and categories.

Definition

Numerous researchers have provided various definitions of language learning strategies since the late eighties. Rubin (1981, citing Rubin, 1987, p. 23) provides a very broad definition of language learning strategies as 'the techniques or devices which a learner may use to acquire knowledge or to contribute the development of language'. O'Malley and Chamot (1990, p. 1) mention that language

learning strategies are ‘the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information’, while Oxford (1990, p. 8) asserts that language learning strategies are ‘the specific actions taken by the learners to store, retrieve, or use the new language, and they also make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new language’. Recently Weinstein and Mayer (2000, as cited in Tseng, et al., 2006, p. 80) define learning strategies as ‘any thoughts, behaviors, beliefs, or emotions that facilitate the acquisition, understanding, or later transfer of new knowledge and skills’.

In conclusion, language learning strategies are the specific operations used by learners to help acquire, store, retain, use and retrieve new language. To illustrate language learning strategies more clearly, the next topic will concentrate on the features of language learning strategies.

Features of Language Learning Strategies

Oxford (1990, pp. 9-12) synthesizes the features of language learning strategies as follows:

1. Contribution to the main goal of communicative competence

Language learning strategies help learners participate in communicative activities, for instance, compensation strategies are used when one cannot communicate directly.

2. Greater self-direction for learners

Language learning strategies help learners gradually become self-directed and gain greater confidence, involvement and proficiency.

3. Expansion of language teachers’ roles

As opposed to spoon-feeding language learning, teaching language learning strategies will help learners become more independent and more creative in learning. This strengthens the teachers' role and raises their status to be facilitators of learning.

4. Problem orientation

When there is a problem to solve or a task to accomplish, language learning strategies are used as helping tools. For example, metacognitive strategies help learners to manage their tasks by planning, monitoring, and evaluating.

5. Action basis

After deciding to use certain learning strategies, learners through their own efforts will take certain actions to accomplish those strategies.

6. Involvement beyond cognition

As language learning strategies involve the mental process, they are then beyond the cognitive functions, for example, if the strategies deal with emotional factors. Strategies also include metacognitive affairs such as planning, arranging, and evaluating one's own learning.

7. Direct and indirect support of learning

Language learning strategies not only support learning new language directly, but also contribute to other indirect aspects that empower the learning such as metacognitive, affective and social strategies. Both direct and indirect strategies are equally important and serve to support each other to gain the greatest learning.

8. Degree of observe-ability

Language learning strategies are a mental process; they are not always observable by human eyes. For example, the act of making mental associations

cannot be seen, while the level of cooperation that learners use when working with others can be observed.

9. Level of consciousness

Language learning strategies are chosen by learners to solve their learning problems. They therefore imply consciousness and intentionality. In addition, after using learning strategies both appropriate and inappropriate ones for a certain period, the learners can become strategy users automatically.

10. Teach-ability

Unlike general personality traits such as learning style, which are difficult to change, language learning strategies are easier to teach and to modify through training. Strategy training guides learners in becoming conscious of strategy use and adaptive in employing appropriate strategies.

11. Flexibility

Being chosen and used by individual learners, language learning strategies are not always found in predictable sequences or in precise patterns. Learners might choose, combine and sequence strategies as they prefer.

12. Factors influencing strategy choice

Using strategies is affected by many factors such as age, gender, and motivation. The greater details of these factors will be described later.

In summary, language learning strategies employ features that help language learning and also hint at ways to support learning and teaching for both learners and teachers.

Language Learning Strategy Categories

Many educators have classified language learning strategies into several sets. Rubin (1981, as cited in Rubin, 1987, pp. 22-27) classifies language learning strategies into three categories: (1) learning strategies, (2) communication strategies, and (3) social strategies. O'Malley and Chamot (1985, as cited in O'Malley, & Chamot, 1990, pp. 44-45) divide language learning strategies into three types of: (1) metacognitive strategies, (2) cognitive strategies, and (3) social / affective strategies. While Oxford (1990: 12) synthesizes language learning strategies as two main groups: (1) direct strategies, and (2) indirect strategies. The following figure presents the types of language learning strategies of Rubin, O'Malley and Chamot, and Oxford.

Rubin (1981)	O'Malley & Chatmot (1985)	Oxford (1990)
1 Learning strategies 1.1 Cognitive learning strategies 1.1.1) clarification / verification 1.1.2) guessing / inductive inferencing 1.1.3) deductive reasoning 1.1.4) practice 1.1.5) memorization 1.1.6) monitoring 1.2 Metacognitive learning strategies overseeing, self-directing 2 Communication strategies 2.1 synonym 2.2 use of equivalent meaning 2.3 gesture/mime 3 Social strategies creating opportunities to practice	1 Metacognitive strategies 1.1 Selective attention 1.2 Planning 1.3 Monitoring 1.4 Evaluation 2 Cognitive strategies: 2.1 Rehearsal 2.2 Organization 2.3 Inferencing 2.4 Summarizing 2.5 Deduction 2.6 Imagery 2.7 Transfer 2.8 Elaboration 3 Social/affective strategies: 3.1 Cooperation 3.2 Questioning for clarification 3.3 Self talk	I Direct to learning 1 Memory strategies 1.1) creating mental linkages 1.2) applying images and sounds 1.3) reviewing 1.4) employing action 2 Cognitive strategies 2.1) practicing 2.2) receiving and sending messages 2.3) analyzing and reasoning 2.4) creating structure for input and output 3 Compensation strategies 3.1) guessing intelligently 3.2) overcoming limitations in speaking and writing II Indirect strategies 4 Metacognitive strategies: 4.1) centering the learning 4.2) arranging and planning 4.3) evaluating 5 Affective strategies: 5.1) lowering anxiety 5.2) encouraging oneself 5.3) taking emotional temperature 6 Social strategies: 6.1) asking questions 6.2) cooperating with others 6.3) empathizing with others

Figure 1 Language Learning Strategy Categories Classified by Rubin, O'Malley and Chamot, and Oxford

As shown in the table, the various language learning strategy types proposed by Rubin, O'Malley and Chamot, and Oxford exhibit both similarities and differences. The marked points of similarity in strategy classification conclude that

language learning strategies are divided into three types: (1) cognitive strategies, (2) metacognitive strategies, and (3) social strategies. However, the noticeable differences of these three classifications are categorized as follows:

1) Grouping:

- The 'guessing' and 'memorizing' strategies are sub-items in Rubin's cognitive strategies, whereas Oxford sets them as two major strategies of compensation and memorization, respectively.
- Rubin's 'monitoring' is grouped in cognitive strategies, while O'Malley and Chamot's 'monitoring' is placed within metacognitive strategies.
- Rubin includes metacognitive strategies in the direct strategies to language learning, but Oxford lists them in the indirect ones.

2) Detailing:

- O'Malley and Chamot's metacognitive strategies show more item details than Rubin's; while Oxford's affective strategies and social strategies have more items than O'Malley and Chamot's social/affective strategies.

3) Naming:

- In metacognitive strategies, O'Malley and Chamot's name 'selective attention' while Oxford uses 'centering the meaning'.

In brief, the overall language learning strategies of these three systems of classification are essentially the same. The slight differences are presented merely in the terms of grouping, detailing, or naming. It can be seen that Oxford's language learning strategies covers the details more than Rubin's and O'Malley and Chamot's.

Thus this study, reviews types of language learning strategies according to Oxford's classification (Oxford, 1990, pp. 17-21), as shown in the figure 2-4:

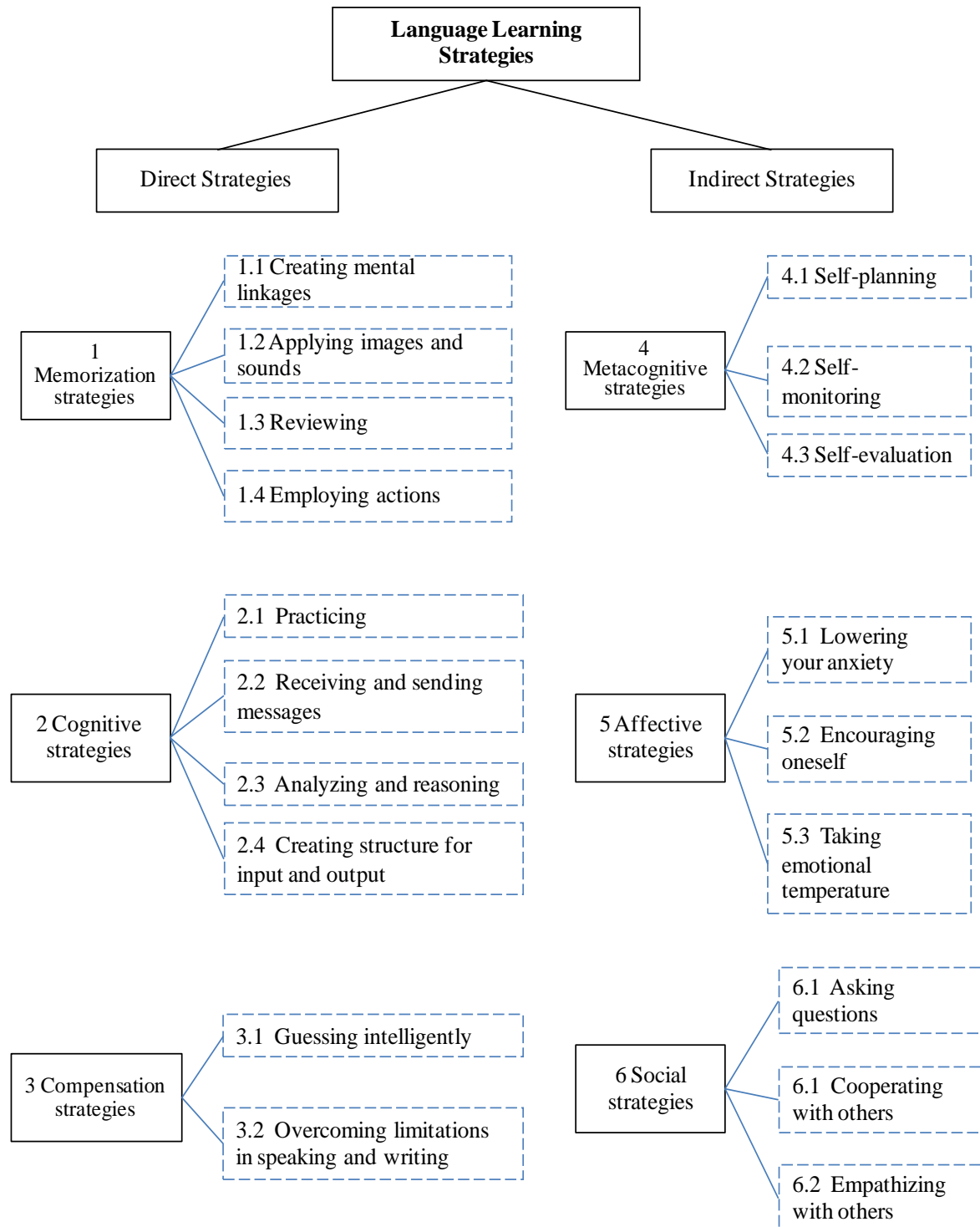


Figure 2 Types of Language Learning Strategies (Oxford, 1990)

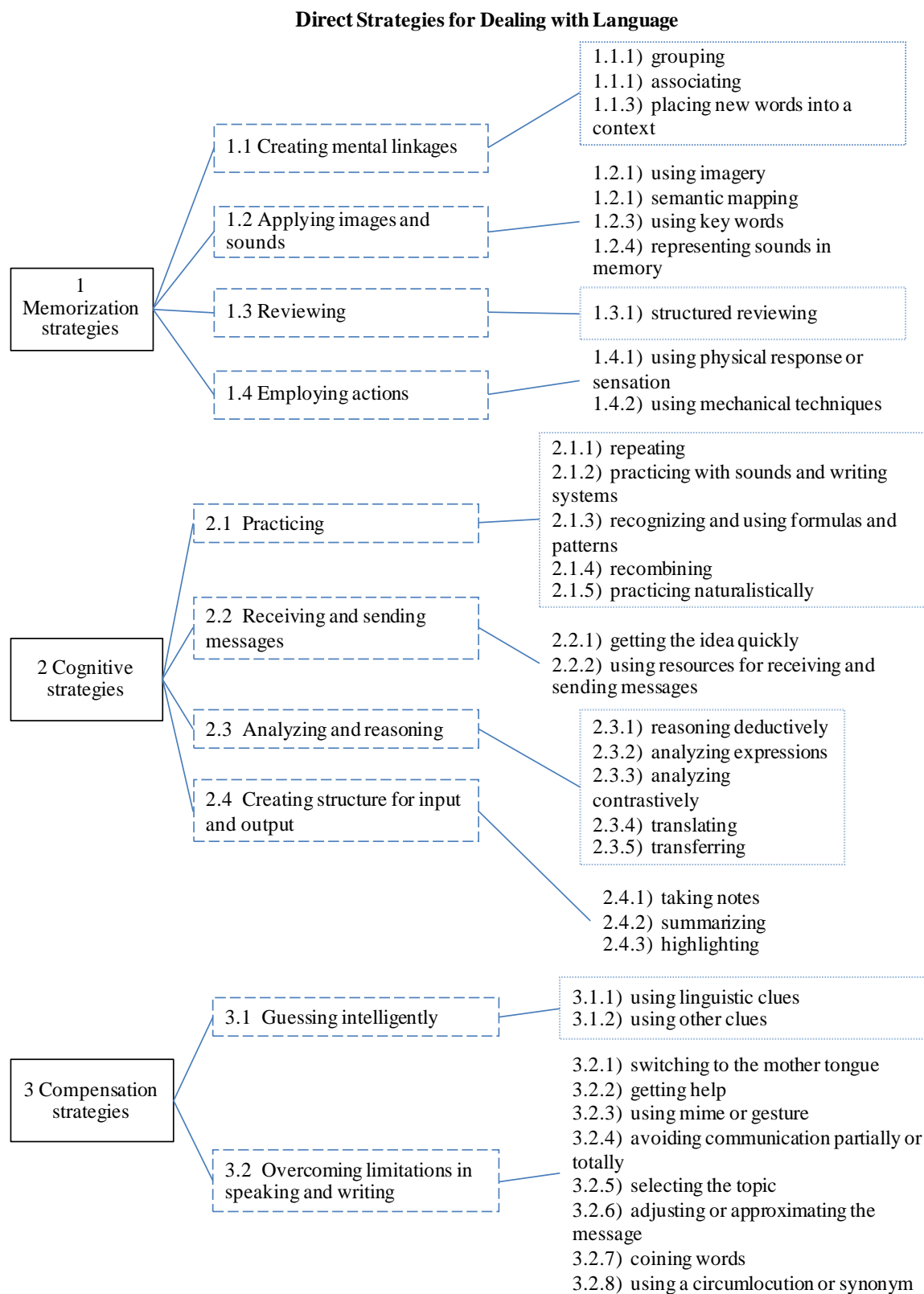


Figure 3 Direct Language Learning Strategies (Oxford, 1990)

Indirect Strategies for Dealing with Language

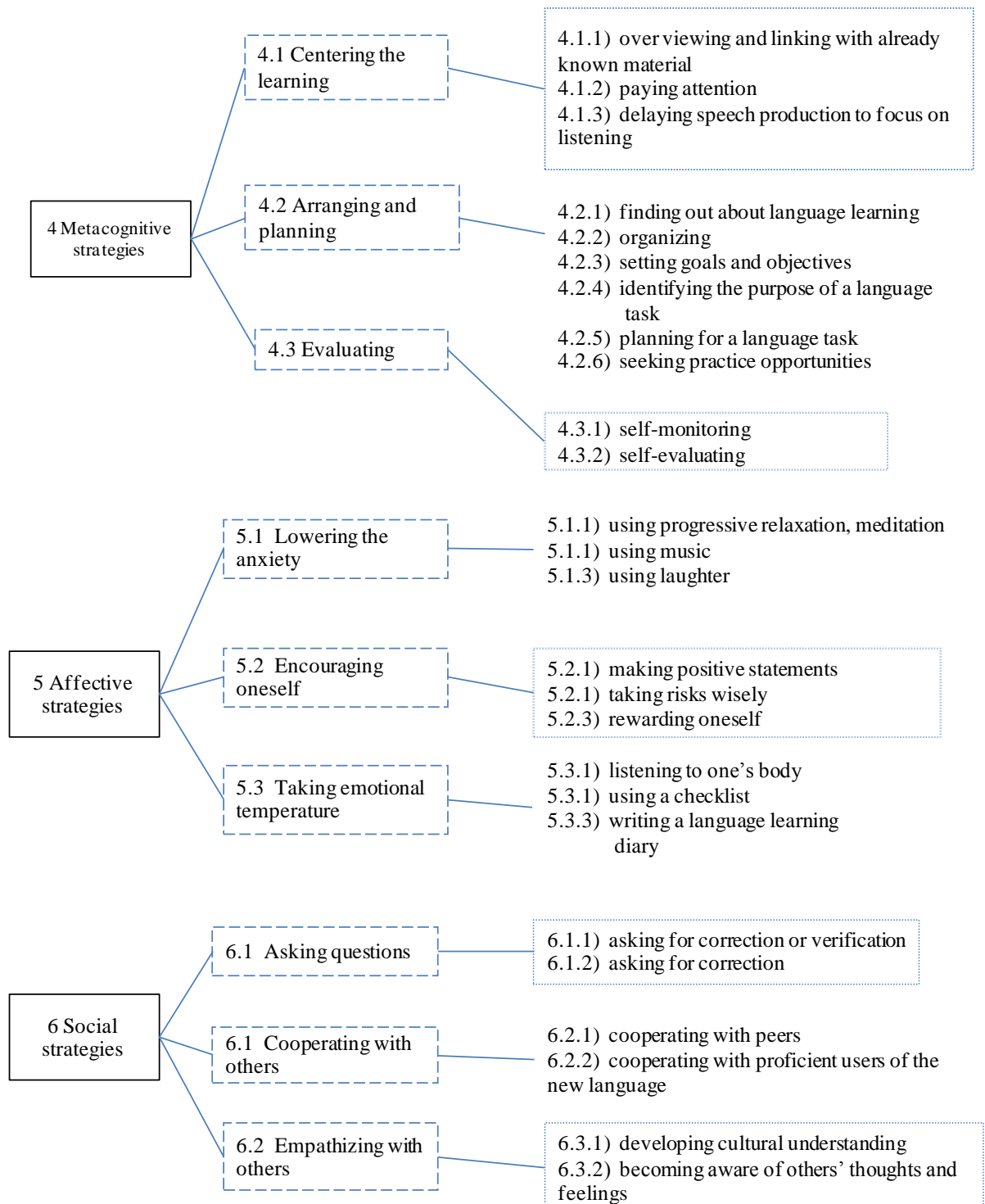


Figure 4 Indirect Language Learning Strategies (Oxford, 1990)

Direct learning strategies

Direct learning strategies help learners learn language directly. According to Oxford (1990, pp. 37-51), they are memorization strategies, cognitive strategies, and compensation strategies.

1 Memorization Strategies

Memory strategies are ‘powerful mental tools’ (Oxford, 1990). They help learners store and retrieve the information. There are four subdivisions as follows:

1.1 Creating mental linkages:

1.1.1 Grouping: classifying or reclassifying language units into a certain unit in order to make them easier to remember. The grouping can be either in writing or according to memory, for example, grouping different types of words (e.g. nouns, verbs), or grouping linguistic functions (e.g. request, apology).

1.1.2 Associating / Elaborating: relating new language to another which is already known in order to create associations in memory. The association can be simple, complex, or strange, but it must be meaningful to the learners, for example, wheel, tire (car’s framework).

1.1.3 Placing new words into a context: placing a new word or phrase in a meaningful sentence, conversation, or story in order to remember it.

1.2 Applying images and sounds

1.2.1 Using imagery: relating new language information to concepts in memory by means of meaningful imagination, either in the mind or drawing. For example, imagine abstract words with a picture of a concrete object.

1.2.2 Semantic mapping: making an arrangement of words into a picture with a key concept at the top or at the center, and linking it to the related words or concepts by means of lines or arrows. Semantic mapping visually shows how groups of words are related to each other; it, therefore, involves the strategies of grouping, associating, and using imagery.

1.2.3 Using keywords: remembering a new word by using auditory and visual links. There are two steps in this strategy: the first step is to identify a new word's sound using a similar word from L1 – this is the 'auditor link', the second step is to image a relationship between the new word and a familiar one – this is the 'visual link'. Both links must be meaningful to the learner. For example, Minnesota can be remembered by the image of a mini soda.

1.2.4 Representing sounds in memory: remembering new language according to its sound by associating to the known language. The sound association must be meaningful to the learner. The technique can be the linkage of the new word to any similar sounding word, even in a different language; it can also employ phonetic spelling, accent marks, or rhymes to assist in remembering a word.

1.3 Reviewing

There is only one strategy in this category, - structured reviewing. After the initial learning, a learner reviews the learning for 10 minutes, and reviews again a day, or a week later. In short, it is reviewing within a certain period and the goal of this strategy is overlearning.

1.4 Employing action: meaningful movement or action created by using physical response or sensation, and using mechanical tricks.

1.4.1 Using physical response or sensation: physically acting out a new expression, such as entering a room; or the meaningful action related to a new expression such as coldness.

1.4.2 Using mechanical techniques: using creative but practical techniques, particularly involving moving or changing something which is concrete, for example, writing words on cards and moving cards from one stack to another after a word is learned or putting different types of language in separate sections of a language learning notebook.

2 Cognitive Strategies

Cognitive strategies are strategies to directly improve the learning. They consist of the following subdivisions:

2.1 Practicing

Practicing strategies contribute storage and retrieval of language while focusing on accuracy of usage. Practicing strategies are divided into five sub-strategies as follows:

2.1.1 Repeating: saying or doing something over and over, for example, listening to a conversation several times.

2.1.2 Formally practicing with sounds and writing systems: practicing sounds in various ways with emphasis on pronunciation or intonation, or practicing the new writing system of the target language.

2.1.3 Recognizing and using formulas and patterns: being aware of using routine patterns such as ‘Hello, how are you?’, as well as unanalyzed forms (which have at least one slot to be filled) such as ‘it’s time to _____’.

2.1.4 Recombining: combining known elements in a certain new way in order to produce a longer sequence, such as combining one phrase with another in a whole sentence.

2.1.5 Practicing naturalistically: practicing the new language in natural and realistic settings, for example, joining a conversation or writing a letter in the new language.

2.2 Receiving and sending messages:

2.2.1 Getting the idea quickly: using skimming to understand the main idea and scanning to find specific information. This technique hints that it's not necessary to focus on every word when reading or hearing the new language.

2.2.2 Using resources for receiving and sending messages: using print or non-print resources to understand incoming information or to produce outgoing messages.

2.3 Analyzing and reasoning

2.3.1 Reasoning deductively: using general rules and applying them to new language situations. It's a top-down strategy leading from general information to the specific.

2.3.2 Analyzing expressions: determining the meaning of a new expression by breaking it down into parts, for example, using various meanings to understand the whole expression.

2.3.3 Analyzing contrastively: comparing elements which are sounds, vocabulary, or grammar of the new language with elements of one's own language to find similarities or differences.

2.3.4 Translating: converting the new language into the native language at various levels, e.g. words, phrases, or whole texts. It can also be converting the native language into the target language.

2.3.5 Transferring: directly applying knowledge of words, concepts, or structures from one language to another in order to understand or to produce a new language.

2.4 Creating structure for input and output

2.4.1 Taking notes: writing down the main or specific ideas. This strategy can include raw notes, or a more systemic form of note-taking such as the shopping list format, the semantic map, or the standard outline format.

2.4.2 Summarizing: making a summary or abstract of a longer passage.

2.4.3 Highlighting: using a variety of emphasis techniques such as underlining or color-coding, to focus on important information.

3 Compensation Strategies

Compensation strategies are used to round out inadequate language comprehension, such as grammar and vocabulary. They are subdivided into two main groups as follows:

3.1 Guessing intelligently:

3.1.1 Using linguistic clues: seeking and using language-based clues for guessing the meaning of the new language. Language-based clues may come from the learners' own language or from other known languages.

3.1.2 Using other clues: using or looking for clues that are not language-based in order to guess the meaning of the new language. Non language

clues may come from many sources such as situation, text structure, personal relationship, topic or general world knowledge.

3.2 Overcoming limitations in speaking or writing:

3.2.1 Switching to the mother tongue: using the first language to express the meaning without translation.

3.2.2 Getting help: asking somebody for help by hesitating or explicitly asking for the missing expression in the new language.

3.2.3 Using mime or gesture: using physical motion to express the meaning.

3.2.4 Avoiding communication partially or totally: partially or totally avoiding communication when facing difficulties in language. This may include avoiding communication in general, or abandoning certain topics, and specific expressions.

3.2.5 Selecting the topic: choosing a certain topic in which the learner has sufficient vocabulary and grammar to communicate.

3.2.6 Adjusting or approximating the message: changing the message by simplifying words, omitting some items of information or saying something slightly different from that meaning, for example, saying 'pen' instead of 'pencil'.

3.2.7 Coining words: creating a new word to communicate such as 'paper-holder' for notebook.

3.2.8 Using a synonym: using a word that means the same thing, for instance, 'cloth used for washing dishes' as an expression for dishrag.

Indirect learning strategies

The indirect learning strategies are strategies supporting language learning without directly involving the new language (Oxford, 1990, pp. 135-173). They are composed of three types of metacognitive strategies, affective strategies, and social strategies.

4 Metacognitive Strategies

Metacognitive strategies help learners oversee, and arrange their own learning process, monitor one's production or comprehension, and evaluate the learning. They are classified as follows:

4.1 Centering the learning:

4.1.1) overviewing and linking with already known material:

overviewing a new language task comprehensively and comparing it to what is already known. To use this strategy, there are three steps: (1) list what needs to be done in order to accomplish the task, (2) list what is already known, and (3) list what is in (1) but not in (2).

4.1.2) paying attention: deciding to pay attention to specific aspects of language task.

4.1.3) delaying speech production to focus on language skills: deciding to delay speech production in the new language either totally or partially for a certain period, until the listening comprehension skill improves.

4.2 Arranging and planning

4.2.1) finding out about language learning: making efforts to find out how learning works through several methods such as reading books, talking with

other people, and then using this information to improve one's own language learning.

4.2.2) organizing: understanding and using conditions to advantage the learning such as organizing one's schedule or preparing a language learning notebook.

4.2.3) setting goals and objectives: setting short and long term targets for language learning, such as to finish reading an article by Tuesday, or to be able to write a formal letter by the end of the semester.

4.2.4) identifying the purpose of a language task: deciding the objective of a language task, for instance, listening to the radio to get the latest news.

4.2.5) planning for a language task: planning for the language elements and the need for a particular language task or situation. This strategy consists of four steps: (1) describing the task, (2) targeting its requirement, (3) checking one's own linguistic resources, and (4) determining additional language elements needed for that task.

4.2.6) seeking practice opportunities: looking for or creating opportunities to practice the new language in realistic situations, such as watching a foreign language movie.

4.3 Evaluating one's learning

4.3.1) self-monitoring: identifying errors in understanding or in producing the new language, tracking the source of important errors, and trying to eliminate those errors.

4.3.2) self-evaluating: evaluating one's own progress in the new language, for example, checking whether one understands the conversation better than three months ago.

5 Affective Strategies

Affective strategies help learners deal with emotion, motivation and anxiety.

They are divided as follows:

5.1 Lowering anxiety:

5.1.1 Using progressive relaxation, deep breathing, meditation: using techniques to relax the body, such as massaging the neck muscles.

5.1.2 Using music: listening to music to relax.

5.1.3 Using laughter: using laughter to relax, such as watching funny movies, or reading humorous books.

5.2 Self-encouraging

5.2.1 Making positive statements: saying or writing positive statements in order to make learners feel more confident in learning the new language.

5.2.2 Taking risks wisely: pushing oneself to take risks in a language learning situation, even though there is a chance of making mistakes.

5.2.3 Rewarding oneself: giving oneself a reward for a certain good performance in the new language.

5.3 Taking one's emotional temperature

5.3.1 Listening to one's body: paying attention to the body's feelings, which may be either negative or positive. Negative feelings can include stress, worry, or fear; positive feelings can include pleasure and interest.

5.3.2 Using a checklist: using a checklist to discover feelings, motivations and attitudes towards language learning both in general and concerning specific language tasks.

5.3.3 Writing a language learning diary: writing a diary or journal to keep a record of events and feelings of the new language learning process.

5.3.4 Discussing one's feelings with others: talking to another person such as friends, relatives, etc. to find out and express feelings about language learning.

6 Social Strategies

Social strategies help students learn through interaction with others. They consist of the following sub-strategies:

6.1 Asking questions

6.1.1 Asking for clarification or verification: asking the speaker to repeat, slow down, or give examples; or asking whether one's own specific production is correct.

6.1.2 Asking for correction: asking someone to correct one's speaking or writing.

6.2 Cooperating with others

6.2.1 Cooperating with peers: working with other language learners by frequently working in pairs or in small groups in the classroom.

6.2.2 Cooperating with proficient language users of the new language: working with native speakers or other proficient users of the new language, usually outside the classroom.

6.3 Empathizing with others

Empathy is important for successful communication.

6.3.1 Developing cultural understanding: trying to understand the other person's relation to that culture.

6.3.2 Becoming aware of others' thoughts and feelings: observing others' behaviors, and asking them about their thoughts and feelings when appropriate.

In conclusion, this section has reviewed types of language learning strategies according to Oxford's classification divided into six main types: (1) memory strategies, (2) cognitive strategies, (3) compensation strategies, (4) metacognitive strategies, (5) affective strategies, and (6) social strategies. All strategies help to contribute either directly or indirectly to learning however, understanding the factors that affect language learning strategy choice is also necessary.

Factors Influencing Strategy Choice

Language learning strategies are 'special actions taken by the learners' (Oxford, 1990, p. 8), thus, any factors involving learners are the variables affecting the use of strategies. According to Rubin (1975, as cited in Tseng, 2005, p. 323), the factors influencing strategy choice depend on the learner's age, styles and cultural background; furthermore, they may also vary with the task requirement and the context. Additionally, according to Bialystok, (1979, as cited in Tseng, 2005, p. 323) those factors relate to learner's characteristics and situations such as motivation, attitude, learning aptitude, learner's length of exposure to the language, and the teaching method received. Oxford and Ehrman (1989, pp. 1-13) add that the

individual characteristics, such as anxiety, self-esteem, tolerance of ambiguity, and risk-taking, would affect the language learning strategies. The following are factors affecting the choice of strategies used among students learning second languages:

Gender

Females reported greater overall strategies employed and used them more often than males in many studies (Oxford & Lee, 2008, pp. 7-8; Lee, 2007, p. 1). However, there are also studies presenting a less clear distinction in strategy used between females and males (Oh, 1996).

Age and Second Language Stage

Learners of different ages and stages of second language learning may use different strategies. The older or more advance learners often employ metacognitive strategies for their learning (Oh, 1996), whereas the young learners tend to use social strategies more than the other types of strategies (Oxford & Lee, 2008).

Type of Task

A Task's purpose and requirement naturally assist in selecting strategies to carry out the task. For example, learners uses different strategies for speaking writing (Oxford, 1990, p. 13).

Learning Style

Learning style often determines the choice of language learning strategies. For instance, analytic-style learners prefer strategies such as contrastive analysis, and rule-learning, while global-style learners use strategies to find meaning by guessing, scanning, and predicting (Oxford, 1994).

Proficiency Level

Most studies agree that more proficient learners employ a wider range of strategies and use them more efficiently than the less proficient ones (Griffiths, 2004; Oxford & Lee, 2008). However, Vann and Abraham's study (1990, as cited in Ghani, 2003, pp. 34-35) finds that both more and less proficient language learners can be active users of similar strategies, but the 'less' proficient learners seem to lack the metacognitive strategies that could indirectly help them evaluate their tasks.

Motivation

Motivated learners tend to employ more strategies and use them more often than the less motivated ones. Besides, certain reasons or goals of learning a language affect selecting strategies. For instance, learners who want to learn a new language mainly for interpersonal communication may use different strategies from learners who want to learn a new language solely to perform well on a test.

Teacher's Expectation

Through the teaching of strategies in classroom, teachers expect their students to use the learnt strategies. For instance, classroom focusing on discrete-point grammar-learning will develop learning strategies such as analysis and reasoning, rather than other global strategies for communication (Oxford, 1990, p. 13).

In brief, key factors affecting language learning strategies used are mainly related to learners' characteristics and situations. Additionally, most recent studies concerning language learning strategies are conducted to search for factors that could affect the use of strategies such as learners' nationality, academic major, learning

self-image, etc. Understanding the factors that influence strategy choice may help both teachers and students develop ways of teaching and learning strategies. As language learning strategies assist students to enhance their language skills more effectively, many studies have, consequently, searched for the strategies existing in the learning process of good language learners.

Good Language Learners

As educators begin to recognize the importance of individual variation in language learning, they try to discover why some learners appear to be more successful than others - this observation then leads to the study of good language learners. This section consists of two aspects: good language learners' characteristics and language learning strategies used by good learners.

Good Language Learners' Characteristics

Language teachers, continue looking for ways to assist less successful learners. The original goal of finding the characteristics of good language learners is, therefore, to serve such purpose (McDonough & Shaw, 2003).

Rubin and Thompson (1983; as cited in Nunan, 1999, p. 171) observe good language learners and summarize the characteristics of good language learners as those who:

1. find their own way in taking charge of their learning;
2. organize information about language;
3. create, develop, and do experiments with language;
4. make their own opportunities to practice the language inside and outside the classroom;

5. learn to live with uncertainty and develop strategies for making sense of the target language without wanting to understand every word;
6. use mnemonics (rhymes, word associations, etc.) to recall what has been learned;
7. make errors work;
8. use linguistic knowledge, including knowledge of their first language in mastering a second language;
9. let the context (extra-linguistic knowledge and knowledge of the world) help them in comprehension;
10. learn to make intelligent guesses;
11. learn chunks of language as a whole and formalized routines to help them perform beyond their competence;
12. learn production techniques (e.g. techniques for keeping a conversation going);
13. learn certain production strategies to fill in gaps in their own competence;
14. learn different styles of speech and writing, and learn to vary their language according to the formality of the situation.

Lightbown and Spada (1999, p. 34) present a list of good language learners' characteristics, which is similar to the one by Rubin and Thompson. They assert that good language learners should have high intelligence and good academic skills and should enjoy the process of learning. If learners employ some strategies that help them in learning other subjects, they could also apply those same strategies to

learning language, such as looking for patterns. Lightbown and Spada list that good language learners:

1. are willing and accurate guessers;
2. are willing to make mistakes;
3. try to communicate even without language;
4. look for patterns;
5. practice whenever possible;
6. analyze their own speech;
7. pay attention to their own standards;
8. enjoy grammar;
9. begin learning in childhood;
10. have above-average IQs;
11. have good academic skills;
12. have good self-image and self-confidence.

Hedge (2000, p. 76) points out that autonomous learning and employing learning strategies support learners in becoming more successful than those who depend solely on the teacher. Also, being 'self-directed', learners are motivated and willing to do whatever it takes to accomplish the task. Hedge suggests that 'self-directed' learners:

1. know their needs and work productively towards achieving their objectives;
2. know how to use resources independently;
3. learn both inside and outside the classroom;
4. adjust their learning strategies as needed ;

5. manage and divide their time in learning properly;
6. learn with active thinking.

McDonough and Shaw (2003, p. 56) view the characteristics of good learners as the ones who:

1. check their own language performance;
2. are willing to guess and take risks with both comprehension and production;
3. seek opportunities to practice;
4. develop efficient memorizing strategies.

In summary, good language learners employ characteristics of taking self-responsibility in their learning, taking risks willingly, looking for opportunities to practice, and managing and developing their learning. Furthermore, the study of good language learners involves the kinds of strategies used among those that are successful language learners.

Strategies Used by Good Language Learners

To find out ways to make students gain more competence in language, a short, smart way is to observe how good language learners learn (Rubin, 1975, as cited in Oxford, 1994). Rubin (1975) identifies the following strategies used by good language learners:

1. making reasonable guesses when unsure,
2. making an effort to communicate and to learn through communication,
3. finding strategies for overcoming inhibitions in target language interaction,

4. practicing the language that has just been acquired whenever possible and taking or creating opportunities to use the language,
5. monitoring their speech and that of others,
6. attending to form by looking for patterns and analyzing,
7. paying attention to meaning.

Naiman, Frohlich, and Todesco (1975, as cited in Oxford, 1994), present five major language learning strategies of good language learners:

1. active task approach: good language learners actively involve themselves in language learning tasks, such as talking to native speakers, writing to pen-pals, listening to radio, watching TV, and reading newspapers;

2. realization of language as a system: good language learners develop an awareness of language as a system, for instance, making bilingual vocabulary charts and memorizing them;

3. realization of language as communication and interaction;

4. management of affective demands: good language learners realize initially or with time that they must cope with the affective demands made upon them by language learning, and subsequently they succeed in doing so;

5. monitoring of performance.

Recently, Takeuchi (2003, as cited in Chamot, 2005, p. 115) has studied the characteristics of Japanese good language learners through their biographies. He reports that good language learners are mentally active learners and that they tend to use strategies as follows:

1. monitoring language comprehension and production,
2. practicing communication in the target language,
3. making use of prior linguistic and general knowledge,
4. using a variety of memorization strategies,
5. asking questions for clarification.

In conclusion, good language learners tend to actively expose themselves to the target language as much as they can. They also tend to monitor their language performance and to guess wisely when they are not sure about the meaning. Such findings not only broaden the second language acquisition study field, but they also provide guidance for instruction strategies in the classroom.

Language Learning Strategy Instruction

One of the goals of second language or foreign language acquisition is to improve language teaching (Ellis, 1997, p. 79). As language learning strategies are tools to help learning, the instruction of language learning strategies therefore become attractive because they encourage learners to be autonomous (Ellis, 1997, p. 87).

Pearson and Dole (1987, as cited in Cohen, 1998, p. 71) introduce a scope and sequence framework for teaching language learning with reference to the first language. However, it can also be applied to the foreign language. Pearson and Dole's framework includes:

1. explaining the benefits of applying specific strategies,
2. guiding students to practice using those strategies,
3. facilitating students to identify the strategies to use,

4. letting students practice using strategies independently,
5. applying the strategy to new tasks.

O'Malley and Chamot (1988, p. 158) outline general guidelines for teaching language learning strategies. There are five steps as follows:

1. Preparation: develop student awareness of different strategies through:
(a) small group interviews about school tasks, (b) modeling think-aloud, and later having students think aloud in small groups, and (c) discussion of interviews and think-aloud.

2. Presentation: develop student knowledge about strategies by:
(a) providing rationale for strategy use, (b) describing and naming the strategy, and (c) modeling the strategy.

3. Practice: develop student skills in using strategies for academic learning through: (a) cooperative learning tasks, (b) think-aloud while problem solving, (c) peer tutoring in academic tasks, and (d) group discussion.

4. Evaluation: develop student ability to evaluate their own use of strategies by: (a) writing strategies used immediately after task, (b) discussing strategy use in class, and (c) writing journals with the teacher on strategy use.

5. Expansion: develop transferring of strategies to new tasks through:
(a) discussions on the metacognitive and motivational aspects of strategy use,
(b) additional practice on similar academic tasks, and (c) assignments to use learning strategies on tasks related to cultural backgrounds of students.

Later, O'Malley and Chamot (1994; as cited in Cohen, 1998, p. 73), develop the strategy training approach, which is particularly useful after students have

practiced applying strategies in various contexts. The approach is described as a four-stage problem-solving process as follows:

1. Planning: instructor presents a language task and explains the rationale behind it, then asks students to plan their own approaches to the task or to choose strategies that help its completion. For instance, students can set goals for the task, recall their methods to similar tasks, predict potential difficulties, and concerns about language input and output.

2. Monitoring: during the task, the students are asked to ‘self-monitor’ by paying attention to their strategy use and by checking comprehension. For example, they can use imagery, reduce anxiety with positive self-talk, and practice with peers.

3. Problem-solving: when students face difficulties, they are expected to find their own solutions. For example, they can ask for clarification or compensate for lack of target language by paraphrasing.

4. Evaluation: after completing the task, the students are given time to ‘de-brief’ the activity. For instance, they can verify their predictions and summarize their performance.

Wenden (1991, pp. 105-108), provides a framework for language learning strategy instruction as follows:

1. Informed: strategy instruction should provide information about its value or significance.

2. Self-regulation: strategy instruction should include self-regulation that refers to how learners manage their learning.

3. Contextualized: strategy instruction should be trained in the context of a language skill and related to a problem that learners may have in using that skill.

4. Interactive: strategy instruction should be interactive, teacher are expected to continue to work with learners until learners show some ability to regulate their use of the trained strategies.

5. Diagnosis: efficient training should be based on a diagnosis of learners' entering proficiency.

In short, language learning strategy instruction involves conceptualization of teaching learners how to learn. Learners will benefit from instruction language learning strategies when they (a) understand the strategy itself, (b) perceive it to be effective, and (c) practice it willingly (Brown, 1980). Moreover, to support learners in becoming autonomous, teachers are expected to plan, monitor, and evaluate both learners and their instruction. The success of language learning strategy instruction depends on teachers' knowledge and skill (McDonough, 1995, p. 122).

Related Studies

Educators, researchers and teachers both in Thailand and in foreign countries have conducted various studies of English learning strategies. The following findings include: 1) the relationship between English learning strategies and English proficiency, 2) types of English learning strategy use, 3) English learning strategy instruction in the classroom, and 4) factors influencing English learning strategy choice.

Relationship between English Learning Strategies and English Proficiency

Griffiths (2003, pp. 91-95), studied the relationship between the use of English learning strategies and the proficiency of students in a private language school in Auckland, New Zealand. The research instrument was Oxford's Strategy Inventory for Language Learning questionnaire. The result of the study revealed a significant relationship between English learning strategies and proficiency, and from the longitudinal study, it was also found that those students who made the most progress were the ones who most increased the frequency of their English learning strategy use.

In Thailand, Pravitraturuk (1994) conducted research on the relationship between English learning strategies and English proficiency of Mattayomsuksa 6 students in secondary schools under the jurisdiction of the Department of General Education in Bangkok. She assessed 547 students' use of English learning strategies through a learning behavior questionnaire as well as tests of listening, speaking, reading and writing. The findings reported that: (1) there was a relationship between English learning strategies used and the English proficiency at .001 level of significance; and (2) Mattayomsuksa 6 students, in general, employed English learning strategies at moderate levels in terms of classroom learning behavior, self-learning behavior, and behavior of interaction with others outside classroom.

The findings from the researches conducted in both in Thailand and other country showed that more proficient learners employed more learning strategies and frequently used them more than the less proficient learners.

Types of English Learning Strategy Use

Chan (2005, pp. 342-348), carried out a small-scale research of strategies used by Cantonese speakers in pronouncing English consonant clusters. The participants were six secondary school students and six university students in Hong Kong, who were asked to perform four speech tasks: word-list-reading, describing a picture list, the reading of three passages, and a conversational interview. The results showed that the students commonly used deletion and substitution.

In Thailand, Suthiwartnareput and Soranastaporn (2006), conducted an in-depth study of grammar learning strategies of Mahidol University medical students. The 255 participants were divided into two groups of high- and low-ability students according to the results of a TOEFL grammar test. The students' English learning strategies were assessed by questionnaire and structured interviews. The results demonstrated that all participants tended to use affective strategies and cognitive strategies most frequently. The findings also revealed that there was a statistically significant difference of 0.001 between high- and low-proficiency students in using grammar learning strategies. The high proficiency students particularly used metacognitive strategies far more frequently than the low group.

Kamheang (2007, pp. 41-59), conducted a survey of English reading strategies used by high-and low-reading ability of 124 fourth-year English major students from the Faculty of Humanities, Naresuan University. The result showed that the high reading ability students used reading strategies more often than the low ability ones. Furthermore, the higher reading ability students used the global reading strategies more than the lower ones significantly ($P=0.05$). However, there was no

difference use of problem-solving strategies and support strategies between the two groups.

Similarly, Aegpongpaow (2008), investigated the metacognitive strategies use in English academic reading of 20 bachelor degree students from Srinakharinwirot University. The results reported that the higher English reading proficiency students used metacognitive strategies more often than the lower ones. In addition, both high and low reading proficiency students knew various effective reading strategies, but the lower proficiency group could not apply them to enhance their reading comprehension.

It can be summarized from the studies that (1) using English learning strategy-type depends on the task requirement, and (2) the higher proficiency learners tend to employ metacognitive strategies more than the lower proficiency learners.

English Learning Strategy Instruction in the Classroom

In England, Macaro (2001, pp. 531-548), conducted teaching metacognitive strategies in the English writing project with six classes of secondary students of French. After receiving five month-instruction of metacognitive strategies on a writing project, students in the experiment groups' post-test showed grammatical improvement in their writing, less reliance on their teacher, and more care taken with their writing tasks.

In the USA., Carrier (2003, pp. 383-393), taught listening comprehension strategies to a small group of rural Midwestern USA high school students. Six participants were native Spanish speakers, and one was a native Albanian speaker. The study focused on academic listening tasks during 15 training sessions in a six

week-period. The teacher modeled and defined the listening strategies, including selective attention and note taking, and provided practice opportunities. The findings revealed that students demonstrated significant improvement in both bottom-up and top-down approaches of listening comprehension.

In Thailand, Usama (2005), taught reading strategies to a group of 40 Mattayomsuksa 5 students at Pimanpittayasan School in Satun Province. The findings revealed that after teaching the strategies, the students improved their reading skills and had a better attitude towards reading English.

In conclusion, the studies presented show that teaching English learning strategies in the classroom are effective in helping students enhance their English skills.

Studies on Factors Affecting English Learning Strategy Use

Gu (2002, pp. 35-54), conducted a study on using vocabulary learning strategies. A large-scale survey was carried out among a group of adult Chinese EFL learners in Singapore on their vocabulary learning strategies. The findings were: (1) female students performed both a vocabulary size test and a general proficiency test significantly better than male students; (2) females also reported significantly more use of almost all vocabulary learning strategies that were found to be useful in effective EFL learning; and (3) the academic major was found to be a less potent background factor than anticipated; specifically, strategy differences were found between arts and science majors, but differences on most strategy categories were less clear-cut than those between male and female subjects.

Li and Qin (2006, pp. 72-85) studied English learning styles and learning strategies in the EFL context of English learners in China. The subjects consisted of

187 second-year college students, and the research instrument was the Myers-Briggs Type Indicator (MBTI), which was used to examine the students' learning styles. A questionnaire on the use of learning strategies adapted from O'Malley and Chamot's classification system, was also used to investigate learning strategies. The findings showed that (1) learning styles had a significant influence on learners' learning strategy alternatives; and (2) high achievers were more capable of exercising strategies that were associated with their non-preferred styles.

Yang (2007, pp. 35-51), investigated the effects of ethnicity and proficiency on the learning strategy use of junior college students in Taiwan and reported that (1) ethnicity did, in fact, play a significant role in the selection of English learning strategies; and (2) more proficient students used strategies more often than less proficient ones.

Oxford and Lee (2008, pp. 7-15) studied the effect of strategy awareness, English-learning self-image, and importance of English on English learning strategy use. The subjects were 1,110 Korean students from various levels of middle school, high school and university. The instruments was a 50-item questionnaire of Oxford's Strategy Inventory for Language Learning with two close-ended items. The findings revealed that students who had certain characteristics – those of valuing English as important, of evaluating their own proficiency as high, and of being aware of English learning strategies, - employed and used learning strategies more than those who did not.

In summary, the studies reveal that English learning strategy choice is influenced by a variety of factors such as gender, and English proficiency level. Recent studies, however, have focused on other variables of learner's personality or

behaviors, which might affect using English learning strategies. To explore another dimension of variables affecting English learning strategy use, this study aimed to identify English learning strategies used by Matthayomsuksa 6 students of the top ten O-NET scoring schools as well as compare their learning strategy use in terms of academic program and English proficiency level. The English learning strategies applied in this study were based on Oxford's language learning strategies.

CHAPTER III

METHODOLOGY

The purposes of this study were 1) to identify the English learning strategy used by Thai Matthayomsuksa 6 (12th grade) students of the top ten Ordinary National Educational Test (O-NET) scoring schools in three consecutive academic years of 2005, 2006 and 2007, and 2) to compare the English learning strategy use in terms of academic program and English proficiency level.

The elements of the research's methodology will be described as follows:

1) population and participant selection, 2) research instruments, 3) data collection, 4) data procedure, and 5) data analysis.

Population and Participant Selection

Population

The target population of this study was Matthayomsuksa 6 students at the schools that had earned top ten scores in English subject's Ordinary National Educational Test (O-NET) in three consecutive academic years of 2005-2007; also, these schools offered three academic programs (Science, Arts, and Arts-Math). With these criteria, there were five schools: 1) Chulalongkorn University Demonstration Secondary School, 2) Mater Dei School, 3) Srinakharinwirat University Demonstration Secondary School (Patumwan), 4) St. Joseph Convent School, and 5) Triam Udom Suksa School. The total number of students was 2,740, broken down by school in the Table 2.

Table 2*Numbers of Population and Participants*

No.	School	Number of Students	Number of Participants
1	Chulalongkorn University Demonstration Secondary School	340	45
2	Mater Dei School	210	27
3	Srinakharinwirot University Demonstration Secondary School (Patumwan)	230	27
4	St. Joseph Convent School	460	54
5	Triam Udom Suksa School	1,500	180
Total		2,740	333

Source: Office of the Basic Education Commission (2008)

Participant Selection

The participants were Matthayomsuksa 6 students of the academic year 2009 from those five top ten O-NET scoring schools. Yamane's sample size of specified 95% confidence interval and $\pm 5\%$ precision was applied to get the sample size of 333 participants (Yamane, 1970). The participants were selected according to their academic programs and English proficiency levels. There were 333 participants: 111 in Science program, 111 in Arts program, and 111 in Arts-Math program. Each program group was divided into three groups based on their English proficiency level. English proficiency level was based on the participants' accumulated grade point average (GPA) in English for the previous two academic years (Matthayomsuksa 4 (10th grade) and Matthayomsuksa 5 (11th grade)). Three English proficiency groups were: a) very High (VH- GPA equal to or more than 3.5), b) high (H, GPA between 3.0-3.49), and c) moderate (M, GPA less than 3.0).

The participant number was apportioned according to the total student number of each school as shown in the Table 3.

Table 3

Participants Distribution by Schools, Academic Programs and Proficiency Levels

No.	School	Samples	Science			Arts			Arts-Math		
			VH	H	M	VH	H	M	VH	H	M
1	Chulalongkorn University Demonstration Secondary School	45	5	5	5	5	5	5	5	5	5
2	Mater Dei School	27	3	3	3	3	3	3	3	3	3
3	Srinakharinwirot University Demonstration Secondary School (Patumwan)	27	3	3	3	3	3	3	3	3	3
4	St. Joseph Convent School	54	6	6	6	6	6	6	6	6	6
5	Triam Udom Suksa School	180	20	20	20	20	20	20	20	20	20
Total		333	37	37	37	37	37	37	37	37	37

Remark: **VH** = Very High (GPA: ≥ 3.5)
H = High (GPA: 3.0 - 3.49)
M = Moderate (GPA: < 3.0)

Research Instruments

The instruments employed in this study were a questionnaire and interviews.

Questionnaire

The questionnaire was in Thai and consisted of two main parts:

(a) background information and (b) English learning strategy use. This questionnaire was constructed based on the frameworks from Oxford's language learning strategies (1990), and Rubin and Thompson's questionnaire of English learning strategy use (1994).

Part A: Background Information

This part was designed to consider if the different backgrounds of students affect the use of English learning strategies. These backgrounds covered participants' academic programs and proficiency levels.

Part B: English Learning Strategy Use

This section consisted of two parts: 1) a five-point rating scale and 2) an open-ended question. The first part was a five-point rating scale (1-5) built for searching participants' frequency use of English learning strategies. The frequency level was classified into: 1) the most, 2) often, 3) medium, 4) seldom, and 5) the least. The specification of English learning strategy question items is shown in the Table 4.

Table 4

Specification of English Learning Strategy Items in the Questionnaire

Strategy	Number of Oxford's language learning strategies and items			Number of English learning strategy items in the questionnaire	
	Number of sub strategies	Number of strategy items in each sub strategy	Total strategy items	Number of strategy items in each sub strategy	Number of strategy question items
Memorization	4	3, 4, 1, 2	10	2, 2, 1, 1	6
Cognitive	4	5, 2, 5, 3	15	2, 1, 2, 1	6
Compensation	2	2, 8	10	2, 4	6
Metacognitive	3	3, 6, 2	11	2, 3, 1	6
Affective	3	3, 3, 3	9	2, 2, 2	6
Social	3	2, 2, 2	6	2, 2, 2	6

The second part was an opened-ended question, which was designed to obtain any English learning strategy use not listed among the 36 items.

The researcher's advisors and three experts in English learning strategies verified the validity of the questionnaire's content, and the score of Item-Objective Congruence (IOC) was 0.85. To establish its reliability, the questionnaire was piloted with thirty 12th grade students who did not take part in the main study. The reliability was verified by Cronbach's alpha coefficient, its result is shown in Table 5.

Table 5

Questionnaire's Reliability

No. of Questionnaires	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Question Items
Actual (333)	0.964	0.956	36

Interviews

To triangulate and support further information obtained from quantitative data, an additional instrument used in this study was a semi-structured interview. There were two groups of interviewees: (a) the participants, and (b) the teachers. The interviews involved face-to-face conversations. The participants were interviewed on their use of English learning strategies. The teachers of English were interviewed about teaching English learning strategies and about observations of students' using English learning strategies in classrooms.

Data Collection

All 333 questionnaires were delivered and collected by researcher. The appointments with participants and teachers were also made. The interviews were in Thai and face-to-face. After transcribing those interview data, only the unclear data were verified by the interviewees via telephone.

Data Procedure

Data procedure consisted of quantitative data and qualitative data.

Procedure of Quantitative Data

Based on the questionnaire, quantitative data were processed to obtain two main types of data: 1) English learning strategy use, and 2) English learning strategy item use. Moreover, all data were also processed in two view-aspects of participants' academic programs and English proficiency levels.

Identification of English learning strategy use

To determine whether participants used certain strategies, a criterion was set that among six strategy items in each type of strategies, when the number reporting 'the most' and 'often' were equal to or more than three, those strategies was considered to be used by participants. On the other hand, when the number of reporting 'the most' and 'often' were less than three, those strategies were considered not to be used. Table 6 shows criteria for identifying English learning strategy use.

Table 6*Criteria for Identifying English Learning Strategy Use*

Sum of reporting 'the most' and 'often' uses	Identification of strategy use
≥ 3 strategy items	Use
< 3 strategy items	Not use

After counting the answers of ‘the most’ and ‘often’ uses, the researcher coded ‘1’ for using strategies, or ‘0’ for not using strategies in the questionnaires. These data were recorded in SPSS – Statistical Package for Social Science and then processed the data through SPSS.

Identification of English learning strategy item use

This study identified not only English learning strategy use, but also precisely what kinds of strategy items were used. Data procedure to answer the strategy item use was from the scores of level use as shown in Table 7.

Table 7*The Scores of Level English Learning Strategy Item Use*

Level Use	Scores
the most	5
often	4
medium	3
seldom	2
the least	1

Scores of using all English learning strategy items were recorded in SPSS and processed the results through SPSS.

Procedure of Qualitative Data

The qualitative data were gathered from open-ended questions in the questionnaire and interviews which involved 10 participants and 5 teachers. The semi-structured interviews were used in this study.

Data Analysis

Data analysis contained quantitative data analysis and qualitative data analysis.

Quantitative Data Analyses

The two main data groups of identifying English learning strategy use and English learning strategy item use were analyzed by descriptive statistics. The data of identifying English learning strategy use were analyzed by frequency and percentage, while the data of identifying English learning strategy item use were determined by mean and standard deviation scores. In addition, this study searched for relationships between English learning strategy use and academic programs, as well as between English learning strategy use and proficiency level. The data analyzed to address these relationships were resulted from the chi-square tests' scores.

Qualitative Data Analysis

The qualitative data from an open-ended question of the questionnaire and interviews were categorized and summarized. These data were used to triangulate explaining and discussing the quantitative findings.

CHAPTER IV

FINDINGS

The research questions of this study were: 1) What English learning strategies do the Matthayomsuksa 6 students of the top ten O-NET scoring schools use?, and 2) What English learning strategies do they use in terms of their academic programs and English proficiency levels? The data were collected via questionnaires and interviews. This chapter presents the analysis of data as quantitative data and qualitative data.

Analysis of Quantitative Data

The quantitative data were derived from the questionnaire (see Appendix A) and were divided into two major groups: (a) participants' background information, including school, academic program, and English proficiency level (Part A), and (b) participants' English learning strategy use (Part B).

Questionnaire

Part A Participants' Background Information

Part A of the questionnaire obtained background data of 333 participants. The 333 participants were classified into nine groups: three different academic programs (Science, Arts, and Arts-Math), each program was subdivided into three different English proficiency levels (Very High (VH), High (H), and Moderate (M)). Each of the nine groups had an equal number of 37 participants.

Part B English Learning Strategy Use

The quantitative data involving English learning strategy use were collected from Part B of the questionnaire. The data was analyzed through SPSS in aspects of: 1) the overall strategy use, 2) strategy use in terms of academic program, and 3) strategy use in terms of proficiency level. Each aspect looked for English learning strategy use and English learning strategy item use.

The overall English learning strategy use

The results of overall English learning strategy use are shown in Table 8.

Table 8

The Overall English Learning Strategy Use

School	Participants	Memorization	Cognitive	Compensation	Metacognitive	Affective	Social	Total number of used strategies	Ratio of used strategies per participant
School 1	45	9 (0.86)	20 (1.90)	33 (3.14)	16 (1.52)	12 (1.14)	18 (1.71)	19 (10.28)	2.40
School 2	27	9 (0.86)	18 (1.71)	19 (1.81)	15 (1.43)	13 (1.24)	15 (1.43)	15 (8.47)	3.30
School 3	27	7 (0.67)	15 (1.43)	19 (1.81)	15 (1.43)	12 (1.14)	15 (1.43)	15 (7.90)	3.07
School 4	54	14 (1.33)	30 (2.85)	35 (3.33)	23 (2.19)	26 (2.47)	25 (2.38)	26 (14.56)	2.83
School 5	180	63 (5.99)	128 (12.18)	153 (14.56)	98 (9.32)	77 (7.33)	99 (9.42)	100 (58.80)	3.43
Total	333	102 (9.71)	211 (20.08)	259 (24.64)	167 (15.89)	140 (13.32)	172 (16.37)	1,015 (100.00)	3.16

Remark: * number in front of () is frequency, number in () is percentage

Table 8 shows that a total number of using strategies of all 333 participants is 1,051 (100 %). Compensation strategies - those which help learners make up for the inadequate language - were used the most (24.64 %) followed by (in order of descending frequency): cognitive strategies (20.08 %) - those which help learners understand new language, social strategies (16.37 %) - those which facilitate learning through interaction with others, metacognitive strategies (15.89 %) - those

which assist learners in overseeing and arranging their own learning process, affective strategies (13.32 %) - those which aid learners in dealing with emotion, motivation and attitudes, and memorization strategies (9.71 %) - those with which learner store and retrieve information.

Furthermore, Table 8 reveals that the participants from each school tend to use English learning strategies with varying frequency. Ratio of using strategies per participant of School 5 was the highest (3.43), followed by School 2 (3.30), School 3 (3.03), School 4 (2.83) and School 1 (2.40).

This study also identified English learning strategy item use, the findings are shown in the Table 9.

Table 9

The Overall Most-Used English Learning Strategy Items

Rank of Use	Strategy		Strategy Item	Mean	Standard Deviation
	Strategy	Use (percentage)			
1	Compensation	24.64	When I don't know the meaning, I guess based on what was said, or what will be said.	4.06	1.80
2	Cognitive	20.08	I use several resources, such as the grammar books or dictionary, in order to understand new meanings and to produce new language.	3.80	0.97
3	Social	16.37	I ask proficient friends or native English speakers to correct my speaking or writing.	2.95	1.82
4	Metacognitive	15.89	I evaluate my English learning progress, such as checking a quiz score.	2.51	1.77
5	Affective	13.32	When I worry about my English, I listen to music or watch funny movies.	2.70	1.92
6	Memorization	9.71	I group together words with the same meanings or similar structures to help me remember.	3.32	0.95

Table 9 presents that the most-used English learning strategy item is 'when I don't know the meaning, I guess based on what was said, or what will be

said' (1st rank), while the least-used English learning strategy item is 'group together words with the same meanings or similar structures to help me remember' (6th rank).

English Learning Strategy Use in Terms of Academic Program

The findings of English learning strategy use according to academic programs (Science, Arts, and Arts-Math) are shown in Table 10.

Table 10

The English Learning Strategy Use in Terms of Participants' Academic Program

School	Program	Participant	Memorization	Cognitive	Compensation	Metacognitive	Affective	Social	Total number of strategies used	Grand total number of strategies used	Ratio of used strategies per participant
School 1	Science	15	4 (0.38)	8 (0.76)	14 (1.33)	6 (0.57)	6 (0.57)	13 (1.24)	51 (4.85)		3.40
	Arts	15	2 (0.19)	6 (0.57)	9 (0.86)	5 (0.48)	1 (0.10)	3 (0.29)	26 (2.47)		1.73
	Arts-Math	15	3 (0.29)	6 (0.57)	10 (0.95)	5 (0.48)	5 (0.48)	2 (0.19)	31 (2.95)	108 (10.28)	2.07
School 2	Science	9	4 (0.38)	8 (0.76)	5 (0.48)	5 (0.48)	7 (0.67)	4 (0.38)	33 (3.14)		3.67
	Arts	9	3 (0.29)	5 (0.48)	7 (0.67)	4 (0.38)	3 (0.29)	6 (0.57)	28 (2.66)		3.11
	Arts-Math	9	2 (0.19)	5 (0.48)	7 (0.67)	6 (0.57)	3 (0.29)	5 (0.48)	28 (2.66)	89 (8.47)	3.11
School 3	Science	9	2 (0.19)	6 (0.57)	7 (0.67)	4 (0.38)	3 (0.29)	5 (0.48)	27 (2.57)		3.00
	Arts	9	2 (0.19)	5 (0.48)	5 (0.48)	6 (0.57)	4 (0.38)	6 (0.57)	28 (2.66)		3.11
	Arts-Math	9	3 (0.29)	4 (0.38)	7 (0.67)	5 (0.48)	5 (0.48)	4 (0.38)	28 (2.66)	83 (7.90)	3.11
School 4	Science	18	4 (0.38)	10 (0.95)	11 (1.05)	6 (0.57)	7 (0.67)	8 (0.76)	46 (4.38)		2.56
	Arts	18	5 (0.48)	9 (0.86)	13 (1.24)	8 (0.76)	11 (1.05)	11 (1.05)	57 (5.42)		3.17
	Arts-Math	18	5 (0.48)	11 (1.05)	11 (1.05)	9 (0.86)	8 (0.76)	6 (0.57)	50 (4.76)	153 (14.56)	2.78
School 5	Science	60	20 (1.90)	39 (3.71)	47 (4.47)	32 (3.04)	22 (2.09)	27 (2.57)	187 (17.79)		3.12
	Arts	60	24 (2.28)	46 (4.38)	55 (5.23)	39 (3.71)	28 (2.66)	37 (3.52)	229 (21.79)		3.82
	Arts-Math	60	19 (1.81)	43 (4.09)	51 (4.85)	27 (2.57)	27 (2.57)	35 (3.33)	202 (19.22)	681 (58.80)	3.37
Total	Science	111	34 (3.24)	71 (6.76)	84 (7.99)	53 (5.04)	45 (4.28)	57 (5.42)	344 (32.73)		3.10
	Arts	111	36 (3.43)	71 (6.76)	89 (8.47)	62 (5.90)	47 (4.47)	63 (5.99)	368 (35.01)		3.32
	Arts-Math	111	32 (3.04)	69 (6.57)	86 (8.18)	52 (4.95)	48 (4.57)	52 (4.95)	339 (32.25)	1,051 (100.00)	3.05

Remark: * number in front of () is frequency, number in () is percentage

Table 10 demonstrates that Arts program-participants employed strategies the most (3.32), followed by Science-program participants (3.10) and Arts-Math-program participants (3.05).

This study also attempts to determine whether there is any relationship between English learning strategy use and academic program. The Chi-Square tests were employed, and the results obtained are shown in Table 11.

Table 11

Relationship between English Learning Strategy Use and Academic Program

Strategy	Value	df	Asymp. Sig. (2-sided)
Memorization	0.339a	2	0.844
Cognitive	0.103a	2	0.95
Compensation	0.660a	2	0.719
Metacognitive	2.186a	2	0.335
Affective	0.173a	2	0.917
Social	2.189a	2	0.335

From Table 11, it can be seen that there is no significant correlative relationship ($p > 0.00$) between English learning strategy use and academic program. In other words, no participant of any particular academic program employs a particular English learning strategy use frequency significantly.

English learning strategy use in terms of English proficiency level

Another factor in this study respecting English learning strategies was English proficiency level, which was the English subject's accumulation grade point average (GPA). To reiterate, proficiency was classified into three levels: a) VH

(GPA equal to or more than 3.5), b) H (GPA between 3.0-3.49), and c) M (GPA less than 3.0). The findings of English learning strategy use according to English proficiency level are shown in Table 12.

Table 12*The English Learning Strategy Use in Terms of English Proficiency Level*

School	Proficiency Level	Participants	Memorization	Cognitive	Compensation	Metacognitive	Affective	Social	Total number of using strategies	Grand total number of using strategies	Ratio of used strategies per participant
School 1	Very high	15	5 (0.48)	13 (1.24)	12 (1.14)	12 (1.14)	6 (0.57)	10 (0.95)	58 (5.52)		3.87
	High	15	2 (0.19)	5 (0.48)	11 (1.05)	4 (0.38)	4 (0.38)	4 (0.38)	30 (2.85)		2.00
	Moderate	15	2 (0.19)	2 (0.19)	10 (0.95)	0 (0.00)	2 (0.19)	4 (0.38)	20 (1.90)	108 (10.28)	1.33
School 2	Very high	9	6 (0.57)	8 (0.76)	7 (0.67)	9 (0.86)	6 (0.57)	8 (0.76)	44 (4.19)		4.89
	High	9	2 (0.19)	5 (0.48)	7 (0.67)	3 (0.29)	3 (0.29)	5 (0.48)	25 (2.38)		2.78
	Moderate	9	1 (0.10)	5 (0.48)	5 (0.48)	3 (0.29)	4 (0.38)	2 (0.19)	20 (1.90)	89 (8.47)	2.22
School 3	Very high	9	5 (0.48)	6 (0.57)	8 (0.76)	7 (0.67)	7 (0.67)	8 (0.76)	41 (3.9)		4.56
	High	9	1 (0.10)	4 (0.38)	6 (0.57)	6 (0.57)	5 (0.48)	7 (0.67)	29 (2.76)		3.22
	Moderate	9	1 (0.10)	5 (0.48)	5 (0.48)	2 (0.19)	0 (0.00)	0 (0.00)	13 (1.24)	83 (7.90)	1.44
School 4	Very high	18	5 (0.48)	17 (1.62)	10 (0.95)	14 (1.33)	8 (0.76)	13 (1.24)	67 (6.37)		3.72
	High	18	5 (0.48)	10 (0.95)	15 (1.43)	8 (0.76)	10 (0.95)	12 (1.14)	60 (5.71)		3.33
	Moderate	18	4 (0.38)	3 (0.29)	10 (0.95)	1 (0.10)	8 (0.76)	0 (0.00)	26 (2.47)	153 (14.56)	1.44
School 5	Very high	60	39 (3.71)	56 (5.53)	56 (5.33)	57 (5.42)	48 (4.57)	52 (4.95)	308 (29.31)		5.13
	High	60	17 (1.62)	47 (4.47)	53 (5.04)	31 (2.95)	21 (2.00)	29 (2.76)	198 (18.84)		3.30
	Moderate	60	7 (0.67)	25 (2.38)	44 (4.19)	10 (0.95)	8 (0.76)	18 (1.71)	112 (10.66)	681 (58.80)	1.87
Total	Very high	111	60 (5.71)	100 (9.51)	93 (8.85)	99 (9.42)	75 (7.14)	91 (8.66)	518 (42.29)		4.67
	High	111	27 (2.57)	71 (6.76)	92 (8.75)	52 (4.95)	43 (4.09)	57 (5.42)	342 (32.54)		3.08
	Moderate	111	15 (1.43)	40 (3.81)	74 (7.04)	16 (1.52)	22 (2.09)	24 (2.28)	191 (18.17)	1,051 (100.00)	1.72

Remark: * number in front of () is frequency, number in () is percentage

Table 12 indicates that the VH proficiency participants used English learning strategies the most (4.67), followed by the H proficiency participants (3.08), and the M proficiency participants (1.72).

Table 12 also reveals that the VH proficiency participants in every school used English learning strategies more than the other groups, while participants in the high-proficiency group always used English learning strategies more than those in the moderate group. The relationship between English learning strategy use and English proficiency levels was explored using Chi-Square tests; the results are shown in Table 13.

Table 13

Relationship between English Learning Strategy Use and English Proficiency Level

Strategy	Value	df	Asymp. Sig. (2-sided)
Memorization	46.045a	2	0.000
Cognitive	69.881a	2	0.000
Compensation	11.919a	2	0.003
Metacognitive	1.249E2a	2	0.000
Affective	52.674a	2	0.000
Social	80.977a	2	0.000

As seen in Table 13, all English learning strategies correlate with English proficiency level ($p < 0.00$). The higher proficiency participants (those from the VH and the H proficiency participants) tend to use more English learning strategies than the lower proficiency ones. Thus, it can be concluded that there is a significant relationship between English learning strategy use and English proficiency level.

Because the proficiency level had an impact on the use of English learning strategies, this study identified further into the English learning strategy items used by participants of different proficiency levels. The findings are shown in Table 14.

Table 14

The Most-Used English Learning Strategy Items in Terms of Proficiency Level

Strategy	Most-Used Strategy Item	Very high		High		Moderate	
		Mean	SD	Mean	SD	Mean	SD
Memorization	Item 1	3.70	0.84	3.29	0.92	2.96	0.95
Cognitive	Item 2	4.14	0.80	3.81	0.95		
	Item 3					3.48	0.99
Compensation	Item 4	4.18	0.78			3.94	2.96
	Item 5	4.15	0.81	4.17	0.76		
Metacognitive	Item 6	3.59	1.33				
	Item 7			2.43	1.75		
	Item 8					1.90	1.72
Affective	Item 9	3.50	1.44			2.16	2.00
	Item 10	3.50	1.37	2.76	1.95		
Social	Item 11	3.73	1.45				
	Item 12			3.53	1.55	2.00	1.86

Remarks:

- Item 1 = I group together words with the same meanings or similar structures to help me remember.
- Item 2 = I use several resources, such as grammar books or dictionary, in order to understand new meanings and to produce new language.
- Item 3 = I use general rules and apply them to new language situations.
- Item 4 = When I don't know the meaning, I guess based on what was said, or what will be said.
- Item 5 = If I don't know the meaning of a word, I guess from the clues in context.
- Item 6 = I notice my English mistakes and use that information to help me improve.
- Item 7 = I pay attention in class, but if I don't understand something, I take notes and work out the meaning later.
- Item 8 = I evaluate my English learning progress, such as checking a quiz score.
- Item 9 = I try to speak English even though I'm afraid of making mistakes
- Item 10 = When I worry about my English, I listen to music or watch funny movies.
- Item 11 = I notice expressions used by native English in various situations for better understanding of their thoughts and feelings.
- Item 12 = I ask proficient friends or native English speakers to correct my speaking or writing.

As counted, the VH proficiency participants used eight English learning strategy items while the others used six strategy items. In other words, the VH proficiency participants used English learning strategies more frequently than the H and the M proficiency participants.

In addition, as shown in Table 14, these three different sets of proficiency level participants were not so different in their use of direct learning strategies (memorization, cognitive, and compensation strategies), for example, all proficiency level participants use the same memorization strategy item; the VH and the H proficiency groups used the same strategy items in cognitive and compensation strategies. However, the way in which the different groups used indirect learning strategies (metacognitive, affective, and social strategies) was significantly more varied. Using metacognitive strategy items obviously showed the difference of strategy use among these three groups. The other outstanding difference use was social strategy use. The qualitative data from interviews, which would be discussed later, could support these findings.

Analysis of Qualitative Data

This qualitative data analysis were derived from two sources: an open-ended question in Part B, and the interviews of participants and teachers

Qualitative Data from Questionnaires

There was no report of any English learning strategy use other than what listed in 36 strategy items in the rating scale questions.

Qualitative Data from Interviews

The quantitative data of the English learning strategy item use showed that participants from all three English proficiency levels report similar use of direct learning strategies (memorization, cognitive, and compensation strategies). However, the ways in which indirect learning strategies (metacognitive, affective, and social strategies) were employed showed more variety. The following analysis is from the data collected from interviews with teachers and participants.

Analyzed data of interviews from teachers

The data obtained from interviews with teachers were two main groups: 1) the data collected from questions regarding teaching English learning strategies in classrooms, and 2) the data collected from teachers' interview on observation of their students' English learning strategy use.

Teaching English learning strategies in the classroom

The findings showed that teachers taught English learning strategies in classrooms in order to help learners round out insufficient information (compensation strategies), understand the language (cognitive strategies), and retain memory (memorization strategies). The followings are excerpts of interviews.

T1: 'Reading is the activity most frequently used in our English teaching. We have them read two pocket stories every semester. Students also learn reading techniques such as skimming, scanning, or getting the meaning from the context by looking for some linguistic clues.'

T2: 'In the modern English teaching, we try to emphasize the communicative language through several activities in class. But the general rules are still on

the basis of using English in all four skills: listening, reading, writing, and speaking.'

T3: 'In class, I teach my students prefix, suffix, and word roots. I also introduce them to the collocation.'

T4: 'In our school, we teach word forms in order to remember words practically.'

Observation of students' English learning strategy use

In addition, data from teacher interviews reveals that the higher English proficiency students employ the characteristics of self-managing and self-directed learners. The followings are additional samples of teacher interviews:

T1: 'Only the high score students often come to see me personally, or sometimes in class, to ask what their mistakes were, sometimes asked the key answers, or sometimes discussed with me.'

T2: 'It's obvious that the good students always pay attention in class. They follow and respond to the lesson quite well.'

T5: 'Most students who talk to foreign teachers are proficient, but the less proficient seemed to be shy or may be afraid of making mistakes. But they would talk when they were asked.'

In short, these qualitative data show that teachers in the top ten O-NET scoring schools teach English learning strategies in the classrooms, and **that** most strategies are direct strategies to learn English. Furthermore, the analyzed data from observation imply that good English students tend to demonstrate the characteristics of concern for their own learning and of practicing English with native speakers.

Analyzed data of interviews from participants

To gain more insight of using metacognitive and social strategies, the researcher then arranged the in-depth interview with ten different-proficiency level-participants. The participants were asked how they perform using the metacognitive and social strategy items.

Metacognitive strategy use

Quantitative data analysis showed that differences in the three most-used metacognitive strategy items were noted for each of the three proficiency groups. The VH proficiency participants favored the selection of ‘I notice my English mistakes and use that information to help me improve’; while the H proficiency participants tended to choose ‘I pay attention in class, but if I don't understand something, I take notes and work out the meaning later’, the M proficiency participants used ‘I evaluate my English learning process, such as checking quiz score’.

Likewise, the findings of participants’ interviews revealed that the VH proficiency participants tend to process all three steps: planning, monitoring and evaluating. They established plans to deal with learning English, and they participated both input stage and in the outcome of learning (e.g. by noticing their own mistakes). They even created their own input by learning from that outcome (mistake). The H proficiency participants seemed to concentrate on the process of learning input by paying attention in class, taking notes, and clarifying the new language later. The M proficiency participants seemed to focus on the outcome without establishing a plan. The followings are samples of participant interviews:

S1 (VH): 'Thanks to my mom, she has set the plan for me to do daily 10-minute English exercises – it is about 20 question-items for two passages every day. After finishing each exercise, I check the answers by myself from the provided answer key in that book. And I will review the rules or content relevant to my mistakes.'

S2 (VH): 'I plan to get a full score on every test or to be the top score. I did very few mistakes, but when there was any, I had to check why I did that mistake and what I had misunderstood. So next time I won't make the same mistake.'

S3 (H): 'I think that paying attention in class will help me get the great score because I believe that the information will be in the test or exam.'

S4 (H): 'In the lesson, I marked what I was confused about, and asked my friends later.'

S5 (M): 'From the score I received, I told myself to start working harder again.'

S6 (M): 'The score showed me how progress of my English obviously, from that, made me try to finish English homework and sent it on time.'

In brief, the crucial differences in the metacognitive strategy use between the three different English proficiency levels were the ability of the students to manage their learning process.

Social strategy use

Quantitative data analysis of social strategy use items indicated that the VH proficiency participants used the item of 'I notice expressions used by native English in various situations for better understanding of their thoughts and feelings';

whereas the H and the M proficiency participants used the item of ‘I ask proficient friends or native English speakers to correct my speaking or writing.’

In the mean while, the qualitative data regarding the social strategy item showed that the VH proficiency participants *notice* the expression of native speakers; this suggests an attempt to learn on their own. The H and the M proficiency participants, on the other hand, preferred to *ask* others as a means of gaining confidence when using English. The following are excerpts from interviews with participants.

S1 (VH): ‘I like to find the native speakers’ expressions for not only understanding their feeling, but I also remember them and try to use them when I want to express the same feeling, for example, ‘great!’, it’s normally used when we feel good. But it’s also used when we feel upset as well – you say ‘great!!’ with angry sound to express the feeling when things happen badly.’

S2 (VH): ‘I notice the expression from my British teacher, and practice that expression with my friends, like ‘Brilliant’ when you want to praise someone’

S3 (H): ‘I always ask my teacher how to speak correctly.’

S4 (M): ‘I ask my friend who get grade 4 in English to correct my sentence’

In conclusion, qualitative data supported the quantitative data’s implication concerning English learning strategy use. The higher English proficiency participants tend to use a more varied array of English learning strategies. They seem to apply metacognitive strategies in their learning more effectively than the

lower English proficiency participants, and they were also able to direct and manage their own learning.

CHAPTER V

CONCLUSION AND DISCUSSION

The purposes of the study were to identify and to compare English learning strategies used by Thai Matthayomsuksa 6 (12th grade) students of the schools that had earned the top-ten scores in English subject's Ordinary National Educational Test (O-NET) in three consecutive academic years of 2005, 2006 and 2007; also, these schools offered three academic programs: Science, Arts, and Arts-Math. The study was conducted to answers to the two research questions:

1) What English learning strategies do the Matthayomsuksa 6 students of the top ten O-NET scoring schools use?

2) What English learning strategies do the Matthayomsuksa 6 students of the top ten O-NET scoring schools use in terms of academic program and proficiency level?

The participants involved in this study were from five schools:

1) Chulalongkorn University Demonstration Secondary School, 2) Mater Dei School, 3) Srinakharinwirot University Demonstration Secondary School (Patumwan), 4) St. Joseph Convent School, and 5) Triam Udom Suksa School. There were 333 participants: 111 in Science program, 111 in Arts program, and 111 in Arts-Math program. Each academic program group was divided into three groups based on their English proficiency level: a) very High (VH- GPA equal to or more than 3.5), b) high (H, GPA between 3.0-3.49), and c) moderate (M, GPA less than 3.0).

This chapter is divided into three sections. The first section examines the findings to answer two research questions. The second discusses the implications of these findings, and the third offers suggestions for further studies.

Research Question 1

What English learning strategies do the Matthayomsuksa 6 students of the top ten O-NET scoring schools use?

Findings:

The findings of this study showed that English learning strategies used by Matthayomsuksa 6 students of the top ten O-NET scoring schools were compensation strategies, cognitive strategies, social strategies, metacognitive strategies, affective strategies, and memorization strategies respectively.

Discussion:

The discussion in this section covered the utilization of the first two most-used strategies, namely compensation strategies and cognitive strategies, and the least-used ones, memorization strategies.

Compensation strategies were found the most (24.64 %) and the most-used compensation strategy item was ‘when I don't know the meaning, I guess based on what was said or what will be said’. The data gained from the questionnaire happened to coincide with the data from the interviews, which indicated that the teachers taught their students learning strategies, especially reading strategies such as skimming, scanning, or getting the meaning from the context by looking for some linguistic clues. This practice could possibly lead students to use the compensation strategies more than the others. The finding from this study is along the same line as

various studies of English learning strategies conducted in Thailand. For example, Wachasat's study (1990) revealed that first-year students at Chulalongkorn University used compensation strategies the most in learning English. Kaotsombut (2003) also discovered that graduate Mahidol University Science students used compensation strategies the most. The finding is, moreover, similar to the findings of researches into English learning strategies conducted in Asia. Lee (2003) found that Korean secondary school students used compensation strategies most frequently, while Yang (2007) also reported that Taiwanese junior college students used compensation most frequently.

The second most-used strategies were cognitive strategies (20.08 %) and the most-used cognitive strategy item was 'I use several resources, such as the grammar books or dictionary, in order to understand new meanings and to produce new language'. The data indicated that the participants learned new language from grammar books. This could be influenced from teachers' teaching behavior, which seemed to pay more attention to grammar structures than communication as implied from the excerpt of the teacher's interview. This finding corroborates with the claim of O'Malley and Chamot (1990) that Asian students preferred to learn language rules more than to communicate.

Memorization strategies were found to be used the least (9.71%) and the most-used memorization strategy item was 'I group together words with the same meanings or similar structures to help me remember'. This was supported by the teacher's interview which indicated that prefix, suffix, word roots, and word formation were taught to students in order to help them categorize words with the same meanings and structures. This result coincides with the findings of Yang's

(2007) study, which showed that Taiwanese junior college students used memorization strategies the least. The result is also in line with Liu's (2004) research result indicating that memorization strategies were used the least by the students at the Chinese technological institute.

Research Question 2

What English learning strategies do the Matthayomsuksa 6 students of the top ten O-NET scoring schools use in terms of academic program and English proficiency level?

Findings:

The results of this study revealed that English learning strategy use was found not significantly correlated to participants' academic programs. In other words, three academic program participants showed no different in their choice of English learning strategy use.

In terms of English proficiency level, on the other hand, the findings of this study indicated that English learning strategy use significantly correlated to the English proficiency levels. The higher proficiency participants used more strategies than the lower proficiency ones.

Discussion:

The discussion of Research Question 2 contains two main issues: English learning strategy use in terms of academic program, and English learning strategy use in terms of English proficiency level.

English Learning Strategy Use in Terms of Academic Program

The Chi-Square test of relationship between English learning strategy use and academic program presenting the result ($p > 0.00$) concluded that there was no relationship between English learning strategy use and participants' academic programs. However, the data revealed that the ratio of used strategies per participant of Arts program (3.32) was higher than the one of Science program (3.10). This indicates that the participants in Art program tend to use more English learning strategies than the ones in Science program. This finding is in line with the research result of Oxford and Nyikos (1989) which claimed that students majoring in Humanities used more strategies than those in Science.

English Learning Strategy Use in Terms of English Proficiency Level

The discussion of English learning strategy use in terms of proficiency level in this section covers three main aspects: the relationship between English learning strategy use and English proficiency level; the VH proficiency participants' English learning strategy use; and the utilization of metacognitive strategies and social strategies.

The result ($p < 0.00$) of Chi-Square test of relationship between English learning strategy use and English proficiency level showed that there was a significant relationship between English learning strategy use and English proficiency level. In other words, the higher proficiency participants used more strategies than the ones of lower proficiency. Specifically, the numbers of English learning strategies used per participant of the VH proficiency participants (4.67) were higher than the H proficiency participants (3.08) and the M proficiency participants (1.72) respectively. This result confirms the findings from the previous

researches that the more successful language learners employ a wider range of strategies than the less successful ones. (Oxford, 1990; O'Malley, & Chamot, 1990; Pravitranuruk, 1994; Griffiths, 2003.) The result of this study also revealed that the higher proficiency participants used metacognitive strategies more frequently than the lower proficiency ones. The result coincided with those reported in Suthiwartnareput and Soranastaporn's study (2006).

As previously presented, the compensation strategies were used the most, followed by cognitive strategies, social strategies, metacognitive strategies, affective strategies and memorization strategies. However, it was found that the VH proficiency participants' most-used English learning strategies were cognitive and metacognitive strategies, while the compensation and social strategies came in the second, the affective strategies the third, and the memorization strategies the last. These results illustrate a remarkable point about the learning methods used by VH proficiency participants that they use both direct and indirect strategies as the tools to assist their English learning – direct ones through cognitive strategies and indirect ones through metacognitive strategies. They arranged their English learning through understanding language as the direct learning approach while managing their learning through planning, monitoring, and evaluating as the indirect learning approach.

This study also discovered an interesting issue of the utilization of metacognitive strategies and social strategies among the three different proficiency level participants. When employing metacognitive strategies, the VH proficiency participants tended to emphasis on both learning process and product whereas the H

proficiency participants concentrated on process and the M proficiency participants on product only.

The VH proficiency participants tended to pay attention to both learning process and product while using metacognitive strategies. This was witnessed by their most-used metacognitive strategy item: 'I notice my English mistakes and use that information to help me improve' and their interviews identifying the employment of certain learning plans. They established plans such as a plan of doing daily 10-minute English exercise, then monitored their learning process (noticing) and evaluated the outcome product (mistakes). They also wisely applied the outcome to be an intake of the next learning process. In other words, the VH proficiency participants created their own input from the previous outcomes. Thus, it revealed that the VH proficiency participants applied all three steps of planning, monitoring, and evaluating in their learning.

The H proficiency participants, however, seemed to concentrate on input learning process by paying attention in class, taking notes, and working them out later. The evidence was supported by two main sources. The first source was their most-used metacognitive strategy item: 'I pay attention in class, but if I don't understand something, I take notes and work out the meaning later'. The other was an excerpt from the interviews when they reflected that attentive learning in the classroom would help them get the great scores.

The M proficiency participants, on the other hand, seemed to focus on the outcome without establishing any plans. This was supported by their most-used metacognitive strategy item: 'I evaluate my English learning progress, such as

checking a quiz score', and the interview excerpt reflecting their belief on the process of their learning by the scores they earned.

The findings could, thus, be summarized that all participants used metacognitive strategies, but employed them differently. The VH proficiency participants showed a greater potential ability than the other groups in applying metacognitive strategies to perform all three processes of planning, monitoring, and evaluating the language. The result is in line with Aegpongpaow's (2008) study of metacognitive strategies in reading and Ellis (1994) who points out that awareness of the learning process raise learners to become better in learning language. The findings also support Lightbown and Spada (1999) who state that one of the good language learners' characteristics is enjoyment in learning process.

By the same token, the difference in social strategy use of the VH proficiency participants compared with the others indicated that the VH proficiency participants tended to learn by themselves. This was identified by the data of the VH proficiency participants' most-used social strategy item: 'I notice expressions used by native English in various situations for better understanding of their thoughts and feelings'. The excerpt of teacher interviews confirmed the result as it revealed that only the high score students often came to discuss on their mistakes. Oppositely, the H and the M proficiency participants preferred to ask for help from others as seen from their most-used social strategy item: 'I ask proficient friends or native English speakers to correct my speaking or writing'. The except from their interview was also showed that they asked the proficient friends to correct their English.

These findings echo Hedge's (2000) suggestion that good learners have the characteristics of developing independent learning. Such autonomous learning and

the employment of learning strategies are the main supports for learners to become more successful than those who depend on others.

In conclusion, it can be inferred that metacognitive strategies and social strategies play crucial roles in learning English effectively. The high proficiency participants show ability in applying three steps of planning, monitoring, and evaluating to help them regulate both learning process and product. They also display self-directed characteristics which lead them to become autonomous learners.

Implications of the Study

There are a number of pedagogical implications derived from this study. First, the English higher-proficiency students use English learning strategies more frequently than the lower proficiency ones. Second, the high proficient students wisely applied metacognitive strategies to both learning process and product; they also employed self-directed characteristics.

The findings of this study offer many vital implications for teachers, educators, and students in informing the use of English learning strategies. The most obvious implication is that teachers should teach both direct and indirect learning strategies particularly metacognitive strategies. Teaching metacognitive strategies is the key to support self-directed characteristics which eventually lead the students to become autonomous learners. Thus, less proficient students should be encouraged to develop learning strategies used by the proficient students. Teachers, therefore, should provide opportunities as well as encourage the less proficiency students to practice English learning strategies through various tasks in class and extracurricular English activities.

Suggestions for Further Studies

Recommendations for further studies are presented as follows:

1 Becoming higher proficient English learners is not resulted from only the learners themselves, but also the in-class teaching. Further studies, therefore, should explore English teaching of the top ten O-NET scoring schools in terms of activities both inside and outside the classroom.

2 As the high-proficiency students particularly used metacognitive strategies more frequently than the low-proficiency group, future studies should focus on teaching metacognitive strategies in all four language skills (reading, writing, listening, and speaking).

3 Since memorization strategies are used the least, further studies should investigate the effectiveness of teaching memorization strategies for the retention of language.

4 The data from this study indicated that English learning strategies were taught in classroom; thus, further studies should explore the effect of training teachers on how to teach students English learning strategies effectively.

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APPENDICES

APPENDIX A

Questionnaire

Questionnaire

แบบสอบถามเพื่อการวิจัย

เรื่อง การศึกษาพฤติกรรมการเรียนรู้ภาษาอังกฤษของนักเรียนมัธยมศึกษาปีที่ 6
ของโรงเรียนที่มีคะแนน O-NET สูงสุด 10 อันดับแรก

ตอนที่ 1 ข้อมูลทั่วไป

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน () หน้าข้อความที่ตรงกับความเป็นจริงของท่าน

1 แผนการเรียน () วิทยุ-คณิต () ศิลป์-ภาษา () ศิลป์-คำนวณ

2 เกรดเฉลี่ยรวมวิชาภาษาอังกฤษตั้งแต่ชั้น ม.4 และ ม.5

(ม.4 เทอม 1 ได้เกรด _____ เทอม 2 ได้เกรด _____

ม.5 เทอม 1 ได้เกรด _____ เทอม 2 ได้เกรด _____)

() เท่ากับหรือมากกว่า 3.5

() 3.0 - 3.49

() น้อยกว่า 3.0

ตอนที่ 2 การใช้กลวิธีการการเรียนรู้ภาษาอังกฤษ

คำชี้แจง โปรดอ่านข้อความแล้วทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความเป็นจริงมากที่สุด

มากที่สุด หมายถึง ท่านได้ใช้กลวิธีการเรียนรู้ภาษาอังกฤษตามข้อความมากที่สุด

มาก หมายถึง ท่านได้ใช้กลวิธีการเรียนรู้ภาษาอังกฤษตามข้อความมาก

ปานกลาง หมายถึง ท่านได้ใช้กลวิธีการเรียนรู้ภาษาอังกฤษตามข้อความปานกลาง

น้อย หมายถึง ท่านได้ใช้กลวิธีการเรียนรู้ภาษาอังกฤษตามข้อความน้อย

น้อยที่สุด หมายถึง ท่านได้ใช้กลวิธีการเรียนรู้ภาษาอังกฤษตามข้อความน้อยที่สุด

หัวข้อ		ระดับการใช้กลวิธีการเรียนรู้				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1	ฉันจัดกลุ่มคำศัพท์ที่มีความหมายเหมือนกันหรือไวยากรณ์ที่มีโครงสร้างเหมือนกันเข้าด้วยกัน เช่นรวมกลุ่มคำที่ต้องตามด้วย V-ing					
2	ในการจำคำศัพท์ใหม่ ฉันทำให้คำศัพท์ใหม่นั้นอยู่ในรูปวลี หรือประโยค แทนการจำคำศัพท์โดดๆ เช่น					
3	ฉันจำคำศัพท์ใหม่ โดยการใช้เสียงของคำศัพท์สร้างความหมายในเรื่องราวที่ฉันแต่งขึ้นเอง เพื่อให้จดจำคำศัพท์นั้นได้ เช่น drama อ่านว่า ดราม่า = <u>ดราม่า</u> แสดงละคร ดังนั้น drama จึงแปลว่าละคร					
4	ฉันใช้จังหวะเพลงในการจำคำศัพท์ใหม่					
5	ฉันทบทวนคำศัพท์ หรือบทเรียนภาษาอังกฤษอย่างเป็นระบบ เช่น ท่องศัพท์ 5 คำทุกวัน หรือ ทุกสัปดาห์ทบทวนบทเรียนภาษาอังกฤษทั้งหมดที่เรียนมาทั้งสัปดาห์					
6	ฉันใช้ flash card กระดาษแข็งที่มีคำศัพท์ และความหมายของคำศัพท์ที่อยู่คนละด้าน เพื่อช่วยฝึกทบทวนคำศัพท์ หรือจดรายการคำที่ต้องการจำในกระดาษติดผนัง เพื่อให้เห็นเป็นประจำ					
7	ฉันฝึกภาษาอังกฤษโดยการออกเสียง อักษรภาษาอังกฤษ ฟังเทปภาษาอังกฤษ ฝึกพูดและเขียน					
8	ฉันฝึกภาษาอังกฤษโดยการฝึกกฎไวยากรณ์หรือโครงสร้างภาษาอังกฤษโดยการทำแบบฝึกหัด หรือท่องศัพท์บ่อยๆ					
9	ฉันใช้ dictionary หนังสือไวยากรณ์ เพื่อให้เข้าใจความหมายของภาษาอังกฤษและเพื่อใช้ในการเขียนหรือพูด					
10	ฉันเข้าใจภาษาอังกฤษตามกฎไวยากรณ์ที่เรียนมา เช่นเมื่อได้ยินหรือเห็นคำนามที่ลงท้ายด้วย s แสดงว่าเป็นพหูพจน์ ฉันต้องใช้ are เมื่อใช้กับคำคุณศัพท์					
11	เมื่อได้ยินหรืออ่านภาษาอังกฤษที่ฉันไม่รู้ ฉันจะแบ่งวลี หรือประโยคนั้นเป็นส่วนๆ เพื่อทำให้เกิดเข้าใจ					
12	ฉันจดโน้ตย่อ สรุป เรื่องที่อ่านหรือฟังเป็นภาษาไทย หรือทำสัญลักษณ์ใจความสำคัญ เช่นขีดเส้นใต้ ใช้ปากกา high light					
13	หากฉันไม่รู้คำศัพท์ภาษาอังกฤษ ฉันเดาโดยดูจากบริบทของข้อความนั้น					

หัวข้อ		ระดับการใช้กลวิธีการเรียนรู้				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
14	ในการสนทนา หากฉันไม่เข้าใจ ฉันพยายามเดาว่าผู้พูดจะพูดอะไรต่อไป หรือเดาจากความที่พูดไปแล้ว					
15	เมื่อฉันไม่เข้าใจระหว่างการสนทนาหรือเขียน ฉันจะถามคู่สนทนาหรือคนอื่น ๆ					
16	ในระหว่างสนทนา ถ้าฉันไม่รู้คำศัพท์ ฉันแสดงท่าทางประกอบคำอธิบาย					
17	ฉันหลีกเลี่ยงการสนทนา เมื่อไม่เข้าใจภาษาอังกฤษ แต่ฉันร่วมสนทนาในหัวข้อที่ฉันสนใจและสามารถสื่อสารได้					
18	ฉันใช้คำ วลีอื่น ๆ ที่มีความหมายคล้ายกันในการอธิบายคำศัพท์ที่ไม่รู้ เช่น thing to clean dish แทน dishrag					
19	ฉันทบทวนว่าฉันรู้ภาษาอังกฤษเรื่องใดแล้วบ้าง และควรปรับปรุงเรื่องใดเพิ่มเติม					
20	ฉันบอกตัวเองว่าจะตั้งใจเรียนภาษาอังกฤษในขณะที่เรียน หากฉันไม่เข้าใจ ฉันจะจดโน้ตไว้ก่อน แล้วจึงหาคำตอบต่อไป					
21	ฉันจัดตารางเวลานอกเวลาเรียน เพื่อที่จะมีเวลาเพียงพอสำหรับการเรียนรู้ภาษาอังกฤษ					
22	ฉันกำหนดเป้าหมายและจุดประสงค์ในการเรียนภาษาอังกฤษเช่นอ่านหนังสือนอกเวลาเสร็จภายใน 1 เดือน					
23	ฉันสังเกตข้อผิดพลาดการใช้ภาษาอังกฤษของฉัน และใช้เป็นข้อมูลในการทำให้อังกฤษของฉันดีขึ้น					
24	ฉันมักหาวิธีการตรวจสอบว่าภาษาอังกฤษของฉันดีขึ้นหรือไม่ เช่น ดูคะแนนจากกาสอบย่อย					
25	เมื่อฉันกังวลเกี่ยวกับการใช้ภาษาอังกฤษ ฉันพยายามผ่อนคลายโดยสูดลมหายใจเข้าลึก ๆ หรือ ทำสมาธิ					
26	เมื่อฉันกังวลเกี่ยวกับการใช้ภาษาอังกฤษ ฉันพยายามผ่อนคลายด้วยวิธีต่าง ๆ เช่น ดูหนังฟังเพลง					
27	ฉันคิด พูด หรือเขียนประโยคเชิงบวกต่าง ๆ บอกกับตัวเองเพื่อเป็นกำลังใจในการเรียนรู้ภาษาอังกฤษ รวมทั้งฉันให้รางวัลตัวเองเมื่อฉันทำภาษาอังกฤษได้ดี					
28	ฉันพยายามพูดภาษาอังกฤษเมื่อมีโอกาส ถึงแม้ว่าฉันก็กลัวที่จะพูดผิด					
29	ฉันจดบันทึกความรู้สึกในการเรียนรู้ภาษาอังกฤษ					

หัวข้อ	ระดับการใช้กลวิธีการเรียนรู้				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
30	ฉันบอกความรู้สึกในการเรียนรู้ภาษาอังกฤษทั้งด้านดีและไม่ดีกับคนอื่น เพื่อให้สบายใจ				
31	เมื่อฉันฟังภาษาอังกฤษไม่เข้าใจ ฉันขอให้ผู้พูดพูดช้าลงหรือพูดซ้ำ				
32	ฉันขอให้เพื่อนที่เก่งกว่า หรือเจ้าของภาษา ช่วยตรวจการพูดหรือการเขียนภาษาอังกฤษของฉัน				
33	ฉันพูดภาษาอังกฤษในชั่วโมงเรียนภาษาอังกฤษ เช่นจับคู่สนทนา หรือการนำเสนองานเป็นภาษาอังกฤษ				
34	ฉันฝึกพูดภาษาอังกฤษกับเจ้าของภาษา หรือคนอื่นๆที่ใช้ภาษาอังกฤษได้ดี เมื่ออยู่นอกชั้นเรียน				
35	ฉันพยายามเรียนรู้วัฒนธรรมของประเทศที่ใช้ภาษาอังกฤษเพื่อสามารถใช้ภาษาอังกฤษได้ถูกต้องและเหมาะสม				
36	ฉันสังเกตการใช้ภาษาอังกฤษในการแสดงความรู้สึกของเจ้าของภาษาในสถานการณ์ต่างๆ เพื่อทำความเข้าใจถึงความคิดและความรู้สึกของผู้พูดหรือผู้เขียน				

กรุณابอกการใช้กลวิธีการเรียนรู้ภาษาอังกฤษอื่นๆ ที่ไม่ได้ระบุในรายการข้างต้น

APPENDIX B

Interview Questions

Interview Questions

1. Participants

1.1 Strategy use:

How / Why do you perform the learning method like...?;

‘I notice my English mistakes and use that information to help me do better’? (VH)

‘I notice the native English users expression in various situations for better understanding their thought and feeling’ (VH)

‘I pay attention in class, but if I don’t understand something, I take notes and work them out later’ (H)

‘I evaluate my English learning process, such as checking quiz score’? (M)

‘I ask the proficient friends, or native English users to correct my speaking or writing’? (H and M)

1.2 Activity use:

- How do you perform your first ranked-activity?

- How often?

2. Teachers

2.1 What learning strategies do you teach in class?

2.2 As observed in class or in school, what are the English learning methods used by the high, moderate and poor proficiency students?

APPENDIX C

36 Question Items of English Learning Strategy Use

36 Question Items of English Learning Strategy Use

No.	Thai question items of English learning strategy use.	English question items of English learning strategy use	Strategy Category
1	ฉันจัดกลุ่มคำศัพท์ที่มีความหมายเหมือนกันหรือไวยากรณ์ที่มีโครงสร้างเหมือนกันเข้าด้วยกัน เช่นรวมกลุ่มคำที่ต้องตามด้วย V-ing	I group the words that have the same meanings, or the same structure in order to remember them.	Memorization strategies
2	ในการจำคำศัพท์ใหม่ ฉันทำให้คำศัพท์ใหม่นั้นอยู่ในรูปวลี หรือประโยค แทนการจำคำศัพท์โดดๆ	To remember a new word, I place that word in a meaningful phrase, or a sentence.	
3	ฉันจำคำศัพท์ใหม่ โดยการเชื่อมโยงของคำศัพท์สร้างความหมายในเรื่องราวที่ฉันแต่งขึ้นเอง เพื่อให้จดจำคำศัพท์นั้นได้ เช่น drama อ่านว่า ดรามามา = ดรามามาแสดงละคร ดังนั้น drama จึงแปลว่าละคร	I connect the sound of a new English word to the meaning and create a story to help me remember that word. For example, drama, (drama's pronunciation is similar to Thai phrase which means 'movies starts come'), a play then is performed. Drama, thus, means a play or a show.	
4	ฉันใช้จังหวะเพลงในการจำคำศัพท์ใหม่	I use rhymes to remember new words.	
5	ฉันทบทวนคำศัพท์ หรือบทเรียนภาษาอังกฤษอย่างเป็นระบบ เช่น ท่องศัพท์ 5 คำทุกวัน หรือ ทุกสัปดาห์ทบทวนบทเรียนภาษาอังกฤษทั้งหมดที่เรียนมาทั้งสัปดาห์	After initial learning, I review new words or lesson systematically, for example, memorizing 5 new words every day, or reviewing all lessons every week.	
6	ฉันใช้ flash card กระดาษแข็งที่มีคำศัพท์ และความหมายของคำศัพท์ อยู่คนละด้าน เพื่อช่วยฝึกทบทวนคำศัพท์ หรือจดรายการคำที่ต้องการจำ ในกระดาษติดผนัง เพื่อให้เห็นเป็นประจำ	I use flashcards or put the word-list on the wall in order to remember new words.	Cognitive strategies
7	ฉันฝึกภาษาอังกฤษโดยการออกเสียง อักษรภาษาอังกฤษ ฟังเพลง ภาษาอังกฤษ ฝึกพูดและเขียน	I practice English sound pronunciation, intonation and writing.	
8	ฉันฝึกภาษาอังกฤษโดยการฝึกกฎไวยากรณ์หรือโครงสร้างภาษาอังกฤษ โดยการทำแบบฝึกหัด หรือท่องศัพท์บ่อยๆ	I practice English by recognizing and using formulas and patterns with the means of reviewing English exercise or memorising vocabulary.	
9	ฉันใช้ dictionary หนังสือไวยากรณ์ เพื่อให้เข้าใจความหมายของ ภาษาอังกฤษและเพื่อใช้ในการเขียนหรือพูด	I use several resources, such as dictionary, grammar books to understand the meanings, and to produce the language.	
10	ฉันเข้าใจภาษาอังกฤษตามกฎไวยากรณ์ที่เรียนมา เช่นเมื่อได้ยินหรือเห็น คำนามที่ลงท้ายด้วย s แสดงว่าเป็นพหูพจน์ ฉันต้องใช้ are เมื่อใช้กับ คำคุณศัพท์	I use general rules and apply them to new language situations.	
11	เมื่อได้ยินหรืออ่านภาษาอังกฤษที่ฉันไม่รู้ ฉันจะแบ่งวลี หรือประโยคนั้น เป็นส่วนๆ เพื่อทำให้เกิดเข้าใจ	I find the meanings of what I heard or read by breaking sentences into parts.	Compensation strategies
12	ฉันจดโน้ตย่อ สรุป เรื่องที่อ่านหรือฟังเป็นภาษาไทย หรือทำสัญลักษณ์ ใจความสำคัญ เช่นขีดเส้นใต้ ใช้ปากกา high light	I make notes, summarise what I read or heard in Thai, or highlight on the important information with color pens.	
13	หากฉันไม่รู้คำศัพท์ภาษาอังกฤษ ฉันเดาโดยดูจากบริบทของข้อความนั้น	If I don't know some words, I guess from the clues in context.	
14	ในการสนทนา หากฉันไม่เข้าใจ ฉันพยายามเดาว่าผู้พูดจะพูดอะไรต่อไป หรือเดาจากความที่พูดไปแล้ว	When I don't know the meaning, I guess from what was said, or guess what the will be said.	
15	เมื่อฉันไม่เข้าใจระหว่างการสนทนาหรือเขียน ฉันจะถามผู้สนทนาหรือคนอื่น ๆ	I ask somebody for help when I face difficulties in English.	
16	ในระหว่างสนทนา ถ้าฉันไม่รู้คำศัพท์ ฉันแสดงท่าทางประกอบคำอธิบาย	When I can't think of a word during a conversation in English, I use gestures.	Compensation strategies
17	ฉันหลีกเลี่ยงการสนทนา เมื่อไม่เข้าใจภาษาอังกฤษ แต่ฉันร่วมสนทนาใน หัวข้อที่ฉันสนใจและสามารถสื่อสารได้	I avoid the conversation when facing difficulties in language but I join the topics that I interest, or can communicate.	
18	ฉันใช้คำ วลีอื่นๆที่มีความหมายคล้ายกันในการอธิบายคำศัพท์ที่ไม่รู้ เช่น thing to clean dish แทน dishrag	If I can't think of an English word, I use a word or phrase that means the same thing, for example, 'thing to clean dish' for dishrag.	

No.	Thai question items of English learning strategy use.	English question items of English learning strategy use	Strategy Category
19	ฉันทบทวนว่าฉันรู้ภาษาอังกฤษเรื่องใดแล้วบ้าง และควรปรับปรุงเรื่องใดเพิ่มเติม	I review that I already knew or what should be improved.	Metacognitive strategies
20	ฉันบอกตัวเองว่าจะตั้งใจเรียนภาษาอังกฤษในขณะที่ยังเรียน หากฉันไม่เข้าใจ ฉันจะจดโน้ตไว้ก่อน แล้วจึงหาคำตอบต่อไป	I pay attention in class, but if I don't understand something, I take notes and work them out later.	
21	ฉันจัดตารางเวลานอกเวลาเรียน เพื่อที่จะมีเวลาเพียงพอสำหรับการเรียนภาษาอังกฤษ	I plan my schedule so I will have enough time to study English.	
22	ฉันกำหนดเป้าหมายและจุดประสงค์ในการเรียนภาษาอังกฤษ เช่น อ่านหนังสือนอกเวลาเสร็จภายใน 1 เดือน	I set the objective in learning English, such as finish reading a novel within a month.	
23	ฉันสังเกตข้อผิดพลาดการใช้ภาษาอังกฤษของฉัน และใช้เป็นข้อมูลในการทำให้ภาษาอังกฤษของฉันดีขึ้น	I notice my English mistakes and use that information to help me do better.	
24	ฉันมักหาวิธีการตรวจสอบว่าภาษาอังกฤษของฉันดีขึ้นหรือไม่ เช่น ดูคะแนนจากกาสอบย่อย	I evaluate my English learning progress, such as, checking quiz score.	
25	เมื่อฉันกังวลเกี่ยวกับการใช้ภาษาอังกฤษ ฉันพยายามผ่อนคลายโดยสูดลมหายใจเข้าลึกๆ หรือ ทำสมาธิ	When I worry of my English, I try to relax, e.g. deep breathing, or meditation.	Affective strategies
26	เมื่อฉันกังวลเกี่ยวกับการใช้ภาษาอังกฤษ ฉันพยายามผ่อนคลายด้วยวิธีต่างๆ เช่น ดูหนังฟังเพลง	When I worry of my English, I listen to music or watching funny movies.	
27	ฉันคิด พูด หรือเขียนประโยคเชิงบวกต่างๆ บอกกับตัวเองเพื่อเป็นกำลังใจในการเรียนภาษาอังกฤษ รวมทั้งฉันให้รางวัลตัวเองเมื่อฉันทำอย่างถูกต้องไปได้	I think, say, write positive statements, or reward myself in order to encourage myself to learn English.	
28	ฉันพยายามพูดภาษาอังกฤษเมื่อมีโอกาส ถึงแม้ว่าฉันก็กลัวที่จะพูดผิด	I try to speak English even though I'm afraid of making mistakes	
29	ฉันจดบันทึกความรู้สึกในการเรียนภาษาอังกฤษ	I keep a record of my feelings towards English learning process.	Social strategies
30	ฉันบอกความรู้สึกในการเรียนภาษาอังกฤษทั้งด้านดีและไม่ดีกับคนอื่นเพื่อทำให้สบายใจ	I discuss my positive and negative feelings of English learning to others.	
31	เมื่อฉันฟังภาษาอังกฤษไม่เข้าใจ ฉันขอให้ผู้พูดพูดช้าลงหรือพูดซ้ำ	I ask the speaker to repeat, slow down, or give examples when I don't understand the conversation.	
32	ฉันขอให้เพื่อนที่เก่งกว่า หรือเจ้าของภาษา ช่วยตรวจการพูดหรือการเขียนภาษาอังกฤษของฉัน	I ask the proficiency friends, or native English users to correct my speaking or writing.	
33	ฉันพูดภาษาอังกฤษในชั่วโมงเรียนภาษาอังกฤษ เช่น จับคู่สนทนา หรือ การนำเสนองานเป็นภาษาอังกฤษ	I use English in the class when working in pair, a small group work, or give presentation.	
34	ฉันฝึกพูดภาษาอังกฤษกับเจ้าของภาษา หรือคนอื่นๆ ที่ใช้ภาษาอังกฤษได้ดี เมื่ออยู่นอกชั้นเรียน	Outside classroom, I practice speaking English with native speaker, or proficient English users.	
35	ฉันพยายามเรียนรู้วัฒนธรรมของประเทศที่ใช้ภาษาอังกฤษเพื่อสามารถใช้ภาษาอังกฤษได้ถูกต้องและเหมาะสม	I try to understand the culture of English users in order to use the proper language correctly.	
36	ฉันสังเกตการใช้ภาษาอังกฤษในการแสดงความรู้สึกของเจ้าของภาษาในสถานการณ์ต่างๆ เพื่อทำความเข้าใจถึงความคิดและความรู้สึกของผู้พูดหรือผู้เขียน	I notice the native English users expression in various situations for better understanding their thought and feeling.	

APPENDIX D

The Overall English Learning Strategy Item Use

The Overall English Learning Strategy Item Use

Strategy Category	No.	English Learning Strategy Items	Mean	Standard Deviation
Memorization strategies	1	I group the words that have the same meanings, or the same structure in order to remember them.	3.32	0.95
	2	To remember a new word, I place that word in a meaningful phrase, or a sentence.	3.01	0.93
	3	I connect the sound of a new English word to the meaning and create a story to help me remember that word. For example, drama, (drama's pronunciation is similar to Thai phrase which means 'movies starts come'), a play then is performed. Drama, thus, means a play or a show.	3.02	1.16
	4	I use rhymes to remember new words.	3.05	1.20
	5	After initial learning, I review new words or lesson systematically, for example, memorizing 5 new words every day, or reviewing all lessons every week.	2.96	1.13
	6	I use flashcards or put the word-list on the wall in order to remember new words.	2.67	1.12
Cognitive strategies	7	I practice English sound pronunciation, intonation and writing.	3.15	1.03
	8	I practice English by recognizing and using formulas and patterns with the means of reviewing English exercise or memorising vocabulary.	3.32	1.00
	9	I use several resources, such as dictionary, grammar books to understand the meanings, and to produce the language.	3.80	0.97
	10	I use general rules and apply them to new language situations.	3.76	0.94
	11	I find the meanings of what I heard or read by breaking sentences into parts.	3.40	0.98
	12	I make notes, summarise what I read or heard in Thai, or highlight on the important information with color pens.	3.55	1.14
Compensation strategies	13	If I don't know some words, I guess from the clues in context.	4.01	0.83
	14	When I don't know the meaning, I guess from what was said, or guess what the will be said.	4.06	1.80
	15	I ask somebody for help when I face difficulties in English.	3.81	0.80
	16	When I can't think of a word during a conversation in English, I use gestures.	3.27	1.55
	17	I avoid the conversation when facing difficulties in language but I join the topics that I interest, or can communicate.	2.19	1.66
	18	If I can't think of an English word, I use a word or phrase that means the same thing, for example, 'thing to clean dish' for dishrag.	2.64	1.88
Metacognitive strategies	19	I review that I already knew or what should be improved.	2.24	1.62
	20	I pay attention in class, but if I don't understand something, I take notes and work them out later.	2.36	1.69
	21	I plan my schedule so I will have enough time to study English.	2.04	1.53
	22	I set the objective in learning English, such as finish reading a novel within a month.	2.09	1.59
	23	I notice my English mistakes and use that information to help me do better.	2.47	1.74
	24	I evaluate my English learning progress, such as, checking quiz score.	2.51	1.77
Affective strategies	25	When I worry of my English, I try to relax, e.g. deep breathing, or meditation.	2.15	1.59
	26	When I worry of my English, I listen to music or watching funny movies.	2.70	1.92
	27	I think, say, write positive statements, or reward myself in order to encourage myself to learn English.	2.26	1.63
	28	I try to speak English even though I'm afraid of making mistakes	2.55	1.80
	29	I keep a record of my feelings towards English learning process.	1.98	1.45
	30	I discuss my positive and negative feelings of English learning to others.	2.24	1.59
Social strategies	31	I ask the speaker to repeat, slow down, or give examples when I don't understand the conversation.	2.80	1.69
	32	I ask the proficiency friends, or native English users to correct my speaking or writing.	2.95	1.82
	33	I use English in the class when working in pair, a small group work, or give presentation.	2.32	1.59
	34	Outside classroom, I practice speaking English with native speaker, or proficient English users.	2.32	1.52
	35	I try to understand the culture of English users in order to use the proper language correctly.	2.53	1.60
	36	I notice the native English users expression in various situations for better understanding their thought and feeling.	2.83	1.77

APPENDIX E

English Learning Strategy Item Use in Term of Academic Program

English Learning Strategy Item Use in Term of Academic Program

No.	English Learning Strategy Items	Science		Arts		Arts-Math	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1	I group together words with the same meanings or similar structures to help me remember.	3.34	0.95	3.33	0.90	3.29	1.01
2	To remember a new word, I place that word in a meaningful phrase or sentence.	2.95	0.94	3.09	0.91	2.98	0.94
3	I connect the sound of a new English word to the meaning and create a story to help me remember that word. For example, the pronunciation of 'drama' is similar to the Thai phrase <i>dara maa</i> , meaning 'Here comes a movie star', leading to the idea that a play will soon begin. Drama, thus, means a play or a show.	2.81	1.16	3.10	1.11	3.17	1.18
4	I use rhymes to remember new words.	3.06	1.27	3.03	1.17	3.08	1.17
5	After initial learning, I review new words or lessons systematically, for example, by memorising 5 new words every day, or by reviewing all the lessons from the past week.	2.80	1.08	3.03	0.96	3.07	1.32
6	I use flashcards or put word-lists on the wall in order to remember new words.	2.40	1.11	2.73	1.08	2.90	1.12
7	I practice English sound pronunciation, intonation, and writing.	3.06	1.13	3.27	1.02	3.13	0.92
8	I practice English by recognizing and using formulas and patterns with the means of reviewing English exercises or memorising vocabulary.	3.20	1.02	3.40	0.95	3.37	1.02
9	I use several resources, such as the dictionary or grammar books, in order to understand new meanings and to produce new language.	3.72	0.96	3.85	1.01	3.84	0.94
10	I use general rules and apply them to new language situations.	3.63	1.02	3.75	0.87	3.89	0.90
11	I find the meaning of what I heard or read by breaking sentences into parts.	3.48	0.99	3.35	0.92	3.39	1.03
12	I make notes, summarise what I read or heard in Thai, or highlight important information with color pens.	3.29	1.12	3.75	1.04	3.60	1.20
13	If I don't know the meaning of a word, I guess from the clues in context.	4.05	0.86	4.03	0.88	3.95	0.76
14	When I don't know the meaning, I guess based on what was said, or what will be said.	4.22	2.89	4.00	0.84	3.96	0.77
15	I ask somebody for help when I face difficulties in English.	3.79	0.76	3.80	0.84	3.83	0.80
16	When I can't think of a word during a conversation in English, I use gestures.	3.65	1.16	3.49	1.49	2.83	1.74
17	I avoid the conversation when facing difficulties in language, but I join in if the topic interests me or if I am able to communicate.	2.73	1.42	2.13	1.68	2.09	1.70
18	If I can't think of an English word, I use a word or phrase that means the same thing, for example, <i>thing to clean dish</i> for 'dishrag'.	3.27	1.56	2.53	1.96	2.52	1.92

No.	English Learning Strategy Items	Science		Arts		Arts-Math	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
19	I review that I already knew or what should be improved.	2.27	1.10	2.13	1.60	2.27	1.75
20	I pay attention in class, but if I don't understand something, I take notes and work them out later.	2.91	1.22	2.20	1.70	2.28	1.79
21	I plan my schedule so I will have enough time to study English.	2.45	1.04	2.13	1.64	1.92	1.60
22	I set the objective in learning English, such as finish reading a novel within a month.	2.55	1.29	1.87	1.46	2.06	1.69
23	I notice my English mistakes and use that information to help me do better.	3.18	1.17	2.47	1.88	2.31	1.79
24	I evaluate my English learning progress, such as, checking quiz score.	3.27	1.42	2.20	1.78	2.44	1.82
25	When I worry of my English, I try to relax, e.g. deep breathing, or meditation.	3.09	1.38	1.80	1.42	2.04	1.64
26	When I worry of my English, I listen to music or watching funny movies.	3.18	1.72	2.47	1.96	2.67	1.97
27	I think, say, write positive statements, or reward myself in order to encourage myself to learn English.	2.91	1.45	2.07	1.58	2.17	1.68
28	I try to speak English even though I'm afraid of making mistakes	3.64	1.43	2.27	1.87	2.40	1.80
29	I keep a record of my feelings towards English learning process.	2.27	1.01	1.53	1.30	2.08	1.59
30	I discuss my positive and negative feelings of English learning to others.	2.64	1.43	1.73	1.44	2.33	1.67
31	I ask the speaker to repeat, slow down, or give examples when I don't understand the conversation.	3.55	1.37	2.21	1.76	2.80	1.70
32	I ask the proficiency friends, or native English users to correct my speaking or writing.	3.73	1.49	2.80	2.14	2.80	1.76
33	I use English in the class when working in pair, a small group work, or give presentation.	3.27	1.56	2.27	1.83	2.08	1.44
34	Outside classroom, I practice speaking English with native speaker, or proficient English users.	3.09	1.58	2.20	1.78	2.15	1.37
35	I try to understand the culture of English users in order to use the proper language correctly.	3.36	1.29	2.07	1.75	2.48	1.57
36	I notice the native English users expression in various situations for better understanding their thought and feeling.	3.36	1.36	2.67	2.06	2.75	1.77

APPENDIX F

English Learning Strategy Item Use in Term of

English Proficiency Level

English Learning Strategy Item Use in Term of English Proficiency Level

No.	English Learning Strategy Items	Very high		High		Moderate	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1	I group the words that have the same meanings, or the same structure in order to remember them.	3.70	0.84	3.29	0.92	2.96	0.95
2	To remember a new word, I place that word in a meaningful phrase, or a sentence.	3.25	0.94	3.13	0.93	2.64	0.82
3	I connect the sound of a new English word to the meaning and create a story to help me remember that word. For example, drama, (drama's pronunciation is similar to Thai phrase which means 'movies starts come'), a play then is performed. Drama, thus, means a play or a show.	3.34	1.20	2.98	1.11	2.74	1.09
4	I use rhymes to remember new words.	3.40	1.20	3.03	1.18	2.73	1.14
5	After initial learning, I review new words or lesson systematically, for example, memorizing 5 new words every day, or reviewing all lessons every week.	3.41	1.01	2.80	0.95	2.68	1.27
6	I use flashcards or put the word-list on the wall in order to remember new words.	2.97	1.16	2.69	1.15	2.36	0.96
7	I practice English sound pronunciation, intonation and writing.	3.54	0.97	3.19	0.93	2.72	1.03
8	I practice English by recognizing and using formulas and patterns with the means of reviewing English exercise or memorising vocabulary.	3.81	0.97	3.23	0.91	2.92	0.91
9	I use several resources, such as dictionary, grammar books to understand the meanings, and to produce the language.	4.14	0.80	3.81	0.95	3.46	1.03
10	I use general rules and apply them to new language situations.	4.09	0.83	3.69	0.88	3.48	0.99
11	I find the meanings of what I heard or read by breaking sentences into parts.	3.74	0.91	3.45	0.88	3.02	1.02
12	I make notes, summarise what I read or heard in Thai, or highlight on the important information with color pens.	3.85	1.08	3.59	1.08	3.19	1.16
13	If I don't know some words, I guess from the clues in context.	4.15	0.81	4.17	0.76	3.71	0.85
14	When I don't know the meaning, I guess from what was said, or guess what the will be said.	4.18	0.78	4.06	0.74	3.94	2.96
15	I ask somebody for help when I face difficulties in English.	3.93	0.76	3.91	0.71	3.58	0.88
16	When I can't think of a word during a conversation in English, I use gestures.	3.70	1.31	3.45	1.49	2.79	1.66
17	I avoid the conversation when facing difficulties in language but I join the topics that I interest, or can communicate.	2.52	1.25	2.14	1.74	2.00	1.84
18	If I can't think of an English word, I use a word or phrase that means the same thing, for example, 'thing to clean dish' for dishrag.	3.41	1.47	2.57	1.86	2.13	2.01

No.	English Learning Strategy Items	Very high		High		Moderate	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
19	I review that I already knew or what should be improved.	3.18	1.37	2.048	1.53	1.71	1.60
20	I pay attention in class, but if I don't understand something, I take notes and work them out later.	3.14	1.21	2.43	1.75	1.73	1.76
21	I plan my schedule so I will have enough time to study English.	2.73	1.39	2.048	1.47	1.55	1.52
22	I set the objective in learning English, such as finish reading a novel within a month.	2.77	1.38	2.10	1.55	1.61	1.63
23	I notice my English mistakes and use that information to help me do better.	3.59	1.33	2.38	1.72	1.74	1.63
24	I evaluate my English learning progress, such as, checking quiz score.	3.36	1.47	2.52	1.83	1.90	1.72
25	When I worry of my English, I try to relax, e.g. deep breathing, or meditation.	2.68	1.21	2.48	1.78	1.55	1.55
26	When I worry of my English, I listen to music or watching funny movies.	3.50	1.44	2.67	2.03	2.16	2.00
27	I think, say, write positive statements, or reward myself in order to encourage myself to learn English.	3.09	1.31	2.29	1.76	1.65	1.52
28	I try to speak English even though I'm afraid of making mistakes	3.50	1.37	2.76	1.95	1.74	1.63
29	I keep a record of my feelings towards English learning process.	2.45	1.34	2.59	1.37	1.22	1.28
30	I discuss my positive and negative feelings of English learning to others.	2.91	1.48	2.65	1.46	1.44	1.45
31	I ask the speaker to repeat, slow down, or give examples when I don't understand the conversation.	3.43	1.33	3.35	1.54	1.96	1.72
32	I ask the proficiency friends, or native English users to correct my speaking or writing.	3.68	1.46	3.53	1.55	2.00	1.86
33	I use English in the class when working in pair, a small group work, or give presentation.	3.00	1.35	2.82	1.55	1.44	1.42
34	Outside classroom, I practice speaking English with native speaker, or proficient English users.	2.91	1.27	2.88	1.41	1.48	1.42
35	I try to understand the culture of English users in order to use the proper language correctly.	3.27	1.42	2.82	1.42	1.74	1.53
36	I notice the native English users expression in various situations for better understanding their thought and feeling.	3.73	1.45	3.06	1.48	1.96	1.81

VITAE

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