

**ENGLISH LANGUAGE LEARNING STRATEGIES EMPLOYED BY BURIRAM RAJABHAT UNIVERSITY STUDENTS**

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 **for the Degree of Bachelor of Arts Program in English**

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**การใช้กลวิธีการเรียนรู้ภาษาอังกฤษของนักศึกษา**

**มหาวิทยาลัยราชภัฏบุรีรัมย์**

**สุภาวดี มิ่งสูงเนิน**

**สุดารัตน์ กัดโกนา**

**กรีฑา ประเทศา**

**การค้นคว้านี้เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา**

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**บทคัดย่อ**

วัตถุประสงค์ของการวิจัยครั้งนี้เพื่อค้นหาว่านักศึกษาใช้กลวิธีการเรียนรู้ภาษาอังกฤษด้านใดมากที่สุด กลุ่มตัวอย่างคือนักศึกษาชั้นปีที่2 ถึงนักศึกษาชั้นปีที่4 ที่มีเกรดเฉลี่ย 3.00 ขึ้นไป สาขาวิชาภาษาอังกฤษและสาขาวิชาภาษาอังกฤษธุรกิจ มหาวิทยาลัยราชภัฏบุรีรัมย์ ปีการศึกษา 2561 จำนวน 100 คน เลือกกลุ่มตัวอย่างโดยใช้การเลือกตัวอย่างแบบเจาะจง เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลคือ แบบสอบถามแบบมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และ ค่าความถี่ วิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูป

ผลการวิจัยพบว่า นักศึกษาใช้กลวิธีการแก้ไขข้อบกพร่องในการเรียนรู้ภาษาอังกฤษมากที่สุด เช่นการเดาคำศัพท์จากบริบทที่คุ้นเคย และในระหว่างการสนทนา นักศึกษาจะใช้ท่าทางประกอบแทนการพูดเมื่อนึกถึงคำที่ต้องการสื่อสารไม่ได้

**TITLE** English Language Learning Strategies Employed by Buriram Rajabhat University students

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**ABSTRACT**

The purposes of this research were to find out the most English language learning strategies students use. The samples were second year to fourth year students 100 people studying in English and Business English programs, Buriram Rajabhat University, Academic year 2018 with GPA 3.00 up selected by purposive sampling method. The instrument used in this study was a questionnaire. The data were analyzed by using descriptive statistics the SPSS program to find the percentage, standard deviation (S.D.), and frequency.

The findings showed that most students used compensation strategies such as, guessing the unfamiliar words and using body language to express unknown words during a conversation.

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**CHAPTER 1**

**INTRODUCTION**

**1.1 Background of the Study**

English is considered the most important language in the world since it is a tool for learning and communication. In the information age, most of information available in foreign textbooks and the internet in English. Furthermore, in the time of globalization, English is widely accepted as a lingua franca of business and international communication (Yada L. 2010). At the present time, English is a globally-used and essential language. It plays a vital role in every continent, including Asia countries. Makhan’s article “Learning Languages Orientally” in Explorations and Innovations in ELT Methodology state that not only do most Asian nations need English primarily for social of English in Asian countries like Singapore, Hong Kong, China or Japan also require English for elementary education (Bongkoch L.2010).The learner-centered field of teaching English as a foreign language in Thailand, this conception is employed by the government and private educational sectors (Narisa T. 2005).

Furthermore, language learning strategies which are used by learners to complete speaking, reading, listening or writing activities presented in language lessons are viewed as important to success in language learning. One way to help language students to develop their learning performance is to facilitate their use of learning strategies efficiently (Phatchara Ph. 2009).In more recent years, studies

 learning strategy instruction and learner autonomy have demonstrated that language learning strategies (LLSs) can be instructed to language learners and that learner autonomy together with motivations for language learning can lead to successful language learning outcomes (Juyeon Lee & Michael Heinz, 2016). These early research studies have set the scene for an emerging interest in how language learners themselves go about learning and what teachers can do to assist learners during that process. (Hoang Nguyen & Daniel R. Terry, 2017). English is a foreign language and student thinks that English is difficult to understand, for many reasons, such as teaching boring, there is no opportunity to use the language in real situations and difficult to memorize grammar and vocabulary in English problem is multiplied even these students. (http://www.richardbarrow.com)

Research on learning strategies in various ways is a point of how to be good in English. So, the researchers wanted to study the relationship of the variables affecting success in English language learners, especially English as a foreign language in Thailand. At present, there are many researches that study the learning strategies of Thai students at the level of Secondary and higher education who study English as a major. (Nawamin P. 2007: 1)

For this reason, the researchers were interested in studying the English learning strategies of English and Business English students who have a good grade or have achieved a grade average of 3.00 levels up. This research aims for develop the method of English learning in 4 skills, there are speaking, listening, writing, and reading. The research affect with all field, especially Language Learning Strategies. The research can use to develop the first year students by teachers and senior students.

**1.2 Research Objective**

1.2.1 To study English learning strategies of English and Business English Program who has the GPA is 3.00 upwards.

**1.3 Research Question**

1.3.1 What is the most English learning Strategies that English and

Business English students, Buriram Rajabhat University used?

**1.4 Significance of the Study**

1.4.1 The study can give the way to be good English learning strategies for

the students who have low grade in English learning.

1.4.2 The student’s skills gain more the best way to improve their English

skills.

**1.5 Scope and Limitations of the Study**

 English learning strategies of the good grade in 3.00 levels up of English and Business English students provides advantage as follows:

 1.5.1 Population and Sample

 This study focus on the second year students to the fourth year students

at Buriram Rajabhat University who studying in English and Business English major who have more 3.00 levels up of GPA.

1.5.2 Variable used in the Study

 1.5.2.1 Independent variable is the second year to the fourth year

students of English and Business English major, Buriram Rajabhat University.

 1.5.2.2 Dependent variable is English learning strategies.

**1.6 Definition of Key Terms**

 1.6.1 English students refer to English students are the second year students to the fourth year students who study in English major at Buriram Rajabhat University.

1.6.2 Business English students refer to Business English students are the

second year students to the fourth year students who study in Business English major at Buriram Rajabhat University.

1.6.3 English Learning refers to English learning strategies are a term referring to the process and actions that are consciously deployed by learners to help them to learn more effectively.

1.6.4 Strategies refer to are learning skill of learners in 4 skills, there are Speaking, Listening, Reading and Writing. The learners have difference to learning by themselves. The results of learners are difference.

 1.6.5 GPA stands for grade point average. The researchers are focus on the

students of English and Business English major who have more 3.00 levels up of GPA.

**1.7 Summary of the Chapter**

 In conclusion, this chapter has presented background of the study, research objective, research question, significance of the study, scope and limitation of the study and definition of key terms. In the next chapter, the researchers will present about literature reviews or definition of language learning strategies, step of language learning strategies and period studies.

**CHAPTER 2**

**LTERATURE REVIEW**

**This chapter provides definition of language learning strategies. The details are fallows:**

2.1 Language learning strategies.

 2.1.1 Definition of Language Learning Strategies

 2.1.2 Classifications of Language Learning Strategies

2.2 Second Language Acquisition.

 . 2.2.2 Definition of Second Language Acquisition.

2.3 Previous Studies.

2.4 Summary of the Chapter

**2.1 Language Learning Strategies**

The following will provide information about definition and classifications of language learning strategies.

**2.1.1 Definition of Language Learning Strategies**

Language learning strategies have been defined in various ways. For example Oxford (1990) defines them as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation”.

Atkinson, (1985) showed that language learning styles and strategies appear to be among the most important variables influencing performance in a second language. Much more investigation is necessary to determine the precise role of styles and strategies, but even at this stage in our understanding we can state that teachers need to become more aware of both learning styles and learning strategies through appropriate teacher training. Teachers can help their student by designing instruction that meets the need of individuals with different stylistic preferences and by teaching students how to improve their learning strategies.

Chanika , (2007) showed that according to (Lessard – Clouston, 1997).States that language learning strategies contribute to the development of the communicative competence of the students. Language learning strategies are used to refer to all strategies foreign language learners use in learning the target language, and communication strategies are one type of language learning strategy.

Phantharakohong , (2009 :5) showed that language learning strategies are the processes learner have internationally chosen to improve their effectiveness in using language and the element of consciousness is what differentiates the strategies from those that are not, According to all definitions mentioned above, it can be concluded that language learning strategies are behaviors or techniques that language learners intentionally apply to facilitate their learning to reach maximum effectiveness in using language.

Lamatya, (2010: 6) explains that languages learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal and recall of both linguistic area information.

Language learning strategies are the conscious thoughts and action the learners. There are processes learner has internationally chosen to improve their effectiveness in using language to the development of the communicative competence of the learners.

 **2.1.2 Classifications of Language learning strategies**

Oxford (1990:14) was separated language learning strategies into two groups. There are direct strategies and indirect strategies.

Memory Strategies

Cognitive Strategies

**Direct Strategies**

Compensation Strategies

**Learning Strategies**

Affective strategies

Metacognitive Strategies

**Indirect Strategies**

Social strategies

Figure 2.1: Language Learning Strategies. (Oxford, 1990)

 Direct Strategies is a strategy that use brain mechanisms to help in learning and fix the problem with learning the language directly, Contains the following categories;

1. Memory Strategies

 Memory strategies are a strategy that use brain mechanisms to help learners to

keep up knowledge information and bring out when need to use, and a strategy that reinforces memory contains four sub strategies.

**Table 2.1**: Memory Strategies

|  |  |
| --- | --- |
| **Memory Strategies** | **Sample Behavior or Method** |
| 1.Creating mental linkages | - Grouping by type or type of information.- Linking new knowledge with old knowledge.- Put new vocabulary into context.- Use context to remember new words. |
| 2.Applying images and sounds | - Imagination.- Use the link diagram meaning.- Keyword usage- Use voice to help to remember. |
| 3.Reviewing well | - Review thing of remember intermittently at different times.- Review content regularly. |
| **Table 2.1**: Memory Strategies ( Continued ) |
| 4.Employing Action | - Use body language or gesture to describe.- Use the feeling to tell the meaning.- Use equipment and techniques.- Follow the instructions in that language.- Play game using that language as a medium. |

 2. Cognitive Strategies mean a strategy that involves brain processes, so that learners know and understand it is a strategy for learning wisdom, including 4 strategies.

**Table 2.2**: Cognitive Strategies

|  |  |
| --- | --- |
| **Cognitive Strategies** | **Sample Behavior or Method** |
| 1. Practicing | -Replication such as repeated listening, repeated reading, Repetition, Repetition writing to make a habit. |
| 2. Receiving and sending messages | - Capture the essence accurately and quickly- Use of resources receiving |
| 3. Analysis and Reasoning  | - Deductive reasoning- Text analysis and speech analysis- Metaphorical- Translation- Knowledge transfer |
| **Table 2.2**: Cognitive Strategies (Continued) |  |
| 4.Creating structure for input and output | - Recording- Summary- Identification |

 3. Compensation Strategies it is a strategies that students use to help while

having difficulty to communicate.

**Table 2.3**: Compensation Strategies

|  |  |
| --- | --- |
| **Compensation Strategies** | **Sample Behavior or Method** |
| 1. Guessing intelligently | - Guessing by language guide.- Contextual guess.- Guessing the structure same word that are difficult to communicate |
| 2. Overcoming limitation in speaking and writing | - Use of mother tongue instead word cannot communicate with the target language |

Indirect strategies used to deal with learning and correct the mistakes about their learning. It contains the following.

1. Metacognitive Strategies is a strategy that students use to make learning

successful. It contains 3 sub-strategies.

**Table 2.4**: Metacognitive Strategies

|  |  |
| --- | --- |
| **Metacognitive Strategies** | **Sample Behavior or Method** |
| 1.Centering your learning | - Preparing lessons |
| - Responsible for assigned tasks |
| -Intentionally |
| 2.Arranging and planning your learning | -Set goals and adjectives for learning  |
| -Research |
| -Seek opportunities to practice  |
| 3.Evaluating your learning | -Self-monitoring-Self-finding mistake-Self-evaluate progress |

1. Affective strategies are a strategy that the learners use to control emotions

and attitude in the classroom and it is a strategy that the learners use to make confidence in themselves. Contains 3 sub strategies;

**Table 2.5**: Affective Strategies

|  |  |
| --- | --- |
| **Affective Strategies** | **Sample Behavior or Method** |
| 1.Lowering your anxiety | -Emotional Relaxation.-Deep breathing.-Meditation.-Creating emotions. |
|  |  |
| **Table 2.5**: Affective Strategies ( Continued ) |
| 2.Encouraging yourself | -Positive speech.-Dare to use the language.-Self-compliment.-Self-reward. |
| 3.Taking care your emotional temperature | -Exploring self-perception of language learning.-Conversation with others about language emotion. |

1. Social Strategies is strategy that students interact with others. Encourage

students to develop their understanding and thinking that makes language learning developed. Contains with 3 sub-strategies:

**Table 2.6**: Social Strategies

|  |  |
| --- | --- |
| **Social Strategies** | **Sample Behavior or Method** |
| 1.Asking questions | -Ask instructor and editing for accuracy.-Asking for understanding. |
| 2.Cooperating with others | -Working with other people who have better skills. |
| 3.Empathizing with others | -Learn to understanding and accept others.-Be aware of the thoughts and feeling of others. |

Classifications of English language learning strategies have six strategies for improve their learning to better. The first is memory strategies, the second cognitive strategies, the third compensation strategies next metacognitive strategies, Affective strategies and social strategies.

**2.2 Second Language Acquisition**

 The following will provide information about definition of Second Language Acquisition.

**2.2.1 Definition of Second Language Acquisition**

Second language acquisition, or SLA, has two meanings. In a general sense it is a term to describe learning a second language. More specifically, it is the name of the theory of the process by which we acquire-or pick up – a second language. This is mainly a subconscious process which happens while we focus on communication. It can be compared with second language learning, which describes hoe formal language education helps us learn language through more conscious processes.(Http://www.teachingenglish.org.uk/article/second-language-acquisition-sla).

 Singhal, ( 2012) showed that language is the method of expressing ideas and emotions in the form of signs and symbols. These signs and symbols are used to encode and decode the information. There are many languages spoken in the world. The first language learned by a baby is his or her mother tongue. It is the language, which he or she listens to from his or her birth. Any other language learned or acquired is known as the second language.

The second language is acquisition and learning describes the process of understanding, speaking and writing another language fluently. The ability to communicate in a second language is becoming an essential skill in today's world.

We are can learn better by responding to pictures and visuals. Attention to listening comprehension and building a receptive and active vocabulary is essential.

**2.3 Previous Studies**

The following will provide information about previous studies in Thailand and in other contexts.

Tirabulkul, (2005) studied language learning strategies of student in the MA program for the feel program. The research found that, female subject in the study can be calculated in percentage as 76.0% whereas the male subject is 24.0%. Furthermore, the first year student (7th batch) is 46.0% whereas the second year student (6th batch) is 54.0% of overall subjects.

Janphaosaeng , (2006) study on language learning strategies used by the matthayom three student at Streeprompanvidhaya school. The research found that, The 56 subjects in this study were 32 female and 24 males. When presented in term of percentage, 57.14% of all the subjects were female and 42.86% were male.

The findings revealed that the high proficiency student used all six types of language learning strategies more often than the low group. Five out of six strategy types used by the high group was at a medium level except affective strategies of which the usage was at a low level. The most frequently used strategy by the high group was metacognitive (30.3) followed by social (3.01), memory (2.92), cognitive (2.88), compensation (2.64) and affective strategies (2.34). All six types of language learning strategies used by the low group was in a rage of low use and the most frequently used strategy was affective (2.33) followed by social (1.96), memory (1.95), metacognitive (1.92), compensation (1.82) and cognitive strategies (1.77).

When detailed items under each type was given the same rank (the third) by both the high and low proficiency student but differently in the level of usage. The high group reported using memory strategies moderately, whereas the low reported their use at a low level. When looking at detailed items of memory strategies, the most and the least frequently used strategies were different as well. The high group reported using item 9 (3.46) most frequently, while item 6 (1.92) was reported as the least used strategy. The most frequently used strategy by the low group was item 3 (2.60), whereas the least used was item 4(1.64).

Punmuangpak, (2007) A case study of good learners’ learning strategies at the royal Thai navy college of nursing: A focus on speaking. The research found that, learning strategies The findings show that the degree of learning strategies used for learning speaking can be placed in six categories, These are memory strategies, cognitive strategies, and social strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The findings also show that the frequency of six learning strategies used by the respondent was moderate overall. The most frequently used method was affective strategies whereas the least frequently used was memory strategies. The mean score of affective a strategy is 2.79 whilst the mean score of memory strategies is 2.14.

Kongklang, (2013) Language learning strategies utilized by the first-year legally blind students. The research found that, in this present study, the finding of language learning strategy use by these three visually impaired student were obtained from both quantitative and qualitative methods. As to the quantitative one, a questionnaire was down upon for data collection while class observation and interview employed to acquire the qualitative data. Thus, the result of language learning strategy used by these three visually impaired students from this present research can be summarized into two areas, i.e. from the SILL questionnaire and from the qualitative data.

As the overall statistical result from the SILL questionnaires revealed, these three visually impaired students employed all six language learning strategies at varying significant level of frequency for their English acquisition. Regarding the frequency of use, three of these strategies, in descending order of frequency, were employed at a high level: metacognitive, compensation, and social strategies, while the remaining three were drawn upon, in descending order of frequency, at a medium level: cognitive, affective, and memory strategies.

Safranj, (2013) Strategies of learning English as a foreign language at Faculty of technical Sciences. The research found that, the research result confirmed the different between the males and females in overall as well as individual strategy use and thus confirmed the previously stated hypothesis. Sex differences in strategy use had a profound influence. For example, compare with males, females reported significantly more frequent use of conversational strategies, reflecting social interaction. This result coincides with some research on sex differences in women’s and men’s speech in their native language. Fishman (2008), Kramarea(2002), Lakoff(2011) and Tannen(1986) all discuss sex differences I native language use. In our study woman used to additionaltypes of strategies-significantly more often than men. This fact could be related to women’s desire for good grades and may reflect a need for social approval. Women’s greater use of these two kinds of strategies might also echo their verbal superiority. Another possible explanation is women’s greater willingness than men to conform to conventional norms. Women’s social orientation might have led us to expect that they would choose functional practice (authentic language use) strategies significantly more often than men. However, in this sample, everyone’s use of such strategies appeared to be suppressed by the traditional, academic environment of the classroom – a setting which promotes and rewards performance on discrete tasks rather than interactive, communicative efforts.

Thangpatipan, (2014) a survey study of language learning strategies used by Thai high school students in an English program. The research found that, all of the 60 subjects in this study were female, with ages between12-15. When presented in terms of percentage, 50% of all the subjects were in Mattayom 2 and another 50% were in Mattayom 3. Classified by English grade, 36.67% of them were defined as good learners and 30% of them were defined as poor learners.The finding revealed that the most used strategies used by all respondents were metacognitive, followed by memory, social, compensatory and cognitive. Whereas the least used strategies were affective. All strategies were used at medium level.

The finding revealed that good learners used all six types of language learning strategies more often than poor learners. The good learners preferred to use metacognitive strategies most frequently at high level while the other strategies were used at medium level. On the contrary, the poor learners used memory strategies most frequently at medium level. The other three strategies: compensatory, social and metacognitive were used at medium level also, whereas, affective and cognitive were used at low level. The frequency of all strategies use of poor learners was significantly less than those of good learners.

Trickmulvihill, (2016) an investigation of high school student’s English language learning strategies. The research found that General Information of the Participants The findings revealed that the majority of participants were female 79.5%, and males were 20.5%.

The number of hours that students reported exposure to outside of class was quite varied. Responses swung from no English outside of school to 50 hours per week. Clusters of data identified four groups clarifying the habits of the participants in this regard. The groups indicated exposure to English outside of class, in ascending order, 22.7% at zero to five hours/week, 18.18% at sixteen to twenty hours/week, another 13.62% at six to ten hours/week, and a final cluster of 11.35% of participants at eleven to fifteen hours/week.

All students noted a high importance on English, with 75% rating English as very important and the remaining 25% stating English is important. Participants’ scores for enjoyment of English were as follows, 4.55% indicating very enjoyable, 47.73% asserting enjoyable, 45.45% noting neither enjoyable nor unenjoyably, and 2.27% saying moderately unenjoyably.

Language Learning Strategies Used by the Participants

 It can be concluded from the results that among the 50 questionnaire statements, the most popular strategic activities included watching English TV and movies (mean score= 4.37), trying to control anxiety when using English (mean score= 4.27), trying to talk like native speakers (mean score= 4.10), and using gestures when speaking (mean score= 3.94) indicating a wide variety of communicative competencies. The implications of the lowest scoring items are that writing about feelings of learning English (mean score= 1.57), using rhymes to remember words (mean score = 2.13), using flashcards to remember the study material (mean score = 2.26), planning time to study (mean score = 2.68), and dividing words into parts to help understanding (mean = 2.75) may show weaknesses in linguistic competencies and in planning learning,

the latter showing a weakness in metacognitive strategies.

When analyzed by strategy category, the findings indicated that although there were some very high and low scoring strategies, on a whole, the participants tended to use all of the strategy types. The three most frequently used strategy types were metacognitive with a mean of 3.70, social strategies, with a mean of 3.66, and cognitive with a mean of 3.56. These results seem to indicate increased levels of planning and usage of English in a multitude of social situations.

The remaining strategies, in descending order of use, were compensation strategies, with a mean of 3.47, memory strategies, with a mean of 2.98, and affective strategies, with a mean of 2.92. I is noticeable that, although categorized as moderate, both the categories as a whole and specific individual strategies scored at the high end of the scale, indicating regular use of all strategy types.

A further pattern was noticed when examining the strategies the students used the most and comparing them to the strategies they sued the least. The most used strategies tended to be the easiest to implement, such as paying attention when listening, watching English TV and movies, practicing English, and using gestures. Similarly, the least used strategies were more likely to be ones difficult or that require more effort to implement, such as using rhymes to remember words, asking people to correct their mistakes, writing down feelings about learning English, dissecting unknown words, and scheduling time to learn.

Lee& Heinz, (2016) English language learning strategies reported by advance language learner. The research found that, the unstructured essays written by the participants included a variety of effective and ineffective strategies and study methods. Since pre – determined categories of strategies were not provided to the participants. Their reports on strategies take on various forms. In many instances, statements about certain strategies can be categorized as both metacognitive and cognitive strategies. In other instances, some strategies refer to broader approaches to language learning while other strategies refer to specific language learning activities and tasks. Given the qualitative and unstructured nature of the collected data, the findings take the form of qualitative findings with reference to actual statements written by the participants as contributing to developing English proficiency are discussed, followed by the discussion of strategies and study methods rates by the participants as ineffective and unhelpful. This section concludes with implications of the present study’s major findings

Nguyen& Terry, (2017) English learning strategies among EFL learners: A Narrative Approach. The research found that, language learning strategies, particularly within the tertiary environment, have moved beyond rote learning, grammar exercise and primary and high school approaches to language development. The current strategies and processes of language learning at the tertiary level are also defendant on many factors such as individual aptitude, perseverance, hard work, and the teacher and student’s positive attitudes. The study sought to investigate and evaluate the use of LLS among Vietnamese EFL student and staff in Vietnam. What was found was the attribution of English learning success to multiple elements, which a positive perception. This deters the myth of the absolute power of any single factor in language learning. It has major implications for the teaching profession, in that the promotion of LLSs need to go hand to hand with other important tasks, such as the stimulation of learning interests, the strengthening of language determination, and the encouragement of learning efforts on the part of students. There is also a need to move toward in language learning strategies that promote student’s ability to find what work for them, to overcome or drop old strategies and be flexible in trying new and unfamiliar strategies. It also vital for teachers to be open to other strategies that have been found to work or developed by students themselves. These may include the use of technology and personal interests that promote the desire to learning and develop language acquisition beyond the classroom. Teaching language then moves beyond learning language and associated strategies, to motivating student to learn the skill and to equip students to develop positive strategies that can be used beyond tertiary education and enhance language development as a lifelong process.

**2.4 Summary of the Chapter**

 In conclusion, this chapter has presented about definition of language learning strategies, classifications of language learning strategies, relevant and summary of the chapter. In the next chapter research methodology will be discussed.

**CHAPTER 3**

**RESEARCH METHODOLOGY**

This chapter presents about research methodology. There were population and sample, instrument, data collection and data analysis. The details were described as following:

3.1 Population and Samples

3.2 Research Instrument

3.3 Data Collection

3.4 Data Analysis

3.5 Summary of the Chapter

**3.1 Population and Samples**

**3.1.1 Population**

The population in this study was the students who study in the second year students to the fourth year students of English and Business English program at Buriram Rajabhat University. There were 450 people.

**3.1.2 Samples**

The samples were 100 students who learn in second year students to fourth year students in English and Business English program. There was selected by purposive sampling method.

**3.2 Research Instrument**

 The researchers were questionnaire to investigate the language learning strategies of English and Business English students at Buriram Rajabhat University. In this study was divided into two parts used the questionnaire consisted of both opened-ended and closed-ended question covered the content are follows:

Part 1: Personal Information

This part of the questionnaire was concerned with general information such as their gender, major, year and Grade of point (GPA). It was designed in the form of closed-ended question.

Part 2: Language Learning Strategies

This part of the questionnaire was language learning strategies. There were 30 items in this section, which the students used to improve their skill. The scale use in questionnaire to specify the students level were based on the following criteria of Khamprated, (2012.31)

|  |  |
| --- | --- |
| Rating | Score |
| The most | 5 |
| More | 4 |
| Fair | 3 |
| Less | 2 |
| The Least | 1 |

The above questionnaire was constructed and improved in the steps as follows:

3.2.1 The researchers study the concepts, theories, documents and previous studies that relate the language learning strategies of the students at Buriram Rajabhat University.

3.2.2 The researchers studied literature review on how to construct the questionnaire and definite by Oxford Rebecca.

3.2.3 The research proposed the statements of questionnaire to the three experts and advisor to check the correctness. Then the researchers revised and edited the questionnaire statements according to the received suggestions and comments advising. The experts were:

 (1) Asst.Prof.Dr. Surachai Piyanukool

 (2) Asst.Prof.Suphakit Phoowong

 (3) Asst.Prof.Sittisak Pongpuehee

3.2.4 The researchers try out the questionnaire with 30 of the first year students in Buriram Rajabhat University. The researchers used the questionnaire with the samples.

**3.3 Data Collection**

The researchers conducted the data collection by giving the questionnaires to the students include the second year students to the fourth year students of English and Business English major amount 100 people who have good grades or have achieved a grade of (GPA) 3.00 levels up to fill out the questionnaire by themselves. The researchers explained the details of questionnaire and collected them after the samples complete.

Data Collation

Steps

|  |
| --- |
| The researchers conducted the data collection by giving the Step 1Questionnaires to the students. |

Step 2

|  |
| --- |
| Students fill out the questionnaire. |

Step 3

|  |
| --- |
| The researchers explained the details of questionnaire. |

|  |
| --- |
| The researchers collected them after the samples complete.Step 4 |

**3.4 Data analysis**

 How to quality the research instrument Arithmetic Mean and Standard Deviation were used to calculate the needs using English language learning strategies

 3.4.1 Standard Deviation (S.D.)

$S.D. =\sqrt{\frac{\left(x-\overbar{x}\right)}{n-1}^{2}}$

S.D. = Standard Deviation

$\overbar{x}$ = Score of each people

$\overbar{x}$ = Average

n = Number of people

3.4.2 Basic statistic

3.4.2.1 Arithmetic mean $\left(\overbar{x}\right)$

$$\overbar{x }= \frac{\sum\_{}^{}x}{N}$$

$\overbar{x }$ = Average

$\sum\_{}^{}x$ = Total Score

N = Number of score

 4.50-5.50 refer to The Most

 3.50-4.49 refer to More

 2.50-3.49 refer to Fair

 1.50-2.49 refer to Less

 1.00-1.49 refer to The Less

**3.5 Summary of the Chapter**

 In conclusion, this chapter has presented population and samples, instruments, data collection, data analysis and summary of the chapter. In the next chapter the results will be discussed.

**CHAPTER 4**

**RESULTS**

This chapter presents about results that obtains from the data analysis to answer the research questions including:

1. What are the most English learning strategies that English and Business English students, Buriram Rajabhat University used?

**4.1 Respondents information of status**

This section includes the respondents’ information status of gender, major, year and GPA there were analyzed by using frequency (f) and percentage (%). The data are showed in the table 4.1 to 4.4

**Table 4.1** Distribution of Samples’ Respondents’ Information According to Their

 Gender.

|  |  |  |  |
| --- | --- | --- | --- |
| **Respondents information of status** | **Sub- Independent variable** | **Number (N)** | **Percentage (%)** |
| **Gender** | MaleFemale | 2773 | 27%73% |
| **Total** | **100** | **100 %** |

Table 4.1 shows a total of gender. Most of the samples in this research were female (73 %) and they were male (27%).

**Table 4.2** Distribution of Samples’ Respondents’ Information According to Their

 Major.

|  |  |  |  |
| --- | --- | --- | --- |
| **Respondents information of status** | **Sub- Independent variable** | **Number (N)** | **Percentage (%)** |
| **Major** | EnglishBusiness English | 7327 | 73%27% |
| **Total** | **100** | **100 %** |

Table 4.2 shows a total of all students who study in both programmer, the most of the sample in this research were English (73%), and they were Business English (27.%).

**Table 4.3** Distribution of Samples’ Respondents’ Information According to Their

 Year.

|  |  |  |  |
| --- | --- | --- | --- |
| **Respondents information of status** | **Sub- Independent variable** | **Number (N)** | **Percentage (%)** |
| **Year** | Second yearsThird yearsFourth years | 283537 | 28%35%37% |
| **Total** | **100** | **100 %** |

Table 4.3 shows a total of year. The most sample in this research were the fourth year students (37.00), followed by the third year students (35.00), and the second year students (28.00).

**Table 4.4** Distribution of Samples’ Respondents’ Information According to Their

 GPA.

|  |  |  |  |
| --- | --- | --- | --- |
| **Respondents information of status** | **Sub- Independent variable** | **Number (N)** | **Percentage (%)** |
| **GPA** | 3.00 – 3.503.50 – 4.00 | 7525 | 75%25% |
| **Total** | **100** | **100 %** |

The table 4.1.4 shows a total of GPA, the most of the sample in this research were 3.00-3.50 of GPA (75.00), and the remaining was 3.50-4.00 of GPA (25.00).

**4.2 English Language Learning Strategies**

This section includes English language learning strategies that were analyzed by average (𝑥̅) and standard deviation (S.D.) this is result of research as showed in the table 4.2.1 to 4.2.6

|  |
| --- |
| **Table 4.5:** Distribution of English Language Learning Strategies According to Their  Memory Strategies. |
| **Item** | **Statements** | **𝑥̅** | **S.D.** | **Level** |
|  |  |  |  |  |
| 1. | Students remember the word by using the new word to make a sentence. | 4.41 | .74 | More |
| 2. | Students link the words with a picture to remember easily | 4.13 | .71 | More |
| 3. | Students remember the new words by creating a real situation. | 4.14 | .78 | More |
| 4. | Students use flash cards to remember the vocabulary. | 3.88 | .99 | More |
| 5. | Students use gesture to remember the new word. | 3.98 | .99 | More |
| **Average** | **4.11** | **.14** | **More** |

|  |
| --- |
| From table 4.5 shows the total of memory strategies (𝑥̅ = 4.11, S.D. = .14) which is an average at “more” level. |
| **Table 4.6:** Distribution of English Language Learning Strategies According to Their  Cognitive Strategies. |
| **Item** | **Statements** | **𝑥̅** | **S.D.** | **Level** |
|  |  |  |  |  |
| 6. | Students practice English pronunciation like a native speaker. |  4.39 | .70 |  More |
| 7. | Students use familiar words and sentence patterns in many related subject. | 4.26 | .75 | More |
| 8. | Students watch English movie. | 4.19 | .76 | More |
| 9. | Students practice reading through skimming reading and read carefully again. | 4.13 | .72 | More |
| 10. | Students find the Thai word that is related to English. | 4.24 | .68 | More |
| **Average** | **4.24** | **.84** | **More** |

From table 4.6 shows the total of cognitive strategies (𝑥̅= 4.24, S.D. = .84) which is an average at “more” level.

**Table 4.7:** Distribution of English Language Learning Strategies According to Their

 Compensation Strategies.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Statements** | **𝑥̅** | **S.D.** | **Level** |
|  |  |  |  |  |
| 11. | Students guess the unfamiliar words. | 4.41 | .67 | More |
| 12. | During a conversation, students use body language to express unknown words. | 4.33 | .67 | More |
| 13. | Students will use the familiar words when they are not sure about the correct word. | 4.19 | .78 | More |
| 14. | If students do not know the vocabulary, students use the synonyms. | 4.36 | .70 | More |
| **Average** | **4.32** | **.70** | **More** |

From table 4.7 shows the total of compensation strategies (𝑥̅= 4.32, S.D. = .70) which is an average at “more” level.

**Table 4.8:** Distribution of English Language Learning Strategies According to Their

 Metacognitive Strategies.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Statements** | **𝑥̅** | **S.D.** | **Level** |
|  |  |  |  |  |
| 15. | Students practice English pronunciation like a native speaker. | 4.39 | .70 | More |
| 16. | Students use familiar words and sentence patterns in many related subject. | 4.26 | .75 | More |
| 17. | Students watch English movie. | 4.19 | .76 | More |
| 18. | Students practice reading through skimming reading and read carefully again. | 4.13 | .72 | More |
| 19. | Students find the Thai word that is related to English. | 4.24 | .68 | More |
| **Average** | **4.24** | **.72** | **More** |

From table 4.8 shows the total of metacognitive strategies (𝑥̅= 4.24, S.D. = .72) which is an average at “more” level.

**Table 4.9:** Distribution of English Language Learning Strategies According to Their

 Affective Strategies.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Statements** | **𝑥̅** | **S.D.** | **Level** |
|  |  |  |  |  |
| 20. | Students are not afraid of speaking English with native speakers. | 4.36 | .70 | More |
| 21. | Students are confident to speak English, even though are wrong. | 4.23 | .76 | More |
| 22. | Students are eager to speak English. | 4.12 | .87 | More |
| 23. | Students feel stressed/worried when learning or speaking English. | 3.99 | .90 | More |
| 24. | Students express feeling when they learn English with friends | 4.16 | .78 | More |
| **Average** | **4.17** | **.80** | **More** |

From table 4.9 shows the total of affective strategies (𝑥̅ = 4.17, S.D. = .80) which is an average at “more” level.

**Table 4.10:** Distribution of English Language Learning Strategies According to Their

 Social Strategies.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Statements** | **𝑥̅** | **S.D.** | **Level** |
|  |  |  |  |  |
| 25. | If students do not understand, students will ask the speaker to speak more slowly and repeat that again. | 4.55 | .672 | The most |
| 26. | Students want the native speaker to improve student pronunciation when they talk with them. | 4.34 | .69 | More |
| 27. | Students practice speaking English with friends. | 3.96 | .86 | More |
| 28. | Students prefer helping about English speech from native speakers. | 3.99 | .88 | More |
| 29. | Students practice asking question in English with native speakers. | 4.13 | .83 | More |
| 30. | Students are interested to learn foreign culture with native speakers. | 4.15 | .83 | More |
| **Average** | **4.19** | **.79** | **More** |

From table 4.10 shows the total of Social Strategies (𝑥̅ = 4.19, S.D. = .79) which is an average at “more” level.

From table 4.5 – 4.10 the most English language learning strategies that the second years to the fourth years students of English and Business English major use is compensation strategies (𝑥̅ = 4.32, S.D. = .70).Which is an average at “more” level. This strategy help students learn English comprehensively, followed by cognitive strategies (𝑥̅ = 4.24, S.D. = .84).Which is an average at “more” level and metacognitive strategies (𝑥̅ = 4.24, S.D. = .72).Which is an average at “more” level. and the less English language learning strategies that the second years to the fourth years students of English and Business English major use is memory strategies (𝑥̅ = 4.11, S.D. = .14), followed by Social Strategies (𝑥̅ 4.19, S.D = .79) and Affective Strategies (𝑥̅ 4.17, S.D = .80).

**4.3 Summary of the Chapter**

In conclusion, this chapter demonstrates the benefits of English language learning strategies. The data were tabulated. There is the frequency and percentage (%) of the respondents’ information status of Gender, Major, Year and Grad point average (GPA).The result of the most English language learning strategies that the second years to the fourth years students of English and Business English major use is Compensation Strategies and the least English language learning strategies that the second years to the fourth years students of English and Business English major use is Memory strategies. Next chapter will presented about the conclusion and discussion.

**CHAPTER 5**

**DISCUSSION AND CONCLUSIONS**

This chapter presents the conclusion and the discussion English Language Learning Strategies of the second year to the fourth year students in English and Business English major, Buriram Rajabhat University. In chapter 5 the research divided the presentation into four sections: 1) Summary of the findings 2) Discussions of the findings 3) Implication of the findings 4) Suggestions for future study.

**5.1 Summary of the Findings**

The purposes of this study were to study the most English language learning

strategies of the second year to the fourth year students in English and Business English programs that have level up 3.00 of GPA. The samples were 100 students in English and Business English programs, Buriram Rajabhat University. They were selected by purposive sampling method. The questionnaire of this study applied from Oxford Rebecca (1990).

The results was summarized from the data the most English language learning strategies that the second year to the fourth year students of English and Business English program use is compensation strategies (𝑥̅ = 4.32, S.D. = .70), Which is an average at “more” level. This strategy help students learn English comprehensively, followed by cognitive strategies (𝑥̅ = 4.24, S.D. = .84), which is an average at “more” level and metacognitive strategies (𝑥̅ = 4.24, S.D. = .72), which is an average at “more” level. And the less English language learning strategies that the second year

to the fourth year students of English and Business English major use is memory strategies (𝑥̅ = 4.11, S.D. = .14).

**5.2 Discussions of the Findings**

The compensation strategies were the most used strategies among English and Business English students to improve their English learning and the least used strategies were memory strategies

The most English language learning strategies that the second years to the fourth years students of English and Business English major use is Compensation Strategies (𝑥̅ = 4.32, SD. = 0.703).This strategy help students learn English comprehensively and the less English language learning strategies that the second years to the fourth years students of English and Business English major use is Memory strategies (𝑥̅ = 4.11, SD. = 0.84).

 Which include Oxford Rebecca (1990) divided language learning strategies into 6 parts; there are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. The strategies that most students use to help their learning are compensation strategies. However students used all the strategies to develop their learning. Memory strategies use brain mechanisms to help learners to keep up knowledge information and bring out when need to use, and a strategy that reinforces memory. Cognitive Strategies mean a strategy that involves brain processes, so that learners know and understand it is a strategy for learning wisdom.Metacognitive Strategies is a strategy that students use to make learning successful. Affective strategies are a strategy that the learners use to control emotions and attitude in the classroom and it is a strategy that the learners use to make confidence in themselves. Social Strategies is strategy that students interact with others.Encourage students to develop their understanding and thinking that makes language learning developed.

**5.3 Implications of the Finding**

English language learning strategies can be drawn from implication above.

5.3.1. English language learning strategies helped their learning better.

5.3.2. The findings will make the learners who have low of GPA to use

compensation strategies to improve their learning.

5.3.3. The findings will make the first year students to use the

Strategies to guidelines for their learning.

**5.4 Suggestion for Future Studies**

There are still many question come to the researchers mind which valuable to be answered among other are as follow;

5.4.1. Further study, should compare English language learning strategies between English and Business English major students.

5.4.2. Further study, should compare English language learning strategies between students who have low of GPA and who have high of GPA.

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**APPENDICES**

**APPENDIX A**

**QUESTIONNAIRE IN ENGLISH**

**Questionnaire used on Language Learning Strategies of English and Business English students at Buriram Rajabhat University**

**(Questionnaire adapt from Oxford strategy Inventory for Language Learning (sill) version 7.0 for ESL/EFL)**

**Explanation:** The questionnaire used on Language Learning Strategies of English and Business English students at BuriramRajabhat University. The questionnaire is adapted from Oxford Rebecca (1990). The questionnaire is divided into 2 sections, please read and answer the questions.

Section 1: Respondents personal information.

Section 2: Questionnaires about English language learning strategies.

**Part1**: Respondents information of status.

**Direction**: Please put a check mark ( ✓ ) in the box 🞏 that actually.

1. Gender ( ) Male ( ) Female
2. Major ( ) English ( ) Business English
3. Year ( ) Second year ( ) Third year ( ) Fourth year
4. GPA……….

**Part2**: A questionnaire about English Learning Strategies.

**Directions**: The questionnaire is divided into 6 parts and 30 items. Each item explains the English Language Learning Strategies. Please put a check mark ( ✓ ) in the box 🞏 according to the usage level 1-5.

 **Level Usage level**

 5 The most

 4 More

 3 Fair

 2 Less

 1 The least

**Part1: Memory Strategies**

|  |  |  |
| --- | --- | --- |
| **Item** | **English Language Learning Strategies** | **Usage level** |
| **5** | **4** | **3** | **2** | **1** |
| 1. | Students remember the word by using the new word to make a sentence. |  |  |  |  |  |
| 2. | Students link the words with a picture to remember easily  |  |  |  |  |  |
| 3. | Students remember the new words by creating a real situation. |  |  |  |  |  |
| 4. | Students use flash cards to remember the vocabulary. |  |  |  |  |  |
| 5. | Students use gesture to remember the new word. |  |  |  |  |  |

**Part2: Cognitive Strategies**

|  |  |  |
| --- | --- | --- |
| **Item** | **English Language Learning Strategies** | **Usage level** |
| **5** | **4** | **3** | **2** | **1** |
| 6. | Students practice English pronunciation like a native speaker. |  |  |  |  |  |
| 7. | Students use familiar words and sentence patterns in many related subject. |  |  |  |  |  |
| 8. | Students watch English movie. |  |  |  |  |  |
| 9. | Students practice reading through skimming reading and read carefully again. |  |  |  |  |  |
| 10. | Students find the Thai word that is related to English. |  |  |  |  |  |

**Part3: Compensation Strategies**

|  |  |  |
| --- | --- | --- |
| **Item** | **English Language Learning Strategies** | **Usage level** |
| **5** | **4** | **3** | **2** | **1** |
| 11. | Students guess the unfamiliar words. |  |  |  |  |  |
| 12. | During a conversation, students use body language to express unknown words. |  |  |  |  |  |
| 13. | Students will use the familiar words when they are not sure about the correct word. |  |  |  |  |  |
| 14. | If students do not know the vocabulary, students use the similar words. |  |  |  |  |  |

**Part4: Metacognitive Strategies**

|  |  |  |
| --- | --- | --- |
| **Item** | **English Language Learning Strategies** | **Usage level** |
| **5** | **4** | **3** | **2** | **1** |
| 15. | Students try to improve the mistake they made before. |  |  |  |  |  |
| 16. | Students pay attention when others speak English. |  |  |  |  |  |
| 17. | Students set the studying schedule and review the lesson. |  |  |  |  |  |
| 18. | Students practice to read English as much as they can. |  |  |  |  |  |
| 19. | Students have the objective to improve English skills. |  |  |  |  |  |

**Part5: Affective Strategies**

|  |  |  |
| --- | --- | --- |
| **Item** | **English Language Learning Strategies** | **Usage level** |
| **5** | **4** | **3** | **2** | **1** |
| 20. | Students are not afraid of speaking English with native speakers. |  |  |  |  |  |
| 21. | Students are confident to speak English, even though are wrong. |  |  |  |  |  |
| 22. | Students are eager to speak English. |  |  |  |  |  |
| 23. | Students feel stressed/worried when learning or speaking English. |  |  |  |  |  |
| 24. | Students express feeling when they learn English with friends |  |  |  |  |  |

**Part6: Social Strategies**

|  |  |  |
| --- | --- | --- |
| **Item** | **English Language Learning Strategies** | **Usage level** |
| **5** | **4** | **3** | **2** | **1** |
| 25. | If students do not understand, students will ask the speaker to speak more slowly and repeat that again. |  |  |  |  |  |
| 26. | Students want the native speaker to improve student pronunciation when they talk with them. |  |  |  |  |  |
| 27. | Students practice speaking English with friends. |  |  |  |  |  |
| 28. | Students prefer helping about English speech from native speakers. |  |  |  |  |  |
| 29. | Students practice asking question in English with native speakers. |  |  |  |  |  |
| 30. | Students are interested to learn foreign culture with native speakers. |  |  |  |  |  |

**APPENDIX B**

**QUESTIONNAIRE IN THAI**

**แบบสอบถาม**

**การใช้กลยุทธ์การเรียนภาษาอังกฤษของนักศึกษาสาขาวิชาภาษาอังกฤษและสาขาวิชาภาษาอังกฤษธุรกิจ**

**มหาวิทยาลัยราชภัฏบุรีรัมย์**

**คำอธิบาย**แบบสอบถามการใช้กลยุทธ์การเรียนภาษาอังกฤษของนักศึกษาสาขาวิชาภาษาอังกฤษและสาขาวิชาภาษาอังกฤษธุรกิจมหาวิทยาลัยราชภัฏบุรีรัมย์แบบสอบถามปรับจาก Oxford Rebecca (1990). มีทั้งหมด2ตอนกรุณาตอบข้อมูลตามความเป็นจริงให้ครบทั้ง2ตอนเพื่อประโยชน์ในการดำเนินงานครั้งต่อไป

**ตอนที่1ข้อมูลเบื้องต้นเกี่ยวกับแบบสอบถาม**

**คำชี้แจงโปรดใส่เครื่องหมาย✓ลงในช่อง ( ) หน้าข้อความและกรอกข้อมูลเพิ่มเติม**

**1.1เพศ** () ชาย ( ) หญิง

**1.2ระดับการศึกษาในปัจจุบัน** ( ) ปีที่2 ( ) ปีที่3 ( )ปีที่4

**1.3สาขา** ( ) ภาษาอังกฤษศศ.บ ( ) ภาษาอังกฤษธุรกิจ

**1.4เกรดเฉลี่ยสะสม……………**

**ตอนที่2แบบสอบถามเกี่ยวกับการใช้กลยุทธ์การเรียนภาษาอังกฤษ**

**คำชี้แจงแบบสอบถามแบ่งออกเป็น 6 ส่วน มีทั้งหมด 30 ข้อ ในแต่ละข้อจะอธิบายถึงกลยุทธ์การเรียนภาษาอังกฤษ โปรดใส่เครื่องหมาย✓ลงในช่องระดับการใช้ 1-5**

 เครื่องมือ ระดับความคิดเห็น

 5 ใช้บ่อยที่สุด

 4 ใช้บ่อย

 3 ใช้บางครั้ง

 2 ไม่ค่อยใช้

 1 ไม่ใช้เลย

**1.กลยุทธ์การจำ**

|  |  |  |
| --- | --- | --- |
| ข้อ | กลยุทธ์การเรียน | ระดับการใช้ |
| 5 | 4 | 3 | 2 | 1 |
| 1 | นักศึกษาหัดใช้คำศัพท์ใหม่มาใช้แต่งประโยคเพื่อช่วยให้จำคำศัพท์นั้นได้ |  |  |  |  |  |
| 2 | นักศึกษาเชื่อมโยงเสียงของคำศัพท์ใหม่กับรูปภาพที่เกี่ยวกับคำนั้นเพื่อช่วยในการจำคำศัพท์ |  |  |  |  |  |
| 3 | นักศึกษาจำคำศัพท์ใหม่โดยการจินตนาการถึงสถานการณ์ที่อาจใช้คำศัพท์นั้น |  |  |  |  |  |
| 4 | นักศึกษาใช้บัตรคำเพื่อช่วยในการจำคำศัพท์ |  |  |  |  |  |
| 5 | นักศึกษาใช้ท่าทางประกอบเพื่อช่วยในการจดจำคำศัพท์ใหม่ๆ |  |  |  |  |  |

**2. กลยุทธ์ความรู้ความเข้าใจ**

|  |  |  |
| --- | --- | --- |
| ข้อ | กลยุทธ์การเรียน | ระดับการใช้ |
| 5 | 4 | 3 | 2 | 1 |
| 6 | นักศึกษาพยายามพูดภาษาอังกฤษให้เหมือนกับเจ้าของภาษา |  |  |  |  |  |
| 7 | นักศึกษาใช้คำศัพท์และรูปประโยคที่รู้จักในหลายๆเรื่องที่เกี่ยวข้อง |  |  |  |  |  |
| 8 | นักศึกษาดูรายการโทรทัศน์หรือภาพยนตร์ที่พูดภาษาอังกฤษ |  |  |  |  |  |
| 9 | นักศึกษาฝึกการอ่านจับใจความคร่าวๆก่อนแล้วจึงกลับไปอ่านอย่างละเอียดอีกครั้ง |  |  |  |  |  |
| 10 | นักศึกษาจะค้นหาคำภาษาไทยที่มีความหมายตรงกับคำภาษาอังกฤษ |  |  |  |  |  |

**3. กลยุทธ์การแก้ไขข้อบกพร่อง**

|  |  |  |
| --- | --- | --- |
| ข้อ | กลยุทธ์การเรียน | ระดับการใช้ |
| 5 | 4 | 3 | 2 | 1 |
| 11 | นักศึกษาใช้วิธีการเดาคำศัพท์จากบริบทที่ไม่คุ้นเคย |  |  |  |  |  |
| 12 | ในระหว่างการสนทนานักศึกษาจะใช้ท่าทางประกอบแทนการพูดเมื่อนึกถึงคำที่ต้องการสื่อสารไม่ได้ |  |  |  |  |  |
| 13 | นักศึกษาจะคิดคำใหม่ขึ้นเองถ้านึกถึงคำที่ต้องการสื่อสารไม่ได้ |  |  |  |  |  |
| 14 | หากนักศึกษาไม่รู้คำศัพท์นักศึกษาจะใช้คำที่ความหมายเหมือนกันหรือคล้ายคลึงกันแทน |  |  |  |  |  |

**4. กลยุทธ์การนำไปสู่ความสำเร็จ**

|  |  |  |
| --- | --- | --- |
| ข้อ | กลยุทธ์การเรียน | ระดับการใช้ |
| 5 | 4 | 3 | 2 | 1 |
| 15 | เมื่อรู้ว่าใช้ภาษาอังกฤษผิดนักศึกษาก็จะนำข้อผิดพลาดนั้นมาปรับปรุงให้ดีขึ้น |  |  |  |  |  |
| 16 | นักศึกษาตั้งใจฟังเมื่อคนอื่นพูดภาษาอังกฤษ |  |  |  |  |  |
| 17 | นักศึกษาจัดตารางเวลาให้ตัวเองในการศึกษาและทบทวนภาษาอังกฤษ |  |  |  |  |  |
| 18 | นักศึกษาฝึกอ่านภาษาอังกฤษมากเท่าที่จะทำได้ |  |  |  |  |  |
| 19 | นักศึกษามีเป้าหมายในการพัฒนาทักษะภาษาอังกฤษอย่างชัดเจน |  |  |  |  |  |

**5.กลยุทธ์ทางอารมณ์และความรู้สึก**

|  |  |  |
| --- | --- | --- |
| ข้อ | กลยุทธ์การเรียน | ระดับการใช้ |
| 5 | 4 | 3 | 2 | 1 |
| 20 | นักศึกษาไม่กลัวที่จะพูดภาษาอังกฤษกับเจ้าของภาษา |  |  |  |  |  |
| 21 | นักศึกษาสร้างความมั่นใจให้ตัวเองในการพูดภาษาอังกฤษแม้ว่าพูดผิดก็ตาม |  |  |  |  |  |
| 22 | นักศึกษาชมเชยหรือให้รางวัลตัวเองเมื่อพูดภาษาอังกฤษได้ดี |  |  |  |  |  |
| 23 | นักศึกษารู้สึกเครียดหรือประหม่าเมื่อเรียนหรือพูดภาษาอังกฤษ |  |  |  |  |  |
| 24 | นักศึกษาจะแสดงความรู้สึกที่มีต่อการเรียนภาษาอังกฤษกับเพื่อนๆ |  |  |  |  |  |

**6. กลยุทธ์ทางสังคม**

|  |  |  |
| --- | --- | --- |
| ข้อ | กลยุทธ์การเรียน | ระดับการใช้ |
| 5 | 4 | 3 | 2 | 1 |
| 25 | ถ้านักศึกษาฟังภาษาอังกฤษไม่ทันนักศึกษาจะขอให้คนนั้นพูดให้ช้าลงหรือขอให้พูดใหม่อีกครั้ง |  |  |  |  |  |
| 26 | เมื่อนักศึกษาพูดกับเจ้าของภาษาก็จะขอให้เขาปรับแก้ภาษาให้ด้วย |  |  |  |  |  |
| 27 | นักศึกษาฝึกพูดภาษาอังกฤษกับเพื่อนๆ |  |  |  |  |  |
| 28 | นักศึกษาขอความช่วยเหลือเกี่ยวกับภาษาอังกฤษจากเจ้าของภาษา |  |  |  |  |  |
| 29 | นักศึกษาฝึกถามเป็นภาษาอังกฤษกับเจ้าของภาษา |  |  |  |  |  |
| 30 | นักศึกษาสนใจเรียนรู้วัฒนธรรมของเจ้าของภาษาเมื่อเรียนภาษาอังกฤษ |  |  |  |  |  |

**APPENDIX C**

**INDEX OF THE ITEM-OBJECTIVE CONGRUENCE (IOC)**

|  |
| --- |
| **Descriptive Statistics** |
|  | N | Sum | Mean | Std. Deviation |
| a001 | 3 | 2 | .67 | .577 |
| a002 | 3 | 2 | .67 | .577 |
| a003 | 3 | 2 | .67 | .577 |
| a004 | 3 | 3 | 1.00 | .000 |
| a005 | 3 | 3 | 1.00 | .000 |
| a006 | 3 | 2 | .67 | .577 |
| a007 | 3 | 2 | .67 | .577 |
| a008 | 3 | 2 | .67 | .577 |
| a009 | 3 | 2 | .67 | .577 |
| a010 | 3 | 2 | .67 | .577 |
| a011 | 3 | 2 | .67 | .577 |
| a012 | 3 | 2 | .67 | .577 |
| a013 | 3 | 2 | .67 | .577 |
| a014 | 3 | 2 | .67 | .577 |
| a015 | 3 | 3 | 1.00 | .000 |
| a016 | 3 | 3 | 1.00 | .000 |
| a017 | 3 | 3 | 1.00 | .000 |
| a018 | 3 | 3 | 1.00 | .000 |
| a019 | 3 | 3 | 1.00 | .000 |
| a020 | 3 | 3 | 1.00 | .000 |
| a021 | 3 | 2 | .67 | .577 |
| a022 | 3 | 3 | 1.00 | .000 |
| a023 | 3 | 3 | 1.00 | .000 |
| a024 | 3 | 2 | .67 | .577 |
| a025 | 3 | 2 | .67 | .577 |
| a026 | 3 | 2 | .67 | .577 |
| a027 | 3 | 3 | 1.00 | .000 |
| a028 | 3 | 3 | 1.00 | .000 |
| a029a030 | 33 | 23 | .67.67 | .577.577 |
| Valid N (listwise) | 2 |  |  |  |

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