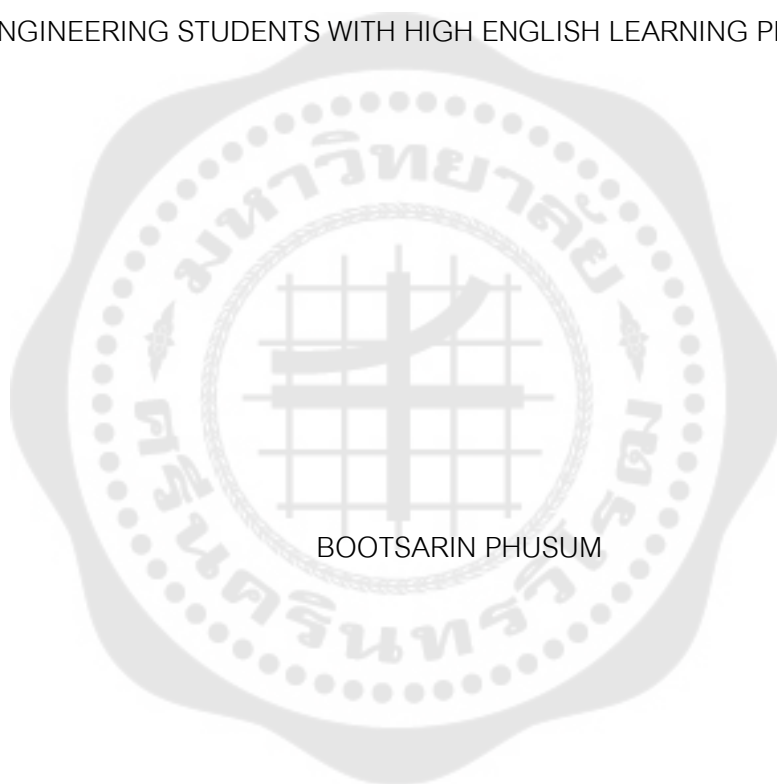A STUDY OF ENGLISH LANGUAGE LEARNING STRATEGIES EMPLOYED BY THAI

ENGINEERING STUDENTS WITH HIGH ENGLISH LEARNING PROFICIENCY

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Graduate School Srinakharinwirot University

2019

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A STUDY OF ENGLISH LANGUAGE LEARNING STRATEGIES EMPLOYED BY THAI ENGINEERING STUDENTS WITH HIGH ENGLISH LEARNING PROFICIENCY

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A Master's Project Submitted in Partial Fulfillment of the Requirements

for the Degree of MASTER OF ARTS

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A STUDY OF ENGLISH LANGUAGE LEARNING STRATEGIES EMPLOYED BY THAI

ENGINEERING STUDENTS WITH HIGH ENGLISH LEARNING PROFICIENCY

BY

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OF THE REQUIREMENTS FOR THE MASTER OF ARTS

IN ENGLISH AT SRINAKHARINWIROT UNIVERSITY

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Title	A STUDY OF ENGLISH LANGUAGE LEARNING STRATEGIES EMPLOYED BY THAI ENGINEERING STUDENTS WITH HIGH ENGLISH LEARNING PROFICIENCY
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This study aimed to investigate English language learning strategies used by Thai engineering students with high English learning proficiency and determine the strategies most frequently and least frequently used by Thai engineering students with high English learning proficiency. The participants were 50 Thai engineering students with high English learning proficiency. They were selected through purposive sampling method. According to the criterion, students need to receive grades A or B+ in the English subject enrolled in the second semester in 2019 academic year. The research instrument was the Strategy Inventory for Language Learning (SILL) questionnaire by Oxford (1990). Mean and standard deviation were selected to analyse the data. The results revealed that Thai engineering students with high English learning proficiency usually employed language learning strategies. The most frequently used strategies were metacognitive strategies, while the least frequently used strategies were compensation strategies.

Keyword : Language learning strategies, Engineering students, English, Learning, Students

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CHAPTER 1

INTRODUCTION

Background

English is claimed as a lingua franca and international language which plays a crucial role in communication around the world. In many countries, English is the official language, medium of instruction and a mandatory subject at school. The power of the English language is recognised and accepted around the world, including in Thailand. For instance, the Thai government sets English as a mandatory subject from grade 1 in primary education to grade 12 in secondary education in order to encourage a positive attitude towards English and allow people to be able to communicate in English and proceed to education at a higher level (Ministry of Education, 2008). After graduation, English language proficiency is still a huge concern for many employees in order to survive on a sustainable foundation due to globalisation and the establishment of the Association of Southeast Asian Nations (ASEAN) community (Dhirawit, 2016).

ASEAN Mutual Recognition Arrangements (MRAs) were intended to help skilled employees work across national boundaries, and the recruitment process requires English language proficiency. Members of the ASEAN Economic Community have signed MRAs for seven occupations: physician, dentist, nurse, engineer, architect, surveyor and accountant. In Thailand, employment is easily found in these fields, particularly in engineering, but lack of English language proficiency seems to obstruct opportunities. Novice engineers learning English as a foreign language (EFL) lack confidence in their English communication skills (Jarupan, 2013; Kaewpet & Sukamolson, 2011; Rajprasit, Pratoomrat, Wang, Kulsiri, & Hemchua, 2014) and experience difficulties in understanding written English (Joungtrakul, 2013; Laohachaiboon, 2011). English language proficiency becomes a crucial factor in the labour market. It might be concluded that the more you are good at English, the more you get a chance to work abroad.

English has become important in ASEAN countries and been the only official language of ASEAN Community (Kirkpatrick, 2012). Due to the ASEAN Charter, Article 34, it is revealed that "The working language of ASEAN shall be English" (Association of Southeast Asian Nations, 2008, p. 29). As a consequence, using English language as a method of communication in ASEAN Community has become a principle topic. There are many factors influence English proficiency such as teachers, learning strategies, outside class learning activities, and personality traits (Judith, 2018). However, the factor influence English proficiency the most among college students who will graduate and work in the labour market after the establishment of ASEAN Community was the learning strategies (Judith, 2018).

Language learning strategies are appropriate methods which can improve proficiency in a second language (Bialystok, 1978). Both J. Liu (2010) and Platsidou and Kantaridou (2014) also revealed that language learning strategies play a crucial role in anticipating language proficiency. Language learning strategies are techniques used by learners to aid acquisition, storage and retrieval of information and are crucial tools for active, self-directed involvement which are essential for the improvement of communicative competence (Oxford, 1990). The use of appropriate language learning strategies leads to improvements in language achievement (Wharton, 2000). Most researchers have accepted that unsuccessful learners can be succeeded if they are capable of enhancing their language proficiency through appropriate strategy use (D. Liu, 2004; O'malley, O'Malley, Chamot, & O'Malley, 1990; Oxford & Nyikos, 1989; Wenden, 1987).

There are few research that has focused on the strategies that Thai engineering students use to learn English language. For instance, Intaraprasert (2000) investigated the types of language learning strategies frequently used by Thai engineering students in Thailand and investigated the relationship between strategy use and variables of gender, type and location of institutions, levels of language proficiency, and class size. The findings showed that Thai engineering students used English language learning strategies at a medium level, and there were correlated relationships between strategy

use and type of institution, including the level of language proficiency. In addition, Rardprakhon (2016) investigated English language learning strategies used by Thai engineering students with different English academic achievement levels. The findings similarly showed that the students used learning strategies at a medium level, although there was an uncorrelated relationship between strategy use and English academic achievement levels. While the participants in these two studies were similar in their level of strategy use, the relationship between the strategy use and the level of language proficiency were different. Therefore, this study will investigate English language learning strategies used by Thai engineering students with high English learning proficiency.

Objectives of the Study

    1. To investigate English language learning strategies used by Thai engineering students with high English learning proficiency.

    2. To investigate the strategies most frequently and least frequently used by Thai engineering students with high English learning proficiency.

Research Questions

    1. To what extent do Thai engineering students with high English learning proficiency use English language learning strategies?

    2. What strategies are most frequently and least frequently used by Thai engineering students with high English learning proficiency?

Significance of the Study

    This study will be useful for teachers or lecturers. They can improve their teaching methods based on students' strategy use and teaching method preferences in order to enhance their students' learning. Moreover, teachers and lecturers could detect students' strategy use and help them compensate the missing parts in their strategy use and preference.

Scope of the Study

This research investigated English language learning strategies used by Thai engineering students with high English learning proficiency. The 50 participants were selected by using purposive sampling method. According to the criterion, students need to receive grades A or B+ in the English subject enrolled in the second semester in 2019 academic year.

The variables focused on in this study are language learning strategies. According to Oxford (1990), there are six language learning strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. The questionnaire used in this study was the Strategy Inventory for Language Learning (SILL), a five point Likert-scale questionnaire containing fifty items.

Definition of Terms

Language learning strategies refer to processes and techniques that language learners use to learn a language more effectively. In this study, English language learning strategies are based on Oxford (1990).

Direct strategies directly involve the language itself in terms of the variety of specific assignments and situations, and "require mental processing of the language" (Oxford, 1990, p. 37). Direct strategies are divided into three subcategories: memory, cognitive and compensation strategies.

Indirect strategies are used to manage learners' learning. Indirect strategies are divided into three subcategories: metacognitive, affective, and social strategies.

English learning proficiency refers to the ability to use English language in real situations, in natural interaction, and in an acceptable manner (Berdan, 2013). Proficiency is measured in reference to language skills and abilities.

CHAPTER 2

REVIEW OF THE LITERATURE

In this chapter, the literature review on the study of language learning strategies is in three parts: definitions and classifications of language learning strategies and related research.

Definitions of Language Learning Strategies

Strategy refers to general and specific techniques, processes, approaches and skills that learners use to achieve their objectives and goals. It also combines learning, thinking and problem-solving skills. There are many studies on the definition of language learning strategies, which are delineated in various ways by researchers and specialists. This study chose some interesting definitions to describe language learning strategies.

There are various definitions of language learning strategies detailed by many researchers. In the beginning, language learning strategies were defined as the techniques learners use to obtain knowledge (Rubin, 1975). Bialystok (1978) differently proposed that language learning strategies are "optimal means for exploiting available information to improve competence in a second language" (p. 71). Later, Dansereau (1985) defined learning strategies as "a set of processes or steps that facilitate the acquisition, storage and/or utilization of information" (p. 210). O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985) defined learning strategies as "any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information" (p. 22). Similarly, Wenden and Rubin (1987) defined learning strategies as a set of steps or routines used by learners to support "obtaining, storage, retrieval, and use of information" (p. 19). The most well-known definition of language learning strategies was "specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to a new situation" (Oxford, 1990, p. 8). In summary, language learning strategies are

methods or techniques used by learners to enhance language proficiency. The methods or techniques must be appropriate for each learner.

Classifications of Language Learning Strategies

Many researchers tried to classify language learning strategies. The current study reviews classifications of second language learning strategies. That is, language learning strategies were classified by O'Malley et al. (1985), Oxford (1990), and Wenden and Rubin (1987). These three classifications of language learning strategies are described in detail below.

O'Malley et al. (1985) divided language learning strategies into three main subcategories: metacognitive, cognitive and socio-affective strategies. Metacognitive strategies are related to express administrative functions—strategies that require an arrangement for learning, thinking about the learning process, observing the production or comprehension of learners, and evaluating learning after activities are completed. Cognitive strategies are more limited to particular learning tasks and directly involve manipulating learning materials, including grouping, repetition, imagery, contextualisation and inference, which are also important cognitive strategies. Socio-affective strategies are related to social activities and interaction with others. The main socio-affective strategies are to cooperate and ask for clarification.

Wenden and Rubin (1987) divided learning strategies into two main categories: direct and indirect strategies. Direct strategies are categorised as learning strategies, which are then divided into two subcategories: cognitive and metacognitive learning strategies. Direct strategies are described in detail below.

Learning strategies directly involve the development of a language system used by learners comprising cognitive and metacognitive learning strategies. Cognitive learning strategies refer to methods or processes used by learners in learning or problem-solving that require direct analysis and synthesis of learning materials. Cognitive strategies are classified into six main types: clarification and verification, guessing and inductive inference, deductive reasoning, practice, memorisation and

monitoring. Metacognitive learning strategies are used to manage, control or self-direct language learning. They involve a variety of processes, such as arrangement, prioritising, goal setting and self-management.

Indirect strategies are divided into two categories: communication and social strategies. They are described in detail below.

Communication strategies are less directly involved with language learning because their focus is on attending conversation and clarifying the speaker's intended meaning. Learners use these strategies when they are confronted with difficulties in communication and miscommunication with co-speakers. Social strategies are activities learners take part in that provide them with opportunities to reveal and practise their knowledge. These strategies provide learning indirectly because they do not directly lead to obtaining, storing, retrieving and using language, even though they contribute to exposure in the target language.

Oxford's classification also divided language learning strategies into two main categories: direct and indirect strategies. According to Oxford (1990), direct language learning strategies "directly involve the subject matter" and "require mental processing of the language" (p. 37). Conversely, indirect language learning strategies "do not directly involve the subject matter itself, but are essential to language learning nonetheless" (Oxford, 1990, p. 71). Direct strategies are divided into three subcategories—memory, cognitive and compensation strategies; indirect strategies are also divided into three subcategories—metacognitive, affective and social strategies. Each strategy is detailed below.

Memory strategies help learners store information gathered from their learning and retrieve information for future language use. These strategies are divided into four subcategories: creating mental linkages, applying images and sounds, reviewing well and employing action. Learners employ creating mental linkages to group language units, such as types of words and linguistic functions, to make them easier to remember, including relating to background knowledge and placing new words into the contexts. Applying images and sounds are employed by learners to create images in memory that

relate to the information of a new language, arrange information into pictures and link to related words connected by lines and arrows known as semantic mapping. It includes linking new language knowledge with background knowledge in the native language and then uses images to create a relationship between new words and familiar words. Relating the sounds of a new language with known sounds in a familiar language helps learners remember new words. Reviewing well is employed by learners to review their learning immediately after class, and again after a day, a week or a month. The goal of this strategy is overlearning. To employ action means showing movement through physical responses related to a new expression, and mechanical tricks to learn the target language effectively, such as moving learned-word flashcards from one pile to another.

Cognitive strategies directly involve the improvement of language learning and are divided into four subcategories: practising, receiving and sending messages, analysing and reasoning, and creating a structure for input and output. Practising is used by learners to learn something repeatedly, practise the pronunciation and writing structure in the target language formally, and attempt to avoid using routine sentence patterns, such as "Good morning, teacher. I'm fine, thank you, and you?" These strategies include combining words or phrases in creative ways to prolong knowledge and practise new language naturally within a realistic environment. To receive and send messages, learners use skimming techniques to understand and find the main idea quickly. They use printed or online sources to understand input data and produce output data. Analysing and reasoning are used by learners to break the meanings of expression into parts, classify them into the sounds, words and structure of the target language, and then find similarities and differences. Creating structure for input and output is used by learners to take notes (raw and detailed notes), summarise the data and highlight the important and significant parts.

Compensation strategies are used by learners to overcome the missing knowledge in the target language. These strategies are divided into two subcategories: guessing intelligently and overcoming limitations in speaking or writing. To guess

intelligently, learners use linguistic clues from a native or known language to guess the meanings of the target language, including using other sources, such as surrounding situations and contexts, sentence structure and general knowledge. Overcoming limitations in speaking or writing is used by learners to switch the target language to the native language to understand the meaning without translation. This includes using physical gestures to express meaning, asking other people for help, choosing topics they feel confident discussing, and making up new words and using synonyms to communicate.

Metacognitive strategies help learners conduct their studies and learning process and evaluate their learning. These strategies are divided into three subcategories: centring learning, arranging and planning learning, and evaluating learning. Centring learning is used by learners to summarise the tasks of a new language comprehensively, and compare that information to what they already know. It includes paying attention to language tasks and producing speech production slowly until learners' listening skills improve. Arranging and planning learning is used by learners to find out better ways to learn language from other people and books, organise their schedule to have enough time to learn the target language, and set goals and identify the objectives of language learning. It combines planning for the tasks in the target language and seeking opportunities to practise the target language in realistic situations. To evaluate learning, learners measure their errors and attempt to get rid of those errors and evaluate their learning progress.

Affective strategies help learners handle their emotions, attitudes, motivation and values and are divided into three subcategories: lower anxiety, encouraging oneself and taking emotional temperature. To lower anxiety, learners use meditation, music, or laughter to relax and reduce anxiety. Encouraging yourself is used by learners to speak or write positively in the target language, which make them feel more assertive, and give themselves rewards. Taking emotional temperature is used by learners to discover their feelings through a checklist to control and avoid negative feelings. It includes writing a

dairy about language learning and talking to other people about their feelings about language learning.

Social strategies are used by learners when they interact with other people in society to communicate effectively. These strategies are divided into three subcategories: asking questions, cooperating with others and empathising with others. To ask questions, learners ask speakers to slow down or repeat speech and ask native speakers to correct them when they talk. Cooperating with others is used by learners to work with peers in pairs or groups in the class, including cooperating with proficient users or native speakers in the target language. To empathise with others, learners attempt to understand the culture of the target language and express their thoughts and feelings appropriately.

In summary, the classifications of O'Malley et al. (1985); Oxford (1990); Wenden and Rubin (1987) were defined differently. Wenden and Rubin (1987) classified clarification and verification; and monitoring into direct strategies. Conversely, Oxford (1990) classified clarification and verification; and monitoring into indirect strategies – social strategies and metacognitive strategies respectively. To compare the classifications of O'Malley et al. (1985) and Oxford (1990), Oxford classified memory and cognitive strategies, while these two strategies were combined as cognitive strategies in O'Malley et al.'s classifications. Likewise, some cognitive strategies, such as inference, were classified into compensation strategies in Oxford's classifications. The classifications of O'Malley et al. (1985); Oxford (1990); Wenden and Rubin (1987) are summarised in Table 1.

Table 1 The classifications of O'Malley et al. (1985), Oxford (1990), and Wenden and Rubin (1987) (Vlčková, Berger, & Völkle, 2013)

Researcher	Groups of strategies	Main categories	Subcategories
O'Malley et al. (1985)	-	Metacognitive strategies	Planning, monitoring, evaluation
		Cognitive strategies	-
		Socio-affective strategies	Question for clarification, cooperation, self-talk
Wenden and Rubin (1987)	Direct strategies	Learning strategies	1) Cognitive learning strategies 2) Metacognitive learning strategies
	Indirect strategies	1) Communication strategies 2) Social strategies	
Oxford (1990)	Direct strategies	Memory strategies	Creating mental linkages, applying images and sounds, reviewing well, employing action
		Cognitive strategies	Practising, receiving and sending messages, analysing and reasoning, creating structures for input and output
		Compensation strategies	Guessing intelligently, overcoming limitations in speaking and writing
	Indirect strategies	Metacognitive strategies	Centring your learning, arranging and planning your learning, evaluating your learning.
		Affective strategies	lower anxiety, encouraging yourself, taking your emotional temperature
		Social strategies	Asking questions, cooperating with others, empathising with others

As shown in Table 1, Oxford's (1990) classification covered a wider range of language learning strategies compared to other classifications. It is also well-known and selected for use in many studies, such as research by Di Carlo (2016), Gerami and Baighlou (2011), Intaraprasert (2000), Kavasoglu (2009), Kunasaraphan (2015), Mandasari and Oktaviani (2018), Rardprakhon (2016), Rismayana (2017), and Wu (2008), as discussed below. The theoretical concept of language learning strategies

applied in this study is divided into two major categories - direct strategies and indirect strategies (Oxford, 1990). The direct strategies directly affect the learning process comprised of memory, cognitive, and compensation strategies that help learners accomplish the target language even learners have limited knowledge. The indirect strategies influence learning process and comprise of metacognitive, affective and social strategies. This study used this classification to investigate language learning strategies for engineering students with high English learning proficiency.

Related Research

There are few research that has focused on the strategies that Thai engineering students use to learn English. For example, Intaraprasert (2000) investigated types of language learning strategies that 570 Thai engineering students in Thailand frequently used and investigated the relationship between strategy use and variables of gender, type and location of institutions, level of language proficiency, and class size. The findings showed that English language learning strategies were used by Thai engineering students at a medium level, and there were correlated relationships between strategy use and type of institution, including the level of language proficiency while there was uncorrelated relationship between strategy use and class size. As implied in the research findings, there was not much relationship between students' strategy use and class size. The different size of class did not employ language learning strategies differently. Teachers should introduce a wide range of language learning strategies to their students and encourage them to employ appropriate learning strategies in the classroom context.

Rardprakhon (2016) also investigated English language learning strategy use among 163 first-year engineering students. The findings similarly showed that Thai engineering students sometimes used learning strategies, and there was an uncorrelated relationship between strategy use and English academic achievement levels. However, the most frequently used strategy of Gerami and Baighlou (2011),

Intaraprasert (2000), Kavasoglu (2009), Kunasaraphan (2015) and Rardprakhon (2016) was the same—metacognitive strategies.

However, Mandasari and Oktaviani (2018) investigated language learning strategies among engineering students and management students of Universitas Teknokrat Indonesia (UTI). The findings indicated that English language learning strategies used by management and engineering students were not significantly different. The results revealed that engineering students usually used learning strategies. They used affective strategies the most while social strategies were used the least. Management students also usually used language learning strategies. Affective strategies were found to be the most frequently used while compensation strategies were found to be the least frequently used.

Besides, there are some research that have focused on language learning strategies employed by university students in different faculties. For example, Wu (2008) investigated the differences in using language learning strategies between higher proficiency EFL students majoring in English and lower proficiency EFL students not majoring in English at National Chin-Yi University of Technology in Taiwan. The finding indicated that higher proficiency EFL students used language learning strategies more frequently than lower proficiency EFL students. Regarding strategy use and English proficiency, cognitive strategies had the strongest influence. Compensation strategies were found to be the most frequently used by EFL students.

Kavasoglu (2009) variously examined English language learning strategies employed by pre-service teachers in the preparatory class at Mersin University and the effects of variables of learners' gender, grade class (1st, 2nd, 3rd, 4th), and types of high schools on English language learning strategies. Kavasoglu (2009) found correlated relationships between the use of English language learning strategies and variables of gender, as well as grade of class; however, there were no statistically significant differences of strategy use in different types of high schools. In accordance with Intaraprasert (2000), this study showed that metacognitive strategies were used at the highest level. The implication of this study is that teachers should understand which

language learning strategies used by their students to learn English, hence they can combine preferred learning strategies of students with their teaching methods and provide conditions to use their preferred strategies for students.

Gerami and Baighlou (2011) examined English language learning strategies employed by successful and unsuccessful Iranian EFL students in a teaching EFL and an English translation major at International Astronomical Union, Tabriz Branch and Daneshvaran Tabriz University in Iran. The findings revealed that a wider range of learning strategies was used by successful students. They used metacognitive strategies the most which is relevant to Intaraprasert (2000) and Kavasoglu (2009). The most frequently used strategy of unsuccessful students was cognitive strategies. This study suggests a number of useful implications and can be advantageous for Iranian language teachers in order to raise their awareness on narrowing the gap between students' strategy use and their teaching methods preferences. Firstly, available strategies and the important role of language learning strategies in learning English should be informed to all EFL students. Language teachers should give unsuccessful students more opportunities to practise learning strategies and encourage them to evaluate their progress regularly. Thirdly, curriculum developers should adjust language learning curriculum to comprise of activities involving actual use in the target language of the students. Teachers should detect students' strategy use and help them compensate the missing parts in their strategy use and preference.

Kunasaraphan (2015) investigated English language learning strategies used by 290 first-year students at International College, Suan Sunandha Rajabhat University and determine the relationship between strategy use and different level of their language proficiency. The findings revealed that students with every level of English proficiency used metacognitive, cognitive, and social strategies more frequently than memory, affective, and compensation strategies. High English proficiency students used compensation strategies the least. Metacognitive strategies were found to be the most frequently used by students with every level of English proficiency.

Di Carlo (2016) examined types of language learning strategies used by 69 Spanish students at college teaching centres. The findings showed that social strategies were the most frequently used strategy, unrelated to Mandasari and Oktaviani (2018), followed by metacognitive and cognitive strategies. Affective and memory strategies were the least used. Social, metacognitive, cognitive strategies were usually used while affective and memory strategies were sometimes used by Spanish students.

According to Wu (2008), Rismayana (2017) showed the opposite result. Rismayana (2017) identified language learning strategies used by English Department students in Universitas Negeri Makassar (UNM) and determine correlation between strategy use and level of English proficiency based in TOEFL score. Metacognitive strategies were found to be the most frequently used by the English department students in UNM while students majoring English Education and Business English used compensation strategies the least. There was correlated relationship between language learning strategies and the level of English proficiency.

In conclusion, the related research revealed that English language learning strategies were influenced by various factors, such as gender, level of English proficiency, English academic achievement levels and type of institutions. While the participants in these studies were similar, there were also differences, and the findings were varied. To explore strategy use in different types of participants, this study investigated English language learning strategies used by Thai engineering students with high English learning proficiency based on Oxford's language learning strategies and questionnaire (1990).

CHAPTER 3
METHODOLOGY

The purpose of the study is to investigate English language learning strategies used by Thai engineering students with high English learning proficiency, and determine the strategies they most frequently and least frequently used. This chapter presents the research design, participants, research instrument, data collection, data analysis and ethical considerations.

Research Design

To answer the two research questions, a quantitative data collection was employed. A quantitative methodology is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics (DeFranzo, 2011). It uses measurable data to reveal facts and patterns in research. The methods of qualitative data collection are less structured than the methods of quantitative data collection. Quantitative data collection methods include surveys, interviews and questionnaires. This study involves questionnaire which is a quantitative data collection method.

Participants

The participants were 50 Thai engineering students with high English learning proficiency. They were selected by using purposive sampling method. According to the criterion, students need to receive grades A or B+ in the English subject enrolled in the second semester in 2019 academic year. Students who received grades A or B+ were classified as high English learning proficiency, students who received grades B, C+, or C were classified as medium English learning proficiency, and students who received grades D+, D, or E were classified as low English learning proficiency. Due to a purposive sampling method, this study only selected students who have high English learning proficiency.

Research Instrument

The SILL questionnaire version 7.0, designed by Oxford (1990), was used to investigate the use of English language learning strategies among Thai engineering students with high English learning proficiency.

The questionnaire comprised 50 items divided into six parts: memory strategies (9 items), cognitive strategies (14 items), compensation strategies (6 items), metacognitive strategies (9 items), affective strategies (6 items) and social strategies (6 items). To complete the SILL questionnaire, the participants were asked to rate their use of language learning strategies in five-point Likert scale, which ranged from 1—Never or Almost Never True of Me, to 5—Always or Almost Always True of Me.

SILL was checked for validity and reliability. The index of Item-Objective Congruence was used to ensure validity was higher than 0.5; the result for this questionnaire was 0.99. Cronbach's alpha was used to ensure reliability was equal to or greater than 0.70; the result for this questionnaire was 0.92. This questionnaire was used to investigate language learning strategies since 1990 such as in the research of Gerami and Baighlou (2011), Intaraprasert (2000), Kavasoglu (2009), Mandasari and Oktaviani (2018), Rardprakhon (2016) and Rismayana (2017). Thus, the questionnaire was found to be reliable, consistent and appropriate for use.

The results of the SILL are the average use of language learning strategies. Each part of the SILL represents a strategy; hence, the average of each strategy shows which strategies learners use most frequently. The ranges of the averages are shown in Table 2 (Oxford, 1990).

Table 2 The level of average scores of language learning strategy use

Level	Meaning	Ranges of average scores
Most	always or almost always used	4.50 – 5.00
High	usually used	3.50 – 4.49
Medium	sometimes used	2.50 – 3.49
Less	generally not used	1.50 – 2.49
Least	never or almost never used	1.00 – 1.49

Data Collection

The researcher contacted the lecturers who taught English to engineering students in the second semester in 2019 academic year in order to request cooperation. The lecturers were given the brochure to announce the purpose of and significance of the study. Students who were interested in participating in this study were given formal letters via email to request permission. The formal letters comprised an information sheet, participant information sheet and an informed consent form describing the purpose of data collection. The instructions about data collection were included on the first page of the questionnaire. Participants were assured that their responses would be confidential and only used for academic research. The questionnaires were distributed to participants via email in the form of an online questionnaire (google forms) by the lecturers. Participants were assured that it did not affect their learning and grades if they would not like to complete the questionnaire. The questionnaire did not require specific information that could identify the participants. The participants submitted the completed questionnaires themselves via online forms.

Data Analysis

To answer the two research questions, mean and standard deviation (S.D.) were used to investigate the use of English language learning strategies by Thai engineering students with high English learning proficiency.

Ethical Considerations

All the participants were informed of overall information about the purpose of and data collection of the study. The purpose of data collection was explained in the formal letters requesting their permission. The instructions about data collection were included on the first page of the questionnaire. Participants were assured that their responses would be confidential and only used for academic research. After receiving overall information, the participants have their rights to decide whether they would like to complete the questionnaire or not.

CHAPTER 4
FINDINGS

The objectives of this study were to investigate English language learning strategies used by Thai engineering students with high English learning proficiency and determine the strategies they most frequently and least frequently used. Data were collected via online forms (google forms). This chapter presents the results as quantitative data.

Results

The results revealed the types of language learning strategies used, the most frequently and the least frequently used strategies, and the use of each strategy by Thai engineering students with high English learning proficiency. The results of overall English language learning strategies used by Thai engineering students with high English learning proficiency are presented in Table 3.

Table 3 Overall English language learning strategies used

Language Learning Strategies	Mean	S.D.	Level
Metacognitive strategies	3.75	0.08	High
Social strategies	3.65	0.14	High
Memory strategies	3.64	0.11	High
Cognitive strategies	3.62	0.13	High
Affective strategies	3.42	0.09	Medium
Compensation strategies	3.40	0.07	Medium
Total	3.58	0.03	High

As shown in Table 3, the findings revealed that Thai engineering students with high English learning proficiency usually used language learning strategies (Mean =

3.58, S.D. = 0.03). The most frequently used strategy was metacognitive strategies (Mean = 3.75, S.D. = 0.08), followed by social strategies (Mean = 3.65, S.D. = 0.14), memory strategies (Mean = 3.64, S.D. = 0.11), cognitive strategies (Mean = 3.62, S.D. = 0.13), affective strategies (Mean = 3.42, S.D. = 0.09), and compensation strategies (Mean = 3.40, S.D. = 0.07). Metacognitive strategies, social strategies, memory strategies, and cognitive strategies were usually used, while affective and compensation strategies were sometimes used.

　　　　To answer the second research question—What strategies are most frequently and least frequently used by Thai engineering students with high English learning proficiency?—the results of the overall, most used English language learning strategy items by Thai engineering students with high English learning proficiency are shown in Table 4, and the results of the overall, least used English language learning strategy items by Thai engineering students with high English learning proficiency are shown in Table 5.

Table 4 Overall most used English language learning strategy items

Strategy	Item	Mean	S.D.
Memory	I think of relationships between what I already know and new things I learn in English.	4.14	0.90
Social	If I do not understand something in English, I ask the other person to slow down or say it again.	4.14	0.83
Cognitive	I watch English language TV shows spoken in English or go to movies spoken in English.	4.06	1.08
Metacognitive	I pay attention when someone is speaking English.	4.00	1.01
Affective	I try to relax whenever I feel afraid of using English.	3.98	1.04
Compensation	If I can' t think of an English word, I use a word or phrase that means the same thing.	3.74	1.03

As Table 4 demonstrates, the most used English language learning strategy item was "I think of relationships between what I already know and new things I learn in English" (Mean = 4.14, S.D. = 0.90) from memory strategies, followed by "If I do not understand something in English, I ask the other person to slow down or say it again" (Mean = 4.14, S.D. = 0.83) from social strategies; "I watch English language TV shows spoken in English or go to movies spoken in English" (Mean = 4.06, S.D. = 1.08) from cognitive strategies; "I pay attention when someone is speaking English" (Mean = 4.00, S.D. = 1.01) from metacognitive strategies; "I try to relax whenever I feel afraid of using English" (Mean = 3.98, S.D. = 1.04) from affective strategies; and "If I can' t think of an English word, I use a word or phrase that means the same thing" (Mean = 3.74, S.D. = 1.03) from compensation strategies.

After showing the overall most used English language learning strategy items by Thai engineering students with high English learning proficiency in Table 4, the overall least used English language learning strategy items by Thai engineering students with high English learning proficiency are shown in Table 5.

Table 5 Overall least used English language learning strategy items

Strategy	Item	Mean	S.D.
Affective	I write down my feelings in a language learning diary.	2.66	1.29
Cognitive	I write notes, messages, letters, or reports in English.	3.04	1.32
Compensation	I read English without looking up every new word.	3.06	1.13
Memory	I use flashcards to remember new English words.	3.24	1.26
Social	I ask questions in English.	3.34	1.21
Metacognitive	I plan my schedule so I will have enough time to study English.	3.36	1.01

As Table 5 demonstrates, the least used English language learning strategy item was "I write down my feelings in a language learning diary" (Mean = 2.66, S.D. = 1.29) from affective strategies, followed by "I write notes, messages, letters, or reports in English" (Mean = 3.04, S.D. = 1.32) from cognitive strategies; "I read English without looking up every new word" (Mean = 3.06, S.D. = 1.13) from compensation strategies; "I use flashcards to remember new English words" (Mean = 3.24, S.D. = 1.26) from memory strategies; "I ask questions in English" (Mean = 3.34, S.D. = 1.21) from social strategies; and "I plan my schedule so I will have enough time to study English" (Mean = 3.36, S.D. = 1.01) from metacognitive strategies.

After answering the two research questions, the use of each strategy was analysed to examine which strategy item was used more or less. The results of the use of each strategy are ordered according to the classifications of direct and indirect strategies. Direct strategies were divided into three subcategories: memory strategies, cognitive strategies and compensation strategies. Indirect strategies were also divided into three subcategories: metacognitive strategies, affective strategies and social strategies. Starting with direct strategies, the use of memory strategies is shown in Table 6.

Table 6 Use of memory strategies

Memory strategies	Mean	S.D.
I think of relationships between what I already know and new things I learn in English.	4.14	0.90
I remember a new English word by making a mental picture of a situation in which the word might be used.	3.80	0.90
I connect the sound of a new English word and an image or picture of the word to help remember the word.	3.74	1.05
I use new English words in a sentence so I can remember them.	3.70	1.00
I physically act out new English words.	3.68	1.06

Table 6 Use of memory strategies

Memory strategies	Mean	S.D.
I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.60	1.09
I use rhymes to remember new English words.	3.52	1.13
I review English lessons often.	3.38	1.05
I use flashcards to remember new English words.	3.24	1.26
Total	3.64	0.11

As Table 6 shows, Thai engineering students with high English learning proficiency usually used memory strategies (Mean = 3.64, S.D. = 0.11). The most frequently used strategy item was "I think of relationships between what I already know and new things I learn in English" (Mean = 4.14, S.D. = 0.90), followed by "I remember a new English word by making a mental picture of a situation in which the word might be used" (Mean = 3.80, S.D. = 0.90) and "I connect the sound of a new English word and an image or picture of the word to help remember the word" (Mean = 3.74, S.D. = 1.05). The least frequently used strategy item was "I use flashcards to remember new English words" (Mean = 3.24, S.D. = 1.26).

From Table 6, use of memory strategies- the first strategies of direct strategies was shown. The second strategies of direct strategies were cognitive strategies; use of cognitive strategies is shown in Table 7.

Table 7 Use of cognitive strategies

Cognitive strategies	Mean	S.D.
I watch English language TV shows spoken in English or go to movies spoken in English.	4.06	1.08
I practice the sounds of English.	3.92	0.99
I try to talk like native English speakers.	3.90	1.09
I try to find patterns in English.	3.74	0.85
I find the meaning of an English word by dividing it into parts that I understand.	3.70	1.04
I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.70	0.99
I use the English words I know in different ways.	3.64	1.03
I start conversations in English.	3.60	1.12
I look for words in my own language that are similar to new words in English.	3.56	0.91
I say or write new English words several times.	3.54	1.13
I try not to translate word-for-word.	3.52	1.13
I read for pleasure in English.	3.42	1.20
I make summaries of information that I hear or read in English.	3.32	1.24
I write notes, messages, letters, or reports in English.	3.04	1.32
Total	3.62	0.13

As Table 7 shows, Thai engineering students with high English learning proficiency usually used cognitive strategies (Mean = 3.62, S.D. = 0.13). The most frequently used strategy item was "I watch English language TV shows spoken in English or go to movies spoken in English" (Mean = 4.06, S.D. = 1.08), followed by "I practice the sounds of English" (Mean = 3.92, S.D. = 0.99) and "I try to talk like native English speakers" (Mean = 3.90, S.D. = 1.09). The least frequently used strategy item was "I write notes, messages, letters, or reports in English" (Mean = 3.04, S.D. = 1.32).

From Table 7, use of cognitive strategies- the second strategies of direct strategies was shown. The third strategies of direct strategies were compensation strategies; use of compensation strategies is shown in Table 8.

Table 8 Use of compensation strategies

Compensation strategies	Mean	S.D.
If I can' t think of an English word, I use a word or phrase that means the same thing.	3.74	1.03
When I can' t think of a word during a conversation in English, I use gestures.	3.72	1.05
To understand unfamiliar English words, I make guesses.	3.60	0.99
I try to guess what the other person will say next in English.	3.18	1.02
I make up new words if I do not know the right ones in English.	3.10	1.16
I read English without looking up every new word.	3.06	1.13
Total	3.40	0.07

As Table 8 shows, Thai engineering students with high English learning proficiency sometimes used compensation strategies (Mean = 3.40, S.D. = 0.07). The most frequently used strategy item was "If I can' t think of an English word, I use a word or phrase that means the same thing" (Mean = 3.74, S.D. = 1.03), followed by "When I can't think of a word during a conversation in English, I use gestures" (Mean = 3.72, S.D. = 1.05) and "To understand unfamiliar English words, I make guesses" (Mean = 3.60, S.D. = 0.99). The least frequently used strategy item was "I read English without looking up every new word" (Mean = 3.06, S.D. = 1.13).

From Table 8, use of compensation strategies- the third strategies of direct strategies was shown. In terms of indirect strategies, first, the use of metacognitive strategies is shown in Table 9.

Table 9 Use of metacognitive strategies

Metacognitive strategies	Mean	S.D.
I pay attention when someone is speaking English.	4.00	1.01
I think about my progress in learning English.	3.96	0.92
I try to find out how to be a better learner of English.	3.88	1.10
I notice my English mistakes and use that information to help me do better.	3.82	0.85
I try to find as many ways as I can to use my English.	3.74	1.05
I have clear goals for improving my English skills.	3.74	0.99
I look for opportunities to read as much as possible in English.	3.66	1.04
I look for people I can talk to in English.	3.56	1.11
I plan my schedule so I will have enough time to study English.	3.36	1.01
Total	3.75	0.08

As Table 9 shows, Thai engineering students with high English learning proficiency usually used metacognitive strategies (Mean = 3.75, S.D. = 0.08). The most frequently used strategy item was "I pay attention when someone is speaking English" (Mean = 4.00, S.D. = 1.01), followed by "I think about my progress in learning English" (Mean = 3.96, S.D. = 0.92) and "I try to find out how to be a better learner of English" (Mean = 3.88, S.D. = 1.10). The least frequently used strategy item was "I plan my schedule so I will have enough time to study English" (Mean = 3.36, S.D. = 1.01).

From Table 9, use of metacognitive strategies- the first strategies of indirect strategies was shown. The second strategies of indirect strategies were affective strategies; use of affective strategies is shown in Table 10.

Table 10 Use of affective strategies

Affective strategies	Mean	S.D.
I try to relax whenever I feel afraid of using English.	3.98	1.04
I encourage myself to speak English even when I am afraid of making a mistake.	3.84	1.08
I notice if I am tense or nervous when I am studying or using English.	3.44	1.20
I give myself a reward or treat when I do well in English.	3.38	1.21
I talk to someone else about how I feel when I am learning English.	3.24	1.14
I write down my feelings in a language learning diary.	2.66	1.29
Total	3.42	0.09

As Table 10 shows, Thai engineering students with high English learning proficiency sometimes used affective strategies (Mean = 3.42, S.D. = 0.09). The most frequently used strategy item was "I try to relax whenever I feel afraid of using English" (Mean = 3.98, S.D. = 1.04), followed by "I encourage myself to speak English even when I am afraid of making a mistake" (Mean = 3.84, S.D. = 1.08) and "I notice if I am tense or nervous when I am studying or using English" (Mean = 3.44, S.D. = 1.20). The least frequently used strategy item was "I write down my feelings in a language learning diary" (Mean = 2.66, S.D. = 1.29).

From Table 10, use of affective strategies- the second strategies of indirect strategies was shown. The last strategies of indirect strategies were social strategies; use of social strategies is shown in Table 11.

Table 11 Use of social strategies

Social strategies	Mean	S.D.
If I do not understand something in English, I ask the other person to slow down or say it again.	4.14	0.83
I ask English speakers to correct me when I talk.	3.82	1.00
I try to learn about the culture of English speakers.	3.74	1.05
I practise English with other students.	3.48	1.22
I ask for help from English speakers.	3.40	1.12
I ask questions in English.	3.34	1.21
Total	3.65	0.14

As Table 11 shows, Thai engineering students with high English learning proficiency usually used social strategies (Mean = 3.65, S.D. = 0.14). The most frequently used strategy was "If I do not understand something in English, I ask the other person to slow down or say it again" (Mean = 4.14, S.D. = 0.83), followed by "I ask English speakers to correct me when I talk" (Mean = 3.82, S.D. = 1.00) and "I try to learn about the culture of English speakers" (Mean = 3.74, S.D. = 1.05). The least frequently used strategy was "I ask questions in English" (Mean = 3.34, S.D. = 1.21).

To conclude, Thai engineering students with high English learning proficiency usually used English language learning strategies. They usually used metacognitive, social, memory, and cognitive strategies, and sometimes used affective and compensation strategies. The most frequently used strategy was metacognitive strategies, while the least frequently used strategy was compensation strategies. The most frequently used direct strategy was memory strategies, while the least frequently used direct strategy was compensation strategies. The most frequently used indirect strategy was metacognitive strategies, while the least frequently used indirect strategy was affective strategies.

CHAPTER 5
CONCLUSION AND DISCUSSION

This chapter presents three parts. The first involves conclusions that answer the two research questions, the second discusses the study findings, and the third provides limitations in the current study and recommendations for further studies.

Conclusions

The purpose of the study was to investigate English language learning strategies used by Thai engineering students with high English learning proficiency, and determine the strategies most frequently and least frequently used by these students. The study was instigated to answer two research questions:

1. To what extent do Thai engineering students with high English learning proficiency use English language learning strategies?

2. What strategies are most frequently and least frequently used by Thai engineering students with high English learning proficiency?

The participants were 50 Thai engineering students with high English learning proficiency. They were selected by using purposive sampling method. According to the criterion, students need to receive grades A or B+ in the English subject enrolled in the second semester in 2019 academic year. The research instrument was the Strategy Inventory for Language Learning (SILL) questionnaire developed by Oxford (1990). Mean and standard deviation were selected to analyse the data.

The findings of this study revealed that Thai engineering students with high English learning proficiency usually used language learning strategies. In particular, they usually used metacognitive, social, memory and cognitive strategies, and sometimes used affective and compensation strategies. The most frequently used strategy was metacognitive strategies, while the least frequently used strategy was compensation strategies. Based on criterion of language learning strategies by Oxford (1990), she divided language learning strategies into two types – direct and indirect

strategies. The most frequently used direct strategy was memory strategies, while the least frequently used direct strategy was compensation strategies. The most frequently used indirect strategy was metacognitive strategies, while the least frequently used indirect strategy was affective strategies.

Discussions for Research Question One

The first research objective was to investigate English language learning strategies used by Thai engineering students with high English learning proficiency. The discussion in this part covers the used English language learning strategies. The findings showed that Thai engineering students with high English learning proficiency usually used English language learning strategies. Proficient language learners possibly can enhance their acquisition in the target language and utilization of information through using language learning strategies regularly. This result is relevant to Mandasari and Oktaviani (2018). They indicated that engineering students of Universitas Teknokrat Indonesia (UTI) usually used learning strategies. However, Intaraprasert's (2000) study showed that Thai engineering students in Thailand sometimes used language learning strategies. Rardprakhon (2016) also revealed that first-year engineering students sometimes used language learning strategies.

From the results, Thai engineering students with high English learning proficiency usually used metacognitive, social, memory and cognitive strategies. That means they regularly arrange and evaluate their learning, interact with other classmates in order to practise their English, store and retrieve information effectively, and summarise and analyse data efficiently. This correlates with the research of Di Carlo (2016), Kavasoglu (2009) and Mandasari and Oktaviani (2018). Kavasoglu (2009) investigated English language learning strategies used by pre-service teachers in preparatory class at Mersin University. The findings showed that metacognitive strategies were usually used. Mandasari and Oktaviani (2018) determined English language learning strategies employed by management students and engineering students. Memory strategies were found to be usually used by these students. Memory

strategies which involve how students remember, store, and retrieve information effectively might be a crucial role in language learning at university. Di Carlo (2016) examined language learning strategies used by Spanish students at college teaching centres, and found that social, metacognitive and cognitive strategies were usually used.

Compensation and affective strategies were however sometimes used by Thai engineering students with high English learning proficiency. This result aligns with Kunasaraphan (2015), who examined English language learning strategies employed by Thai first-year university students at International College. Her findings indicated that compensation and affective strategies were found to be sometimes used. Di Carlo (2016) found that affective strategies were sometimes used by Spanish students. Kavasoglu (2009) also found that affective strategies were sometimes used by pre-service teachers in Turkey.

Discussions for Research Question Two

The second research objective was to investigate the strategies most frequently and least frequently used by Thai engineering students with high English learning proficiency. The discussion in this section involves the most frequently used and the least frequently used strategies, namely metacognitive strategies and compensation strategies, respectively.

Metacognitive strategies were found to be the most frequently used, which suggests that Thai engineering students with high English learning proficiency might be good at arranging, planning, and evaluating their language studies. They possibly encourage themselves to get involved in the environments where communication in English is available to practice, and also evaluate which part they lack of and enhance it properly, as indicated by the most used item of metacognitive strategies, "I pay attention when someone is speaking English". The findings are relevant to Rardprakhon (2016), who found that metacognitive strategies were used the most by Thai engineering students. This also relates to Gerami and Baighlou (2011), who examined English

language learning strategies employed by successful and unsuccessful Iranian EFL students in Iran. The findings revealed that successful students used metacognitive strategies the most, although the most used strategy item differed, as it was "I look for people I can talk to in English". That is successful Iranian students might also arrange their schedule to have enough time interacting with other people where practise is possible.

Compensation strategies were found to be the least frequently used. Thai engineering students with high English learning proficiency might not prefer compensating the missing knowledge due to their lack of vocabulary in the target language. They possibly know principles in language use but they would rather not substitute English words with the meanings in Thai. English to Thai translation can occur errors - errors from interpreting, semantic errors, syntactic errors, and cultural errors (Pojprasat, 2007; Thep-Ackrapong, 2009). That means English cannot be translated to Thai word by word. Learners do not require to translate word by word but they can understand what the contexts mean. Relatedly, Rismayana (2017) investigated types of language learning strategies used by English Department students in Indonesia. The findings indicated that English Education and Business English students used compensation strategies the least. Kunasaraphan (2015) also revealed that Thai students with high English proficiency used compensation strategies the least. It diverges from Wu (2008), who examined the use of language learning strategies among students at different English proficiency levels in Taiwan. Both higher proficiency and lower proficiency students most frequently used compensation strategies. That is they possibly compensate the missing knowledge in the target language intelligently whether they are good at English or not.

Limitations and Recommendations for Further Studies

The recommendations of this study comprise three topics: data collection, number of participants, and questionnaire. This study investigated English language learning strategies used by Thai engineering students with high English learning

proficiency through online forms. The results may be affected by an unexpected situation occurring while the participant is doing the questionnaire that the researcher cannot see. It is probably better to collect the data directly from participants in order to decrease the risk of occurring unstable results. The participants in this study were 50 Thai engineering students. The results might not be consistent according to the number of participants. The number of participants could be increased to gain more reliable results. The SILL questionnaire in this study was limited to quantitative data collection and analysis only. It could include a qualitative component to examine other aspects of language learning strategies. Alternatively, in a further study, the researcher might use other questionnaires in order to cover a different range of language learning strategies. Qualitative methods, such as open-ended questions could be included to deeper investigate aspects of the participants on language learning strategies.

Implications of the Study

This study suggests a number of useful implications and can be advantageous for Thai language teachers and lecturers in order to raise their awareness on narrowing the gap between students' strategy use and their teaching methods preferences. This study focuses on students with high English learning proficiency who usually used language learning strategies and used metacognitive strategies the most, therefore, teachers and lecturers should give higher English proficiency students more opportunities to practise learning strategies and encourage them to evaluate their progress regularly. The environment where students can have opportunities to practise English and use language learning strategies regularly should be provided. Teachers and lecturers should also detect students' strategy use and help them compensate the missing parts in their strategy use and preference.

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Appendix

Strategy Inventory for Language Learning (SILL) by Oxford (1990)

If you do not wish to participate in this study, it would not affect your academic situation, your learning process, or your learning evaluation. The responses of the participants would be confidential and only used for academic research. The purposes of the study are to investigate English language learning strategies used by Thai engineering students with high English learning proficiency.

Instructions of the questionnaire

This form of the strategy inventory for language learning (SILL) comprised of 50 items is for students of a foreign language and a second language. Please read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells how true the statement is.

1) Never or almost never true of me

2) Usually not true of me

3) Somewhat true of me

4) Usually true of me

5) Always or almost always true of me

No.	Strategy Item	Rate Opinion				
		1	2	3	4	5
1	I think of relationships between what I already know and new things I learn in English.					
2	I use new English words in a sentence so I can remember them.					
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.					

No.	Strategy Item	Rate Opinion				
		1	2	3	4	5
4	I remember a new English word by making a mental picture of a situation in which the word might be used.					
5	I use rhymes to remember new English words.					
6	I use flashcards to remember new English words.					
7	I physically act out new English words.					
8	I review English lessons often.					
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.					
10	I say or write new English words several times.					
11	I try to talk like native English speakers.					
12	I practice the sounds of English.					
13	I use the English words I know in different ways.					
14	I start conversations in English.					
15	I watch English language TV shows spoken in English or go to movies spoken in English.					
16	I read for pleasure in English.					
17	I write notes, messages, letters, or reports in English.					
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.					
19	I look for words in my own language that are similar to new words in English.					
20	I try to find patterns in English.					

No.	Strategy Item	Rate Opinion				
		1	2	3	4	5
21	I find the meaning of an English word by dividing it into parts that I understand.					
22	I try not to translate word-for-word.					
23	I make summaries of information that I hear or read in English.					
24	To understand unfamiliar English words, I make guesses.					
25	When I can' t think of a word during a conversation in English, I use gestures.					
26	I make up new words if I do not know the right ones in English.					
27	I read English without looking up every new word.					
28	I try to guess what the other person will say next in English.					
29	If I can' t think of an English word, I use a word or phrase that means the same thing.					
30	I try to find as many ways as I can to use my English.					
31	I notice my English mistakes and use that information to help me do better.					
32	I pay attention when someone is speaking English.					
33	I try to find out how to be a better learner of English.					
34	I plan my schedule so I will have enough time to study English.					

No.	Strategy Item	Rate Opinion				
		1	2	3	4	5
35	I look for people I can talk to in English.					
36	I look for opportunities to read as much as possible in English.					
37	I have clear goals for improving my English skills.					
38	I think about my progress in learning English.					
39	I try to relax whenever I feel afraid of using English.					
40	I encourage myself to speak English even when I am afraid of making a mistake.					
41	I give myself a reward or treat when I do well in English.					
42	I notice if I am tense or nervous when I am studying or using English.					
43	I write down my feelings in a language learning diary.					
44	I talk to someone else about how I feel when I am learning English.					
45	If I do not understand something in English, I ask the other person to slow down or say it again.					
46	I ask English speakers to correct me when I talk.					
47	I practice English with other students.					
48	I ask for help from English speakers.					
49	I ask questions in English.					
50	I try to learn about the culture of English speakers.					

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