



PROCEEDINGS OF
The IRES
INTERNATIONAL CONFERENCE



ate: 16th -17th February, 2018 | Venue: Zurich, Switzerland

In Association With



PROCEEDINGS OF
THE IRES
103rd INTERNATIONAL CONFERENCE
ZURICH, SWITZERLAND

Organized by



Date of Event

16th-17th February 2018

Event Co-Sponsored by



Corporate Address

Institute of Research and Journals

Plot No- 161, Dharma Vihar, Khandagiri, Bhubaneswar, Odisha, India

Mail: info@theires.org, www.iraj.in

Publisher: **IRAJ**

© 2018, The IRES International Conference, Zurich, Switzerland

No part of this book can be reproduced in any form or by any means without prior written permission of the publisher.

Type set & printed by:

R. K Printers
Bhubaneswar, India

About IRAJ Research Forum (IRF):

The *IRAJ Research Forum* is an International non-profit academic association under 'Peoples Empowerment Trust' with the stated goals of promoting cooperation among scientists, defending scientific freedom, encouraging scientific responsibility, and supporting scientific education and science outreach for the betterment of all humanity. It is the one of the world's largest and most prestigious general scientific society.

Objective of IRF:

- ❖ To provide a world class platform to researchers to share the research findings by organizing International/National Conferences.
- ❖ To use the research output of the conference in the class room for the benefits of the students.
- ❖ To encourage researchers to identify significant research issues in identified areas, in the field of Science, Engineering, Technology and Management.
- ❖ To help dissemination of their work through publications in a journal or in the form of conference proceedings or books.
- ❖ To help them in getting feedback on their research work for improving the same and making them more relevant and meaningful, through collective efforts.
- ❖ To encourage regional and international communication and collaboration; promote professional interaction and lifelong learning; recognize outstanding contributions of individuals and organizations; encourage scholar researchers to pursue studies and careers in circuit branches and its applications.
- ❖ To set up, establish, maintain and manage centers of excellence for the study of /on related subjects and discipline and also to run self supporting projects for the benefit of needy persons, irrespective of their caste, creed or religion.

About TheIRES:

The Institute of Research Engineers and Scientists (TheIRES) is a **non-profit organization** that promotes the Engineering and Technology, related latest developments and issues to be discussed and experimented through interactions amongst the researchers and academician across the globe at a common platform in association with The IIER, Academics World & ISER.

Conference Committee

Program Chair:

Dr. P. Suresh

M.E, Ph.D. Professor and Controller of Examinations,
Karpagam College of Engineering.,
Coimbatore, India

Hani N Hermiz

Agricultural College University of Salahaddin,
Erbil.

Conference Manager:

Mr. Bijan Kumar Barik

Mob: +91-9776047497

Conference Convener:

Miss. Priyanka Yadav, TheIRES

Mob: +91-7809593053

Publication Head:

Mr. Manas Ranjan Prusty, IRAJ, India

INTERNATIONAL ADVISORY MEMBERS

Prof. Goodarz Ahmadi,

Professor, Mechanical and Aeronautical Engineering,
Clarkson University, USA

Dr Chi Hieu Le,

Senior Lecturer, University of Greenwich. Kent ME4 4TB.
United Kingdom

PROF. (ER.) Anand Nayyar

Department of Computer Applications & I.T.KCL Institute of Management and Technology, Jalandhar
G.T. Road, Jalandhar-144001,Punjab, India.

Prof. R. M. Khair,

Professor, Dept. Of Elex. and Telecommunication,
B, V University, India

Dr. P. Suresh,

Professor, Karpagam College of Engineering, Coimbatore,Tamilnadu

Mark Leeson

Associate Professor (Reader)
Area of Expertise: nanoscale communications,
evolutionary algorithms, network coding and communication systems

Dr. P. K. Agarwal

Professor, Deptt. of Civil Engineering, MANIT Bhopal ,Ph. D: IIT Kanpur
M.E: Civil Engg.IIT Roorkee, Membership: Indian Road Congress (IRC), Institute of Urban Transport (IUT)

Shahriar Shahbazpanahi

Islamic Azad University, Department of Civil Engineering, Sanandaj, Kurdistan, Iran,
PhD (Structural Engineering),
University Putra Malaysia, Malaysia, 2009-Present

Harun Bin Sarip

Head of Research and InnovationDept, UniKL-MICET
Doctorate: Université de La Rochelle, France, Member:
International Society of Pharmaceutical Engineer, Singapore Chapter

Dr.Bilal Ali Yaseen Al-Nassar

The World Islamic Sciences and Education University (WISE)
Faculty of Business and Finance
Department of Management, Information System (MIS), Amman- Jordan

Dr. Md. Al-Amin Bhuiyan
Associate Professor
Dept. of Computer Engineering
King Faisal University
Al Ahssa 31982, Saudi Arabia

Prof. (Er.) Anand nayar
Department of Computer Applications & I.T.
KCL Institute of Management and Technology, Jalandhar
G.T. Road, Jalandhar-144001
Punjab, India

Prof. Aleksandr Cariow
institution or Company: West Pomeranian University of
Technology, Szczecin

Dr. P. K. Agarwal
Professor, Deptt. of Civil Engineering, MANIT Bhopal ,Ph. D: IIT Kanpur
M.E: Civil Engg.IIT Roorkee, Membership: Indian Road Congress (IRC), Institute of Urban Transport (IUT)

Dr. VPS Naidu
Principal Scientist & Assoc. Prof., MSDF Lab, FMCD
CSIR - National Aerospace Laboratories, Bangalore, India

Mr. P. Sita Rama Reddy
Chief Scientist ,Mineral Processing Department, CSIR - Institute of Minerals & Materials Technology
Bhubaneswar, India, M.Tech. (Chem. Engg., IIT, KGP)

Dr.P.C.Srikanth,
Professor & Head, E&C Dept, Malnad College of Engineering, Karnataka
Senior Member IEEE, Secretary IEEE Photonics Society,
M.Tech: IIT, Kanpur, Ph.D: In IISc Photonics lab

Prof. Lalit Kumar Awasthi,
Professor, Department of Computer Science & Engineering
National Institute of Technology(NIT-Hamirpur),
PhD, IIT, Roorkee, M. Tech, IIT, Delhi

Dr. Chandra Mohan V.P.
Assistant Professor, Dept. of Mech. Engg., NIT Warangal,
Warangal. Ph.D : Indian Institute of Technology(IIT),Delhi
M.B.A: Alagappa University

Prof. I.Suneetha,
Associate Professor, Dept. of ECE, AITS, Tirupati, India

Dr.s. Chandra Mohan Reddy,
Assistant Professor (SG) & Head,Dept. of Electronics & Communication Engineering, JNTUA College of Engineering, Pulivendula,
Ph.D,J.N.T. University Anantapur, Anantapuramu

Gurudatt Anil Kulkarni,
I/C HOD E&TC Department, MARATHWADA MITRA MANDAL'S POLYTECHNIC

★★★

24. **Distribution Pattern of the Dormitory Business and Community-Impact in Salaya Area, Nakornpathom Province.** 100-104
 ➤ *Saran Jirapongsuwan, Chutikan Sriviboon, Tawatchai Suphuan, Bupphachat Sudjai*
25. **Night at the Museum : A New Generation of Creative Tourism** 105-108
 ➤ *Siriman Wattana, Suwannarit Wongchaum*
26. **Information Literacy of Foreign Undergraduate Students** 109-113
 ➤ *Siriporn Poolsuwan, Thanakorn Uipanith, Ratanavadee Takerngsukwatana, Ansaya Arunpoolsab*
27. **The Application of the Principal-Agent Theory to Thai Governmental Management: A Case Study of Suansunandharajabhat University** 114-117
 ➤ *Vilasinee Jintalikhitdee*
28. **Guideline of Cultural Tourism Management Case Study The Arts and Culture Office at Suansunandharajabhat University** 118-121
 ➤ *Weera Weerasophon*
29. **Genglish Learning Strategies of Chinese Major Students** 122-124
 ➤ *Wichuda Kunnu, Chantima Wangsomchok*
30. **Domestic Tourists Motivation Towards Kamchanod, Udonthani, Thailand** 125-128
 ➤ *Kankanith Kullachatteeratham, Kwankhao Poonperm*
31. **Demand Forecasting of Emergency Resource in Humanitarian Supply Chain** 129-136
 ➤ *Iman Ghasemian Sahebi, Ahmad Jafarnejad*

EDITORIAL

It is my proud privilege to welcome you all to the TheIRES International Conference at Zurich, Switzerland. I am happy to see the papers from all part of the world and some of the best paper published in this proceedings. This proceeding brings out the various Research papers from diverse areas of Science, Engineering, Technology and Management. This platform is intended to provide a platform for researchers, educators and professionals to present their discoveries and innovative practice and to explore future trends and applications in the field Science and Engineering. However, this conference will also provide a forum for dissemination of knowledge on both theoretical and applied research on the above said area with an ultimate aim to bridge the gap between these coherent disciplines of knowledge. Thus the forum accelerates the trend of development of technology for next generation. Our goal is to make the Conference proceedings useful and interesting to audiences involved in research in these areas, as well as to those involved in design, implementation and operation, to achieve the goal.

I once again give thanks to the Institute of Research and Journals, TheIIR, TheIRES for organizing this event in Zurich, Switzerland. I am sure the contributions by the authors shall add value to the research community. I also thank all the International Advisory members and Reviewers for making this event a Successful one.

Editor-In-Chief

Dr. P. Suresh

M.E, Ph.D. Professor and Controller of Examinations,
Karpagam College of Engineering.,
Coimbatore, India



ENGLISH LEARNING STRATEGIES OF CHINESE MAJOR STUDENTS

¹WICHUDA KUNNU, ²CHANTIMA WANGSOMCHOK

^{1,2}Faculty of Humanities and Social Sciences, SuanSunandhaRajabhat University,
Bangkok, Thailand

E-mail: ¹wichuda.ku@ssru.ac.th, ²chantima.wa@ssru.ac.th

Abstract - This study aimed to study English language learning strategies used by second-year Chinese major students. The instrument for this study was the Oxford's Strategies Inventory of Language Learning (SILL version 7.0) The researcher translated the SILL into Thai version. There were six parts of SILL: memory-related, cognitive, compensatory, metacognitive, affective and social strategies. The sample used in the study was 82 of second year Chinese students. Means (\bar{x}), standard deviation (S.D.), and T-test were employed in analyzing the data.

The results of data analysis showed that memory-related strategies were most frequently used. The least of strategies used of second-year Chinese major students was social strategies.

Index Terms - learning strategies, language learning strategies, LLS, SILL.

I. INTRODUCTION

Teaching English in Thailand is teaching English as a foreign language (EFL). The Ministry of Education has forced Thai students study English as a required subject in primary level, high school level and university curriculum. However, only limited success in learning English has been achieved in Thailand [1]. In comparison with Asean countries members, Thai students' proficiency in English language appears to be the lowest in the Asian region. The students of Thailand still scored below global average in various international tests. In the latest Programme for International Student Assessment (PISA) score results in 2016, Thailand is ranked 55th out of 72 countries in the overall results [2]. The Bachelor of Arts in Chinese Program has administered their students to study English as a minor-subject for 15 credits. From the researcher's experience, students who has forced to choose English as a minor subject, they have a negative attitude to English language. They are not confident and shy to speak English. The researcher pays much effort to improve the teaching techniques. However, the students still cannot communicate with confidence and fluently.

The key factor that leads to a successful learner is not upon only the teaching techniques. Learning strategies are also the key factor in the students' proficiency. The researchers defined the definition of learning strategies in different ways. The modest definition provided by Oxford [3]. Oxford defined learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. The research on learning strategies gains more attention from the researchers since 1970s. Rubin [4] is the pioneered who studied which learning strategies employed by successful learners. Most of the researchers focused on learning strategies. For

instance, Ehrman and Oxford [5], Griffiths [6] and Chamot [7].

II. OBJECTIVE OF THE STUDY

To study English learning strategies employed by the second year of Chinese major students

EXPECTED OUTCOME

The result of this research leads to the improvement of English teaching and learning in SuanSunandhaRajabhat University.

III. RESEARCH METHODOLOGY

The methodology is classified as the following:

1. Population

The population is the second year students of Chinese major who enrolled in English for Office Communication in semester 1/2017. Most of the population aged 19 and 20.

2. Instruments

The questionnaire of Oxford's Strategy Inventory for Language Learning (SILL) version 7.0 was used. The researcher translated the questionnaire into Thai version and approved by the professional. The questionnaire is divided into two parts: personal information and Strategy Inventory for Language Learning (SILL). The SILL comprises 50 items and classified into six categories:

Item 1-9 Memory-related strategies

Item 10-23 Cognitive strategies

Item 24-29 Compensatory strategies

Item 30-38 Metacognitive strategies

Item 39-44 Affective strategies

Item 45-50 Social strategies

The second part of the questionnaire is a five-point Likert Scale that ranged from 1-5

1 = never or almost never true

2 = usually not true

- 3 = somewhat true
- 4 = usually true
- 5 = always or almost true

IV. DATA ANALYSIS

The data was collected as the following steps:

A : The questionnaires were distributed to 93 of students. However, 82 of questionnaire were returned and completed.

B : The obtained data was analyzed and converted into mean scores (\bar{x}) and Standard Deviation (S.D.). The interpretation will be categorized into 3 levels according to Oxford[3] as follows:

Level	Statement	Average
High	always or almost true	4.5-5.0
	usually true	3.5-4.4
Medium	somewhat true	2.5-3.4
Low	usually not true	1.5-2.4
	never or almost never true	1.0-1.4

Table 1 Interpretation of the average

V. RESULTS

This section provides the findings of the research as the following table.

Categories	Mean	SD	Level
Memory-related	3.25	0.805	Medium
Cognitive	3.07	0.786	Medium
Compensatory	3.12	0.815	Medium
Metacognitive	3.05	0.807	Medium
Affective	2.91	0.785	Medium
Social	3.20	0.777	Medium

Table 2 Learning Strategies

As shown in Table 2, it indicates that the most frequently used strategy fall into “memory-related strategy”, followed by “social strategy”, “compensatory strategy”, “cognitive strategy”, and “metacognitive strategy”. The least used strategy fall into “affective strategy”. The participants of this research employed both direct and indirect strategies classified into six categories at the medium level. The memory-related, cognitive, and compensatory strategies are direct strategies. While metacognitive, affective and social strategies are indirect strategies.

Item	Strategy group	Mean	SD	strategy
1	Direct	3.78	0.874	Memory-related
4	Direct	3.66	0.743	Memory-related
45	Indirect	3.60	0.762	Social
3	Direct	3.45	0.915	Memory-related
19	Direct	3.40	0.852	Cognitive

Table 3 Five Items Most Frequently Used

The most frequently used is item 1. “I think of relationships between what I already know and new things I learn in English, followed by item 4. “I remember a new English word by making a mental picture of a situation in which the word might be used.” The other three most frequently used strategies fall into number 45. “If I do not understand something in English, I ask the other person to slow down or say it again, number 3. “I connect the sound of a new English word and an image or picture of the word to help remember the word”, and number 19. “I look for words in my own language that are similar to new words in English.” As shown in Table 3, the participants often employed direct strategies in their learning strategies.

strategy	Strategy group	Mean	SD	Item
34	Indirect	2.66	0.757	Meta-cognitive
43	Indirect	2.66	0.752	Affective
27	direct	2.70	0.789	Compensatory
36	Indirect	2.74	0.806	Meta-cognitive
23	Direct	2.76	0.817	Cognitive

Table 4 Five Items Least FrequentlyUsed

As shown in Table 4, students used indirect strategies than direct strategies. The least frequently used strategy is item 34 “I plan my schedule so I will have enough time to study English” and item 43. “I write down my feelings in a language learning diary.” The third least frequently used is item 27 “I read English without looking up every new word.” The fourth least frequently used is item 36. “I look for opportunities to read as much as possible in English.” The fifth least frequently used is item 23 “I make summaries of information that I hear or read in English”. From table 4, the study shows that students inferior in writing skill. Item 23 and 43 are deal with writing skill.

DISCUSSION AND CONCLUSION

This study explored English learning strategies among a second-year student of Chinese major.

The main finding shows that the participants employed each learning strategy in medium level. There is no significant difference in each learning strategy. Moreover, there are no strategies falls into the High level. The results reflected that students do not pay much attention in learning English. The students were studying English as a minor language and did not need it in a daily life.

The most frequently used strategy is “Memory-related strategy”. Kunasaraphan, Kanokrat[8] found that students with low English proficiency level used memory strategies more than others strategies.

Thai students are familiar with memorized-learning style. They remember mathematics recitation and poem recitation since they were in primary school. Lee and Oxford [9] pointed out that the construction of memory items including a wide range of memory

strategies based on visual, auditory and kinesthetic modalities.

Moreover, the memory strategies can help the students store new information. The students can remember and understand. Moreover, the findings revealed that students frequently used direct strategies. G. Anugkakul, S.Yordchim [10] and Khamkhien [11] who reported that Thai students used direct strategies more than indirect strategies. According to the findings, students don't familiar with writing skill. From the top five least frequently used, two of five items are writing skill. That is writing summary and writing their feelings toward learning English. It is no doubt that Thai students are very weak in writing skill as shown in numerous research studies. AcharaWongsothorn [12] found that university students were very weak in writing skills. RatanaPawapatcharodom [13] revealed that the most serious problem of Thai students in English language learning is writing skills. The major task of writing problem is the students unable to write a full sentence. The students always concern about the pattern of grammar. Most of students lack of sentence pattern skills. The students always write a summary or a diary in Thai language first and translate into English. Based on this present research, the researcher recommends the future study: to compare the learning strategies between Chinese language learning strategies and English language learning strategies. Moreover, the researcher recommends studying the factor that leads to successful learners and unsuccessful learners.

ACKNOWLEDGEMENT

The writer would like to offer sincere thanks to my institution, SuanSunandhaRajabhat University for sponsorship and financial support. Also, the writer would like to express my appreciation to Faculty of Humanities and Social Sciences. Moreover, I really appreciate the participants in this paper. I also give my appreciation for my brother who helps me in statistics.

Finally, I wish to extend an extra special acknowledgement to my family for the support and understanding. Without all of the support, the research paper could not have been complete.

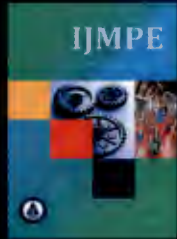
REFERENCES

- [1] Kunasaraphan, Kanokrat. English Learning Strategy and Proficiency Level of the First Year Students. *Procedia – Social and Behavioral Sciences*. 197. 1853-1858., 2015.
- [2] Pisa test rankings put Thai students near bottom of Asia [internet]. Available from <https://www.bangkokpost.com/learning/advanced/1154532/pisa-test-rankings-put-thai-students-near-bottom-of-asia>, 2016.
- [3] Oxford, R. *Language learning strategies: What every teacher should know*. Boston, MA: Heinle&Heinle, 1990.
- [4] Rubin, J. What the “good language learner” can teach us. *TESOL Quarterly*, 9, 41-51, 1975.
- [5] Ehrman, M. & Oxford, R., Adult language learning styles and strategies in an intensive, training setting. *Modern Language Journal*, 74, 311-326, 1990.
- [6] Griffiths, C. *Language learning strategies: Theory and research*. School of Foundations Studies AIS St Helens, Auckland, New Zealand, Retrieved from http://www.crie.org.nz/research_papers/c_griffiths_op1.pdf
- [7] Chamot, A. U. Issues in language learning strategy research and teaching. *Electronic Journal of Foreign Language Teaching*, 1, 14-26, 2004.
- [8] Kunasaraphan, Kanokrat. English Learning Strategy and Proficiency Level of the First Year Students. *Procedia – Social and Behavioral Sciences*. 197. 1853-1858., 2015.
- [9] Lee, K. R. & Oxford, R. —Understanding EFL Learners' Strategy Use and Strategy Awareness. In *The Asian EFL Journal*, Vol.10, issue no. 1, Pp.1-17, 2008.
- [10] Anugkakul, G., &Yordchim, S. *Language learning strategies of Chinese students at SuanSunandhaRajabhatUniversity in Thailand.*, 2014.
- [11] Khamkhien, A. Factors affecting language learning strategy reported usage by Thai and Vietnamese EFL learners. *Electronic Journal of Foreign Language Teaching*, 7(1), 66-85, 2010.
- [12] Wongsothorn, A. *Levels of English Skills of Thai Students*. Retrieved from
- [13] http://www.culi.chula.ac.th/eJournal_02/research_10.htm, 2001.
- [14] Pawapatcharodom, R. *An Investigation of Thai Students' English Language Problems and Their Learning Strategies in the international program at Mahidol University (Master Dissertation)*. King Mongkut's Institute of Technology North Bangkok. Retrieved from <http://www.gits.kmutnb.ac.th/ethesis/data/4880181542.pdf>

★★★

JOURNAL PUBLICATION PARTNER

IRAJ INTERNATIONAL JOURNALS



IJMPE

www.ijmpe.iraj.in

International Journal of Mechanical and Product Engineering

ISSN(P):2320-2092
ISSN(e):2321-2071



IJEEDC

www.ijeedc.iraj.in

International Journal of Electrical, Electronics and Data Communication

ISSN(P):2320-2084
ISSN(e):2321-2950



IJACEN

www.ijacen.iraj.in

International Journal of Advance Computational Engineering and Networking

ISSN(e):2320-2106
ISSN(P):2320-2106

Journal indexed in



International Journal of Soft Computing And Artificial Intelligence (IJSCAI)

ISSN(P):2321-404X
ISSN(e):2321-4384
www.ijscai.iraj.in



International Journal of Advances Computer Science and Cloud Computing (IJACSCC)

ISSN(P):2321-4058
ISSN(e):2321-4392
www.ijacsc.com



International Journal of Advances in Science, Engineering and Technology(IJASEAT)

ISSN(P):2321-8991
ISSN(e):2321-9009
www.ijaseat.iraj.in



International Journal of Industrial Electronics and Electrical Engineering(IJIEEE).

ISSN(P):2347-6982
ISSN(e):2349-204X
www.ijiee.iraj.in



International Journal of Advances in Mechanical and Civil Engineering(IJAMCE)

ISSN(P):2394-2827
www.ijamce.iraj.in



International Journal of Manager and Applied Science (IJMAS)

ISSN(P):2394-7926
www.ijmas.iraj.in



International Journal of Advance in Electronics and Computer Science (IJAECs)

ISSN(P):2393-2835
www.ijaecs.iraj.in

IRAJ Journals Listed in University Library

MIT, University of California Berkeley, Stanford, Cambridge, Oxford, Harvard

Visit for Upcoming Conferences- www.theires.org



This book will be available online at
WORLD RESEARCH LIBRARY
www.worldresearchlibrary.org

ISBN



978-93-87703-29-2