PROCEEDINGS OF
The IRES
INTERNATIONAL CONFERENCE

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In Association With
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- 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.

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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.
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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, TheIIER, 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

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GENGLISH LEARNING STRATEGIES OF CHINESE MAJOR STUDENTS

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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 (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 pioneer 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 Suan Sunandha Rajabhat 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
As shown in Table 2, it indicates that the most frequently used strategy falls into "memory-related 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Statement</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>always or almost true</td>
<td>4.5-5.0</td>
</tr>
<tr>
<td></td>
<td>usually true</td>
<td>3.5-4.4</td>
</tr>
<tr>
<td>Medium</td>
<td>somewhat true</td>
<td>2.5-3.4</td>
</tr>
<tr>
<td>Low</td>
<td>usually not true</td>
<td>1.5-2.4</td>
</tr>
<tr>
<td></td>
<td>never or almost true</td>
<td>1.0-1.4</td>
</tr>
</tbody>
</table>

Table 1 Interpretation of the average

V. RESULTS

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

<table>
<thead>
<tr>
<th>Categories</th>
<th>Mean</th>
<th>SD</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory-related</td>
<td>3.25</td>
<td>0.805</td>
<td>Medium</td>
</tr>
<tr>
<td>Cognitive</td>
<td>3.07</td>
<td>0.786</td>
<td>Medium</td>
</tr>
<tr>
<td>Compensatory</td>
<td>3.12</td>
<td>0.815</td>
<td>Medium</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>3.05</td>
<td>0.807</td>
<td>Medium</td>
</tr>
<tr>
<td>Affective</td>
<td>2.91</td>
<td>0.785</td>
<td>Medium</td>
</tr>
<tr>
<td>Social</td>
<td>3.20</td>
<td>0.777</td>
<td>Medium</td>
</tr>
</tbody>
</table>

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.

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," and 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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Strategy group</th>
<th>Mean</th>
<th>SD</th>
<th>strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Direct</td>
<td>3.78</td>
<td>0.874</td>
<td>Memory-related</td>
</tr>
<tr>
<td>4</td>
<td>Direct</td>
<td>3.66</td>
<td>0.743</td>
<td>Memory-related</td>
</tr>
<tr>
<td>45</td>
<td>Indirect</td>
<td>3.60</td>
<td>0.762</td>
<td>Social</td>
</tr>
<tr>
<td>3</td>
<td>Direct</td>
<td>3.45</td>
<td>0.915</td>
<td>Memory-related</td>
</tr>
<tr>
<td>19</td>
<td>Direct</td>
<td>3.40</td>
<td>0.852</td>
<td>Cognitive</td>
</tr>
</tbody>
</table>

Table 3 Five Items Most Frequently Used

As shown in Table 4, students used indirect strategies more 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. RatanaPawapatcharaudom [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.

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REFERENCES


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