The Worldwide Use of Language Learning Strategies: A Case Study of ESL Students in Buriram, Thailand

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Abstract

This study is dedicated to the research of Language Learning Strategies (LLS), utilized by a group of Cambodian undergraduate learners in an ESL context. The rationale for the study is to show a pronounced lack of research on ESL in Buriram Rajabhat University Thailand and a dearth of prior research into SILL. In particular, this research intends to investigate the general pattern of SILL used among a group of ESL students, in terms of their overall use of strategies, according to the six categories presented and designed SILL V.7.0 (Oxford, 1990). The variables affecting those who received full scholarships from the project called **"Royal School (Kampong Chheuteal High School), from Her Royal Highness Princess Maha Chakri Sirindhorn".** will be looked at, as will the most widely employed strategies scale, around the world and across many cultural groups contributing to the ESL learning environment, these will also be examined. The data were collected using "In-depth" interviews, and a survey method was also used by all of the ESL students to find the most and the least of LLS. Affective was the least used learning strategy, and compensation and cognitive were the most highly used strategy. Memory, metacognitive, and social strategies were used to the medium level.

Keywords: Buriram, ETS, ESL, LLS, SILL, Worldwide

Introduction:

English is the most spoken major language used around the world. It is the international language which is generally named as the world's language and is used by most people as the main contact language between humans. Most countries have their own national language, but when speaking with foreigners it is often necessary to be able to speak English. Different cultures need English "Internationalization" of English as a Second Language (Phan Le Ha, 2013). It is the core of all levels of education from early childhood throughout education. Language learning strategies are an essential variable, in driving foreign language learners to succeed. This in turn affects their abilities and expression in the language used (Cohen, 1998; & Oxford, 1990).

When discussing the ASEAN context as part of the ASEAN Economic Community, it is necessary to accept and understand there are cultural differences. People living in neighboring countries in the same regions, are open to the world which will compare educational standards, such as the Asian Studies Ranking (ETS., 2011, p. 18). It is essential to create opportunities for education, employment, investment, and the ability to solve common social problems in the region, to support the full ASEAN Community. All members must focus on the development of people, which is a key issue. Therefore, the study is a core and important tool for the development, especially in the future. ASEAN has set the English language as the "Working Language" it must understand the meaning of "Working Language"

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with regard to all the people in the ASEAN community. This applies to all those who work in ASEAN, have ASEAN friends, have ASEAN civil society network, seek education opportunities in ASEAN, and travel in ASEAN, etc.. Everyone must learn and use English (Onwimon, 2012). English is the second language of ASEAN, paired with the first, (national) language of the individual.

Previously, and now, there are Cambodian students who have received full scholarships from the project called "Royal School (Kampong Chheuteal High School) in Her Royal Highness Princess Maha Chakri Sirindhorn" in His Majesty King Bhumibol Adulyadej (Kanchanapisek Network, 1999). These studies are continuing at Buriram Rajabhat University. These studies address issues related to international education with the following findings: 1) Development of International Studies in Higher Education in Thailand have developed by leaps and bounds. 2) Educational institutions in Thailand have expanded their network of international education. 3) There are 107 public and private higher education institutions in the country, with 64 international students, and 43 private higher education institutions (Santiphop, 2015). Therefore, it is a great opportunity to study the language learning strategies of Cambodian students, who have received scholarships from HRH Princess Maha Chakri Sirindhorn.

Buriram Rajabhat University is aware of the importance to prepare, adapt, and develop the learning process with existing resources, to meet the identity of a university fostering local development and the most gracious grace in remembrance of Her Royal Highness Princess Maha Chakri Sirindhorn.

Objectives:

1) To investigate language learning strategies utilized by Cambodian undergraduate students who have received the full scholarships from Her Royal Highness Princess Maha Chakri Sirindhorn.

2) To discover the connections between language learning methodologies utilized by Cambodian undergraduate students who have contemplated in Buriram Rajabhat University.

Research Question:

The central of this examination was communicated fundamentally on the language learning procedure selectness of Cambodian undergraduate students. The investigation expects to see what language realizing procedures ESL understudies use while they are learning English. The chief research question as pursuing:

For the full example, what are the far-reaching profile of gross procedure use, the normality of technique use in six classifications, and the most and the least utilized system things?

Literature Reviews and Research Frameworks

Language learning strategies system of Rebecca Oxford:

In view of the previous examination into learning procedures, Oxford (1990) settled another dialect learning system request, which contains two fundamental classifications: direct strategies and roundabout techniques. Direct strategies are sure ways that draw in the utilization of language, sub-isolated into memory, subjective and remuneration procedures. Indirect strategies don't actually connect with utilizing the language, however they keep up language learning (Ehrman and Oxford, 1990), and are increasingly isolated into metacognitive, affective, and social strategies (Oxford, 1990:14-15). These six wide strategies consist of 19 optional strategies with an additional 62 definite strategies and place the elementals of Strategy Inventory for Language Learning (SILL) (Oxford, 1990). Appeared differently in relation to the prior investigation into language learning strategies, Oxford 's (1990) order of language learning techniques are progressively comprehensive and included.

Current investigations (Ehrman and Oxford, 1989; Oxford and Nyikos, 1989; Phillips, 1991; Green, 1991) state that concerning the SILL announced that utilizing language learning methodologies would have a valuable weight on language capacity. Founded on this whole list of strategies, Oxford (1990) upgraded SILL, which is a valuable tool, constructed to test ESL/EFL learners' strategy work. As an outcome, analysts have been chipping away at the highlights that include language learning procedure used, and these investigations recommend factors influencing learning methodology use, yet additionally put into the subject of the investigation into language learning techniques. The continuing division will manage the factors concerning language learning techniques. The Strategy Inventory for Language Learning (SILL) and labeled six classifications of learning procedures are as per the following:

1) Cognitive strategies: handling data and organizing it, for example outlining, analyzing, and thinking (nine things).

2) Memory strategies: holding data by means of making connections between's it, for example gathering, rhyming, symbolism, and utilizing watchwords (14 items).

3) Metacognitive strategies: dealing with the learning procedure and managing the task, for example focusing, getting ready, ordering, checking mistake, and picking assets (six items).

4) Compensation strategies: rewarding for acknowledgment holes, for example guessing, signaling (nine items).

5) Affective strategies: ordering one's full of feeling attributes and realizing how to oversee them, for example dropping nervousness, empowering one's self, and self-remunerate (six items).

6) Social strategies: gaining from or potentially with others, for example requesting collaboration, working with friends, and becoming ethnically aware (six items).
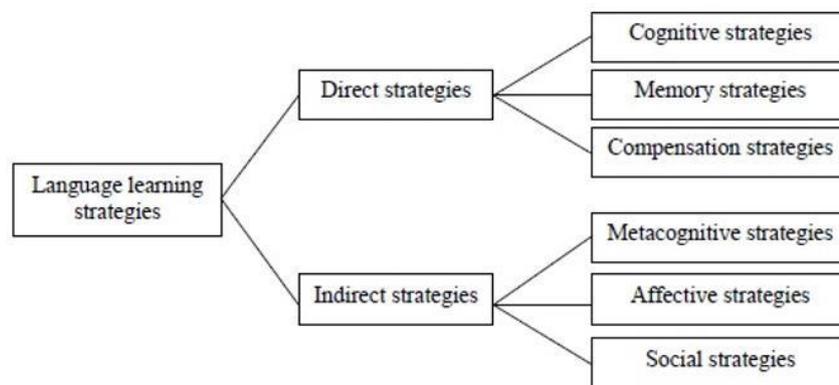

Figure 1: Strategies Inventory of Language Learning: Oxford (1990)

Culture, Worldview and Contextualization:
The term culture is the recognize a anthropologists provide for comprised traditions and fundamental perspective attributions, which administer individuals' lives. Culture (counting perspective) is a peoples'lifestyle, their plan for living, their method for making do with their natural, physical and social condition. It involves scholarly, designed suspicions (perspective),

thoughts and conduct, in addition to the following articles (material culture) (Kraft, 1979). The Subsystems of Culture with worldview at the center, pressuring all culture, can be separated at surface-level into subsystems. There are various cultural subsystems, some of which are diagrammed below.These subsystems give different behavioral expressions of worldview statements (Kraft, 1996).
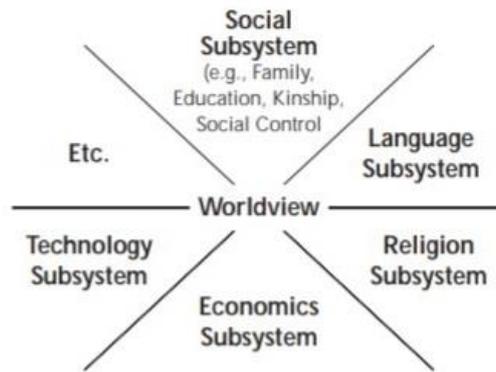
Figure 2: The Subsystems of Culture (Kraft, 1996)

Methodology:

Population: The populace utilized in this investigation were 40 full scholarship students from Princess Maha Chakri Sirindhorn (Kanchanapisek Network, 1999) from first to fourth year ESL students, in the principal semester of the scholarly year 2017. They were students at Buriram Rajabhat University, Thailand and studying English for Communication as a second language.

Sample groups: With selected purposive sampling, all participants in this research were 40 ESL undergraduate students, with the focus on Cambodian students who have full scholarships from Princess Maha Chakri Sirindhorn (Kanchanapisek Network, 1999).

Variables: The Independent variables were Cambodian undergraduate students (ESL). Dependent variables were measured assessment by SILL questionnaire.

Definitions of Key Terms:

The durations utilized in this research bear a different interpretation in dissimilar contexts. In order to avert any confusion, the subsequenting sections contain characterizations and clarifications of the durations used in this study:

1) Worldwide: refers to judgment technique and illustrates the most extensively utilized strategies scale, around the world and across many cultural groups (Kraft, 1996).

2) SILL: refers to questionnaire version 7.0 of Strategies Inventory of Language Learning created by Rebecca Oxford (Oxford, 1990).

3) LLS: refers to particular activities, practices, steps or strategies that understudies use to improve their advancement in growing second language aptitudes (Oxford, 1993).

4) ESL students: refers to Cambodian undergraduate students who received the full scholarships from Her Royal Highness Princess Maha Chakri Sirindhorn. (Kanchanapisek Network, 1999) and study in Buriram Rajabhat University, Thailand.

5) Buriram: refers to Buriram Rajabhat University a non-profit communal higher education foundation located in the medium-sized town of Buriram, Thailand.

Research instruments: The research was performed by utilizing the descriptive research type, and information was collected by means ($\bar{x}$) and standard deviations (*SD*) of the SILL questionnaire version 7.0. The questionnaire was proceeded on the learners of ESL (Gavriilidou et al., 2016). The SILL comprise of 50 statements replicating an assortment of actions learners (over a wide scope of language learning contexts). Responders make piquancy judgments of a five-point Likert scale mirroring the degree to which they feel an announcement is valid for them: (Likert, 1967)

1 point Never or almost never true of me

2 points Usually not true of me

3 points Somewhat true of me

4 points Usually true of me

5 points Always or almost always true of me

Data collections: The Cambodian undergraduate students assessment by SILL online questionnaire by Google Form. The survey was done in January 2018.

Data Analysis: Researchers typically separate three levels degrees of strategy utilize dependent on repetitively levels proposed by Oxford (1990) are as follows:

High = 3.50 - 5.00

Medium = 2.50 - 3.40

Low = 1.00 - 2.40

Results:

Overall strategies used;

Table1 provides simple descriptive statistics for total strategies used, and for the six strategies subcategories that contain the SILL. Means and Standard Deviations total piquancy of strategies utilized encompassed by students in the program was high (fall down inside the 3.50-5.00 level). In addition, utilization of two classes of strategies, excluding memory strategies, metacognitive strategies, social strategies were medium, and affective strategies were low, with even affective strategies (M=2.38)

Table 1: Means and Standard Deviations representing total strategies utilized of the full sample

Strategies Category	Rank Order of Usage	$\bar{x}$	SD	Levels of Strategy
Compensation	1	4.25	1.16	High
Cognitive	2	4.19	1.13	High
Memory	3	3.33	1.19	Medium
Metacognitive	4	3.03	1.40	Medium
Social	5	2.99	1.42	Medium
Affective	6	2.38	1.26	Low
Overall		3.47	1.41	

As can be seen from **Table 1**, the outcomes of the recent study sustain discoveries from past examinations on the ESL language procedure use, wherein cognitive strategy category was high level used by Cambodian student (Seng & Khleang, 2014). To investigate the most and least normally utilized strategy items, the mean of each strategy item was analyzed. Descriptive statistics of the five most repetitively utilized and the five least intermittently utilized items are arranged in Table 2 and Table 3, respectively.

Table 2: Means and Standard Deviations of the *Five Most* recurrently utilized learning Strategies

Strategies No.	Strategy	$\bar{x}$	SD	Strategies Category
19	I look for words in my own language that are similar to new words in the SL.	4.88	0.33	Cognitive
24	To understand unfamiliar SL words, I make guesses.	4.80	0.46	Compensation
11	I try to talk like native SL speakers.	4.78	0.48	Cognitive
50	I try to learn about the culture of SL speakers.	3.75	1.24	Social
33	I review SL lessons often.	3.60	1.32	Metacognitive

As **Table 2** uncovers, two items accomplished at the higher end of the high-utilize level, explicitly, items 19 and 11. Both of these strategies were ordered in the cognitive categories. Item Thing 19 of searching for words in their very own

language that are like new words in the second language. It is the most used SILL by the research participants. The other four frequently used items (24, 11, 50, 33) were all in the high-utilize level.

Table 3: Means and Standard Deviations of the *Five Least* recurrently utilized learning Strategies

Strategies No.	Strategy	$\bar{x}$	SD	Strategies Category
43	I write down my feelings in a language learning dairy.	2.05	1.26	Affective
41	I give myself a reward or treat when I do well in SL.	2.15	1.35	Affective
27	I read SL without looking up every new word.	2.25	1.41	Compensation
6	I use flashcards to remember new SL words.	2.30	1.32	Memory
16	I read for pleasure in the SL.	2.35	1.33	Cognitive

As can be seen from Table 3, the least intermittently utilized learning strategy items, including items 43, 41, 27, 6, and 16. The mean scores leveled from 2.05 to 2.35. They were all in the low-utilize level, however for the most part in various categories. Members in the ongoing examination introduced a reluctant utilization of affective strategy items 4 3 and 4 1 , most likely because of the intensity of a social reason on strategy use.

Discussion:

The means and standard deviations were calculated for the utilization of every one of the six strategy categories (see Table1). The significances of the selection of language learning strategies based on the results of the past, show that there has been a lot of continuation for more than two decades. However, there are no definite conclusions, variables studied such as students differences (sex, education, faculty, and age range) influence the decision of strategies for language learning (Ninpanit, 2017). In the previous research, it is recommended to study strategies or strategies for learning English of other students who have

never studied. This would allow English language educators in the specific circumstance of the study to understand their students' language learning strategies and to effectively build up their English language aptitudes (Kaewla-iad, et al., 2012; Kunasaraphan, 2015).

The concept of competence has been described and engaged in investigation in a crowd of ways by diverse researchers. Most investigations have appeared an affirmative connection between LLS and competence, in any case, the heading of their association was frequently extraordinary. More proficient students employed in LLS more frequently utilized a wide range of strategies total, balanced to less capable students (Khaldieh, 2000; Rao, 2016; Wu, 2008;). Al-Qahtani (2013) and Charoento (2016) revealed that victorious students primarily utilized cognitive strategies, while Wu (2008) accentuated substantial utilization of cognitive, metacognitive and social strategies among progressively capable university students (Habók, A., & Magyar, A. (2017).

In this case there was no study of variables as well as research in the past, the use of sex (Ehrman & Oxford, 1988; Green & Oxford,

1995; Khalil, 2005; Lui, 2004; Maarof, &Salehi, 2011; Naeeini & Tagong, 2011; Ok, 2003; Prakongchati, 2007). Different levels of knowledge (Kunasaraphan, 2015; Ninpanit, 2017; Zhou & Intaraprasert, 2015). Nevertheless, the studies have handle with the accomplishment of the SILL, with a focus on the different ethnicity of ESL students in ASEAN countries studied in Buriram Rajabhat University in Thailand. In communication especially, the Cambodian undergraduate students (ESL) who received the scholarship from Her Royal Highness Princess Maha Chakri Sirindhorn. There are also few educators and Seng & Khleang (2014) studied. Conversely, Chamot (2004) brought up that diverse procedure benefits were educated by students in various social settings. Singaporean and Chinese students depicted a higher level preference for social strategies, and lower utilization of affective strategies than European students. It can be accomplished that LLS use has been studied comprehensively in recent decades. Most research has found that LLS cannot be investigated separately; it must be explored in relation to certain other features, amid which foreign language postures and aptitude play a central role (Griffiths & Incecay, 2016).

Conclusions:

This investigation proposed at investigating the learning strategies utilized in examining English as a subsequent language, and the students' illumination toward their learning foundation, where English learning happens. It additionally expected at investigating attainable associations between English language, statistic factors, and learning strategies.

When all is said in done, the outcomes assigned that students use the compensation, cognitive, and memory language learning strategies, however the level of work changes. The prestige of cognitive strategy use in ESL studied here, equivalents the discoveries of different examinations

that have occupied with this knowledge the purpose behind the generalizability of the ongoing discoveries, in spite of the fact that the confinement that must dependably be recognized in regards to the non-generalizability of little examples taken from restrictive, nearby instructive settings. This highlights in a middle part that compensation language learning strategies taken in the ESL context, particularly in university of language learners with a diverse population of ESL students, may be a major developmental steppingstone.

The future for language learning strategy (LLS) research, building on solid theoretical foundations but looking ahead to new directions for the field. This collection will be pivotal in defining future directions for the field, and helping us to better appreciate the ways in which LLSs contribute to and connect with language learning processes (Oxford, R. L. & Carmen, M. A., 2017).

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