

**A STUDY OF LANGUAGE LEARNING STRATEGIES USED AND
SELF-EFFICACY BELIEFS HELD BY HIGH- AND LOW-
ACHIEVING ENGLISH MAJOR STUDENTS**

WILAWAN THIPSODA

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.....
Miss Wilawan Thipsoda
Candidate

.....
Assoc. Prof. Songsri Soranastaporn,
Ph.D. (Educational Administration and
Foundations)
Major advisor

.....
Lect. Yuwadee Tirataradol,
Ph.D. (Curriculum and Instruction)
Co-advisor

.....
Asst. Prof. Karansupamas Engchuan,
Ph.D. (Linguistics)
Co-advisor

.....
Asst. Prof. Auemphorn Mutchimwong,
Ph.D.
Acting Dean
Faculty of Graduate Studies
Mahidol University

.....
Lect. Kornsiri Boonyaparakob,
Ph.D. (Curriculum and Instruction)
Program Director
Master of Arts Program in
Applied Linguistics
Faculty of Liberal Arts
Mahidol University

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was submitted to the Faculty of Graduate Studies, Mahidol University
for the degree of Master of Arts (Applied Linguistics)

on
October 29, 2013

.....
Miss Wilawan Thipsoda
Candidate

.....
Lect. Rungrawee Samawathdana,
Ph.D. (Curriculum and Instruction)
Chair

.....
Assoc. Prof. Songsri Soranastaporn,
Ph.D. (Educational Administration and
Foundations)
Member

.....
Lect. Yuwadee Tirataradol,
Ph.D. (Curriculum and Instruction)
Member

.....
Asst. Prof. Karansupamas Engchuan,
Ph.D. (Linguistics)
Member

.....
Asst. Prof. Auemphorn Mutchimwong,
Ph.D.
Acting Dean
Faculty of Graduate Studies
Mahidol University

.....
Lect. Aphilak Kasempholkoon,
Ph.D. Program in Thai (Literature)
Dean
Faculty of Liberal Arts
Mahidol University

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Wilawan Thipsoda

A STUDY OF LANGUAGE LEARNING STRATEGIES USED AND SELF-EFFICACY BELIEFS HELD BY HIGH- AND LOW-ACHIEVING ENGLISH MAJOR STUDENTS

WILAWAN THIPSODA 5437554 LAAL/M

M.A. (APPLIED LINGUISTICS)

THESIS ADVISORY COMMITTEE: SONGSRI SORANASTAPORN, Ph.D.,
KARANSUPAMAS ENGCHUAN, Ph.D., YUWADEE TIRATARADOL, Ph.D.

ABSTRACT

The purposes of this study were: 1) to identify the level of use of the language learning strategies and their sub-categories by high-achieving and low-achieving English majors students 2) to identify the level of self-efficacy beliefs held by high-achieving and low-achieving English major students 3) to determine any significant differences in the use of language learning strategies between high-achieving and low-achieving English major students, 4) to determine any significant differences in the level of self-efficacy beliefs held by high-achieving and low-achieving English major students, and 5) to determine a correlation between language learning strategies used and the level of self-efficacy beliefs held by high-achieving and low-achieving English major students.

The total population was 309 fourth-year English major students from the Faculties of Education of four Rajabhat universities in Thailand. The sample consisted of 186 English major students. Subjects were selected by stratified, purposive, and simple random sampling techniques. They were divided into high- and low-achieving groups by using their grade point averages (GPA) and the high-low-27-percent group method. The Strategy Inventory for Language Learning (SILL) version 7.0, and the Questionnaire of English Self-Efficacy (QESE) were used to collect quantitative data. The reliability established by Cronbach's alpha coefficient was .96 and .97, respectively. The statistical devices used for quantitative data analysis were mean, standard deviation, the independent *t*-test, and the Pearson correlation.

The major results show: 1) the high-achieving group used learning strategies at a high level; whereas, the low-achieving group used learning strategies at a medium level. Metacognitive strategies were the most frequently used by the two groups of students. 2) High- and low-achieving English major students had high levels of English self-efficacy. 3) There was a statistically significant difference in language learning strategies used by high- and low-achieving English major students. 4) There was a statistically significant difference in English self-efficacy for the two groups of students. 5) Language learning strategies were found to be positively correlated with English self-efficacy ($r = .526, p < .001$).

KEY WORDS: LANGUAGE LEARNING STRATEGIES/ ENGLISH SELF-EFFICACY BELIEFS / ENGLISH MAJOR STUDENTS/ HIGH- AND LOW-ACHIEVING STUDENTS / RAJABHAT UNIVERSITIES

120 pages

การศึกษาการใช้กลยุทธ์ในการเรียนรู้ภาษา และการรับรู้สมรรถนะของตนเองของนักศึกษาครุสาขาวิชาภาษาอังกฤษ ที่มีผลสัมฤทธิ์ทางการเรียนสูง และต่ำ

A STUDY OF LANGUAGE LEARNING STRATEGIES USED AND SELF-EFFICACY BELIEFS HELD BY HIGH- AND LOW-ACHIEVING ENGLISH MAJOR STUDENTS

วิลาวัลย์ ทิพย์ โสดา5437554 LAAL/M

ศศ.ม. (ภาษาศาสตรบัณฑิต)

คณะกรรมการที่ปรึกษาวิทยานิพนธ์: ทรงศรี สรณสถาพร, Ph.D., กรัณศุกมาศ เองฉ้วน, Ph.D., ชูดี ธีรชราดล, Ph.D.

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาการใช้กลยุทธ์ในการเรียนรู้ภาษาอังกฤษของนักศึกษาครุที่มีผลสัมฤทธิ์ทางการเรียนสูงและต่ำ 2) ศึกษาการใช้กลยุทธ์ในการเรียนรู้ภาษาอังกฤษของนักศึกษาครุที่มีผลสัมฤทธิ์ทางการเรียนสูงและต่ำ 3) เปรียบเทียบความแตกต่างในการใช้กลยุทธ์ในการเรียนรู้ภาษาอังกฤษของนักศึกษาครุที่มีผลสัมฤทธิ์ทางการเรียนสูงและต่ำ 4) เปรียบเทียบความแตกต่างของระดับการรับรู้สมรรถนะทางภาษาอังกฤษระหว่างนักศึกษาครุทั้งสองกลุ่ม และ 5) ศึกษาความสัมพันธ์ระหว่างการใช้กลยุทธ์ในการเรียนรู้ภาษาอังกฤษและการรับรู้สมรรถนะทางภาษาอังกฤษของนักศึกษาครุที่มีผลสัมฤทธิ์ทางการเรียนสูงและต่ำ

ประชากรคือนักศึกษาครุ สาขาวิชาภาษาอังกฤษ คณะศึกษาศาสตร์ จากมหาวิทยาลัยราชภัฏ 4 แห่ง จำนวนทั้งสิ้น 309 คน ตัวอย่างประชากรคือนักศึกษาวิชาครุ ชั้นปีที่ 4 จำนวน 186 คน ซึ่งได้มาโดยการสุ่มตัวอย่างอย่างง่าย เครื่องมือที่ใช้ในการเก็บข้อมูลคือแบบสอบถามการใช้กลยุทธ์ในการเรียนรู้ภาษาอังกฤษ และแบบสอบถามการรับรู้สมรรถนะทางภาษาอังกฤษของตนเอง สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน Independent *t*-test และ ค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน

ผลการวิจัยพบว่า 1) นักศึกษาครุที่มีผลสัมฤทธิ์ทางการเรียนสูงมีการใช้กลยุทธ์ในการเรียนรู้ภาษาอังกฤษระดับสูง ส่วนนักศึกษาครุที่มีผลสัมฤทธิ์ทางการเรียนต่ำมีการใช้กลยุทธ์ในการเรียนรู้ภาษาอังกฤษระดับปานกลาง ซึ่งกลยุทธ์ที่นักศึกษาทั้งสองกลุ่มใช้มากที่สุดคือ กลยุทธ์อภิปราย 2) นักศึกษาครุที่มีผลสัมฤทธิ์ทางการเรียนสูงและต่ำ มีการรับรู้สมรรถนะทางภาษาอังกฤษของตนเองอยู่ในระดับสูงทั้งสองกลุ่ม 3) นักศึกษาครุทั้งสองกลุ่มใช้กลยุทธ์ในการเรียนภาษาอังกฤษแตกต่างกันอย่างมีนัยสำคัญทางสถิติ 4) นักศึกษาครุทั้งสองกลุ่มมีการรับรู้สมรรถนะทางภาษาอังกฤษของตนเองแตกต่างกันอย่างมีนัยสำคัญทางสถิติ และ 5) การใช้กลยุทธ์ในการเรียนภาษาอังกฤษมีความสัมพันธ์เชิงบวกกับการรับรู้สมรรถนะทางภาษาอังกฤษของนักศึกษาวิชาครุ ($r = .526, p < .001$)

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CHAPTER I

INTRODUCTION

It is commonly accepted that English is important as a global language that people use as an international medium for communication (Crystal, 2003). It serves several purposes: administration, broadcasting, education, trade, and science (Quirk, 1985). According to Crystal (2003), "English is now the language most widely taught as a foreign language in over 100 countries, such as China, Russia, Germany, Spain, Egypt, and Brazil and in most of these countries it is emerging as the chief foreign language to be encountered in school, often displacing another language in the process" (p. 5). In the academic community, English is crucial as an instrument used to acquire and digest texts and information that are usually published in English. In the age of information technology, English is the most important language used in academic publications (Crystal, 2003). With the notion of the importance of English as the most widely used international language in the world, this present study has the purpose of finding if any variable can influence success in English language learning.

Accordingly, the present study aims to investigate the significant correlation between students' use of language learning strategies, students' beliefs about self-efficacy, and students' English language learning achievement. Before discussing these variables further, this introductory chapter presents the background, rationale, statement of the problem, objectives, research questions, significance, conceptual framework, limitations, and definitions of terms of this study.

1.1 Background of the study

To demonstrate the importance of English in Asia, with the arrival of the ASEAN (Association of South East Asian Nations) Economic Community in 2015, English will be in high demand as the ASEAN members have been encouraged to use English as an official language to communicate with other countries within the

ASEAN community (ASEAN Secretariat, 2009). In Thailand, where English is seen as a foreign language, the role of English is so critically important that learners are required to learn English as a compulsory course from the elementary to undergraduate level (Office of the National Education Commission, 2001).

Research results show that, to succeed in English language learning, language learning strategies can assist students in their language learning achievement (Oxford, 1990). In language efficacy as with other capabilities (Bandura, 1986), people who believe strongly in their competence toward a certain task can accomplish it. The benefits of language learning strategies and self efficacy vary. Importantly, published research reports that language learning strategies help students master a second language (Ehrman & Oxford, 1989). For the past decade, the amount of research on language learning strategies has been increasing: studies have been conducted to explore its importance in terms of influencing students' language learning (Lee, 2010). Learning strategies are defined as “specific actions, behaviors, steps, or techniques—such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task—used by students to enhance their own learning” (Scarcella & Oxford, 1992, p. 63). Accordingly, students need to motivate themselves and improve their own learning by consciously applying language learning strategies and integrating self-efficacy in English into their learning help them succeed in their language learning.

The results of previous studies on language learning strategies reveal that language learning strategies facilitate students' learning (Wenden & Rubin, 1987; O'Malley & Chamot, 1990; Scarcella & Oxford, 1992; Oxford, 1990; Ellis, 1997). Wenden and Rubin (1987) found that language learning strategies help learners to create their own language system. O'Malley and Chamot (1990) described language learning strategies as the behaviors that learners use to improve their language learning. Scarcella and Oxford (1992) identified language learning strategies as the tactics used by students to assist them in their own learning.

To be precise, language learning strategies can help students learn language in two ways: direct and indirect (Rubin, 1981; Oxford, 1990). According to Rubin (1981), direct strategies act directly in affecting student's learning; they are strategies such as seeking clarification/verification, guessing, inductive inferencing,

deductive reasoning, practice, memorization, and monitoring. The indirect strategies act indirectly in supporting students' learning; they involve production tricks and creating opportunities for practicing. Oxford (1990) insists that the direct strategies act directly in supporting language learners; these strategies include: 1) memory strategies, which help learners to store more new knowledge; 2) cognitive strategies, which assist learners, especially at the beginning level, e.g., practicing the language; and 3) compensation strategies, which help the learner overcome language difficulties by inferencing. The indirect strategies—supporting techniques—work indirectly to help learners overcome language learning difficulties. They consist of: 1) metacognitive strategies, which help learners to manipulate their language learning (i.e., planning and arranging language learning); 2) affective strategies, which help language learners in terms of emotions, attitudes, and feelings (i.e., encouraging oneself to lower learning anxiety), and 3) social strategies, which help learners gain information through interacting with others.

In addition, O'Malley and Chamot (1990) proposed that language learning strategies can help language learners in three ways: 1) metacognitive strategies, which help learners to plan, think, and evaluate their own learning; 2) cognitive strategies, which "operate directly on incoming information, manipulating it in ways that enhance learning" (O'Malley & Chamot, 1990, p. 44); and 3) socioaffective strategies, which involve interaction with others, such as cooperating, questioning, and talking to oneself in order to get clarification or assure oneself.

Although language learning strategies have been shown to serve different functions, researchers have agreed on the effectiveness of language learning strategies in helping learners' achieve their language learning goals (Green & Oxford, 1995; Oxford & Nyikos, 1989; Wharton, 2000). However, it has been found that language learning strategies are not the only factors that can influence students' learning; another cognitive theory, self-efficacy beliefs, also play a role in helping students learn (Bandura, 1986, 1997).

Self-efficacy is described as the way people judge their capabilities in coping with any task (Bandura, 1997). How people self-perceive their efficacy can affect their motivation and behavior. It can be said that the human achievements result from their behavior, personal factors, and environmental conditions (Bandura, 1997).

Perceptions of self-efficacy are related to an individual's belief in his/her capability to cope with any difficulties (Bandura, 1986). Self-efficacy judgment varies according to the individual: people with weak perceptions of self-efficacy surrender to a difficulty, whereas people with a strong sense of self-efficacy are able to keep up their efforts in the face of a harsh situation and work harder to avoid failure (Schunk & Pajares, 2001). One's beliefs about self-efficacy influence one's behavior toward a situation. Self-efficacy beliefs come from four main sources: "1) enactive mastery experiences that serve as indicators of capability; 2) vicarious experiences that alter efficacy beliefs through transmission of competencies and comparison with the attainments of others; 3) verbal persuasion and allied types of social influences that one possess certain capabilities; and 4) physiological and affective states from which people partly judge their capableness, strength, and vulnerability to dysfunction" (Bandura, 1997, p. 79). Self-efficacy is concerned with the intrinsic motivation that can motivate students to learn.

Various studies have demonstrated a strong relationship between self-efficacy and academic achievement; students with a high level of self efficacy can better succeed in their learning goals (Mahyuddin, Elias, Cheong, Muhammad, Noordin, & Abdullah, 2006; Carroll, Houghton, Wood, Unsworth, Hattie, Gordon, et al., 2009; Meral, Colak, & Zereyak, 2012; Yogurtcu, 2013). In terms of self-efficacy in language learning, Mahyuddin et al. (2006) report that students with high self-efficacy in language will have the ability to become more proficient in English. In addition, a study by Yilmaz (2010) reveals that learners' self efficacy beliefs are significantly correlated to their use of learning strategies. However, a study by Magogwe and Oliver (2007) shows the dynamic relationship between the students' use of language learning strategies and self efficacy beliefs; the relationship between these two factors decreases at lower levels of proficiency.

Therefore, it can be concluded from the results of those previous studies that language learning strategies and language self-efficacy beliefs are significant factors that can positively influence language learners in their language learning. Students need to use them more widely and more frequently.

1.2 Rationale of the Study

In the twentieth century, English became the dominant language of international relations, media, International travel, international safety, education, and communication (Crystal, 2003). In the field of education, it has been found that 90% academic articles are published in English (Crystal, 1997, 2003). Students at higher levels of education are required to master English so they can understand learning materials which are usually published in English. In particular, English education majors who are going to be role models for future students have to truly understand English, including the strategies used to acquire English, thoroughly so they can teach their students effectively.

Guiding language learners to use learning strategies effectively results in increased learners' language proficiency and motivation (Rubin, 2013). It has been claimed that language learning strategies can make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990). Studies have been conducted to investigate the effects of using language learning strategies on learning achievement (Ehrman & Oxford, 1989; O'Malley & Chamot, 1990; O'Malley, Chamot, Stewner-Manzanares, Kupper & Russo, 1985; Oxford, 1990; Oxford & Nyikos, 1989; Wenden & Rubin, 1987). The findings of those studies show the significant role of language learning strategies in positively influencing students' language learning. In Thailand, where English is seen as a working language (Kirkpatrick, 2011), studies have been conducted to investigate language learning strategies used by Thai students (Kaotsombut, 2003; Kittawee, 2013; Rattanasongkhroh, 2013; Sattra-udom, 2007). The results of this research in the Thai context also demonstrate that language learning strategies appear to be an important tool in helping students to overcome English language learning problems. Students' use of language learning strategies is related to their language proficiency.

Besides language learning strategies, there is another variable that can help students become life-long learners: learning self-efficacy beliefs. According to Bandura (1997), "perceived efficacy beliefs contribute students independently to intellectual performance" (p. 214). It has been shown that people with high self-efficacy perform better than people with low self-efficacy (Collins, 1982). "Children with the same level of cognitive skill development differ in their intellectual

performance depending on the strength of their perceived self-efficacy" (Bandura, 1997, p. 216). It has been demonstrated that English language achievement will improve when students have a high level of language self-efficacy (Mahyuddin et al., 2006).

All in all, language learning strategies and learning self-efficacy beliefs are the critical factors that positively influence learners in their learning and contribute to making them life-long learners, as the students develop their own tactics and methods to help them in their learning.

1.3 Statement of the Problem

In this competitive world, the need for English is critical because significant information, new technology updates, and academic research are usually found in English (Crystal, 2003). While the use of English has been growing continuously throughout the world, the English proficiency of Thais has declined.

The English proficiency of Thai citizens is considered to be very low, as shown by the English Proficiency Index, the world's largest language training survey, Thailand ranked 53rd out of 54 countries (EF, 2012). The mean TOEFL score for the Thai test-takers is lower than the average score (550) for Asian countries (ETS, 2007-2012). The average TOEFL scores of Thai students ranked between 485 and 500 between 2007 and 2012. Recently, the World Economic Forum (WEF) has revealed that Thai education ranked lowest among ASEAN countries in 2012, and ranked 8th out of 10th countries in 2013 (Kroobannok, 2013). It has been found that Thai students' failure to achieve an acceptable level of language results from their lack of knowledge of how to learn by themselves because they are not taught to do so (Dhanarattigannon, 1990). Furthermore, in the study of Intajuck (2005) shows the problem of teaching English based on 2001 basic curriculum in the secondary school that the designed course syllabus was not meet the needs of students, parents, and community. Besides, it is found that teachers were lack of skills to write and follow the teaching plan, and they were less likely to use communicative teaching to teach students effectively. It is clear that English language education in Thailand has long

been in trouble. Accordingly, it is important to seek a solution in order to help improve English proficiency among Thai learners.

Some studies have been conducted to investigate the problems of English teaching and learning in the context of Rajabhat Universities (Chongpensuklert, 2011; Somanawattana, 2012; Tongmak, 2007). Chongpensuklert (2011) revealed that the obstacles to using English on the part of the students were their limitations in English vocabulary and knowledge of grammar, which discouraged them from practicing the language. In addition, Somanawattana (2012) insisted that the students in this study had high levels of problems in learning English, especially in speaking, because they lacked opportunities to communicate with native speakers. Moreover, these students were less enthusiastic about acquiring knowledge, and they were less prepared for the upcoming ASEAN community. Tongmak (2007) reported in her study that the students' average scores on the English Proficiency Test, the test which was used to measure students' English proficiency before graduation, tended to decrease every year.

A study was conducted to find the teaching and learning problems in Rajabhat Universities, Thailand (Rinsangpin, 2004). A study by Rinsangpin (2004) revealed the problems of teaching and learning in the Rajabhat system; the largest problem was the lack of a curriculum that was appropriate to the present situation. In addition, it has also been reported that there are not enough textbooks or publications in the library that are directly related to the students' fields, and the lecturers lacked the opportunity to obtain the latest knowledge so as to develop their teaching materials.

As mentioned earlier, it has been shown that calls for the effective development of English teaching and learning in Thailand have long been heard. Thus, besides looking at other variables that affect educational development, in a learner-centered environment, the student variable should be the main focus. Thai students need to have their own learning methods to assist their own learning. One of the recommended solutions here is to nurture students language learning strategies and language self-efficacy so they can have their own learning methods that best suit them and facilitate their learning processes.

1.4 Purposes of the study

The researcher searched for the keyword “language learning strategies” in the ThaiLIS database and found out that there were 34 studies conducted on language learning strategies. However, there have not been any studies conducted with Thai English education majors. In addition, a search was also conducted for the keyword “language self-efficacy” and no results were found.

As a result, the purpose of this study is to investigate Thai EFL students' learning methods. It has been acknowledged that different people employ different learning strategies to assist them in their learning. In this study, participants are categorized into two groups: high- and low-achieving students. To this end, the researcher intended to explore which leaning strategies the participants employed to make them successful in language learning and what level of self-efficacy beliefs they held. Also, the researcher aimed to search for the language learning strategies used by the low academic achievers and their level of self-efficacy . In addition, the level of these two independent variables—language learning strategies and self-efficacy beliefs—will be compared for high-achieving and low-achieving English major students. It is very important to investigate the language learning strategies and self-efficacy beliefs of the teacher trainees who are going to be in-service teachers because these people are going to be people whose will nourish and educate the younger generation of the nation. Once the teacher trainees have mastered their own successful learning techniques and methods, they can pass on this knowledge to their future students effectively. As a result, the objectives of this study were as follows:

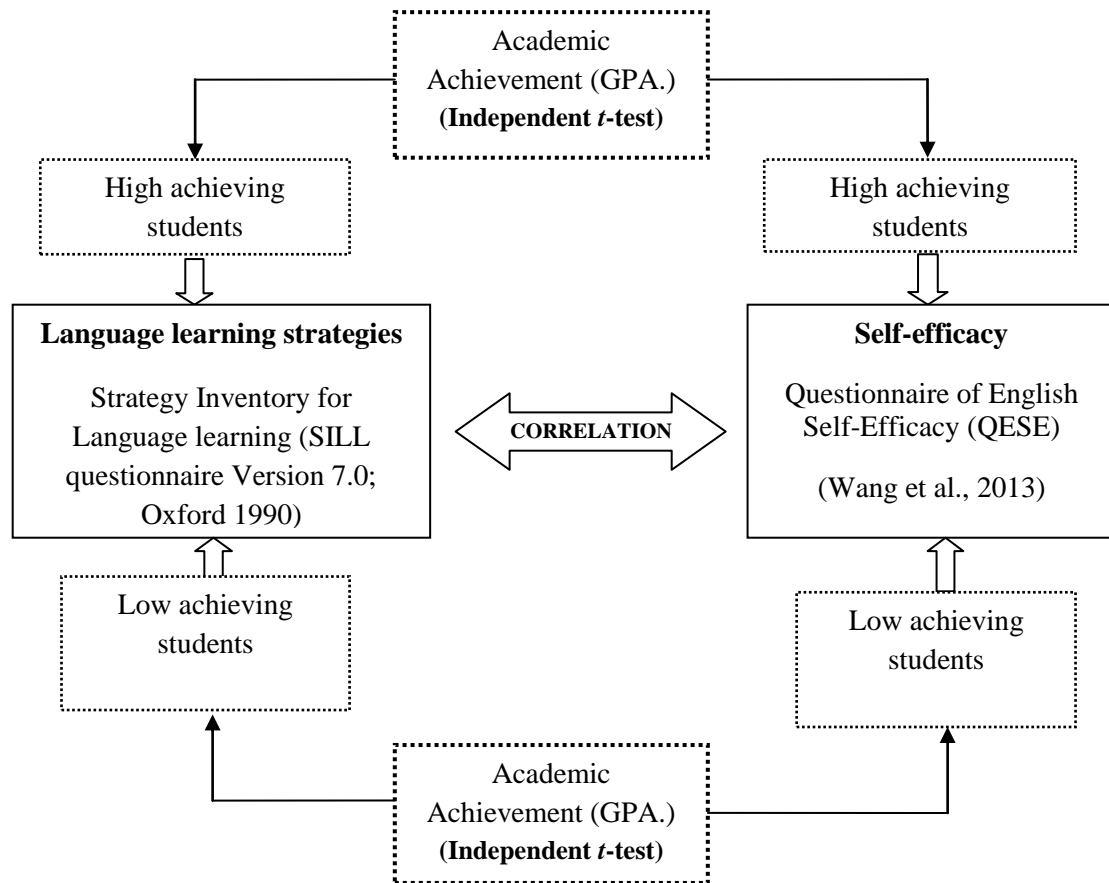
1. To identify the level of use of the categories of language learning strategies by high- and low-achieving of English major students.
2. To identify the level of self efficacy beliefs held by high- and low-achieving of English major students.
3. To determine any significant differences in the use of language learning strategies between high- and low-achieving of English major students.
4. To determine any significant differences in the level of self-efficacy beliefs held by high- and low-achieving of English major students.

5. To determine a correlation between language learning strategies used and the level of self-efficacy beliefs held by high- and low-achieving of English major students.

1.5 Research questions

1. To what extent do high- and low- achieving of English major students use the different categories of language learning strategies?
2. What is the level of English self-efficacy beliefs held by high- and low-achieving of English major students?
3. Is there any significant difference in the language learning strategies used by high- and low- achieving of English major students?
4. Is there any significant difference in the level of English self-efficacy beliefs held by high- and low- achieving of English major students?
5. Is there any correlation between language the learning strategies used and the level of English self-efficacy beliefs held by high- and low- achieving of English major students?

1.6 Conceptual Framework



Note: EFL is the abbreviation for English as a Foreign Language

Figure 1.1: Conceptual Framework Model of the Correlation Between Language Learning Strategies and Self Efficacy

There are two main independent variables in this conceptual framework: language learning strategies and self-efficacy, and a dependent variable: students' learning achievement. The two independent variables were measured by the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) and the Questionnaire of English Self-Efficacy (QESE) designed by Wang et al. (2013). The Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) comprises two main categories—direct and indirect strategies. The Questionnaire of English Self-Efficacy (QESE) designed by Wang et al. (2013) was used to measure the

level of language self-efficacy in the four English skills—listening, speaking, reading, and writing—of the English education. This conceptual framework model presents the overall outline for the research, which is the research paradigm, research instruments, and participants in this study.

1.7 Significance of the Study

The study provides significant implications for teachers and learners as follows:

1. The findings present the categories of language learning strategies that high achieving and low achieving learners use to help in their language learning. Furthermore, the findings also present the level of self-efficacy held by those two groups of learners. Once the learning strategies used by high achieving students have been identified, people can make use of these categories to help them in their teaching and learning processes.

2. The findings can show learners which language learning strategies are best suited for use in their leaning so they can achieve their learning goals. Additionally, the findings can help learners to develop their level of language self-efficacy beliefs.

3. The findings can help the teachers of the English education majors to select the most effective teaching techniques for their students' levels and goals.

4. The findings can show teachers how to give their students more appropriate and more effective practice in the use of learning strategies , as well as encourage students to have high levels of self-efficacy that help make them successful in their learning.

5. The findings have implications for curriculum developers and other stakeholders who are trying to develop students' English proficiency in Thailand. In developing a curriculum, attention needs to be placed on students' cognitive processes.

1.8 Limitations

This study was limited to Thai English education majors. Participants were studying in the fourth year of the Faculty of Education in Rajabhat Universities in Thailand. The participants' experience in the practicum was not included because these fourth year students were only finishing their general courses in the program. Thus, the generalizations may be applied only for students in the same context, at the same level, and from a similar academic background. In addition, the questionnaire on English self-efficacy that was used as a research instrument to measure students' level of English self-efficacy (Wang et al., 2013) was adapted in particular for the Thai academic context.

1.9 Definition of Terms

1. A Foreign Language (EFL) refers to a language which is studied by the fourth-year English major students. It is not used as a medium of instruction in their field of study nor as a language of communication within a country.

2. Language Learning Strategies refers to specific actions, behaviors, steps, or techniques used by fourth-year English major students to enhance their own language learning.

3. Strategy Inventory for Language Learning (SILL) refers to the data collection instrument about language learning strategies adopted from Oxford (1990) which is used to investigate the use of language learning strategies by fourth-year English major students. There are two versions of SILL: 5.1 for English native speakers and 7.0 for non-native English speakers.

4. Self-Efficacy refers to the beliefs of fourth-year English major students towards their capabilities to accomplish an English task. It is the way fourth-year English major students judge their capabilities and how their self-perception of efficacy affects their motivation and behavior.

5. High-achieving students refers to fourth-year English major students who are in the 30% of students who had the highest GPAs.

6. Low-achieving students refers to fourth-year English major students who are in the 30% of students who had the lowest GPAs.

7. English major students refers to teacher trainees enrolled in the bachelor of education program who are studying English as a major subject but who have not used it as a medium of instruction in school nor as a language of communication within their country.

1.10 Chapter Summary

This chapter stated the background of the study, rationale of the study, statement of the problem, purposes of the study, research questions, conceptual framework, significance of the study, limitations, and definition of terms in this present study. The aim of this present study was to investigate the English major students' use of language learning strategies and their English self-efficacy beliefs. This chapter has also presented the objectives of this present study, including its scope. In addition, it briefly reviewed the related theories which were employed to frame this study. The reviewed theories in this present study are language learning strategies and self-efficacy beliefs theories.

The next chapter is firstly introduced the background of Rajabhat Universities where this present study was conducted. Then the review of the related previous studies is followed to determine the necessary to study these issues.

CHAPTER II

LITERATURE REVIEW

This study aimed to explore the language learning strategies used by high achieving and low achieving students. It also measured the level of language self-efficacy beliefs among these two groups of students. In addition, a correlation in language learning strategies used and the level of language self-efficacy beliefs of the high academic achievers and the low academic achievers was established. Thus, in this chapter, language learning strategies, language self-efficacy, and the correlation between these two variables are reviewed. *The first section* provides information about the context of Rajabhat Universities. *The second section* focuses on the general concept and theories about language learning strategies, which include a definition, a classification, and findings from previous studies on language learning strategies. *The third section* presents self-efficacy beliefs, which are described in the theoretical framework of social cognitive theory and the sources of self-efficacy, including previous studies on self-efficacy beliefs. *The fourth section* addresses the previous studies on the correlation between the two variables: language learning strategies and self-efficacy beliefs. And *the last section* provides a summary of this chapter. Before going further into each of these sections, the following information is provided in order to clarify the research setting.

2.1 Background of Rajabhat Universities

This section first discusses the history and the development of Rajabhat universities. Then the discussion moves on to the topic of the management of Rajabhat universities and English teaching and learning in this environment.

2.1.1 History and Development of Rajabhat Universities

In the year 1992, His Majesty King Bhumibhol Adulayadej changed the name of all teachers' colleges in Thailand to Rajabhat Institutes (Rajabhat Council, 2000). Since then, all Rajabhat Institutes have shared the same teaching curriculum, which was developed by the Rajabhat Council (Rajabhat Council, 2000). Although the name was changed, some original aims and policies remain, whereas some methodologies for teaching and learning, such as in science and technology, have changed to serve the demands of a rapidly changing society, (Rajabhat Council, 2000).

Later, in the year 2004, all 40 Rajabhat Institutes scattered throughout Thailand (Rajabhat Universities Act, 2004) were raised to the level of Rajabhat Universities (See Appendix C), falling under the jurisdiction of the Office of the Higher Education Commission (The Higher Education Commission, 2008). The administration of the Rajabhat Universities falls under the supervision of the Rajabhat Council under the authority of the Ministry of Education (The Higher Education Commission, 2008).

2.1.2 Management of Rajabhat Universities

After the enactment of the new law, all Rajabhat Universities have been able to develop their own curriculum and policies to serve their educational purposes and the needs of society (Rajabhat Maha Sarakham University, 2004). Nevertheless, most Rajabhat Universities still use the original curriculum because of the time needed to generate a new one (Rajabhat Maha Sarakham University, 2004). Because each of the 40 Rajabhat Universities is a separate legal entity, a joint committee of the 40 universities has been set up in order to strengthen them. A representative from each university must attend meetings which are held in turn at each university with the following purposes:

- 1) coordinating their strengths in order to help them develop individually;
- 2) arranging exchanges of personnel and resources;
- 3) promoting and supporting research; and
- 4) performing other tasks useful for the coordination of educational management (The Higher Education Commission, 2008). Nowadays, several new educational disciplines have been designed at Rajabhat Universities to serve various purposes. Examples of

the additional program are science, technology, and business (Rajabhat Maha Sarakham University, 2004).

2.1.3 English Teaching and Learning at Rajabhat Universities

English is a compulsory course at Rajabhat universities and elective courses in English as a foreign language are provided for all students in all majors, whether English or non-English major. The program provided for English majors are Education and Liberal Arts (Rajabhat Maha Sarakham University, 2004). Other Rajabhat Universities have additional programs for English majors, namely Business English and an international program (Rajabhat Maha Sarakham University, 2004). The English majors are required to take English as fundamental courses in general education (GE), English an elective, and English for Specific Purposes (ESP) (Rajabhat Maha Sarakham University, 2004).

2.2 Language Learning Strategies

In an attempt to determine the method that can best help students learn languages effectively on their own, many researchers have studied language learning strategies (Deneme, 2008; Ehrman & Oxford, 1989; Gerami & Baighlou, 2011; Hong-Nam & Leavell, 2006; Halbach, 2000; Kayaoglu, 2013; Oxford & Nyikos, 1989; Yang & Plakans, 2012). Since research into learning strategies has developed over the past 20 years, it has been accepted that language learning strategies have played a significant role in positively influencing language learning achievement (Ehrman & Oxford, 1990; Oxford, 1990; Oxford, 1992; Oxford & Ehrman, 1995). Mingyuan (2001) says that the difference in students' language learning achievement level depends on their different use of language learning strategies.

2.2.1 Definitions

The word strategy comes from the ancient Greek word *strategia*, which means steps or actions taken for the purpose of winning a war (Oxford, 1990). Language learning strategies have been called by several other names, such as learning-to-learn skills, learning skills, problem-solving skills, and thinking skills

(Oxford, 1990). The term "language learning strategies" was first mentioned in the 1970s and they have been studied since then (Wenden, 1991). Different researchers have proposed different definitions of language learning strategies; however, only some important definitions are mentioned in this present study.

Rubin (1975) described language learning strategies as "the techniques or devices which a learner may use to acquire knowledge" (p. 43). Language learning strategies are defined by O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985) as "operations and steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information" (p. 23). O'Malley and Chamot (1990) defined language learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (p.1). Language learning strategies was described by Oxford (1990) as "specific actions taken by learners to make learning easier, faster, more effective, more self-directed, more enjoyable and more transferable to new situations" (p. 8). Wenden (1991) defined language learning strategies as "mental steps or operations that learners use to learn a new language and to regulate their efforts to do so" (p. 18). Learning strategies are described as "specific actions, behaviors, steps, or techniques—such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task—used by students to enhance their own learning" (Scarcella & Oxford, 1992). Minh and Intaraprasert (2012) defined language learning strategies as "conscious behaviors or thought processes performing learning actions, whether they are observable (behaviors or techniques) or unobservable (thoughts or mental process), that students themselves use in order to enhance their English language learning" (p. 1).

Although different definitions of language learning strategies have been proposed by different researchers, they all have some similarities. It can be said that language learning strategies are tools to help language learners acquire knowledge about language skills more effectively. They help language learners nurture their own learning methods which will help make them autonomous life-long learners.

2.2.2 Brief History of the Studies on Language Learning Strategies

It can be seen that the first published research on learner strategies, by Aron Carton with the name "The Method of Influence in Foreign Language Study"

emerged in the year 1966 (Rubin, 1987). In the first phase of studies on learner strategies, most of the focus was on the use of strategies by good language learners (Rubin, 1975; Stern, 1975; Wenden & Rubin, 1987). Their results demonstrated that good language learners used more and better learning strategies than poor language learners did. It was believed that when the strategies of good language learners were identified, it would benefit less successful language learners in that these successful strategies could be made available for them to use in making their foreign/second language learning more successful (Hosenfeld, 1979).

Later, the studies on learner strategies have shifted the area of interest to the correlation between learner strategies used and language proficiency (Ehrman & Oxford, 1989; Gerami & Baighou, 2011; Hong-Nam & Leavell, 2007; O'Malley et al., 1985; Rubin & Chamot, 1994; Salashour, Sharifi & Salashour, 2013; Suwanarak, 2012). In addition, studies on language learning strategies have not been restricted to language proficiency, but also to the factors affecting the learners' choices of language learning strategies (Chamot, 2004; Green & Oxford, 1995; Kayaoglu, 2013; Khamkhen, 2010; Oxford & Nyikos, 1989).

2.2.3 Typology of Strategies

Since 1980s, many scholars have classified language learning strategies according to the types of activity involved (Brown, 2000; Naiman, Frohlich, Stern, & Todesco, 1978; O'Malley & Chamot, 1990; Oxford, 1990; Rubin, 1981; Stern, 1992; Wenden, 1991); nonetheless, all have commonalities as can be seen in Table 2.1.

Table 2.1 Classification of language learning strategies

Author	Strategy classification	
Naiman et al. (1978)	1) <i>Active task approach</i> --Responds positively to learning opportunity or seeks and exploits learning environments 2) <i>Realization of language as a system</i> --Analyzes target language to make inferences 3) <i>Realization of language as a means of communication and interaction</i> --Emphasizes fluency over accuracy 4) <i>Management of affective demands</i> --Copes with affective demands in learning 5) <i>Monitoring L2 performance</i> --Constantly revises L2 system by testing inferences and asking L2 native speakers for feedback	
Rubin (1981)	Direct Strategies 1) Clarification/verification 2) Guessing/inductive inferencing 3) Deductive reasoning 4) Practice 5) Memorization 6) Monitoring	Indirect Strategies 1) Creates opportunities for practice 2) Production tricks
O'Malley and Chamot (1990)	1) Metacognitive Strategies 2) Cognitive Strategies 3) Socioaffective Strategies	
Oxford (1990)	Direct Strategies 1) Memory 2) Cognitive 3) Compensation	Indirect Strategies 1) Social 2) Affective 3) Metacognitive
Wenden (1991)	Cognitive Strategies 1) Selecting 2) Comprehending 3) Storing 4) Retrieving	Self-Management Strategies 1) Planning 2) Monitoring 3) Metacognitive
Stern (1992)	1) Cognitive Strategies 2) Communicative-experiential 3) Interpersonal 4) Management and planning	
Brown (2000)	1) Cognitive Strategies 2) Socioaffective Strategies 3) Metacognitive Strategies	

(continued)

Table 2.1 Classification of language learning strategies (continued)

Author	Strategy classification		
Minh and Intaraprasert (2012)	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Specific Language Skills Enhancement</i></p> <p>1. Core Language Skills</p> <ul style="list-style-type: none"> • Strategies for speaking • Strategies for reading • Strategies for listening • Strategies for writing <p>2. Supportive Language Skills</p> <ul style="list-style-type: none"> • Strategies for pronunciation • Strategies for grammar acquisition • Strategies for vocabulary acquisition </td> <td style="width: 50%; vertical-align: top;"> <p><i>General Language Knowledge Enhancement</i></p> <p>1. Media Reliant Strategies</p> <p>2. Non-media Reliant Strategies</p> </td> </tr> </table>	<p><i>Specific Language Skills Enhancement</i></p> <p>1. Core Language Skills</p> <ul style="list-style-type: none"> • Strategies for speaking • Strategies for reading • Strategies for listening • Strategies for writing <p>2. Supportive Language Skills</p> <ul style="list-style-type: none"> • Strategies for pronunciation • Strategies for grammar acquisition • Strategies for vocabulary acquisition 	<p><i>General Language Knowledge Enhancement</i></p> <p>1. Media Reliant Strategies</p> <p>2. Non-media Reliant Strategies</p>
<p><i>Specific Language Skills Enhancement</i></p> <p>1. Core Language Skills</p> <ul style="list-style-type: none"> • Strategies for speaking • Strategies for reading • Strategies for listening • Strategies for writing <p>2. Supportive Language Skills</p> <ul style="list-style-type: none"> • Strategies for pronunciation • Strategies for grammar acquisition • Strategies for vocabulary acquisition 	<p><i>General Language Knowledge Enhancement</i></p> <p>1. Media Reliant Strategies</p> <p>2. Non-media Reliant Strategies</p>		

Although many scholars have classified language learning strategies, this present study will discuss distinctive classifications, namely Rubin's (1981), O'Malley and Chamot's (1990), and Oxford's (1990).

Classification of Language Learning Strategies by Rubin (1981)

According to Rubin (1981), language learning strategies can be classified into two board categories: the strategies that directly affect learning and the strategies that indirectly contribute to learning. The direct strategies consist of six strategies which are: clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring. The indirect strategies involve creating opportunities for practice and production tricks.

A. Direct strategies

1. Clarification/verification refers to the strategies that learners use to clarify or verify their understanding of the language. Learners may ask for or seek confirmation of their understanding of the rules in the new language or in the production of words.

2. Guessing/inductive inferencing refers to the strategies that learners use to help determine the speaker's intention. Learners may use these strategies to prove their hypothesis based on previously obtained knowledge of linguistics or conceptual knowledge.

3. Deductive reasoning is classified as a problem-solving strategy. Learners use this strategy when they recall those previous knowledge of linguistics or conceptual knowledge to derive a specific hypothesis about a speakers' intention, semantic meaning, or linguistics form. There are differences between inductive and deductive reasoning: in inductive reasoning, learners are looking for a specific rule or specific meaning, while in deductive reasoning, the learners are using a more general rule. An example of using this strategy is: comparing native/other language to target language, and looking for rules of co-occurrence.

4. Practice refers to the strategies which learners use for storage and retrieval of language while focusing on accuracy in usage. Examples of using such a strategy are: experimenting with new sounds and repeating sentences in order to pronounce them fluently.

5. Memorization refers to the strategies that learners use to store and retrieve language. Examples of these strategies are: taking notes, writing items repeatedly, and pronouncing out loud.

6. Monitoring refers to the strategies which learners use to notice errors in using language. Examples of the use of such strategies are: correcting errors in vocabulary, pronunciation, spelling, or style.

B. Indirect strategies

1. Creating opportunities for practices such as searching for opportunities to converse with friends and trying to create situations for conversations with native speakers.

2. Production tricks which involve contextualizing to clarify meaning, using formulaic interaction, and using circumlocution or synonyms

Classification of language learning strategies by O'Malley and Chamot (1990)

The second important classification was that of O'Malley and Chamot (1990), who classified language learning strategies into three categories: metacognitive strategies, cognitive strategies, and social/affective strategies.

A. Metacognitive strategies

1. Selective attention refers to the process of focusing on special aspects of learning tasks, such as planning to listen for key words.

2. Planning refers to the plan for organizing of written or spoken discourse.

3. Monitoring concerns reviewing, paying attention to a task, comprehension of information, or production while it is occurring.

4. Evaluation involves evaluating language production after completion.

B. Cognitive strategies

1. Rehearsal refers to repeating the names of objects in order to remember them.

2. Organization is the process of grouping and classifying words, terminology, or concepts based on their semantic or syntactic attributes.

3. Inferencing refers to the use of information to guess or predict meaning of new linguistics items.

4. Summarizing involves synthesizing what learners have heard to make certain that information has been retained.

5. Deducing is the process of applying rules to understand language.

6. Imagery refers to the use of visual images to help remember.

7. Transfer refers to the use of linguistic background knowledge to help complete leaning tasks.

8. Elaboration is a way forming links between stored knowledge and new ideas or information.

C. Social/affective strategies

1. Cooperation refers to working with others to solve problems.

2. Questioning for clarification involves asking for additional information and eliciting explanations from teachers and peers.

3. Self-talk refers to reducing anxiety about tasks and giving oneself moral support.

Classification of language learning strategies by Oxford (1990)

Oxford (1990, 2003) divided learning strategies into two main categories—direct and indirect—which are then subdivided into six sub-groups as follows: memory, cognitive, compensation, metacognitive, affective, and social. Direct

strategies are specific ways that involve the use of language and all direct strategies require mental processing of the language. However, the three categories of strategies (memory, cognitive, and compensation) do the processing differently and for different purposes. Memory strategies help students remember and retrieve new information. Cognitive strategies enable students to understand and produce new language by many different means. Compensation strategies allow students to use the language though lacking knowledge. Indirect strategies do not directly involve using the language, but they support language learning. Indirect strategies are defined as metacognitive, affective, and social. Metacognitive strategies help students to acquire their own cognition. Affective strategies arrange learners' emotions, motivations and attitudes. Social strategies allow students to learn through interactions with others.

A. Direct Strategies

1. Memory Strategies help learners gain more effective knowledge through these techniques: creating mental linkages, applying images and sounds, reviewing well, and employing action.

2. Cognitive Strategies are necessary for language learners at the beginner level. The learners can use these strategies to assist in their language learning by practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

3. Compensation Strategies: Learners can gain command over their language learning difficulties by using these strategies. They can help learners to compensate for missing knowledge through the guessing intelligently (inferencing) and overcoming limitations in speaking and writing.

B. Indirect Strategies

1. Metacognitive Strategies help learners manage their own learning by centering learning, arranging and planning the learning, and evaluating their own learning

2. Affective Strategies are subdivided into three sets: lowering anxiety, encouraging oneself, and taking one's emotional temperature. The strategies help learners concerning their feeling, attitudes, emotions, motivation, and giving the learners value when they learn.

3. Social Strategies such as asking questions, cooperating with others, and empathizing with others help learners in the skill of interaction (Oxford, 1990, p. 17).

Classification of language learning strategies according to 3 authorities

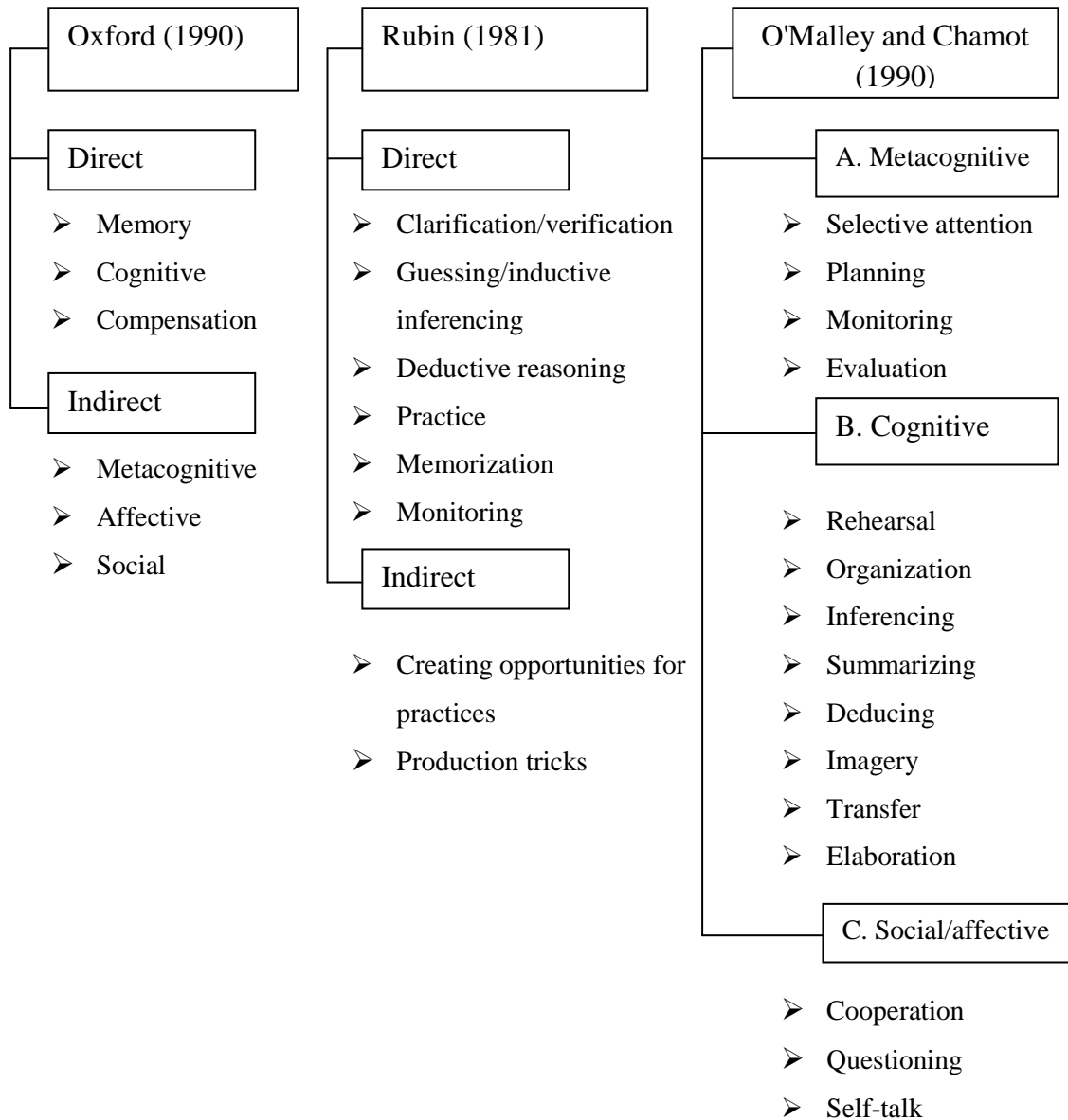


Figure 2.1: Classification of language learning strategies by Oxford (1990), Rubin (1981), and O'Malley and Chamot (1990)

Analysis of Language learning strategies according to 3 authorities

In the classification presented above, it is noticeable that all overlap to a certain extent. The classifications of Rubin (1981) and Oxford (1990) have some similarities in that these two classifications describe direct strategies that directly affect students' language learning, and indirect strategies which indirectly contribute to students' language learning. Nonetheless, there are differences between them. It can be seen that in Rubin's (1981) classification, clarification/verification and monitoring are classified as direct strategies, whereas in Oxford's (1990) taxonomy, asking for clarification/verification is listed as a social strategy, and monitoring is seen as a metacognitive strategy. Inferencing appears in both the classification of O'Malley and Chamot (1990) and that of Oxford (1990), however they perform different functions; in O'Malley and Chamot's (1990) classification, inferencing is a cognitive strategy, while in Oxford's (1990) classification, inferencing is a compensation strategy. In addition, memory strategies are dominant strategies in Oxford's (1990) taxonomy, whereas in O'Malley and Chamot's (1990) classification, they are seen as cognitive strategies.

However, after compared the learning strategies categories by the three authorities, it was found that Oxford's (1990) classification is more understandable, systematic, and provides a better link between learning strategies and the four language skills than the classifications of O'Malley and Chamot (1990), or Rubin (1981). Accordingly, this current study uses Oxford's (1990) taxonomy.

It can be said in short that language learning strategies play a critical role in language learning in that they help improve students' language learning. There are a number of studies that demonstrate that language learning strategies assist students' language learning.

2.2.4 Previous Studies of Language Learning Strategies

Research on learning strategies date from 1966, and such studies have continued to develop since that time (Rubin, 1987). At present, research on language learning strategies has shifted from focusing on the use of learning strategies by good language learners to the exploration of the interactions between use of learning strategies and language learning proficiency (Ehrman & Oxford, 1995; Gerami &

Baighlou, 2011; Green & Oxford, 1995; Hong-Nam & Leavell, 2007; Salahshour, Sharifi, & Salahshour, 2013). The review of the literature regarding language learning strategies in this present study can be classified into three sections: previous studies on the frequency of use of strategies (Al-Qahtani, 2013; Deneme, 2008; Gerami & Baighlou, 2011; Hong-Nam & Leavell, 2006; Koatsombut, 2003; Pathomchaiwat, 2013; Patil & Karekatti, 2012; Peng & Wen, 2012; Pringprom, 2009; Rao, 2006; Rattanasongkhroh, 2013; Sattra-Udom, 2007; Souriyavongsa, Abidin, Sam, Mei, & Aloysius, 2013; Ungureanu & Georgescub, 2012); factors influencing the choice of strategies (Abedini, Rahimi, & Zare-ee, 2011; Chamot, 2004; Chen, 2009; Ghabanchi & Meidani, 2012; Green & Oxford, 1995; Hong-Nam & Leavell, 2007; Hou, 2008; Kashefian-Naeeni, Maarof, & Saleh, 2011; Kayaoglu, 2013; Khamkhien, 2010; Lee & Oxford, 2008; Oxford & Ehrman, 1995; Prakongchati, 2007; Pringprom, 2009); and correlations between language learning strategies used and language proficiency (Al-Qahtani, 2013; Grainger, 2012; Green & Oxford, 1995; Nguyen, 2009; O'Malley et al., 1985; Pannak & Chiramanee, 2011; Rubin & Chamot, 1994; Suwanarak, 2012; Wong & Nunan, 2011; Zare, 2012).

Frequency of Use of Strategies

Research in the field of language learning strategies indicates that language learners use all six kinds of strategies described by Oxford (1990) to support their learning. However, studies in several contexts have explored students' frequency of use of language learning strategies (Al-Qahtani, 2013; Deneme, 2008; Gerami & Baighlou, 2011; Hong-Nam & Leavell, 2006; Koatsombut, 2003; Pathomchaiwat, 2013; Patil & Karekatti, 2012; Pringprom, 2009; Peng & Wen, 2012; Rao, 2006; Rattanasongkhroh, 2013; Sattra-Udom, 2007; Souriyavongsa, Abidin, Sam, Mei, & Aloysius, 2013; Ungureanu & Georgescub, 2012).

In foreign contexts

Some researchers have conducted studies in foreign contexts about the frequency of use of different strategies (Al-Qahtani, 2013; Deneme, 2008; Gerami & Baighlou, 2011; Hong-Nam & Leavell, 2006; Patil & Karekatti, 2012; Salahshour, Sharifi, & Salahshour, 2013; Ungureanu & Georgescub, 2012)

Hong-Nam and Leavell (2006) conducted a study of ESL students in America; the students in this study preferred to use metacognitive strategies to help them improve their language learning, whereas the least used strategies were affective and memory strategies. In the Indian context, Patil and Karekatti's (2012) study corresponds with the studies of Hong-Nam and Leavell (2006) and Gerami and Baighlou, (2011) in that the participants in this study (engineering students) preferred to use metacognitive strategies in their language studies, followed by cognitive, compensatory and social strategies. Hong-Nam & Leavell (2006) and Gerami and Baighlou (2011) describe the frequency use of language learning strategies of successful and unsuccessful language learners in the Iranian context. The findings show that successful EFL learners use more learning strategies than unsuccessful learners. Furthermore, successful students utilize metacognitive strategies more often than unsuccessful students. Like Gerami and Baighlou (2011), Salahshour, Sharifi, and Salahshour (2013) conducted a study to explore learners' frequency of use of language learning strategies in the Iranian context, and found that the participants in their study used metacognitive strategies in their language learning most frequently, and cognitive strategies were the least frequently used. In addition, the findings also revealed that proficient learners used significantly more of learning strategies.

In contrast, Ungureanu and Georgescu (2012) conducted a study to explore Romanian learners' strategies in language learning and found that the participants in the study reported using cognitive strategies the most frequently. Similarly, Al-Qahtani (2013) studied the use of language learning strategies of Medical Sciences students in Saudi Arabia, and the findings reveal that the most frequently used strategies of these students were cognitive strategies.

On the other hand, in the Turkish context, Deneme (2008) examined students' preference of language learning strategies. The research findings reveal that the participants in this study preferred to use compensation strategies, imagery for missing knowledge and organizing and evaluating their learning more often than the strategies for remembering, the strategies of using their mental processes, the strategies of managing their emotions, and the social strategy of learning with others.

In Asian contexts

Many researchers have conducted studies in Asia (Koatsombut, 2003; Lee & Oxford, 2008; Peng & Wen, 2012; Pathomchaiwat, 2013; Pringprom, 2009; Rao, 2006; Rattanasongkhroh, 2013; Sattra-Udom, 2007; Souriyavongsa, 2013).

Lee and Oxford (2008) reveal in a study which was done in the Korean context that Korean students reported using compensatory strategies to make up for missing knowledge most often. Peng and Wen (2012) conducted a study to examine the language learning strategies used by Chinese and Malaysian pre-service TESL teachers. Their findings show that the most used strategies of these participants were social strategies, followed by metacognitive, cognitive, compensation and memory strategies respectively. On the other hand, Rao (2006) also investigated the use of language learning strategies of Chinese learners and found that the affective strategies were the most frequently used by these students. In Laos, Souriyavongsa, et al. (2013) conducted a study with students at the National University. The findings reveal that Laotian students preferred to use memory strategies (using electronic dictionary and vocabulary book to help remember new English words).

In the Thai context

Pringprom (2009) conducted a study to explore the use of language learning strategies by Bangkok University students. The research findings reveal that the participants in this study reported using compensation strategies the most frequently at a medium level. Similar to Pringprom (2009), Sattra-Udom (2007) conducted a study to examine the use of language learning strategies by first year science and non-science students at the tertiary level. The results show that science students used compensation strategies the most, whereas non-science students reported using metacognitive strategies the most. Similarly, a study by Koatsombut (2003) showed that compensation strategies were used at the highest level by Thai graduate science students. In substantial agreement with this, Pathomchaiwat (2013) studied the use of language learning strategies by English and Business majors at Suan Sunandha Rajabhat University. The findings reveal that the affective strategies were the most frequently used by the students, followed by compensation strategies. They further

reveal that compensation strategies have the most critical effect on students' English language learning.

In a similar fashion, Rattanasongkhroh's (2013) studied language learning strategies used by students in a graduate diploma program in the teaching profession and reported that all the students rated their general use of language learning strategies at a medium level. The participants in this study rated the metacognitive strategies as the most frequently used. However, research on language learning strategies has not been restricted to the frequency of use of language learning strategies; the factors contributing to the choices of language learning strategies were also examined.

Factors Influencing the Choice of Strategies

The factors that influence students' choice of language learning strategies include awareness, age, sex, nationality, learning style, personality traits, motivation, learning context, and language proficiency (Abedini, Rahimi, & Zare-ee, 2011; Chamot, 2004; Chen, 2009; Ghabanchi & Meidani, 2012; Green & Oxford, 1995; Hong-Nam & Leavell, 2007; Hou, 2008; Kashefian-Naeeni, Maarof, & Saleh, 2011; Kayaoglu, 2013; Khamkhien, 2010; Lee & Oxford, 2008; Oxford & Ehrman, 1995; Prakongchati, 2007; Pringprom, 2009).

In the foreign context

Various researchers have studied the factors affecting students' choice of language learning strategies in foreign contexts (Abedini, Rahimi, & Zare-ee, 2011; Chen, 2009; Ghabanchi & Meidani, 2012; Hou, 2008; Kashefian-Naeeni, Maarof, & Salehi, 2011; Kayaoglu, 2013; Lee & Oxford, 2008, Pringprom, 2009).

Hou (2008) investigated the students' use of language learning strategies in the context of Chinese students learning English in the U.S.A. The results indicate that advanced students tended to use a wider range of strategies, and they also used certain strategies such as vocabulary learning and the management of learning more frequently, than students at the intermediate or beginner levels. The findings also demonstrate that female learners seemed to use more strategies concerning learning management than male learners did.

In the Korean context, Lee and Oxford (2008) conducted a study to investigate the impact of Korean students' strategy awareness, the importance of English on language learning strategy use, and English-learning self-image. The findings reveal that students who were aware of the learning strategies used, who considered English important, and who rated themselves as high proficiency students used more language learning strategies than other groups of students. It is further reported in this study that the factors of sex and academic major affected the students' choice of learning strategies in that females used more learning strategies than males, and students majoring in the Humanities used learning strategies more often than students majoring in Science/Engineering. Similar to Lee and Oxford (2008), in the Turkish context, Kayaoglu (2013) investigated the factors influencing the choice of strategies of poor and good students. The results show that good language learners had significantly different beliefs about language learning than poor learners. The findings also indicate that there is a correlation between learners' language beliefs and strategy use. In addition, Kashefian-Naeeni, Maarof, and Salehi (2011) studied factors affecting Malaysian students' use of language learning strategies. They found that the students' years of study influenced their use of learning strategies.

In addition, Chen (2009) studied the influence of students' grade level on language learning strategy use in the Taiwanese context and found that there were statistically significant relationships between students' grade level and their learning style preference in the use of memory strategies, cognitive strategies, metacognitive strategies, affective strategies and social strategies. On the other hand, Grainger (2012) conducted a study on the impact of having a Japanese cultural background on students' choice of language learning strategies and found that cultural background has an impact on the choice of language learning strategies of Japanese students in Australia. The findings moreover reveal that Asian students use more language learning strategies than Australian students and use them in different ways.

Moreover, Abedini, Rahimi, and Zare-ee (2011) and Ghabanchi and Meidani (2012) investigated factors affecting students' choice of language learning strategies in the Iranian context. Abedini, Rahimi, and Zare-ee (2011) found that positive and reasonable beliefs caused EFL learners to use more learning strategies than others students and also caused them to reach a higher level of language

proficiency. In addition, Ghabanchi and Meidani (2012) found that, engineering students used a significantly higher number of strategies than did students of agricultural sciences or theology because they were more motivated to learn, which made learning English easier for them.

In the Thai context

Prakongchati (2007) studied the factors related to the use of language learning strategies in public universities in Thailand. The findings show that students' use of language learning strategies correlated to their language proficiency level, previous learning experience, fields of study, and learning program. Furthermore, Pringprom (2009) reported in her study that women used language learning strategies significantly more often than men.

In addition, Khamkhien (2010) investigated the factors affecting language learning strategy use by Thai and Vietnamese EFL learners. The results indicate that among the factors of gender, motivation, and experience, motivation was the most significant factor affecting the choice of strategies, followed by their experience in studying English, and gender respectively. In addition, poorly-motivated and inexperienced Thai female students tended to use six strategy categories less than their Vietnamese classmates in similar circumstances.

Language Learning Strategies and Language Proficiency

Several studies have been conducted to explore the relationship between language learning strategies and language learning achievement in both foreign contexts and the Thai context (Al-Qahtani, 2013; Green & Oxford, 1995; Nguyen, 2009; O'Malley et al., 1985; Orawee & Thanyapa, 2011; Pannak & Chiramanee, 2011; Rubin & Chamot, 1994; Suwanarak, 2012; Wong & Nunan, 2011; Zare, 2012).

In the foreign context

O'Malley et al. (1985) reveal that successful language learners have reported using more learning strategies and a wider range of such strategies than less-successful students. Their study is similar to one study by Green and Oxford (1995) in that the more proficient students used language learning strategies more frequently in

all categories. Similarly, a study by Nguyen (2009) explored the writing strategies of Vietnamese students and revealed that successful learners reported using learning strategies more frequently than less successful students.

In Hong Kong, Wong and Nunan (2011) studied the language learning strategies of effective language learners and found that more effective students in this study were more active in taking control of their own learning by preparing themselves and spending more time in practicing the language. In addition, Al-Qahtani (2013) investigated the correlation between language learning strategies and medical students' academic achievement in the Saudi Arabian context. The results show that there was a significant correlation between students' language learning achievement and their use of language learning strategies.

Rubin and Chamot (1994) state that employing learning strategies can positively effectively affect students' language proficiency when students use language learning strategies which enhance language learning conditions. Green and Oxford (1995) suggest that the greater variety of strategies that students use, the more appropriate language learning strategies are, the more they can achieve in their learning. It can be said that language learning strategies can predict students' language proficiency.

In the Thai context

Pannak and Chiramanee (2011) conducted a study on students' use of language learning strategies. The findings show that higher proficiency students have reported using all six categories (Oxford, 1990) more frequently than the lower proficiency students. Similarly, Suwanarak (2012) conducted study on Master's degree students. Most students in this research perceived themselves as unsuccessful English language learners while a small number of the students considered themselves to be high achievers; these high achievers reported a wider use of learning strategies. The findings also show that using more language learning strategies affects language proficiency.

Some studies have reviewed the literature regarding the importance of language learning strategies. Several studies have reported the influence of metacognitive strategies on learning achievement (Gerami & Baighlou, 2011; Hong-

Nam & Leavell, 2007; Patil & Karekatti, 2012; Rattanasongkhroh, 2013; Salahshour, Sharifi, & Salahshour, 2013), Rahimi and Katal (2011) analyzed awareness of the metacognitive strategies in learning English as a foreign language. Their analysis of several studies shows that metacognitive learners who take conscious steps to understand what they are doing when they learn tended to be the most successful learners. Zare (2012) reviewed the literature of language learning strategies among EFL/ESL learners. The results of this study demonstrate that the use of language learning strategies improve language learning and helps language learners in different ways.

The literature review demonstrates that most foreign students preferred to use metacognitive strategies to help them in their language learning, whereas, most Asian students preferred to use compensation strategies to assist in their learning. The factors of language proficiency, academic achievement, age, sex, national background, and field of study correlate with choice of language strategy. This shows that successful language learners use more and diverse language learning strategies than less successful language learners. Thus it can be said that proper use of language learning strategies enables learners to become more proficient in the target language. Learning strategies are important in language learning in the sense that they can facilitate learners' language acquisition. However, in addition to learning strategies, another cognitive theory—self-efficacy beliefs—influences students' learning. The concept of self-efficacy is described in the theoretical framework of social cognitive theory.

2.3 Self-Efficacy Beliefs

In this section, discussion first focuses on the concepts of self-efficacy. After that, other discussion sections follow, namely sources of self-efficacy, self-efficacy and academic productivity, previous studies on self-efficacy beliefs and academic achievement, and previous studies on the correlation between language learning strategies and self-efficacy beliefs.

2.3.1 Concepts of self-efficacy

The first publication about self-efficacy appeared in 1977; it was a study by Bandura with the title “Self-efficacy: Toward a Unifying Theory of Behavioral Change”. Since then, there have been a number of studies about self-efficacy in psychology and related fields (Maddux, 2000). Self-efficacy studies have been conducted in the fields of psychology, nursing, public health, kinesiology, sociology, medicine, as well as other areas (Maddux, 2000). Schunk (2008) states that, over the past 20 years, self-efficacy has been extensively studied in various areas such as career choice, sociopolitical change, and academic outcomes.

Bandura (1986) has presented a theoretical framework for self-efficacy in social cognitive theory. Social cognitive theory is the human functioning in regulating its behavior (Bandura, 1997). Bandura, (1997) stated that "in social cognitive theory, a sense of personal efficacy is represented as propositional beliefs" (p.3). Self-efficacy beliefs is described as personal capabilities to learn or perform behaviors at designated levels (Bandura, 1986, 1997). Perceiving self-efficacy is concerned with one's belief in their capability to cope with any difficulties (Bandura, 1986). It can be said that the human achievements are the result from their behavior, personal factors (e.g., thoughts, beliefs), and environmental conditions (Bandura, 1986, 1997). Behavioral, personal, and environmental factors influence one another. Nevertheless, this does not mean that all the factors mentioned are performed and influence human behavior equally (Bandura, 1997). Three sets of interacting determinants demonstrate the interaction between 1) thought, 2) affect, and 3) action.

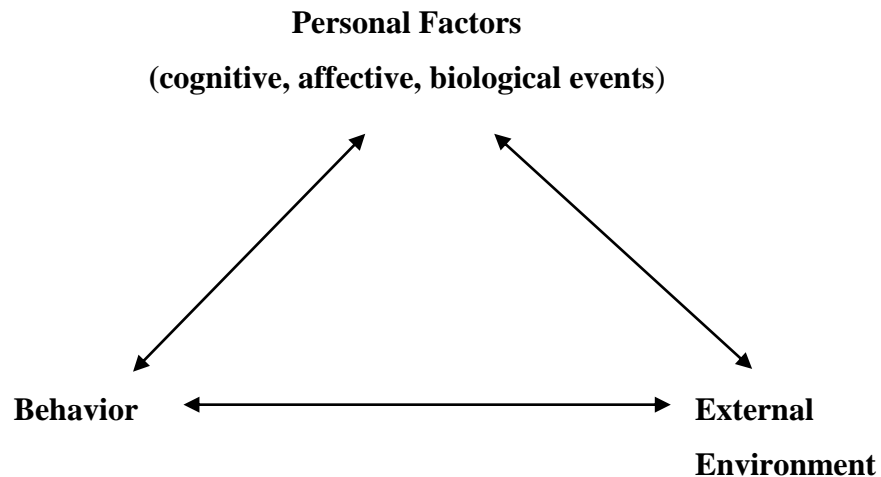


Figure 2.2: Bandura's concept of triadic reciprocity

(Source: Adapted from Bandura, 1997, p. 6).

Bandura (1997) affirmed that "Efficacious people are quick to take advantage of opportunity structures and figure out way to circumvent institutional constraints or change them by collective action. Conversely, inefficacious people are less apt to exploit the enabling opportunity provided by social system and are easily discourage by institutional impediments" (p. 6). It can be stated that people with a strong sense of self-efficacy tend to put more effort into tackling any difficulty, whereas people with a weak sense of self-efficacy beliefs easily surrender to any obstacles.

2.3.2 Sources of self-efficacy

Self-efficacy beliefs of people are influenced by four main sources: enactive mastery experience, vicarious experiences, verbal persuasion, and physical and affective states (Bandura, 1997).

Enactive mastery experience

The enactive mastery experience is defined as the most influential source of efficacy (Bandura, 1997). "Successes rebuild a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established" (p. 80). It can be said that people's success can raise the level of their self-efficacy beliefs, whereas failure lowers it. In constructing efficacy, people

need to overcome difficult experiences in the sense of putting in an effort to get through it. Some human difficulties and setbacks reveal benefits in teaching that success requires persistent efforts to tackle failure, and needs constant attempts to turn failure into success (Bandura, 1997). People who face only easy tasks and receive easy successes will be easily discouraged by setbacks, whereas people with tough experiences will face with determination specific tasks that they have learned how to deal with and put in an effort on such tasks (Bandura, 1997).

Vicarious experience

Vicarious experience is a modeling tool to help people boosting their sense of self-efficacy through model attainments. If people observe someone in a similar situation succeeding in any task, they will be confident of their own competence. The ability of people cannot be easily assessed in any type of activity, "people must appraise their capabilities in relation to the attainments of others" (Bandura, 1997, p. 86).

Verbal persuasion

"Social persuasion serves as a further means of strengthening people's beliefs that they possess the capability to achieve what they seek" (Bandura, 1977, p. 101). Verbal persuasion can relieve people of what they are suffering from. It can lead people place a greater effort in succeeding in a difficult task. People who are verbally persuaded that they have the ability to accomplish a task will exert greater efforts to achieve it (Bandura, 1997).

Physiological and affective states

This source of self-efficacy talks about stress and emotion. "People are more inclined to expect success when they are not beset by aversive arousal than if they are tense and viscerally agitated" (Bandura, 1997, p. 106). This means that people are likely not to achieve self-efficacy when they are in a stressful situation. In physiological and affective terms, mood is a factor that can predict people's level of self-efficacy. It can be assumed that a positive mood increases the level of self-efficacy, whereas a negative mood reduces it (Bandura, 1997).

To conclude, self-efficacy is a confidence or belief among people in their ability to achieve specific tasks. Self-efficacy beliefs affect people's intrinsic motivation in a way that causes people to complete tasks and reach goals

2.3.3 Self-efficacy and academic productivity

It has been said that self-efficacy is a key that can predict academic achievement (Lindstorm & Sharma, 2011). Furthermore, Conner and Norman (1995) report that learners with high self-efficacy are more likely to demonstrate higher levels of academic achievement than learners with low self-efficacy. In addition, learners with a high level of self-efficacy tend to exert greater control in coping with class activities than learners with a low level of self-efficacy. Margolis and McCabe (2006) further insist that learners with high levels of self-efficacy are more likely to challenge themselves in complex situations, more inclined to put in a constant effort to achieve goals, and more likely to recover quickly from failure. In contrast, inefficacious learners are afraid to confront hard situations and less likely to attempt to overcome those situations. As a result, inefficacious learners are more likely to have disappointing academic results.

Students' cognitive self-efficacy

Bandura (1997) said that academic performance is the outcome of using cognitive capabilities through self-regulatory and motivational skills. Cognitive skills influence the efficacy beliefs of people. However, self-efficacy beliefs are not only a reflection of such skills. Students differ in perceiving self-efficacy according to their experiences of success or failure. The differences in students' level of self-efficacy may result from several factors. They vary in their way of interpreting, storing, and recalling their successes and failures. Though they have the same experience of situations and the same cognitive level, students' level of skill development may vary depending on their potential and their perceptions about their efficacy. In addition, students judge their ability by evaluating social factors. Effectively and consistently applying what students know depends on the degree of their efficacy beliefs. "Perceived self-efficacy, therefore, is a better predictor of intellectual performance than skills alone" (Bandura, 1997, p. 216).

2.3.4 Previous studies on self-efficacy beliefs and academic achievement

Self-efficacy beliefs have been much discussed since the first appearance of the concept in 1977 (Alishah & Dolmaci, 2013; Azar, 2013; Fatemi & Vahidnia, 2013; Komarraju & Nadler, 2013; Mahyuddin, Elias, Cheong, Muhamad, Noordin, & Abdullah, 2006; Shah, Mahmud, Din, Yusof, & Pardi, 2011; Yogurtcu, 2013; Yusuf, 2011).

Self-efficacy and academic achievement

Schunk (2008) states that self-efficacy is a significant mediator in all kinds of achievement behaviors. Yusuf (2011) has investigated the impact of self-efficacy, achievement motivation, and learning strategies on students' academic achievement. The results reveal that self-efficacy beliefs significantly enhance learning achievement. Similarly, a study by Mahyuddin et al. (2006) aimed at exploring the relationship between students' self-efficacy and their success in learning English. The findings show a positive correlation between several dimensions of self-efficacy—academic achievement efficacy, other expectancy beliefs, and self-assertiveness—with academic performance in English. Similar to Mahyuddin et al. (2006), Shah et al. (2011), reveal that the participants in their study demonstrated a medium level of self-efficacy in performing their writing tasks. They also found that there was a positive relationship between self-efficacy and writing performance.

In addition, Yogurtcu (2013) conducted a study to find the impact of perceptions of self-efficacy on reading comprehension. The findings indicate that the level of a student's self-efficacy is an important factor that affects his academic success. In this study, students' self-efficacy was considered to be a factor affecting success in studying a foreign language. Furthermore, self-efficacy beliefs have advantages in motivating students to learn. Similarly, Fatemi and Vahidnia (2013) explored the association between learners' learning motivation and self-efficacy. They found that there is a significant and positive association between EFL learners' self-efficacy and their intrinsic motivation.

Self-efficacy as a predictor of academic achievement

Besides promoting success in learning, self-efficacy can also predict the academic achievement of students. Lindstorm and Sharma (2011) say that in most academic areas, self-efficacy is perceived as a key predictor of retention and achievement. Komarraju and Nadler (2013) examined self-efficacy in predicting academic achievement. The findings indicate that students with low levels of self-efficacy tended to believe that a person's intelligence is innate and unchangeable, while students with a high level of self-efficacy constantly put in an effort to achieve mastery goals involving challenge and gaining new knowledge as well as to achieve performance goals. The findings also reveal that effort regulation mediates the relationship between self-efficacy and GPA. Self-efficacious students are able to achieve academically because they monitor and self-regulate their impulses and persevere when facing difficulties. Equally, Azar (2013) reveals that academic self-efficacy and gender are the best predictors of academic achievement. In this study, there was a significant difference between males and females in terms of the level of achievement motivation, academic achievement and academic self-efficacy.

As mentioned earlier, information on self-efficacy is classified differently by different sources. For example, Alishah and Dolmaci (2013) studied the interface between self-efficacy and self-assessment of students studying English as a foreign language. The findings show that students' self-efficacy seems to significantly increase with continuous self-assessment.

Various studies have been conducted about the significance of self-efficacy in influencing learning. Some studies have been conducted to review the empirical literature. Raoofi, Tan, and Chan (2012) reviewed the empirical literature regarding self-efficacy, a central component of social cognitive theory, in the area of second language learning. Their findings reveal that several factors increase the level of students' self-efficacy, and self-efficacy is a strong predictor of performance in different language skills and tasks. Likewise, Dinther, Dochy, and Segers (2011) investigated the empirical literature about factors affecting students' self-efficacy in higher education. The findings reveal that the educational program has the possibility of increasing students' self-efficacy.

In short, beliefs about self-efficacy in learning affect students' learning attainment. The level of self-efficacy can predict students' learning achievement in that efficacious students tend to accomplish their learning goals since these students are conscious in persistently arranging with designed situations whereas inefficacious students are more likely to avoid difficult situations and are easily discouraged by obstructions.

2.3.5 Previous studies on the correlation between language learning strategies and self-efficacy beliefs

Language learning strategies and self-efficacy beliefs are similar in that they can influence students' learning. Research studies have sought to identify the relationship between these two variables. Li and Wang (2010) show the results of their empirical study that the self-efficacious students use more of metacognitive and cognitive strategies than less efficacious students. Furthermore, it is found that self-efficacious students persist longer in overcoming any harsh situation. Magogwe and Oliver (2007) found that students use a number of language learning strategies, but they do not specify preferences for particular types of strategies. They also describe a dynamic relationship between the use of language learning strategies and self-efficacy beliefs in that the level of schooling affects the level of self-efficacy beliefs negatively. On the one hand, Heidari, Izadi and Ahmadian's (2012) show a relationship between Iranian EFL learners' self-efficacy beliefs and their use of vocabulary learning strategies; students' level of self-efficacy was significantly positively related to students' use of vocabulary learning strategies in general and the use of memory strategies in particular. Moreover, the students with a high level of self-efficacy reported use of vocabulary strategies significantly more often than those with a low level of self-efficacy.

2.4 Chapter Summary

This chapter has been mainly concerned with a review of literature related to language learning strategies and self-efficacy beliefs. The review of the literature shows that language learning strategies help language learners succeed in their

learning. Successful learners have reported using more language learning strategies and a wider range of language learning strategies. Furthermore, the factors influencing the students' choice of language learning strategies, such as learners' attitudes, learning styles, age, sex, nationality, language proficiency, and level of schooling, have been described in several studies. In addition, research on the frequency of use of language learning strategies has also been discussed. Metacognitive strategies are the most frequently used by the majority of students. However, in Asia, compensatory strategies have been found to be the most frequently used.

Self-efficacy is regarded as the most significant factor in driving learners to achieve all types of goals. Previous studies on self-efficacy reveal that the perceived level of self-efficacy is significantly correlated to students' learning. Moreover, self-efficacy is a significant key predictor of learning achievement in that efficacious people tend to constantly make the effort to tackle difficulties. In contrast, inefficacious people give up complicated tasks more easily. As a result, efficacious students are more likely to succeed in their learning than inefficacious students. In the final section of this chapter, the relationship between language learning strategies was considered. Some studies have found that students with high levels of self-efficacy tended to use more learning strategies. A review of the literature regarding language learning strategies and self-efficacy beliefs reveals that no previous studies have investigated the correlation between these two variables among English education majors at Rajabhat Universities in Thailand. Hence, this present study has been conducted to fill the gap. The following chapter focuses on the research methods which were used to collect data and analyze the information obtained in order to answer the present research questions.

CHAPTER III

METHODOLOGY

In this study, the quantitative research approach was used because it allowed the researcher to explore the relationship between two key independent variables—language learning strategies and English self-efficacy—exhibited by high-achieving and low-achieving Thai English education majors. It also allowed the researcher to explore the relationship between language learning strategies and language self-efficacy as factors affecting learners' language learning. This methodology allowed the researcher to determine whether there is a difference in the way these two variables are used by high achievers and low achievers. According to McMillan and Schumacher (2001), surveys are employed to find the frequency of traits and the relationships among different factors. This chapter presents information about the research population, the research instruments, the data collection procedure, and data analysis.

3.1 Population

The population in this study was Thai native speakers learning English as a foreign language. There were 309 fourth year Thai EFL education majors studying in English programs in the Faculties of Education of four representative Rajabhat Universities in Thailand during the first semester of the academic year 2013. The sample comprised 186 students, based on Krejcie and Morgan's (1970) table for determining sample size and Fan's (1952) table for the high-low-27-percent group method. In order to obtain the sample size for the study, respondents were selected by: firstly, the stratified random sampling technique to divide the population into four geographical regions: Northern, Central, Northeastern, and Southern; secondly, the simple random sampling technique was used to choose the representative universities from each of the four regions of Thailand: the representative of the Northern region

was Nakornsawan Rajabhat University, the representative of the Central part was Nakornpratom Rajabhat University, the representative of the Northeastern was Rajabhat Maha Sarakham University, and the representative of the Southern was Songkla Rajabhat University; thirdly, the purposive sampling technique was used to select the learning program from which the subjects would be drawn; finally, the simple random sampling technique was employed to select the participants in this study (See Table 3.1). The participants were classified into high-achieving students and low-achieving students by their grade point average (GPA). The technique that was used to classify students was the Table for the High-Low-27-Percent Group Method of (Fan, 1952). To increase the reliability of this present study, the percentage of subjects selected was increased from 27% to 30% for both the high- and low-achieving groups. The students' grade point averages were arranged from the highest GPA to the lowest GPA. The 30% from the highest GPA were considered as the high academic achievement group, and the 30% from the lowest GPA were identified as the low academic achievement group.

In this present study, students' GPA were suitable to use to represent their language proficiency because they were fourth year English major students. They studies English subjects and related courses which enhanced them to be proficient in English. According to their curriculum provided by the Faculty of Education, students have opportunities to practice their English (Nokorn Sawan Rajabhat University, 2004). Thus, the researcher decided to use students' GPA to classify the participants into two groups as high- and low-achieving groups.

3.1.1 Sampling

The techniques for choosing sample size are presented in Figure 3.1.

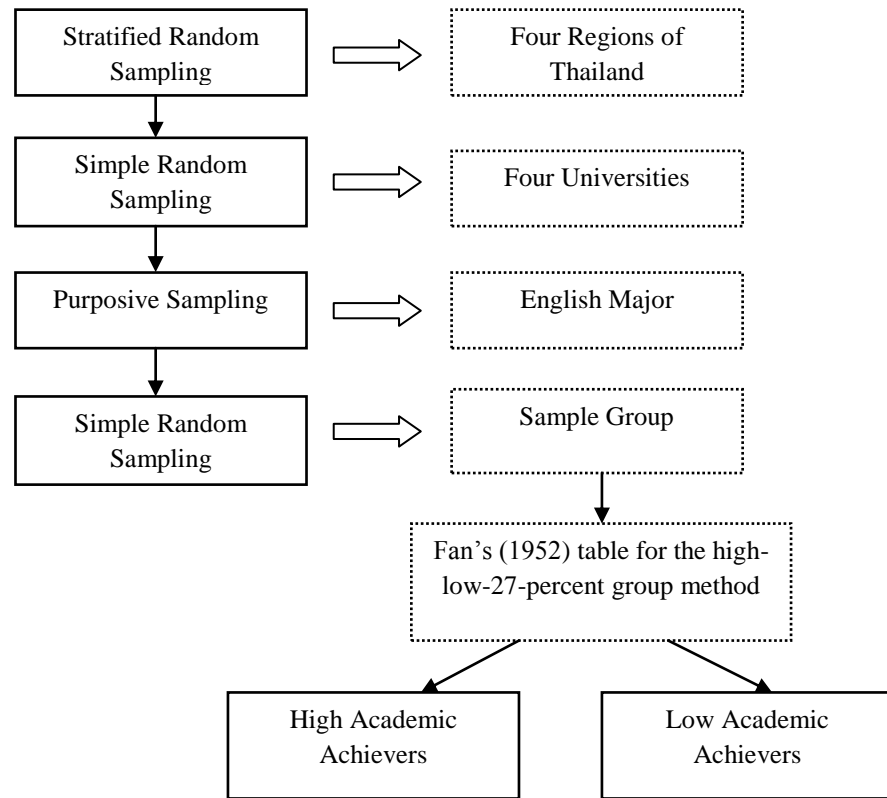


Figure 3.1: The techniques for choosing sample size

3.1.2 Sample size

Table 3.1 The sample size of the study

Rajabhat Universities	Population	Sample size
Nokorn Sawan	120	64
Nakorn Pratom	64	34
Maha Sarakham	89	48
Songkla	36	20
Total	309	166

* Based on the table for determining of sample size (Krejcie & Morgan, 1970)

The participants from each representative Rajabhat University were classified into high-achieving and low-achieving groups according to their GPA (See Table 3.2).

Table 3.2: The division of high- and low-achieving English major students

Rajabhat Universities	Population	Sample (27%)	High (27%)	Low (27%)	Sample (30%)	High (30%)	Low (30%)
Nakhon Sawan	120	64	32	32	72	36	36
Nakron Pathom	64	34	17	17	38	19	19
Maha Sarakham	89	48	24	24	54	27	27
Songkhla	36	20	10	10	22	11	11
Total	309	166	83	83	186	93	93

3.1.3 Human Subjects

All the research components were submitted to the IRB committee (Institutional Review Board) for their scrutiny before the actual survey. After that, the researcher improved the research contents as the IRB committee recommended. Consent forms were sent to the lecturers after the researcher received the approval from the IRB committee. The consent forms contained a description of the study purposes so the lecturers could inform their students about this study. Each participant was given a set of questionnaires—SILL and QESE. They were informed that there was no right or wrong answer in the rankings used for the research questionnaires, and that their decision on participation would have no effect on their grades. Thirty minutes was provided for participants to complete the questionnaires. The researcher informed participants that their data would remain anonymous that would not be shown to others. The researcher collected the completed questionnaire and the returned questionnaires were analyzed.

3.2 Research Instruments

The researcher requested and received permission from the developers of the questionnaires for use in this study: Oxford (1990) for the Strategy Inventory for Language Learning (SILL version 7.0); Wang et al. (2013) for the Questionnaire of English self-efficacy (QESE), and Ms. Panicha Nitisakunwut for the Thai version of the SILL. Two sets of questionnaires were used to collect data: the Strategy Inventory for Language Learning (SILL version 7.0) (Oxford, 1990) and the Questionnaire of English Self-Efficacy (QESE) (Wang et al., 2013). The Strategy Inventory for Language Learning (SILL) was used to determine the level of language learning strategies used by high and low academic achievers. The Questionnaire of English Self-Efficacy (QESE) was used to determine students' English self-efficacy by rating their ability to complete certain tasks in using English as a foreign language.

Questionnaire

Part 1: Background Information

Participants were asked to provide personal information: GPA, age, and gender.

Part 2: The Strategy Inventory for Language Learning (SILL)

Participants were asked to rate their frequency of use of language learning strategies. The SILL questionnaire contained 50 items which included six categories of language learning strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.

Development of the SILL

The Strategies Inventory for Language Learning (SILL) developed by Oxford (1990) was used in this study (See Appendix A). To assess the language learning strategies used, one of the most effective and agreeable ways is to use a questionnaire, an inventory, or a survey (Oxford & Burry-Stock 1995). Two versions of the SILL have been developed: version 5.0 for native speakers of English, containing 80 items, and version 7.0 for speakers of other languages. This study used version 7.0, which is suitable for assessing students in the EFL context. SILL version 7.0 consists of 50 items which are categorized into six categories: memory strategies

(items 1-9), cognitive strategies (items 10-23), compensation strategies (items 24-29), metacognitive strategies (items 30-38), affective strategies (items 39-44), and social strategies (items 45-50). Furthermore, this questionnaire also contained an open-ended question so that the participants could give their opinions about any other thing not included on the questionnaire (See Table 3.3).

Table 3.3 SILL Categorization Average Results for all Strategy Areas

SILL			
Parts	Items	Areas	Strategies Used
A	1-9	Memory strategies	
B	10-23	Cognitive strategies	Direct Strategies
C	24-29	Compensation strategies	
D	30-38	Metacognitive strategies	
E	39-44	Affective strategies	Indirect Strategies
F	45-50	Social strategies	

The averages for all categories were divided into high, medium, and low levels as shown in Table 3.4.

Table 3.4 Criteria for Evaluating the Frequency of Use of Language Learning Strategies

Level	Frequency of Strategy Use	Average
High	5 = Always or almost always used	4.50-5.00
	4 = Usually used	3.50-4.49
Medium	3 = Sometimes used	2.50-3.49
Low	2 = Generally not used	1.50-2.49
	1 = Never or almost never used	1.00-1.49

* Criteria for Evaluating the Frequency of Language Learning Strategy Use adapted from Oxford (1990).

Reliability and Validity of the Strategy Inventory for Language Learning (SILL)

The SILL has been administered and translated into various languages such as Chinese, Japanese, Korean, and Thai, and it is reliable (Cronbach's alpha is more than .90) and has been used with various language learners all over the world (Oxford & Burry-Stock, 1995). Cronbrach's alpha for the Thai version (Koatsombat, 2003; Rattanasongkhroh, 2013; Sattra-Udom, 2007), was found to be at an acceptable level of .92, .94, and .98 by Koatsombat (2003), Sattra-Udom (2007), and Rattanasongkhroh (2013) respectively. In this present study, the reliability of the SILL was at a level of .96.

Oxford and Burry-Stock (1995) stated that the SILL has criterion-related validity, content validity, and construct validity. The SILL items agreement reach .99 for the more than 200 possible strategy types (Oxford & Burry-Stock 1995). To measure the validity, criterion-related validity was used. Thus, the SILL questionnaire is both valid and reliable.

Part 3: The Questionnaire of English Self-Efficacy (QESE)

The Questionnaire of English Self-Efficacy was developed by Wang et al. (2013) to measure English language learners' self-efficacy (See Appendix A). The questionnaire contains 32 items, each item asking students to rate their ability in coping with designated tasks in English in the areas of speaking, listening, reading, and writing. An open-ended question is also provided for participants in case they want to express opinions other than those solicited on the questionnaire. Ratings for each of the 32 items are as follows: 1 (I am totally unable to do this), 2 (I am unable to do this), 3 (I am possibly unable to do this), 4 (I am possibly able to do this), 5 (I am basically and in principle able to), 6 (I am able to do this), to 7 (I am able to do this well) for the four areas shown in Table 3.5.

Table 3.5 Interpretation of QESE Rankings

QESE Parts	Items	Areas
A	1, 3, 9, 10, 15, 22, 24, 27	Self-efficacy for listening
B	4, 6, 8, 17, 19, 20, 23, 30	Self-efficacy for speaking
C	2, 12, 16, 21, 25, 26, 29, 32	Self-efficacy for reading
D	5, 7, 11, 13, 14, 18, 28, 31	Self-efficacy for writing

Table 3.6 Criteria for Evaluating the Level of English Self-Efficacy

Level	English self-efficacy scale	Average
High	7= I am able to do this well	6.50-7.00
	6= I am able to do this	5.50-6.49
	5= I am basically and in principle able to	4.50-5.49
Medium	4= I am possibly able to do this	3.50-4.49
	3= I am possibly unable to do this	2.50-3.49
Low	2= I am unable to do this	1.50-2.49
	1= I am totally unable to do this	1.00-1.49

Development of the QESE

The Questionnaire of English Self-Efficacy was first developed in 2004 in the dissertation of Chuang Wang (Wang, 2013). Since then, it has been continuously adapted to suit the culture of different language learning contexts in China, Korea, Germany, and the United States (Wang, 2013). The QESE was originally developed by interviewing, observing and analyzing young Chinese English language learners in the United States and analyzing verbal protocols resulting from the interviews. At present, the developers have modified the questionnaire to fit the target population in the Korean context (2013), and this researcher has adapted it to suit the Thai EFL context (items 10 and 29).

Back translation was used in this present study to translate this QESE into Thai. One bilingual translator translated the questionnaire into Thai. Then another bilingual translator translated the Thai translation back into English. After that,

another translator compared the original version and the final translated version in order to remove inconsistencies and errors in the questionnaire. Finally, piloting for all items was conducted, and an acceptable level of .95 was found for the results.

Reliability and Validity of the Questionnaire of English Self-Efficacy (QESE)

According to Wang, et al. (2013), the QESE is highly reliable based on Rasch based reliability indexes with person reliability of .99 and item reliability of .98. The results for the QESE largely satisfy the Rasch model for unidimensionality (Wang et al., 2003). For the validity of the QESE, "In accordance to Bandura's guidelines, the scale was developed and initial validity evidence using the Rasch model is promising.", (Wang et al., 2013, p. 31). Moreover, Wang, et al. (2013) further mention that "no self-efficacy instrument for English language learners has been published yet. Therefore, validating this instrument and information for how to use this instrument has significant practical implications to teachers and researchers in the field of teaching and learning English" (p. 31). In this present study, reliability for the QESE was .97.

3.3 Data collection Procedures

This present research was conducted in the first semester of the academic year 2013. The procedures in collecting data are described as follows:

1. After receiving approval from the IRB (Institutional Review Board), the researcher asked the target universities, classroom instructors, and participants for permission to collect data.
2. Appointments were made with the those who agreed to participate in this study.
3. Consent forms were sent to the participants' lecturers by mail to explain the purposes of this present study so the lecturers could inform students about the study.
4. The researcher herself delivered consent forms and questionnaires to the participants' lecturers in Nakorn Pratom Rajabhat University and Rajabhat Maha

Sarakham University. The researcher sent the research questionnaires via electronic mail to a representative so that the representative could give the questionnaires to the research subjects in Nakorn Sawan Rajabhat University and Songkla Rajabhat University.

5. When every participant had received a set of questionnaires, the purposes of the research were explained. The participants were also informed that there was no right or wrong answer in responding to these questionnaires, and that participation would have no effect on their grades. In addition, to relieve participants' anxiety about the effect of revealing personal data on the questionnaires, the researcher assured them that the data would not be shown to other participants or their teachers, and their personal information would remain anonymous. The participants merely needed to provide their GPA, age, and gender in the section regarding personal information. The Statistical Package for Social Science (SPSS) was used to analyze the data obtained from the questionnaires.

3.4 Data Analysis

3.4.1 Descriptive Statistics:

Arithmetic Mean (M) and Standard Deviation (SD)

In this study, arithmetic mean (*M*) and standard deviation (*SD*) were employed. The mean refers to the average score which is usually used to measure the central tendency (McMillan & Schumacher, 2001). It was calculated to determine the learners' average level of use of language learning strategies. It has been said that mean is “simply the arithmetic average of all the scores. It is calculated by summing all the scores and then dividing the sum by the number of scores” (McMillan & Schumacher, 2001, p. 215). Standard deviation (*SD*) simply refers to the average deviation of all the scores. *SD* was calculated to find the average distance of the score from the mean. The *t*-test was used to compare two means (McMillan & Schumacher, 2001).

3.4.2 Inferential Statistics:

Independent t-test and Pearson product-moment correlation coefficient (r)

In this study, the differences between the two independent means was calculated using the *t*-test to discover any significant differences in using the language learning strategies and the levels of language self-efficacy for high- and low-achieving students. To determine the level of significance when comparing the two means, the *t*-test is the most common statistical device used (McMillan & Schumacher, 2001).

To discover the correlation between language learning strategies used by high-achieving and low-achieving Thai EFL education majors and the levels of their language self-efficacy beliefs, the Pearson product-moment correlation coefficient was used. The Pearson product-moment correlation coefficient is the most common correlation technique that is used to explore the correlation between two variables that use continuous scales, such as GPA, age, and scores from achievement tests (McMillan & Schumacher, 2001).

3.5 Chapter Summary

This chapter has presented the methodology that was used to conduct this present study. In the design of this present study, the quantitative method was applied. There were two questionnaires employed in this study to gather the participants' information on their use of language learning strategies and English self-efficacy beliefs. The participants in this present study were 186 English major students, Faculty of Education, Rajabhat Universities, Thailand. They were studying in the fourth years during the first semester 2013. To analyze the obtained data from these participants, the descriptive statistics: Mean and Standard Deviation, and the inferential statistics: the independent *t*-test and the Pearson product-moment correlation coefficient were used. The next chapter will present the research findings based on the five research questions.

CHAPTER IV

RESULTS

This chapter presents the research findings obtained from an analysis of the responses to the questionnaires. The data were analyzed using descriptive and inferential statistics to answer the research questions. In the first section, a summary of demographic data is presented. It is followed by a discussion of the results. The last section summarizes the chapter.

The data obtained from an analysis of responses to the questionnaire were used to answer the research questions below.

1. To what extent do high and low academic achieving of Thai English education majors use the different categories of language learning strategies?
2. What is the level of English self-efficacy beliefs held by high and low academic achieving of Thai English education majors?
3. Is there any significant difference in the language learning strategies used by high and low academic achieving of Thai English education majors?
4. Is there any significant difference in the level of English self-efficacy beliefs held by high and low academic achieving of Thai English education majors?
5. Is there any correlation between language the learning strategies used and the level of English self-efficacy beliefs held by high and low academic achieving of Thai English education majors?

4.1 Demographic data

The total number of participants was 186 Thai EFL education majors studying in English programs in the Faculties of Education of four representative Rajabhat Universities in Thailand. There were 171 females (91.9%) and 15 males (8.1%). Thus the majority of the respondents were female, and the minority were

male. The participants' ages in this present study varied between 20 and 27 ($M = 21.55$). Their GPA was between 1.63 and 3.97 ($M = 3.01$).

Table 4.1 Participants' Demographic Data

Rajabhat Universities	Gender		Age	GPA (30%)		n
	Male	Female		High	Low	
Nakorn Sawan	4	68	20-24	3.40-3.97	1.95-2.89	72
Nakorn Pathom	3	35	20-22	3.12-3.73	1.92-2.58	38
Maha Sarakham	4	50	21-22	3.45-3.85	1.90-2.99	54
Songkla	4	18	21-27	3.00-3.50	1.63-2.46	22
Total	15	171	20-27	3.00-3.97	1.63-2.99	186
	n=186			n=93	n=93	

4.2 Finding One

This section presents the language learning strategies used by high- and low-achieving Thai EFL education majors. The responses to the questionnaires were analyzed using descriptive statistics. All aspects of the students' use of language learning strategies- category of the 50-item SILL questionnaire are shown.

The criteria for classifying the use of language learning strategies as high, medium, or low level were based on Oxford's (1990) criteria for evaluating the frequency of language learning strategy use. Use was considered high if the average mean score was between 3.50 and 5.00. Use was considered medium if the average mean score was between 2.50 and 3.4. Scores between 1.00 and 2.49 were defined as a low level of strategy use.

Students' overall use of language learning strategies is presented in Table 4.2. Tables 4.3 through 4.8 present the findings for students' use of sub-categories of language learning strategies.

Table 4.2 Language Learning Strategies Used by High- and Low-Achieving English Major Students

Language Learning Strategies	High Achieving Students (n = 93)				Low Achieving Students (n = 93)			
	<i>M</i>	<i>SD</i>	Rank Order	Level	<i>M</i>	<i>SD</i>	Rank Order	Level
Metacognitive	3.74	.56	1	High	3.43	.51	1	Medium
Memory	3.57	.54	2	High	3.43	.51	2	Medium
Compensation	3.53	.53	3	High	3.39	.52	3	Medium
Social	3.52	.59	4	High	3.36	.57	4	Medium
Cognitive	3.45	.55	5	Medium	3.22	.52	6	Medium
Affective	3.41	.50	6	Medium	3.24	.52	5	Medium
Total	3.52	.44	-	High	3.35	.43	-	Medium

Table 4.2 presents the levels of use of language learning strategies (overall and by category) (for both high- and low-achieving students). The findings show that the learning strategies most frequently used by high-achieving students were metacognitive strategies with a high average mean score. The strategies least used by high-achieving students were affective strategies with a medium level of use ($M = 3.41$). On the whole, high-achieving students used all six categories strategies at a high level with an average mean of 3.52. Similarly, low-achieving students reported using metacognitive and memory strategies the most frequently at a medium level. The least used strategies for the low-achieving students were cognitive strategies, which students used at a medium level. The overall use of learning strategies by the low-achieving students was at a medium level, with a mean of 3.35.

Table 4.3 Memory Strategies Used by High- and Low-Achieving English Major Students

	High-Achieving Students (n = 93)			Low-Achieving Students (n = 93)			
	<i>M</i>	<i>SD</i>	Level	<i>M</i>	<i>SD</i>	Rank order	Level
1. Remembering a new English word by making a mental picture of a situation in which the word might be used	3.71	.83	High	3.40	.82	6	Medium
2. Thinking of relationships between what one already know and new things one learns in English.	3.70	.73	High	3.58	.73	1	High
3. Using new English words in a sentence so one can remember them.	3.63	.86	High	3.49	.80	4	Medium
4. Physically acting out new English words.	3.63	1.01	High	3.41	.92	5	Medium
5. Connecting the sound of a new English word and an image or picture of the word to help me remember the word.	3.60	.75	High	3.52	.72	3	High
6. Remembering new English words or phrases by remembering their location on the page, on the board, or on a screen sign.	3.51	.92	High	3.39	.91	8	Medium
7. Using rhymes to remember new English words.	3.45	.92	Medium	3.34	.93	7	Medium
8. Review English lessons often.	3.44	.88	Medium	3.23	.84	9	Medium
9. Using flashcards to remember new English words.	3.42	.95	Medium	3.53	.79	2	High

Table 4.3 shows students' use of the different sub-categories of memory strategies. The high-achieving students reported that they preferred to remember a new English word by making a mental picture of a situation in which the word might be used the most. In remembering word, these students usually thought of relationships between what they already knew and new things they were learning in English. They used new English words in a sentence so they could remember them. They also physically acted out new English words to help them remember. The students, in addition, reported that they connected the sound of a new English word and an image or picture of the word to help remember the word. Furthermore, to help memorize

English words or phrases, the students remembered the location of these words on the page, on the board, or on a screen sign. On the other, most of them reported a medium use of rhymes, reviewing English lessons, and flashcards to remember new English words.

Similarly, low-achieving students reported the most frequently used subdivision of memory strategies was thinking of relationships between what they already knew and new things they were learning in English to help memorize words. They also preferred to use flashcards. In addition, in remembering new words, they usually connected the sound of a new English word and an image or picture of the word. However, this group of students reported only occasionally using the memory strategies of using new English words in a sentence to remember them; physically acting out new English words; making a mental picture of a situation in which the word might be used, using rhymes; remembering the location of the words on the page, on the board, or on a screen sign to help memorize English words or phrases; and reviewing English lessons often.

Table 4.4 Cognitive Strategies Used by High- and Low-Achieving English Major Students

Cognitive Strategies	High-Achieving Students (n = 93)			Low-Achieving Students (n = 93)			
	<i>M</i>	<i>SD</i>	Level	<i>M</i>	<i>SD</i>	Rank order	Level
1. Practicing the sounds of English.	3.86	.86	High	3.48	.83	2	Medium
2. Using the English words one knows in different ways.	3.77	.85	High	3.23	.89	6	Medium
3. Trying to talk like native English speakers.	3.76	.97	High	3.57	.84	1	High
4. Trying to find patterns in English.	3.48	.89	Medium	3.10	.87	11	Medium
5. First skimming an English passage (read over the passage quickly) then go back and read carefully.	3.46	.83	Medium	3.18	.93	9	Medium
6. Looking for words in one's own language that are similar to new words in English.	3.46	.83	Medium	3.31	.88	3	Medium
7. Writing notes, messages, letters, or reports in English.	3.41	1.00	Medium	3.01	.95	13	Medium
8. Saying or writing new English words several times.	3.39	.91	Medium	3.28	.60	4	Medium
9. Starting conversations in English.	3.39	.81	Medium	3.19	.91	8	Medium
10. Finding the meaning of an English word by dividing it into parts that one understands.	3.35	.95	Medium	3.22	.84	7	Medium
11. Watching English language TV shows in English or going to movies in English.	3.33	.97	Medium	3.28	.99	5	Medium
12. Trying not to translate word-for-word.	3.32	.98	Medium	3.13	.89	10	Medium
13. Making summaries of information that I hear or read in English.	3.16	.92	Medium	2.91	.76	14	Medium
14. Reading for pleasure in English.	3.12	.91	Medium	3.03	.91	12	Medium

Table 4.4 shows the participants' use of cognitive strategies. Among the sub-categories of cognitive strategies, high-achieving students reported that they usually practiced the sounds of English, used the English words they knew in different ways, and tried to talk like native English speakers. However, these students used the cognitive strategies of trying to find patterns in English; skimming an English passage; looking for words in their language that are similar to new words in English; writing

notes; messages, letters, or reports in English; saying or writing new English words several times; starting conversations in English; finding the meaning of an English word by dividing it into parts that they understand; watching English language TV shows in English or going to movies in English; trying not to translate word-for-word; making summaries of information that they hear or read in English; and reading for pleasure in English at a medium level.

The low-achieving students sometimes used all of the cognitive strategies. However, they reported that they frequently tried to talk like native English speakers. The least used strategies were the making summaries of information that they heard or read in English.

Table 4.5 Compensation Strategies Used by High- and Low-Achieving English Major Students

Compensation Strategies	High-Achieving Students (n = 93)			Low-Achieving Students (n = 93)			
	<i>M</i>	<i>SD</i>	Level	<i>M</i>	<i>SD</i>	Rank order	Level
1. Using gestures during a conversation in English.	3.84	.90	High	3.52	.82	1	High
2. Making up new words if you do not know the right ones in English.	3.72	.84	High	3.47	.79	2	Medium
3. Trying to guess what the other person will say next in English.	3.57	.85	High	3.38	.78	5	Medium
4. Using a word or phrase that means the same thing.	3.51	.94	High	3.43	.83	3	Medium
5. Making guesses to understand unfamiliar English words.	3.49	.88	Medium	3.38	.83	4	Medium
6. Reading English without looking up every new word.	3.06	1.01	Medium	3.13	.82	6	Medium

Table 4.5 shows the use of compensation strategies by the participants in both the high- and low-achieving groups. Among the sub-categories of compensation strategies, using gestures during a conversation in English, making up new words for the unknown ones in English, trying to guess what the other person will say next in English, and using a word or phrase that means the same thing were described as constantly used by high-achieving students. However, making guesses to understand

unfamiliar English words and reading English without looking up every new word were only sometimes used by this group of students.

The low-achieving students reported a high use of compensation strategies in terms of the using gestures during a conversation in English; whereas making up new words for unknown ones in English, using a word or phrase that means the same thing, making guesses to understand unfamiliar English words, trying to guess what the other person will say next in English, and reading English without looking up every new word were reported at a medium level of use.

Table 4.6 Metacognitive Strategies Used by High- and Low-Achieving English Major Students

Metacognitive Strategies	High-Achieving Students (n = 93)			Low-Achieving Students (n = 93)			
	<i>M</i>	<i>SD</i>	Level	<i>M</i>	<i>SD</i>	Rank order	Level
1. Trying to find out how to be a better learner of English.	4.05	.83	High	3.62	.86	1	High
2. Thinking about progress in learning English.	4.01	.89	High	3.52	.90	3	High
3. Paying attention when someone is speaking English.	3.98	.79	High	3.58	.84	2	High
4. Having clear goals for improving English skills.	3.72	.87	High	3.43	.86	4	Medium
5. Trying to find ways to use English.	3.70	.82	High	3.39	.79	6	Medium
6. Noticing English mistakes and using that information to help you do better.	3.70	.86	High	3.37	.73	7	Medium
7. Looking for opportunities to read as much as possible in English.	3.60	.97	High	3.29	.88	8	Medium
8. Looking for people to talk to in English.	3.46	.88	Medium	3.40	.84	5	Medium
9. Planning the schedule to have enough time to study English.	3.42	.94	Medium	3.21	.78	9	Medium

Table 4.6 presents the use of metacognitive strategies among high- and low-achieving Education Majors. Among the high-achieving group, most of the sub-categories of metacognitive strategies, such as trying to find out how to be a better learner of English, thinking about progress in learning English, paying attention when someone is speaking English, having clear goals for improving English skills, trying to

find ways to use English, noticing English mistakes and using that information to help do better in English, and looking for opportunities to read as much as possible in English, were reported as usually used. Nonetheless, some subdivisions of metacognitive strategies, such as looking for people to talk to in English and planning the schedule to have enough time to study English, were reported as sometimes used.

The low-achieving reported using the following strategies: trying to find out how to be a better learner of English, thinking about progress in learning English, and paying attention when someone is speaking English. Furthermore, they also reported that they sometimes used the strategies of having clear goals for improving English skills, looking for people to talk to in English, trying to find ways to use English, noticing English mistakes and using that information to help do better, looking for opportunities to read as much as possible in English, and planning the schedule to have enough time to study English.

Table 4.7 Affective Strategies Used by High- and Low-Achieving English Major Students

Affective Strategies	High-Achieving Students (n = 93)			Low-Achieving Students (n = 93)			
	<i>M</i>	<i>SD</i>	Level	<i>M</i>	<i>SD</i>	Rank order	Level
1. Trying to relax whenever one feels afraid of using English.	4.05	.83	High	3.62	.86	1	High
2. Talking to someone else about how one feels when learning English.	4.01	.89	High	3.52	.90	2	High
3. Writing one's own feelings in a language learning diary.	3.72	.87	High	3.43	.86	3	Medium
4. Noticing if one is tense or nervous when studying or using English.	3.60	.97	High	3.29	.88	5	Medium
5. Giving oneself a reward or treat when one does well in English.	3.46	.88	Medium	3.40	.84	4	Medium
6. Encouraging oneself to speak English even when afraid of making a mistake.	3.42	.94	Medium	3.21	.78	6	Medium

Table 4.7 shows the use of affective strategies by the two groups of participants. In this present study, the high-achieving students usually tried to relax

whenever they felt afraid of using English, talking to someone else about how they feel when they are learning English, writing their own feelings in a language learning diary, and noticing if they are tense or nervous when they are studying or using English. Furthermore, this group of students sometimes gave themselves a reward or treat when they did well in English and encouraged themselves to speak English even when they were afraid of making a mistake.

The low-achieving students had similar results. They usually tried to relax whenever they felt afraid of using English and talking to someone else about how they felt when they were learning English. In addition, this group of students sometimes wrote their own feelings in a language learning diary, gave themselves a reward or treat when they did well in English, noticed if they were tense or nervous when they studied or used English, and encouraged themselves to speak English even when they were afraid of making a mistake.

Table 4.8 Social Strategies Used by High- and Low-Achieving English Major Students

Social Strategies	High-Achieving Students (n = 93)			Low-Achieving Students (n = 93)			
	<i>M</i>	<i>SD</i>	Level	<i>M</i>	<i>SD</i>	Rank order	Level
1. Asking English speakers to correct the language when one talks.	3.84	.77	High	3.47	.86	1	Medium
2. Asking the other person to slow down or say something again.	3.65	.73	High	3.43	.81	2	Medium
3. Practicing English with other students.	3.55	.83	High	3.28	.81	3	Medium
4. Trying to learn about the culture of English speakers.	3.28	.90	Medium	3.17	.90	5	Medium
5. Asking for help from English speakers.	3.14	.87	Medium	3.20	.77	4	Medium
6. Asking questions in English.	2.96	1.03	Medium	2.85	1.02	6	Medium

Table 4.8 presents the participants' use of social strategies to help them learn a language. The high-achieving students reported that they frequently asked English speakers to correct the language when they talked, asked the other person to slow down or say something again, and practiced English with other students. They

further stated that, in the category of subdivisions of social strategies, they sometimes tried to learn about the culture of English speakers, asked for help from English speakers, and asked questions in English.

The low-achieving students reported that they occasionally used the social strategies to help them learn English. They sometimes asked English speakers to correct the language when they talked, asked the other person to slow down or say something again, practiced English with other students, asked for help from English speakers, tried to learn about the culture of English speakers, and asked questions in English.

4.3 Finding Two

This section provides information about students' levels of self-efficacy beliefs about learning and using English. The level of overall English self-efficacy beliefs for high- and low-achieving students is shown in Table 4.9. In addition, Table 4.9 also shows the levels of English self-efficacy beliefs for both two groups of students.

An average of between 4.50 and 7.00 was considered high, an average between 3.50 and 3.49 was considered medium, and an average between 1.00 and 3.49 was considered low.

Table 4.9 Level of English Self-Efficacy Beliefs Held by High- and Low-Achieving English Major Students

English Self-Efficacy Beliefs	High-Achieving Students (n = 93)				Low-Achieving Students (n = 93)			
	<i>M</i>	<i>SD</i>	Rank Order	Level	<i>M</i>	<i>SD</i>	Rank Order	Level
Speaking	4.99	.73	1	High	4.54	.73	2	High
Reading	4.95	.81	2	High	4.55	.69	1	High
Writing	4.82	.81	3	High	4.53	.77	3	High
Listening	4.79	.66	4	High	4.53	.66	4	High
Total	4.89	.72	-	High	4.54	.68	-	High

Table 4.9 presents the English self-efficacy levels of high- and low-achieving students for the four skills: speaking, reading, writing, and listening. High-achieving students reported an average of 4.89 for their English self-efficacy beliefs for all four skills. The highest rating for the English skills was for speaking ($M = 4.99$). The high-achieving students ranked listening skills the lowest ($M = 4.79$).

Similarly, the low-achieving students reported high levels of English self-efficacy beliefs for all skills. English self-efficacy beliefs for reading skills ranked highest ($M = 4.55$). English self-efficacy beliefs about listening and writing skills were ranked lowest ($M = 4.53$).

Table 4.10 Level of English Self-Efficacy Beliefs for Speaking Skills Held by High- and Low-Achieving English Major Students

English Self-Efficacy for Speaking Skills	High-Achieving Students (n = 93)			Low-Achieving Students (n = 93)			
	<i>M</i>	<i>SD</i>	Level	<i>M</i>	<i>SD</i>	Rank order	Level
1. Introduce oneself in English.	5.72	1.16	High	4.99	1.22	1	High
2. Answer the teacher's questions in English.	5.08	1.04	High	4.62	.92	2	High
3. Describe the way to the university from the place where one lives in English.	5.04	1.07	High	4.54	1.16	4	High
4. Introduce the teacher (to someone else) in English.	5.01	1.10	High	4.51	1.01	5	High
5. Ask the teacher questions in English.	4.98	.98	High	4.62	.97	3	High
6. Discuss subjects of general interest with fellow students (in English).	4.84	.97	High	4.47	.90	6	Medium
7. Tell a story in English.	4.68	.97	High	4.29	.94	7	Medium
8. Describe the university to other people in English.	4.55	1.02	High	4.28	1.17	8	Medium

Table 4.10 uses descriptive statistics to describe the students' level of English self-efficacy beliefs for subdivisions of speaking skills. High-achieving students reported their high level of English self-efficacy for all subdivisions. They reported that they were able to introduce themselves in English, answer their teacher's questions in English, describe the way to their university from the place where they live in English, and introduce their teacher (to someone else) in English. In addition,

this group of students stated that they were basically able to ask their teacher questions in English, discuss subjects of general interest with their fellow students (in English), tell a story in English, and describe their university to other people in English.

Low-achieving students reported a high level of self-efficacy for almost every sub-category of speaking skills. They said that they were basically able to introduce themselves in English, answer their teacher’s questions in English, ask their teacher questions in English, describe the way to their university from the place where they live in English, and introduce their teacher (to someone else) in English. In addition, they reported that they were able to discuss subjects of general interest with their fellow students (in English), tell a story in English, and describe their university to other people in English.

Table 4.11 Level of English Self-Efficacy Beliefs for Reading Skills Held by High- and Low-Achieving English Major Students

English Self-Efficacy for Reading Skills	High-Achieving Students (n = 93)			Low-Achieving Students (n = 93)			
	<i>M</i>	<i>SD</i>	Level	<i>M</i>	<i>SD</i>	Rank order	Level
1. Do homework/home assignments alone when they include reading English texts.	5.26	1.01	High	4.73	.96	1	High
2. Guess the meaning of unknown words when reading an English text.	5.07	1.16	High	4.55	1.04	4	High
3. Understand new reading materials (e.g., news from <i>Time</i> magazine) selected by the instructor.	5.02	.97	High	4.63	1.01	2	High
4. Understand messages or news items in English on the Internet.	4.95	1.08	High	4.52	1.96	5	High
5. Read short English narratives.	4.92	1.10	High	4.63	.1.01	3	High
6. Understand English articles on Thai culture.	4.85	1.06	High	4.48	.88	7	Medium
7. Read English-language newspapers.	4.78	1.04	High	4.51	.96	6	High
8. Find out the meanings of new words using a monolingual dictionary.	4.74	1.16	High	4.44	.94	8	Medium

Table 4.11 shows the students’ level of self-efficacy beliefs f[or English reading skills. High-achieving students reported they had a high level of self-efficacy

beliefs for all subdivisions. They reported that they were able to do homework/home assignments alone when they included reading English texts, guess the meaning of unknown words when reading an English text, and understand new reading materials (e.g., news from *Time* magazine) selected by their instructor. Moreover, these students said that they were basically able to understand messages or news items in English on the Internet, read short English narratives, understand English articles on Thai culture, read English-language newspapers, and find out the meanings of new words using a monolingual dictionary.

Similarly, low-achieving students rated their self-efficacy as high for almost every sub-category of reading skills. In reading skills, the students further affirmed that they were able to do homework/home assignments alone when they included reading English texts, understand new reading materials (e.g., news from *Time* magazine) selected by their instructor, read English-language newspapers, guess the meaning of unknown words when reading an English text, understand messages or news items in English on the Internet, read English-language newspapers, understand English articles on Thai culture, and find out the meanings of new words using a monolingual dictionary.

Table 4.12 Level of English Self-Efficacy Beliefs for Writing Skills Held by High- and Low-Achieving English Major Students

English Self-Efficacy For Writing Skills	High Achieving Students (n = 93)			Low-Achieving Students (n = 93)			
	<i>M</i>	<i>SD</i>	Level	<i>M</i>	<i>SD</i>	Rank order	Level
1. Leave a note for another student in English.	5.11	1.84	High	4.83	1.15	2	High
2. Compose messages in English on the Internet (Facebook, twitter, blogs, etc.).	5.10	1.01	High	4.85	1.11	1	High
3. Write diary entries in English.	4.94	1.16	High	4.54	1.10	3	High
4. Form new sentences from words that they have just learned.	4.84	1.15	High	4.41	1.00	6	Medium
5. Produce English sentences with idiomatic phrases.	4.77	.99	High	4.45	1.04	4	Medium
6. Write an essay in English of about two pages about the lecturer.	4.71	1.17	High	4.35	1.05	8	Medium
7. Write e-mails in English.	4.66	1.17	High	4.45	1.22	5	Medium
8. Write a text in English.	4.47	1.15	Medium	4.39	.90	7	Medium

Table 4.12 presents students' levels of self-efficacy for English writing skills. High-achieving students reported a high level of self-efficacy for every item in this category. They said that they were able to leave a note for another student in English, compose messages in English on the Internet (facebook, twitter, and blogs), write diary entries in English, form new sentences from words they had just learned, produce English sentences with idiomatic phrases, write an essay in English of about two pages about their lecturer, and write e-mails in English. They were also possibly able to write a text in English.

Low-achieving students said that they also held mostly high levels of self-efficacy beliefs for English writing skills. They reported that they were able to compose messages in English on the Internet (facebook, twitter, and blogs), leave a note for another student in English, and write diary entries in English. They further reported that they were able to produce English sentences with idiomatic phrases, write e-mails in English, form new sentences from words they had just learned, write a text in English, and an essay in English of about two pages about their lecturer. However, it can be seen from the table that the standard deviation for all subdivisions

is rather high. It can be said that both groups of participants had different levels of self-efficacy for English writing skills.

Table 4.13 Level of English Self-Efficacy Beliefs for Listening Skills Held by High- and Low-Achieving English Major Students

English Self-Efficacy for Listening Skills	High-Achieving Students (n = 93)			Low-Achieving Students (n = 93)			
	<i>M</i>	<i>SD</i>	Level	<i>M</i>	<i>SD</i>	Rank order	Level
1. Understand telephone numbers spoken in English.	5.51	1.30	High	4.95	1.17	1	High
2. Understand stories told in English.	5.00	.92	High	4.75	.86	2	High
3. Understand English songs.	4.85	1.03	High	4.73	.95	3	High
4. Understand English-language TV programs made in Thailand.	4.80	1.00	High	4.35	1.05	7	Medium
5. Understand English dialogs (audio recordings) about everyday school matters.	4.70	.98	High	4.43	.89	5	Medium
6. Understand English films without subtitles.	4.55	1.01	High	4.42	1.03	6	Medium
7. Understand American TV programs (in English).	4.54	.87	High	4.46	1.00	4	Medium
8. Understand radio programs from English-speaking countries.	4.42	1.03	Medium	4.16	.94	8	Medium

Table 4.12 describes the level of English self-efficacy for listening skills held by high- and low-achieving students. High-achieving students reported high levels of self-efficacy for listening skills for almost every item; they said that they were able to understand telephone numbers spoken in English, stories told in English, English songs, English-language TV programs made in Thailand, English dialogs (audio recordings) about everyday school matters, English films without subtitles, and understand the American TV programs (in English). They added that they could understand radio programs from English-speaking countries.

Low-achieving students reported a high level of self-efficacy for understanding telephone numbers spoken in English, stories told in English, and English songs. They also expressed a medium level of self-efficacy for being able to understand American TV programs (in English), dialogs (audio recordings) about

everyday school matters, English films without subtitles, English-language TV programs made in Thailand, and radio programs from English-speaking countries.

4.4 Finding Three

This section presents a comparison of language learning strategies used by high- and low-achieving students in terms of strategy categories. The data were analyzed using inferential statistics: the *t*-test for the difference between two independent means. The differences in use of language learning strategies for the two groups of students are presented in Table 4.14 below.

Table 4.14 Summary of Overall Language Learning Strategies Used by High- and Low-Achieving English Major Students

Variables	High academic achievers		Low academic achievers		t	df	p
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Direct strategies							
▪ Memory	3.57	0.54	3.46	.51	1.74	183	.083
▪ Cognitive	3.45	0.55	3.22	.52	2.90	182	.004*
▪ Compensation	3.53	0.53	3.39	.52	1.83	183	.069
Indirect strategies							
▪ Metacognitive	3.74	0.54	3.43	.51	3.83	178	.000*
▪ Affective	3.41	0.50	3.24	.52	2.26	181	.025*
▪ Social	3.52	0.59	3.36	.57	1.94	181	.054*
Total	3.52	0.44	3.35	.43	2.58	169	.011*
	n = 93		n = 93				

* $p < .05$.two tailed

Table 4.14 presents the differences in use of English language learning strategies for the high- and low-achieving students. As can be seen from the table, high-achieving students used all six categories more than low-achieving students. It can be seen that there is a statistically significant difference in overall use of language learning strategies for these two groups of students; the *p*-value is less than .05

($p = .011$). There are significant differences in the use of metacognitive ($p = .000$), cognitive ($p = .004$), affective ($p = .025$), and social strategies ($p = .054$).

4.5 Finding Four

This section discusses the different levels of English self-efficacy beliefs reported by high- and low-achieving students. To investigate the differences, inferential statistics (the t -test) were used to analyze the data. The students' English self-efficacy levels are shown in Table 4.15 below.

Table 4.15 Level of English Self-Efficacy Beliefs Held by High- and Low-Achieving English Major Students

English Self-Efficacy Beliefs	High academic achievers		Low academic achievers		t	df	p
	M	SD	M	SD			
Listening	4.79	.66	4.53	.66	2.69	183	.008*
Speaking	4.99	.73	4.54	.73	4.19	183	.000*
Reading	4.95	.81	4.55	.69	3.58	182	.000*
Writing	4.82	.81	4.53	.77	2.50	184	.013*
Total	4.89	.72	4.54	.68	3.38	180	.001*
	n = 93		n = 93				

* $p < .05$.two tailed

Table 4.15 compares English self-efficacy beliefs levels for high- and low-achieving students. It can be seen from the table that high-achieving students had a higher overall level ($M = 4.89$) of English self-efficacy beliefs than low-achieving students. The mean overall level for English self-efficacy beliefs for low-achieving students was $M = 4.54$. There was a statistically significant difference in overall English self-efficacy beliefs for the two groups of students ($p = .001$). Speaking and reading skills showed the most significant differences between high- and low-achieving students ($p = .000$). Nonetheless, there were significant differences for each category of English self-efficacy beliefs for the high and low groups.

4.6 Finding Five

This section discusses the correlation between language learning strategies used and the level of English self-efficacy beliefs held by high and low academic achieving of Thai English education majors. To explore the correlation between the two variables, the Pearson was used. The correlation between language learning strategies and English self-efficacy beliefs is presented in Table 4.16 below.

Table 4.16 Summary of the Correlation Between Students' English Self-Efficacy Beliefs and the Language Learning Strategies Used

	English Self-Efficacy Beliefs
Language Learning Strategies	.526**

**Correlation is significant at the 0.01 level (2-tailed)

Table 4.16 shows a significant positive correlation between students' level of English self-efficacy beliefs and their use of language learning strategies ($r = .526$, $p < .01$).

Table 4.17 Correlation Between Students' English Self-Efficacy Beliefs and the Language Learning Strategies Used

	English Self-Efficacy Beliefs			
	Listening	Speaking	Reading	Writing
Strategies Used				
Memory	.419**	.379**	.354**	.375**
Cognitive	.444**	.419**	.433**	.427**
Compensation	.395**	.328**	.361**	.365**
Metacognitive	.371**	.440**	.399**	.399**
Affective	.470**	.462**	.444**	.440**
Social	.372**	.358**	.317**	.349**

Table 4.17 presents the correlation between the two independent variables: use of language learning strategies (memory, cognitive, compensation, metacognitive, affective, and social strategies) and the four skills for language learning. The results show that every category of learning strategy was positively correlated to every category of self-efficacy at a significant level. The correlations between the variables is presented :

Correlation between memory strategies and four skills of English self-efficacy ($p < .01$)

- a) Memory strategies and listening skills were correlated at ($r = .419$)
- b) Memory strategies and speaking skills were correlated at ($r = .379$)
- c) Memory strategies and reading skills were correlated at ($r = .354$)
- d) Memory strategies and writing skills were correlated at ($r = .375$)

Correlation between cognitive strategies and the four skills of English self-efficacy ($p < .01$)

- a) Cognitive strategies and listening skills were correlated at ($r = .444$)
- b) Cognitive strategies and speaking skills were correlated at ($r = .419$)
- c) Cognitive strategies and reading skills were correlated at ($r = .433$)
- d) Cognitive strategies and writing skills were correlated at ($r = .427$)

Correlation between compensation strategies and the four skills of English self-efficacy ($p < .01$)

- a) Compensation strategies and listening skills were correlated at ($r = .395$)
- b) Compensation strategies and speaking skills were correlated at ($r = .328$)
- c) Compensation strategies and reading skills were correlated at ($r = .361$)
- d) Compensation strategies and writing skills were correlated at ($r = .365$)

Correlation between metacognitive strategies and the four skills of English self-efficacy ($p < .01$)

- a) Metacognitive strategies and listening skills were correlated at ($r = .371$)
- b) Metacognitive strategies and speaking skills were correlated at ($r = .440$)
- c) Metacognitive strategies and reading skills were correlated at ($r = .399$)

d) Metacognitive strategies and writing skills were correlated at ($r = .399$)

Correlation between affective strategies and the four skills of English self-efficacy ($p < .01$)

a) Affective strategies and listening skills were correlated at ($r = .470$)

b) Affective strategies and speaking skills were correlated at ($r = .462$)

c) Affective strategies and reading skills were correlated at ($r = .444$)

d) Affective strategies and writing skills were correlated at ($r = .440$)

Correlation between social strategies and the four skills of English self-efficacy ($p < .01$)

a) Social strategies and listening skills were correlated at ($r = .372$)

b) Social strategies and speaking skills were correlated at ($r = .358$)

c) Social strategies and reading skills were correlated at ($r = .317$)

d) Social strategies and writing skills were correlated at ($r = .349$)

4.7 Chapter Summary

The results of the data analysis for responses to the SILL questionnaire and the QESE questionnaire completed by 186 Education Majors can be summarized in this way.

1. For finding one, the results show the high-achieving students' overall use of language strategies was at a high level with an average mean of 3.52, while the low-achieving students' overall use of learning strategies was at a medium level ($M = 3.35$). It can be seen from the findings that metacognitive strategies were the most frequently used by both group of students. All the participants in this study usually tried to find out how to be better learners of English. The high-achieving students reported the lowest level of use for the affective strategy of encouraging themselves to speak English even when afraid of making a mistake. Low-achieving students reported the least used strategy as the cognitive strategy of making summaries of information that they heard or read in English.

2. High-achieving students perceived themselves as having a higher level of English self-efficacy for all categories than low-achieving students. The overall English self-efficacy levels reported by high- and low-achieving students were $M = 4.89$ and $M = 4.54$ respectively. High-achieving students showed their highest level of English self-efficacy beliefs for speaking skills with a mean value of $M = 4.99$. This group of students reported the highest level for the subcategory of introducing themselves in English. The lowest English self-efficacy score for high-achieving students was for listening skills ($M = 4.79$), with the lowest individual for understanding programs from English-speaking countries ($M = 4.42$).

Low-achieving students reported the highest level of English self-efficacy beliefs for reading skills ($M = 4.55$). Among the reading skills, these students said that they were able to do homework / home assignments alone when they includes reading English texts ($M = 4.73$). The lowest level of English self-efficacy reported by this group of students was for listening skills ($M = 4.53$), with the lowest individual score for understanding programs from English-speaking countries ($M = 4.16$).

3. High- and low-achieving students were different in their use of all language learning strategy categories. High-achieving students reported a higher use of all six categories strategies than the other group of students. Importantly, high-achieving students showed significant differences in the use of metacognitive, cognitive, affective, and social strategies, which they reported using more frequently than low-achieving students.

4. High- and low-achieving students had significantly different levels of belief in their English self-efficacy. High-achieving students held higher English self-efficacy beliefs on the whole. In addition, there were statistically significant differences between the two groups of students in overall English skills and for all sub-categories. It can be stated that high-achieving students held a significantly higher level of self-efficacy beliefs than low-achieving students.

5. There was a significant positive relationship between students' use of language learning strategies and their levels of English self-efficacy, at $r = .526$, $p < .01$. A significant positive correlation was found between all variables in the two variables. It be noticed in Table 4.17 that listening skills were positively correlated with almost every learning strategy category.

CHAPTER V

DICCUSSION

This chapter discusses the findings which were presented in the previous chapter. This chapter is divided into five sections based on the research questions. *The first section discusses* the language learning strategies used by Thai EFL education majors with high and low academic achievement. *The second section* reports on the students' levels of self-efficacy beliefs in learning and using English. *The third section* compares the language learning strategies used by high- and low-achieving students. *The fourth section* is concerned with the difference in the levels of English self-efficacy beliefs held by high- and low-achieving education majors. And *the last section* discusses the correlation between language learning strategies used and the level of English self-efficacy beliefs held by high- and low-achieving Thai EFL education majors. Finally, the implications of this study are presented.

5.1 Discussion of Finding One

Research question 1: To what extent do high- and low- achieving of English major students use the different categories of language learning strategies?

This section discusses the use of language learning strategies by high- and low-achieving students, and analyzes the reasons underlying their use of such strategies. The findings for research question one reveal that the high-achieving students reported using a high level of English learning strategies, and low-achieving students reported a medium level of use. In both categories, metacognitive strategies were rated as the highest used. It was found that affective strategies were the least used strategies by high-achieving students; similarly cognitive strategies were rated as the least used strategies by low-achieving students. These findings corresponded with the findings of Hong-Nam and Leavell (2006), who reported that ESL students in an American context preferred to use metacognitive strategies, and affective and memory

strategies were the least used strategies. The findings moreover are consistent with those of Patil and Karekatti (2012) in that the Indian students in their study reported using metacognitive strategies the most frequently. The results of this present study also corresponded with those of Gerami and Baighlou (2011), who revealed that the most frequently used strategies by Iranian students were metacognitive strategies. In addition, finding one of this study is compatible with the results of a study by Salahshour (2013), who found that Iranian students reported using metacognitive strategies the most frequently and using cognitive strategies the least. The results of the present study are also consistent with those of a study of learning strategies in the Thai context which was conducted by Rattanasongkhroh (2013). Rattanasongkhroh reported that most high and low English proficiency students in her study used metacognitive strategies at a medium level. The high English proficiency students reported using affective strategies the least, and low English proficiency students used cognitive strategies the least.

However, the results of this present study are in contrast with results of some previous studies (Deneme, 2008; Koatsombut, 2003; Lee & Oxford, 2008; Peng & Wen, 2012; Pathomchaiwat, 2013; Pringprom, 2009; Rao, 2006; Sourivongsa, 2013). Peng and Wen (2012) reported that Malaysian students preferred to use social strategies. Rao (2006) reported that affective strategies were the most frequently used by Chinese learners. Sourivongsa (2013) reported that Laotian students used memory strategy the most often. Lee and Oxford (2008) revealed that Korean student used compensatory strategies the most frequently to make up for missing knowledge, as did Deneme (2008), who found that Turkish students used compensation strategies the most. In the Thai context, Koatsombut (2003) and Pringprom (2009) reported that compensation strategies were the most frequently used by the students in their studies. Pathomchaiwat (2013) reported that affective strategies were rated as the most frequently used by the students.

In this present study, the reasons underlying the use of learning strategies might be due to students' language proficiency and their intrinsic motivation. Both groups of students reported that they tried to be better learners of English. Thus metacognitive strategies were the most frequently used by these students. In addition, affective strategies were found to be the least used strategies by the high-achieving

students in the sense that they did not have to encourage themselves to learn English because of the four English skills, these students perceived themselves as being able to use all of them. Low-achieving students used cognitive strategies least frequently. Although they said that they were good at reading in English, they only occasionally made summaries of information that they heard or read. As a result, they were less successful in their learning.

5.2 Discussion of Finding Two

Research question 2: What is the level of English self-efficacy beliefs held by high- and low- achieving of English major students?

This section discusses the perceptions of English self-efficacy of high- and low-achieving students. The analysis of the data obtained from the questionnaires on English self-efficacy shows that both high- and low-achieving students perceived themselves as having a high level of self-efficacy in English: $M = 4.89$ for high-achieving students and $M = 4.54$ for low-achieving students. High-achieving students showed their highest English self-efficacy in speaking, and their lowest English self-efficacy in listening. Low-achieving students rated their English self-efficacy as highest for reading and lowest for listening. The results of this study are more or less the same with those of Conner and Norman (1995) in that learners with high self-efficacy were more likely to demonstrate better academic achievement than learners with low self-efficacy. It can be said that high-achieving students generally had a high level of self-efficacy beliefs. The findings are also consistent with a study which was done by Yogurtcu (2013) in the sense that a student's level of perceiving self-efficacy beliefs affects their academic achievement.

The reasons for these two groups of students having high levels of self-efficacy might be due to their academic achievement and their positive attitudes toward English language. High-achieving students rated themselves as having high English self-efficacy beliefs because of their confidence in their learning abilities which was attested to by their high GPA. Moreover, their past performance accomplishment might be the important factor that help boost their sense of self-efficacy. Similarly, low-achieving students also held high levels of English self-

efficacy beliefs. This might be because of their positive attitudes toward English language learning. Although it was found that these students were less successful in their language learning, they keep learning the language up until the present. This might be because the English is the subject that they were most favorite and keen on. With the positive attitudes to learn English, these students might get confident and believe in their ability to perform English. Thus, they rated themselves as a high English self-efficacy student.

High-achieving students perceived their highest self-efficacy on speaking skills; whereas, low-achieving students reported their highest self-efficacy on reading skills. As it was found from the previous studies that the high self-efficacy students were more incline to challenge themselves with complicated tasks. And the speaking skills seem to be the most challenge skill among the four skills of English because it involves anxiety when students have to present in front of the audience. So, students have to hold their self-confident when they got to be in front of the class. However, the low-achieving students perceived reading skill as the highest self-efficacy. This may be resulted from the less anxiety the students have when they performed reading tasks. Students only have to concentrate on their own tasks to get it done. Listening skill was found to be the lowest self-efficacy skill of the two groups because listening skill was found to be the most difficult tasks to accomplish (Wang et al., 2013). Students may get anxiety when they have to listen to the context that they were not familiar with.

5.3 Discussion of Finding Three

Research question 3: Is there any significant difference in the language learning strategies used by high- and low- achieving of English major students?

This section discusses the use of language learning strategies by high- and low-achieving students. The results of this present study reveal that high- and low-achieving education majors differed in their use of language learning strategies in all six categories. The high-achieving students reported using all of the learning strategies categories more frequently than low-achieving students. High-achieving and low-achieving students were significantly different in the use of metacognitive, cognitive, affective, and social strategies. The findings of this present study are consistent with

those of Al-Qahtani (2013), Gerami & Baighlou (2011), Green & Oxford (1995), Hou (2008), Lee & Oxford (2008), Nguyen (2009), O'Malley et al. (1985), Pannak & Chiramanee (2011), Salahshour (2013), and Suwanarak (2012).

Green and Oxford (1995) reported that more proficient students used all categories of language learning strategies more frequently. O'Malley et al. (1985) found in their study that successful language learners reported using more and a wider range of language learning strategies than less-successful learners. Lee and Oxford (2008) reported that students with high proficiency used more language learning strategies than other groups of students. Hou (2008) also reported that advanced students tended to use a wider range of learning strategies. Nguyen (2009) similarly found that successful learners used language learning strategies more frequently than less successful students. Gerami and Baighlou (2011) reported in their study that successful language learners used more language learning strategies than unsuccessful learners. Salahshour (2013) found that proficient learners used strategies significantly more often than less proficient learners did. Al-Qahtani (2013) further showed that there was a significant correlation between learning achievement and language learning strategies used. The learning strategies research in the Thai context done by Pannak and Chiramanee (2011) and Suwanarak (2012) found that more proficient students reported using all six categories of learning strategies more than less proficient students.

The reasons underlying the different use of learning strategies by high- and low-achieving students may be because of their learning styles and preferences. High-achieving students have a greater intention to find out how to be better learners, and they usually think about their progress in learning English. In addition, Rubin and Chamot (1994) stated that using learning strategies that best assist their language learning conditions can positively effectively affect students' language proficiency. Green and Oxford (1995) suggested that, with a greater variety and appropriate use of language learning strategies, students can be more proficient in their language learning.

5.4 Discussion of Finding Four

Research question 4: Is there any significant difference in the level of English self-efficacy beliefs held by high- and low- achieving of English major students?

This section discusses the perceived levels of English self-efficacy by high- and low-achieving students. The present study discovered that high- and low-achieving students were significantly different in the level of belief in their English self-efficacy. High-achieving students had higher levels of English self-efficacy on the whole, for all four English skills, and all 32 sub-categories. The findings of the present study corresponded with the results of a study by Komaraju and Nadler (2013), who found that students with high self-efficacy constantly put in more effort in pursuing mastery goals. It was found that effort regulation mediated the relationship between self-efficacy and GPA. This means that students with a high GPA tend to perceive a high level of self-efficacy. The results of this present study are also consistent with those of a study which was done by Margolis and McCabe (2006), who found that students with high self-efficacy in their study were more likely to put in more effort in completing any task.

The reasons behind perceiving significantly different levels of English self-efficacy by high- and low-achieving students may result from their previous English learning experiences (enactive mastery experience). A review of the literature on self-efficacy reveals that people with a high level of self-efficacy challenged themselves more often with complex situations and constantly put in a greater effort in achieving their goals; whereas, people with lower levels of self-efficacy believed that a person's ability was innate and could not be changed, and they preferred to do easy tasks. According to Bandura (1997), when student' self-efficacy is raised, they will engage in tasks that can enhance their abilities and skills development. However, when student' self-efficacy is low, they will not perform new tasks which can foster learning and the development of new skills. Mahyuddin et al. (2006) reported that, in their study, there was a positive correlation between self-efficacy and academic performance in English. Accordingly, high- and low-achieving students showed significant differences in their perceptions of English self-efficacy.

5.5 Discussion of Finding Five

Research question 5: Is there any correlation between language learning strategies used and the level of English self-efficacy beliefs held by high- and low-achieving English major students?

This section discusses the correlation between students' language learning strategies used and their perceptions of English self-efficacy. The findings reveal that there is a positive correlation between students' use of language learning strategies and their level of English self-efficacy, at $r = .536$, $p < .01$. A significant positive correlation between each category of language learning strategies (memory, cognitive, compensation, metacognitive, affective, and social) and the four English skills (speaking, reading, writing, and listening) was also found. This means that with a high level of English self-efficacy beliefs, students tend to use a high and wide range of language learning strategies. The findings reveal a distinctive positive correlation between language learning strategies and listening skills ($r = .470$, $p < .01$). These findings are compatible with those of a study by Li and Wang (2010) in that the higher self-efficacious students use more of metacognitive strategies than less efficacious students. And the findings are also consistent with a study by Heidari, Izadi, and Ahmadian (2012), who reported that there was a positive relationship between students' self-efficacy and their use of vocabulary learning strategies. The results also show that students with high self-efficacy reported using significantly more vocabulary strategies than did those students with low self-efficacy.

It can be inferred from the findings that the students' use of language learning strategies result in their level of English self-efficacy beliefs. The use of language learning strategies can create students' self-efficacy. With high, varied, and appropriate use of language learning strategies, students will become highly self-confident and have high levels of self-efficacy in using all four skills. All the students in this study reported that they were least proficient in listening in the sense that it was rather difficult for them to understand radio programs from English-speaking countries. As a result, these students have to encourage themselves in order to overcome their deficiencies in listening. It was found that students frequently tried to relax whenever they were afraid of making mistakes. However, Serri, Boroujeni, and Hesabi (2012) mentioned in their study that in order to make students more efficacious

and motivated to learn English, the teachers should teach the strategies of cognitive, metacognitive, and affective and social along with the successful mastery experience to the students.

5.6 Implications of the Study

This present study provides implications for English instructional practice and English language learning. The study provides a guides for further study on language learning strategies and English self-efficacy. It also provides results which are beneficial and useful for improving Thai students' English proficiency.

5.6.1 Implications for Language Teaching

The findings of this present study provide some useful information for language instructional practice. In this study, the categories of language learning strategies selected by the high-achieving and low-achieving learners were described. Thus, language teachers can make use of the present information about learning strategies used by high-achieving students to teach other groups of language learners. Hosenfield (1979) stated that when the strategies of good language learners are identified, it would be beneficial for less successful language learners in that these successful strategies can be made available for them to make use of in making their foreign/second language learning more successful in making them more proficient learners.

Furthermore, the findings also show the levels of self-efficacy held by these two groups of learners, which can remind language teachers to improve students' English self-efficacy as it is known that self-efficacy is considered a significant variable that can mediate students' learning achievement. It has been shown that students' English self-efficacy is positively correlated with their English learning performance. Efficacious students tended to perform complex tasks. Thus, raising students' English self-efficacy would greatly improve their English learning achievement.

In conclusion, the present findings can help English teachers to select effective teaching techniques that are appropriate for their students' levels and desires.

The present research findings can be a guide for language teachers on how to give their students practice in using learning strategies more appropriately and effectively in different conditions, and they can provide information to help language teachers to raise students' English self-efficacy. Furthermore, the results also have implications for curriculum developers and stakeholders who are trying to develop Thai students' English proficiency. In addition, to developing curricular for English teaching, attention to students' cognitive processes is needed. Teaching students learning strategies can show them how to be better learners of English, raise their self-efficacy in using English, and increase their intrinsic motivation to learn.

5.6.2 Implications for Language Learning

present findings for instructional practices, the students themselves can make use of this information to help improve their language learning. English language students can compare themselves with the participants in this study and reflect on their use of learning strategies and the level of English self-efficacy they have to improve their learning. They can then adjust their learning to use such strategies and achieve greater self-efficacy. The findings can help learners to determine which language learning strategies are best suited to help them in their learning. Bringing successful learning strategies to use in their own language learning would positively influence their language proficiency. When students are proficient in language use, they have their own system of language learning. Rubin (1987) said that language learning strategies help learners to create their own language system.

Additionally, the findings can help learners to improve their level of language self-efficacy. As students acknowledge the significance of self-efficacy, they should undoubtedly increase their levels of such efficacy. It has been shown that self-efficacy has a great influence on students' motivation (Schunk, 2008). When students who are motivated to learn attain their goals, they are intrinsically motivated and encouraged to pursue their learning (Schunk, 2008). Students' motivation to learn can have a washback effect on their perceptions of self-efficacy in the sense that efficacious people are more motivated to learn, and persistently put in more effort in tackling their difficulties, while inefficacious people typically avoid any hard situations, and they give up on complex tasks more easily (Bandura, 1997). The

present research findings demonstrate that students' use of language learning strategies is positively correlated with students' level of perceptions regarding self-efficacy. With more use of language learning strategies, students expressed higher levels of self-efficacy beliefs.

In sum, it is beneficial for students to make use of language learning strategies to support their language learning. With greater and more appropriate use of such strategies, students can improve their learning. Similarly, self-efficacy is also necessary for students because it can greatly improve students' self-confidence and increase their motivation to learn.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

This last chapter provides a conclusion to the previous four chapters and recommendations for further research in the area of language learning strategies and English self-efficacy beliefs.

6.1 Conclusions of the study

English teaching and learning in Thailand is accepted as critically important in that learners are required to learn English as a compulsory subject from the elementary to undergraduate level (Office of the National Education Commission, 2001). It is accepted that language learning strategies can assist students in their language learning (Oxford, 1990). Language self-efficacy beliefs—people’s judgment on their capabilities, people’s belief in their competence toward a certain task also help accomplish the goal of language learning (Bandura, 1986). Learning strategies are defined as “specific actions, behaviors, steps, or techniques—such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task—used by students to enhance their own learning” (Scarcella & Oxford, 1992, p. 63). Accordingly, students need to help their own learning by consciously applying language learning strategies and raising their level of English self-efficacy so as to help them to succeed in their language learning.

Although people know how to improve their learning, the English proficiency of Thai citizens is considered as very low (EF, 2012). Recently, the World Economic Forum (WEF) has revealed that Thai education ranked lowest among ASEAN countries in 2012, and ranked 8th out of 10th countries in 2013 (Kroobannok, 2013). Accordingly, it is important to seek the solutions to help improve English proficiency among Thai learners.

This present study was designed to investigate Thai EFL education majors' use of language learning strategies and the level of their English self-efficacy beliefs. The study was designed using the learning strategies taxonomy of Oxford (1990) and the cognitive theoretical concepts of self-efficacy developed by Bandura (1997). The quantitative method was used to collect and analyze the data obtained.

To obtain the data, two sets of research questionnaires were used. The questionnaires in this study were SILL version 7.0 developed by Oxford (1990), and QESE developed by Wang et al. (2013). The two sets of questionnaires were employed to explore the relationship between language learning strategies and language self-efficacy as factors influencing learners' language learning achievement; to determine whether there is a difference in the use of these two variables by high-achieving and low-achieving learners. The Statistical Package for Social Science (SPSS) was used to analyze the data obtained from the questionnaires.

The participants in this present study were selected in four steps: 1) stratified random sampling, 2) simple random sampling, 3) purposive sampling, and 4) simple random sampling. The participants were 186 Thai EFL education majors from four representative Rajabhat universities, Thailand.

6.1.1 Conclusions for Research Purpose One

Overall, the use of learning strategies by high-achieving students was at a high level, with a mean of 3.52, and the use of learning strategies by low-achieving students was at a medium level ($M = 3.35$). Metacognitive strategies were reported as the most frequently used of the six categories by both group of students. And least strategies used by the two groups of students were the affective strategies by the high-achieving students and cognitive strategies by the low-achieving students.

6.1.2 Conclusions for Research Purpose Two

High-achieving students reported a high level of English self-efficacy in all categories for English learning skills. Low-achieving students also perceived themselves as having a high level of self-efficacy, but with a lower level than the high-achieving students. The overall English self-efficacy level perceived by high-achieving students was $M = 4.89$, $p < .01$, and the low-achieving students' level was M

= 4.54, $p < .01$. Students reported the highest level of English self-efficacy in speaking ($M = 4.99$, $p < .01$). High-achieving students' self-efficacy in listening was rated at the lowest level. Reading self-efficacy received the highest rating ($M = 4.55$, $p < .01$) for low-achieving students. This group of low-achieving students gave the lowest rating to listening ($M = 4.53$, $p < .01$).

6.1.3 Conclusions for Research Purpose Three

In their use of all categories of language learning strategies, high- and low-achieving students performed differently. High-achieving students reported using all six categories strategies more often than the other group of students. High- and low-achieving students reported using metacognitive, cognitive, affective, and social strategies to significantly different degrees.

6.1.4 Conclusions for Research Purpose Four

Levels of English self-efficacy belief were significantly different for the high- and low-achieving students. The findings reveal that high-achieving students had higher levels of English self-efficacy beliefs on the whole. There were found statistically significant differences for overall English self-efficacy skills and for each sub-category for the two groups of students.

6.1.5 Conclusions for Research Purpose Five

A significant positive relationship was found between students' use of language learning strategies and their levels of English self-efficacy at $r = .526$, $p < .01$. There were also significant positive correlations for each category in the two variables.

6.2 Recommendations for Further Studies

The present study provides findings of benefit for language teaching and learning. It shows which language learning strategies were successful and the English self-efficacy beliefs of high-achieving students. The present study also compares and contrasts the use of such strategies and the perceptions of English self-efficacy for the

high- and low-achieving students. The recommendations for further study below are based on the results of the study.

1. In terms of participants: the participants in this present study were Thai EFL fourth-year education majors in the Faculties of Education in four Rajabhat universities, Thailand. Further studies should be conducted with other groups of participants, such as Liberal Arts students or Science students. Although this presents study provided the participants' demographic data on their gender, it did not focus on the different use of language learning strategies and the level of self-efficacy beliefs between male and female students. Consequently, such topic should be included in further study.

2. In terms of research method: this present study employed the quantitative method in collecting and analyzing data. The quantitative method was used to gather a large amount of information about a large number of participants. Further studies should be conducted using a mixed-methods paradigm to collect and analyze data. Triangulation (such as observation, in-depth interviews, a think-aloud protocol, and documentary studies) should be used for further studies for greater reliability and increased validity of the findings.

3. Further studies should be conducted in different areas of language learning strategies and English self-efficacy. For example, further studies can focus specifically on the correlation between English self-efficacy and other variables such as students' language performance. Additionally, further studies can be conducted to find factors affecting participants' perceptions of levels of English self-efficacy.

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APPENDICES

APPENDIX A

THE QUESTIONNAIRES IN ENGLISH VERSION

Strategy Inventory for Language Learning (SILL) version 7.0

The Strategy Inventory for Language Learning (SILL) version 7.0 developed by Oxford (1990). In this study, the SILL is used as a research instrument to have subjects identify their language learning strategies.

There are 50 statements in this questionnaire, please read each statement and choose the response (5, 4, 3, 2, 1) that tells how true the statement is in terms of what you actually do when you are learning English. The criteria for the response are as follows:

5 = Always or Almost always used

4 = Usually used

3 = Sometimes used

2 = Generally not used

1 = Never or Almost never used

Strategy Inventory for Language Learning (SILL) version 7.0

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 me remember the word.
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 phrase by remembering their location on the page, on the board, or on a screen 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 to 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.
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.

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.

Questionnaire of English Self-Efficacy (QESE)

Important: Read the following questions through carefully, and try to assess your English language competence as accurately as possible, regardless of whether you have ever had to perform the actions described or not. The questions have been conceived in order to measure your self-perceived capabilities. There are therefore no right or wrong answers.. However, please do not forget to enter your GPA. and you should answer all the questions.

There are 32 statements in this questionnaire, please read each statement and choose the response (7, 6, 5, 4, 3, 2, 1) that tells how true the statement is in terms of what you actually do when you are learning English. The criteria for the response are as follows:

1 = I am totally unable to do this

2 = I am unable to do this

3 = I am possibly unable to do this

4 = I am possibly able to do this

5 = I am basically and in principle able to

6 = I am able to do this

7 = I am able to do this well

Questionnaire of English Self-Efficacy (QESE)

1. Can you understand stories told in English?
2. Can you do homework/home assignments alone when they include reading English texts?
3. Can you understand American TV programs (in English)?
4. Can you describe your university to other people in English?
5. Can you compose messages in English on the internet (face book, twitter, blogs, etc.)?
6. Can you describe the way to the university from the place where you live in English?
7. Can you write a text in English?

8. Can you tell a story in English?
9. Can you understand radio programs in English-speaking countries?
10. Can you understand English-language TV programs made in Thailand?
11. Can you leave a note for another student in English?
12. Can you guess the meaning of unknown words when you are reading an English text?
13. Can you form new sentences from words you have just learnt?
14. Can you write e-mails in English?
15. Can you understand English dialogs (audio recordings) about everyday school matters?
17. Can you ask your teacher questions in English?
18. Can you produce English sentences with idiomatic phrases?
19. Can you introduce your teacher (to someone else) in English?
20. Can you discuss subjects of general interest with your fellow students (in English)?
21. Can you read short English narratives?
22. Can you understand English films without subtitles?
23. Can you answer your teacher's questions in English?
24. Can you understand English songs?
25. Can you read English-language newspapers?
26. Can you find out the meanings of new words using a monolingual dictionary?
27. Can you understand telephone numbers spoken in English?
28. Can you write diary entries in English?
29. Can you understand English articles on Thai culture?
30. Can you introduce yourself in English?
31. Can you write an essay in about two pages about your lecturer in English?
32. Can you understand new reading materials (e.g., news from the *Time* magazine) selected by your instructor?

APPENDIX B

QUESTIONNAIRE IN THAI VERSION

แบบสอบถามเกี่ยวกับกลยุทธ์หรือเทคนิคในการเรียนรู้ภาษาอังกฤษ

คำชี้แจง แบบสอบถามฉบับนี้ มีวัตถุประสงค์เพื่อรวบรวมรายละเอียดเกี่ยวกับกลยุทธ์หรือเทคนิคในการเรียนภาษาอังกฤษของนักศึกษาปริญญาตรีศึกษาศาสตร์ (วิชาเอก เอกภาษาอังกฤษ) ทั้งนี้เพื่อนำผลการวิจัยไปใช้เป็นข้อมูลประกอบในการประเมินผลเพื่อหาความสัมพันธ์ระหว่างกลยุทธ์หรือเทคนิคที่ใช้ในการเรียนภาษาอังกฤษ และระดับความสามารถในการเรียนภาษาอังกฤษ ของกลุ่มผู้เรียนที่มีผลสัมฤทธิ์ทางการเรียนสูง และกลุ่มผู้เรียนที่มีผลสัมฤทธิ์ทางการเรียนต่ำ ดังนั้นการตอบแบบสอบถามครั้งนี้จะไม่มีความลับใดๆทั้งสิ้นต่อตัวท่าน

แบบสอบถามนี้ แบ่งออกเป็น 3 ตอน โปรดตอบทุกตอนและทุกข้อ

ตอนที่ 1 คำถามเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม

ตอนที่ 2 คำถามเกี่ยวกับกลยุทธ์หรือเทคนิคที่ผู้เรียน (ผู้ตอบแบบสอบถาม) ใช้ในการเรียนภาษาอังกฤษ จำนวน 50 ข้อ

ตอนที่ 3 คำถามเกี่ยวกับการรับรู้สมรรถนะทางการเรียนภาษาอังกฤษของผู้เรียน (ผู้ตอบแบบสอบถาม) จำนวน 32 ข้อ

ผู้วิจัยใคร่ขอความกรุณาให้ท่านตอบแบบสอบถาม ที่ตรงกับพฤติกรรมการเรียนภาษาอังกฤษของท่านมากที่สุดและหวังเป็นอย่างยิ่งที่จะได้รับความร่วมมือด้วยดีจากท่านและขอขอบคุณทุกท่านที่ได้ให้ความร่วมมือในการตอบแบบสอบถามฉบับนี้ มา ณ ที่นี้ด้วย

นางสาววิลาวัลย์ ทิพย์โสดา

นักศึกษาระดับปริญญาโท สาขาวิชาภาษาศาสตร์ประยุกต์

มหาวิทยาลัยมหิดล

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดอ่านข้อความต่อไปนี้แล้วเติมข้อความในช่องว่างและใส่เครื่องหมาย / ลงใน []

หน้าข้อความที่ตรงกับสภาพความเป็นจริงของท่าน

1. ผลการเรียน (GPA.) _____

2. อายุ _____

3. เพศ [] 1. ชาย [] 2. หญิง

ตอนที่ 2 แบบสอบถามเกี่ยวกับกลยุทธ์หรือเทคนิคที่ผู้เรียนใช้ในการเรียนรู้ภาษาอังกฤษ

คำชี้แจง แบบสอบถามฉบับนี้มีทั้งหมด 50 ข้อ กรุณาอ่านคำถามแต่ละข้อและตอบคำถาม โดยการกากบาท

(X) ในช่องที่ตรงกับตัวท่านมากที่สุด เพียงข้อละ 1 ช่องเท่านั้น

ตัวเลขที่ท่านจะใช้เลือกตอบ มีความหมายดังต่อไปนี้

1 หมายถึง ใช้น้อยที่สุดถึงไม่เคยใช้เลย

2 หมายถึง ใช้น้อย

3 หมายถึง ใช้นปานกลาง

4 หมายถึง ใช้มาก

5 หมายถึง ใช้มากที่สุด

ส่วนที่ 2 กลยุทธ์ที่ใช้ในการเรียนภาษาอังกฤษ

ระดับการใช้ ⑤ = ใช้มากที่สุด ④ = ใช้มาก ③ = ใช้ปานกลาง ② = ใช้บ่อย ① = ใช้บ่อยที่สุดถึงไม่เคยใช้เลย

กลยุทธ์ในการเรียนภาษาอังกฤษ	ระดับการใช้	กลยุทธ์ในการเรียนภาษาอังกฤษ	ระดับการใช้
1. ท่านคิดเชื่อมโยงความสัมพันธ์ระหว่างสิ่งที่เรียนรูมาแล้วกับสิ่งที่เรียนรู้ใหม่	⑤ ④ ③ ② ①	26. ท่านใช้คำอื่นแทน เมื่อท่านไม่รู้ว่าที่ถูกต้องในภาษาอังกฤษ	⑤ ④ ③ ② ①
2. ท่านนำเอาคำใหม่ๆในภาษาอังกฤษใช้ในประโยค เพื่อให้จำได้ดียิ่งขึ้น	⑤ ④ ③ ② ①	27. ท่านอ่านภาษาอังกฤษ โดยไม่ต้องค้นหาคำใหม่ทุกคำ	⑤ ④ ③ ② ①
3. ท่านเชื่อมโยงเสียงของคำใหม่ในภาษาอังกฤษกับภาพ(image or picture) ของคำนั้น เพื่อช่วยให้จำได้	⑤ ④ ③ ② ①	28. ท่านพยายามเดาหรือคาดการณ์เป็นภาษาอังกฤษว่าผู้สนทนาชาวต่างชาติจะพูดอะไรต่อไป	⑤ ④ ③ ② ①
4. ท่านจดจำคำใหม่ โดยการคิดถึงภาพของเหตุการณ์ซึ่งคำเหล่านั้นอาจจะถูกใช้	⑤ ④ ③ ② ①	29. ถ้าท่านไม่สามารถคิดถึงคำในภาษาอังกฤษได้ ท่านจะใช้คำหรือวลีที่มีความหมายเหมือนหรือใกล้เคียงกับคำที่ท่านต้องการ	⑤ ④ ③ ② ①
5. ท่านใช้คำพ้องเสียงเพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ	⑤ ④ ③ ② ①	30. ท่านพยายามหาวิธีการต่างๆเท่าที่ท่านจะทำได้เพื่อได้ใช้ภาษาอังกฤษ	⑤ ④ ③ ② ①
6. ท่านใช้บัตรคำซึ่งด้านหนึ่งของบัตรเป็นคำศัพท์ส่วนอีกด้านหนึ่งเป็นคำแปล (flashcard) เพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ	⑤ ④ ③ ② ①	31. ท่านสังเกตข้อผิดพลาดต่างๆในการใช้ภาษาอังกฤษและใช้ข้อผิดพลาดเหล่านั้นเป็นบทเรียนเพื่อช่วยให้ท่านเรียนได้ดีขึ้น	⑤ ④ ③ ② ①
7. ท่านแสดงท่าทางประกอบ เพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ เช่น drink = ดื่ม ท่านจึงทำท่าทางดื่มน้ำไปด้วย	⑤ ④ ③ ② ①	32. ท่านให้ความสนใจ เมื่อมีใครก็ตามพูดภาษาอังกฤษ	⑤ ④ ③ ② ①
8. ท่านทบทวนบทเรียนภาษาอังกฤษบ่อยๆ	⑤ ④ ③ ② ①	33. ท่านพยายามที่จะหาวิธีการที่จะทำให้ท่านเรียนภาษาอังกฤษได้ดีขึ้น	⑤ ④ ③ ② ①
9. ท่านจดจำคำหรือวลีใหม่ๆ ในภาษาอังกฤษโดยการจำว่าคำเหล่านั้นอยู่ในหน้าใดของหนังสือส่วนใดของกระดานหรือตามป้ายต่างๆบนท้องถนน	⑤ ④ ③ ② ①	34. ท่านจัดตารางเวลา เพื่อให้มีเวลาเพียงพอที่จะศึกษาภาษาอังกฤษ	⑤ ④ ③ ② ①
10. ท่านพูดหรือเขียนคำใหม่ๆในภาษาอังกฤษซ้ำแล้วซ้ำอีกหลายๆครั้ง	⑤ ④ ③ ② ①	35. ท่านมองหาคำที่ท่านสามารถพูดภาษาอังกฤษกับเขาได้	⑤ ④ ③ ② ①
11. ท่านพยายามพูดให้มีสำเนียงใกล้เคียงกับเจ้าของภาษา	⑤ ④ ③ ② ①	36. ท่านหาโอกาสที่จะอ่านภาษาอังกฤษให้มากที่สุดเท่าที่จะทำได้	⑤ ④ ③ ② ①
12. ท่านฝึกฝนการออกเสียงภาษาอังกฤษ	⑤ ④ ③ ② ①	37. ท่านมีเป้าหมายชัดเจนในการปรับปรุงทักษะภาษาอังกฤษของท่าน	⑤ ④ ③ ② ①
13. ท่านใช้คำศัพท์ในภาษาอังกฤษที่ท่านในสถานการณ์ที่แตกต่างกันออกไป เช่น ใช้ในการพูด หรือใช้ในการเขียน	⑤ ④ ③ ② ①	38. ท่านคาดหวังในความก้าวหน้าการพัฒนาในการเรียนภาษาอังกฤษของท่าน	⑤ ④ ③ ② ①
14. ท่านเริ่มต้นบทสนทนากับผู้อื่นโดยใช้ภาษาอังกฤษ	⑤ ④ ③ ② ①	39. ท่านพยายามผ่อนคลาย เมื่อรู้สึกกลัวว่าจะต้องใช้ภาษาอังกฤษ	⑤ ④ ③ ② ①
15. ท่านดูรายการโทรทัศน์หรือภาพยนตร์ภาคภาษาอังกฤษ	⑤ ④ ③ ② ①	40. ท่านให้กำลังใจตนเอง เมื่อต้องพูดภาษาอังกฤษ แม้ว่าในใจจะกลัวความผิดพลาด	⑤ ④ ③ ② ①
16. ท่านอ่านสิ่งพิมพ์ภาษาอังกฤษต่างๆที่ให้ท่านเพลิดเพลิน	⑤ ④ ③ ② ①	41. ท่านให้รางวัลกับตนเองเมื่อใช้ภาษาอังกฤษได้ดี	⑤ ④ ③ ② ①

กลยุทธ์ในการเรียนภาษาอังกฤษ	ระดับการใช้	กลยุทธ์ในการเรียนภาษาอังกฤษ	ระดับการใช้
17. ท่านใช้ภาษาอังกฤษในการจดโน้ต ข้อความ จดหมาย หรือรายงาน	๕ ๔ ๓ ๒ ๑	42. ท่านพบว่าตัวเองเป็นกึ่งวลหรือเครียดในขณะที่กำลังเรียนหรือใช้ภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
18. ท่านอ่านบทความต่างๆที่เป็นภาษาอังกฤษ โดยอ่านแบบผ่านๆในครั้งแรกเพื่อหาใจความสำคัญ และกลับมาอ่านทบทวนอีกครั้งอย่างละเอียด	๕ ๔ ๓ ๒ ๑	43. ท่านเขียนบรรยายความรู้สึกของท่านเป็นภาษาอังกฤษในสมุดบันทึกประจำวัน	๕ ๔ ๓ ๒ ๑
19. ท่านค้นหาคำในภาษาไทยที่มีความหมายใกล้เคียงกับคำศัพท์ใหม่ในภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑	44. ท่านพูดคุยกับผู้อื่นถึงความรู้สึกของท่านในการเรียนภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
20. ท่านศึกษารูปแบบการเรียงประโยคในภาษาอังกฤษเพื่อนำไปใช้ได้ถูกต้อง	๕ ๔ ๓ ๒ ๑	45. ท่านขอร้องให้ผู้พูดพูดช้าลงหรือพูดซ้ำ ถ้าท่านไม่เข้าใจภาษาที่เขากำลังพูดอยู่ในขณะนั้น	๕ ๔ ๓ ๒ ๑
21. ท่านหาความหมายของคำในภาษาอังกฤษโดยการแบ่งคำนั้นๆ ออกเป็นส่วนๆ เพื่อให้เกิดความเข้าใจ เช่น แบ่งตามรากศัพท์	๕ ๔ ๓ ๒ ๑	46. ท่านขอให้ผู้ที่ใช้ภาษาอังกฤษช่วยแก้ไขภาษาอังกฤษของท่าน เมื่อท่านพูดผิด	๕ ๔ ๓ ๒ ๑
22. ท่านหลีกเลี่ยงการแปลภาษาอังกฤษแบบคำต่อคำ	๕ ๔ ๓ ๒ ๑	47. ท่านฝึกฝนภาษาอังกฤษกับเพื่อนนักศึกษาคนอื่นๆ	๕ ๔ ๓ ๒ ๑
23. ท่านทำสรุปข้อมูลต่างๆที่ท่านได้ฟังหรืออ่านเป็นภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑	48. ท่านขอความช่วยเหลือจากอาจารย์/ เพื่อนนักศึกษาต่างชาติในการใช้ภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
24. ท่านใช้วิธีการเดา เพื่อให้เข้าใจคำในภาษาอังกฤษที่ไม่คุ้นเคย	๕ ๔ ๓ ๒ ๑	49. ท่านมักจะถามคำถามเป็นภาษาอังกฤษกับผู้ที่อยู่ในแวดวงเดียวกับท่าน	๕ ๔ ๓ ๒ ๑
25. ท่านใช้ท่าทางประกอบระหว่างการสนทนาภาษาอังกฤษ เมื่อท่านนึกคำภาษาอังกฤษไม่ออก	๕ ๔ ๓ ๒ ๑	50. ท่านพยายามศึกษาวัฒนธรรมของคนที่ใช้ภาษาอังกฤษเป็นภาษาประจำชาติ	๕ ๔ ๓ ๒ ๑

ตอนที่ 3 แบบสอบถามเกี่ยวกับกลยุทธ์หรือเทคนิคในการเรียนรู้ภาษาอังกฤษ
คำชี้แจง แบบสอบถามฉบับนี้มีทั้งหมด 2 ข้อ กรุณาอ่านและทำความเข้าใจคำถามแต่ละข้อ โดย
ละเอียด และตอบคำถาม โดยการกากบาท (X □) ที่ตัวเลขที่สามารถระบุระดับสมรรถนะทาง
ภาษาอังกฤษของท่านได้ตรงมากที่สุด เพียงข้อละ 1 ช่องเท่านั้น

ตัวเลขที่ท่านจะใช้เลือกตอบ มีความหมายดังต่อไปนี้

- 1 หมายถึง ไม่สามารถทำได้เลย
- 2 หมายถึง ไม่สามารถทำได้
- 3 หมายถึง อาจจะทำไม่ได้
- 4 หมายถึง อาจทำได้
- 5 หมายถึง สามารถทำได้บ้าง
- 6 หมายถึง สามารถทำได้
- 7 หมายถึง สามารถทำได้เป็นอย่างดี

ส่วนที่ 3 การรับรู้สมรรถนะทางภาษาอังกฤษของตนเอง

ระดับการรับรู้สมรรถนะของตนเอง ๗ = สามารถทำได้เป็นอย่างดี ๖ = สามารถทำได้ ๕ = สามารถทำได้บ้าง

๔ = อาจทำได้ ๓ = อาจทำไม่ได้ ๒ = ไม่สามารถทำได้ ๑ = ไม่สามารถทำได้เลย

การรับรู้สมรรถนะทางภาษาอังกฤษ	ระดับความคิดเห็น	การรับรู้สมรรถนะทางภาษาอังกฤษ	ระดับความคิดเห็น
1. ท่านสามารถเข้าใจเรื่องราวที่บอกเล่าเป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	17. ท่านสามารถถามคำถามครูผู้สอนเป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
2. ท่านสามารถทำการบ้านที่มีบางส่วนเป็นเนื้อหา การอ่านภาษาอังกฤษโดยลำพัง ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	18. ท่านสามารถสร้างประโยคภาษาอังกฤษที่ประกอบด้วย วลีสำนวน ภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
3. ท่านสามารถเข้าใจรายการโทรทัศน์ของอเมริกา(ภาคภาษาอังกฤษ) ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	19. ท่านสามารถแนะนำครูผู้สอนของท่าน ให้บุคคลอื่นรู้จัก เป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
4. ท่านสามารถบรรยายเกี่ยวกับมหาวิทยาลัย ของตนเองเป็นภาษาอังกฤษให้ผู้อื่นฟังได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	20. ท่านสามารถอภิปรายกับเพื่อนร่วมชั้นเรียน เกี่ยวกับเรื่องที่สนใจทั่วไป เป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
5. ท่านสามารถเขียนข้อความเป็นภาษาอังกฤษบนอินเทอร์เน็ต (เฟสบุ๊ก ทวิตเตอร์ บล็อกส์ และอื่นๆ) ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	21. ท่านสามารถอ่านเรื่องสั้นบรรยายในภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
6. ท่านสามารถอธิบายเส้นทางจากจุดที่คุณอยู่ ไปถึงมหาวิทยาลัย ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	22. ท่านสามารถเข้าใจเรื่องราวภาพยนตร์ภาคภาษาอังกฤษ โดยไม่มีบรรยายตัวหนังสือ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
7. ท่านสามารถเขียนบทความเป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	23. ท่านสามารถตอบคำถามครูผู้สอนเป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
8. ท่านสามารถเล่าเรื่องราวเป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	24. ท่านสามารถเข้าใจเพลงภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
9. ท่านสามารถเข้าใจรายการวิทยุภาคภาษาอังกฤษ จากประเทศเจ้าของภาษา (อังกฤษ/อเมริกา) ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	25. ท่านสามารถอ่านหนังสือพิมพ์ภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
10.ท่านสามารถเข้าใจรายการโทรทัศน์ภาคภาษาอังกฤษที่ดำเนินรายการโดยคนไทย ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	26. ท่านสามารถหาความหมายของคำโดยใช้เพียงพจนานุกรมภาษาเดียว (อังกฤษ: อังกฤษ) ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
14. ท่านสามารถฝากข้อความสั้นๆไว้ให้เพื่อนเป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	27. ท่านสามารถเข้าใจหมายเลขโทรศัพท์ที่บอกเป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
12. เมื่อท่านอ่านหนังสือภาษาอังกฤษ ท่านสามารถเดาคำศัพท์ที่ไม่ทราบ จากบริบทข้างเคียง ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	28. ท่านสามารถจดบันทึกประจำวัน เป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
13. ท่านสามารถสร้างประโยค จากคำใหม่ที่ท่านได้เรียน ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	29. ท่านสามารถเข้าใจบทความภาษาอังกฤษ เกี่ยวกับวัฒนธรรมไทย ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
14. ท่านสามารถเขียนจดหมายอิเล็กทรอนิกส์ (e-mail) เป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	30. ท่านสามารถแนะนำตัวเป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
15. ท่านสามารถเข้าใจบทสนทนาจากเรื่องบันทึกเสียงเกี่ยวกับเรื่องต่างๆไปในโรงเรียน ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	31. ท่านสามารถเขียนเรียงความภาษาอังกฤษความยาวประมาณสองหน้ากระดาษ เกี่ยวกับครูผู้สอนของท่าน ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑
16. ท่านสามารถเข้าใจข้อความ หรือ ข่าวสารภาษาอังกฤษ บนอินเทอร์เน็ต ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑	32. ท่านสามารถเข้าใจเนื้อเรื่องที่อ่าน ที่ครูผู้สอนเลือกให้ เป็นภาษาอังกฤษ ได้หรือไม่?	๗ ๖ ๕ ๔ ๓ ๒ ๑

APPENXDIX C

LIST OF RAJABHAT UNIVERSITIES

Name of All 40 Rajabhat Universities in Thailand

Central Thailand

No.	Name of Rajabhat University
1.	1. Phranakhon Si Ayutthaya Rajabhat University
2.	2. Muban Chom Bung Rajabhat University
3.	3. Kanchanaburi Rajabhat University
4.	4. Nakhon Pathom Rajabhat University
5.	5. Phetchaburi Rajabhat University
6.	6. Rajanagarindra Rajabhat University
7.	7. Rambhaibarni Rajabhat University
8.	8. Thepsatri Rajabhat University
9.	9. Valaya-Alongkorn Rajabhat University
10.	10. Nakhon Sawan Rajabhat University
11.	11. Chandrakasem Rajabhat University
12.	12. Dhonburi Rajabhat University
13.	13. Bansomdejchaopraya Rajabhat University
14.	14. Phranakhon Rajabhat University
15.	15. Suan Dusit Rajabhat University
16.	16. Suan Sunandha Rajabhat University

Southern Thailand

No.	Name of Rajabhat University
17.	1. Nakhon Si Thammarat Rajabhat University
18.	2. Phuket Rajabhat University
19.	3. Songkhla Rajabhat University
20.	4. Surat Thani Rajabhat University
21.	5. Yala Rajabhat University

Northeastern Thailand

No.	Name of Rajabhat University
22.	1. Chaiyaphum Rajabhat University
23.	2. Kalasin Rajabhat University
24.	3. Loei Rajabhat University
25.	4. Maha Sarakham Rajabhat University
26.	5. Nakhon Ratchasima Rajabhat University
27.	6. Roi Et Rajabhat University
28.	7. Sakon Nakhon Rajabhat University
29.	8. Sisaket Rajabhat University
30.	9. Surin Rajabhat University
31.	10. Ubon Ratchathani Rajabhat University
32.	11. Udon Thani Rajabhat University
33.	12. Buriram Rajabhat University

Northern Thailand

No.	Name of Rajabhat University
34.	1. Chiang Mai Rajabhat University
35.	2. Chiang Rai Rajabhat University
36.	3. Kamphaeng Phet Rajabhat University
37.	4. Lampang Rajabhat University
38.	5. Phetchabun Rajabhat University
39.	6. Pibulsongkram Rajabhat University (Phitsanulok)
40.	7. Uttaradit Rajabhat University

APPENDIX D

LETTERS OF CONSENT

Letters of consent for using the Strategy Inventory of Language Learning (SILL version 7.0 translated in Thai)

from: **Wilawan Thipsoda** <wilawanthipsoda@gmail.com>
to: panicha.nitisakunwut@gmail.com
date: 14 June 2013 16:32
subject: Asking for your permission to use SILL in Thai version
mailed-by: gmail.com

Dear Aj. Panicha Nitisakun,

I am a master's student in Applied Linguistics Program, faculty of Liberal Arts, Mahidol University, Thailand. I am undertaking my thesis on the topic of "Language Learning Strategies and Self Efficacy used by Successful and Unsuccessful Thai EFL Teacher students." The study purposes to investigate the frequency used of language learning strategies and the level of self efficacy employed by successful and unsuccessful students, and to compare the language learning strategies and the self efficacy used among successful and unsuccessful students. For these reasons, I would like to ask for your permission to use the SILL (version 7.0) that you translated into Thai in 2003, as the research instrument in my study.

Looking forward to your reply.

Thank you very much for your kindness in advance.

Sincerely yours,
Wilawan Thipsoda

from: **panicha nitisakunwut** <panicha.nitisakunwut@gmail.com>

to: Wilawan Thipsoda <wilawanthipsoda@gmail.com>

date: 16 June 2013 23:10

subject: Re: Asking for your permission to use SILL in Thai version

mailed-by: gmail.com

Signed by: gmail.com

Dear Wilawan Thipsoda

You got my permission to use it.

Good luck

Letters of consent for using the Strategy Inventory of Language Learning (SILL version 7.0)

from: Wilawan Thipsoda <wilawanthipsoda@gmail.com>
to: rebeccaoxford@gmail.com
date: 27 June 2013 14:39
subject: Asking for your permission to use the ESL/EFL SILL version 7.0
mailed-by: gmail.com

Dear Professor Oxford,

I am a master's student in Applied Linguistics Program, faculty of Liberal Arts, Mahidol University, Thailand. I am undertaking my thesis on the topic of "A comparison study of Language Learning Strategies and Self Efficacy used by high academic achievement and low academic achievement Thai EFL Students Teachers." The study aims to investigate the frequency used of language learning strategies and the level of self efficacy employed by high academic achievement and low academic achievement students in Thailand. And also, the research purposes to compare the language learning strategies and the self efficacy used among successful and unsuccessful students. For these reasons, I would like to ask for your permission to use the ESL/EFL SILL (version 7.0) as the research instrument in my study.

Looking forward to your reply.

Thank you very much for your kindness in advance.

Sincerely yours,
Wilawan Thipsoda

from: Rebecca Oxford <rebeccaoxford@gmail.com>

to: Wilawan Thipsoda <wilawanthipsoda@gmail.com>

date: 27 June 2013 23:05

subject: Re: Asking for your permission to use the ESL/EFL
SILL version 7.0

mailed-by: gmail.com

Signed by: gmail.com

Dear Wilawan,

You have my permission to use the SILL, version 7.0, for your study in Thailand.
I wish you all the best.

Warm wishes,
Dr. Oxford

Letters of consent for using the Questionnaire of English Self-Efficacy (QESE)

from: Wilawan Thipsoda <wilawanthipsoda@gmail.com>
to: cwang15@uncc.edu
date: 14 June 2013 17:01
subject: Asking for your permission to use QESE
mailed-by: gmail.com

Dear Professor Wang,

I am a master's student in Applied Linguistics Program, faculty of Liberal Arts, Mahidol University, Thailand. I am undertaking my thesis on the topic of "Language Learning Strategies and Self Efficacy used by Successful and Unsuccessful Thai EFL Teacher students." The study aims to investigate the frequency used of language learning strategies and the level of self efficacy employed by successful and unsuccessful students. And also, the research purposes to compare the language learning strategies and the self efficacy used among successful and unsuccessful teacher students. For these reasons, I would like to ask for your permission to use the Questionnaire of English Self-Efficacy (QESE) as the research instrument in my study.

Looking forward to your reply.

Thank you very much for your kindness in advance.

Sincerely yours,
Wilawan Thipsoda

from: Wang,
Chuang <cwang15@uncc.edu>
to: Wilawan Thipsoda
<wilawanthipsoda@gmail.com>
date: 18 June 2013 02:51
subject: RE: Asking for your permission to
use QESE

Dear Wilawan,

I am very glad to receive your message. Yes, please feel free to use my QESE instrument and keep me posted of your results. Attached is an article for your reference. Another article is in press with Asian EFL Journal. I will forward you that article as soon as it is in print. Thanks!

Chuang Wang, Ph.D. | Associate Professor of Educational Research
UNC Charlotte | Department of Educational Leadership
9201 University City Blvd., Charlotte, NC 28223
Phone: [704-687-8708](tel:704-687-8708) | Fax: [704-687-3493](tel:704-687-3493)

BIOGRAPHY

NAME	Wilawan Thipsoda
DATE OF BIRTH	April 14, 1988
PLACE OF BIRTH	Maha Sarakham, Thailand
INSTITUTIONS ATTENDED	Mahidol University, 2011-2013 Master degree of Arts (Applied Linguistics) Mahasarakham University, 2007-2011 Bachelor of Arts (English Major)
CONTACT	Email: wilawanthipsoda@gmail.com Mobile: 083-414-2440