An Investigation into English Language Learning Strategies Employed by First Year English Major Students at School of Foreign Languages, Thai Nguyen University

Nguyen Thi Dieu Ha, Ph.D

School of Foreign Languages - Thai Nguyen University

Abstract- The study investigates the language learning strategies (LLSs) employed by first year English major students at School of Foreign Languages (SFL), Thai Nguyen University (TNU) and to find out differences in the use of LLSs among the students of different language learning experiences measured by years of learning English. Two data collection instruments used are a questionnaire adapted from the Strategy Inventory for Language Learning (SILL) (Oxford, 1990) and an interview. The study was conducted with the participation of 100 first year English major students at SFL, TNU. The results of the study indicate that all the LLSs were used by the 100 participants. In addition, there were a number of variations in the employment of LLSs among students of different language learning experiences. It was found that the more experienced students used LLSs much more frequently than the less experienced ones.

Index Terms- language learning, language learning strategies, language learning experiences

I. INTRODUCTION

In the era of integration and globalization English has become an international mean of communication in all over the world. English has been the dominant language in the fields of education, commerce, tourism and many other aspects of life. In the field of education, English has been taught as one of the compulsory subjects at all levels of education in most countries. Due to the importance of English, a plenty of research on English language teaching and learning has been conducted.

In Vietnam, English has always affirmed its important position in different fields especially in education. However, most Vietnamese students learn English with the aim of finishing the course or passing examinations. Few students find English interesting and learn English because their interest because English is so difficult for them to learn and to love. One of the main reasons for this is their lack of English language learning strategies. An abundance of research on language learning strategies, therefore, has been carried out and a number of suggestions have been given. However, none of them was done at School of Foreign Language (SFL), Thai Nguyen University

(TNU). This study is, therefore, aimed at answering two following questions:

1. *What English language learning strategies are frequently employed by the first year English major students at School of Foreign Languages, Thai Nguyen University?*
2. *What are the differences in the students' use of English language learning strategies due to English learning experience?*

II. LITERATURE REVIEW

2.1. Definition of language learning strategies

There have been numerous definitions of language learning strategies by different researchers. According to Oxford (1990), language learning strategies are "mental steps or operation that learners use to learn a new language and to regulate their effort to do so" (p.7). O'Malley and Chamot (1990) defined language learning strategies as "special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information" (p.1). Language learning strategies are "operations employed by the learner to aid the acquisition, storage, retrieve and use of information…; specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to situation" (Oxford, 1990, p.1).

2.2. Classification of language learning strategies

In Rubin's (1987) viewpoint, there were three types of language learning strategies which are learning strategies, communication strategies, and social strategies. These types of learning strategies make direct or indirect contribution to learner's learning process.

The most notable classification of language learning strategies was given by Oxford (1990). According to Oxford, there are 62 strategies which are divided into two main categories, direct and indirect. Direct strategies consist of three subtypes of strategies: memory strategies, cognitive strategies and compensation strategies. Indirect strategies include metacognitive strategies, affective strategies and social strategies. Direct and indirect strategies work together and assist language learners in different ways. While direct strategies help learners store, recover

information and even produce language, indirect strategies support and manage language learning strategies without direct engagement.

2.3. Studies on language learning strategy
2.3.1. Studies on language learning strategy employment

Bremner (1999) conducted a study in order to study the language learning strategy use by a group of Hong Kong learners. The study was participated by 149 students who were sitting in a language and communication skill course at the City University of Hong Kong. The researcher used a fifty-item questionnaire adapted from Oxford's Strategy Inventory for Language Learning as a data collection instrument. The result showed a medium level of strategy use by learners. In addition, compensation and metacognitive strategies were used most frequently while memory strategies were least frequently used.

Ratana (2007) investigated the English language problems and learning strategies used by thirty Thai students of Mahidol University. A questionnaire modified from Oxford's (1990) SILL was used as the instrument to collect the data of the research. The study result showed a medium frequency use of strategies among participants. The thirty Thai students used metacognitive most frequently but in medium range, and compensatory strategies least frequently.

Dhanapala (2007) explored the differences of language learning strategy use between Japanese and Sri Lanka advanced English language students. The three data collection instruments were a sixty-item strategy questionnaire modified from Oxford's SILL, a background questionnaire, and an English proficiency test. It was indicated from the study result that Sri Lanka students employed strategies more often than the Japanese ones. The Sri Lanka students gave the most preference to metacognitive strategies followed by cognitive strategies and memory strategies. On the other hand, the Japanese students used compensation strategies most frequently and affective strategies least frequently, followed by social strategies.

2.3.2. Studies on the relationship between language learning experience and language learning strategy use

Purdie and Oliver (1999) carried out an investigation on language learning strategies employed by bilingual-aged children from three main cultural groups: Asian ((predominantly Vietnamese or Chinese dialect speakers), European (children who spoke Greek and those who identified themselves as speakers of Macedonian), and speakers of Arabic. The instrument for collecting the data was a written questionnaire. The results pointed out that students who had been in Australia for a longer period of time (three or less year and four or more) obtained significantly higher mean scores for Cognitive strategies and for Memory strategies. From the findings of the study, it could be concluded that experience in studying a language can affect the language learning strategy use.

Khamkhien did a research on the factors affecting language learning strategy used by Thai and Vietnames EFL learners in 2010. The two main objectives of the study were to determine three factors (gender, motivation and experiences in studying English) affect the choices of language learning strategies and to compare the roles of these factors and the pattern of language learning strategy used Thai and Vietnamese students. The study was conducted with the participation of 136 undergraduate students (84 Thai and 52 Vietnamese students). All the participants had no more than 4-month experience abroad and had at least 6 years of experience of learning English. The researcher used the 80-item Strategy Inventory for Language Learning as the instrument of data collection. The result noted that along with motivation and gender, language learning experiences had significant effects on the learners' language learning employment. With regard to Thai students, cognitive and metacognitive categories were used more frequently by the ones with additional experiences in studying English in the language center and/ or of going abroad than by the ones with no additional experiences. For Vietnamese students, the t-test showed that the participants without additional experience reported higher use of memory category than the additional experience group.

III.   METHODOLOGY

3.1. Participants

The participants of the research were 100 first year English major students at SFL, TNU. At the time gathering the date for this study, they were in the second semester of the school year 2017 – 2018. Most of them are from 18 to 20 years old and have learned English for 8 to 12 years. They have never been given any training in language learning strategies. The 20 students for the face-to-face interview were chosen from the 150 participants.

3.2. Instruments

The questionnaire consists of two parts. Part I designed by the researcher collects the participants' background information. This part includes questions about name, age, gender, class, major, years of studying English. Part II is the "Strategy Inventory for Language Learning" (SILL) devised by Oxford (1990) with a five point Likert-scale: (1) "never or almost true for me", (2) "usually not true of me", (3) "somewhat true of me", (4) "usually true of me", (5) "always or almost always true of me".

The purpose of the interview is to have deeper understanding about the students' use of language learning strategies. The interview asked the students questions about name, age, major, English learning duration and their perceptions about language learning strategies.

3.3. Procedure

Firstly, the questionnaire was distributed to the students by the researcher after English lessons. The researcher was with students during the time they filled the questionnaire to give any necessary help. It took about 15 minutes for the participants to complete the questionnaire.

Secondly, based on the result of the questionnaire, the researcher chose 20 students to interview. Then the researcher compared their answer to the interview questions to their response in the questionnaire.

IV.   FINDINGS AND DISCUSSIONS

4.1. Discussion on the result of the questionnaire

4.1.1. Use of overall strategies

Table 4.1 reveals that the 100 participants used most strategy categories at "medium" level. As can be seen from the chart 4.1, social strategies were the most frequently used among the six categories (M = 3.49). The second highest rank was compensation strategies (M = 3.09), followed by memory strategies (M = 2.90), affective strategies (M = 2.88), metacognitive strategies (M = 2.86) and cognitive strategies (M = 2.69). It is easily recognized that all the strategy categories were in the same frequency level. No great disparity, therefore, could be seen among the columns representing the six strategy categories in the chart.

Strategy Category	Number of students	Mean	Rank order of the usage
A: Memory	100	2.90	3
B: Cognitive	100	2.69	6
C: Compensation	100	3.09	2
D: Metacognitive	100	2.86	5
E: Affective	100	2.88	4
F: Social	100	3.49	1

Table 4.1. The subjects' responses to the use of the six strategy categories

4.1.2. Use of individual language learning strategies

Individual Strategy	N	MEAN	SD
1. I think of relationships between what I already know and new things I learn in English.	100	2.35	.828
2. I use new English words in a sentence so I can remember them.	100	3.55	.835
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	100	2.33	.930
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	100	2.13	.994
5. I use rhymes to remember new English words.	100	2.83	.821
6. I use flashcards to remember new English words.	100	3.67	.876
7. I physically act out new English words.	100	3.22	.851
8. I review English lessons often.	100	3.81	.884
9. I remember new English words or phrase by remembering their location on the page, on the board, or on a screen sign.	100	2.25	.882

Table 4.2. Memory category descriptive statistics

Table 4.2 shows that there were significant differences in the use of memory category (items 1 to 9). The strategies used the most often were *"I review English lesson often"* (M = 3.81), *"I use flashcard to remember new words"* (M = 3.67), and *"I use English words in a sentence so that I can remember them"* (M = 3.55). Five strategies were found to be in low use, item 1 (M = 2.35), item 3 (M = 2.33), item 4 (M = 2.13), item 9 (M = 2.25) and item 5 (M = 2.83).

Individual Strategy	N	MEAN	SD
10. I say or write new English words several times.	100	3.34	1.022
11. I try to talk like native English speakers.	100	2.67	.998
12. I practice the sounds of English.	100	3.55	.833
13. I use the English words I know in different ways.	100	2.13	.927
14. I start conversations in English	100	3.14	.948
15. I watch English language TV shows spoken in English or to go to movies spoken in English.	100	3.23	.834
16. I read for pleasure in English.	100	2.42	.838
17. I write notes, messages, letters, or reports in English.	100	1.88	.934
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	100	2.25	.875
19. I look for words in my own language that are similar to new words in English.	100	3.11	.933

20. I try to find patterns in English.	100	1.25	.987
21. I find the meaning of an English word by dividing it into parts that I understand.	100	3.01	.998
22. I try not to translate word-for-word.	100	3.67	.911
23. I make summaries of information that I hear or read in English.	100	2.05	.841.

Table 4.3. Cognitive Category descriptive statistics

Table 4.3 describes the means and standard deviations of cognitive strategies (items 10 to 23). As can be seen from the table, the most frequently used strategy was item 22 - *"I try not to translate word for word"* (M = 3.67) followed by item 12 - *"I practice the sound of English"* (M = 3.55). The least frequently used strategies were item 20 - *"I try to find pattern in English"* (M = 1.25), item 17 - *"I write note, messages, letter and reports in English"* (M = 1.88), item 13 - "I use the English words I know in different ways" (M = 2.13), item 18 - *"I first skim an English passage then go back and read carefully"* (M = 2.25). The other strategies were used at medium level.

Individual Strategy	N	MEAN	SD
24. To understand unfamiliar English words, I make guesses.	100	3.23	.765
25. When I can't think of a word during a conversation in English, I use gestures.	100	3.55	.898
26. I make up new words if I do not know the right ones in English.	100	3.12	.875
27. I read English without looking up every new word.	100	2.87	.987
28. I try to guess what the other person will say next in English.	100	2.07	.766
29. If I can't think of an English word, I use a word or phrase that means the same thing.	100	3.67	.834

Table 4.4. Compensation Category descriptive statistics

Table 4.4 gives the means and standard deviations of compensation strategies (items 24 to 29). Remarkable differences are found in the use of compensation strategies among the first year students. Four out of six items got mean scores higher than 3 while two others got mean score lower than 3. Item 29 -*"If I can't think of an English word, I use a word or phrase that means the same thing"* got the highest mean score (M = 3.67) followed by item 25 - *"When I can't think of a word during a conversation in English, I use gestures"* (M = 3.55). The two items with lowest mean scores were item 28 - *"I try to guess what other person will say next in English"* (M = 2.07) and item 27 - *"I read English without looking up every new word"*.

Individual Strategy	N	MEAN	SD
30. I try to find as many ways as I can to use my English.	100	2.09	.785
31. I notice my English mistakes and use that information to help me do better.	100	2.67	.899
32. I pay attention when someone is speaking English.	100	3.89	.874
33. I try to find out how to be a better learner of English.	100	2.86	.866
34. I plan my schedule so I will have enough time to study English.	100	3.25	.932
35. I look for people I can talk to in English.	100	3.45	.957
36. I look for opportunities to read as much as possible in English.	100	3.21	.923
37. I have clear goals for improving my English skills.	100	2.23	.982
38. I think about my progress in learning English.	100	2.05	.910

Table 4.5. Metacognitive Category descriptive statistics

Table 4.5 describes the use of metacognitive strategies in learning English by the 100 participants. *"I pay attention when someone is speaking English"* (M = 3.89) was used the most frequently. *"I look for people I can talk to in English"* (M = 3.45) ranked the second place followed by *"I plan my schedule so I will have enough time to study English"* (M = 3.25) and *"I look for opportunities to read as much as possible in English"* (M = 3.21). The least exploited strategy was *"I think about my progress in learning English"* (M = 2.05) and *"I try to find as many ways as I can to use my English"* (M = 2.09).

Individual Strategy	N	MEAN	SD
39. I try to relax whenever I feel afraid of using English.	100	3.88	.900
40. I encourage myself to speak English even when I am afraid of making a mistake.	100	2.67	.909
41. I give myself a reward or treat when I do well in English.	100	2.56	.800

42. I notice if I am tense or nervous when I am studying or using English.	100	2.07	.887
43. I write own my feelings in a language learning diary.	100	2.56	.857
44. I talk to someone else about how I feel when I am learning English.	100	3.52	.861

Table 4.6. Affective Category descriptive statistics

As can be seen from table 4.6, item 39 – *"I try to relax whenever I feel afraid of using English"* received the highest mean score (M = 3.88). Item 44 – *"I talk to someone else about how I feel when I am learning English"* got the second highest mean score (M = 3.52). The strategy with the lowest mean score was item 44 – *"I notice if I am tense or nervous when I am studying or using English"* (M = 2.07). The other strategies got mean scores from 2.56 to 2.67.

Individual Strategy	N	MEAN	SD
45. If I do not understand something in English, I ask the other person to slow down or say it again.	100	3.79	
46. I ask English speakers to correct me when I talk.	100	3.27	
47. I practice English with other students.	100	3.85	
48. I ask for help from English speakers.	100	3.28	
49. I ask questions in English.	100	3.72	
50. I try to learn about the culture of English speakers.	100	3.05	

Table 4.7. Social Category descriptive statistics

As can be seen form table 4.7, mean scores of all social strategies were higher than 3. The most frequently exploited one is item 47 – *"I practice English with other students"* (M = 3.85) followed by item 45 - *"If I do not understand something in English, I ask the other person to slow down or say it again"* (M = 3.79) and item 49 – *"I ask questions in English"* (M = 3.72). The mean scores of the other strategies ranged from 3.05 to 3.27.

4.1.3. Difference in the use of language learning strategies due to language learning experiences

The participants' language learning experience is measured based on numbers of years of learning English. From the students' answer in the questionnaire, they are divided into two groups. The first group consisted of 62 students who have learned English for 8 – 9 years. The second one included 38 students who have learned English for 10 – 12 years. The first one was classified as "less experienced" students while the second one was classified as "more experienced" students. Due to the time limitation, the researcher pointed out the effects of language learning experience on the overall use of language learning strategies by the less experienced and more experienced students.

Strategy category	Less experienced students		More experienced students	
	Number of students	Mean	Number of students	Mean
A: Memory	62	3.19	38	2.60
B: Cognitive	62	2.58	38	2.80
C: Compensation	62	2.96	38	3.22
D: Metacognitive	62	2.77	38	2.95
E: Affective	62	2.80	38	2.96
F: Social	62	3.15	38	3.83

Table 4.8. Overall strategy use by the less experienced and more experienced students

As can be seen from table 4.8, there were a number of differences between the use of language learning strategies by the more experienced and the less experienced students. The clearest difference is that the mean scores of 4 out of 5 categories by the more experienced students were higher than those by the less experienced ones. Therefore, it can be concluded that the more experienced employed language learning strategies more frequently than the less experienced students. Second, for more experienced students, the social strategies ranked the first place (M = 3.83) followed by compensation strategies while for less experienced students, the memory strategies ranked the place (M = 3.19) followed by social strategies.

4.2. Discussion in the result of the interview

The purpose of the interview with 20 students was to confirm their answer to the questionnaire survey. The result of part 1 of the interview showed that all students participating in the interviews were present in the questionnaire. In addition, all students provided adequate information about themselves. Based on the analysis of the student answer to interview questions, the author concluded that the background information of the participants was

accurate and reliable. There was no difference between the results of the questionnaire and those of the interview.

In the second part of the interview, the participants were asked questions about frequency of language learning strategies. The results of the interview then were compared to those collected in the questionnaire. It was found that students' answer to the interview questions matched the questionnaire's result. With regard to the often used strategies, most of the interviewees stated that English was really challenging to them, so they often reviewed English lessons to memorize and understand the lessons better. In addition, flashcards with lively and eye-catching pictures combining with the sentences with the new words were really useful for them to remember English words. Besides, due to their lack of vocabulary, they usually used words or phrases with the same meaning to regulate the flow of their talk. Especially, they paid a lot attention when listening to other people such as teachers or friends with the purpose of learning English from the speakers. Additionally, they did their best in finding methods that help their English better by asking for teachers' and friends' help, searching information on the Internet. Moreover, they were really into talking with other students in English to get peer correction. Whenever they felt stressed because of using English, they stopped and relaxed.

V. RECOMMENTDATION AND CONCLUSION

The present research was carried out with the aim of finding out the language learning strategies applied by the first year English major students. The findings, therefore, could provide teachers with students' learning strategy preference so that the teachers could have suitable teaching methods and build up an effective plan to help them improve their English.

Firstly, as mentioned in the findings, the participants used language learning strategies at medium level. As the result, it was necessary for teachers to acknowledge their students, especially the first year ones to determine their strengths and weaknesses in learning English. Secondly, depending on the results of the current study, teachers can decide if there is a need for providing their students with language learning strategies so that they can become more independent in learning English. Thirdly, the more experienced students had better knowledge of language learning strategies and students were rather fond of group practice, so it is suggested for teachers to organize a forum in which students can share their learning strategies and learn their friends' strategies as well. Fourthly, teachers should have good knowledge of their students' background such as learning style, learning experience, learning difficulties in order to choose the most effective teaching methods as well as language learning strategies. Finally, teachers should also evaluate the textbooks and other teaching materials used in the institution to see whether there are plenty of language learning strategies included so that appropriate addition can be made.

APPENDICES
APPENDIX 1: Questionnaire
PART I: Background Information
Please answer the following questions or check the appropriate response. This is for research purposes only and your responses will be kept confidential at all times.
1. Name: .... 2. Age: .... 3. Gender: Male/Female
4. Class: .... 5. How many years have you studied English? …………
PART II: Strategy Inventory for Language Learning (SILL) (Version 7.0)
Adapted from Oxford (1990)
This form of the STRATEGY INVENTORY FOR LANGAUGE LEARNING (SILL) is for students of English as a second or foreign language. You will fine statements about learning English. Please read each statement. Next to each statement, select the response (1, 2, 3, 4, or 5) that tells
HOW TRUE OF YOU THE STATEMENT IS.
1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me
Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements.
Circle your answers next to each statement. Work as quickly as you can without being careless.
This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

A	1. I think of relationships between what I already know and new things I learn in English.	1	2	3	4	5
	2. I use new English words in a sentence so I can remember them.	1	2	3	4	5
	3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	1	2	3	4	5
	4. I remember a new English word by making a mental picture of a situation in which the word might be used.	1	2	3	4	5
	5. I use rhymes to remember new English words.	1	2	3	4	5
	6. I use flashcards to remember new English words.	1	2	3	4	5
	7. I physically act out new English words.	1	2	3	4	5
	8. I review English lessons often.	1	2	3	4	5
	9. I remember new English words or phrase by remembering their location on the page, on the board, or on a screen sign.	1	2	3	4	5
B	10. I say or write new English words several times.	1	2	3	4	5
	11. I try to talk like native English speakers.	1	2	3	4	5
	12. I practice the sounds of English.	1	2	3	4	5
	13. I use the English words I know in different ways.	1	2	3	4	5
	14. I start conversations in English.	1	2	3	4	5
	15. I watch English language TV shows spoken in English or to go to movies spoken in English.	1	2	3	4	5
	16. I read for pleasure in English.	1	2	3	4	5
	17. I write notes, messages, letters, or reports in English.	1	2	3	4	5
	18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	1	2	3	4	5
	19. I look for words in my own language that are similar to new words in English.	1	2	3	4	5
	20. I try to find patterns in English.	1	2	3	4	5
	21. I find the meaning of an English word by dividing it into parts that I understand.	1	2	3	4	5
	22. I try not to translate word-for-word.	1	2	3	4	5
	23. I make summaries of information that I hear or read in English.	1	2	3	4	5
C	24. To understand unfamiliar English words, I make guesses.	1	2	3	4	5
	25. When I can't think of a word during a conversation in English, I use gestures.	1	2	3	4	5
	26. I make up new words if I do not know the right ones in English.	1	2	3	4	5
	27. I read English without looking up every new word.	1	2	3	4	5
	28. I try to guess what the other person will say next in English.	1	2	3	4	5
	29. If I can't think of an English word, I use a word or phrase that means the same thing.	1	2	3	4	5
D	30. I try to find as many ways as I can to use my English.	1	2	3	4	5
	31. I notice my English mistakes and use that information to help me do better.	1	2	3	4	5
	32. I pay attention when someone is speaking English.	1	2	3	4	5
	33. I try to find out how to be a better learner of English.	1	2	3	4	5
	34. I plan my schedule so I will have enough time to study English.	1	2	3	4	5
	35. I look for people I can talk to in English.	1	2	3	4	5
	36. I look for opportunities to read as much as possible in English.	1	2	3	4	5
	37. I have clear goals for improving my English skills.	1	2	3	4	5
	38. I think about my progress in learning English.	1	2	3	4	5
E	39. I try to relax whenever I fell afraid of using English.	1	2	3	4	5
	40. I encourage myself to speak English even when I am afraid of making a mistake.	1	2	3	4	5
	41. I give myself a reward or treat when I do well in English.	1	2	3	4	5
	42. I notice if I am tense or nervous when I am studying or using English.	1	2	3	4	5
	43. I write own my feelings in a language learning diary.	1	2	3	4	5
	44. I talk to someone else about how I feel when I am learning English.	1	2	3	4	5
F	45. If I do not understand something in English, I ask the other person to slow down or say it again.	1	2	3	4	5
	46. I ask English speakers to correct me when I talk.	1	2	3	4	5

47. I practice English with other students.	1	2	3	4	5
48. I ask for help from English speakers.	1	2	3	4	5
49. I ask questions in English.	1	2	3	4	5
50. I try to learn about the culture of English speakers.	1	2	3	4	5

APPENDIX 2: Interview

Dear students,

In this interview I would like you to share your opinions on language learning strategies in your regular practice. You will be given a list of interview questions in advance and 5 minutes for your preparation.

Thank you for your kind help.

Interview questions:

1. What's your name? What class are you in?
2. How many years have you learned English?
3. What memory strategies do you use the most/ the least frequently?
4. What cognitive strategies do you use the most/ the least frequently?
5. What compensation strategies do you use the most/ the least frequently?
6. What metacognitive strategies go you use the most/ the least frequently?
7. What affective strategies do you use the most/ the least frequently?
8. What social strategies do you use the most/ the least frequently?

REFERENCES

[1] Bremner, S. (1999). Language learning strategies and language proficiency: Investigating the relationship in Hong Kong. Canadian Modern Language Review, 55, 490-514. Retrieved November 4, 2016 from http://www.journal.au.edu/scholar/2009/pdf/JuanZhao28-32.pdf

[2] Dhanapala, K. V. (2007). Focus on Language Learning Strategies of Advanced Learners in Japan and Sri Lanka. Journal of International Development and Cooperation, 13(1), 153-164. Retrieved November 4, 2011 from http://ir.lib.hiroshima-u.ac.jp/metadb/up/kiyo/AN10482914/JIDC_13-1_153.pdf

[3] Khamkhien, A. (2010). Teaching English Speaking and English Speaking Tests in the Thai Conext: A Reflection from Thai Perspective. English Language Teaching Journal, 3(1), 184-200

[4] Oxford, R. L. (1990). Language Learning Strategies: What Every Teacher Should Know. New York: Newbury House/ Harper & Row.

[5] Purdie, N., & Oliver, R. (1999). Language strategies used by bilingual school-aged children. System, 27, 375-388.

[6] Ratana, P. (2007). An investigation of Thai students' English problems and their learning strategies in the international program at Mahidol University. Unpublished Thesis. King Mongkut's Institute of Technology North Bangkok. Retrieved December 20, 2011 from http://www.gits.kmutnb.ac.th/ethesis/data/4880181542.pdf

[7] O'Malley, J. M., & Chamot, A. U. (1990). Learning Strategies in Second Language Acquisition. Cambridge: Cambridge University Press.

[8] Rubin, J. (1987). Learner strategies: Theoretical assumptions, research, history and typology. In A. Wenden, A. and J. Rubin (Eds), Learner strategies and language learning. Englewood Cliff, New Jersey: Prentice/ Hall International.

AUTHORS

First Author – Nguyen Thi Dieu Ha, Ph.D, School of Foreign Languages - Thai Nguyen University, Email: dieuha.sfl@tnu.edu.vn , About the Author: Dr. Nguyen Thi Dieu Ha is currently a lecturer of English at Thai Nguyen University. She earned her bachelor degree in English Language Teaching at Thai Nguyen University and the degree of Master of Applied Linguistics majoring in TESOL at La Trobe University, Australia. She holds the degree of Ph,D in English Language and Literature at Batangas State University, The Philippines. Her interests include Curriculum Development, Language Testing and Assessment and Semantics Studies.