

กลยุทธ์การเรียนรู้ภาษาอังกฤษของนักศึกษา คณะครุศาสตร์อุตสาหกรรม
สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

ENGLISH LANGUAGE LEARNING STRATEGIES
OF INDUSTRIAL EDUCATION STUDENTS
AT KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG

บรรเจิดลักษณ์ สังข์สุวรรณ
BANJERDLUCK SANGSUWAN

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาค้นคว้าระดับปริญญาตรีศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาศาสตร์ประยุกต์-ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี
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BANJERDLUCK SANGSUWAN

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คณะครุศาสตร์อุตสาหกรรม
สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
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English Language Learning Strategies of Industrial Education
Students at King Mongkut's Institute of Technology Ladkrabang
นางสาวบรรเจิดลักษณ์ สังข์สุวรรณ

นักศึกษา

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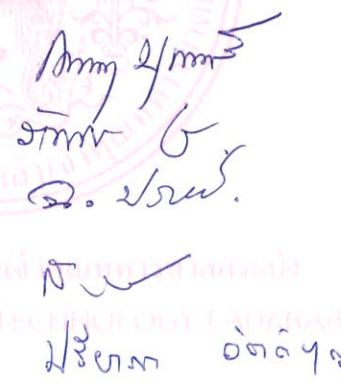
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(รองศาสตราจารย์ ดร.พีระวุฒิ สุวรรณจันทร์)

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษากลวิธีการเรียนรู้ภาษาอังกฤษของนักศึกษา คณะครุศาสตร์อุตสาหกรรม สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง และ 2) เปรียบเทียบกลวิธีการเรียนรู้ภาษาอังกฤษของนักศึกษาคณะครุศาสตร์อุตสาหกรรม ในสาขาที่แตกต่างกัน กลุ่มตัวอย่างเป็นนักศึกษาคณะครุศาสตร์อุตสาหกรรม จำนวน 181 คน ใน 3 สาขา คือ สาขาวิชาสถาปัตยกรรม สาขาวิศวกรรม และสาขาเกษตรกรรม ซึ่งลงทะเบียนเรียนรายวิชาพื้นฐานภาษาอังกฤษ 1 และ วิชาพื้นฐานอังกฤษ 2 ปีการศึกษา 2554 เครื่องมือวิจัยที่ใช้ในการเก็บรวบรวมข้อมูลคือ แบบสอบถามแบบมาตราส่วนประมาณค่าซึ่งประยุกต์มาจากแบบสำรวจกลวิธีการเรียนรู้ของ Rebecca Oxford ข้อมูลเชิงปริมาณ ที่ได้ถูกนำไปวิเคราะห์เพื่อหาค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน ผลการวิจัยพบว่า นักศึกษาทั้ง 3 สาขา เลือก กลวิธีการเรียนรู้ภาษาอังกฤษ แบบเป็นการวางแผนและการควบคุมการเรียนรู้ตนเอง (Metacognitive) มากที่สุด ($\bar{X} = 3.86$) ในขณะที่เลือกกลวิธีการจำ (Memory) น้อยที่สุด ($\bar{X} = 2.08$) โดยรวมระดับของกลวิธีการเรียนรู้ภาษาอังกฤษของนักศึกษาทั้ง 3 สาขา ผลการวิจัย 3 สาขา คือ สาขาวิชา สถาปัตยกรรม ใช้กลวิธีการวางแผนและควบคุมการเรียนรู้ของตนเอง (Metacognitive) ($\bar{X} = 4.00$) และ กลวิธีการชดเชยข้อบกพร่อง (Compensation) ($\bar{X} = 3.53$) ในการใช้ภาษามากที่สุด สาขาวิชาวิศวกรรม ใช้กลวิธีการวางแผนและควบคุมการเรียนรู้ของตนเองมากที่สุด (Metacognitive) ($\bar{X} = 3.81$)และใช้กลวิธีการจำ (Memory) และกลวิธีทางอารมณ์(Affective)น้อยที่สุด ($\bar{X} = 2.24$) ($\bar{X} = 2.31$) สาขาเกษตรอุตสาหกรรม ใช้กลวิธีการจำ (Memory) กลวิธีทางอารมณ์ (Affective) และกลวิธีทางสังคม (Social) น้อยที่สุด ($\bar{X} = 1.90$) ($\bar{X} = 2.00$) ($\bar{X} = 2.07$)

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ABSTRACT

The objectives of this study were to: (1) investigate the use of English language learning strategies of the Industrial Education at three different programs at King Mongkut's Institute of Technology Ladkrabang, and (2) compare students' English language learning strategies among three different programs at King Mongkut's Institute of Technology Ladkrabang. The samples were 181 second year Industrial Education students enrolled in three different programs (Architectural Education program, Engineering Education program and Agricultural Education program) which had already studied their compulsory course (Foundation English I and Foundation English II) in academic year 2011. The research used in this study was Oxford's Strategy Inventory for Language Learning (SILL). The result of first objectives showed that metacognitive strategies were often used at high level ($\bar{X} = 3.86$; $SD = 0.12$) the lowest level of students' use were Memory strategies ($\bar{X} = 2.08$). The result of second objectives showed that Architectural Education students were often used Metacognitive ($\bar{X} = 4.00$) and Compensation strategies at high level ($\bar{X} = 3.53$). The Engineering Education students were often used Metacognitive strategies ($\bar{X} = 3.81$) at high level while the lowest levels were Memory strategies and Affective strategies ($\bar{X} = 2.24$) ($\bar{X} = 2.31$). The Agricultural Education students were seldom used Memory strategies, Affective strategies and Social strategies at lowest level ($\bar{X} = 1.90$) ($\bar{X} = 2.20$) ($\bar{X} = 2.07$)

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Banjerdluck Sangsuwan

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CHAPTER 1

INTRODUCTION

Chapter one is divided into eight parts: statement and significance of the problems, objectives of the study, research questions, scopes or limitations of the study, conceptual framework, process of the study, definition of terms used, and anticipated outcomes.

1.1 Statement and Significance of the Problems

From the researcher's experience as an English tutor, it was found that there were some English language learning problems and difficulties when students were studying English texts. Students could not comprehend what they required to read in various types of texts such as newspapers, magazines, books, pamphlets, essays, short stories, biographies, and course books. Sometimes they had to slow down their reading speed, stop and pause when they encountered unfamiliar words. Moreover, some students used their lips voicelessly as if they were reading aloud to themselves, which reduced their reading speed.

Additionally, when asking students who had already graduated from school about how they transferred the knowledge from English courses to use in their university study, some students said that they seldom used the knowledge gained from their English courses, and their English background was inadequate for their academic needs in the university. Other students indicated that they needed more practices in English provided by the school since they had problems in studying English language.

Although many research studies had focused on teaching students to use a variety of English language learning strategies in order to comprehend, there had been limited studies about English language learning strategies used by Thai learners at the upper secondary level. Therefore, this study was to investigate English language learning strategies used by second year students of Faculty of Industrial Education in three programs (*Architectural Education, Engineering Education and Agricultural Education*) at King Mongkut's Institute of Technology Ladkrabang.

Therefore, this study was carried out to investigate the English language learning strategies which was employed by second year Industrial Education students who had already completed Foundation English I and Foundation English II in their first year because these students had their knowledge both from their high schools and compulsory courses in the first year of the university level. From the information

obtained, the second year students should be suitable for this study. If students knew what English language learning strategies were used, the teachers could help by providing students with information on differences between English language learning strategies and encouraging the use of appropriate strategies. Furthermore, this may lead to an improvement of English language instruction, and also served as a starting point for raising the level of students' proficiencies in their studies.

Many research studies had investigated the English language learning strategies used by successful and unsuccessful language learners. Cohen and Hosenfeld (1981 : 285-313) demonstrate that successful and unsuccessful learners used different strategies to obtain meaning from printed texts.

Hosenfeld (1977 : 100-123) points out that successful learners kept the meaning of a passage in mind while assigning meaning to sentences whereas unsuccessful readers focused on solving unknown words or phrases. Moreover, Block (1986 : 150-162) claims that more successful learners used their general knowledge; focused on the overall meaning of text; integrated new information with old; differentiated main ideas from supporting points, while the unsuccessful learners rarely did any of the above. Thus, this study intended to investigate English language learning strategies used by second years students in three programs of Faculty of Industrial Education at King Mongkut's Institute of Technology Ladkrabang.

1.2 Objectives of the Study

The purpose of this study was to study the English language learning strategies of second year students of Faculty of Industrial Education at King Mongkut's of Technology Ladkrabang. The objective of the study were follows:

1.2.1 To investigate the use of English language learning strategies of the Industrial Education students in three different programs at King Mongkut's Institute of Technology Ladkrabang.

1.2.2. To compare students' English language learning strategies among three different programs of the Industrial Education students at King Mongkut's Institute of Technology Ladkrabang. The research questions were as follow:

- 1) What were the particular English language learning strategies which the Industrial Education students use?
- 2) What were the differences or similarities of English language learning strategies among three different programs of the Industrial Education students?

1.3 Scopes or Limitation of the Study

13.1 This study was focused on the English language learning strategies of the second-year Industrial Education students in three programs: *Architectural Education, Engineering Education and Agricultural Education* at King Mongkut's Institute of Technology Ladkrabang in the first semester of academic year 2012. These students had already studied their compulsory course (Foundation English I and Foundation English II) in academic year 2011. They were questioned about their usage of English language learning strategies.

13.2 In this study, the content of the questionnaire was adapted from the SILL (the Strategies Inventory for Language Learning) version 7.0 (Oxford, 1990a) to identify students' English language learning strategies. The English language learning strategies of six broad groups according to Oxford's *New System of Language Learning Strategies* (1990a). These six broad groups refer to Memory, Cognitive, Compensation, Metacognitive, Affective, and Social Strategies.

1.4 Conceptual Framework

The conceptual framework of this research was based on Oxford (1990a). This figure showed a brief summary process of how to accomplish the goals of the present study.

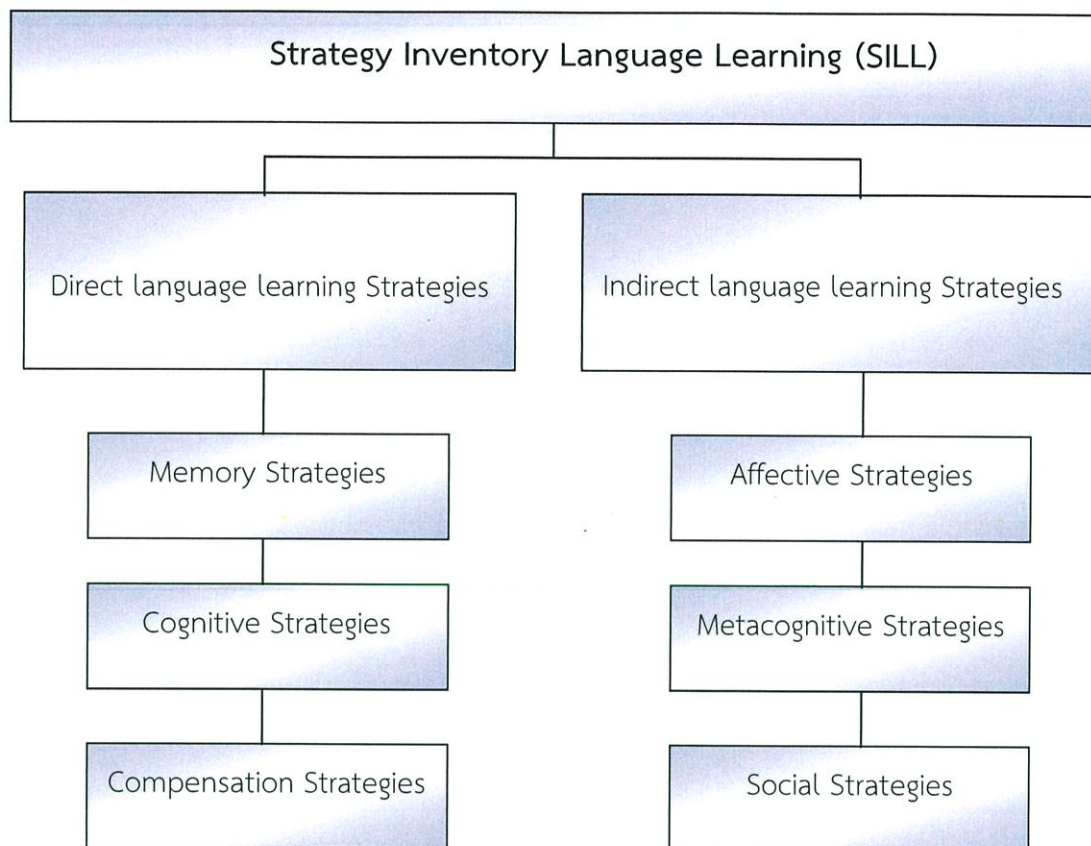


Figure 1.1 Conceptual Framework of this Study

Oxford (1990a) Strategy Inventory Language Learning Strategy (SILL)

1.5 Process of the Study

The process of the study was as follows:

1.5.1 The Strategy Inventory Language Learning Questionnaire (Oxford 1990) was selected by studying the literature review, related international and domestic research to find the appropriate questionnaire that meet the suitability for the sample and objectives of the study.

1.5.2 The questionnaire was adapted and approved by the advisor and three experts from King Mongkut's Institute of Technology Ladkrabang, and Thammasat University, Thailand. Some items were readjusted and rewritten to clarify

the validity and understanding. Moreover, the questionnaire was used the IOC method to calculate for the instrument validation value.

1.5.3 The approved questionnaire was tried out with pilots from second-year industrial students at King Mongkut's Institute of Technology Ladkrabang to determine the time and their understanding to the questionnaire. The data were calculated for reliability value by using the Cronbach Alpha method (2004).

1.5.4 The questionnaire was given to the sample which was studying in three programs. The questionnaire was distributed to the sample in the last week of the first semester of academic year 2012.

1.5.5 The data were analyzed to answer two research questions through automatic computing program with statistical procedures employed by arithmetic mean and standard deviation.

1.5.6 The results were presented according to two research questions. Finally the results were concluded, discussed, and suggested for pedagogical instruction and further studies.

1.6 Definitions of Terms Used

Learning strategy	Refer to language learning strategies all generally known as techniques of learning processes that learners use to help them learn the language productive
English Language Learning strategies	Refer to techniques, behaviors, and practiced skills that learners use to acquire the knowledge of English Language
English as a Foreign Language (EFL)	Refer to a situation "where English is taught as a school subject but which is not used as a medium of instruction in a school nor as a language of communication within a country such as in government, business, or industry"

Direct strategies	Refer to the language learning strategies which require mental processing of the language. Direct strategies are divided into memory strategies, cognitive strategies, and compensation strategies
Indirect strategies	Refer to the language learning strategies that underpin the business of language learning. Indirect strategies are divided into metacognitive, affective, and social.
Memory strategies	Refer to the direct strategies which learner use the mental processing in various ways such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information.
Cognitive strategies	Refer to the direct strategies which learner use the mental processing in various ways such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means.
Compensation strategies	Refer to the direct strategies which learner use the mental processing in various ways like guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge.
Metacognitive strategies	Refer to the indirect strategies that allow learners to control their own cognition—that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating.
Affective strategies	Refer to the indirect strategies that help to regulate emotions, motivations, and attitudes.

Social strategies

Refer to the indirect strategies that help students learn through interaction with others.

CHAPTER 2

LITERATURE REVIEW

This chapter is divided into five sections. The first section is the definition of language learning. The second section presents the importance of language learning. The third section describes language learning strategies. The fourth section shows strategy inventory language learning and the last section involves related research.

2.1 Definition of Language Learning

English was considered the most important world language. Crystal (1997) pointed out that English was the goal language of business, technology, science, the Internet, popular entertainment, sports, and education. According to Smith (1988), since science and technology are important factors in changing from agricultural to industrial countries, English was an important tool to gain access to much of the world's information and knowledge regarding science and technology. Moreover, throughout the world, especially in the time of globalization, it was undeniable that English was used as a lingua franca of business and international communication. Consequently, learning English apart from first language or national language was needed. Also, the demand of speakers with high proficiency in English was drastically increasing in every country, including Thailand.

Office of the Basic Education Commission, 2001 states that in the Thai educational system, the Framework of Foreign Language Curriculum is divided according to the proficiency of students into four levels: primary level, elementary level, secondary level, and high level. Each level consists of individual learning goals. The secondary level aims to enable learners to use language in the presentation of information, expressing idea by using voice and gesture; to promote learners' four skills with various themes such as free time and entertainment, health and welfare, shopping, weather, education and future career, travel, science, place, foreign language, and science and technology with a vocabulary of 2,100-2,250 words; to assist learners to use Compound Sentence and Complex Sentence in different conversational contexts; and to stimulate learners to read and write texts in English which use discourse markers.

For the high level, the curriculum aims to encourage learners' ability to use language in an exchange of information, expressing ideas about education, career, community and society; to expand learners' four skills with the additional vocabulary beyond the developing level to 3,600-3,750 words grouped according to various

themes, for example, free time and entertainment, health and welfare, shopping, weather, education and future career, travel, service, place, foreign language, and science and technology; to help learners to use Compound Sentence and Complex Sentence in different conversational contexts; and to enable learners to read and write texts which employ discourse markers. Additionally, students at the upper secondary level study how to use English as a medium for communication in different situations such as in daily life, working, and for continuing to higher education, such as preparation for the university entrance examination.

For the learning goals of both levels, English language learning has received attention in the language program. Barnett (1998a : 150-162) also indicates that students who were taught strategy use understand passages better. Therefore, the use of appropriate English Language learning strategies is related to effective languages learning. "There is no fixed method of study learning which everyone can use effectively in the same way. It is up to each individual learner to choose the method that is most effectively for him," (Sosothikul, 1992). The more effectively a person can read, the more effectively can he gain access to that capital," (Williams, 1992). Williams (1992) points out that "being able to learn English gives a person access to an accumulated capital of information, interest and pleasure. Therefore, language learning strategies need to be fostered so that learners can cope with more and more sophisticated texts and tasks, and deal with them efficiently: quickly, appropriately and skillfully (Ur, 1996). Additionally, the English language learning program should provide opportunities for students to be aware of their language learning strategies and to apply them in combination with other strategies.

From the viewpoint of some researchers (Bush & Mildred, 1970; Harris & Sipay, 1979), the emphasis of aspect in the meanings of language learning is on thinking about what has been learning and relating it to background knowledge. Bush and Mildred (1970) define learning as "a thinking process whereby one gets meaning from symbols by relating them to his own meaning experience." Moreover, Harris and Sipay (1979) stated that "...language learning may be defined as the attaining of meaning as a result of the interplay between perceptions of graphic symbols that represent language, and the memory traces of the learner's past verbal and non-verbal experiences."

However, other researchers think that language learning concerns activities or abilities. According to Carver (1979 : 291-294), language learning is a language activity which comprises a variety of strategies. The teacher can make use of the comprehension lesson to help the pupil develop some of these. A similar view is held by Smith (1978) who claims that "Learning is an active activity in which learners must make a substantial and active contribution whenever they comprehend printed

material.” In addition, Dubin and Eskey (1986) also stated that “language learning is an active process and language activity comprising a variety of skills which constantly involve guessing, predicting, checking, and asking oneself questions.”

However, Thonis (1978) defines language learning as “a complex act requiring, among other things, specific abilities and certain skills.” Cates and Swaffar (1979) stress that “language learning is a complex ability that involves higher-order cognitive process.” Dubin (1982 : 14-17) further expands the meaning of language learning by proposing the view that “language learning has many components and characteristics such as psychological component, physical conditions, or social environment.”

From the viewpoint of the above researchers, it can be concluded that whatever aspects of language learning are emphasized, learning involves the ability to understand the meaning of texts. Many researchers have tried to find various strategies to assist students comprehend texts. Also, the different types of learning strategies have been introduced by many researchers to help students understand the meanings from the materials.

2.2 The Importance of Language Learning

For students, studying in English was necessary in their studies at the university level and professional success in the future. Goodman (1971) defined learning languages as a “psycholinguistic guessing game” that involved an interaction between thought and language. According to his view, the readers did not identify and interpret every letter and word sequence in the texts. Instead, the learners got meaning from the texts by using three levels of language clues to predict the meaning of the text: the graphic input, the syntactic, and the semantic systems of language. Then, they confirmed their prediction by relating those predictions to their past experiences and knowledge of the language. Efficient learners would be able to guess correctly with minimal text sampling.

The same study was expanded by Coady (1979). In this study, Coady applied Goodman’s model to study English as a second and foreign language in which the learners’ background knowledge interacts with conceptual abilities and process strategies in order to comprehend the texts as follows:

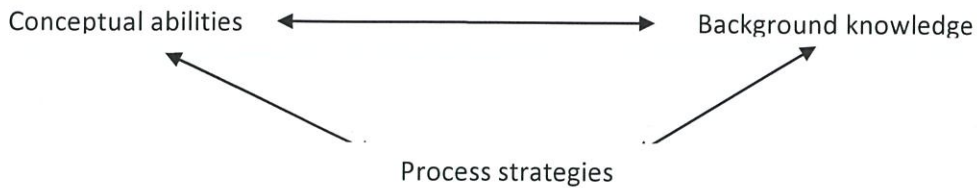


Figure 2.1 Model of the EFL learning

According to Coady, conceptual abilities were defined as a general intellectual ability which were important in English Language Learning acquisition. Process strategies referred to various subcomponents of English ability, for example, the knowledge of phonology, structure of language and semantic systems. Background knowledge meant knowledge of the world.

2.3 Language Learning Strategies

2.3.1 Stern's Classification of Language Learning Strategies - Stern's (1992)

According to Stern (1992), there are five main language learning strategies. These are as follows; Management and Planning Strategies, Cognitive Strategies, Communication-Experiential Strategies, Interpersonal Strategies, and Affective Strategies.

Management and Planning Strategies

These strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own program when he is helped by a teacher whose role is that of an advisor and resource person. That is to say that the learner must:

- decide what commitment to make to language learning
- set himself reasonable goals
- decide on an appropriate methodology, select appropriate resources, and monitor process
- evaluate his achievement in the light of previously determined goals and expectations

Cognitive Strategies

They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited:

- Clarification / Verification

- Guessing Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring

Communicative – Experiential Strategies

Communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern, 1992).

Interpersonal Strategies

They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture (Stern, 1992)

Affective Strategies

It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases such as the feeling of strangeness can be evoked by the foreign language. In some other cases, second language learners may have negative feeling about native speakers of second language. Good language learners are more or less conscious of these emotional problems. Good language learners try to create association of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern, 1992).

2.3.2 Rubin’s Classification of Language Learning Strategies - Rubin’s (1987)

Rubin who pioneered much of the work in the field of strategies makes the distinction between strategies contributing directly to learn and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are Learning Strategies, Communication Strategies, and Social Strategies.

2.3.2.1 Learning Strategies

Learning Strategies are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner. These are Cognitive Learning Strategies, and Metacognitive Learning Strategies.

2.3.2.1.1 Cognitive Learning Strategies – they refer to the steps or operations used in learning or problem-solving that requires direct analysis, transformation, or

synthesis or learning material. Rubin identified 6 main cognitive learning strategies contributing directly to language learning. These are Clarification / Verification, Guessing / Inductive Inferencing / Deductive Reasoning / Practice / Memorization and Monitoring.

2.3.2.1.2 Metacognitive Learning Strategies – These strategies are used to oversee, regulate or self-direct language learning. They involve processes as planning, prioritizing, setting goals, and self-management.

2.3.2.2 Communication Strategies

Communication Strategies are less directly related to language learning since their focus on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outnrun their communication means or when confronted with misunderstanding by a co-speaker.

2.3.2.3 Social Strategies

Social Strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wendwn, 1987).

2.3.3 O'Malley's Classification of Language Learning Strategies - O'Malley's (1985)

O'Malley divides language learning strategies into three main subcategories; Metacognitive Strategies, Cognitive Strategies, and Socioaffective Strategies.

Metacognitive Strategies

It can be stated that metacongitive is a term to express executive function, strategies which requires planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies. It is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.

Cognitive Strategies

These strategies are more limited to specific tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

Socioaffective Strategies

As to the socioaffective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socioaffective strategies.

According to the important of English language learning, students need to perceive new information in their learning class. Students can use different ways of learning. Also, students can use some strategies to acquire their knowledge from their learning.

2.3.4 Oxford's Classification of Language Learning Strategies - Oxford (1990a)

Oxford (1990a) defines the term "learning strategies" as "operations employed by the learner to aid the acquisitions, storage, retrieval, and use of information." She also expanded the term "learning strategies" as "... specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations."

Oxford (1990) states for language learning strategies consist of a number of basic characteristics in the generally accepted view of language learning strategies. First, language learning strategies are generated by learners; they are steps taken by language learners. Second, language learning strategies enhance language learning and help develop language competence, as reflected in the learner's skills in listening, speaking, reading, or writing the second language or foreign language. Third, language learning strategies may be visible (behaviors, steps, techniques, etc.) or invisible (thoughts, mental processes). Fourth, language learning strategies involve information and memory (vocabulary knowledge, grammar rules, etc).

Given the language learning strategies literature, it is clear that a number of further aspects of less uniformly accepted. When discussing language learning strategies, Oxford (1990) and others such as Wenden and Rubin (1987) note a desire for control and autonomy of learning on the part of the learner through language learning strategies.

In her teacher-oriented text, Oxford summarizes her view of language learning strategies by listing twelve key features. In addition to the characteristics noted above, she states that the keys of language learning strategies such as

- allow learners to become more self-directed
- expand the role of language teachers
- are problems-oriented
- involve many aspects, not just the cognitive
- can be taught

- are flexible
- are influenced by a variety of factors. Oxford (1990)

Oxford (1990) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with learner's emotional requirements such confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and comprehension strategies help learners to overcome knowledge gaps to continue the communication. Oxford's taxonomy of language learning strategies is shown in the following:

Direct Strategies

I. Memory

- Creating mental linkages
- Applying images and sounds
- Reviewing well
- Employing action

II. Cognitive

- Practicing
- Receiving and sending messages strategies
- Analyzing and reasoning
- Creating structure for input and output

III. Compensation strategies

- Guessing intelligently
- Overcoming limitations in speaking and writing

Indirect Strategies

I. Metacognitive Strategies

- Centering your learning
- Arranging and planning your learning
- Evaluation you learning

II. Affective Strategies

- Lowering your anxiety
- Encouraging yourself
- Taking your emotional temperature

III. Social Strategies

- Asking questions
- Cooperating with others
- Empathizing with others

It can be seen that much of the recent work in this area has been underpinned by a broad concept of language learning strategies that goes beyond cognitive processes to include social and communicative strategies.

2.4 Strategy Inventory for Language Learning (SILL)

Oxford (1990a) has synthesized the previous work and her own research on language learning strategies. She devised the Strategy Inventory for Language Learning (SILL) as an instrument for assessing the frequency of language learning strategies used by students. The SILL is the most useful assessment tool of learner strategy currently available. Oxford has developed a list of six strategy groups. She has grouped language learning strategies into two main groups: direct strategies and indirect strategies (Oxford, 1990a: 37, 135, 1990b: 71). They are described as follows:

2.4.1 Direct Strategies

Direct Strategies refers to strategies that require mental processing of the language which directly involve the subject matter. Direct strategies are classified into:

2.4.1.1 Memory Strategies, which are used for entering new information into memory storage and for retrieving it when communication are needed (e.g. grouping, representing sounds in memory, structured reviewing, and using physical response).

2.4.1.2 Cognitive Strategies, which are used for linking new information with existing schemata, and for analyzing and classifying it. Cognitive strategies are responsible for deep processing, forming and revising internal mental models, and receiving and producing messages in the target language (e.g. repeating, getting the idea quickly, analyzing, and taking notes).

2.4.1.3 Compensation Strategies, which include strategies such as guessing and using gestures. These strategies are needed to fill any gaps in the knowledge of the language (e.g. switching to the mother tongue, using other clues, getting help, and using synonyms).

2.4.2 Indirect Strategies

Indirect Strategies refers to strategies for general management that underpin the process of language learning which do not directly involve the subject matter itself, but are essential to language learning nonetheless. Indirect strategies are divided into:

2.4.2.1 Metacognitive Strategies, which are techniques used for organizing, planning, focusing, and evaluating one's own learning. Metacognitive strategies help learners exercise "executive control" over the learning process (e.g. linking new information with already known one, seeking practice opportunities, and self-monitoring).

2.4.2.2 Affective Strategies, which are used for handling feeling, attitudes, and motivations related to language learning (e.g. lowering anxiety by use of music, encouraging oneself, and discussing feelings with others).

2.4.2.3 Social Strategies, which are used for facilitating interaction with others by asking questions, and cooperating with others in the learning process (e.g. asking for clarification, cooperating with others, and developing cultural understanding).

According to Oxford's New System of Language Learning Strategies (1990a : 14-15), "types of strategies" in this study will be classified into six strategy groups: Memory, Strategies, Cognitive Strategies, Compensation Strategies, Metacognitive Strategies, Affective Strategies, and Social Strategies as described above.

2.5 Related Research

2.5.1 Domestic Related Research

Lamatya (2010) surveyed Mattayom Five students at Chulalongkorn University Secondary Demonstration School (CUD) used of the English language learning strategies. The results revealed that the overall use of English language learning strategies by the participants was at the moderate level ($\bar{X} = 3.09$). The most frequent strategy use was Metacognitive strategy category ($\bar{X} = 3.31$), followed by Compensation strategy category ($\bar{X} = 3.27$), Cognitive strategy category ($\bar{X} = 3.16$), Social strategy category (3.05) and Affective strategy category ($\bar{X} = 2.87$). The least frequent strategy use was Memory strategy category ($\bar{X} = 2.81$).

Srinusen (2008) studied the use of language learning strategies of Mattayom-three students at Strisuksa school, Roi-Et province. The results showed that Mattayom three students from both the Regular program and the English Program favoured metacognitive strategies the most. The least favoured strategies were memory strategies. The Regular Program students preferred metacognitive strategies

the most, and the least preferred strategies were cognitive strategies. The English Program students preferred metacognitive strategies the most. The least preferred strategies were memory strategies.

Satta-Udom (2007) surveyed of language learning strategies used by first-year students at Mahidol University in the 2006 academic year. The subjects participating in this study were 570 first-year students (447 science students and 123 non-science students). The instrument employed in this study was the SILL questionnaire (Strategy Inventory for Language Learning).

The findings from the study revealed that both science and non-science students generally applied all six strategy groups (memory, cognitive, compensation, metacognitive, affective, and social strategies) at a moderate frequency of use. The majority of the students most frequently used compensation strategies, while social strategies were the least frequently used. Similarly, science students preferred using compensation strategies the most, and social strategies were voted as the least frequently used. The non-science students employed metacognitive strategies most often, while the least often used strategies were the group of memory strategies. The use of overall language learning strategies reported by science and non-science students was not significantly different registering at a confidence level of .05. However, the results showed that the non-science students used social strategies significantly more than the science students.

Phasit (2007) surveyed 102 Mattayom Sukka Four (Grade 10) female students at Satee Wat Absorn School. Results of the study indicated that Thai students used all strategy categories at a medium level. They reported using metacognitive strategies most, followed by compensation strategies, cognitive strategies, social strategies, memory strategies and affective strategies respectively. With respect to individual strategies, metacognitive strategy was reported being used most frequently and significantly different from affective strategy.

Iamla-ong (2007) conducted a study to explore the language learning strategies used by visually impaired students (VIS) who attended the English for Career Course at the Thailand Association of the Blind. The course was designed to prepare the VIS to work in a market which was now being gradually opened to them, but they had to be highly qualified in terms of both career and English skills. To obtain information, about which LLS the VIS used and how they used them, the Strategies Inventory Language Learning (SILL), developed by Oxford (1990), was used as a research tool to collect data. Surveys, observations by the participant-researcher, in-depth interviews, and think-aloud protocols were employed. The results of the study reveal that the VIS sometimes used all strategies, except Memory strategies ($\bar{X} = 2.49$) which were rated as generally not used. The most frequent

strategies used were Compensation strategies ($\bar{X} = 3.38$), followed by Cognitive strategies ($\bar{X} = 3.15$), Metacognitive strategies ($\bar{X} = 3.03$), Affective strategies ($\bar{X} = 2.85$), and Social strategies ($\bar{X} = 2.73$).

Khamkhien (2006) studied 84 Thai and 52 Vietnamese university students, to compare the use of the strategies by the two groups of students, and to study the influence of gender, motivation, and experience in studying English on their choice of the language learning strategies. The results of the analysis revealed that Thai students used Compensation most, followed by Cognitive, Metacognitive, Social, Affective and Memory strategy categories, respectively. As for Vietnamese students, the most frequently used strategy category is compensation, followed by Social, Metacognitive, Affective, Cognitive, and Memory categories. The similarity of these two groups of students is that they use Compensation category most, and Memory category least.

Kaotsombut (2003) conducted a study to investigate the language learning strategies used by 39-student graduate science students at Mahidol University, Thailand. They were from the Microbiology and Biology International Programs. Three research instruments were used. The Quick Placement Test Version II was used to measure English proficiency. The Strategy Inventory for Language Learning (SILL) questionnaire and individual interviews were used as research tools to investigate use of language learning strategies. The Cronbach's alpha reliability of the SILL questionnaire was 0.92. The Thai versions were then field tested. Questionnaires and letters of cooperation were handed to subjects. A return rate of 100% (39 respondents) was obtained. Fifteen subjects were randomly interviewed. The validity of the tools was verified, and a back-translation procedure was used to ensure that the tape scripts were free of ambiguity and errors. The results of data analysis showed that the subjects generally use compensation, metacognitive, cognitive, social, affective, and memory language learning strategies, respectively. Only compensation strategies were rated at a high level while the rest were rated at a medium level. The students employed compensation strategies to overcome limitations of language when they encountered language use problems, for example: (a) guessing intelligently in listening and reading and: (b) overcoming limitations in speaking and writing.

Phakiti (2003) conducted a study to investigate the relationship between the test takers' use of cognitive and metacognitive strategies in EFL learning test performance. Three hundred and eighty-four students from a northern Thai University were asked to participate. The findings showed that the use of cognitive and metacognitive strategies increased the students' reading test performance. It was also found that highly successful students (test score of 70% or above) made use of

metacognitive strategies more often than the moderate students (test score between 46% and 69%) and unsuccessful students (test score of below 45%).

2.5.2 International Related Research

Chang (2009) conducted a study to adopt the Strategy Inventory for Language Learning (SILL) by Oxford (1990) as a quantitative research method to gather the statistical data. Semi-structured interviews were used as a qualitative research method to collect descriptive data regarding the views of Taiwanese college level students on language learning related issues. A total of 104 students participated in the survey and 12 students contributed to the interviews.

Among the six categories of learning strategies from the SILL, only Social Strategies were significantly more frequently used by the ESL participants than by the EFL participants. The reported use of the other five learning strategy categories in the SILL did not show any significant difference between EFL and ESL participants and included Memory Strategies, Cognitive Strategies, Compensation Strategies, Metacognitive Strategies and Affective Strategies.

Yin (2008) conducted a study to explore the relationships among learners' use of language learning strategies, attitudes, motivations, beliefs about language learning, and English language proficiency for 1,201 university students in China. Group differences and manifestations of these variables in individual learners were also examined. Findings of this study suggested that two sources of influence were the most powerful in relation to learners' use of language learning strategies: (a) ability beliefs, and (b) motivational orientations, especially orientation toward competition and academic self-efficacy. These two factors, i.e., ability beliefs and the above-mentioned motivational orientation, in conjunction with two other factors, intrinsic motivation and compensatory vocabulary learning strategy use, accounted for a significant portion of the variance in English language proficiency in the latent variable path analysis. Findings also suggested that a multitude of contextual issues, such as English curriculum, national standardized English tests, the status of English as an international language, classroom language instruction, and peer influence, interplayed to affect learners' strategy use, motivational orientations, and attitudes about language learning, resulting in distinct dimensions and patterns. Results of this study speak cogently to the need for language pedagogy in China to explicitly integrate strategy instruction and address the motivational aspect of language learning for the purpose of engaging learners and enhancing learning effectiveness. Future research should systematically examine patterns and sources of variation in these learner variables as well as identify their developmental trajectories.

Flemens (2008) conducted a study to Language-learning strategy use and motivation have been found to correlate highly with language proficiency (Bremner,

1999; Gardner, Masgoret, & Tremblay, 1997). This study examined the relationship between language-learning strategies, motivation, and expected course grades of English-speaking college students learning a romance language. The entire accessible population of approximately 256 English-speaking college students learning a romance language was invited to participate in a non-experimental, quantitative, exploratory (correlational) and explanatory (comparative) study. The Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) was used to measure frequency of student language-learning strategy use. The three subscales, Motivational Intensity, Desire to Learn the Language, and Attitudes Toward Learning the Language developed by Gardner in 1985 measured students' Motivation. Cronbach's alphas were used to provide estimates of reliability for each of the six individual language-learning strategies and for the three motivation sub-scale. Results indicated that both the Motivation and the SILL scales were reliable for measuring the motivation and frequency of language-learning strategy use of respondents. Factor analysis were conducted to test for the emergence of six factors and to establish construct validity for the SILL and for the Motivation scales.

CHAPTER 3

RESEARCH METHODOLOGY

This study is to investigate strategies which were taken by second year students of King Mongkut's Institute of Technology Ladkrabang. This chapter is divided into five sections. The first section is type of research. The second section is population and sample. The third section is research instrument. The fourth section is validity and reliability of the questionnaire. The fifth section is data collection. The sixth section is data analysis and statistical procedures.

3.1 Population and Sample

The population of this study was 460 second year Industrial Education students of Kind Mongkut's Institute of Technology Ladkrabang.

The sample of this study was 181 second year Industrial Education students enrolled in three different programs (Architectural Education, Engineering Education and Agricultural Education) had already completed Foundation English I and Foundation English II course which were the compulsory courses in their first year 2011 and was studying in English for Communication course.

Table 3.1 Population and Sample

Study Program	Population	Sample
Architectural Education	223	92
Engineering Education	161	65
Agricultural Education	76	24
Grand Total	460	181

3.2 Instrument

The questionnaire was used to obtain personal information and to get the subjects to identify their English language learning strategies. This study was designed to investigate English language learning strategies. A questionnaire was developed as a research instrument in order to elicit data from the subjects. The content of the questionnaire was adapted from the SILL (the Strategies Inventory for Language Learning) version 7.0 (Oxford, 1990a). The procedures was done by keeping the questions that survey strategies for reading as well as adding some questions to elicit the English language learning strategies used by the subjects. The development and construction of the questionnaire was also based on literature and research reviews. Then the draft questionnaires was modified and revised following the advisors' suggestions.

The questionnaire consisted of three main sections. The first section, which was consisted of 11 items, was asked about background information of the subjects such as name and surname, gender, age, class, program of study, level of education when English was introduced, studying abroad experience, studying other foreign languages, studying extra English courses, reporting self-practice in English language skills, and rating their overall English proficiency. The second section was a five-point Likert scale of English language learning strategies. The scale was ordered from 1 to 5 as follows:

Table 3.2 Five-Point Likert Scale of English Language Learning Strategies

1	Never use
2	Seldom use
3	Occasionally use
4	Often use
5	Always use

Since the questionnaire was adapted from the SILL (the Strategies Inventory for Language Learning) Version 7.0 designed by Oxford (1990a), the analysis of the average scores on this questionnaire was based on the Key to Understand SILL Average suggested by Oxford (1990a) as follows:

Table 3.3 The Key to Understand Average

The Key to Understand Average		
High	Always use	4.5 to 5.0
	Often use	3.5 to 4.4
Medium	Occasionally use	2.5 to 3.4
Low	Seldom use	1.5 to 2.4
	Never use	1.0 to 1.4

Additionally, there were 63 close-ended and one-opened items in the second section of the questionnaire, which were the strategies of the six broad groups according to Oxford's New System of Language Learning Strategies (1990a). These six broad groups refer to Memory Strategies, Cognitive Strategies, Compensation, Metacognitive, Affective and Social Strategies.

The last section was an open-ended section about strategies in developing English language learning ability which students showed their opinion and any information freely.

In finding validity and reliability of the questionnaire, questionnaire's development and construction were based on the literature review and related research. A draft questionnaire was submitted to the research advisor for suggestion. Furthermore, questionnaire was examined by three experts in related field before handing out to the sample with the qualified one. The instrument validation value calculated by IOC was 96.83%. The data were calculated for reliability value using the Cronbach Alpha method. Reliability was 0.955

3.3 Pilot Study

A pilot questionnaire was administered for the appropriate instrument for reliability by the Industrial Education Students who had enrolled English Foundation I and English Foundation II and studying in English Reading course. The pilots were 44 second-year Industrial Education students. The pilot study was started during September, 2012.

The piloting of the questionnaire helped to determine the time and their understanding to the questionnaire that was provided to students during the actual

administration of the questionnaire. The students needed to respond to the questions, transferred them on the scoring sheet, and found the totals for each category.

Afterward, this pilot study's results and questionnaire were amended in order to meet the questionnaire's properness and validity. The instrument validation value calculated by IOC was 97.21%. The data were calculated for reliability value using the Cronbach Alpha method. Reliability was 0.962

3.4 Data Collection

First, an official permission letter was sent to the dean of King Mongkut's Institute of Technology Ladkrabang in order to ask for a permission to collect data from this college and to explain the purpose of this study. The questionnaire also was sent together with the letter to show the detail of a survey.

Then, the questionnaire was distributed to the pilot study and was to determine the time and the understanding to the questionnaire.

Next, the data from the sample study were calculated for reliability value by using the Cronbach Alpha method. After the reliability was showed, the questionnaire was prepared for distribution to conduct a survey with the sample.

After that, the questionnaire was distributed to the sample by the researcher during the last week of the first semester of academic year 2012 at King Mongkut's Institute of Technology Ladkrabang. From the pilot study, students clearly understood the questionnaire; consequently, the sample also found no problem in filling out the questionnaire.

Finally, the data were collected from questionnaire and analyzed to answer two research questions through automatic computing program with statistical procedures employed by arithmetic mean and standard deviation.

3.5 Data Analysis and Statistical Procedures

Descriptive statistics was used to analyze all data through automatic computing program. To answer the two research questions, statistical procedures was employed as following:

Arithmetic Mean and Standard Deviation: To answer research question one, the data from the questionnaire was analyzed through the computer program to reveal the arithmetic mean and the standard deviation. The arithmetic mean provided average levels of students' English language learning strategies.

Furthermore, descriptive statistics was used to group the three program students according to their English language learning Strategies.

CHAPTER 4

RESULTS

This chapter presents the research findings following the two main questions: 1) What were the particular English language learning strategies which the Industrial Education students use? 2) What were the differences or similarities of English language learning strategies among three different programs of the Industrial Education?.

The data were analyzed by a statistic package to find out frequency, percentage, arithmetic mean, and standard deviation of students' English language learning strategies from three programs: Architectural Education, Engineering Education and Agricultural Education at King Mongkut's Institute of Technology Ladkrabang.

The findings of the study are presented according to the research questions mentioned above.

4.1 Students' Demographic Background

Table 4.1 Summary for Demographic Background of Samples

Students' Characteristics	n	Percent
<i>Gender</i>		
Male	58	32.04
Female	123	67.96
Total	181	100

Table 4.1 (continued)

Students' Characteristics	n	Percent
<i>Programs</i>		
Architectural Education	92	50.83
Engineering Education	65	35.91
Agricultural Education	24	13.26
Total	181	100

Students' Characteristics	n	Percent
<i>age</i>		
19 years old	2	1.10
20 years old	179	98.90
Total	181	100

Students' Characteristics	n	Percent
<i>class</i>		
1 st year	2	1.10
2 nd year	179	98.90
Total	181	100

Table 4.1 (continued)

Students' Characteristics	n	Percent
<i>When did you begin to study English?</i>		
Kindergarten	130	1.10
Pratom	51	98.90
Total	181	100

Students' Characteristics	n	Percent
<i>Have you ever studied abroad?</i>		
Yes	15	8.29
No	166	91.71
Total	181	100

Students' Characteristics	n	Percent
<i>Have you studied other foreign language in addition to English</i>		
Yes	51	28.18
No	130	71.82
Total	181	100

Table 4.1 (continued)

Students' Characteristics	n	Percent
<i>Have you studied English at a language institute outside the university?</i>		
Yes	69	38.12
No	112	61.88
Total	181	100

Students' Characteristics	n	Percent
<i>Have you practiced English language skills by yourself?</i>		
Yes	174	96.13
No	7	3.87
Total	181	100

Students' Characteristics	n	Percent
<i>How do you rate your overall English proficiency?</i> - <i>English Listening Skill</i>		
Excellent	2	1.10
Good	20	11.04
Fair	100	55.24
Poor	59	32.62
Total	181	100

Table 4.1 (continued)

Students' Characteristics	n	Percent
<i>How do you rate your overall English proficiency?</i> - <i>English Speaking Skill</i>		
Excellent	-	-
Good	16	8.85
Fair	74	40.88
Poor	91	50.27
Total	181	100

Students' Characteristics	n	Percent
<i>How do you rate your overall English proficiency?</i> - <i>English Reading Skill</i>		
Excellent	3	1.68
Good	47	25.96
Fair	91	50.27
Poor	40	22.09
Total	181	100

Table 4.1 (continued)

Students' Characteristics	n	Percent
<i>How do you rate your overall English proficiency?</i> - <i>English Writing Skill</i>		
Excellent	2	1.12
Good	22	12.15
Fair	63	34.80
Poor	94	51.93
Total	181	100

Table 4.1 showed the summary for demographic background of samples by genders and programs. The 181 second-year Industrial Education students in three programs enrolling during the first semester of academic year 2012 at King Mongkut's Institute of Technology Ladkrabang were 58 male students (32.04%) and 123 female students (67.96%).

This study showed that the majority of the samples were Architectural Education students (n = 92, 50.83%). The others were Engineering Education students (n = 65, 35.91%). The minority samples were Agricultural Education students (n = 24, 13.26%).

Most of students began to learn English at kindergarten level. Moreover, most of students never studied abroad, never studied other foreign languages in addition to English, and never studied English at language institute outside the university. Most of students practiced English by themselves. Furthermore, most of students rated their English Listening and Reading Skills at fair level but English Speaking and Writing Skills at poor level. Details were shown in Table 4.1.

4.2 Result of Question One: What were the particular English Language Learning Strategies which the Industrial Education students use?

To answer the research question one and to investigate the use of English language learning strategies of the Industrial Education students in three different programs: Architectural Education, Engineering Education and Agricultural Education at King Mongkut's Institute of Technology Ladkrabang, three levels of English Language Learning strategies were used to represent the Language Learning strategies as High, Medium, and Low levels. A High level was indicated by the score from 4.5 to 5.0 (Always use), and 3.5 to 4.4 (Often use). A Medium level ranged from 2.5 to 3.4 (Occasionally use), whereas the score for Low level was 1.5 to 2.4 (Seldom use), and 1.0 to 1.4 (Never use). The data were shown in Table 4.2 below:

Table 4.2 The Overall Level of Mean (\bar{X}), Standard Deviation (SD) the Use of English Language Learning Strategies

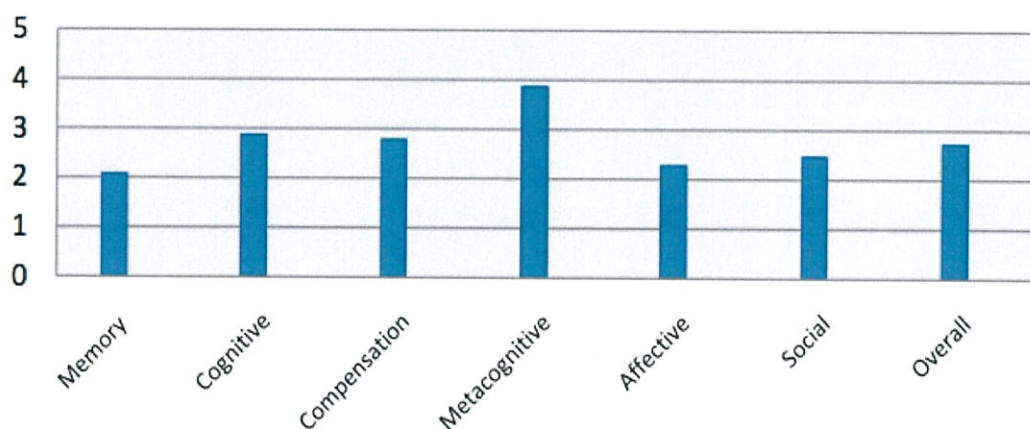
Strategies	n	Use of English Language Learning Strategies			
		\bar{X}	SD	Level	Interpretation
Direct					
1. Memory (1-10)	181	2.08	0.06	Low	Seldom Use
2. Cognitive (11-24)	181	2.87	0.05	Medium	Occasionally Use
3. Compensation (25-33)	181	2.78	0.18	Medium	Occasionally Use
<i>Total of Direct Strategies</i>	<i>181</i>	<i>2.57</i>	<i>0.09</i>	<i>Medium</i>	<i>Occasionally Use</i>
Indirect					
1. Metacognitive (34-43)	181	3.86	0.12	High	Often Use
2. Affective (44-53)	181	2.28	0.14	Low	Seldom Use
3. Social (54-63)	181	2.46	0.08	Medium	Occasionally Use
<i>Total of Indirect Strategies</i>	<i>181</i>	<i>2.86</i>	<i>0.11</i>	<i>Medium</i>	<i>Occasionally Use</i>
Overall	181	2.72	0.05	Medium	Occasionally Use

As seen in Table 4.2, the overall level of the use of English Language Learning Strategies was occasionally used at medium level ($\bar{X} = 2.72$, SD = 0.05). Similarity,

both direct language learning strategies and indirect language learning strategies were also occasionally used at medium level ($\bar{X} = 2.57$, $SD = 0.09$ and $\bar{X} = 2.86$, $SD = 0.11$ respectively). Moreover, for the direct language learning strategies, we can see in details that there are two strategies: cognitive language learning strategies and compensation language learning strategies were used at medium level ($\bar{X} = 2.87$, $SD = 0.05$ and $\bar{X} = 2.78$, $SD = 0.18$). However, the memory language learning strategies were used at low level ($\bar{X} = 2.08$, $SD = 0.06$).

For the indirect language learning strategies, metacognitive language learning strategies were often used at high level ($\bar{X} = 3.86$, $SD = 0.12$) while the social language learning strategies were occasionally used at medium level ($\bar{X} = 2.86$, $SD = 0.11$).

To clearly illustrate the comparison of the use of English Language Learning Strategies between three programs, the graphs, Graph 4.1 shows the overall mean of the students' uses of English Language Learning Strategies.



Graph 4.1 The Overall Mean of the Students' Uses of English Language Learning Strategies

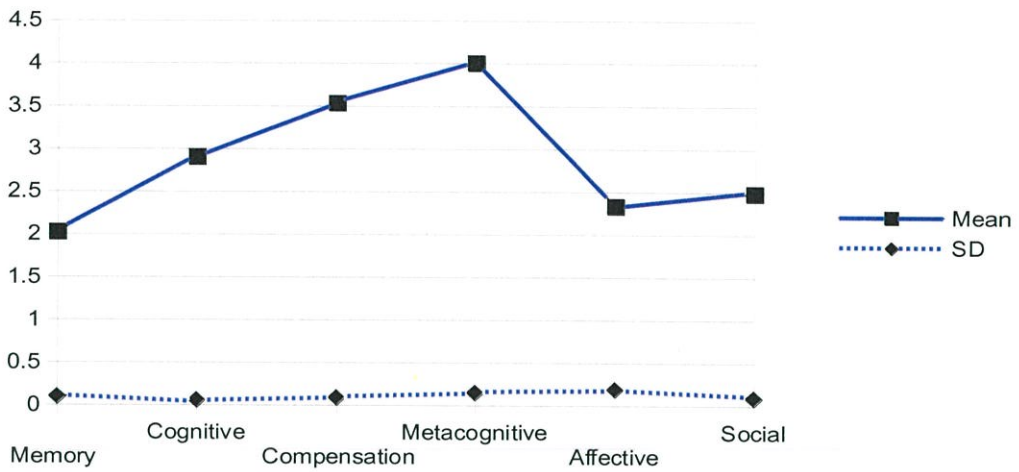
As seen in Graph 4.1, the overall mean of the students' uses of English Language Learning Strategies were medium level ($\bar{X} = 2.72$). Metacognitive language learning strategies were at high level ($\bar{X} = 3.86$), while the medium level of students' use were Cognitive, Compensation, and Social language learning strategies ($\bar{X} = 2.87$, $\bar{X} = 2.78$, and $\bar{X} = 2.46$) respectively, while the lowest level of students' use were Memory strategies ($\bar{X} = 2.08$).

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Table 4.3 Mean (\bar{X}), Standard Deviation (SD) of Students' Use of English Language Learning Strategies

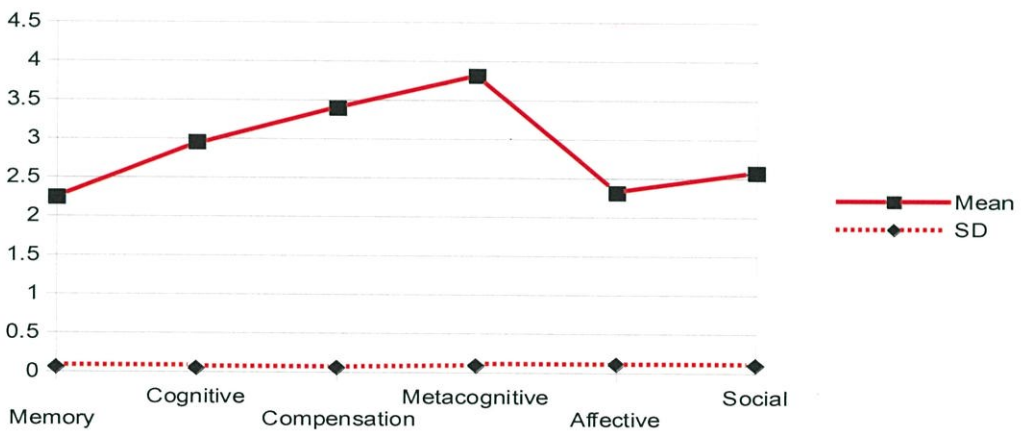
Strategies	Architectural Education (n = 92)				Engineering Education (n = 65)				Agricultural Education (n = 24)			
	\bar{X}	SD	Level	Interpretation	\bar{X}	SD	Level	Interpretation	\bar{X}	SD	Level	Interpretation
Memory	2.02	0.10	Low	Seldom Use	2.24	0.06	Low	Seldom Use	1.90	0.11	Low	Seldom Use
Cognitive	2.90	0.06	Medium	Occasionally Use	2.95	0.05	Medium	Occasionally Use	2.58	0.10	Medium	Occasionally Use
Compensation	3.53	0.09	High	Often Use	3.39	0.06	Medium	Occasionally Use	2.97	0.09	Medium	Occasionally Use
Metacognitive	4.00	0.15	High	Often Use	3.81	0.09	High	Often Use	3.43	0.14	Medium	Occasionally Use
Affective	2.33	0.19	Low	Seldom Use	2.31	0.11	Low	Seldom Use	2.00	0.21	Low	Seldom Use
Social	2.48	0.09	Medium	Occasionally Use	2.57	0.10	Medium	Occasionally Use	2.07	0.10	Low	Seldom Use
Overall	2.88	0.05	Medium	Occasionally Use	2.88	0.02	Medium	Occasionally Use	2.49	0.04	Medium	Occasionally Use

As seen in Table 4.3, the overall level of the use of English Language Learning Strategies in three programs were occasionally used at medium level.



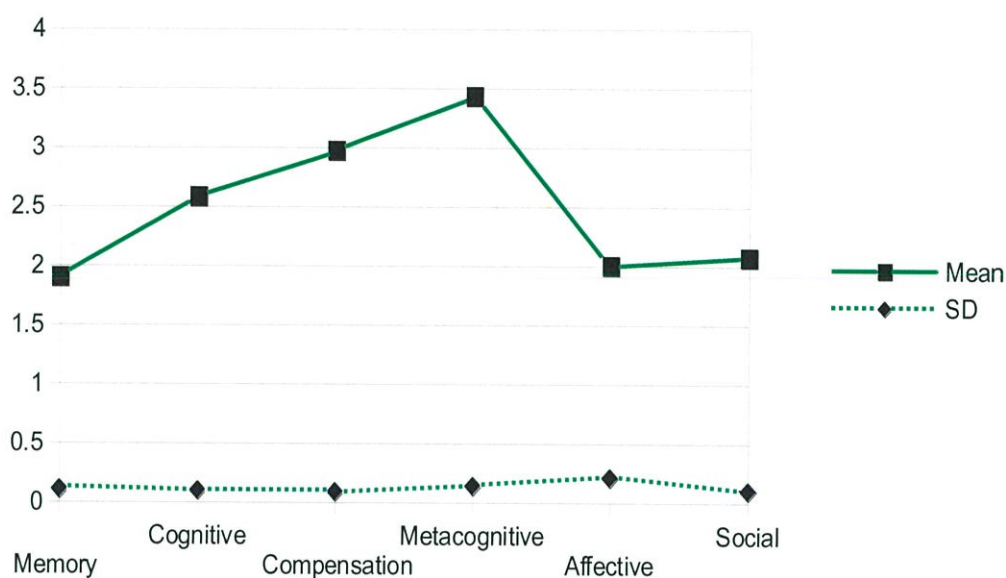
Graph 4.2 Mean (\bar{X}), Standard Derivation (SD) of English Language Learning Strategies of Students in Architectural Education Programs

The use of English Language Learning Strategies showed that Architectural Education students were often used Metacognitive ($\bar{X} = 4.00$) and Compensation strategies at high level ($\bar{X} = 3.53$), while Cognitive ($\bar{X} = 2.90$) and Social strategies ($\bar{X} = 2.48$) were occasionally used as medium level. Only Memory ($\bar{X} = 2.02$) and Affective strategies ($\bar{X} = 2.33$) were seldom used at low level (see Graph 4.2).



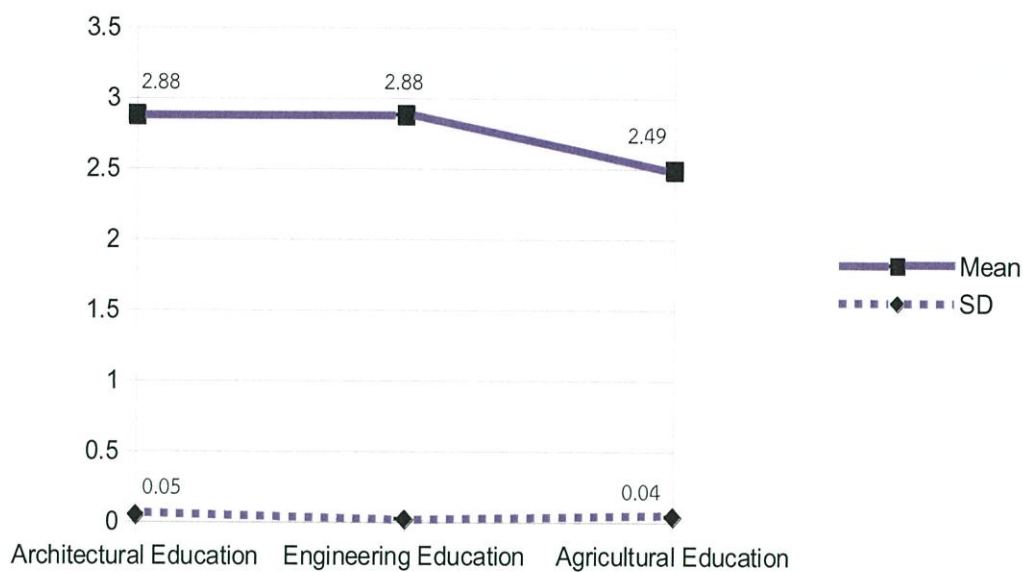
Graph 4.3 Mean (\bar{X}), Standard Derivation (SD) of English Language Learning Strategies of Students in Engineering Education Programs

In addition, Engineering Education students were often used Metacognitive strategies at high level ($\bar{X} = 3.81$), while Cognitive ($\bar{X} = 2.58$), Compensation ($\bar{X} = 3.39$) and Social strategies ($\bar{X} = 2.57$) were occasionally used at medium level respectively. Only Memory ($\bar{X} = 2.24$) and Affective strategies ($\bar{X} = 2.31$) were seldom used at low level (see Graph 4.3).



Graph 4.4 Mean (\bar{X}), Standard Deviation (SD) of English Language Learning Strategies of Students in Agricultural Education Programs

Furthermore, Agricultural Education students were occasionally used Cognitive ($\bar{X} = 2.58$), Compensation ($\bar{X} = 2.97$) and Metacognitive strategies ($\bar{X} = 3.43$) at medium level respectively. Memory ($\bar{X} = 1.90$), Affective ($\bar{X} = 2.00$) and Social strategies ($\bar{X} = 2.07$) were seldom used at low level (see Graph 4.4).



Graph 4.5 Mean (\bar{X}), Standard Derivation (SD) of English Language Learning Strategies of Students in Three Programs

To illustrate the overall level of the use of English Language Learning Strategies in the three programs, Mean (\bar{X}), and Standard Derivation (SD) of each programs were showed in the Graph 4.5.

As seen in Graph 4.5, the overall level of the use of English Language Learning Strategies in three programs were occasionally used at medium level.

CHAPTER 5

CONCLUSION, DISCUSSION AND SUGGESTIONS

Chapter five presents conclusion, discussion and suggestions. The suggestions are or pedagogical as well as further studies. The details are as follows.

The purposes of this study were: 1) To investigate the use of English language learning strategies of the Industrial Education at three different programs at King Mongkut's Institute of Technology Ladkrabang, and 2) To compare students' English language learning strategies among three different programs at King Mongkut's Institute of Technology Ladkrabang. The samples were 181 second year Industrial Education students who enrolled in English Foundation I and English Foundation II in the first semester of academic year 2011 in three programs; Architectural Education, Engineering Education and Agricultural Education at King Mongkut's Institute of Technology Ladkrabang. The research instruments for this study consisted of a two-part questionnaire. The first part of the survey gathered students' individual demographic background while the second part consisted of Oxford's Strategy Inventory for Language Learning (SILL) to determine students' uses of English language learning strategies. The data were analyzed by using statistical procedures, arithmetic mean, and standard deviation.

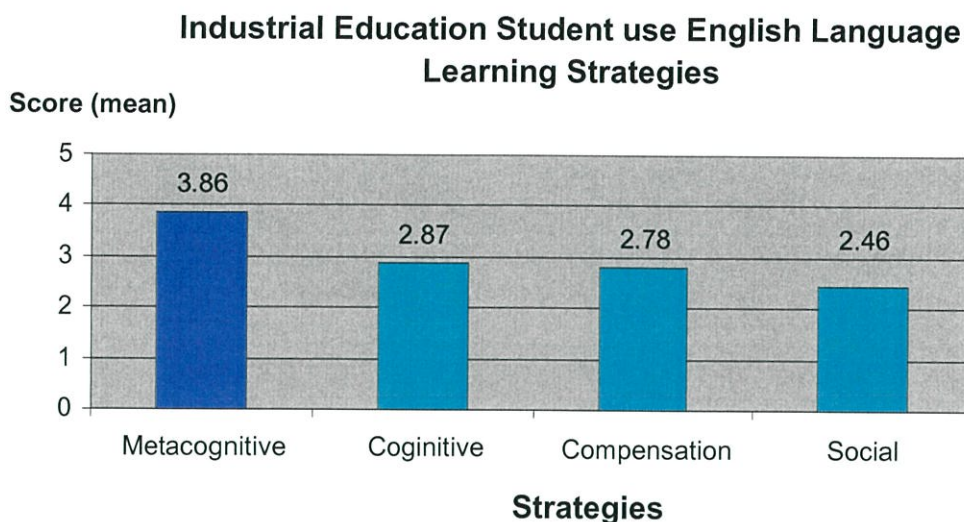
5.1 Conclusion

The research questions of the study were: 1) What were the particular English language learning strategies which the Industrial Education students used? 2) What were the differences or similarities of English language learning strategies among three different programs of the Industrial Education?

5.1.1 Research Results

Research Question One: What were the particular English language learning strategies which the Industrial Education students used?

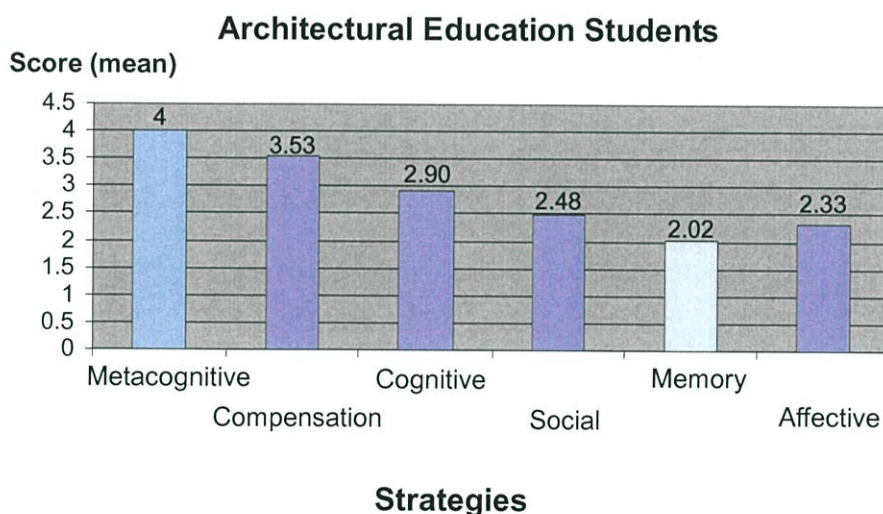
The result showed the overall level of students' uses of English Language Learning Strategies was occasionally used as medium level ($\bar{X} = 2.72$, $SD = 0.05$). In details, Metacognitive strategy was often used at high level ($\bar{X} = 3.86$, $SD = 0.12$), while the students were occasionally used Cognitive, Compensation, and Social Strategies at medium level ($\bar{X} = 2.87$, $SD = 0.05$, $\bar{X} = 2.78$, $SD = 0.18$, $\bar{X} = 2.46$, $SD = 0.08$) respectively as the graph 5.1 belows.



Graph 5.1 Industrial Education Student Use English Language Learning Strategies

Research Question Two: What were the differences or similarities of English language learning strategies among three different programs of the Industrial Education?

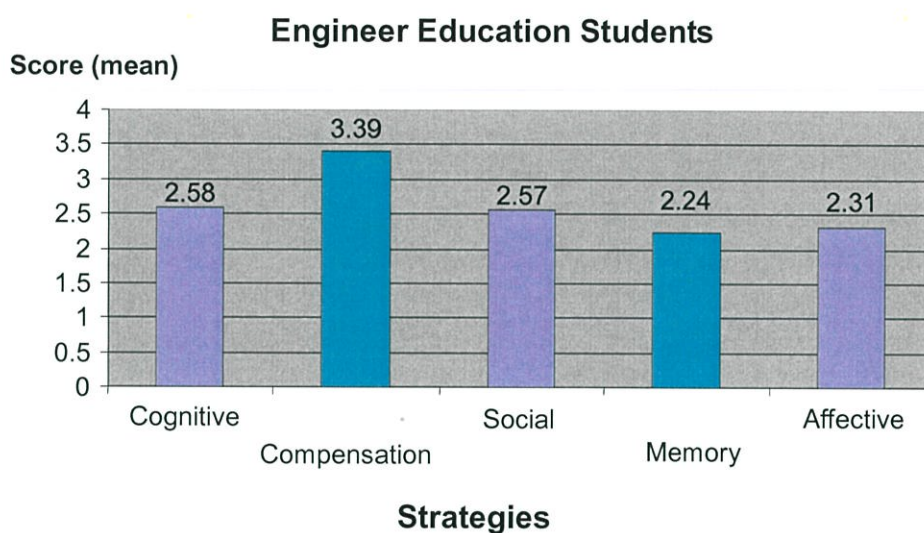
The study indicated that the overall of students' uses of English Language Learning Strategies in three programs were occasionally used at medium level (\bar{X} = 2.72, SD = 0.05).



Graph 5.2 Mean of Architectural Education Students

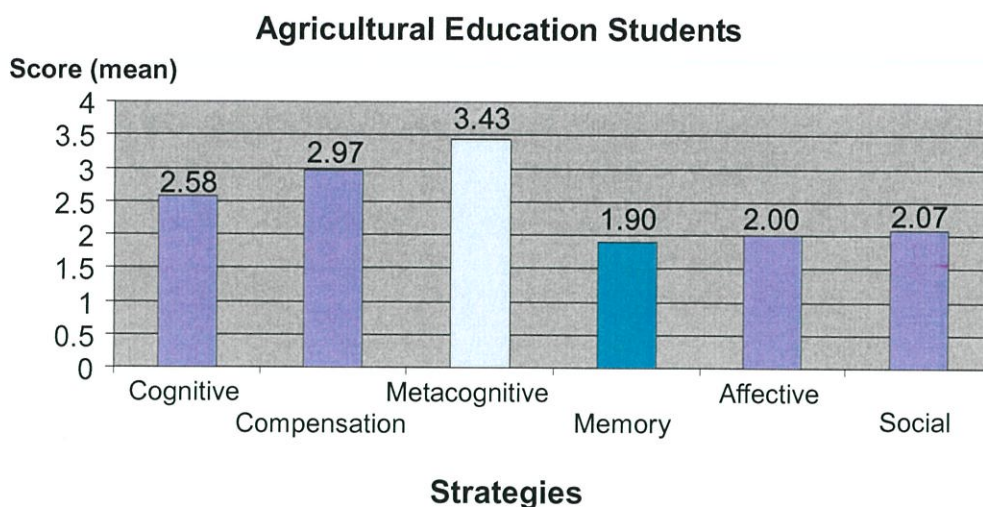
In addition, Architectural Education students, Metacognitive and Compensation strategies were often used at high level ($\bar{X} = 4.00$, $\bar{X} = 3.53$), while Cognitive and Social strategies were occasionally used as medium level ($\bar{X} = 2.90$, $\bar{X} = 2.48$). Only Memory and Affective strategies were seldom used at low level ($\bar{X} = 2.02$, $\bar{X} = 2.33$) as graph 5.2

Moreover, in Engineering Education students, Metacognitive strategies were often used at high level ($\bar{X} = 3.81$), while Cognitive, Compensation and Social strategies were occasionally used at medium level ($\bar{X} = 2.58$, $\bar{X} = 3.39$, $\bar{X} = 2.57$ respectively). Only Memory and Affective strategies were seldom used at low level ($\bar{X} = 2.24$, $\bar{X} = 2.31$) as graph 5.3 belows.



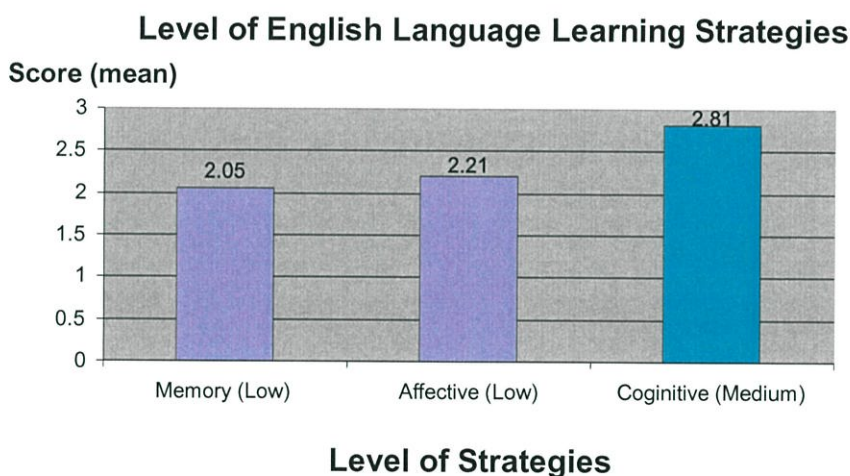
Graph 5.3 Mean of Engineer Education Students

Furthermore, in Agricultural Education students, Cognitive, Compensation and Metacognitive strategies were occasionally used at medium level ($\bar{X} = 2.58$, $\bar{X} = 2.97$, $\bar{X} = 3.43$ respectively), while Memory, Affective and Social strategies were seldom used at low level ($\bar{X} = 1.90$, $\bar{X} = 2.00$, $\bar{X} = 2.07$) like Graph 5.4.



Graph 5.4 Mean of Agricultural Education Students

Therefore, in the similarities of English language learning strategies of the students in three programs, Memory strategy was seldom used at low level ($\bar{X} = 2.05$, $SD = 0.09$), Cognitive strategy was occasionally used at medium level ($\bar{X} = 2.81$, $SD = 0.07$), and Affective strategy was seldom used at low level ($\bar{X} = 2.21$, $SD = 0.17$) like graph 5.5



Graph 5.5 Level of English Language Learning Strategies

Accordingly, the differences of English language learning strategies of the students in three programs, Engineering Education and Agricultural Education students occasionally used Compensation strategy at medium level, while Architectural Education students often used it at high level. Also, Architectural Education and Engineering Education students often used Metacognitive strategy at

high level, while Architectural Education students often used it at medium level. Likewise, Architectural Education and Engineering Education students occasionally used Social strategy at medium level, while Architectural Education students often used it at low level.

5.2 Discussion

This section discusses English language learning strategies of 181 second-year Industrial Education students in three programs; Architectural Education, Engineering Education and Agricultural Education at King Mongkut's Institute of Technology Ladkrabang. According to the findings, it showed that students' uses of English Language Learning Strategies was occasionally used as medium level in overall. This confirmed Srinuen, he found that Mattayomsuksa Three students used English Language Learning Strategies Strategy at medium level. Similarly, Phasit (2007) indicated Mattayomsuksa four students used Language Learning Strategies at medium level. Satta-Udom (2007) surveyed first-year students, he showed that students used Language Learning Strategies at medium level.

In this study, Students' uses of English language learning strategies were at high levels in Metacognitive strategies. Medium levels were in Compensation, Cognitive and Social strategies. Memory and Affective strategies were at low level.

The results of this study matched the findings in previous studies on students' uses of English Language Learning Strategies. For example, Li Xuan indicated that students' uses of English language learning strategies were at high level in Metacognitive strategies, Compensation, and Cognitive strategies.

Additionally, Satta-Udom (2007) surveyed first-year students at Mahidol University. The results indicated that students used Cognitive, Compensation, and Social strategies at medium level.

Moreover, Phasit (2007) investigated Thai Mattayomsuksa four students. The results indicated that students used Cognitive, Compensation, and Social strategies at medium level.

Also, Lamla-Ong (2007) conducted a study to explore the language learning strategies used by visually impaired students (VIS). The results indicated that students used Cognitive, and Social strategies at medium level.

While, Kaotsombut (2003) conducted a study to investigate the language learning strategies used by graduate science students at Mahidol University, Thailand. The results showed that students generally used Compensation, Cognitive, Social strategies at a medium level.

Nevertheless, the results of this study were different from the findings in previous studies on students' uses of English Language Learning Strategies. For example, Lamla-Ong (2007) conducted a study to explore the language learning strategies used by visually impaired students (VIS). The results indicated that the most frequent strategies used were Compensation strategy, followed by, Metacognitive, and Affective strategies at medium level.

Moreover, Kaotsombut (2003) conducted a study to investigate the language learning strategies used by graduate science students at Mahidol University, Thailand. The results showed that students used Compensation strategies at a high level, while Affective and Memory strategies were used at a medium level.

Additionally, Phasit (2007) investigated Thai Mattayomsuksa four students. The results indicated that students used Metacognitive, Affective, and Memory strategies at medium level.

Moreover, Satta-Udom (2007) surveyed first-year students at Mahidol University. The results indicated that students used Metacognitive, Affective, and Memory strategies at medium level.

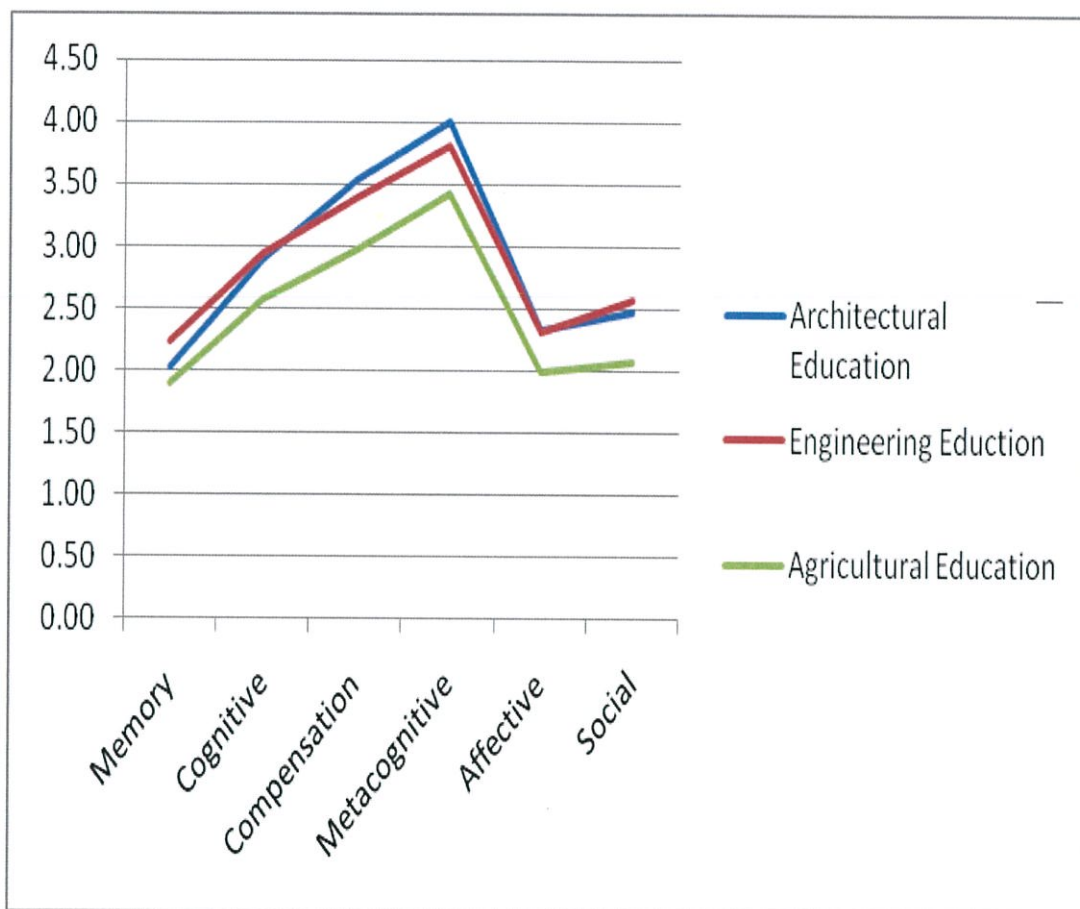
Another findings, students similarly seldom used English language learning strategies in Memory strategy at low level, occasionally used Cognitive strategy at medium level, and seldom used Affective strategy at low level. Students differently occasionally used Compensation strategy at medium level in Education and Agricultural Education students, while Architectural Education students often used it at high level. Likewise, Metacognitive strategy was often used at high level in Architectural Education and Engineering Education students, while Architectural Education students often used it at medium level. Besides, Social strategy was occasionally used at medium level in Architectural Education and Engineering Education students, while Architectural Education students often used it at low level.

From the analysis of responses among three programs, it can be stated that Architectural Education and Engineering Education students used Metacognitive strategies at high level. This may be because Architectural Education and Engineering Education students learned much more frequently such as arranging and planning their learning, centering their learning and guessing intelligent, while they may have an overcome limitation in speaking and writing (Oxford 1990)

Moreover, Students are able to use Metacognitive strategies as high order executive skills to make use of knowledge of cognitive processes and constitute an attempt to regulate their own learning by means of planning, monitoring, and evaluating (Chamot and O'Malley 1990, Oxford 1990, Ellis 1994 and Cohen 2005).

In conclusion, students in the three programs: Architectural Education, Engineering Education and Agricultural Education often used of English Language

Learning Strategies in Metacognitive strategies at high level ($\bar{X} = 3.74$, $SD = 0.13$), The medium level were occasionally used Cognitive ($\bar{X} = 2.81$, $SD = 0.07$), and Compensation strategies ($\bar{X} = 3.33$, $SD = 0.08$), while Social ($\bar{X} = 2.37$, $SD = 0.10$), Affective ($\bar{X} = 2.21$, $SD = 0.17$), and Memory strategies ($\bar{X} = 2.05$, $SD = 0.09$) were seldom used at low level. The comparison of mean (\bar{X}), standard derivation (SD) of Students' Uses of English Language Learning Strategies can be seen in Graph 5.1.



Graph 5.6 Mean (\bar{X}) of Students' Uses of English Language Learning Strategies in three programs

Graph 5.6 shows that Architectural Education students often used metacognitive language learning strategies at high level ($\bar{X} = 4.00$) but seldom used memory language learning strategies at low level ($\bar{X} = 2.02$) while Engineering Education Students often used metacognitive language learning strategies at high level ($\bar{X} = 3.81$) but seldom used memory strategies and affective strategies at low level ($\bar{X} = 2.24$, $\bar{X} = 2.31$) respectively.

For Agricultural Education Students, they occasionally used cognitive language learning strategies and compensation language learning strategies at medium level (\bar{X}

= 2.58, $\bar{X} = 2.9$) respectively but seldom used memory language learning strategies, affective language learning strategies and social language learning strategies at low level ($\bar{X} = 1.90$, $\bar{X} = 2.00$ and $\bar{X} = 2.07$) respectively.

5.3 SUGGESTIONS

5.3.1 Suggestions for Pedagogical Instruction

This survey may be what teachers need to assess the English language learning strategies of their students and then make accessible the students' learning results. The way teachers teach should meet the way of students' English language learning strategies. Hence, teachers should concern that:

1) Teachers should design the curricula by integrating all strategies into the course with various activities.

2) Teachers should provide the classrooms with the teaching methods which meets the way of students' English language learning strategies.

3) Teachers should use English language learning instrument to determine students' English language learning strategies, thus they are able to prepare the lesson properly according to students' English language learning strategies, but also they should modify all strategies of students to be covered all six learning strategies.

4) Teachers should try to enhance every language learning strategies. This can develop their students' learning strategies and build more skills for their learning and communication.

5.3.2 Suggestions for Further Studies

The suggestions for further study on English language learning strategies in King Mongkut's Institute of Technology Ladkrabang should be more various. The suggestions for further studies are as follows.

1) Further research should be focused on both teaching strategies and learning strategies as it can significantly enhance academic achievements.

2) Further investigation should be considered both on direct and indirect strategies as they both have the effect in students' learning.

3) Further research should determine students' English language learning strategies in different disciplines and various universities over Thailand.

4) Further study can be investigated by using interview and class observation.

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APPENDICES

Appendix A - Part I

English Language Learning Strategies Questionnaire (English Version)

General Background Information

Directions: Please give information by putting √ in the box and/or write your answer in the blanks.

1. Name
- Surname.....
2. Sex: Male Female
3. Age: years old.
4. Class (Year):
5. Program of study:

<input type="checkbox"/> Interior Environmental Education	<input type="checkbox"/> Design Education
<input type="checkbox"/> Architecture	<input type="checkbox"/> Engineering Education
<input type="checkbox"/> Agricultural Education	<input type="checkbox"/> Others (Please specify).....
6. When did you begin to study English? (Please choose and specify)

<input type="checkbox"/> Kindergarten
<input type="checkbox"/> Pratom
<input type="checkbox"/> Mattayom
7. Have you ever studied abroad?

<input type="checkbox"/> Yes, I have been studied in (Please specify the country).....
for..... years.....months.
<input type="checkbox"/> No

8. Have you studied other foreign languages in addition to English?

Yes, please specify the languages you have studied.

Chinese Japanese French German

Spanish Others (Please specify).....

No

9. Have you studied English at a language institute outside the university ?

Yes (Please specify the institute).....

Length of time:days per week and Hours per day

Duration:months weeks

No

10. Have you practiced English language skills by yourself?

Yes (Please specify the learning media)

Music Television Movie/Video Game

Internet Others (Please specify).....

No

11. How do you rate your overall English proficiency?

Skills	Excellent	Good	Fair	Poor
Listening				
Speaking				
Reading				
Writing				

Part II

Information on English Language Learning Strategies

Please give information by putting √ in the box that reflects your opinion.

Questions	5 Never use	4 Seldom use	3 Occasionally use	2 Often use	1 Always use
1. I relate what I already know to new things I learn in English.					
2. I use new English words in writing a sentence, so I can remember them.					
3. I connect the sound of a new English word to image or a picture to help me remember the word.					
4. I memorize 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 action English, or words.					
8. I review English lessons often.					
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.					

Questions	5 Never use	4 Seldom use	3 Occasionally use	2 Often use	1 Always use
10. I visualize the spelling of new words in my mind.					
11. I try to talk like English native 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 with others.					
15. I watch English TV shows with English subtitle or go to movies subtitled in English.					
16. I read for pleasure in English.					
17. I write notes, message, 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 up for words in my own language that have similar meaning to new words in English.					
20. I try to find linguistic patterns in English.					
21. I find the meaning of an English word by dividing it into segments that I understand.					
22. I try not to translate word-for-word.					

Questions	5 Never use	4 Seldom use	3 Occasionally use	2 Often use	1 Always use
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 cannot 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. To understand unfamiliar English words, I make guesses.					
28. I try to guess what the other person will say next in English.					
29. If I cannot 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 ask the other person to tell me the right word if I cannot think of it in a conversation.					

Questions	5 Never use	4 Seldom use	3 Occasionally use	2 Often use	1 Always use
33. I direct the conversations to a topic for which I know the words.					
34. I listen for the gist if the listening is too difficult.					
35. I pay attention when someone is speaking English.					
36. I try to find out how to be a better learner of English.					
37. I plan my schedule so I will have enough time to study English.					
38. I look for people I can talk to in English.					
39. I look for opportunities to read as much as possible in English.					
40. I have clear goals for improving my English skills.					
41. I think about my progress in learning English.					
42. I try to relax whenever I feel afraid of using English.					
43. I encourage myself to speak English even when I am afraid of making a mistake.					
44. I give myself a reward or treat when I do well in English.					

Questions	5 Never use	4 Seldom use	3 Occasionally use	2 Often use	1 Always use
45. I notice if I am tense or nervous when I am studying or using English.					
46. I write down my feelings in a language learning journal.					
47. I organize my language notebook to record important language information.					
48. If I do not understand in English when other persons talk, I ask them to slow down or say it again.					
49. I consult English with other students.					
50. I practice English with other students.					
51. I ask for help from English speakers.					
52. I ask questions in English.					
53. I try to learn about the culture of English speakers.					
54. I actively encourage myself to take wise risks in language learning even though I might make some mistakes					
55. I try to be more confident whenever I feel nervous while using English.					

Questions	5 Never use	4 Seldom use	3 Occasionally use	2 Often use	1 Always use
56. I encouraged myself when I don't perform well in my English test.					
57. I talk to someone else about my feeling of learning English.					
58. I have a regular language learning partner.					
59. when I am talking with a native speaker, I try to let him/her know when I need help.					
60. In a conversation with others, I ask questions in order to be involved as much as possible to show my interest.					
61. I pay close attention to the thoughts and feelings of other people with whom I interact in English.					
62. I try to communicate in English with other people.					
63. I exchange my experiences in learning English with teachers.					

Source: (Adapted from SILL – Version 7.0 [EFL/ESL] – R. L. Oxford, 1990)

Appendix B - ตอนที่ 1
English Language Learning Strategies Questionnaire
(Thai Version)

ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง: โปรดกรอกข้อมูลโดยใส่เครื่องหมาย √ ลงใน หรือเติมคำตอบลงในช่องว่างที่ให้ไว้

12. ชื่อ.....
 นามสกุล.....
13. เพศ ชาย หญิง
14. อายุปี
15. ชั้น
16. แผนการเรียน
- | | |
|--|---|
| <input type="checkbox"/> การออกแบบสภาพแวดล้อมภายใน | <input type="checkbox"/> การศึกษาการออกแบบ |
| <input type="checkbox"/> การออกแบบ | <input type="checkbox"/> การศึกษาด้านวิศวกรรม |
| <input type="checkbox"/> การศึกษาด้านวิศวกรรม | <input type="checkbox"/> อื่นๆ (โปรด ระบุ)..... |
17. เริ่มเรียนภาษาอังกฤษเมื่ออยู่ชั้น
- | |
|---|
| <input type="checkbox"/> อนุบาล(ชั้นปีที่ 1-3)..... |
| <input type="checkbox"/> ประถมศึกษาปีที่(ชั้นปีที่ 1-6) |
| <input type="checkbox"/> มัธยมศึกษาปีที่ (ชั้นปีที่ 1-6)..... |
18. คุณเคยไปศึกษาในต่างประเทศหรือไม่
- | |
|--|
| <input type="checkbox"/> เคย ไปประเทศ..... |
| เป็นระยะเวลา.....ปีเดือน |
| <input type="checkbox"/> ไม่เคยไป |

19. คุณเรียนภาษาต่างประเทศอื่นๆ นอกจากภาษาอังกฤษหรือไม่
- เรียน (โปรดระบุด้านล่างว่าเรียนภาษาอะไร)
- จีน ญี่ปุ่น ฝรั่งเศส เยอรมัน
- สเปน อื่นๆ (โปรดระบุ).....
- ไม่ได้เรียน
20. คุณเคยเรียนภาษาอังกฤษเสริมที่สถาบันสอนภาษาอื่นๆ หรือไม่
- เรียน (โปรดระบุข้อมูลเพิ่มเติมด้านล่าง)
- เรียนสถาบันชื่อ.....
- เรียนสัปดาห์ละ.....วัน วันละ.....ชั่วโมงเป็นระยะเวลา.....เดือน
- สัปดาห์
- ไม่ได้เรียน
21. คุณฝึกภาษาอังกฤษด้วยตนเองหรือไม่
- ฝึกด้วยตนเอง (โปรดระบุด้านล่างว่าฝึกโดยผ่านสื่ออะไร)
- เพลง โทรทัศน์ ภาพยนตร์/วิดีโอ เกม
- อินเทอร์เน็ต อื่นๆ (โปรดระบุ).....
- ไม่ได้ฝึกด้วยตนเอง
22. คุณประเมินความสามารถทางภาษาอังกฤษของคุณเป็นอย่างไร

ทักษะทางภาษา	ดีมาก	ดี	ปานกลาง	พอใช้
การฟัง				
การพูด				
การอ่าน				
การเขียน				

ตอนที่ 2

คำถามเกี่ยวกับกลวิธีหรือเทคนิคการเรียนรู้ภาษาอังกฤษ

คำชี้แจง แบบสอบถามนี้มีทั้งหมด 51 ข้อ กรุณาอ่านแบบสอบถามแต่ละข้อ และใส่เครื่องหมายถูก (✓) ในช่องที่ตรงกับตัวท่านมากที่สุดเท่าที่จำเป็น

กรุณาอย่าตอบแบบสอบถามในแง่ที่ท่านคิดว่าควรหรือไม่ควรกระทำ แต่ขอให้ตอบแบบสอบถามตามที่ท่านได้ปฏิบัติจริงในการเรียนภาษาอังกฤษ คำตอบของท่านจะไม่มีผลใดๆต่อตัวท่านเลย แต่จะมีผลต่อการศึกษาวิจัยในครั้งนี้นั้น อันจะนำมาซึ่งประโยชน์ต่อการศึกษาวิจัยในด้านนี้ต่อไปในอนาคต

คำถาม	5 ปฏิบัติมากที่สุด	4 ปฏิบัติมาก	3 ปฏิบัติปานกลาง	2 ปฏิบัติน้อย	1 ปฏิบัติน้อยที่สุด
1. ฉันคิดเชื่อมโยงความสัมพันธ์ระหว่างสิ่งที่เรียน					
2. ฉันนำเอาคำใหม่ ๆ ในภาษาอังกฤษมาใช้แต่งประโยค เพื่อให้จำได้ดียิ่งขึ้น					
3. ฉันเชื่อมโยงเสียงของคำใหม่ในภาษาอังกฤษกับภาพของคำนั้น เพื่อช่วยให้จำได้					
4. ฉันจดจำคำใหม่ โดยการคิดถึงภาพของเหตุการณ์ซึ่งคำเหล่านั้นอาจจะถูกใช้					
5. ฉันใช้คำพ้องเสียงเพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ					
6. ฉันใช้รายการคำศัพท์ซึ่งด้านหนึ่งเป็นคำศัพท์ ส่วนอีกด้านหนึ่งเป็นคำแปลเพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ					
7. ฉันแสดงท่าทางประกอบเพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ เช่น drink=ดื่ม ฉันจะทำท่าทางตมิน้ำไปด้วย					

คำถาม	5 ปฏิบัติมากที่สุด	4 ปฏิบัติมาก	3 ปฏิบัติปานกลาง	2 ปฏิบัติน้อย	1 ปฏิบัติน้อยที่สุด
8. ฉันทบทวนบทเรียนภาษาอังกฤษบ่อยๆ					
9. ฉันพูดหรือเขียนคำใหม่ ๆ ในภาษาอังกฤษ โดยการจำว่าคำเหล่านั้น อยู่หน้าใดของหนังสือ ส่วนใดของกระดาน หรือตามป้ายต่าง ๆ บน ห้องถนน					
10. ฉันสร้างภาพการสะกดคำใหม่ในใจ					
11. ฉันพยายามพูดให้มีสำเนียงใกล้เคียงกับเจ้าของภาษา					
12. ฉันฝึกฝนการออกเสียงภาษาอังกฤษ					
13. ฉันใช้คำศัพท์ในภาษาอังกฤษที่ฉันรู้ในสถานการณ์ที่แตกต่างกัน ออกไป เช่น ใช้ในการพูด หรือ ใช้ในการเขียน					
14. ฉันเริ่มต้นบทสนทนากับผู้อื่นโดยใช้ภาษาอังกฤษ					
15. ฉันดูรายการโทรทัศน์หรือภาพยนตร์ภาคภาษาอังกฤษ					
16. ฉันอ่านสิ่งพิมพ์ภาษาอังกฤษต่างๆ ที่ทำให้ฉันเพลิดเพลิน					
17. ฉันใช้ภาษาอังกฤษในการจดโน้ต ข้อความ จดหมายหรือรายงาน หรืออีเมล					
18. ฉันอ่านบทความต่างๆ ที่เป็นภาษาอังกฤษ โดยอ่านแบบผ่านๆ ใน ครั้งแรก เพื่อหาใจความสำคัญ และกลับมาอ่านทบทวนอีกครั้ง อย่างละเอียด					

คำถาม	5 ปฏิบัติมากที่สุด	4 ปฏิบัติมาก	3 ปฏิบัติปานกลาง	2 ปฏิบัติน้อย	1 ปฏิบัติน้อยที่สุด
19. ฉันค้นหาคำในภาษาไทยที่มีความหมายใกล้เคียงกับคำศัพท์ใหม่ในภาษาอังกฤษ					
20. ฉันศึกษารูปแบบการเรียงประโยคในภาษาอังกฤษเพื่อนำไปใช้ได้ อย่างถูกต้อง					
21. ฉันหาความหมายของคำในภาษาอังกฤษโดยการแบ่งคำนั้นๆ ออกเป็นส่วนๆ เพื่อให้เกิดความเข้าใจ เช่น แบ่งตามรากศัพท์					
22. ฉันหลีกเลี่ยงการแปลภาษาอังกฤษแบบคำต่อคำ					
23. ฉันทำสรุปข้อมูลต่างๆ ที่ฉันได้ฟังหรืออ่านเป็นภาษาอังกฤษ					
24. ฉันใช้วิธีการเดา เพื่อให้เข้าใจในภาษาอังกฤษที่ไม่คุ้นเคย					
25. ฉันใช้ท่าทางประกอบระหว่างการสนทนาภาษาอังกฤษเมื่อฉันนึกคำ ไม่ออก					
26. ฉันใช้คำอื่นแทน เมื่อฉันไม่รู้คำที่ถูกต้องในภาษาอังกฤษ					
27. ฉันอ่านภาษาอังกฤษ โดยไม่ต้องค้นหาคำใหม่ทุกคำ					
28. ฉันพยายามเดาหรือคาดการณ์เป็นภาษาอังกฤษว่าผู้สนทนาต่างชาติ จะพูดอะไรต่อไป					
29. ถ้าฉันไม่สามารถคิดถึงคำในภาษาอังกฤษได้ ฉันจะใช้คำหรือวลีที่มี ความหมายเหมือน หรือใกล้เคียงกับคำที่ฉันต้องการ					

คำถาม	5 ปฏิบัติมากที่สุด	4 ปฏิบัติมาก	3 ปฏิบัติปานกลาง	2 ปฏิบัติน้อย	1 ปฏิบัติน้อยที่สุด
30. ฉันพยายามหาวิธีการต่างๆ เท่าที่ฉันจะทำได้เพื่อหาโอกาสที่จะได้ใช้ภาษาอังกฤษให้มากที่สุด					
31. ในการสนทนา ถ้าฉันนึกไม่ออก ฉันจะขอให้คนอื่นบอกคำที่ถูกแก่ฉัน					
32. ฉันจะสนทนาในหัวข้อที่ฉันรู้คำศัพท์					
33. ในการฟังที่เข้าใจยาก ฉันจะพยายามจับประเด็นที่สำคัญ					
34. ฉันสังเกตข้อผิดพลาดต่าง ๆ ในการใช้ภาษาอังกฤษและใช้ข้อผิดพลาดเหล่านั้นเป็นบทเรียนเพื่อช่วยให้ฉันเรียนได้ดีขึ้น					
35. ฉันให้ความสนใจ เมื่อมีใครก็ตามพูดภาษาอังกฤษ					
36. ฉันพยายามที่จะหาวิธีการที่จะทำให้ฉันเรียนภาษาอังกฤษได้ดีขึ้น					
37. ฉันจัดตารางเวลา เพื่อให้มีเวลาเพียงพอที่จะศึกษาภาษาอังกฤษ					
38. ฉันหาคนที่จะสามารถพูดภาษาอังกฤษกับเขาได้					
39. ฉันหาโอกาสที่จะอ่านภาษาอังกฤษให้ได้มากที่สุดเท่าที่จะทำได้					
40. ฉันมีเป้าหมายชัดเจนในการปรับปรุงทักษะภาษาอังกฤษ					
41. ฉันคาดหวังในความก้าวหน้า / การพัฒนาการเรียนภาษาอังกฤษของฉัน					

คำถาม	5 ปฏิบัติมากที่สุด	4 ปฏิบัติมาก	3 ปฏิบัติปานกลาง	2 ปฏิบัติน้อย	1 ปฏิบัติน้อยที่สุด
42. ฉันพยายามผ่อนคลาย เมื่อรู้สึกกลัวที่ต้องใช้ภาษาอังกฤษ					
43. ฉันจดข้อมูลที่สำคัญไว้อย่างเป็นระบบในสมุดบันทึก					
44. ฉันให้กำลังใจตนเอง เมื่อต้องพูดภาษาอังกฤษ แม้ว่าในใจจะกลัว ความผิดพลาด					
45. ฉันให้รางวัลกับตนเอง เมื่อใช้ภาษาอังกฤษได้ดี					
46. ฉันพบว่าตนเองเป็นคนกังวลหรือเครียดในขณะที่กำลังเรียนหรือใช้ ภาษาอังกฤษ					
47. ฉันเขียนบรรยายความรู้สึกของฉันเป็นภาษาอังกฤษในสมุดบันทึก ประจำวัน					
48. ฉันขอร้องให้ผู้พูด พูดช้าลงหรือพูดซ้ำ ถ้าฉันไม่เข้าใจภาษาอังกฤษที่ เขาพูดอยู่ในขณะนั้น					
49. ฉันขอให้ผู้ที่ใช้ภาษาอังกฤษช่วยแก้ไขภาษาอังกฤษของฉัน เมื่อฉัน พูดผิด					
50. ฉันให้กำลังใจตนเองในการใช้ประโยชน์จากข้อผิดพลาดในการใช้ ภาษา					
51. ฉันพยายามสร้างความมั่นใจ เมื่อฉันรู้สึกประหม่าขณะใช้ ภาษาอังกฤษ					

คำถาม	5 ปฏิบัติมากที่สุด	4 ปฏิบัติมาก	3 ปฏิบัติปานกลาง	2 ปฏิบัติน้อย	1 ปฏิบัติน้อยที่สุด
52. ฉันให้กำลังใจตัวเอง เมื่อฉันทำข้อสอบไม่ค่อยดีนัก					
53. ฉันพูดคุยกับคนอื่น ๆ เกี่ยวกับความรู้สึกต่อการเรียนภาษาอังกฤษของฉัน					
54. ฉันฝึกฝนภาษาอังกฤษกับเพื่อนนักศึกษาคนอื่น ๆ					
55. ฉันขอความช่วยเหลือจากอาจารย์/เพื่อนนักศึกษาต่างชาติ ในการใช้ภาษาอังกฤษ					
56. ฉันมักจะถามคำถามเป็นภาษาอังกฤษกับผู้ที่อยู่แวดวงเดียวกับฉัน					
57. ฉันพยายามศึกษาวัฒนธรรมของคนที่ใช้ภาษาอังกฤษเป็นภาษาประจำชาติ					
58. มีเพื่อนช่วยสอนฉันในการเรียนภาษาอังกฤษ					
59. ขณะฉันกำลังพูดกับชาวต่างชาติ ฉันพยายามให้เขาทราบเมื่อฉันต้องการความช่วยเหลือ					
60. ในการสนทนากับผู้อื่น ฉันมักจะถามคำถามเพื่อให้ผู้อื่นเห็นถึงการมีส่วนร่วมของฉัน					
61. ฉันให้ความสนใจกับความคิดและความรู้สึกของคนอื่นที่ฉันมีปฏิสัมพันธ์ภาษาอังกฤษด้วย					
62. ฉันพยายามสื่อสารโดยใช้ภาษาอังกฤษกับผู้อื่น					

คำถาม	5 ปฏิบัติมากที่สุด	4 ปฏิบัติมาก	3 ปฏิบัติปานกลาง	2 ปฏิบัติน้อย	1 ปฏิบัติน้อยที่สุด
63. ฉันแลกเปลี่ยนประสบการณ์การเรียนรู้ภาษาอังกฤษกับอาจารย์					
64. อื่น ๆ					

ตอนที่ 3
ความคิดเห็นเพิ่มเติม

1. ปัญหาในการเรียนรู้ภาษาอังกฤษ

1. _____

2. _____

3. _____

2. แนวทางใดที่ท่านคิดว่าจะช่วยเหลือท่านในการเรียนรู้ภาษาอังกฤษให้ดีขึ้น

1. _____

2. _____

3. _____

Appendix C – Experts’ Invitation Letters

ที่ ศธ 0524.04/ 2754



คณะครุศาสตร์อุตสาหกรรม
สถาบันเทคโนโลยีพระจอมเกล้า
เจ้าคุณทหารลาดกระบัง
ถนนฉลองกรุง เขตลาดกระบัง
กรุงเทพฯ 10520

4 กรกฎาคม 2555

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามเพื่อการวิจัย

เรียน ผศ.ถิรวัฒน์ ตันทนิส

สิ่งที่ส่งมาด้วย แบบสอบถามเพื่อการวิจัย

ด้วย นางสาวบรรเจิดลักษณ์ สังข์สุวรรณ นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำวิทยานิพนธ์ เรื่อง “กลวิธีการเรียนรู้ภาษาของนักศึกษา คณะครุศาสตร์อุตสาหกรรม สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง” โดยมี รศ.ดร.ภัทรพร ธรรมประดิษฐ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

คณะครุศาสตร์อุตสาหกรรม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถเกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามนี้ว่ามีความถูกต้องและเหมาะสมมากน้อยเพียงใด ซึ่งผลการตรวจแบบสอบถามของท่านจะช่วยให้งานวิจัยของ นางสาวบรรเจิดลักษณ์ สังข์สุวรรณ มีความสมบูรณ์ยิ่งขึ้น

จึงเรียนมาเพื่อโปรดพิจารณาและหวังว่าจะได้รับความอนุเคราะห์จากท่านด้วยดีและขอขอบคุณเป็นอย่างยิ่งมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

(รองศาสตราจารย์วิสุทธิ์ สุนทรกนกพงศ์)
รองคณบดีกำกับดูแลงานด้านวิชาการและบัณฑิตศึกษา
ปฏิบัติการแทนคณบดี

ส่วนสนับสนุนวิชาการ

โทร. 02-329-8000 ต่อ 3692

โทรสาร. 02- 329-8436

ติดต่อนักศึกษา โทร. 086-979-9222



บันทึกข้อความ

หน่วยงาน คณะครุศาสตร์อุตสาหกรรม สจล. ส่วนสนับสนุนวิชาการ โทร.3692

ที่ ศธ 0524.04 / 2754

วันที่ 4 กรกฎาคม 2555

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามเพื่อการวิจัย

เรียน อาจารย์พัชรี เมืองนาคนิน

ด้วย นางสาวบรรเจิดลักษณ์ สังข์สุวรรณ นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำวิทยานิพนธ์ เรื่อง “กลวิธีการเรียนรู้ภาษาของนักศึกษา คณะครุศาสตร์อุตสาหกรรม สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง” โดยมี รศ.ดร.ภัทรพร ธรรมประดิษฐ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ คณะครุศาสตร์อุตสาหกรรม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถเกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามนี้ว่ามีความถูกต้องและเหมาะสมมากน้อยเพียงใด ซึ่งผลการตรวจแบบสอบถามของท่านจะช่วยให้งานวิจัยของ นางสาวบรรเจิดลักษณ์ สังข์สุวรรณ มีความสมบูรณ์ยิ่งขึ้น พร้อมกันนี้ได้แนบบแบบสอบถามเพื่อการวิจัย

จึงเรียนมาเพื่อโปรดพิจารณาและหวังว่าจะได้รับความอนุเคราะห์จากท่านด้วยดีและขอขอบคุณเป็นอย่างยิ่งมา ณ โอกาสนี้ด้วย

(รองศาสตราจารย์วิสุทธิ สุนทรกนกพงศ์)

รองคณบดีกำกับดูแลงานด้านวิชาการและบัณฑิตศึกษา
ปฏิบัติกรแทนคณบดี

ที่ ศธ 0524.04/ 2754



คณะครุศาสตร์อุตสาหกรรม
สถาบันเทคโนโลยีพระจอมเกล้า
เจ้าคุณทหารลาดกระบัง
ถนนฉลองกรุง เขตลาดกระบัง
กรุงเทพฯ 10520

4 กรกฎาคม 2555

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามเพื่อการวิจัย

เรียน อาจารย์จรงค์ สิริรักษ

สิ่งที่ส่งมาด้วย แบบสอบถามเพื่อการวิจัย

ด้วย นางสาวบรรเจิดลักษณ์ สังข์สุวรรณ นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำวิทยานิพนธ์ เรื่อง “กลวิธีการเรียนรู้ภาษาของนักศึกษา คณะครุศาสตร์อุตสาหกรรม สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง” โดยมี รศ.ดร.ภัทรพร ธรรมประดิษฐ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

คณะครุศาสตร์อุตสาหกรรม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถเกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามนี้ว่ามีความถูกต้องและเหมาะสมมากน้อยเพียงใด ซึ่งผลการตรวจแบบสอบถามของท่านจะช่วยให้งานวิจัยของ นางสาวบรรเจิดลักษณ์ สังข์สุวรรณ มีความสมบูรณ์ยิ่งขึ้น

จึงเรียนมาเพื่อโปรดพิจารณาและหวังว่าจะได้รับความอนุเคราะห์จากท่านด้วยดีและขอขอบคุณเป็นอย่างยิ่งมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

(รองศาสตราจารย์วิสุทธิ์ สุนทรกนกพงศ์)
รองคณบดีกำกับดูแลงานด้านวิชาการและบัณฑิตศึกษา
ปฏิบัติการแทนคณบดี

ส่วนสนับสนุนวิชาการ
โทร. 02-329-8000 ต่อ 3692
โทรสาร. 02- 329-8436
ติดต่อนักศึกษา โทร. 086-979-9222

APPENDIX D

Instrument Validation Form

Items	Expert No. 1	Expert No. 2	Expert No. 3	Total	IOC	Result
1	1	1	1	3	1	√
2	1	0	1	2	0.67	√
3	1	0	1	2	0.67	√
4	1	1	1	3	1.00	√
5	1	1	1	3	1.00	√
6	1	1	0	2	0.67	√
7	1	1	1	3	1.00	√
8	1	1	1	3	1.00	√
9	1	1	1	3	1.00	√
10	1	1	1	3	1.00	√
11	1	1	1	3	1.00	√
12	1	1	1	3	1.00	√
13	1	1	1	3	1.00	√
14	1	0	1	2	0.67	√
15	1	1	1	3	1.00	√
16	1	1	1	3	1.00	√
17	1	1	1	3	1.00	√
18	1	1	1	3	1.00	√
19	1	1	1	3	1.00	√
20	1	1	1	3	1.00	√
21	1	1	1	3	1.00	√
22	1	1	1	3	1.00	√
23	1	1	1	3	1.00	√
24	1	1	1	3	1.00	√
25	1	1	1	3	1.00	√
26	1	1	1	3	1.00	√
27	1	1	1	3	1.00	√
28	1	1	1	3	1.00	√
29	1	1	1	3	1.00	√
30	1	1	1	3	1.00	√
31	1	0	1	2	0.67	√
32	1	1	1	3	1.00	√
33	1	1	1	3	1.00	√
34	1	1	1	3	1.00	√
35	1	1	1	3	1.00	√
36	1	1	1	3	1.00	√
37	1	1	1	3	1.00	√
38	1	0	1	2	0.67	√
39	1	1	1	3	1.00	√

Items	Expert No. 1	Expert No. 2	Expert No. 3	Total	IOC	Result
40	1	1	1	3	1.00	√
41	1	1	1	3	1.00	√
42	1	1	1	3	1.00	√
43	1	1	1	3	1.00	√
44	1	1	1	3	1.00	√
45	1	1	1	3	1.00	√
46	1	1	1	3	1.00	√
47	1	1	1	3	1.00	√
48	1	1	1	3	1.00	√
49	1	1	1	3	1.00	√
50	1	1	1	3	1.00	√
51	1	1	1	3	1.00	√
52	1	1	1	3	1.00	√
53	1	1	1	3	1.00	√
54	1	1	1	3	1.00	√
55	1	1	1	3	1.00	√
56	1	1	1	3	1.00	√
57	1	1	1	3	1.00	√
58	1	1	1	3	1.00	√
59	1	1	1	3	1.00	√
60	1	1	1	3	1.00	√
61	1	1	1	3	1.00	√
62	1	1	1	3	1.00	√
63	1	1	1	3	1.00	√
Total	63	58	62	183	61.00	

Item No
 = 63
 R = 183
 N = 3
 IOC = 61
 % = 96.83 %

Remarks

Expert No.1 = Dr. Patcharee

Expert No.2 = Aj. Chongrak

Expert No.3 = Aj. Tirawat

1. "1" = congruence with objective

2. "2" = not congruence with objective

3. "0" = the expert not sure

Result of IOC = $\sum R/N$

Item Number = 30

R = 63+58+62

N = 3

IOC = 183/3

Percentages = $46/48 \times 100\%$

= 96.83%

(No of questionnaires)

(scores from 3 experts)

(R/N)

(total of IOC scores/item no x 100%)

APPENDIX E

Reliability by Cronbach Alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.955	63

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
1	106.28	179.235	.488	.895
2	106.49	178.254	.443	.895
3	106.22	179.765	.402	.896
4	106.08	181.291	.354	.897
5	106.17	180.549	.319	.898
6	106.34	174.352	.575	.893
7	106.06	180.215	.434	.896
8	106.22	177.859	.555	.894
9	106.37	180.455	.482	.895
10	106.57	178.280	.513	.894
11	106.48	177.503	.568	.894
12	106.49	179.098	.486	.895
13	107.14	173.746	.517	.894
14	106.58	178.934	.433	.896
15	106.15	183.288	.297	.898
16	106.34	178.977	.404	.896
17	105.94	182.715	.319	.897
18	107.28	174.203	.496	.894
19	106.63	177.518	.529	.894
20	106.91	175.023	.602	.893
21	106.17	179.830	.415	.896
22	106.40	174.963	.605	.893
23	106.05	179.920	.373	.897
24	106.49	176.973	.435	.896
25	106.55	176.001	.610	.893
26	106.23	180.993	.418	.896
27	107.25	173.970	.483	.895
28	107.46	172.159	.545	.893
29	107.31	178.466	.331	.898
30	107.62	176.490	.352	.898

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
i1	226.74	806.531	.671	.954
i2	226.94	814.862	.392	.954
i3	227.00	810.467	.480	.954
i4	226.52	810.125	.419	.954
i5	226.90	800.557	.512	.954
i6	227.13	807.249	.309	.955
i7	227.45	792.056	.596	.954
i8	226.90	797.890	.605	.954
i9	227.06	787.062	.681	.953
i10	226.58	804.452	.480	.954
i11	226.35	801.837	.573	.954
i12	226.52	790.525	.714	.953
i13	226.61	802.245	.595	.954
i14	227.16	799.473	.521	.954
i15	226.32	803.359	.529	.954
i16	226.87	807.516	.481	.954
i17	226.90	801.024	.568	.954
i18	226.77	801.047	.627	.954
i19	226.74	806.398	.485	.954
i20	226.68	816.492	.334	.955
i21	226.97	807.566	.485	.954
i22	226.58	814.385	.265	.955
i23	227.03	810.766	.399	.954
i24	226.48	810.458	.510	.954
i25	226.61	823.712	.099	.956
i26	226.52	820.858	.188	.955
i27	226.94	805.929	.402	.954

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
i28	226.90	802.690	.492	.954
i29	226.52	811.858	.429	.954
i30	226.65	802.037	.564	.954
i31	226.32	806.359	.549	.954
i32	226.74	805.531	.480	.954
i33	226.74	795.131	.637	.953
i34	226.45	799.989	.666	.953
i35	226.13	807.583	.547	.954
i36	226.23	808.314	.443	.954
i37	226.71	804.946	.495	.954
i38	226.68	797.759	.679	.953
i39	226.52	790.125	.721	.953
i40	226.58	801.718	.557	.954
i41	226.00	807.333	.494	.954
i42	226.35	808.770	.376	.955
i43	226.81	790.628	.648	.953
i44	226.19	801.828	.600	.954
i45	227.03	801.899	.390	.955
i46	226.48	815.925	.229	.955
i47	227.16	805.340	.357	.955
i48	226.45	798.723	.695	.953
i49	226.52	798.458	.674	.953
i50	226.45	792.323	.673	.953
i51	226.39	807.312	.526	.954
i52	226.35	808.570	.455	.954
i53	226.97	815.899	.368	.954
i54	226.90	814.824	.305	.955
i55	226.81	806.561	.533	.954

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
i56	227.16	810.140	.412	.954
i57	226.58	804.718	.439	.954
i58	226.81	819.095	.206	.955
i59	226.68	805.892	.531	.954
i60	226.97	798.166	.559	.954
i61	226.68	791.692	.740	.953
i62	226.71	805.680	.441	.954
i63	227.10	804.090	.503	.954