

CHAPTER FIVE

CONCLUSION AND IMPLICATIONS

Based on the results of the analysis presented in the preceding chapter, Chapter Five summarizes the findings concerning language learning strategies and factors affecting their strategies selections. After that, implications of the findings on education are reported. Finally, recommendations for future research are provided.

Summary of the Findings

The results of the current study were analyzed and discussed in details in Chapter Four. In this section, the findings of the study are presented according to the two research questions addressed in Chapter One.

The first research question was "What are the most frequently used language learning strategies by Thai EFL college students?" The findings from the current study showed that compensation strategies were most frequently used by Thai EFL college students. The overall language learning strategies used by Thai EFL college students was at a medium level. It can be concluded that Thai EFL

college students need to improve their knowledge on language learning strategies.

The second research question was "What are the factors affecting Thai EFL college students' learning strategy selections?" The findings from the present study showed that their motivation for learning English, the type of tasks that they received from the teachers, their attitudes and beliefs on how language learning should be, and their cultural background were factors affecting their learning strategy selections.

Pedagogical Implication

Learning strategies are 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). In the current study, the overall frequency of language learning strategies use of the participants was at a medium level. Out of six categories of *SILL*, the compensation strategies categories which received the highest mean scores usage attained only 3.6. None of the six strategies categories received the highest level 4.5-5.0 of strategies use. This finding draws attention to the need to promote learners' awareness of employing the six

language learning strategies in learning English. Most researcher of language learning strategies have also agreed that awareness of learning strategies helps students learn a language much easier (Chamot, 1998; Cohen, 1995; O'Malley & Chamot, 1990; Oxford, 1990; Oxford & Cohen, 1992). Learning strategy training for teachers to familiarized EFL teachers with techniques for leaning strategies, is urgently needed. Developing in teachers the understanding and techniques for delivering effective learning strategy instruction to students is the most important in order for them to help students aware of and to increase their usage of language learning strategies.

The current study also found that students need all encouragement they can get from their teachers to express themselves in English. Teachers should encourage language learners to express themselves in the target language in every possible ways. The current study also revealed that EFL students need to be aware of the advantages of the summarizing strategy. Summarizing allow students to demonstrate their understanding tangibly and prepare them for using the language in their speaking and writing. Therefore, teachers need to teach students to summarize as this is a strategy that helps

learners structure new input and show their understanding of what has been heard or read.

The current study also found that Thai EFL students need to learn how to plan for their language study. Learners often expect teachers to be responsible for much of the planning, organizing, and evaluating the learning process. Teachers need to take notice of these facts and teach students to take responsibility for their learning themselves and to be encouraged to use metacognitive strategies in order to achieve this. Furthermore, EFL Thai students need to improve their cooperative skills. It is important for teachers to promote cooperative learning for students to have better and enjoyable learning experiences for higher achievement. The students also need to know the importance of memory strategies. Memory strategies are not all about memorizing. Storage and retrieval of new information are the two key functions of memory strategies. These strategies help students to store in their memory the important things they hear or read in the new language, and enlarge their knowledge base. It also enables students to retrieve information from memory when they need to use it for comprehension or production. Therefore, students need to know that memory strategies is also very important for them. They need to remember

new target language words and phrases to be able to communicate.

On the other hand, the participants reported that motivation, type of tasks, attitudes and beliefs, and cultural background were factors affecting their language learning strategies selections. Taking those affecting factors into consideration, teachers and educators in Thailand need to integrate the instructions of learning strategies into their language learning materials as well as in language classrooms. This will provide learners a systematic opportunity to be exposed to language learning strategies which are known to have a vast amount of contributions to the success of learning the English language.

Recommendations for Future Studies

The current study was conducted to students who were majoring in English. The result of a study conducted with students majoring in others fields of studies, but taking English as a compulsory subject, may be different. The research comparing the language learning strategies of Thai students majoring in English and in other subjects may yield other significant findings. Many preceding studies in language learning strategies

conducted in other countries focused on levels of proficiency. It would be interesting to see how the results might turn out to be when the research is conducted with Thai EFL learners with different proficiency level in English.

The current study revealed that factors affecting language learning strategies selections were motivation, type of tasks, attitudes and beliefs, and cultural background. Research on how each factor affects the selection of language learning strategies would be much appreciated for learning strategies research. The research would give information for teachers to help students motivated in learning and using language learning strategies. Knowing the type of tasks, the attitudes and beliefs and cultural background that affect their learning strategies selections will also help teachers to provide the type of tasks, and to select materials that would help their students to learn better. Material developers can also develop materials that would be user friendly for their target students group.

Teachers can cause either positive or negative impacts on students. The rolls of teachers are important. A very interesting and needed future research is to conduct a research on EFL teachers' awareness of language learning strategies. The result

from such studies may point out whether there is the need to educate teachers with language learning strategies awareness. If needed, educational council or ministry could introduce language learning strategies at teachers' trainings. As a result, teachers will be well aware and better trained on language learning strategies, and thus will be able to help their students better with regards to language learning strategies in order to obtain their goal in learning English.

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