

กลยุทธ์การเรียนรู้ภาษาไทยของผู้เรียนชาวต่างชาติในจังหวัดเชียงราย

An Analysis of Thai Language Learning Strategies Used by Non-Native Speakers in Chiang Rai Province

วิมลวรรณ วงศ์ใหญ่^{1*} ศรีชัย มุ่งไชสง² ณัฐพล สันธิ²

¹ ศึกษาศาสตร์มหาบัณฑิต สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยราชภัฏเชียงราย

² ศึกษาศาสตร์มหาบัณฑิต สาขาวิชาภาษาไทย มหาวิทยาลัยราชภัฏเชียงราย

Wimonwan Wongyai^{1*} Sornchai Muangthaisong² Natthaphon Santhi²

¹ Master of Arts (English), Chiang Rai Rajabhat University

² Thesis Advisors

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อตรวจสอบกลยุทธ์การเรียนรู้ภาษาไทยของผู้เรียนชาวต่างชาติในจังหวัดเชียงราย โดยมีกลุ่มเป้าหมายได้แก่ นักศึกษาชาวจีน ชั้นปีที่ 1 โปรแกรมวิชาภาษาไทย ในมหาวิทยาลัยราชภัฏเชียงราย จำนวน 30 คน และนักเรียนชาวต่างชาติ ในโรงเรียนสอนภาษา (Easy Study Thai Language School) ในจังหวัดเชียงราย จำนวน 30 คน วิธีการเก็บรวบรวมข้อมูล ได้มาจากการออกแบบสอบถาม โดยยึดรูปแบบของ Strategy Inventory Language Learning ของ Oxford (1990:17) และการสังเกตการณ์เรียนการสอนของครูและนักเรียนในชั้นเรียนภาษาไทยและทำการวิเคราะห์ข้อมูลแบบสอบถามโดยใช้โปรแกรมคอมพิวเตอร์

ผลการวิจัยพบว่า จากการวิเคราะห์แบบสอบถามแสดงผลการเรียนรู้ภาษาไทยของผู้เรียนชาวจีน เป็นนักเรียนของการเรียนรู้ในระบบ พบว่ากลวิธีที่ใช้บ่อยที่สุดคือ Memory Strategies คิดเป็นร้อยละ 63.33 และผลการเรียนรู้ภาษาไทยของผู้เรียนชาวต่างชาติ เป็นนักเรียนของการเรียนรู้นอกระบบ พบว่ากลวิธีที่ใช้บ่อยที่สุดคือ Affective strategies คิดเป็นร้อยละ 63.33 และจากการศึกษาจากการสังเกตการณ์เรียนการสอนพบว่านักศึกษชาวจีน ใช้กลวิธี Compensation Strategies บ่อยที่สุดและใช้ Memory Strategies น้อยที่สุด ส่วนนักเรียนชาวต่างชาติในการเรียนรู้แบบนอกระบบ พบว่ามีการใช้ Cognitive Strategies บ่อยที่สุด และใช้ Affective Strategies น้อยที่สุดในการเรียนรู้ภาษาไทย ด้านครูผู้สอนภาษาไทยสำหรับชาวต่างชาติ สามารถประยุกต์ใช้ผลการวิจัยเพื่อช่วยให้นักเรียน ได้พัฒนารูปแบบการเรียนรู้ภาษาไทยของตน และในขณะเดียวกันครูผู้สอน ควรมีพื้นฐานความรู้ด้านกลวิธีการเรียนรู้ตลอดจนการสร้างสื่อการเรียนการสอน เพื่อใช้พัฒนาการเรียนของนักเรียน ทั้งครูผู้สอนและนักเรียน ควรมีความเข้าใจการใช้กลยุทธ์การเรียนรู้ให้เหมาะสมและเกิดประสิทธิผลในการเรียนภาษาไทยเป็นภาษาต่างชาติต่อไป

คำสำคัญ: กลยุทธ์ในการเรียนรู้ ชาวต่างชาติ การเรียนรู้ในระบบและนอกระบบ

Abstract

This study aimed to investigate the Thai language learning strategies used by non-native speakers in Chiang Rai Province. The population were sixty participants consisting of thirty Thai language learners from Easy Study School, Chiang Rai and the 1st year Chinese students from Thai Language Program at Chiang Rai Rajabhat University. The instruments were classroom observations and questionnaire. The data were analyzed by Strategy Inventory of Language Learning (SILL), Oxford (1990 : 17).

The SILL results showed that the overall use of Thai language learning strategies used by non-native speakers found that the Chinese students reported to use most in direct strategies which is Memory strategies was at (63.33%) and the private classroom students reported to use most in indirect strategies which is Affective strategies was at (63.33%). The results from classroom observation found that The Chinese students' classroom reported to use most in Compensation Strategies and used less in Memory Strategies. On the other hand, the Private classroom students reported using most in Cognitive Strategies and using less in Affective Strategies. The teacher was able to apply the results to help students design their Thai language learning and also the teacher should have background knowledge in teaching and learning strategies for creating the materials to further develop the learning of students. The teacher and the students should increase their awareness of understanding and using all learning strategies with appropriate instruction and training for Thai language learning as a foreign language.

Keywords: Learning Strategies, Non-native Speakers, Formal and Informal Learning System

Introduction

Language is the most commonly used method for communicating culture, customs and traditions from one generation to another. It is specifically used to communicate in the areas of economics, education, tourism, social affairs, politics and business. In our modern global society, knowing a second language is a tremendous advantage.

The Association of Southeast Asian Nations (ASEAN) Community has boosted the demand for ASEAN language learning. The ASEAN leaders have chosen English as the regional common language while also encouraging their citizens to learn the respective languages of the neighboring countries to improve communication and understanding between ASEAN citizens. Knowing regional languages is definitely a priority for anyone who wants to join the free movement of the labor force and improve their chances of getting a good job. Today, Thai language classes are offered in curriculums of regional countries more frequently than Non-Asian countries even though it is not an international language. Some of the countries in ASEAN have included Thai language as a foreign language in their curriculum such as in China's Yunnan Normal University. The Thai language has been the most popular among the Chinese students since foreign languages were introduced to students, according to Duan, one of 12 teachers in the Thai program (Marisa, 2015). Thai language programs are taught in Vietnamese Universities such as the University of Language and International Studies (Vietnam National University, Hanoi), College of Foreign Languages (University of Danang) Hanoi University. And also in Myanmar at The University of Foreign Languages in Yangon which offers a full-time four years bachelor's program in the Thai language. Many foreigners are interested in studying Thai as their second language or third language primarily or reasons relating to politics, socio-economic and education. Non-native speakers learning Thai still face some problems in the classroom or in real situations of daily life communication. Many non-native speaker learners attend Thai courses which are provided in many language centers in Chiang Rai Province. Some learners have obtained great results while others have not. Those that have struggled, find it is difficult in the classroom when they cannot follow the lessons. Many have difficulties gathering all information and making it easy to understand during the classroom sessions. In order to learn Thai language, the learners need to have the systems or learning strategies to meet their learning goals.

Learning strategies will be focused on this study. Learning strategies are the cognizant thought and actions that learners utilize to reach their learning goals. Effective learners are able to select a learning approach that suits them best and they

also have the competence to adjust the strategies that best meet both their purpose and their own learning preferences. In studying a language, learning strategies are techniques that would be well source to employ. Most of the studies claim that the formal and informal learning are different in terms of action. As stated by Marcia Corner, Informal learning is a “lifelong process” through which people acquire attitudes, values, skills and knowledge mainly from the mass media, from daily experiences.. Tony Jeffs and Mark K Smith (Jeffs,T. and Smith, M. K. (1999 : 5) are focus on informal education as a spontaneous process of helping people to learn. Informal education they suggest, works through conversation, and the exploration and enlargement of experience. The formal learning system is more focused in structured learning which leads to certification. Whereas, the informal learning system is focused in the activities of daily life relating to work and family and does not lead to certificate.

Objectives

To investigate and compare the learning strategies of Thai learning for non- native speakers, to compare the learning strategies both in formal and informal learning system

Research Questions

1. What are the learning strategies that non-native speakers use most in their Thai language learning?
2. What are the similarities and differences of learning strategies between formal and informal learning systems?

Methodology

The content of the research refers to a study of learning strategies of non- native speakers of Easy Thai Study Language School in Chiang Rai and Chinese students at Chiang Rai Rajabhat University. The population of this research was concentrated in two groups which were the Chinese Students (Formal Learning System) and other nationality Students (Informal Learning System). The study adopted Mixed-method designs which were the SILL by Oxford, (1990) questionnaire was referred to the quantitative method and classroom observation and video recordings were referred to the qualitative method.

The population in this study were sixty non-native speakers who are learning Thai language as a second language were randomly sampled from Thai language classes. Both samples were from the Easy Study Thai Language School of Chiang Rai (30 students) and Thai class of Chinese first year students at Chiang Rai Rajabhat University (30 students).

This study involved with Observation Forms were used to observe the learning of Thai classes in both sample groups by video tape recording The researcher used Oxford (1990) learning strategies to guide the observation and take field note. The questionnaire adopted from Strategy Inventory of Language Learning (SILL) by (Oxford, 1990). The study used the 50 items version 7.0 of the inventory for accessing the frequency of strategy use by language learners on a five-point Likert scale ranging from 1-5. The Individual Background Questionnaires was used to identify the sample groups.

The researcher spent a total of three months (November, 2015-January, 2016) collecting data. A brief explanation of the purpose of this study was given. The questionnaires were administered to the teachers during the Thai classes at Easy Thai Study Language School and Thai class for Chinese students at Chiang Rai Rajabhat University. The research was conducted using structured individual background questionnaires (IBQ) and the SILL questionnaires. The version 7.0 of SILL contains of

50 items and characterized into six subscales(a) memory strategies (items1-9), (b) cognitive strategies (items10-23), (c) compensation strategies (items 24-29), (d) metacognitive strategies (items 30-38),(e) affective strategies (items39-44), (f) social strategies (items45-50). These SILL 50 items are evaluated on a five- point Likert scale ranging from 1 to 5. The number indicates how often the learner uses the strategies. The classroom observations were conducted once a month starting in November 2015, December 2015 and January, 2016. First, observes behavior of the non-native speakers in the classes, observing how learning related to the using of learning strategies in Thai classrooms. Second, observed and collected data from a video recording while the students learning Thai language and transcribe into narrative style. When undertaking target groups observation, the researcher used Oxford (1990) learning strategies to guide the observation and take field note. Oxford (1990:17) divided the learning strategies into two major types, direct and indirect. Strategies which are subdivided into six categories as

The researcher used the mentioned strategies as a framework for writing field note during data collection and later on for analysis of the data.

There are two types of data analysis. First, the computer program was used to complete analyze of the collected data. Descriptive statistics were used to analyze the collect data by the questionnaires including frequencies, means, standard deviations (SD), and percentages were used to analyze on overall strategy use and the six categories scores which referred to quantitative design and second was the observations were used to analyze the classroom interactions. The data analysis of the finding from the classroom discourse was summarized and written into a narrative style which referred to the qualitative design.

Conclusion

This chapter presents the result of study, based on the objectives of the study which are investigated the Thai language learning strategies used by Chinese students at Chiang Rai Rajabhat University which referred to the formal learning system and Private classroom students at Easy Study Thai Language School of Chiang Rai which referred to the informal learning system. The data was analyzed the students' Thai language learning strategies. The instruments of this were SILL and classroom observations.

1. Overall strategies use

Based on SILL by Oxford (1990:17) which divide into two main major types which are further subdivided into six categories. Direct Strategies: Memory strategies, Cognitive strategies, Compensation strategies. Indirect Strategies: Metacognitive Strategies, Affective strategies and Social strategies. The study employed SILL for analyzing the language learning strategies of the sample groups. After investigating the learning strategies of Thai language students from both groups, the results of the study are shown in percentage, Mean and SD through Table 3

Table.3 Summary of the most frequents strategies used between groups.

Strategies	Contents	Frequency	%	Mean	SD
Memory					
- Chinese	I think of the relationships between what I already know and new things I learn in Thai.	16	53.33	2.87	0.81
- Other	I review Thai lessons often.	15	50.00	3.30	1.00
Cognitive					
- Chinese	I make summaries of information that I hear or read in	14	46.67	2.97	1.02
- Other	Thai.	16	53.33	3.43	0.99
Compensation					
- Chinese	When I can't think of a word during a conversation in Thai, I use gestures.	14	46.67	3.30	0.97
- Other	If I can't think of a Thai word, I use a word or phrase that means the same thing.	13	43.33	3.27	1.00
Metacognitive					
- Chinese	I look for people I can talk to in Thai.	13	43.33	3.60	0.95
- Other	I think about my progress in learning Thai	14	46.67	3.67	0.79
Affective					
- Chinese	I talk to someone else about how I feel when I am	14	46.67	2.60	0.88
- Other	learning Thai.	19	63.33	1.57	0.81
Social					
- Chinese	I ask Thai speakers to correct me when I talk.	13	43.33	3.27	1.09
- Other	I try to learn about the culture of Thai speakers.	18	60.00	4.10	0.70

Note: N=30 (from each group)

As shown in Table 3 the results of this study indicate that among the Chinese students who referred to the formal learning system, it was found that the Memory Strategies was used most in their Thai language learning (53.33%, M= 2.87, SD=0.81) and followed by Cognitive Strategy, Compensation Strategies and Affective Strategies are reported using as equal level (46.67%, M=2.97, 3.30, 2.60, SD=1.02, 0.98, 0.88). Learning strategies that reported using less in learning were Metacognitive strategies and social strategies, (43.33%, M=3.60, 3.27, SD=0.95, 1.09). Among the private classroom students who are referred to the informal learning system, it was found that the Affective Strategies was used most in their Thai language learning (63.33%,M=1.57,SD=0.81) and followed by Social strategies (60.00%, M=4.10. SD=0.70), Cognitive Strategies (53.33%, M=3.43, SD=0.99), Memory Strategies (50.00%, M=3.30, SD=1.00),Metacognitive Strategies (46.67%, M=3.67, SD=0.79) and learning strategies reported to use less were Compensation Strategies 43.33%, M=3.27, SD=1.00).

The data in Table 3 provided an overview of the reported learning strategies used for all categories and shown that the Chinese students reported to use most in direct strategies which is Memory strategies and other nationality students reported to use most in indirect strategies which is Affective strategies.

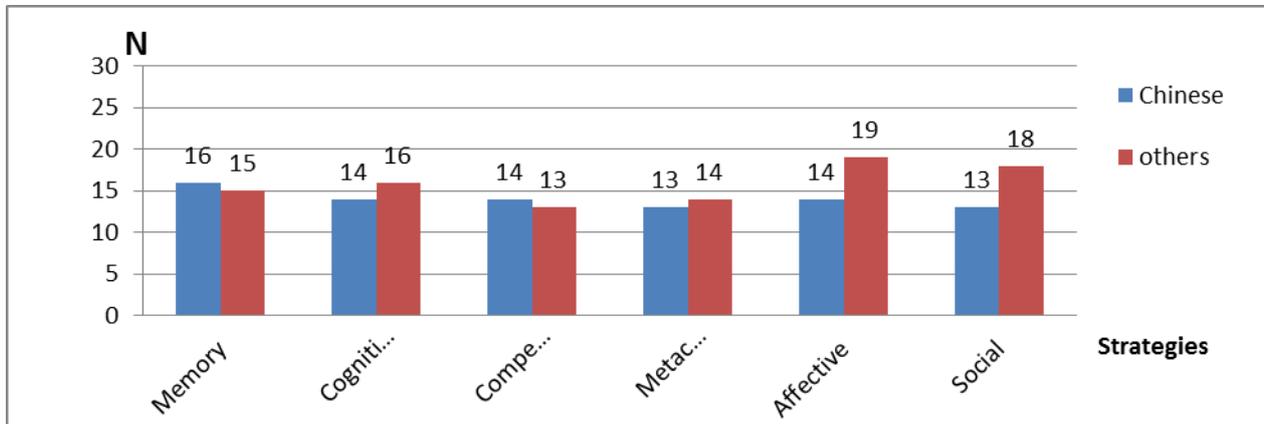


Figure.3 Comparison of the most frequently strategies used between groups.

As shown in Fig. 3 the results of this study indicated the Thai language learning strategies used by Chinese students most found in Memory Strategies which indirect strategies 16 students and the lowest use was Social Strategies 13 students. For the Private classroom students most found in Affective Strategies which is indirect strategies 19 students and the lowest use was compensation strategies 13 students.

The results from the observation of other private class students found that the students represented to use most in Compensation Strategies and followed by Cognitive Strategies and Social Strategies. The strategy that reported using less in private class was Memory Strategies and Affective Strategies.

The results from the observation of Chinese students found that the student represented to use most in Cognitive Strategies and followed by Compensation Strategies. The strategy that reported using less in Chinese students were Metacognitive Strategies, Affective Strategies and Memory strategies and not found they used Social strategies in the classroom.

Discussion

For the first research question, “What are the learning strategies that non-native speakers use most in their Thai language learning?” To answer this research questions, the data were collected from two instruments, these are, questionnaire and observation. The findings based on questionnaire among the six categories proposed by Oxford (1990) found that among the Chinese students who referred to formal learning system, Memory strategies were the most frequently used (63.33%) and learning strategies that reported using less in learning were Metacognitive strategies and Social strategies as equal level (43.33%). The findings in regard to observation, it was found that The Cognitive strategies was used most in Thai learning and used less in Metacognitive, Affective and Memory strategies and not found they used Social strategies in the classroom. For the classroom observation of the Chinese students, they studied Thai language two times a week. By their studying schedule, they learned Thai

four hours a time but in the current situation of study they took class only two hours a time. They did not prepare themselves well before next class when in class they always used the dictionaries to find the words and they were quiet and shy to ask questions.

Among the private classroom students who referred to informal learning system, Affective strategies were the most frequent used (63.33%) and followed by Social strategies (60.00%), Cognitive Strategies (53.33%) and learning strategies reported using less were Compensation Strategies (43.33%). As from the classroom observation, the private class student studied two times a week and he prepared well on his study. He always had questions about what he did not clear or understand of tone rules or grammar to his teacher but he had feeling of strangeness with Thai sounds and tone rules. And when the teacher asked him, he was able to reviewing well and employing action with his own techniques to create his learning and retrieval via sounds. According to the results from classroom observation, found that the students used most learning strategies in Compensation strategies and followed by Cognitive Strategies and used less in Memory and Affective strategies. As the mentioned, learning strategy training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing the out as they arise (Stern, 1992 : 226).

For the second research question of “What are the similarities and differences of formal and informal learning systems?” The results revealed that there were differences between both learning systems in terms of learning styles. As the Chinese students who referred to the formal learning system they study Thai language provided by university which lead to certification. The students learn by group which have to follow and more focus on follow the learning activities that conduct by the teacher. Based on the affiliation of Hawking Theory. The formal learning is refers to the activity that lectures by groups of students (Hawkings, 2005). Besides, the private class students who referred to the informal learning system, they take Thai language course at the language tutor place which they can take place in any setting. They learn Thai for using for experience and using in their daily life activities related to work and family that not lead for certification. As the theory of Corner mentioned that informal learning refers to a lifelong process through which learners acquire attitudes, values, skills and knowledge from daily experience. (Corner, 2004). As the results from the video tape recordings, the students who learned in formal learning system have more stresses with the structured of learning objectives and contents. Their learning was concerned about the fixed learning styles and duration of learning that different from the student who learned in informal learning system which more flexible of time and have more free choices of learning activities.

It can be due to complicating of Thai grammar structure which is strongly promoted in receiving input Thai text for comparing with English or the mother language of non-native speakers. Therefore, it should be crucial for non-native speakers to create their own cooperative language learning skills with the learning strategies. Affective strategies are good techniques that can help students to control their emotions and attitudes towards language learning. Language strategy involves a specific action or technique that learners used to achieve their leaning goals. Through learning strategies teachers also can help the students to maintain their motivation and confidence in learning languages.

Recommendations

1. Recommendations for application

Based on the findings, recommendations for application were presented in three dimensions. With regard to the learning objectives and period of learning and also the environment in the classrooms. The researcher have recommended as follows;

1.1 For teachers should have the knowledge in teaching and learning strategies and also the teacher can apply the result to help the students design their learning strategies

1.2 For learners should be awareness about strategies which can help them have self-management in language learning and self-reliance in language use.

1.3 For institution should offer the training of learning strategy to the teachers and students that should be integrated into language classroom.

The teacher and the students should increase their awareness of understanding and using all learning strategies through appropriate instruction or training for Thai language learning.

2. Recommendations for further study

2.1 The further study able to use other frameworks than Oxford in this study for guidelines in doing research in other contexts such as other second language learning strategy theory. It has been a problem to compare this study's results with other studies due to the target language of this study is learning Thai as a foreign language which different from the former researchers that tried to study the English language learning strategies of non-native speakers.

2.2 Factors affecting strategy choice

For the current study, the participants in this study were different in learning style, age and cultural background which will be the effect factors to the foreign language learning. Further research may focus on factors that affect strategy choice would be helpful. Learning style is an important factor along with age, nationality and cultural background.

References

- C Marisa. (2015). **Thai the language of choice for Chines students in Yunnan**. Retrieved 5 November 2015 from <http://www.nationmultimedia.com/national/Thai-the-language-of-choice-for-Chinese-students-i-30262309.html>.
- Em-on Chaitasaphon. (1993). **Teach Thai as a foreign language Guidebook**. Bangkok: Se-ed. Bangkok.
- H.H Stern. (1992). **Issue and Options in Language Teaching**. Oxford: OUP.
- Karen Fedderholdt. (1997). **Using Diaries to develop Language Learning Strategies**. Japan: Toyama University.
- M. Lessard-Clouston. (1997). "Language learning strategy: An overview for L2 teachers." **The internet TESL journal**: 1-10.
- Marcia L Conner. (2004). **Informal learning**. Retrieved 5 December 2015. From http://edutechwiki.unige.ch/en/Informal_learning..
- Rebecca Oxford. (1990). **Second Language learning Strategies What Every Teacher Should Know**. Boston: Heinle&Heinle.Southeast Asian Studies Summer Institute. 2015. <http://seassi.wisc.edu/Program/index.htm>.

Stephen Hawking. (2005). **A Briefer History of Time USA**. USA: Bantam Books.

T. J. and Smith, M. K. Jeffs. (1996). **Informal Education. Conversation, democracy and learning**. . Ticknall, England:
Education Now.

Thai Language program. (2015). Retrieved 10 December 2015. From <http://thaiarc.tu.ac.th/thai/thcourse.html>.

Writing Intensive Focus Requirement of UH-Manoa. (2015). Retrieved 16 December 2015. From <http://thai.hawaii.edu>.