Factors and Reasons Influencing Thai EFL University Students' Use of Language Learning Strategies

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Abstract

The present study has the following goals: 1) To consider the variety of language learning strategies and their relative frequencies as chosen by undergraduate students; 2) to understand what may be the underlying factors that guide these choices as reported by the participants; and 3) to answer why those strategies and their frequencies. The participants were 579 students at 6 public universities in the northeast of Thailand, all of whom majored in English. The tools to gather the data were a background information questionnaire, LLS questionnaire and semi-structured interviews. A selective sample of 30 participants took part in the guided lightly-structured interviews. The tools used for a quantitative analysis were obvious descriptive data and factor analysis. Further analysis of the qualitative results were done using content and thematic analyses. The quantitative results tell us that their overall use of language learning strategies were at a predictable moderate frequency of overall use and only small variations at category levels. At the individual level, high frequencies were reported for 6 strategies, moderate usage for 37 strategies and infrequent to low usage were shown for 2 strategies. Four underlying factors where derived from a factor analysis. The qualitative results revealed that 16 reasons can be ascertained for the frequent use of certain strategies, and 3 reasons for infrequently used strategies.

Keywords: language learning strategies, university students, undergraduate students

1. Introduction

Nowadays, it is believed that knowing or being able to speak 2 or more languages can help us get more opportunities in our life. A shred of good evidence is people chatting and connecting worldwide through the Net. Another obvious example is international trade has been continually increasing, for example online shopping. In terms of careers, ones can earn money via social networking such as Facebook, twitter, Youtube, or Tiktok, etc., it is undeniable that if ones know or use a foreign language, more people around the world will be able to access their content easier and faster. As a result of it, knowing a foreign language is necessary and useful for everyone.

Language learning strategies are important and useful techniques for ESL/EFL learners. These techniques enable language learners to promote and facilitate language learning as well as to cope with the complex process of learning. ESL/EFL learners tend to use these techniques to deal with their different language problems. Language learners, for example, watch English-speaking movies or TV shows to improve their speaking skills. Some students attempt to improve their reading and writing skills by chatting with foreign friends on social networking sites such as Line or Facebook.

Previous researchers (e.g. Fillmore, 1979; Ellis and Sinclaire, 1989; Oxford, 1989; O'Mally and Chamot, 1990; Pawlak and Oxford, 2018; Kölemen, 2021; and Ghulamuddin et al, 2022) have carried out specific factors affecting foreign language learning, for example language learning strategies.Other factors influencing learners' LLS use have been investigated, such as gender, culture, language achievement, self-efficacy beliefs, importance of English, self-perception as learners of English, and extra-curricular (e.g. Lee and Oxford, 2008; Minh, 2012; Sadeghi, Hassani, and Hessari, 2014; Zhou, 2014; Grufron, 2017; Mizumoto and Takeuchi, 2018; Pawlak and Oxford, 2018; Marpaung and Widyanotoro, 2020; Sulistiyo and Kamil, 2022).

Several Thai researchers (e.g. Dhanarattigannon,1990; Tirabulkul, 2005; Khamkien, 2006 and Prakongchati, 2007; Satta-Udom, 2007; Taw, 2008; Kaewla-iad, 2012; Hungyo, 2015; Rardprakhon, 2016; Toomnan, 2017; Gomaratut, 2016; Suwanarak, 2019; and Sukying, 2021) have looked into the questions surrounding undergraduate students' use of LLSs, and have scrutinized a number of variables. These include language proficiency (e.g, Tianchai, 2012; Kaewla-iad, 2012; Hungyo, 2015; Rardprakhon, 2016, Sukying, 2021), gender (e.g. Prakongchati, 2007; perceptions of English language ability levels (e.g. Prakongchati, 2007), motivation (e.g. Khamkien, 2006, experience in studying English (e.g. Khamkien, 2006), and types of academic programs (e.g. Taw, 2008; Kaewla-iad, 2012). Previous research (e.g. Khamkien, 2006; Kaewla-iad, and Suwanarak, 2019) have shown that these factors affecting learners' language learning strategy use. Recently, Sukying (2021) found that the use of learning strategies varies, depending on individual circumstances and context. The author further concludes that training in the use of a range of strategies would benefit learners considerably.

However, only a small number of prior Thai studies (e.g. Taw, 2008; Kaewla-iad, 2012) have focused on one population, Thai majors in English language. One population that has been somewhat neglected have been English majors in the northeast of Thailand. As a result, the current investigation attempts to examine their language learning strategy use and the underlying factors and reasons for employing those strategies. For the present study, practical suggestions about instructional management will be offered in the light of pedagogical implications as well as addressing the goals of enhancing students' language learning skills.

2. Literature Review

This literature review related to the present study starts off with definitions and characteristics of language learning strategies. This is followed by language learning strategy classification system.

2.1. Definitions and Characteristics of Language Learning Strategies

Linguists and researchers have defined the term "language learning strategies" (LLS) in a variety of ways based on their experience and research works. Their perspectives have something in common. There are three main aspects of their definitions: general or specific actions; conscious or unconscious; and observable or unobservable approaches. LLS is defined as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" by Oxford (1990, p. 8). In terms of conscious and unconscious processes, Griffiths (2007) termed LLSs as conscious processes that language learners use to regulate their own language learning. Meanwhile, Bialystok (1985, p. 58) construes language learning strategies as "activities undertaken by learners, whether consciously or not, that have the effect of promoting the learner's ability either to analyze the linguistic knowledge relevant to the language under study, or to improve

the control of procedures for selecting and applying that knowledge under contextual conditions." Moreover, LLSs was termed as actions or techniques which were observable or unobservable mental process or both (Wenden, 1987; Nunan, 1991; Ellis, 1994; and Minh, 2012). Wenden (1987, pp. 6-7) defines LLS as "actions or techniques, whether observable or unobservable, which can be learned and changed and contribute either directly or indirectly to learning. Learners take these actions or employ these techniques either consciously or automatically in response to needs."

2.2. Language Learning Strategy Classification System

Systems of strategic usage can be organized according to the classification criteria: by function (e.g. O'Malley and Chamot, 1990; Oxford, 2011), by purpose (e.g. Carver, 1984), by learning environments (e.g. Prakongchati, 2007), and by language skills (e.g. Minh, 2012). In terms of classification system of function, LLSs consisted of three types (O'Malley and Chamot, 1990). Metacognitive strategies involve learners' own efforts in the learning task being planned for, monitored, or evaluated. Cognitive strategies are ways that learners take to enhance learning.Social/affective strategies involve either interaction with one or more individuals or assuming control over learners' own feelings on language learning.

With regards to classification system of purpose, Carver's (1984, pp.123-131) classification focuses on language learners' strategies and self-direction. Choices of language learning strategy are affected by learners' habits and learning styles which are either overt or convert behavior, conscious or unconscious. In terms of learning environment classification systems, Prakongchati (2007) proposed a system for classifying language learning strategies based on the learners'own reports regarding performance and self-perceptions of both in the classroom context and in free-time situations. With reference to classification system of language skills, Minh (2012) Minh (2012) focused on strategies for improving general and specific language skills.

3. Methodology

The subjects of the study were 579 students studying at 6 public universities in the northeast of Thailand. The researcher chose to employ a mixed data collection method. To deal with quantitative data, language learning strategy questionnaire used in the present study was adopted according to Prakongchati (2007). Her questionnaire consisted of 45 items (10 Prep, 11 Under, 13 Imp, and 11 Exp). Furthermore, semi-structured interviews were used to elicit information about the participants' LLS use in order to ascertain the reasons for the students' LLS choices.

The data collection process was divided into two stages. The LLS questionnaire was used to collect data in the first step. In Step 2, following the questionnaires, a semi-structured interview was conducted to gather more detailed information about the participants' strategies for answering Research Question: 'Why do students report using certain strategies frequently and others infrequently?' A semi-structured interview was used to collect information from 30 interviewees (those interviewees were from 6 public universities).

The analysis of quantitative data involved the use of descriptive statistics. Furthermore, as stated by Gall, Gall, and Borg (2007), the primary benefit of factor analysis is that it provides an empirical basis for reducing a large number of variables to a smaller number of factors, with each factor representing a set of variables that are moderately or highly correlated with one another. In step one of this investigation, the exploratory factor analysis was used to discover the underlying factors via questionnaire. The underlying factors in language learning strategies

used by university students were then discovered using factor analysis. In the second step, to deal with qualitative data, a content analysis is a method that was utilized to acquire and examine the text's content. In the current investigation, open coding was used in the first stage to categorize data as category. The goal of open coding is to begin unrestricted labeling of all data and to assign representational and conceptual codes to each language learning strategy that is frequently or infrequently used, as well as their corresponding reasons highlighted in the data. In the second stage, axial coding was used to identify relationships between open codes in order to develop core codes. The data were regrouped after the initial open coding was completed. Finally, selective coding was used to determine the focal core code. The data were reassembled in novel ways by linking between categories (open coding) and their sub-categories (axial coding).

4. Results

In this section, levels of data analysis will be presented. The data analyses for language learning strategy use were described at different levels. These include the frequency with which 579 university students reported using LLSs overall (Table 1). The students' frequency of use of language learning strategies in the four major categories is then determined (Table 2). Finally, the mean frequency score results in Table 3 show significant differences in students' use of individual learning strategies.

4.1. Frequency of Students, Overall Strategy Use

The result of the holistic mean frequency score across all the reported language learning strategies is presented in Table 1.

Table 1.
Frequency of Students' Overall Strategy Use (n=579)

Students' Reported Overall Strategy Use	Number of Students	Mean Frequency Score	Standard Deviation (S.D.)	Frequency Category
Overall Strategy Use	579	2.57	.39	Moderate use

As shown in Table 1, the mean frequency score of students' reported overall LLS use was 2.57, indicating that the research subjects used LLSs at a moderate frequency when coping with language learning. The following sections describe the student's overall LLS use by four categories.

4.2. Frequency of LLS Use in the Four Categories

Table 2 shows that the 579 students who took part in the study used LLSs at a moderate frequency in the Preparing oneself for lessons (Prep), Understanding while studying (Under), Improving one's skills (Imp), and Expanding one's general knowledge of English (Exp)categories, with mean scores of 2.37, 2.84, 2.65, and 2.37, respectively. The mean frequency scores show that, of the four categories, Understanding while studying (Under) is the most frequently used, Improving one's skills (Imp) is second, and Preparing oneself for lessons (Prep) and Expanding one's general knowledge of English (Exp)are the least frequently used.

Table 2.
Frequency of Students' Language Strategy Use in Prep, Under, Imp, and Exp Categories (n = 579)

Strategy Category	Mean Frequency Score	Standard Deviation (S.D.)	Frequency Category
Prep Category	2.37	.51	Moderate use
Under Category	2.84	.51	Moderate use
Imp Category	2.65	.52	Moderate use
Exp Category	2.37	.51	Moderate use

4.3. Frequency of Individual LLS Use

Table 3 reveals that, as a whole, 6 strategies were reported to be used at a high frequency, 37 strategies were reported to be used at a moderate frequency, and 2 strategies were used infrequently if at all, 'Listen to the teacher attentively' was the most frequently reported strategy, with the mean score of 3.19. In contrast, 'Take any job to practice English (e.g. being a local/young guide in the hometowns, working part-time at a restaurant, where there are many foreign customers' was the least frequently used strategy, with the mean score of 1.82.

Table 3.
Frequency of Students' Individual LLS Use (n = 579)

Individual Strategy Use	Mean	S.D.	Frequency Category
Under20 Listening to the teacher attentively	3.19	.76	High use
Prep7 Doing homework or assignments	3.08	.94	High use
Exp37 Seeking out information in English through surfing the Internet	3.06	.79	High use
Under17 Double checking what is learned with friends	3.06	.79	High use
Under21 Participating the classroom activities	3.03	.78	High use
Exp42 Using a dictionary for vocabulary enrichment	3.02	.86	High use
Under 13 Taking notes while studying	2.99	.91	Moderate use
Under 14 Thinking to yourself along with the teacher's instruction	2.92	.87	Moderate use
Imp30 Imitating a native speaker from media such as films, songs, TV shows to practice speaking skill	2.88	.81	Moderate use
Imp28 Listening to English songs or English conversations to practice listening skill	2.88	.82	Moderate use
Under 16 Consulting a dictionary	2.84	.91	Moderate use
Prep3 Attempting to attend the class	2.79	.93	Moderate use
Imp27 Watching television programs in English to help one familiar with the accents, tone of voice, and intonations	2.78	.77	Moderate use
Under 15 Trying to understand what is learnt by translating into Thai	2.78	.88	Moderate use
Imp33 Talking to oneself in English	2.77	.81	Moderate use
Imp26 Watching English -speaking films to practice listening comprehension without looking at the Thai subtitle	2.73	.80	Moderate use
Imp24 Reading any English-printed resources such as labels on drugs or consumer goods, computer instructions/ functions in English to enrich the vocabulary and expressions	2.72	.75	Moderate use
Imp22 Reading on-line materials (e.g. news, articles, tale stories, film scripts in English) to improve reading skill	2.69	.72	Moderate use
Imp32 Conversing in English with teachers, peers, siblings, or foreigners	2.63	.73	Moderate use
Imp25 Contacting with Thai or foreign friends through emails, instant messages (MSN, Line) or SMS texts with computers or mobile phones to improve one's writing skill	2.63	.83	Moderate use

Individual Strategy Use	Mean	S.D.	Frequency Category
Imp34 Preparing oneself before communicating with foreigners	2.59	.80	Moderate use
Under 11 Trying to get a seat in the front row	2.58	.91	Moderate use
Under 18. Joining a language study group	2.58	.80	Moderate use
Prep5 Reviewing your own notes/summary	2.48	.79	Moderate use
Imp23 Reading printed materials such as books, magazines, newspapers in English to sharpen reading	2.48	.71	Moderate use
Exp41 Translating English news, song lyrics, poems, etc. into Thai	2.46	.82	Moderate use
Under 19 Choosing to sit near students proficient in English	2.46	.86	Moderate use
Exp36 Playing games for vocabulary enrichment such as English crossword puzzles	2.42	.76	Moderate use
Exp40 Having your own language learning notebooks	2.40	.89	Moderate use
Under 12 Avoiding talking with other students while studying	2.40	.84	Moderate use
Exp43 Joining leisure or social activities to practice and improve English (e.g. joining English Camps, entering singing contest, going to a church on Sunday, etc.)	2.37	.89	Moderate use
Exp45 Giving tutorials to others like junior students, peers, or siblings	2.37	.81	Moderate use
Imp31 Practicing writing with English texts e.g. poems, greeting cards, or diaries	2.26	.80	Moderate use
Prep4 Doing revision of the previous lessons	2.23	.71	Moderate use
Prep8 Personally approaching the teacher by asking the teacher for clarification of what is learned in class	2.22	.76	Moderate use
Imp29 Listening to radio programs in English to improve listening skill	2.21	.80	Moderate use
Prep10 Discussing L2 learning problems with the teacher try to get a seat in the front row	2.14	.73	Moderate use
Prep9 Practicing what is learned in class with the teacher	2.14	.71	Moderate use
Prep2 Preparing oneself physically	2.13	.77	Moderate use
Prep1 Studying the course details before hand	2.12	.68	Moderate use
Prep6 Attempting to revise today lessons	2.11	.69	Moderate use
Exp44 Practicing general English with family members	2.03	.81	Moderate use
Exp38 Having extra tutorials (e.g. attending classes a private school, having a personal tutor teaching English at home, taking short English courses abroad)	2.03	.91	Moderate use
Exp35 Practicing English with a commercially packaged English program (e.g. TOEFL, IELTS, TOEIC)	1.97	.80	Low use
Exp39 Taking any job to practice English (e.g. being a local/young guide in the hometowns, working part-time at a restaurant, where there are many foreign customers	1.82	.88	Low use

The 6 strategies, which have been reported 'high use', include 3 Under strategies, 'Listen to the teacher attentively', 'Double check what is learned with friends', and 'Participate the classroom activities'; 2 Exp strategies, 'Seek out information in English through surfing the Internet' and 'Use a dictionary for vocabulary enrichment'; and 1 Prep strategy, 'Do homework or assignments'. The strategies which have been reported 'low use' include 2 Exp strategies, i.e. 'Practice English with a commercially packaged English program' and 'Take any job to practice English'. The strategies which have been reported 'moderate use' include 9 Prep, 8 Under, 13 Imp and 7 Exp categories.

4.4. Factor Analysis Results

When these six factors were considered together, they accounted for 51.56% of the variability among the 28 LLSs that were found to vary significantly. The varimax rotation results show slightly different groupings of strategies between four and five factors. Taking the factor interpretation and the balance of items in each factor into account, the researcher discovered that the extracted four factors would be easier to interpret than the initial six or five extracted ones.

Table 4.
Sums of the Squared Factor Loadings of the Initial 6 Factors

Factors	Extraction Sums of Squared Loadings (Eigenvalues)		
	Total	% of Variance	Cumulative %
1	6.386	22.81	22.81
2	2.337	8.35	31.15
3	1.976	7.06	38.21
4	1.363	4.87	43.08
5	1.232	4.40	47.48
6	1.142	4.08	51.56

Table 5 elaborates on the details of the four extracted factors as generated by the factor analysis, from which the following description is presented:

Table 5.
List of the Four Extracted Factors

Factor 1: Strategies and resources for acquiring English (11 items)	Factor Loading	% of variance
Imp27 Watching television programs in English to help one familiar with the accents, tone of voice, and intonations	.66	
Imp26 Watching English-speaking films to practice listening comprehension without looking at the Thai subtitle	.60	
Imp33 Talking to oneself in English	.56	
Imp22 Reading on-line materials (e.g. news, articles, tale stories, film scripts in English) to improve reading skill	.55	22.81
Under21 Participating the classroom activities	.55	
Imp24 Reading any English-printed resources such as labels on drugs or consumer goods, computer instructions/ functions in English to enrich the vocabulary and expressions	.54	
Under17 Double checking what is learned with friends	.53	
Imp28 Listening to English songs or English conversations to practice listening skill	.52	
Exp37 Seeking out information in English through surfing the Internet	.48	
Under20 Listening to the teacher attentively	.48	
Imp34 Preparing oneself before communicating with foreigners	.44	
Factor 2: Strategies for preparing and reviewing lessons (9 items)	**Factor Loading**	**% of variance**
Prep5 Reviewing own notes/summary	.72	
Prep4 Doing revision of the previous lessons	.71	
Prep1 Studying the course details before hand	.62	8.35
Prep6 Attempting to revise today lessons	.60	
Prep3 Attempting to attend the class	.58	
Prep9 Practicing what is learned in class with the teacher	.57	
Prep2 Preparing oneself physically	.53	
Prep10 Discussing L2 learning problems with the teacher	.52	
Prep7 Doing homework or assignments	.52	

Factor 3: Strategies for retaining and expanding knowledge while studying (4items)	Factor Loading	% of variance
Under13 Taking notes while studying	.77	
Under16 Consulting a dictionary	.75	7.06
Under14 Thinking to oneself along with the teacher's instruction	.75	
Exp42 Using a dictionary for vocabulary enrichment	.43	
Factor 4: Strategies for improving English outside the classroom (4 items)	**Factor Loading**	**% of variance**
Exp38 Having extra tutorials (e.g. attending classes a private school, having a personal tutor teaching English at home, taking short English courses abroad)	.59	
Exp35 Practicing English with a commercially packaged English program (e.g. TOEFL, IELTS, TOEIC)	.54	4.87
Exp43 Joining leisure or social activities to practice and improve English (e.g. joining English Camps, entering singing contest, going to a church on Sunday, etc.)	.54	
Exp45 Giving tutorials to others like junior students, peers, or siblings	.48	

Factor 1, which is termed 'Strategies and resources for acquiring English', accounted for 22.81 percent of the variance among the LLSs in the strategy questionnaire. It consists of eleven strategies, among which are 7 Imp strategies, 3 Under strategies, one Exp strategy. Examples of Imp strategies are: 'Watch television programs in English to help one familiar with the accents, tone of voice, and intonations' and 'Watch English-speaking films to practice listening comprehension without looking at the Thai subtitle'. The three of Under strategies are 'Participate the classroom activities'; 'Double check what is learned with friends'; and 'Listen to the teacher attentively'. The only one Exp strategy is 'Seek out information in English through surfing the Internet'.

Factor 2, 'Strategies for preparing and reviewing lessons' accounted for 8.35 percent of the variance of strategy items. Among the nine strategies belong to Prep are such examples as 'Review your own notes/summary'; 'Do revision of the previous lessons'; and 'Study the course details before hand'.

Factor 3, 'Strategies for retaining and expanding knowledge while studying', accounted for 7.06 percent of the whole strategy variance. It consists of four LLSs, which include three Under strategies and 1 Exp strategy. Examples of Under strategies are 'Take notes while studying' and 'Consult a dictionary'. The single Exp strategy is 'Use a dictionary for vocabulary enrichment'.

Factor 4, termed as 'Strategies for improving English outside the classroom', accounted for 4.87 percent of the variance. All four strategies are in the Exp category: 'Have extra tutorials'; 'Practice English with a commercially packaged English program'; 'Join leisure or social activities to practice and improve English'; and 'Give tutorials to others like junior students, peers, or siblings'.

4.5. Semi-Structured Interview Results

The interviews were conducted either right after the questionnaire session or on the same day when the participants had finished their LLSs questionnaire responses. The interviews were held primarily to elicit answers for Research Question: Why do students report employing certain LLSs frequently and certain LLSs infrequently? The main aim of the interview was to acquire more detailed information and to triangulate the data to provide further insights into

participants' LLS use. The results were coded as follows: The number followed shows the sequences of the students interviewed from the 6 participating universities.

It was revealed that the common reasons why students reported employing certain strategies frequently when learning language. Sixteen refined categories emerged as the sixteen reasons behind the participants' strategy choices: 1)Wishing to get better understanding when learning English; 2) Wishing to improve language ability; 3) Wishing to expand more vocabulary knowledge; 4) Wishing to review lessons; 5) Wishing to exchange and share ideas with others; 6) Helping one with his/her assignments/test and education achievement; 7) Feeling more confident; 8) Having positive one's attitudes and preferences towards language learning; 9) Wishing to check content accuracy and one's understanding; 10 Wishing to try acquire and get used to English in daily life; 11) Wishing to be able to deal with language difficulties; 12)Being easy and convenient in learning English language; 13) Wishing to acquire language and cultural differences naturally; 14) Wishing to know techniques of language acquisition; 15) Wishing to get better mutual understanding when learning and communicating in English; and 16) Being awareness of one's duty and responsibility. Meanwhile, the students reported that 3 reasons for infrequently used strategies. They are as follows: 1) Having personal preferences with certain strategies; 2) Paying to try and do assignments and worrying about grades; and 3) Being considerate of one's teacher.

5. Discussion

Personality differences were the first plausible explanation for such significance differences. A variety of personality traits have been proposed as being likely to influence second language learning (Littlewood, 1984). Everyone has their own unique approach to dealing with foreign language acquisition. According to MacIntyre et al. (1998), personality influences language learners' willingness to communicate in second/foreign languages. Several studies on the personality correlates of academic achievement have been conducted (Rossier, 1975; Ehrman and Oxford, 1989; Li and Qin, 2006; Sharp, 2008; Zhou, 2014). For example, Rossier (1975) discovered a link between extroversion and oral fluency. According to Zhou (2014), extroverts reported using strategies significantly more than introverts. Recently, a study by Yusuf et al (2021) revealed that the extrovert students used more language learning strategies highly frequently than introvert students with 12 items compared to introvert students with only 10 items. The most strategies used by extrovert students were cooperating and empathizing with others with 66.7% in always used, while the most strategy used by introvert students was note taking with 66.7% in often used.

Motivation is, naturally, the most significant explanation for the present findings. Supportively, based on the semi-structured interviews, it was found that they were motivated to acquire language by other people, themselves, or society, for example. The following answers were provided by female students when asked 'Why do you use certain strategies frequently?:

Supportively, based on the semi-structured interviews, the students reported that frequent use of a strategy was in order to practice and improve their English skills. They explicitly said that they used certain strategies because they wanted to improve all four English skills (listening, speaking, reading, and writing). It was found that they were motivated to learn English by other people, themselves, or society, for example. The following answers were provided by female students when asked 'Why do you use certain strategies frequently?:

> S*8: ...I always imitate a native speaker form media such as films, songs, TV shows to practice speaking skill. I like listening to English songs. Listening to music enables me to <u>learn new words</u> and pronounce words correctly.*

> *S13: ...I always watch English-speaking films to practice listening comprehension without looking at the Thai subtitles because I want <u>to practice and improve my listening and speaking skills.</u> I think this strategy help me get used to native speakers' accents.*
> *S14: ... I always watch television programs in English to help myself familiar with accents, tone of voice, and intonations. I enjoy watching TED talk on YouTube<u>. I think I not only acquire language, but I also get some perspectives from those people</u>.*

Another plausible explanation for students' use of LLSs is teaching strategies. The strategies employed by a language teacher have a significant impact on language learning. According to the findings of the factor analysis, learners tended to use LLSs both inside and outside of the classroom to acquire and improve their language skills. That is, if they are stimulated and taught how to use meaningful and understandable language learning strategies, they will discover their own ways to acquire language while also connecting it to their daily lives. As a result, they grasp the idea of language acquisition.

6. Conclusion and Pedagogical Implications

According to the findings, this present investigation offers some clarity on several aspects of language learning strategies in a Thai context.

Based on the findings of the present investigation, students reported employing strategies at the moderate level. Students should be encouraged to use LLSs when learning language. English teachers should make all students aware of the significance of LLSs as well as encourage them to use a wider range of LLSs both inside and outside the classroom. In other words, both teachers and language learners should recognize the importance of LLSs and the factors that influence LLS use. As a result, a seminar or workshop on LLS use for English teachers and language learners should be held; specifically, these techniques should be used and designed in all aspects of language learning activities.

Acknowledgement

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