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## APPENDICES

## APPENDIX A

## Background Questionnaire

1. Name \_\_\_\_\_ 2. Date \_\_\_\_\_
3. Age \_\_\_\_\_ 4. Sex  Male  Female 5. Mother tongue \_\_\_\_\_
6. Language(s) you speak at home \_\_\_\_\_
7. Language you are now learning (of have most recently learned) List one language only  
\_\_\_\_\_
8. How long have you been studying the language listed in No.7?  
\_\_\_\_\_
9. How do you rate your overall proficiency in the language listed in No. 7 as compared with the proficiency of *other students in your class*? (Choose one)
- Excellent  Good  Fair  Poor
10. How do you rate your overall proficiency in the language listed in No. 7 as compared with the proficiency of *native speakers of the language*? (Choose one)
- Excellent  Good  Fair  Poor
11. How important is it for you to become proficient in the language listed in No. 7? (Choose one)
- Very important  Important  Not so important
12. Why do you want to learn the language listed in No. 8? (Check all that apply)
- Interested in the language
- Interested in the culture
- Have friends who speak the language
- Required to take a language course to graduate
- Need it for my future career
- Need it for travel
- Other (list) : \_\_\_\_\_
- 
13. Do you enjoy language learning? (Choose one)  Yes  No
14. What other languages have you studied?  
\_\_\_\_\_
15. What has been your favorite experience in language learning?  
\_\_\_\_\_  
\_\_\_\_\_

**Strategy Inventory for Language Learning (SILL) Version 5.1 by Oxford, 1990****Directions**

The **Strategy Inventory for Language Learning (SILL)** is designed to gather information about how you, as a student of a foreign or second language, go about learning that language. On the following pages, you will find statements related to learning a new language. Please read each statement. On the separate sheet, mark the response (5, 4, 3, 2, or 1) that tells how true the statement is in terms of **what you actually do when you are learning the new language.**

- 1 Never or almost never true of me
- 2 Generally not true of me
- 3 Somewhat true of me
- 4 Generally true of me
- 5 Always or almost always true of me

**Never or almost never true of me** means that the statement is very rarely true of you; that is, you do the behavior that is described in the statement only in very rare instances.

**Generally not true of me** means that the statement is usually not true of you; that is, you do the behavior that is being described in the statement less than half the time but more than in very rare instances.

**Somewhat true of me** means that the statement is true of you about half the time; that is, sometimes you do the behavior that is being described in the statement, and sometimes you do not, and these instances tend to occur with about equal frequency.

**Generally true of me** means that the statement is usually true of you; that is, you do the behavior that is being described in the statement more than half the time.

**Always or almost always true of me** means that the statement is true of you in almost all circumstances; that is, you almost do the behavior that is being described in the statement.

Use the separate Worksheet for recording your answers and for scoring. Answer in terms of how well the statement describes you, not in terms of what you think you should do, or what other people do. Answer in reference to the language you are now learning (or the language you most recently learned). There are no right or wrong responses to these statements. Work carefully but write your name, the date, and the language learned.

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1. Never or almost never true of me
  2. Generally not true of me
  3. Somewhat true of me
  4. Generally true of me
  5. Always or almost always true of me
- (Write answers on Worksheet)

### Part A

When learning a new word...

1. I create an association between new material and what I already know.
2. I put the new word in a sentence so I can remember it.
3. I place the new word in a group with other words that are similar in some way (for example, words related to clothing or feminine nouns).
4. I associate the sound of the new word with the sound of a familiar word.
5. I use rhyming to remember it.
6. I remember the word by making a clear mental image of it or by drawing a picture.
7. I visualize the spelling of the new word in my mind.
8. I use a combination of sounds and images to remember the new word.
9. I list all the other words I know that are related to the new word and draw lines to show relationships.
10. I remember where the new word is located on the page, or where I first saw or heard it.
11. I use flashcards with the new word on one side and the definition or other information on the other.
12. I physically act out the new word.

When learning new material...

13. I review often.
14. I schedule my reviewing so that the review sessions are initially close together in time and gradually become more widely spread apart.
15. I go back to refresh my memory of things I learned much earlier.

1. Never or almost never true of me
  2. Generally not true of me
  3. Somewhat true of me
  4. Generally true of me
  5. Always or almost always true of me
- (Write answers on Worksheet)

### Part B

16. I say or write new expressions repeatedly to practice them.
17. I imitate the way native speakers talk.
18. I read a story or dialogue several times until I can understand it.
19. I revise what I write in the new language to improve my writing.
20. I practice sounds or alphabet of the new language.
21. I use idioms or other routines in the new language.
22. I use familiar words in different combinations to make new sentences.
23. I initiate conversations in the new language.
24. I watch TV shows or movies or listen to the radio in the new language.
25. I try to think in the new language.
26. I attend and participate in out-of-class events where the new language is spoken.
27. I read for pleasure in the new language.
28. I write personal notes, messages, letters, or reports in the new language.
29. I skim the reading passage first to get the main idea, then I go back and read it more carefully.
30. I seek specific details in what I hear or read.
31. I use reference materials such as glossaries or dictionaries to help me use the new language.
32. I take notes in the new language.
33. I make summaries of new language material.
34. I apply general rules to new situations when using the language.
35. I find the meaning of a word by dividing the word into parts I understand.
36. I look for similarities and contrasts between the new language and my own.
37. I try to understand what I have heard of read without translating it word-by-word into my own language.
38. I am cautious about transferring words or concepts directly from my language to the new language.

39. I look for patterns in the new language.
40. I develop my own understanding of how the language works, even if sometimes I have to revise my understanding based on new information.

1. Never or almost never true of me
  2. Generally not true of me
  3. Somewhat true of me
  4. Generally true of me
  5. Always or almost always true of me
- (Write answers on Worksheet)

### Part C

41. When I do not understand all the words I read or hear, I guess the meaning by using any clue I can find, for example, clues from the context or situation.
42. I read without looking up every unfamiliar word.
43. In a conversation, I anticipate what the other person is going to say based on what has been said so far.
44. If I am speaking and cannot think of the right expression, I use gestures or switch back to my own language momentarily.
45. I ask the other person to tell me the right word if I cannot think of it in a conversation.
46. When I cannot think of the correct expression to say or write, I find a different way to express the idea; for example, I use a synonym or describe the idea.
47. I make up new words if I do not know the right ones.
48. I direct the conversations to a topic for which I know the words.

1. Never or almost never true of me
  2. Generally not true of me
  3. Somewhat true of me
  4. Generally true of me
  5. Always or almost always true of me
- (Write answers on Worksheet)

### Part D

49. I preview the language lesson to get a general idea of what it is about, how it is organized, and how it relates to what I already know.
50. When someone is speaking the new language, I try to concentrate on what the person is saying and put unrelated topics out of my mind.

51. I decide in advance to pay special attention to specific language aspects; for example, I focus on the way native speakers pronounce certain sounds.
52. I try to find out all I can about how to be a better language learner by reading books or articles, or by talking with others about how to learn.
53. I arrange my schedule to study and practice the new language consistently, not just when there is the pressure of a test.
54. I arrange my physical environment to promote learning; for instance, I find a quiet, comfortable place to review.
55. I organize my language notebook to record important language information.
56. I plan my goals for language learning; for instance, how proficient I want to become or how I might want to use the language in the long run.
57. I plan what I am going to accomplish in the language learning each day or each week.
58. I prepare for an upcoming language task (such as giving a talk in the new language) by considering the nature of the task, what I have to know, and my current language skills.
59. I clearly identify the purpose of the language activity; for instance, in a listening task I might need to listen for the general idea or for specific facts.
60. I take responsibility for finding opportunities to practice the new language.
61. I actively look for people with whom I can speak the new language.
62. I try to notice my language errors and find out the reasons for them.
63. I learn from my mistakes in using the new language.
64. I evaluate the general progress I have made in learning the language.

1. Never or almost never true of me
  2. Generally not true of me
  3. Somewhat true of me
  4. Generally true of me
  5. Always or almost always true of me
- (Write answers on Worksheet)

### **Part E**

65. I try to relax whenever I feel anxious about using the new language.
66. I make encouraging statements to myself so that I will continue to try hard and do my best in language learning.

67. I actively encourage myself to take wise risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes.
68. I give myself a tangible reward when I have done something well in my language learning.
69. I pay attention to physical signs of stress that might affect my language learning.
70. I keep a private diary or journal where I write my feelings about language learning.
71. I talk to someone I trust about my attitudes and feelings concerning the language learning process.

1. Never or almost never true of me
  2. Generally not true of me
  3. Somewhat true of me
  4. Generally true of me
  5. Always or almost always true of me
- (Write answers on Worksheet)

#### Part F

72. If I do not understand, I ask the speaker to slow down, repeat, or clarify what was said.
73. I ask other people to verify that I have understood or said something correctly.
74. I ask other people to correct my pronunciation.
75. I work with other language learners to practice, review or share information.
76. I have a regular language learning partner.
77. When I am talking with a native speaker, I try to let him/her know when I need help.
78. In a conversation with others in the new language, I ask questions in order to be as involved as possible and to show I am interested.
79. I try to learn about the culture of the place where the new language is spoken.
80. I pay close attention to the thoughts and feelings of other people with whom I interact in the new language.

Your name \_\_\_\_\_ Date \_\_\_\_\_

Language Learned Now or Most Recently \_\_\_\_\_



## APPENDIX B

I am Attapol Khamkhien, an MA student in English as an International Language (EIL), Chulalongkorn University, Thailand. I am conducting research on University Students' Language Learning Strategies. I would like to know what strategies you use when learning English. I assure you that all of the information you give will be kept confidential.

Please write all of your answers in *English* and make sure you have completed *all* of the following questions.

### Background Questionnaire

1. Name \_\_\_\_\_ Surname \_\_\_\_\_
2. Age \_\_\_\_\_ 3. Sex  Male  Female 4. Mother tongue \_\_\_\_\_
5. Language(s) spoken at home \_\_\_\_\_
6. How long have you been studying English? \_\_\_\_\_ years and \_\_\_\_\_ months.
7. How do you rate your overall proficiency in English as compared with the proficiency of other students in your current class? (Choose one)  
 Excellent  Good  Fair  Poor
8. How do you rate your overall proficiency in English as compared with the proficiency of native speakers of the language? (Choose one)  
 Excellent  Good  Fair  Poor
9. How important is it for you to become proficient in English? (Choose one)  
 Very important  Important  Not so important
10. Do you enjoy learning English?  
 Strongly agree  Moderately agree  
 Moderately disagree  Strongly disagree
11. Language(s) you have studied: \_\_\_\_\_

12. Why do you want to study English? (From 12.1 – 12.13, check all that apply)	<i>Strongly agree</i>	<i>Moderately agree</i>
<p><input type="radio"/> 12.1 To work in an English speaking environment In Thailand, for example, a foreign company.</p> <p><input type="radio"/> 12.2 To get a good career or job.</p> <p><input type="radio"/> 12.3 To communicate with people from English speaking countries, for example, the UK, the USA, Australia.</p> <p><input type="radio"/> 12.4 To communicate with people from non-English speaking countries, for example, Japan, Indonesia, Italy.</p> <p><input type="radio"/> 12.5 To learn to think and behave as English speakers do.</p> <p><input type="radio"/> 12.6 To speak like a native English speaker.</p> <p><input type="radio"/> 12.7 To get new ideas and knowledge from English speaking people.</p> <p><input type="radio"/> 12.8 To meet different kinds of people.</p> <p><input type="radio"/> 12.9 To get a qualification / degree.</p> <p><input type="radio"/> 12.10 To travel.</p> <p><input type="radio"/> 12.11 To promote self-esteem.</p> <p><input type="radio"/> 12.12 To have fun.</p> <p><input type="radio"/> 12.13 Others (specify): _____ _____</p>		

## 13. Your experiences in studying English:

(Check all that apply)

- Study English at a language center (only after entering university)  
How long? \_\_\_\_\_ years and \_\_\_\_\_ months.
- Experience in an English speaking country, for example, the USA, Australia, New Zealand. How long? \_\_\_\_\_ years and \_\_\_\_\_ months.
- Use English to communicate.
- |   |  |
|---|--|
| <input type="radio"/> Everyday                | <input type="radio"/> 2 or 3 times a week  |
| <input type="radio"/> Once a week             | <input type="radio"/> 2 or 3 times a month |
| <input type="radio"/> Once a month            | <input type="radio"/> 2 or 3 times a year  |
| <input type="radio"/> Others (specify): _____ |  |
- Watch movies with English sound track.
- |   |  |
|---|--|
| <input type="radio"/> Everyday                | <input type="radio"/> 2 or 3 times a week  |
| <input type="radio"/> Once a week             | <input type="radio"/> 2 or 3 times a month |
| <input type="radio"/> Once a month            | <input type="radio"/> 2 or 3 times a year  |
| <input type="radio"/> Others (specify): _____ |  |
- Listen to English music.
- |   |  |
|---|--|
| <input type="radio"/> Everyday                | <input type="radio"/> 2 or 3 times a week  |
| <input type="radio"/> Once a week             | <input type="radio"/> 2 or 3 times a month |
| <input type="radio"/> Once a month            | <input type="radio"/> 2 or 3 times a year  |
| <input type="radio"/> Others (specify): _____ |  |
- Take notes in English.
- |   |  |
|---|--|
| <input type="radio"/> Everyday                | <input type="radio"/> 2 or 3 times a week  |
| <input type="radio"/> Once a week             | <input type="radio"/> 2 or 3 times a month |
| <input type="radio"/> Once a month            | <input type="radio"/> 2 or 3 times a year  |
| <input type="radio"/> Others (specify): _____ |  |
- Study in an international school / program.  
How long? \_\_\_\_\_ years and \_\_\_\_\_ months.
- Others (specify): \_\_\_\_\_
-

## Questionnaire

### Directions

This questionnaire is designed to gather information about how you, as a language learner, learn English. On the following pages, you will find statements related to learning English. Please read each statement. *On the answer sheet provided*, mark the response (1, 2, 3, 4, or 5) that tells how true the statement is in terms of what **you actually do when you learn English**.

- 1 Never or almost never true of me
- 2 Generally not true of me
- 3 Somewhat true of me
- 4 Generally true of me
- 5 Always or almost always true of me

**Never or almost never true of me** means that the statement is very rarely true of you; that is, you do the behavior that is described in the statement only in very rare instances.

**Generally not true of me** means that the statement is usually not true of you; that is you do the behavior that is being described in the statement less than half the time but more than in very rare instances.

**Somewhat true of me** means that the statement is true of you about half the time; that is, sometimes you do the behavior that is being described in the statement, and sometimes you do not, and these instances tend to occur with about equal frequency.

**Generally true of me** means that the statement is usually true of you; that is, you do the behavior that is being described in the statement more than half the time.

**Always or almost always true of me** means that the statement is true of you in almost all circumstances; that is, you almost do the behavior that is being described in the statement.

### Part A.

#### *When learning a new English word...*

1. I create an association between new material and what I already know.
2. I put the new English word in a sentence so I can remember it.
3. I place the new English word in a group with other English words that are similar in some way (for example, words related to clothing or feminine nouns).
4. I associate the sound of the new English word with the sound of a familiar word.
5. I use rhyming to remember it.
6. I remember the word by making a clear mental image of it or by drawing a picture.
7. I visualize the spelling of the new English word in my mind.
8. I use a combination of sounds and images to remember the new English word.

9. I list all the other English words I know that are related to the new English word and draw lines to show relationships.
10. I remember where the new English word is located on the page, or where I first saw or heard it.
11. I use flashcards with the new English word on one side and the definition or other information on the other.
12. I physically act out the new English word.

***When learning new English material...***

13. I review often.
14. I schedule my reviewing so that the review sessions are initially close together in time and gradually become more widely spread apart.
15. I go back to refresh my memory of things I learned much earlier.

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**Part B.**

16. I say or write new expressions repeatedly to practice them.
17. I imitate the way native speakers talk.
18. I read a story or dialogue several times until I can understand it.
19. I revise what I write in English to improve my writing.
20. I practice sounds or alphabet of English.
21. I use idioms or other routines in English.
22. I use familiar words in different combinations to make new sentences.
23. I initiate conversations in English.
24. I watch TV shows or movies or listen to the radio in English.
25. I try to think in English.
26. I attend and participate in out-of-class events where English is spoken.
27. I read for pleasure in English.
28. I write personal notes, messages, letters, or reports in English.
29. I skim the reading passage first to get the main idea, then I go back and read it more carefully.
30. I seek specific details in what I hear or read.
31. I use reference materials such as glossaries or dictionaries to help me use English.
32. I take notes in English.
33. I make summaries of English material.

34. I apply general rules to new situations when using English.
35. I find the meaning of a word by dividing the word into parts I understand.
36. I look for similarities and contrasts between English and my own language.
37. I try to understand what I have heard or read without translating it word-by-word into my own language.
38. I am cautious about transferring words or concepts directly from my language to English.
39. I look for patterns in English.
40. I develop my own understanding of how the language works, even if sometimes I have to revise my understanding based on new information.

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**Part C.**

41. When I do not understand all the words I read or hear, I guess the meaning by using any clue I can find, for example, clues from the context or situation.
42. I read without looking up every unfamiliar word.
43. In a conversation, I anticipate what the other person is going to say based on what has been said so far.
44. If I am speaking and cannot think of the right expression, I use gestures or switch back to my own language momentarily.
45. I ask the other person to tell me the right word if I cannot think of it in a conversation.
46. When I cannot think of the correct expression to say or write, I find a different way to express the idea; for example, I use a synonym or describe the idea.
47. I make up new words if I do not know the right ones.
48. I direct the conversations to a topic for which I know the words.

---

**Part D**

49. I preview the language lesson to get a general idea of what it is about, how it is organized, and how it relates to what I already know.
50. When someone is speaking English, I try to concentrate on what the person is saying and put unrelated topics out of my mind.
51. I decide in advance to pay special attention to specific language aspects; for example, I focus on the way native speakers pronounce certain sounds.

52. I try to find out all I can about how to be a better language learner by reading books or articles, or by talking with others about how to learn.
53. I arrange my schedule to study and practice English consistently, not just when there is the pressure of a test.
54. I arrange my physical environment to promote learning; for instance, I find a quiet, comfortable place to review.
55. I organize my English notebook to record important language information.
56. I plan my goals for learning English; for instance, how proficient I want to become or how I might want to use English in the long run.
57. I plan what I am going to accomplish in the learning English each day or each week.
58. I prepare for an upcoming language task (such as giving a talk in English) by considering the nature of the task, what I have to know, and my current language skills.
59. I clearly identify the purpose of the language activity; for instance, in a listening task I might need to listen for the general idea or for specific facts.
60. I take responsibility for finding opportunities to practice English.
61. I actively look for people with whom I can speak English.
62. I try to notice my language errors and find out the reasons for them.
63. I learn from my mistakes in using English.
64. I evaluate the general progress I have made in learning English.

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**Part E**

65. I try to relax whenever I feel anxious about using English.
66. I make encouraging statements to myself so that I will continue to try hard and do my best in learning English.
67. I actively encourage myself to take wise risks in learning English, such as guessing meanings or trying to speak, even though I might make some mistakes.
68. I give myself a tangible reward when I have done something well in my learning English.
69. I pay attention to physical signs of stress that might affect my English learning.

70. I keep a private diary or journal where I write my feelings about learning English.
71. I talk to someone I trust about my attitudes and feelings concerning the English learning process.

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**Part F**

72. If I do not understand, I ask the speaker to slow down, repeat, or clarify what was said.
73. I ask other people to verify that I have understood or said something correctly.
74. I ask other people to correct my pronunciation.
75. I work with other language learners to practice, review or share information.
76. I have a regular language learning partner.
77. When I am talking with a native speaker, I try to let him/her know when I need help.
78. In a conversation with others in English, I ask questions in order to be as involved as possible and to show I am interested.
79. I try to learn about the culture of the place where English is spoken.
80. I pay close attention to the thoughts and feelings of other people with whom I interact in English.





## APPENDIX C

### Questions for Semi-Structured Interview

The purpose of the semi-structured interview is to elicit further information on each of the six major categories of strategies covered in the test (*memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies*). The semi-structured interview was thus devised accordingly as shown below:

1. Based on memory strategies, how do you memorize the new English word?  
What technique do you like to use most?

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2. Based on cognitive strategies, when you take notes, do you think and summarize in English?

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3. Based on compensation strategies, what do you do when you don't understand the word you read or hear?

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4. Based on metacognitive strategies, how do you prepare yourself before learning English?

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5. Based on affective strategies, what do you do when you have a stress or tired of learning English?

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6. Based on social strategies, why do you like to speak English with the native speakers? Do you ask them to correct your English?

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## BIOGRAPHY

Attapol Khamkhien was born in Bangkok, Thailand, in 1982. He received a Bachelor of Arts in French (Second Class Honors), minor in English from Silpakorn University in 2004. After graduated, he trained as an English language teacher, and subsequently taught at a language center in Bangkok. In 2005, he began his studies in English as an International Language Program at Chulalongkorn University (Concentration: Linguistics). During the course of which he also taught English at a language center in Bangkok. At present, he is a part-time English instructor at Bansomdejchaopraya Rajabhat University.