

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

5.1 Summary of the study

This research tries to see the effect of social strategies instruction on students' social strategies use and their English language communication abilities in an EFL context. Many research completed in the past have placed their concentration on adolescent and adult learners, and most have been conducted in the English speaking countries. Thus, these existing results might not be able to generalize in different contexts such as ESL or EFL countries. Consequently, the demand of further exploration with the young language learners in these specific contexts is high. Although there are some pioneers in this area, the findings still exclude very young learners in early primary level such as Grade 1 and Grade 2. Hence, they are the focus levels in this study.

5.1.1 Objectives of the study

The research main objective is to investigate the effects of social strategies instruction on students' social strategies use and their English language communication abilities in the following aspects:

- 5.1.1.1 To compare the use of social strategies between students receiving and not receiving social strategies instruction
 - 5.1.1.2.1 To compare the use of asking questions strategies between students receiving and not receiving social strategies instruction
 - 5.1.1.2.2 To compare the use of cooperating with others strategies between students receiving and not receiving social strategies instruction
 - 5.1.1.2.3 To compare the use of empathizing with others strategies between students receiving and not receiving social strategies instruction

5.1.1.2 To compare English language communication abilities between students receiving and not receiving social strategies instruction

5.1.2 Participants

The populations in this study were students enrolling in international schools using the IB PYP curriculum. The samples were students in Grade 1 and Grade 2 of KIS International School with the total number of 60. They were selected through a purposive sampling and were assigned to two groups: experimental and control. The numbers comprising each group were 31 and 29, respectively. The sub-groups were also applied for each grade level, creating four sub-groups in total. These groups were 1) Grade 1 experimental group (n = 12), 2) Grade 1 control group (n = 10), 3) Grade 2 experimental group (n = 19), and 4) Grade 2 control group (n = 19).

5.1.3 Research instruments

The research instruments used in this study comprised two main types: 1) the instruments for collecting data (Cambridge YLE Test, Questionnaires, observation checklist, and interview) and 2) the instrument for experimenting treatment (lesson plans of social strategies instruction). Three experts in the language instruction field were asked to validate these instruments.

Experts' scores of each instrument were ranked 'good' and 'excellent'. Alterations of the instrument were made in accordance with the experts' recommendation. The Cronbach's Alpha Reliability was used to calculate the social strategies questionnaire and self-reflection reliability values. The scores found were 0.72 and 0.70, respectively, which are acceptable in most Social Science research situations (Nunnally, 1978 cited in Santos, 1999). The reliability of inter-raters between two observers was conducted by using Pearson Correlation. The findings showed the correlation between Rater 1 and Rater 2 at .93 and .98, which confirmed significant correlations between the two raters (Hatch & Farhady, 1982: 203).

5.1.4 Data collection

The pretest of English language communication abilities (Cambridge YLE version 32) and social strategies use (Social Strategies Questionnaire) were administered at the beginning of the study to both the experimental and the control groups. Then, the 10-session social strategies instruction was followed. During the experimental period, the social strategies use was observed and recorded. Students' self-reflection was also administered after each social strategies instruction on a weekly basis. Teachers of different subjects such as Computer and Thai were asked to share their observation on participants' communication abilities and social strategies use in their classrooms. Once the instruction was completed, another set of posttest (Cambridge YLE Test version 33 and Social Strategies Questionnaire) and the focused-group interview were conducted.

5.1.5 Data analysis

The main data analysis consisted of t-test and chi-square test for the statistic findings (Social Strategies Questionnaire, Cambridge YLE Test, and Social Strategies Students' Self-reflection Questionnaire). While the percentage and frequency of Teachers' Observation were employed in the descriptive analysis of the study, information gained from the interview with both participants and teachers provided insights of their opinions towards the social strategies use and English language communication abilities.

5.2 Summary of the results

The research findings can be concluded as follows.

5.2.1 Social Strategies Use

The study of the effects of social strategies instruction on social strategies use were gathering data via three different research instruments i.e. Social Strategies Questionnaire (t-test), Teachers' Observation (chi-square test), and Students' Self-reflection (t-test). The findings are as follows.

5.2.1.1 The findings from the Social Strategies Questionnaire showed no significant difference of social strategies use between the experimental and the control groups at .05 level. Moreover, the control group's arithmetic mean of the use of overall social strategies and its sub-strategies of asking questions and cooperating with others were higher than those of the experimental group. Only the experimental group's empathizing with others strategies use gained higher arithmetic mean than the control group.

5.2.1.2 The findings from Teachers' Observation confirmed the significant difference at .05 level of social strategies use in all aspects (overall, asking questions, cooperating with others, and empathizing with others).

5.2.1.3 The findings from Students' Self-reflection showed no significant difference of social strategies use between the experimental and the control groups. However, the arithmetic means of all social strategies categories (overall, asking questions, cooperating with others, and empathizing with others) of the experimental group were higher than those of the control group.

5.2.2 English Language Communication Abilities

Regarding the English language communication abilities, there is no significant difference between the two groups. According to the posttest scores, participants from both groups showed an improvement in their English language communication abilities, where the experimental group's score was higher than the control group.

5.2.3 Interview with the focused-group

The data gained from the focused-group interview with participants from both groups also confirmed the benefits of social strategies instruction in terms of raising participants' awareness and use of the learning strategies. It also reported participants' positive opinions towards English language learning.

5.3 Discussion of the results

The discussion of the research results can be divided into two parts concentrating on social strategies use and English language communication abilities. The effects of social strategies instruction on both variables are discussed below.

5.3.1 The effect of social strategies instruction on participants' social strategies use

The results of the study on the effects of social strategies instruction on participants' social strategies use diverged into two directions, accepting and rejecting the hypotheses. Different results are discussed based on different research instruments as follows.

5.3.1.1 Social Strategies Questionnaire

It was hypothesized that students receiving social strategies instruction will use social strategies more than those not receiving social strategies instruction. However, the hypothesis was rejected by the data gained from this research instrument. The findings disagreed with previous research (O'Malley & Chamot, 1990, Oxford, 1990, Dadour & Robbins, 1996 cited in Chamot et al., 1999) reporting a strong effect of strategies training on the strategies use. They, however, corresponded with many research findings (Kern, 1989 cited in McDonough, 1995, Nunan, 1996, Ra-Ngubtook, 1993, and Kiely, 2002) where the strategies training does not create any differences between the treatment and the control groups. These findings showing 'no effect' of social strategies instruction on social strategies use could be arose from various factors such as sensitivity to the Social Strategies Questionnaire and participants' characteristics and responses.

The insignificant results may arise from the fact that the young learners were not reflecting their true self in correspondent to the social strategies use. For example, when asked to fill in the questionnaire, they might copy their friends' answers or choose the 'right' answer to please the teacher. The behavior found in the study was also similar to the study conducted by Politzer and McGroarty (1985).

According to the participants' characteristics, children at this age are full of imagination and perceive things differently according to each individual's background and experience. Even if they did report the use of social strategies, we cannot conclude that it was totally accurate due to the inconsistency in the young participants' responses.

Regarding the sub-hypothesis of asking questions strategies, the hypothesis was also rejected by the data collected from Social Strategies Questionnaire. Again, factors affecting the findings on overall social strategies use could play the same role here. The inaccuracy and inconsistency found in children's responses could have a direct impact on the result, which rejected the hypothesis. Moreover, the IB PYP student profile of being an inquirer could also enhance the asking questions strategies amongst the experimental and the control groups, which leads to the research hypothesis rejection.

Next, the sub-hypothesis of cooperating with others strategies, the findings on cooperating with others strategies rejected the research hypothesis. Despite the research treatment, participants of the experimental and the control groups also engaged in the classroom-combination activities such as art or science project. For instance, the experimental and the control groups needed to work together in creating an artwork of Christmas decorations for the holiday concert. The cooperating with others strategies could be enhanced in both groups during this collaborative work. Consequently, there was a potential that the experimental group could possibly demonstrate social strategies during this assembly and unconsciously passed them on to the control group. Hence, there is an opportunity for the control group to practice this cooperating with others strategies.

The last sub-hypothesis concerning the use of empathizing with others strategies stated that students receiving social strategies instruction will use empathizing with others strategies more than those not receiving social strategies instruction. This hypothesis was accepted by the data gained from the Social Strategies Questionnaire. This was the only strategy that the experimental group reported using it more than the control group, although the findings were not statistically significant difference at .05 level. Empathizing with others strategies are more abstract and needed a clear path to accomplish this skill. It then can be assumed that the experimental group whom receiving the social strategies instruction could benefit from this treatment and gained better

understanding than those of the control group. Hence, the higher use of empathizing with others strategies by the experimental group.

5.3.1.2 Social Strategies Teachers' Observation

It was hypothesized that students receiving social strategies instruction will use social strategies more than those not receiving social strategies instruction. The findings reported higher use of the overall social strategies by the experimental group and accepted the research hypothesis. Teachers' observation could elicit social strategies use better than students' report, which may contain some inaccuracy and inconsistency. The actual behaviors observed by the two observers with a correlation reliability confirmed accuracy of the results. The findings agreed with previous research (O'Malley & Chamot, 1990, Oxford, 1990, Dadour & Robbins, 1996 cited in Chamot et al., 1999) reporting a strong effect of strategies training on the strategies use.

Regarding the sub-hypothesis of asking questions strategies, the hypothesis was accepted by the data obtained from the teachers' observation. Moreover, the findings were significant different between the experimental and the control groups. This outcome contradicts students' answers gained from the children's Social Strategies Questionnaire, which showed no difference. The explanation can be focused on the time when the observation and the questionnaire took place. Teachers' observation was conducted during the social strategies instruction where the activities for enhancing learning strategies occurred.

Next, the sub-hypothesis of cooperating with others strategies, the findings accepted the research hypothesis. Assumption similar to the asking questions strategies could be drawn here. Similarly to the asking questions strategies results, it can also be assumed that the strategies instructions as well as the activities do have a 'real-time' effect on students' learning. Teachers' observation was able to collect the immediate action on participants' social strategies. This is due to the hands-on activities that participants were engaged in and still had a fresh memory of those specific strategies.

The last sub-hypothesis concerning the use of empathizing with others strategies stated that students receiving social strategies instruction will use empathizing with others strategies more than those not receiving social strategies instruction. The hypothesis of empathizing with others strategies was accepted by the data obtained from the teachers' observation. Moreover, the findings were significant different between the experimental and the control groups. Although this type of strategies is most difficult to observe, comparing to the asking questions and cooperating with others strategies, the inter-rater helped eliciting the reliable data. Participants had different ways to express their feelings and thoughts, which needed to be carefully observed with the same criteria.

5.3.1.3 Social Strategies Students' Self-reflection

It was hypothesized that students receiving social strategies instruction will use social strategies more than those not receiving social strategies instruction. The hypothesis was accepted by the data obtained from the students' self-reflection instrument. However, the findings were not significant different between the experimental and the control groups. In addition to the Social Strategies Questionnaire, the social strategies self-reflection conducted every week after the instruction could suggest participants from the control group to use the social strategies as well. The weekly self-reflection, asking participants to evaluate themselves regarding their social strategies use, was conducted by teacher who stated each social strategy out loud and then asked if participants used them 'often', 'sometimes', or 'rarely'. Participants raised their hands according to their opinions. With this repeated self-reflection, the control group might grow on to the social strategies and automatically use them without any strategies instruction. Hence, the insignificant difference was not found in this research hypothesis.

Regarding the sub-hypothesis of asking questions strategies, the hypothesis was accepted by the data obtained from the students' self-reflection. However, the findings were not significant different between the experimental and the control groups. This outcome might arise partly from the inconsistency in reporting strategies use by the young participants as well as the utilization of the same Social Strategies Questionnaire in both the pretest and posttest. Hence, the power of suggestion may possibly be another cause of the insignificance in research findings. According to Cohen et al. (1996), filling out the same questionnaire for the pretest and posttest could perhaps

furnish the control group with suggestions for use of strategies. Although the power of suggestions alone is not usually enough to produce strategy use, there is a possibility that the control group might adopt the strategies suggested on the list and perform them even without the strategies training. The smiley face representing the 'often' category in this children's Social Strategies Questionnaire could possibly attract the young participants more than the sad face representing the 'rarely' category. Thus, suggestions of being happy when using the listed strategies might occur to the participants from the control group.

Next, the sub-hypothesis of cooperating with others strategies, the hypothesis was also accepted by the data obtained from the students' self-reflection. However, the findings were not significant different between the experimental and the control groups. This result coincides with the approach of Cooperative Language Learning (CLL), which is an extension of the principles of Communicative Language Teaching. Such approaches could possibly be hidden in those activities these students encounter in their everyday learning and grow on to them naturally. The foundation of CLL is harmonized with the social strategies instruction, which maximizes the use of cooperative activities and minimizes the competitive classroom structure.

Besides the benefit of the hidden CLL approach, the situation of two teachers working together when the two classes combined could also provide a good role model of cooperating with others strategies to the whole class. It could possibly encourage such strategies not only to the experimental group but the control group also. The team-teaching adopted in the school provides opportunities for teachers to work together in planning and delivering the lessons. Apart from working with one's partner in one's class, there are also opportunities for homeroom teachers to cooperate with specialist teachers such as Thai teachers, computer teachers, and teacher librarian to support the program of inquiry, which takes place in each term. Homeroom teachers may work with computer teachers in providing presentation skills to their students as well as cooperate with teacher librarian in appropriate research skills. Such environment could possibly have an effect on the results of this study.

The last sub-hypothesis concerning the use of empathizing with others strategies stated that students receiving social strategies instruction will use empathizing with others strategies more than those not receiving social strategies instruction. The hypothesis was accepted by the data obtained from the students' self-reflection. However, the findings were not significantly different between the experimental and the control groups. The level focused in this study is the PYP which offers a comprehensive, inquiry-based approach to learning that focuses on the total growth of the developing child and addresses the academic, social, physical, emotional and cultural needs of younger learners. The ten profiles of PYP students, which are inquirers, caring, principled, balanced, reflective, open-minded, risk-takers, knowledgeable, thinkers, and communicators, could perhaps direct participants of both the experimental and the control groups in the same direction of social strategies instruction.

Although there is no direct instruction which guides students to acquire those PYP profiles, they are embedded in their everyday learning all the way through. Some of the PYP student profiles coincide with the activities listed on the social strategies, for example, inquiring and caring. These profiles, which are encouraged throughout the years, could possibly raise some awareness of social strategies of the participants and, inadvertently, generate the social strategies use of both groups of participants.

5.3.2 The effect of social strategies instruction on participants' English language communication abilities

Regarding the English language communication abilities, it was hypothesized that students receiving social strategies instruction will gain higher scores on English language communication abilities test than those not receiving social strategies instruction. Although the research finding accepted the hypothesis, where the mean score of the Cambridge YLE posttest of the experimental group was higher than the mean score of the control group, the result did not report any significant difference at .05 level. Several factors could possibly be taken into account why such case occurred. Theoretically, many pioneer researchers such as Wong Fillmore (1976), Chamot and Rubin (1994), and Oxford (1990) reported valuable effects of strategies instruction. On the contrary, some research (Rees-Miller, 1993, Gu, 1996, Kiely, 2002, and Piamsai,

2005) found that strategies training may not enhance language proficiency as much as expected. Rees-Miller (1993) says that factors such as beliefs, cultural differences, education background, and stage of learning process may perhaps have more complicated effects on the implementation of strategies training.

In this study, the settings of learning English in an EFL context could perhaps be considered when looking at the research result. The milieu of EFL context in Thailand where the school was located could provide the low opportunity for participants to practice English. According to a study by Lan and Oxford (2003), it suggests that ESL environment stimulates or demands greater strategy use than does the EFL context, largely because the former offers more opportunities and more requirements for language practice and use. Thus, it can be said that, despite the high opportunities for participants to practice English on school premise, the EFL context of Thailand could lessen the possibility to use English in daily life even with the explicit social strategies instruction. In other words, the situation in this study does not motivate participants to communicate in English as much as the ESL setting does once they step outside the school. This setting may diminish participants' motivation in learning English as they do not see the necessity of English in their daily life. Hence, the low opportunity to practice communication abilities in the EFL context could possibly lead to the minimal improvement of the participants' English language communication abilities.

Nevertheless, the statement above did not apply to the Thai-speaking participants only, but it may affect participants of other nationalities favoring Thai over English as well. According to the researcher's observation, participants from other countries, such as Korea and Japan, opted to practice Thai with their Thai friends more often than to practice English with native English speakers. Students of different nationalities other than Thai appeared to see the importance of Thai in their life outside the school and choose to practice Thai rather than English.

Another factor could lie in with the level of participants' English language communication abilities, which could possibly have some effects to the present study's results. This possibility could be supported with a study by Vinther (2005) cited in Piamsai (2005) stating that high proficiency students whose language has reached the automatically use level may have no room to extend their abilities further for the time

being. Thus, if the participants already had high language communication abilities, the social strategies instruction could only have a small effect on those abilities in this study. Consequently, it could be one of the explanations why there is no statistically difference in the study.

In summary, the insignificant effect of social strategies instruction on participants' English language communication abilities between the experimental and the control groups in this study then could perhaps lie in two main factors: the settings of social strategies instruction and the level of participants' communication abilities themselves.

5.4 Pedagogical implications of the results

Many research have indicated that the language learning strategies benefits adolescent and adult learners, yet the empirical findings involving very young learners are much needed in this field of study. The present research confirms that learning strategies can be taught to young language learners. Although the findings do not show significant different between the experimental and the control groups, they do raise some awareness amongst the participants in the experimental group, where the social strategies instruction is implemented. Thus, this basic of language learning strategies instruction should be addressed and applied to all learning contexts.

Elaborately, the pedagogical implications of this study's results can be illustrated into three aspects, namely the implications to teaching in general, teaching young learners, and teaching in international schools.

5.4.1 Teaching in general

Regardless of different school's philosophy and curriculum, language learning strategies (LLS) should be taught continuously throughout the whole school. Past research has confirmed the benefits of learning strategies instruction, especially with the adolescent and adult language learners. This study, moreover, has confirmed that young learners can also be taught the appropriate language learning strategies. Steps in conducting a successful language learning strategies instruction are illustrated as follows.

First and foremost, instructors should know their teaching styles and have some experience in delivering the strategies instruction. The strategies-based instruction training could benefit not only the teachers themselves but the students who will receive the instruction also. The prior professional training will assist in smoothen the planning process as well as in providing good role models to the learners. Then, the focus can be shifted to the future learners of the strategies training.

Language learning strategies instructors should have sound knowledge of both the learners as well as the focused learning strategies. The appropriateness of the learners can be expanded into several matters such as age, ethnic backgrounds and cultures, level of proficiency, and learning styles. Teachers should know their students well before implementing the strategies instruction as each student is an individual and one strategy, one method may not be able to suit everyone's purpose. For examples, learners of different level of age may perform or choose the learning strategies differently. This also can be applied to the diversity in ethnic backgrounds and cultures where beliefs might have an effect on the use of strategies. Oxford (1993) comments that learning styles can also attribute to how learners choose strategies. Thus, the familiarity with learners' background prior to the strategies instruction could smooth the planning process and strengthen the instruction.

Furthermore, the knowledge of language learning strategies to be taught to students should be solid. The more familiarity instructors have with the focused strategies, the better understanding they can pass them on to their learners. This is also linked to the appropriateness in choosing the language learning strategies to match with the language skills and tasks set for each specific lesson. Apart from knowing the students, the strategies instructors should study the skills, tasks, and learning contexts which the strategies instruction will be conducted. The materials and activities should be in parallel with the selected strategies instruction as they can fully support the outcome. As different language skills and tasks require different language learning strategies, instructors need not overlook this selection process in order to succeed in the language strategies teaching and learning.

In addition to the appropriateness of learners as well as language skills and tasks to language learning strategies, the matters of conducting the learning strategies

instruction in the right place and at the right time should be taken into account. Teachers should be able to identify their teaching contexts and then select appropriate language learning strategies to that specific context. As suggested in many researches, the learning strategies should be explicitly taught and integrated in the daily language arts classrooms, providing meaningful activities that support not only the language learning but also the language learning strategies. Different contexts of learning such as ESL versus EFL contexts as different cultures and learning environment do have effect to the successful of learning strategies use.

Lastly, the final appropriateness can lie in with the length of time and the certain language learning approach which the strategies instruction is arranged. According to Chamot and Rubin (1994), they point out that not a particular strategy leads to improved performance, but rather the effective management of a repertoire of strategies. The effectiveness of learner training lies with the length of training, the degree of integration of the training into the regular curriculum and ongoing classroom activities, and the development of expertise among teachers in how to conduct learning strategies instruction.

5.4.2 Teaching young learners

The study shows that young learners can be benefited from the language learning strategies training similarly to the adolescent and adult learners. However, apart from keeping in mind the implications applied to teaching in general, instructors dealing with young learners should be more flexible in the instruction planning and more attentive to their young students. This is due to the restless and impulsive characteristics often found in this age range of young learners, which could initiate an unexpected circumstance anytime during the instruction. Being flexible could assist teachers should any of this unforeseen incident occurs.

Knowing students' backgrounds and learning styles could be the most useful step in assisting instructors with these young learners. However, it may be quite difficult for such young age to identify their learning styles. This is, again, where the flexible and attentive abilities of instructors play an important role when planning the language learning instruction for young students. Through a close and careful observation, along

with appropriate tools, young learners' learning styles can be recognized. Then, different teaching methods and materials used with this level of young learners can be carefully selected to match the learners' needs.

Moreover, some language learning strategies may be considered beyond the young learners' abilities. For example, certain cognitive strategies like creating structure for input and output or metacognitive strategies such as arranging and planning your learning might be too abstract to understand and employ by learners at this age. But it does not mean that they cannot be taught. With some adjustment to suit the learners' level, it can provide an introduction of the strategies to young learners. Keeping the instruction simple with hands-on and real-life related activities could eventually cultivate the language learning strategies with this level of young learners. In a nutshell, the language learning strategies selected should be appropriate to the age as well as the language proficiency of young learners.

5.4.3 Teaching in international schools

Regardless of various curricular followed by different institutions, international schools have the advantage of rich resources both in terms of native English speaking staff and diversity in the students' body. These advantages not only support language proficiency but also provide opportunity to practice a wide range of language learning strategies to the students. This makes international schools stand out from other local and national curriculum schools. Taking that into account, there are some specific implications to the international education in Thailand, apart from the general implications of language learning strategies instruction mentioned earlier.

The innovation of this study provides the insights that can be applied directly to the international school setting. That is the possibility to teach social strategies to young learners as young as Grade 1 and Grade 2. Although the present study is based on the school using IB curriculum, the findings should be able to adopt by any other international schools using the American, the British, or other foreign curricular. Despite the uniqueness of each curriculum, these international schools share similar advantages of rich resources fostering both language skills and language learning strategies. Having the same direct exposure to native English speakers and diversity in the students' body,

appropriate language learning strategies could be selected, planned, and taught to these students regardless of different curriculum adopted.

Next, the benefits of language learning strategies could be more enhanced, especially in the IB PYP schools. Correspondingly, the social strategies focused in this study and the 10 PYP student profiles share similarities and have some overlap behaviors amongst them. Thus, the redundancy between the two may somehow reciprocate each other. In this regard, different language learning strategies should also be conducted within the PYP context. Should there be any resemblance between other learning strategies and different PYP student profiles, they can then be introduced to these young language learners.

On the contrary, the effects of social strategies instruction could support or enhance the use of the host language where the school located instead of the target language. In this case, Thai language could somehow get practiced more than English. This is probably due to the participants' desire to blend in with the host country's culture as well as to be able to speak the language in order to communicate with the majorities. Moreover, they foresee the importance of the host country language, which they have to encounter on their daily life outside the school premise.

Finally, in parallel with the implications to general teaching, learning styles and backgrounds of young learners should be investigated before implementing the language learning strategies. Once the definite information is gained, the suitable set of learning strategies then can be delivered according to the learners' needs.

5.5 Recommendations

As most of the available insights from many researches have been conducted with either in high school or university level participants, this study, therefore, serves the needs in exploring the LLS with young language learners in an EFL context. The Social Strategies Questionnaire created as well as the social strategies lesson plans and activities can provide some guidelines when conducting a social strategies instruction as well as investigating a further research. The recommendations then are divided into two parts, for teachers and for researchers, as follows:

5.5.1 Recommendations for teachers

Based on this research experiment, it is possible to teach language learning strategies to young learners, especially the social strategies as children's learning involves interacting with other people in the social context. The following recommendations should then be taken into consideration when teaching language learning strategies to young learners.

Students' learning styles and strategies should be investigated prior to the instruction. In doing such, teachers will know their students' learning styles and be able to match them appropriately with the learning strategies intended to deliver. Moreover, investigating the students' learning strategies will help teachers to know which strategies are already existed and which strategies are to be focused in the selection of the language learning strategies to be delivered.

Moreover, the activities should be engaging and meaningful to students' learning process. Real-life situations provide authentic use of language which enhances the development of students' language learning. Teaching social strategies provides students the opportunity to practice the interaction with different people appropriately. For example, the cooperating with others strategies can increase more interaction between learners while the empathizing with others strategies help students become aware how to communicate with others from different cultures and in different situations.

5.5.2 Recommendations for researchers

Firstly, longitudinal studies are needed to confirm the effects of the social strategies instruction on the communication abilities as well as on the strategies use. The instruction should be extended for a longer and continuous period in order to provide the opportunity for strategies learning and practicing as much as possible.

Secondly, replica of the study with larger groups of participants could also assist in confirming the effects of social strategies instruction. Furthermore, the study should be replicated with different groups of participants. It could provide distinctive insights to this field of study. The replicated studies with international schools adopting different

curriculum, bilingual schools, private schools, and government schools should be carried out to gain different perspectives in comparison.

Thirdly, other sets of language learning strategies can be investigated with this group of young learners. It should be able to furnish new insights which strategies are suitable for this level of age and proficiency.

Finally, the children version of SILL should be developed, possibly the bilingual version. This will be a great benefit to not only researchers in language study but also educators who are interested in teaching learning strategies to their students.