ABSTRACT

This dissertation presents a qualitative study that investigates the Chinese students' language learning strategy use for learning English at Assumption University of Thailand (AU), with a specific focus on eleven participants in their first year of study at AU. In consideration of globalization and multilingual context of education, the study adopts a view of L2 learning and research based on the ecological and complexity perspectives by considering L2 learning as contextualized, dynamic processes that involve factors at multiple dimensions. A qualitative methodological approach was adopted, and multiple data-collecting instruments were employed, including audio-recorded semi-structured interview, informal interview, observation outside the classroom, participants' on-line chat records and on-line posts, and a journal kept by the researcher. The research findings showed that the four types of strategic learning activities that the participants conducted after they entered AU showed significant changes from the ones the participants conducted when they studied in China. The participants' strategic learning activities also changed during the research period, and there were variation in the changes of the participants' strategic learning activities. Underlying the changes were the mediation of various resources in the learning contexts and the changes in the participants' agency. Furthermore, the changes and the underlying factors that were found in the participants' strategic learning activities exhibited the features of the complex system. The findings obtained from this study shed light on L2 learning strategies in the theoretical sense and also provides implications for L2 education and future research on L2 learning strategies.