

**A STUDY OF LANGUAGE LEARNING
STRATEGIES USED BY STUDENTS
LEARNING KOREAN AS A FOREIGN
LANGUAGE AT WAT MAKUTKASAT
SECONDARY SCHOOL OF THAILAND**

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Abstract: Language learning strategies are considered as an important factor for influencing and determining the success of language learning. In order to implement differentiated instruction to meet the diverse need of the learners it is vital to identify individual differences of students learning strategies. In this study, the use of language learning strategies was investigated among Thai student studying Korean as a Foreign Language at Mattayom Wat Makutkasat Secondary School. One hundred and seventy-nine students participated in this study studying Korean as a Foreign Language program in the academic year 2012. The quantitative data was collected by means of a questionnaire. The result indicated that the participants frequently use social strategies and meta-cognitive strategies. In addition, differences in language learning strategies were reported and student preference for strategy use was reported. Specifically in terms of learning strategies, grades 7 and 12 students had higher use of learning strategies than grades 8, 9, 10, and 11 students. And female students had higher use of learning strategies of memory, cognitive, compensation meta-cognitive, and social strategies than the male students. Significant relationship was found between the use of the learning strategies and student achievement. In sum, this research will help more effective teaching and learning with considering individual differences into account.

Keywords: Language Learning Strategies, Student Achievement, Sill

Introduction

Language learning strategies have been considered as a key factor for successful language learning for the last few decades. Numerous researchers emphasize the importance of language learning strategies as successful learners utilize language learning strategies more frequently and more appropriately than did less successful learners (e.g., Chamot & El-Dinary, 1999; Dreyer & Oxford, 1996; Green & Oxford, 1995, Rossi-Le 1989). Language learning strategies allow

learners to be actively involved in the language learning process, which is important for developing language proficiency, and proper utilization of language learning strategies are helpful for the development of communicative competence and improved proficiency (Oxford, 1990).

Recent study has shown that Thai students prefer to learn Korean language and it's the third highest choice among them after Chinese and Japanese. The Thailand Basic Education Commission conducted a study among 700 schools and found that more than 12,000 students are learning Korean as Foreign Language and this study found that the most popular foreign languages in Thailand were Chinese, Japanese, Korean. Currently nine universities and fifty-one secondary schools offer Korean as Foreign Language in Thailand (Thandee, 2008; Hankuk University of foreign studies, 2012).

Purpose of the Study

In this study, the researcher will focus on differences of learners' Language Learning Strategies for learning Korean as Foreign Language in Mattayom Wat Makutkasat Secondary School. Though no empirical research has been done in Thailand indicating Thai students' language achievement in learning Korean as a Foreign Language, much can be learned from carefully studying the strategy of Thai student learning Korean. Armed with such studies, one can look at ways of showing learners how to take control and be more responsible for their own learning. Through such studies, it is hoped that language learning strategies will play a key role in creating more efficient and successful learning experiences.

Background of the problem

To improve the students learning and promote effective teaching in KFL classrooms at MWMSS, the researcher intended to identify the use of language learning strategies and student achievement in learning Korean as a Foreign Language at MWMSS. No past research has been carried out on use of language learning strategies and student achievement on Korean language students at MWMSS before and that's why the researcher was aware that instructors had inadequate information about students' choice of strategy for language learning. In order to implement effective learning and identify individual differences for learning Korean the researcher was keen to identify the use of language learning strategies among

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