

COMPLETION REPORT

This study investigates language learning strategies used by Japanese and Thai EFL learners and the effects of the status of English as an International Language (EIL) on their choices of learning strategies. The study has three main objectives: 1) to identify the language learning strategies employed by Thai and Japanese EFL learners, 2) to compare and contrast their language learning strategies, and 3) to investigate the impacts of EIL on the language learning strategies reported usage by these groups of learners. Data were gathered from 118 Japanese and 297 Thai learners using the Strategy Inventory for Language Learning (SILL; Oxford, 1990). In order to investigate the roles of EIL on their choices of language learning strategies, 15 statements concerning the use of English in different contexts were added to the SILL. The analysis shows similarities and differences in the use of language learning strategies across two student groups. Specifically, cognitive category was reported as being used most frequently by the Japanese students, followed by memory, affective, social, compensation, and, metacognitive strategies. Meanwhile the most frequently used strategy reported by Thai learners was metacognitive strategies, followed by cognitive, affective, social, and memory strategies. Moreover, the discrepancies in the individual strategy and learners' views towards the status of EIL reflect variations of cultures. English was viewed to be a necessity for career and job opportunities most for the Japanese learners, while the Thai counterparts viewed that English was a necessity for education. The differences between the effects of EIL on the use of the SILL's six major strategy categories were found to be significant between the Japanese and Thai learners. It is speculated that major factors that play influential roles in determining the differences in the use language learning strategies by Japanese and Thai learners and the roles of EIL on their choices of learning strategies are the degree of collectivism in the cultures, language ecology, instructional methodology, and English Language Teaching (ELT) of these two countries. The results of this study could be used for effective future planning of English language teaching and classroom management of both in Japan and Thailand, potentially contributing to the improved performance of English language learners.

Publication of the Results of Research Project:

Verbal Presentation (Date, Venue, Name of Conference, Title of Presentation, Presenter, etc.)

It is intended that the results of this study will be presented in *the 11th Asia TEFL International Conference* which will be held annually (2013 conference)

Thesis (Name of Journal and its Date, Title and Author of Thesis, etc.)

Khamkhien, A. Effects of EIL on language learning strategies reported usage by Japanese and Thai learners. JACET Journal. (Submitted)

Book (Publisher and Date of the Book, Title and Author of the Book, etc.)