

# English-major Pre-service Teachers' Language Learning Strategy Use in terms of Enjoyment of English Learning

Chaoying Zhou

School of English Language, Hunan First Normal University, Changsha, Hunan, China

Channarong Intaraprasert

Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam

**Abstract**—Language learning strategies (LLSs) play important roles in learners' language learning. The study investigated the use of LLSs employed by English-major pre-service teachers in Midwest China by enjoyment of English learning. The modified SILL was used to collect the data. ANOVA and Post Hoc Scheffe Test were performed for data analysis. The results demonstrated that a significant variation in their pre-service teachers reported frequency of overall strategy use, all the four categories, and 41 out of 48 individual LLSs. Pre-service teachers with higher enjoyment of English learning use more strategies than counterparts with lower enjoyment of English learning. Implications of the findings for English teaching and learning were discussed.

**Index Terms**—language learning strategies, enjoyment of English learning, English-major pre-service teachers

## I. INTRODUCTION

Language learning strategies (LLSs) are stated as 'the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information (O'Malley & Chamot, 1990, p. 1).' They are one of the main factors determining how and how well learners learn an L2 (Oxford, 2001). They can help learners facilitate the acquisition, storage, retrieval or use of information and increase self-confidence (Chang, Liu & Lee, 2007). Oxford (1990) produces her classification LLS system with six categories: memory, cognitive, metacognitive, compensation, social, and affective strategies. She (2011) puts forward a new Strategic Self-Regulation Model of language learning as well, in which LLSs are divided into metastrategies, cognitive strategies, affective strategies, and sociocultural-interactive (SI) strategies.

The study of LLSs has contributed to SLA theory for learners have made some contributions to L2 learning and the study has provided a research-informed basis for helping learners learn more efficiently by identifying strategies that work and training them to make use of these (Ellis, 2008). Early search on LLSs took the form of good language learner study (e.g. Rubin, 1975; Naiman et al. 1978; Reiss, 1983; Lennon, 1989). Then more studies have been focused on factors influencing choices of LLSs, which are generally divided into learner factors (eg. Nation & McLaughlin, 1986; Oxford & Nyikos, 1989; O'Malley & Chamot, 1990; Schmidt & Watanabe, 2001; Littlemore, 2001; Carson & Longhini, 2002) and social and situational factors (e.g. Chamot & O'Malley, 1987; Oxford & Nyikos, 1989; Warton, 2000; Peacock & Ho, 2003). Then researchers have shown more interest in the relationship among LLSs, other variables of individual differences, and learning outcomes (e.g. Magogwe & Oliver, 2007; Lee & Oxford, 2008; Wong & Nunan, 2011).

Several studies have been concerned with the effects of enjoyment of English learning on LLS use. According to Jacky (2011), a link between enjoyment and learning is a longstanding hypothesis. Mochizuki's (1999) study shows that enjoyment of English learning influences the choice of strategies. Griffin (2005) insists that learning should be fun, utilizing a 'pedagogy of enjoyment'. Students' lack of enjoyment of learning has been implied to be a cause of failure to learn. Wong and Nunan's (2011) study shows that the aspect of enjoyment of learning English reveals a significant difference between more and less effective students.

Research on LLSs in China began in China in the middle of 1980s and has made great achievements. There are some typical studies. Wang (1995) made comparisons of the LLS use between a successful and an unsuccessful learner, and found that learners' LLS use has great effect on their achievements. Zhang (2004) explored the effects of tolerance of ambiguity on strategy choice. The results showed that learners with high level of tolerance of ambiguity selected strategies appropriately and used them effectively, and vice versa. Chang and Liu (2013) investigated learners' strategy use by motivation, and found that motivation has high correlations with metacognitive and cognitive strategies.

In the Chinese context, several studies have also found that enjoyment of English learning has some effects on LLS choice. Rao (2008) examined the strategy use of a group of non-English majors in a university in terms of enjoyment of

English learning. The results revealed that enjoyment of English learning exhibited a significant effect on frequency of overall strategy use across the entire SILL. Students who enjoyed English learning reported using strategies significantly more frequently than those who did not enjoy English learning. However, there are still very few studies on the effects of enjoyment of English learning on learners' strategy use. Therefore, there is significance to examine LLS use by English-major pre-service teachers in Midwest China in terms of this variable.

However, seldom empirical studies have been conducted to explore LLS use by English-major pre-service teachers in Midwest China by enjoyment of English learning. Therefore, the present study was intended to explore the use of LLSs employed by English-major pre-service teachers in Midwest China by enjoyment of English learning. The following are research questions for the study: (1) What is the frequency of strategy use employed by English-major pre-service teachers in the Midwest of China in terms of enjoyment of English learning? (2) Do the choices of LLS use vary significantly in terms of enjoyment of English learning at the overall, category and individual levels? If they do, what are the main patterns of variation?

## II. RESEARCH METHODOLOGY

### A. Participants

The participants in the present study are junior English-major pre-service teachers in the Midwest of China. They are English majors in Normal Universities in China, whose career orientation is primary or middle school English teachers after being trained for 4 years. They have already got the results of the national English proficiency test. The participants were chosen by cluster sampling, purposive sampling and convenience sampling methods. At first, three provinces: Hunan, Guizhou and Shanxi were chosen by cluster sampling; then two normal universities in each province were selected by purposive sampling; and finally, by convenience sampling, the participants were chosen from each of the six normal universities. At last, 836 participants from six normal universities took part in the investigation. The detailed information of the different levels of participants' enjoyment of English learning is in Table 1 as follows.

TABLE I  
NUMBER OF PARTICIPANTS BY ENJOYMENT OF ENGLISH LEARNING

Variable	Number of Participants	
Enjoyment of English Learning	High (367)	Total (836)
	Moderate (291)	Total (836)
	Low (178)	Total (836)

### B. Instruments

The Strategy Inventory for Language Learning (SILL) used in the present study was combined and modified according to the SILL Version 7.0 (Oxford, 1990), adapted SILL Version 7.0 (Yin, 2008), and adapted SILL Version 5.1 (Rao, 2008). A 5-point rating scale modifying Oxford's (1990) was used to value the frequency of participants' LLS use, valued as 1, 2, 3, 4 and 5, representing 'Never / almost never', 'Usually not', 'Sometimes', 'Usually' and 'Always / almost always' separately. After a pilot study, 48 strategy items were settled and categorized according to Oxford's (2011) four categories: 13 metastrategies (MET), 18 cognitive strategies (COG), 7 affective strategies (AFF), and 10 socio-cultural interactive strategies (SCI). The estimated reliability ( $\alpha$ ) of the questionnaire was .92, which was acceptable compared with the reliability coefficient .70 (Fraenkel & Wallen, 2000).

To assess enjoyment of English learning, the participants were asked the following question: 'Do you enjoy learning English?' with the response options below: a) Not at all, b) Not very much, c) Somewhat, d) A lot, and e) Extremely, which is modified based on the biographical and attitudinal information in the instrument by Wong and Nunan (2011).

### C. Data Collection

The process of collecting the data was conducted during the class time. The researcher explained the aim and the nature of the survey to the participants. The English teachers in those classes were trained ahead of time to assist administering the questionnaires. Students were informed that there is no right or wrong answers on the questionnaires and the respondents will not be affected personally. The whole process in each class was about 30 minutes in total. Finally, 836 valid questionnaires were collected.

### D. Data Analysis

The data was analyzed by the SPSS program. The statistical method of Analysis of Variance (ANOVA) was used to determine the variations of LLS use by the pre-service teachers' at the overall, category and individual levels, and the variations of strategy use among different levels of enjoyment of English learning was examined by the Post-hoc Scheffe test.

## III. RESULTS

The results of variations in the frequency of strategy use by pre-service teachers' according to the different levels of enjoyment of English learning are presented as follows.

A. Variations in Frequency of Pre-service Teachers' Strategy Use at the Overall Level

TABLE II  
SUMMARY OF VARIATION IN PRE-SERVICE TEACHERS' OVERALL LLS USE

Variable		N	Mean	S.D.	Sig. Level	Variation Pattern
Enjoyment of English Learning	Low	178	2.80	.46	P < .001	High > Moderate > Low
	Moderate	291	2.94	.40		
	High	367	3.19	.47		

As can be seen in Table II above, the results show that the significant variations in the overall LLS use among pre-service teachers with 'high', 'moderate' and 'low' enjoyment of English learning, with the mean frequency scores of 3.19, 2.94 and 2.80 respectively. It indicates that the pre-service teachers who enjoyed learning English at the higher level reported employing significantly greater overall strategy use than those who enjoyed learning English at the lower level.

B. Variations in Frequency of Pre-service Teachers' LLS Use under the Four Categories

Table II below demonstrates the significant variations in the mean frequency scores of pre-service teachers' LLS use by the four categories in relation to enjoyment of English learning.

TABLE III  
VARIATION IN LLS USE IN CATEGORIES BY ENJOYMENT OF ENGLISH LEARNING

Strategy Categories	High (n=367)		Moderate (n=291)		Low (n=178)		Sig. Level	Variation Pattern
	Mean	S.D	Mean	S.D	Mean	S.D		
MET	3.27	.59	2.96	.48	2.79	.52	P<.001	H>M>L
COG	3.13	.47	2.93	.37	2.80	.49	P<.001	H>M>L
AFF	3.43	.62	3.20	.58	3.08	.62	P<.001	H>M; H>L
SCI	3.01	.60	2.77	.53	2.60	.55	P<.001	H>M>L

Notes: \* P<.05, \*\* P<.01, \*\*\* P<.001; 'H' means 'high', 'M' means 'moderate', and 'L' means 'low'

Based on the ANOVA and post hoc Scheffe test results, Table III above presents that significant differences were found in the use of LLSs in all the four categories according to enjoyment of English learning. Pre-service teachers who enjoy learning English at the higher level reported employing strategies significantly more frequently than those who enjoyed learning English at the lower level in the MET, COG and SCI categories, while pre-service teachers who enjoyed learning English at the high level reported employing strategies significantly more frequently than those who enjoyed learning English at the moderate or low level in the AFF category.

C. Variations in Frequency of Pre-service Teachers' Strategy Use at the Individual Level

The results of Tables IV below demonstrate the significant variations in frequency of strategy use by pre-service teachers at the individual strategy level by enjoyment of English learning.

TABLE IV  
 VARIATION IN INDIVIDUAL LLS USE BY ENJOYMENT OF ENGLISH LEARNING

Individual LLSs High >Moderate, High >Low (26 LLSs)	High (n=367)		Moderate (n=291)		Low (n=178)		Sig. Level	Variation Pattern
	Mean	S.D	Mean	S.D	Mean	S.D		
MET 23 Planning one's schedule so one will have enough time to learn English	2.96	1.12	2.56	.94	2.33	.98	P < .001	1.H > M 2.H > L
SCI 34 Asking one's English teacher or fluent speakers of English to correct when one is talking	2.94	1.11	2.68	1.06	2.49	1.09	P < .001	1.H > M 2.H > L
MET 45 Improving one's English from different websites	2.93	1.10	2.51	1.04	2.35	.98	P < .001	1.H > M 2.H > L
COG 2 Using new English words in a sentence so that one can remember them	2.87	.91	2.57	.82	2.38	.82	P < .001	1.H > M 2.H > L
COG 6 Reviewing English lessons often	2.87	.94	2.65	.80	2.50	.92	P < .001	1.H > M 2.H > L
SCI 35 Practicing speaking English with other students	2.80	.98	2.56	.91	2.42	.93	P < .001	1.H > M 2.H > L
SCI 46 Participating in extra-curricular activities	2.58	1.04	2.21	.99	2.08	.914	P < .001	1.H > M 2.H > L
COG 11 Writing diaries or short articles in English	2.54	.92	2.26	.93	2.14	.94	P < .001	1.H > M 2.H > L
Individual LLSs High >Low (9 LLSs)	High (n=367)		Moderate (n=291)		Low (n=178)		Sig. Level	Variation Pattern
	Mean	S.D	Mean	S.D	Mean	S.D		
COG 3 Connecting the sound of a new English word and an image or picture of the word to help one remember the word	3.04	1.09	2.85	.94	2.72	1.04	P < .001	H > L
COG 18 Reading English without looking up every new word	3.34	1.08	3.26	.96	3.08	1.11	P < .05	H > L
COG 19 Trying to predict what the other person will say next in English	2.66	1.14	2.47	1.00	2.39	1.03	P < .05	H > L
AFF 27 Trying to relax whenever feeling afraid of using English	3.27	.94	3.22	.98	3.04	1.03	P < .05	H > L
AFF 29 Giving oneself a reward or treat when one does well in English	3.20	1.16	3.02	1.10	2.88	1.09	P < .01	H > L
SCI 33 Asking the interlocutor to slow down or say it again if one doesn't understand	3.58	.99	3.40	.93	3.27	.97	P < .01	H > L
SCI 39 Getting in touch with one's friends in English, for example, writing e-mails or letters	2.26	1.09	2.19	1.05	1.96	1.04	P < .001	H > L
COG 40 Remembering new expressions by two-way translation	3.03	1.05	2.89	1.02	2.65	1.13	P < .001	H > L
MET 47 Doing a lot of exam-oriented exercises before exams	3.51	1.09	3.33	1.05	3.22	1.02	P < .01	H > L
Individual LLSs High >Moderate >Low (5 LLSs)	High (n=367)		Moderate (n=291)		Low (n=178)		Sig. Level	Variation Pattern
	Mean	S.D	Mean	S.D	Mean	S.D		
COG 1 Thinking of relationships between what one already knows and new things one learns in English	3.26	.79	2.99	.71	2.76	.83	P < .001	H > M > L
SCI 8 Trying to talk like native speakers	3.10	1.11	2.84	1.01	2.58	1.04	P < .001	H > M > L
MET 26 Thinking about one's progress in learning English	3.35	.97	3.11	.85	2.86	.84	P < .001	H > M > L
AFF 28 Encouraging oneself to speak English even when one is afraid of making mistakes	3.50	.98	3.25	.93	2.92	.94	P < .001	H > M > L
SCI 37 Trying to learn about the culture of English-speaking countries	2.89	1.01	3.27	.91	2.89	1.01	P < .001	H > M > L
Individual LLSs High >Low, Moderate >Low (1 LLS)	High (n=367)		Moderate (n=291)		Low (n=178)		Sig. Level	Variation Pattern
	Mean	S.D	Mean	S.D	Mean	S.D		
COG 7 Remembering new English words or phrases by remembering the context in which they appear	3.20	.95	3.11	.89	2.86	.95	P < .001	1. H > L 2. M > L

Notes: \* P<.05, \*\* P<.01, \*\*\* P<.001; 'H' means 'high', 'M' means 'moderate', and 'L' means 'low'

We can see from Table IV above, the ANOVA results reveal that significant variations were found in use of 41 individual LLSs, among which are 15 cognitive strategies (COG), 11 metacognitive strategies (MET), 8 affective strategies (AFF), and 7 sociocultural-interactive strategies (SCI).

The post hoc Fisher's LSD test shows that 4 variation patterns were found: 1) H > M, H > L; 2) H > L; 3) H > M > L; 4) H > L, M > L. In 1) 'H > M, H > L' variation pattern, 26 strategies were reported being used significantly more frequently by pre-service teachers who enjoyed English learning at the high level than those who enjoyed English

learning at the moderate level and low level, for example: 'Using a circumlocution if one can't think of a precise English word' (COG 20). In 2) 'H > L' variation pattern, 9 strategies were reported being used significantly more frequently by pre-service teachers who enjoyed English learning at the high level than those who enjoyed English learning at the low level, for example: 'Connecting the sound of a new English word and an image or picture of the word to help one remember the word (COG 3)'. In 3) 'H > M > L' variation pattern, 5 strategies were reported being used significantly more frequently by pre-service teachers who enjoyed English learning at higher level than those at lower level, for example: 'Thinking of relationships between what one already knows and new things one learns in English (COG 1)'. In 4) 'H > L, M > L' variation pattern, only 1 strategy was reported being used significantly more frequently by pre-service teachers who enjoyed English learning at both high level and moderate level than those at the low level. The strategy is: 'Remembering new English words or phrases by remembering the context in which they appear (COG 7)'.

#### IV. DISCUSSION

Enjoyment of English learning is one of the factors that affect learners' choices of language learning strategies (Mochizuki, 1999). Mochizuki (1999) examined Japanese university students' strategy use by enjoyment of English learning and finds that students who enjoy learning English use more strategies in the overall strategy use, and in the cognitive, metacognitive, and social strategies by category. Rao (2008) examined the strategy use of a group of non-English majors in a Chinese university in terms of enjoyment of English learning, and finds that that enjoyment of English learning exhibits a significant effect on frequency of overall strategy use across the entire SILL; students who enjoy English learning report using strategies significantly more frequently than those who do not enjoy English learning. Wong and Nunan (2011) explored whether more effective and less effective learners differ in their enjoyment of learning English. The results show that the aspect of enjoyment of learning English reveals a significant difference between more and less effective students. Seventy-eight per cent of more effective but only twenty-seven per cent of less effective students report enjoying English a great deal, and twenty-four per cent of less effective students report that they do not like learning English at all.

The findings of the present study demonstrate that pre-service teachers with higher enjoyment of English learning reported employing strategies more frequently than did the counterparts with lower enjoyment of English learning in the overall strategy use and strategy use in the MET, COG and SCI categories, and for the AFF category, those who enjoy learning English at the high level reported employing strategies significantly more frequently than those at the moderate or low level. The results are consistent with the results of the studies by Mochizuki (1999), Rao (2008), and Wong and Nunan (2011).

The findings also reveal that 41 out of 48 individual LLSs varied significantly according to pre-service teachers' enjoyment of English learning, with 4 different patterns of variations: 1) high > moderate, high > low. Twenty-six strategies fall into this variation pattern; 2) high > low. Nine strategies fall into this variation pattern; 3) high > moderate > low, with 5 strategies; and 4) high > low, moderate > low, with only 1 strategy. Since there are very few studies on the effects of enjoyment of English learning on learners' language learning strategy use, it is difficult to make more comparisons with previous studies.

The first possible reason which may explain the high frequency of strategy use by pre-service teachers with high enjoyment of English learning is the role of enjoyment of English learning. According to Griffin (2005, p. 141), "enjoyment colors the learner's world and fills experience with positive energy and hope", insisting that learning should be fun, utilizing a 'pedagogy of enjoyment'. Jacky (2011) points out that students' lack of enjoyment of learning has been taken as a cause of multiple failures in education, and much discussion has assumed that learning depends on a willingness to go in for and to insist on, which will not come if the learning task is not assessed as potentially enjoyable, leading to motivation to begin, and experienced as enjoyable, leading to perseverance.

The second possible reason is because of language latency. It means that learners with higher language proficiency will have higher enjoyment of English learning, which will have effects on their strategy choice, as Wong and Nunan (2011)'s results showed that the aspect of enjoyment of learning English reveals a significant difference between more and less effective students, with seventy-eight per cent of more effective but only twenty-seven per cent of less effective students report enjoying English a great deal, and twenty-four per cent of less effective students report that they do not like learning English at all.

In summary, the two hypothesized reasons: 1) the role of enjoyment of English learning, and 2) pre-service teachers with higher language proficiency will have higher enjoyment of English learning, which will have effects on their strategy choice. However, it can not be taken so definitely what really caused these significant variations. Therefore, it is still necessary to do more investigations.

#### V. CONCLUSION

The investigation explored the LLS use employed by the English-major pre-service teachers in the Midwest of China according to enjoyment of English learning. The findings have shown that a significant variation in their reported frequency of overall strategy use, all the four categories, and 41 out of 48 individual LLSs. Generally speaking,

pre-service teachers with higher enjoyment of English learning use more strategies than counterparts with lower enjoyment of English learning. Therefore, it is recommended that teachers of English should arouse pre-service teachers' enjoyment of English learning, for example, keep trying different teaching methods and making modifications to find some teaching methods or styles that students think they are interesting, help them get touch to rich English learning materials on internet, help create good English speaking environments, encourage them to use various learning strategies to learn English, encourage them to do more communication with their friends, etc., with the purpose of helping them become more interested in learning English.

#### APPENDIX. STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

*This questionnaire is to investigate the language learning strategy use by English-major pre-service teachers. I would like to ask you to do me a favor by making the choice of the frequency of your strategy use. There are no 'right' or 'wrong' answers. Your answers will be used for academic research only and will be treated with the utmost confidentiality. Thank you for your kindly participation and cooperation!*

Instructions: This questionnaire consists two parts:

Part 1 Personal information

Part 2 Language Learning Strategy Questionnaire

##### **Part 1 Personal information**

**Please provide your personal information by putting a tick ( ) in the box of the choices given or write the response where necessary.**

Your university: \_\_\_\_\_

Your age: \_\_\_\_\_

Your gender:  Male  Female

Do you enjoy learning English?

Not at all  Not very much  Somewhat  A lot  Extremely

How long have you learned English outside of class everyday in general?

Less than 1 hour  1 to 2 hours  More than 2 hours

Your score of TEM-4 is?:

Under 50  50-59  60-69  70-79  Over 80

##### **Part 2 Language Learning Strategy Questionnaire**

**Instructions:** *The Language Learning Strategy Questionnaire is designed to gather information about the use of strategies in English. In the statements below, you will find various language learning strategy items. Please read each statement carefully and consider how frequently you employ the given strategies. '1' stands for 'Never or almost never used'; '2' for 'Generally not used'; '3' for 'Sometimes used'; '4' for 'Generally used'; and '5' for 'Always or almost always used'. There are no 'right' or 'wrong' answers. Please mark your response with a '√' in the corresponding spaces according to what you really think. Thank you for your cooperation!*

Language Learning Strategies	Frequency of Strategy Use				
	1	2	3	4	5
1. I think of relationships between what I already know and new things I learn in English.	1	2	3	4	5
2. I use new English words in a sentence so that I can remember them.	1	2	3	4	5
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	1	2	3	4	5
4. I use vocabulary books or electronic dictionaries to remember new English words.	1	2	3	4	5
5. I say or write new English words several times to remember them.	1	2	3	4	5
6. I review English lessons often.	1	2	3	4	5
7. I remember new English words or phrases by remembering the contexts in which they appear.	1	2	3	4	5
8. I try to talk like native speakers.	1	2	3	4	5
9. I watch English-speaking movies or TV programs.	1	2	3	4	5
10. I read newspapers, magazines, and books in English.	1	2	3	4	5
11. I write diaries or short articles in English.	1	2	3	4	5
12. I listen to English radio programs, news or English songs on Internet, by MP3/4, or by mobile phone.	1	2	3	4	5
13. I get the meaning of an English word by dividing it into parts that I understand, such as roots, prefixes, and suffixes.	1	2	3	4	5
14. I try not to translate word-for-word.	1	2	3	4	5
15. I guess the meaning of the unfamiliar English words.	1	2	3	4	5
16. I use gestures to convey my meaning during a conversation in English.	1	2	3	4	5
17. I make up new words if I do not know the precise ones in English.	1	2	3	4	5
18. I read English without looking up every new word.	1	2	3	4	5
19. I try to predict what the other person will say next in English.	1	2	3	4	5
20. If I cannot think of an English word, I use a word or phrase that means the same.	1	2	3	4	5
21. I improve my English from my own mistakes.	1	2	3	4	5
22. I try to find out how to learn English well.	1	2	3	4	5
23. I plan my schedule so that I will have enough time to learn English.	1	2	3	4	5
24. I look for opportunities/chances to read as much as possible in English.	1	2	3	4	5
25. I have clear goals for improving my English skills.	1	2	3	4	5
26. I think about my progress in learning English.	1	2	3	4	5
27. I try to relax whenever I feel afraid of using English.	1	2	3	4	5
28. I encourage myself to speak English even when I am afraid of making mistakes.	1	2	3	4	5
29. I give myself a reward or treat when I do well in English.	1	2	3	4	5
30. I tell myself that there is always more to learn when learning English.	1	2	3	4	5
31. I notice whether I am nervous or not when I am reading or using English.	1	2	3	4	5
32. I talk to someone else about how I feel when I am learning English.	1	2	3	4	5
33. If I do not understand something in English, I ask the other person to slow down or say it again.	1	2	3	4	5
34. I ask my English teacher or fluent speakers of English to correct me when I talk.	1	2	3	4	5
35. I practice speaking English with other students.	1	2	3	4	5
36. I ask for help from my English teacher or my friends.	1	2	3	4	5
37. I try to learn about the culture of English-speaking countries.	1	2	3	4	5
38. I practice English reading on the Internet.	1	2	3	4	5
39. I get touch with my friends in English, for example, writing e-mails or letters.	1	2	3	4	5
40. I remember new expressions by two-way translation.	1	2	3	4	5
41. I try to understand the complex English sentences by analyzing their grammatical structures.	1	2	3	4	5
42. I systematically review vocabulary, texts and notes before exams.	1	2	3	4	5
43. I participate in classroom activities in English classes.	1	2	3	4	5
44. I attend extra classes at a language school.	1	2	3	4	5
45. I improve my English from different websites.	1	2	3	4	5
46. I participate in extra-curricular activities.	1	2	3	4	5
47. I do a lot of exam-oriented exercises before exams.	1	2	3	4	5
48. I always encourage myself not to be discouraged by poor exam results.	1	2	3	4	5

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**Chaoying Zhou** was born in Hunan Province in China in January, 1974. She is a Ph.D graduate from School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Thailand. She is a teacher of English in the Department of Foreign Languages, Hunan First Normal University, China. She received her master degree in Guizhou University in China in 2006. Her research interest is in applied linguistics and foreign language teaching.

**Channarong Intaraprasert** is an English teacher in Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. He got his Ph.D. degree in the University of Leeds in England in 2002. He is currently an associate professor, a Ph.D. advisor with the research field of applied linguistics, focusing on learner beliefs about language learning and learners' language learning strategies, and the Ph. D coordinator of the English Applied Linguistics doctoral program.