A STUDY OF LANGUAGE LEARNING STRATEGIES OF GRADUATE SCIENCE STUDENTS AT MAHIDOL UNIVERSITY

NARUEMOL KAOTSOMBUT

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Entitled

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A STUDY OF LANGUAGE LEARNING STRATEGIES OF GRADUATE SCIENCE STUDENTS AT MAHIDOL UNIVERSITY

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ABSTRACT

This study was conducted in order to investigate the language learning strategies used by graduate science students at Mahidol University, Thailand. The study sample consisted of 39 students. They were from the Microbiology and Biology International Programs. Three research instruments were used. The Quick Placement Test Version II was used to measure English proficiency. The Strategy Inventory for Language Learning (SILL) questionnaire and individual interviews were used as research tools to investigate use of language learning strategies. The Cronbach's alpha reliability of the SILL questionnaire was 0.92. The Thai versions were then field tested. Questionnaires and letters of cooperation were handed to subjects. A return rate of 100% (39 respondents) was obtained. Fifteen subjects were randomly interviewed. The validity of the tools was verified, and a back-translation procedure was used to ensure that the tape scripts were free of ambiguity and errors.

The results of data analysis showed that the subjects generally use compensation, metacognitive, cognitive, social, affective, and memory language learning strategies, respectively. Only compensation strategies were rated at a high level while the rest were rated at a medium level. The students employed compensation strategies to overcome limitations of language when they encountered language use problems, for example: (a) guessing intelligently in listening and reading and: (b) overcoming limitations in speaking and writing.

KEY WORDS : LANGUAGE LEARNING STARTEGIES / SELF-DIRECTED LEARNING / FOREIGN LANGUAGE LEARNING

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กรณีศึกษาการใช้กลวิธีการเรียนภาษาอังกฤษของนักศึกษา ระดับบัณฑิตศึกษา คณะวิทยาศาสตร์ มหาวิทยาลัยมหิดล เพื่อใช้ในการเรียนรู้ภาษาอังกฤษ (A STUDY OF LANGUAGE LEARNING STRATEGIES OF GRADUATE SCIENCE STUDENTS AT MAHIDOL UNIVERSITY)

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บทคัดย่อ

งานวิจัยนี้เป็นการศึกษาการใช้กลวิธีการเรียนภาษาอังกฤษของนิสิตบัณฑิตคณะวิทยาศาสตร์ ซึ่งมีผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษสูงและต่ำ

ตัวอย่างประชาการที่ใช้ในการวิจัย คือ นักศึกษาบัณฑิตในสาขาปริญญาโทและเอก คณะวิทยาศาสตร์ สาขาวิชาจุลชีววิทยาและชีววิทยา จำนวน 39 คน ซึ่งแบ่งเป็นกลุ่มที่มีผลสัมฤทธิ์ทางภาษาอังกฤษสูง 9 คน และ ต่ำ 30 คน เครื่องมือที่ใช้ในการวิจัย คือ ข้อสอบ Quick Placement Test Version II ซึ่งถูกพัฒนาโดย Oxford University (2001), แบบสอบถาม Strategy Inventory for Language Learning (SILL) questionnaire ซึ่งถูกพัฒนาโดย Rebecca Oxford (1990) และ การสัมภาษณ์ ค่าความน่าเชื่อถือได้ (Cronbach's Alpha) ของแบบสอบถามที่ใช้ในครั้งนี้ อยู่ที่ 0.92 โดยมีผลสรุป คือ โดยทั่วไปแล้วนักศึกษามีการใช้กลวิธีในการเรียนภาษาอังกฤษทุกกลุ่มกลวิธี คือ ใช้กลวิธีกลุ่ม Compensation อยู่ในระดับสูง และใช้กลวิธีกลุ่ม Metacognitive, Cognitive, Social, Affective, และ Memory อยู่ในระดับปานกลาง และนักศึกษาที่มีผลสัมฤทธิ์ทางภาษาอังกฤษสูงและต่ำใช้กลวิธีในการเรียนภาษาอังกฤษไม่ต่างกันในทุกกลุ่มกลวิธี อย่างมีนัยสำคัญ ที่ .05

การศึกษาครั้งต่อไป ควรจะศึกษากลุ่มเป้าหมายที่มีสาขาวิชาที่ศึกษาแตกต่างกันไป และสถาบันการศึกษาระดับบัณฑิตศึกษาซึ่งใช้ภาษาอังกฤษเป็นสื่อในการเรียนการสอน นอกจากนี้ ควรจะศึกษาถึงความสัมพันธ์ระหว่างการใช้กลวิธีในการเรียนภาษาอังกฤษและรูปแบบในการเรียน หรือ แรงบันดาลใจ หรือ ทัศนคติ หรือ การมีส่วนร่วมในชั้นเรียน
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CHAPTER I
INTRODUCTION

1.1 Background

This study investigated language learning strategies used by Thai graduate science students at Mahidol University. A language learning strategy is "a specific process that a learner consciously selects in order to help him/her in his/her learning" (Tan, 2001, p. 37). Language learning strategies provide language teachers with valuable clues about what strategies students choose in order to learn, understand, and remember new information presented in the language classroom (Hismanoglu, 2000). Moreover, learning strategies appear to be the one important variable influencing performance in second language learning (Oxford, 1990). It is important to see what learning strategies second or foreign language learners use in order to help them learn the target language.

In the Thai education system, English is a compulsory subject (Office of the National Education Commission, 2001). Generally Thai students are required to study English for approximately sixteen years; from Grade one in elementary school to undergraduate level. However, students still have problems communicating in English according to Praphal (2001). The study conducted by Praphal (2001) indicated that Thai students' English proficiency was lower than the international standards required on the Chulalongkorn University Test of English Proficiency (CU-TEP) and Test of English as a Foreign Language (TOEFL). This is one of the reasons why the Thai Ministry of Education has tried to develop and improve the overall quality of education in Thailand over the last thirty years (from 1973 to 2001) through the National Education Development Plans (Office of the National Education Commission, 2001). According to the Eighth National Education Development Plan (1997-2001), one important aspect of nine reform programs is teaching English as a Foreign Language (EFL). In this plan, a change to a learner-centered approach has been emphasized (Office of the National Education Commission, 2001).

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The learner-centered approach has been used in language teaching throughout the world for the past two decades (Oxford, 1998). This approach emphasizes a more active role for learners when learning, and encourages them to take more responsibility for their own learning including using learning strategies (Campbell & Kryszewska, 1992; Nunan, 1993). In this approach, the teachers should assist learners to study effectively and become independent and autonomous in their language learning (Yang, 1998). The language teacher should provide "a wealth of information to students in order to raise their awareness about learning strategies" (Reid, 1996, p. 3) because learning strategies can improve language learning. The use of appropriate learning strategies enables students to "take responsibility for their own learning by enhancing learner autonomy, independence, and self-direction" (Oxford & Nyikos, 1989, p. 291).

According to Ellis (1997), there are two types of learning strategy: language learning strategies and skill learning strategies. Skill learning strategies are ways in which a learner attempts to become a competent listener, speaker, reader, or writer; whereas language learning strategies are techniques used by a learner to master new linguistic and sociolinguistic information about a target language. The learning strategies investigated in this study were language learning strategies. There are six main groups of strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies, as defined by Oxford (1990), which were investigated in this study.

1.2 Rationale

In Thailand, English is regarded as a foreign language and it is taught for various purposes. Students require English as a basic tool for exploring new knowledge for different learning situations from various sources. Some students need English to understand instruction manuals, such as those for tools, equipment and machinery (Chumpavan, 2000); while some students need English for their professions as doctors, scientists, and lawyers. For example, the students who enroll to study at graduate level need to study English, because they often use English in their studies and will use English in the near future in their professions.

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Graduate science students at Mahidol University, who have registered in international programs, need English to survive in the academic world. Graduate students are expected to have adequate ability in all four skills: reading, listening, speaking, and writing of English. Reading is considered the most important skill because the students are required to read and comprehend academic texts, such as articles in local and international journals, textbooks, and dissertations that are written in English. Moreover, reading is an essential skill for science students and scientists because most research articles are published in English. Crystal (1997) estimated that 90% of published academic articles in fields, such as linguistics and science are written in English. Speaking and listening skills are also necessary because the students have to communicate in English with both Thai and foreign teachers in their classrooms. Additionally, the students need to be skilled in writing because they have to write papers, theses, and dissertations in English.

Learning strategies can help the graduate science students to improve language performance. Learning strategies are techniques, steps or operations used by learners to aid "acquisition, storage, and retrieval of information" (Oxford & Nyikos, 1989, p. 291). In the last thirty years, language learning strategies that good language learners employ and how to teach those language learning strategies have been explored and studied by many linguists (O'Malley, Chamot, Stewner-Manzanares, Kupper & Russo, 1985; Wenden, 1987; Ehrman & Oxford, 1989; Oxford & Nyikos, 1989; O'Malley & Chamot, 1990; Oxford, 1990; Reid, 1996). Most studies suggest that good language learners use more types of learning strategies than poor language learners do. The good language learners use direct strategies, including memory strategies for storage and retrieval of new information from memory when it is needed for comprehension or production; cognitive strategies for receiving and sending messages and associating new information with existing information in long-term memory; and compensation strategies for overcoming knowledge limitations in all four skills. Moreover, they use indirect strategies, including metacognitive strategies for planning, arranging, and evaluating the learning process; affective strategies for directing feelings, motivations, and attitudes toward learning; and social strategies for interacting with others to facilitate learning (Oxford & Nyikos, 1989; Oxford, 1990).

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Most researchers (Naiman, Frohlich, Stern & Todesco,1978; Rubin, 1981; Wenden, 1987; Ehrman & Oxford, 1989; Oxford & Nyikos, 1989; O'Malley & Chamot, 1990; Reid, 1996; Yang, 1998; Mingyuan, 2001) agree that unsuccessful language learners are able to improve their English through the appropriate use of strategies. As claimed by Wharton (2000), the appropriate use of language learning strategies influences language achievement, and helps to improve all four basic skills: reading, writing, listening and speaking. So learners can improve through using appropriate language learning strategies.

Although most research studies (Dhanarattigannon, 1990; Waemusa, 1993; Lappayawichit, 1998; Chumpavan, 2000; Mingsakoon, 2003) have investigated language learning strategies employed by Thai students based on different levels of education, only one study has explored language learning strategies employed by graduate students studying in Thai situation (Chomphuchart, 1998). She has investigated the metacognitive strategies employed by non-native English speaking graduate students at Mahidol University. The subjects were Chinese, Indonesian, and Tanzanian students learning English as a foreign language. Thus, it is important to explore how Thai graduate learners, especially the graduate science students in international programs at Mahidol University, learn English and what language learning strategies they use in order to help them become better language learners.

1.3 Statement of the problem

The English proficiency of Thai students is inferior to other nationalities, such as Singaporeans, Filipinos, Malaysians, Indonesians, Burmese, and Vietnamese (Praphal, 2001), despite Thai students having studied English for many years. Praphal's (2001) study indicated that the English proficiency of graduates from Thailand was lower than the international standards required for graduate studies abroad or in international graduate programs in Thailand. One of the reasons that Thai students fail to achieve an acceptable level of English proficiency is the fact that they are not taught how to learn English by themselves (Dhanarattigannon, 1990).

The researcher informally spoke to graduate science students studying in the academic year 2002 in international programs at Mahidol University, and found that graduate science students have some language learning problems. Most of the

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students mentioned that they have problems communicating with their foreign lecturers and professors. In addition, they have problems writing when they are asked to write English papers, such as lab reports and assignments. In order to graduate, they must also write their dissertations in English. Furthermore, they have reading problems. They cannot understand what they are required to read, including scientific texts, international journals, and English dissertations, which contain technical terms in English.

As a result of the problems experienced by graduate science students at Mahidol University mentioned above, it is important to investigate the use of language learning strategies that the students employ to help them improve their language learning. Language learning strategies can help them to improve their language skills and allow them to become autonomous learners. Oxford (1994) claims that the use of appropriate language learning strategies often results in improved language proficiency or achievement. Therefore, it is expected that the information obtained will be advantageous for teachers who are teaching graduate science students at Mahidol University, as well as graduate science students. If content teachers know what language learning strategies are used by their students, they can help by providing them with more opportunities to use these strategies.

1.4 Purpose of the study

The purpose of this study was to explore the language learning strategies which were employed by the Thai graduate students at Mahidol University in the academic year 2002. The study also investigated the extent to which high-level and low-level language learners studying at graduate level used language learning strategies. The following research questions were posed:

1. What language learning strategies do all graduate students in the Faculty of Science, Mahidol University use?
2. What language learning strategies do high-level language students in the Faculty of Science, Mahidol University use?
3. What language learning strategies do low-level language students in the Faculty of Science, Mahidol University use?

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4. To what extent do high-level and low-level language students in the Faculty of Science, Mahidol University use language learning strategies differently?

1.5 Significance of the study

The study provides a list of useful language learning strategies that all students are familiar with and often use so that teachers can adapt their teaching techniques to suit the students. Also, the study provides lists of strategies that high-level students and low-level students use. Thus, the teachers can determine what strategies they should use only for higher-level students and what strategies they should use for lower-level students.

The results can help graduate science teachers at Mahidol University to decide which teaching techniques are the most effective. Also, the teachers will be able to train students to use strategies more effectively in different situations.

1.6 Limitations of the study

This study had the following limitations. This study aimed to investigate the use of language learning strategies by Thai graduate students. It was limited to a study of high-level and low-level language learners studying at graduate level in the Faculty of Science, Mahidol University. Because the study was conducted within the Faculty of Science at Mahidol University, generalizations may be made only to those learners who are at the same level and have similar backgrounds. In addition, the Quick Placement Test (QPT) that was used as a data collection instrument can assess only reading, grammar and vocabulary skills. Therefore, the results of this test were unable to indicate students' ability in spoken or written English. But graduate science students at Mahidol University are concerned about their reading and vocabulary because they are required to read English textbooks, articles, and dissertations, thus, the QPT test was used as an instrument in this study. Moreover, the questionnaire, which was a data collection instrument, is only able to specify the students' thoughts about their use of language learning strategies.

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1.7 Definition of terms

1. *English as a foreign language (EFL)* refers to the role of English in countries where it is taught as a subject in schools but is not a medium of instruction in education nor a language of communication (for example in government, business, or industry) within the country. For example, EFL is the use of English in Thailand, Japan, and China (Richards, Platt, & Platt, 1999).
2. *English as a second language (ESL)* refers to the role of English for people who move to English speaking countries and in countries where it is widely used within the country, but it is not the first language of the population. For example, ESL is the use of English by immigrants to America and in Singapore, Indonesia, and Philippines (Richards, Platt, & Platt, 1999).
3. *English for Academic Purposes (EAP)* is a branch of ESP in which teaching content is matched to the requirements of the learners who are non-native English speakers. EAP courses help students learning English as a foreign language to overcome some of the linguistic difficulties involved in studying in English (Gillett, 1996).
4. *English for Specific Purposes (ESP)* is the area of second or foreign language teaching and learning that is related to the specific needs of a particular group of learners. ESP is teaching and learning English for a particular purpose, for example English for Science and Technology (EST), and English for Business and Economics (EBE) (Hutchinson & Waters, 1987).
5. *English Language Teaching (ELT)* refers to the teaching of English as a Second Language or English as a Foreign Language (Richards, Platt & Platt, 1999).
6. *High-level language student* refers to graduate science students who took the Quick Placement Test Version II (Oxford University, 2001) and got more than 40 out of 60.
7. *Language learning strategies* refer to specific actions, behaviors, steps, or techniques that students use consciously to develop their progress in a second language. These strategies can help students to become autonomous learners and to progress (Oxford, 1990). According to Oxford (1990), learning strategies are divided into two major classes: direct and indirect strategies.

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The direct strategies are subdivided into memory, cognitive, and compensation strategies. The indirect strategies are also subdivided into three groups of strategies: metacognitive, affective, and social
strategies (Oxford, 1990).

8. *Learning* refers to the knowledge or skills students acquire both inside and outside a classroom. It also refers to acquiring a native or first language and a second or foreign language (Richards, Platt, & Platt, 1999).
9. *Learning strategies* are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990, p. 8).
10. *Low-level language student* refers to graduate science students who took the Quick Placement Test Version II (Oxford University, 2001) and got less than 40 out of 60.
11. *Strategy Inventory for Language Learning (SILL)* is an instrument which has been developed by Rebecca Oxford (1986-1990). It is designed to investigate learners' language learning strategies and to assess the frequency of use of language learning strategies. The SILL has two versions; version 5.1 (80 items) and version 7.0 (50 items). Version 5.1 is designed to gather information about how native English speaking students go about learning a foreign or second language and version 7.0 is designed for non-native English speaking students who use English as a second or foreign language (Oxford, 1990). In this study, version 7.0 will be used to gather data about language learning strategies, because the subjects are non-native English speakers who use English as a foreign language.
12. *Strategies* are actions, behaviors, or tools that an individual uses to achieve or succeed in learning.

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CHAPTER II
REVIEW OF LITERATURE AND RELATED RESEARCH

The purpose of this study was to investigate (a) the language learning strategies employed by graduate science students at Mahidol University and their frequency, and (b) the differences in the use of language learning strategies by high and low proficiency English graduate science students. In order to gain sufficient background information, three areas related to the study have been reviewed. The first section focuses on general concepts and theories, which include the description and classification of language learning strategies. Then the second section addresses the role of self-directed learning. The last section deals with the development of the SILL instrument for data collection.

2.1 Language Learning Strategies

"Language learning strategies" are specific actions, behaviors, steps, or techniques students use to improve their progress in second or foreign language learning. The term "strategy" comes from the ancient Greek word "strategia" which means "generalship or the art of war" (Oxford, 1990, p. 8). Strategies refer to general and specific techniques, tactics, approaches, and basic skills, that people use when trying to achieve their objectives. Strategies are a combination of learning, thinking, and problem solving skills. In addition, learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn, or store new information (Wenden, 1987; Cohen, 1990; O'Malley & Chamot, 1990; Oxford, 1990; Ellis, 1994). Thus, language learning strategies are techniques or specific processes that learners consciously select in order to acquire knowledge and facilitate their own learning.

Language learning strategies also influence learning performance. A number of research papers (O'Malley, Chamot, Stewner-Manzanares, Kupper & Russo, 1985; Ehrman & Oxford, 1989; Oxford & Nyikos, 1989; Mingyuan, 2001) indicate that

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different learning outcomes can be effected by using different learning strategies. Even though, when learning a second or foreign language, learners may attain different levels of language proficiency dependant on many factors such as motivation, attitudes, psychological characteristics, affective variables, learning styles, and teachers, language learning strategies are the most important influence. Mingyuan (2001) said that although ESL learners learn language in the same environment, use the same material, and have the same teaching staff, they still differ in the pace of learning because of their use of different language learning strategies.

Oxford (1990) has divided language learning strategies into two main categories: direct and indirect strategies. The direct strategies are behaviors, which directly involve the target language and enhance language learning. The direct strategies consist of three subdivisions: memory, cognitive, and compensation strategies. The indirect strategies are behaviors, which do not directly involve the target language but are essential for effective language learning. The indirect strategies consist of three subdivisions: metacognitive, affective, and social strategies.

Memory strategies are used for storing and retrieving new information. Memory strategies help students store important things they hear or read in the new language and these strategies also enable students to retrieve new information from memory when they need to use it for comprehension or production. Memory strategies include four subdivisions: creating mental linkages, applying images and sounds, reviewing well and employing action.

Creating mental linkages involves grouping, associating or elaborating, and placing new words into a context. Grouping is classifying and reclassifying what is heard or read into meaningful groups and also labeling these groups. For example, writing down new words, such as you, ‘he’, ‘she’, ‘they’, ‘someone’; ‘hard’, ‘easy’, ‘kind’, ‘soft’; ‘quickly’, ‘heatedly’, ‘markedly’, ‘completely’, that have been heard in a notebook and categorizing them grammatically then labeling these categories: ‘pronouns’, ‘adjectives’, and ‘adverbs’ is an example of grouping. Associating or elaborating is connecting new language information with familiar concepts already in memory. These associations make the material easier to remember. For example, a learner of English hears the word “*notice board”*. She associates it with a previously

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learned word *"board"* which is used for displaying something and "*notice*" which means 'to see'. Then the learner understands and remembers *"notice board"* more effectively. Placing new words into a context is putting new words or expressions that have been heard or read into a meaningful context such as a spoken or written sentence. For example, a learner wants to remember that the Great Lakes include Huron, Ontario, Michigan, Erie, and Superior. So, he invents the acronym HOMES and uses it in sentence, such as, "My HOME'S on the Great Lakes" (Oxford, 1990).

Applying images and sounds, which are also useful for remembering new expressions that have been heard or read, includes using imagery, semantic mapping, using keywords, and representing sounds in memory. For example, a Spanish bank manager learning English wants to remember the American phrase *'tax shelter'*. He thinks of a picture of a shed covering some money.

Reviewing well is a method for structuring reviews. For instance, a group of learners are learning a group of vocabulary words in English. They practice the words, wait a few minutes before practicing them again, and practice them an hour later and again and again until the words become automatic (Oxford, 1990).

Employing action involves two strategies, which are using physical responses or sensations and using mechanical techniques. Using physical responses or sensations is acting out a new expression that has been heard. The teaching technique known as Total Physical Response is based on this strategy. For example, a child is told by her teacher to "sit down" so she follows the instruction. This physical movement helps her to store the new information.

Cognitive strategies enable learners to understand and produce new language and link new information with existing knowledge. Cognitive strategies include four subdivisions as follows: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

Practicing includes five subdivisions, which are repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically. The strategy of repeating means reading a passage more than once, listening to an English tape again and again, and saying or writing the same thing several times. For instance, a student may revise writing assignments many times to correct them. The strategy of formally practicing with

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sounds and writing systems focuses on pronunciation and intonation rather than on comprehension of meaning. For instance, a student could mark the stress on an English sentence such as 'I'm terribly tired; I think I'll go and have a rest' as 'I'm /terribly /tired; I /think I'll /go and /have a rest' and repeat this sentence over and over. Recognizing and using formulas and patterns in the target language enhances the learners' comprehension and production. Formulas, such as 'How are you' and 'Hello' are unanalyzed expressions, while patterns such as 'I would like to…', and 'I don't know how to…' are phrases or sentences that can be completed by the students and used in a variety of situations. Recombining means constructing a meaningful sentence or longer expression by mixing what is already known in new ways. Recombining might be silly or serious, but it provides practice. For example, a student may know some patterns in English, such as 'I think I'd like…', 'weather's fine', and 'take a walk', so she says 'The weather's fine today, so I think I'd like to take a walk'. Practicing naturalistically involves using a language for actual communication to practice listening, speaking, reading, and writing. Many kinds of materials such as films, television, newspapers, and magazines are available to provide students with situations to practice. For instance, students can listen to the news in English everyday to improve their listening skills.

Receiving and sending messages consists of two subdivisions: getting the idea quickly and using resources for receiving and sending messages. *Getting the idea quickly* helps learners find out what they need to understand and allows them to disregard the rest or use it as background information. Two techniques for this strategy are skimming and scanning. For example, an English student skims the contents of what he reads in order to find the main ideas. *Using resources for receiving and sending messages* involves exploiting sources to understand the meaning of what is heard or read in a new language, or to produce messages in a new language. Resources consist of printed resources, such as dictionaries, grammar books, and word lists, and nonprinted resources, such as tapes, TV, videocassettes, and radio. For example, a beginning learner of English can use an English dictionary to look up the definitions of new words.

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Analyzing and reasoning, which includes reasoning deductively, analyzing expressions, analyzing contrastively, translating, and transferring, help learners to use logical thinking to understand and use the grammar rules and vocabulary of a new language. Reasoning deductively involves understanding the meaning of what is heard or read using general rules that the students already know and also using logical thinking. For example, a student hears his friend say, "Would you like to go to party tonight at eight o'clock?" He understands that he is being asked a question to which he must respond, because he recognizes that part of the verb comes before the subject, which is a rule that he has learned. Analyzing expressions involves breaking down a new word, phrase, sentence, or even paragraph into pieces. For example, when the word 'unbreakable' is heard on the radio, a student can break down this word into parts that he/she understands: *un* (not), *break* (separate into two or more pieces), *able* (can), so the meaning of the word is understood. Analyzing contrastively means determining or comparing likenesses and differences of sounds, words, and syntax between a new language and one's own native language. For example, a French student would recognize the similarities between *chair* in English and *chaise* in French (Oxford, 1990). Translating allows students to use their own language as the basis for understanding what they hear or read in the new language. Transferring means applying previous knowledge to understand new knowledge in the target language.

Creating structure for input and output, which includes taking notes, summarizing, and highlighting, helps learners sort and organize the information about the target language. For example, students always highlight the important things as they read, or make notes.

Compensation strategies help learners to use the language in spite of their large gaps in knowledge. Compensation strategies enable learners to overcome a limitation of knowledge in any of the four skills. Compensation strategies are useful for beginning and intermediate language learners and valuable for expert language users, who fail to hear something clearly, or who occasionally do not know an expression. Compensation strategies include two subdivisions: guessing intelligently when listening and reading and overcoming limitations when speaking and writing.

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Guessing intelligently is essential for listening and reading. "It helps learners let go of the belief that they have to recognize and understand every single word before they can comprehend the overall meaning" (Oxford, 1990, p. 90). Guessing intelligently involves using linguistic clues and other clues. Prior knowledge of the target language can provide linguistic clues to the meaning of what is heard or read. Suffixes, prefixes, and word order are useful linguistic clues for guessing meanings. For example, if a student is listening to the radio and recognizes the English words *shovel, grass, mower,* and *lawn*, he knows that the conversation is about *gardening.*

Overcoming limitations when speaking and writing allows learners to stay in conversations or keep writing long enough to get continued practice. Overcoming limitations contains eight subdivisions which are switching to the mother tongue, getting help, using mime and gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym. Switching to the mother tongue is using the first language for an expression without translating. For example, an English-speaking student of Thai could say, "I hate กบ", [frogs]. The 'I hate' is therefore an example of switching. Getting help involves asking someone to simplify or describe what the learner does not know, but not to explain or clarify. For example, this happens every time a student asks for the meaning of a word. Using mime and gestures is to physically act out an expression during a conversation. For example, a student may not know how to say, "Put it over there, please," so she points to the place instead. Avoiding communication partially or totally is keeping away from a difficult conversation. It includes a total or partial avoidance when students not know the topics or grammatical structures in the new language. For example, students avoid saying '*air pollution'* and say '*It's hard to breathe'* instead. Selecting a topic is about choosing the topic of a conversation. Learners want to make sure that the topic is one in which they are interested and they have enough vocabulary and structures to talk about it. For example, many Thai students are interested in football and know a lot about it, so they often use this topic in conversations. Adjusting or approximating the message is changing the message by leaving out some information, simplifying, or

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paraphrasing. For example, the sentence 'I would have liked to have visited Australia, but I could not go because I lacked the necessary funds' could be written as, 'I did not go to Australia, because I did not have money'. Coining words means making up new words because the learner does not have the necessary vocabulary. For instance, '*air ball'* could be used to mean '*balloon'*. Using a circumlocution or synonym means a learner uses a roundabout expression involving several words to describe or explain a single concept, or a synonym to communicate the intended meaning. For instance, if a student cannot think of the word 'briefcase', she could say, "I lost my leather package that holds papers".

Metacognitive strategies are "techniques for organizing, focusing and evaluating one's own learning" (Oxford, 1990, p. 136) and they allow learners to control their own learning. Metacognitive strategies consist of centering your learning, arranging and planning your learning, and evaluating your learning.

Centering your learning helps "learners to focus their attention and energies on certain language tasks, activities, skills, or materials" (Oxford, 1990). Centering your learning involves overviewing and linking already known material, paying attention, and delaying speech production to focus on listening. For instance, an example of delaying speech production to focus on listening is when a student lets others speak in English, while she stays silent because she does not feel confident enough to speak.

Arranging and planning your learning helps learners to organize and plan in order to get the most out of language learning. This strategy involves many areas: finding out about language learning and making efforts to find out how language learning works by reading books and talking with other people, organizing a schedule and environment to learn the new language, setting goals and objectives for language learning, deciding on the purpose of a language task, planning for a language task or for an anticipated language task or situation, and seeking chances to practice new language in naturalistic situations. For example, if a student is preparing for a thesis defense in English, he identifies the language needed, such as, tenses, vocabulary, and contents. He then checks whether he has enough knowledge and works to improve any missing points.

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Evaluating your learning helps learners in checking their language performance. This strategy involves two areas: self-monitoring, which is identifying errors to understand the new language and trying to eliminate them, and self-evaluating, which is assessing one's own progress in the new language. For example, if a student notices that he makes error while speaking English, he could write it in a notebook so that he will remember not to do it again.

Affective strategies involve adjusting emotions, motivations, and attitudes. Oxford (1990) claimed that the affective side of the learner is probably one of the biggest influences on the success or failure of learning a language. Wenden (1986) also said good language learners are often those who know how to control their emotions and attitudes. Affective strategies include three subdivisions: lowering anxiety, encouraging oneself, and taking one's emotional temperature.

Lowering anxiety involves using techniques for relaxation of the body, or breathing deeply, using music to relax, and using laughter to relax by watching a funny movie and listening to jokes. For instance, students may use deep breathing techniques before entering an examination room or listen to their favorite songs before studying.

Encouraging oneself or self-encouragement includes saying supportive things or positive statements to oneself in order to feel more confident when learning the new language, taking risks wisely, which is pushing oneself to take risks in a language learning situation, and providing rewards, which is giving oneself a reward for successful performance. For example, students may celebrate doing well on an exam.

Taking your emotional temperature means learners notice their positive and negative feelings, motivations, and attitudes and then control the negative ones and take advantage of positive ones. Taking your emotional temperature includes four subdivisions; listening to your body, using a checklist, writing a language learning diary, and discussing your feelings with someone else. Listening to your body is paying attention to one's own physical sensations. For instance, students may notice illnesses caused by tension about performing in English. Using a checklist means learners ask themselves questions about their own emotional state. For example, a teacher may encourage students to express feelings and attitudes toward an English

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course through a list of true or false questions. Writing a language learning diary means learners describe their feelings, attitudes, and perceptions about the language learning process in a diary. Discussing your feelings with someone else means talking to friends, parents, counselors or native speakers of the language about the learning process.

Social strategies are helping students learn through interaction with others. Social strategies include asking questions, cooperating with others, and empathizing with others.

Asking questions helps learners understand the intended meaning and includes asking for clarification or verification and asking for correction. Asking questions also "helps learners encourage their conversation partners to provide larger quantities of "input" in the target language and indicates interest and involvement" (Oxford, 1990, p.169). For example, a student may ask a speaker to "Please speak more slowly", when he cannot understand the conversation, while another student may ask a speaker, "Would you repeat that, please?"

Cooperating with others involves learners' interaction with their peers and proficient language users, such as their teachers and native speakers, in order to improve language skills. For example, students may practice oral presentations in English in pairs. One student acts as the audience and the other one is the speaker.

Empathizing with others involves developing cultural understanding and becoming aware of other people's thoughts and feelings. Background knowledge of a new culture can help a learner better understand what is heard or read in the new language. For example, a student studying French may try to watch French movies to understand more about the culture. Becoming aware of others' thoughts and feelings also includes observing the behaviors of others and asking about their thoughts and feelings.

The six main groups of language learning strategies: memory, cognitive, compensation, metacognitive, affective, and social strategies described above were investigated in this study.

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2.2 Self-directed learning

'Self-directed learning' or 'learner autonomy' have been widely used in educational development over the last 20 years (Gremmo & Riley, 1995). Autonomy has been defined as the ability to take responsibility for one's learning (Gremmo & Riley, 1995) and self-directed learning means students choose the learning materials and plan their own activities in a language programme (Victori & Lockhart, 1995; White, 1995). A self-directed learner is "one who is self-motivated, one who takes the initiative, one who has a clear idea of what he wants to learn, and one who has his own plan for pursuing and achieving his goal" (Hedge, 2000, p.76). However, students cannot be self-directed learners without any training because they need to know how to define their own objectives, how to use materials more effectively, how to organize their time, and how to develop learning strategies. Teachers can help with this. Teachers can help students to take responsibility for their learning and to be more directed by getting them to produce their own plans for learning (Carver, 1984; Hedge, 2000).

Learner training can enhance self-directed learning and can also allow learners to use learning strategies to cope with different tasks and learning situations efficiently (Victori & Lockhart, 1995). Self-directed learners need to be trained to identify language learning strategies because they can help learners become more autonomous. They can help learners to take responsibility for their own learning by encouraging learner autonomy, independence, and self-direction (Dickinson, 1987). Rausch (2000) also claimed that once learners are autonomous they seek individual approaches to specific learning objectives in order to be successful in learning. These learners have learned how to learn, because they have acquired the learning strategies that enable them to use language skills more confidently, more flexibly, more appropriately, and more independently (Wenden, 1991).

2.3 Instrument for data collection

In order to gather data about language learning strategies that students use, many approaches such as interviews, written questionnaires, observations, diaries, and verbal reports can be utilized. However, the methods that have been found to be most

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successful are structured interviews and questionnaires, because interviews and questionnaires require learners to give details on the learning strategies they use in general or in relation to a specific activity (Ellis, 1997). A large number of studies have used these methods for example, Wenden (1986); Chamot (1987); Dhanarattigannon (1990); Waemusa (1993); Oxford & Ehrman (1995); Chomphuchart (1998); Lappayawichit (1998); Chumpavan (2000); Mingyuan (2001). Therefore, in this study interviews and the Strategy Inventory for Language Learning Questionnaire (SILL), (Oxford, 1990) were employed in order to investigate the use of language learning strategies by graduate science students at Mahidol University.

The Development of SILL Questionnaire

Oxford (1990) developed the SILL as a self-assessment tool designed to determine the extent to which individuals use various strategies to promote second language learning. It was first designed as an instrument to assess the frequency of use of language learning strategies by students at the Defense Language Institute in Monterey, California (Oxford & Burry-Stock, 1995). The SILL was constructed according to strategy groups using a statistical procedure called factor analysis. Factor analysis is "a technique which is used to determine what underlying variables account for the correlations among different observed variables" (Richards, Platt & Platt, 1999, p 136). Factor analysis includes subdivision strategies, which are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. A typical SILL item asks the respondents to indicate their responses using a five level Likert-scale as follows: (1) never or almost never true of me, (2) generally not true of me, (3) somewhat true of me, (4) generally true of me, and (5) always or almost always true of me. Therefore, in this study the graduate students were asked to complete the questionnaire by using the five Liker-scale.

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CHAPTER III
METHODOLOGY

The purpose of this study was to explore the use of language learning strategies by graduate science students at Mahidol University. This section deals with the population and sample, instruments, collection of data, statistical devices and data analysis.

3.1 Population

All subjects were Thai graduate students in the Faculty of Science at Mahidol University. They included 20 microbiology graduate students and 19 biology graduate students. They were studying in first year, second year and third year in international graduate programs. They were male and female aged between twenty-one and thirty-four. Most of the students had started learning English in the first grade and few in the fifth grade at primary school. All of them volunteered to take part in this study.

The subjects in each program were asked to take a 60 item multiple choice Quick Placement Test Version II developed by Oxford University (2001) in order to separate them into two groups: high and low English ability. Then, the participants were asked to answer a questionnaire about language learning strategies. They were also interviewed and signed a consent form allowing the researcher to use their answers in this study (see Appendix F).

3.2 Instruments

Three data collection instruments were used to explore the language learning strategies used by graduate science students at Mahidol university. First, the Quick Placement Test Version II (QPT) (Oxford University, 2001) was used to assess the English language proficiency of the graduate students in both Microbiology and Biology International Programs. Students were grouped into high and low English

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ability based on the test results. Second, the Strategy Inventory for Language Learning questionnaire (SILL) (Oxford, 1990) was used to investigate the frequency of use of language learning strategies by all the students (see Appendix A). Lastly, individual interviews were used in order to find out more in-depth data about the use of language learning strategies (see Appendix C).

3.2.1 Quick Placement Test

The QPT is a test of English language proficiency. It is designed to help teachers make decisions about which class to put a student in, but it is unable to indicate a student's ability unconditionally. The test can be used for learners of all levels and all ages except absolute beginners. There are two versions of the QPT, that is an adaptive computer-based test and a linear paper-based test. The two versions have been developed to be equivalent (Oxford University, 2001). There is a high level of agreement between their results shown by a correlation of 0.87. Thus, test providers are able to choose the most suitable version based on their needs. In this study the paper and pen version was utilized, because it was more convenient for both the researcher and students. The researcher could easily distribute the paper test to the students and the students could complete the test anywhere.

The paper and pen version consists of two parts. The first part (question items 1 to 40) is taken by all students and is aimed at those who are intermediate or below. The second part (question items 41 to 60) is taken by students who score more than 35 out of 40 on the first part and therefore are higher ability students. In this study, the students were required to take both parts of the test because the students were graduates and were expected to be at intermediate level and above.

All the questions in the test used a multiple-choice format, and the test took thirty minutes to administer. Only three skills, reading, grammar and vocabulary, were assessed. The interpretation of the results is shown in Table 1 on the next page.

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Table 1 *Paper and pen test score interpretation*

Level	ALTE Level	Part 1 & 2, Score out of 60	Scores of the subjects
Low	0 Beginner	0 - 17	22 - 39
	1 Elementary	18 – 29	
	2 Lower Intermediate	30 – 39	
High	3 Upper Intermediate	40 – 47	40 - 60
	4 Advanced	48 – 54	
	5 Very Advanced	55 - 60	

Table 1 shows how to interpret the results of the paper and pen scores in terms of ALTE (Association of Language Testers in Europe) levels from 0 (Beginner) to 5 (Very Advanced). Column 2 (Part 1 & 2, Score out of 60) shows the band scores that were utilized in this study and how they relate to the subjects.

The QPT test was used to separate the students into groups of high and low English ability in this study. The score range of the high English ability students was 40 to 60 (Upper Intermediate to Very Advanced) and the scores of low English ability students were to 22 to 39 (Elementary to Lower Intermediate).

3.2.2 Questionnaire

This study was designed to investigate language learning strategies employed by graduate science students. Language learning strategies are intentional behaviors, which an individual learner employs in order to succeed in learning a second or foreign language (Oxford, 1990). Oxford and Burry-Stock claim “one of the most acceptable ways to assess the use of language learning strategies is to use a summative rating scale, popularly known as a questionnaire, an inventory, or a survey” (1995, p. 1). The Strategy Inventory for Language Learning (SILL) is the most well-known strategy scale and has been used all over the world over the last 30 years (Oxford & Burry-Stock, 1995), (see Appendix A).

The SILL has two versions, version 5.1 (80 items) and version 7.0 (50 items). Version 5.1 is designed to gather information about how native English speaking students go about learning a foreign or second language and Version 7.0 is designed for non-native English speaking students who use English as a second or foreign

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language (Oxford, 1990). Both versions of the SILL questionnaire contain six main parts based on Oxford's language learning strategies (1990). Part A, which is item one to nine, asks about memory strategies. Part B, which is item ten to twenty three, looks at cognitive strategies. Part C, which is item twenty-four to twenty-nine, asks about compensation strategies. Part D, which is item thirty to thirty-eight, focuses on metacognitive strategies. Part E, which is item thirty-nine to forty-four, looks at affective strategies. Part F, which is item forty-five to fifty, focuses on social strategies. In this study, Version 7.0 was used to gather data about language learning strategies, because the students were non-native English speakers and they use English as a foreign language.

First, the SILL questionnaire was translated into Thai. Then the Thai translation was proofread and scrutinized by three experts. In order to ensure this version was valid and reliable, it was piloted with six graduate students in the Applied Linguistics program in the Faculty of Science, Mahidol University. After the questionnaires were returned, the researcher interpreted and analyzed the results to find the level of validity and reliability according to the Cronbach's alpha. Then, the questionnaire was edited. Finally, the researcher distributed the Thai version to the subjects.

3.2.2a **Reliability**

The degree of accuracy of scores or reliability is a measure of the degree to which a test or instrument gives consistent results. Research instruments should be reliable. On the SILL questionnaire, the Cronbach's alpha was selected as the most suitable reliability index (Oxford & Burry-Stock, 1995). The ESL/EFL SILL is reliable, even when it has been translated into different languages. Most research using the ESL/EFL SILL shows a high degree of Cronbach's alpha and reliability has been high, for example .94 using the Chinese translation with a sample of 590 Taiwanese tertiary EFL learners, .92 using the Japanese translation with 225 Japanese university and college EFL students, and .91 using the Korean translation with 59 Korean tertiary EFL learners (Oxford & Burry-Stock, 1995). According to this evidence, it can be inferred that studies which employ the SILL questionnaire, are reliable. Thus, the results of this study should be reliable, because this study used a translated version to examine language learning strategies. In order to ensure that the

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Thai version was reliable, it was proofread and scrutinized by three experts. Then the translated version was piloted with six graduate students and the results were analyzed to examine the level of reliability according to the Cronbach's alpha.

3.2.2b Validity

Validity is the degree to which an instrument measures what it is supposed to measure. Several bases exist for validity: content validity, criterion-related validity, and construct validity (Oxford & Burry-Stock, 1995).

The SILL version 7.0 (50 items), for students learning English as a second or foreign language, has content validity. Content validity is based on the degree to which an instrument adequately and sufficiently measures the particular behavior it sets out to measure. "Two strategy experts matched the SILL items with agreement at .99 against entries in a comprehensive language learning strategy taxonomy, which itself was built from a detailed blueprint of a range of over 200 possible strategy types" (Oxford & Burry-Stock, 1995, p. 7). This evidence shows the high degree of content validity on the SILL.

Furthermore, the SILL has criterion-related validity. Criterion-related validity is "a form of validity in which a test is compared or correlated with an outside criterion measure" (Richards, Platt, & Platt, 1999, p. 92). Criterion-related validity concerns both predictive and concurrent SILL validity, which are shown in relationships between learning strategy use and language performance. Oxford, Park-Oh, and Sumrall's study (1993) is an example of the relationship between strategy use on the ESL/EFL SILL and language performance. It indicates that strategy use is related to language achievement scores (final test grades) for 107 Japanese high school students (Oxford, Park-Oh, & Sumrall, 1993). In a multiple regression analysis, learning strategy use was a moderate but significant predictor of Japanese language achievement (.20, $p < .04$) (Oxford, Park-Oh, & Sumrall, 1993). The only other significant predictor was the degree of learner motivation (.30, $p < .003$) (Oxford, Park-Oh, & Sumrall, 1993).

Construct validity also exists in the SILL. Construct validity concerns how well a theoretical construct is measured. Various statistical procedures are used to bring meaning to construct validity. "It is necessary to use a number of statistical procedures establishing evidence that this theoretical construct is defined by the items

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on the instrument because most instruments, including the SILL, are written to define an abstract notion of a theoretical construct" (Oxford & Burry-Stock, 1995, p. 8). For example, correlation coefficients use an index from -1 to +1 which describe the degree to which two phenomena "vary together" in strength (stronger is close to 1) and "direction" (positively or negatively). Also, analysis of variance (ANOVA) and multivariate analysis of variance (MANOVA) can be used in order to analyze construct validity. In Mullin's (1991) SILL study of 110 Thai university-level students, a correlation between strategy use and various measures of English proficiency was proven. For example, compensation strategy use correlated at $r = .38$ ($p < .0001$) with language placement scores and at $r = .32$ ($p < .006$) with language course grades.

The Strategy Inventory for Language Learning (SILL) questionnaire (Oxford, 1990), developed to assess language learning strategies used by second or foreign language learners, is reliable and valid as indicated above, thus it was used as a research instrument. The SILL version 7.0 was employed in this study because the subjects were Thai students who use English as a foreign language. Data obtained from this questionnaire answered the research questions as follows; first, it examined what language learning strategies high and low English ability graduate students of the Faculty of Science, Mahidol University use and how often they used language learning strategies; and second, it explored the difference between good and poor language learners use of language learning strategies.

3.2.3 Interview

Face-to-face interviews were the final instrument for this study. The interviews aimed to elicit useful data about the use of language learning strategies, which could not be examined directly by a questionnaire. Merriam (1991) and Creswell (1994) stated that an interview is necessary when invisible data, such as behaviors, feelings, thoughts, and intentions, cannot be observed directly. Thus, interviews were required for this study because it aimed to explore the use of language learning strategies by graduate science students.

The interviews used a structured format. Question items were written based on the purposes of the study and were related to items in the questionnaire. The

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question items were then grouped. The interview question form consisted of two major sections. The first part asked about the subjects' background information, such as major, year of study, and length of time studying English. The data obtained from this part provided background information about the subjects. The second part contained open-ended questions about language learning strategies that the participants employed in order to learn a second language, for example, "What kinds of materials do you use to practice listening and speaking?", "How do you remember common phrases in English to help your speaking?", and "How do you help yourself to understand what people say in English?" Data obtained from the second part of the interview related to the language learning strategies used by the graduate science students.

Thai was used during the interviews when the participants were asked to explain their answers. The average length of each interview was 40 minutes. All interviews were tape-recorded, and recordings were transcribed immediately after each interview. Consistency between each participant's interview and the results of SILL were examined.

To increase the validity of the interview, the researcher used four strategies: (a) participant language and verbatim accounts, such as literal statements, (b) multiple researchers; the researcher and three co-advisors who checked the descriptive data, (c) all interviews were taped, and (d) all participants who were interviewed were asked to review their transcripts.

First, the researcher wrote a draft of the interview questions in English based on the purposes of the study. Then the question items were grouped. The researcher asked the thesis advisor and co-advisor to verify that the questions were appropriate. Next, the researcher eliminated unimportant and irrelevant questions and edited the questions according to the advisors' suggestions. After the interview questions had been constructed, the researcher interviewed two graduate students, studying in the Applied Linguistics program in the Faculty of Science, Mahidol University, using the interview questions, as a pilot. Subsequently, the researcher looked for irrelevant questions and, then, they were deleted. The researcher also corrected ambiguous wording and clarified the questions so that the subjects could understand them clearly. Then, the researcher revised the structured interview questions under the supervision

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of the thesis advisor. Finally, the researcher used the questions to interview the subjects.

Interview data were collected in order to find out more information about the subjects' use of language learning strategies. After receiving all of the questionnaires, the researcher interviewed 15 participants using the same questions for each participant.

3.3 Data Analysis

Data analysis was divided into two parts: quantitative and qualitative data analysis.

Quantitative data analysis was used with the SILL questionnaire. After the completed questionnaires had been collected, the information was tabulated and analyzed by means of statistical procedures. To answer the research questions the following descriptive statistics were used.

1. *Arithmetic Mean and Standard Deviation (SD)*. The data from the questionnaires were analyzed to find the arithmetic mean and standard deviation. The arithmetic mean was used to provide a single summary of the average levels of language learning strategies employed by the learners. The standard deviation is the degree to which scores varied from the arithmetic mean and was used to show the variation of scores about the mean.

2. *t-test of the Difference between Two Independent Means.* A t-test of the difference between two independent means was computed to find any significant differences between high and low English ability learners' questionnaire responses in relation to their use of language learning strategies.

Qualitative data analysis was used with interview tape scripts. Data from the interviews was coded according to the research questions:

What language learning strategies did graduate students in the Faculty of Science, Mahidol University use?

How did they use language learning strategies?

Data from the interviews were transcribed immediately after each interview. Participants were asked to review their interview transcripts in order to check any ambiguous words and ideas. Then, all transcriptions were translated from Thai into

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English because they were quoted in the description. All English versions were edited by native English speakers. Finally, the tape scripts were coded. The data were grouped into six categories; reported use of compensation, metacognitive, cognitive, social, affective, and memory strategies.

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CHAPTER IV
RESULTS

This chapter contains the results based on both the questionnaire and interviews.

4.1 The respondents

There were 39 Thai graduate students studying microbiology and biology in the Faculty of Science, Mahidol University. Twenty graduate students were in the Microbiology International program, and 19 graduate students were in the Biology International program. There were 25 master's students and 11 doctoral students. Also, 28 were female and 11 were male. A summary of the respondents' characteristics is presented in Table 2.

Table 2

Respondents Demographic Data

	Microbiology Students			Biology Students		
	Master's	Ph.D.	Total	Master's	Ph.D.	Total
20-25						
Female	7	0	7	12	4	16
Male	2	5	7	0	1	1
26-30						
Female	1	1	2	1	1	2
Male	0	0	0	0	0	0
31-35						
Female	0	1	1	0	0	0
Male	2	1	3	0	0	0
Total	12	8	20	13	6	19

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4.2 Language learning strategies used by all graduate science students

Data obtained from the Strategy Inventory for Language Learning questionnaire (SILL) (Oxford, 1990) were analyzed to find out the frequency of use of language learning strategies based on the ranges presented in table 3. Average scores between 3.5 to 5.0 were rated as "high", scores between 2.5 to 3.4 were rated as "medium", and scores between 1.0 to 2.4 were rated as "low".

Table 3

SILL Range of Results

Average Frequency of Use of Strategies		The average mean score
High	Always or almost always used	4.5 - 5.0
	Usually used	3.5 - 4.4
Medium	Sometimes used	2.5 - 3.4
Low	Generally not used	1.5 – 2.4
	Never or almost never used	1.0 – 1.4

(Oxford, 1990)

Research Question 1 was "What language learning strategies do graduate students in the Faculty of Science, Mahidol University use?" To answer this question, the students' answers from the questionnaire about the language learning strategies are presented based on the following categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

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Table 4

Frequency of Categories of Strategies Used by All Graduate Science Students (N = 39)

Language Learning Strategies	No. of Items	*M*	*SD*	Cronbach's Alpha	Average Frequency of Use of Strategies
Compensation Strategies	6	3.75	0.63	0.85	High
Metacognitive Strategies	9	3.37	0.59	0.82	Medium
Cognitive Strategies	14	3.29	0.58	0.79	Medium
Social Strategies	6	3.01	0.80	0.82	Medium
Affective Strategies	6	2.85	0.49	0.85	Medium
Memory Strategies	9	2.66	0.46	0.83	Medium

Table 4 shows the descriptive statistics for the frequency of use of language learning strategies by all graduate science students. It shows that the overall reliability of the SILL for this population, using Cronbach's alpha, was high. Compensation strategies (0.85) and affective strategies (0.85) had the highest Cronbach's alpha, while cognitive strategies (0.79) had the lowest Cronbach's alpha. However, the Cronbach's alpha for cognitive strategies was still acceptable. In addition, the reliability of the SILL for all questions, again using Cronbach's alpha, was at 0.92 - 0.93 and was acceptably high.

The most frequently used strategy category was compensation strategies, such as adjusting or approximating the message and avoiding communication partially or totally when encountering a knowledge difficulty, whereas the other five categories, metacognitive, cognitive, social, affective, and social were sometimes used. The mean score (M = 3.75) for compensation strategies from all respondents was in the highest level, while the mean score for memory strategies (M = 2.66) was in the lowest level. However, memory strategies were still rated at *sometimes used*, not *rarely* or *never* used.

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Table 5

Frequency of Use of Memory Strategy Subdivisions by All Graduate Science Students (N = 39)

Memory Strategies	*M*	*SD*	Cronbach's Alpha	Average Frequency of Use of Strategies
1. thinking of relationships between what is already known and new things	**3.51**	**0.85**	0.92	**High**
2. using new English words in a sentence to remember them	**3.23**	**0.87**	0.92	**Medium**
3. using mental images	**3.23**	**1.18**	0.92	**Medium**
4. connecting sounds of a new English word and images	3.00	1.17	0.92	Medium
3. remembering by location	2.77	1.11	0.93	Medium
6. using rhymes	2.46	0.97	0.92	Medium
7. reviewing often	2.46	0.76	0.93	Medium
8. physically acting out new English words	**1.82**	**1.10**	0.93	**Low**
9. using flashcards to remember new English words	**1.46**	**0.97**	0.93	**Low**

Table 5 shows the frequency of use of language learning strategies in terms of memory strategies. It indicates that the students often used association (item 1) (*M* = 3.51), placing new words into a context (item 2) (*M* = 3.23), and using imagery (item 3) (*M* = 3.23). However, the students seldom used employing action (item 8) (*M* = 1.82) or using flashcards to remember new English words (item 9). However, the standard deviation of employing action (item 8) was quite high (*SD* = 1.10). This indicates that not all students saw employing action as the least important strategy for their learning. In addition, the interviews, like the questionnaire, indicated that various kinds of memory strategy subdivisions, such as creating mental linkages and applying images and sounds in order to remember new things they have learned in the target language were employed. Under the creating mental link strategy, three

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students said that they usually used placing new words into a context to help them remember new English words. Also, in the applying images and sounds strategy using imagery was employed by ten students. The interviews also showed that the students did not used employing action or flashcards to remember new English words.

Table 6

Frequency of Use of Cognitive Strategy Subdivisions by All Graduate Science Students (N = 39)

Cognitive Strategies	*M*	*SD*	Cronbach's Alpha	Average Frequency of Use of Strategies
1. skimming	**3.87**	**0.86**	0.92	**High**
2. avoiding verbatim translation	**3.77**	**1.01**	0.92	**High**
3. trying to talk like native speakers	3.67	0.96	0.92	High
4. writing notes or messages in English	3.67	0.90	0.92	High
5. using English words in different ways	3.59	0.99	0.92	High
6. watching English TV or movies	3.59	0.99	0.92	High
7. I practice the sounds of English	3.54	0.89	0.92	High
8. finding patterns in English	3.28	1.05	0.92	Medium
9. dividing words for meaning	3.18	1.30	0.92	Medium
10. looking for similar words	3.05	1.02	0.92	Medium
11. making summaries	2.82	1.00	0.92	Medium
12. saying or writing new English words several times	2.77	0.96	0.92	Medium
13. reading for pleasure in English	**2.69**	**1.03**	0.92	**Medium**
14. starting conversations in English	**2.51**	**1.10**	0.92	**Medium**

Table 6 shows the frequency of use of language learning strategies in terms of cognitive strategies. It indicates that the students often used skimming (item 1) (*M* = 3.87) and avoided verbatim translation (item 2) (*M* = 3.77). However, the standard deviation of avoiding verbatim translation (item 2) (*SD* = 1.01) was quite high. This

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indicates that not all students saw avoiding verbatim translation as the most important strategy. However, the students sometimes used reading for pleasure (item 13) (*M* = 2.69) and starting conversations in English (item 14) (*M* = 2.51). But the standard deviation of reading for pleasure (*SD* = 1.03) and starting conversations in English (*SD* = 1.10) were also quite high. This indicates that not all students saw reading for pleasure and starting conversations in English as the least important strategy. In addition, the interviews, like the questionnaire, show that various kinds of cognitive strategy subdivisions, such as practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output, were employed. Practicing by repeating, such as reading a passage more than once or revising written assignments more than once, was mentioned by fifteen students, and practicing naturalistically was described by thirteen students. Receiving and sending messages, including getting the idea quickly, was mentioned by ten students, and using resources for receiving and sending messages was described by thirteen students. Translating was mentioned by eleven students.

Table 7

Frequency of Use of Compensation Strategy Subdivisions by All Graduate Science Students (N = 39)

Compensation Strategies	*M*	*SD*	Cronbach's Alpha	Average Frequency of Use of Strategies
1. adjusting the message to communicate	**4.15**	**0.78**	0.92	**High**
2. making up new words	**3.92**	**0.74**	0.92	**High**
3. guessing unfamiliar words	3.90	0.94	0.92	High
4. reading without looking up word	3.67	0.90	0.92	High
5. using gestures	**3.46**	**0.94**	0.92	**Medium**
6. guessing what the speaker will say	**3.41**	**1.09**	0.92	**Medium**

Table 7 shows the frequency of use of language learning strategies in terms of compensation strategies. It indicates that adjusting the message to communicate (item

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1) (M = 4.15) and making up new words (item 2) (M = 3.92) were the most often used. However, the students sometimes used mimes and gestures (item 5) (M = 3.46) and guessed what the speaker would say (item 6) (3.41). The standard deviation of guessing what the speaker would say (SD = 1.09) was quite high. This indicates that not all students saw guessing what the speaker will say as the least important strategy. The interviews revealed that the students felt that various kinds of compensation strategies such as guessing intelligently by using linguistic clues, and overcoming limitations by using mime and gesture in speaking and adjusting a message in writing could help them. Guessing intelligently using linguistic clues was mentioned by six students and using other clues was mentioned by four students. Getting help to overcome limitations in speaking and writing was mentioned by four students, using mime or gesture was described by three students, avoiding communication partially or totally was said to be employed by four students, adjusting or approximating the message was said to be used by thirteen students, and using a circumlocution or synonym was mentioned by three students.

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Table 8

Frequency of Use of Metacognitive Strategy Subdivisions by All Graduate Science Students (N = 39)

Metacognitive Strategies	*M*	*SD*	Cronbach's Alpha	Average Frequency of Use of Strategies
1. thinking about progress in learning English	**4.23**	**0.71**	0.92	**High**
2. finding out how to learn better	**3.85**	**0.74**	0.92	**High**
3. paying attention when someone speaks English	3.64	0.81	0.92	High
4. noticing mistakes	3.56	0.91	0.92	High
5. having clear goals	3.51	1.07	0.92	High
6. looking for opportunities to read	3.26	0.91	0.92	Medium
7. finding many ways to use English	3.05	0.97	0.92	Medium
8. looking for conversation partners	2.85	0.99	0.92	Medium
9. making a schedule to study English	**2.41**	**0.85**	0.92	**Low**

Table 8 shows the frequency of use of language learning strategies in terms of metacognitive strategies. It indicates that the students often used self-evaluating (item 1) (M = 4.23) and finding out how to learn better (item 2) (M = 3.85). However, the students rarely used making a schedule to study English (item 9) (M = 2.41). The interviews revealed that the students said that they employed various kinds of metacognitive strategies, such as centering one's learning, arranging and planning learning, and evaluating one's learning. Centering one's learning includes paying attention which was mentioned by seven students, and delaying speech production to focus on listening was said to be employed by only one student. Arranging and planning learning includes setting goals and objectives, which was said to be employed by one student, planning for a language task was mentioned by two students and seeking practice opportunities was described by ten students. Evaluating

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one's learning includes self-monitoring which was said to be used by two students and self-evaluating was said to be employed by six students.

Table 9

Frequency of Use of Affective Strategy Subdivisions by All Graduate Science Students (N = 39)

Affective Strategies	*M*	*SD*	Cronbach's Alpha	Average Frequency of Use of Strategies
1. encouraging oneself to speak English even when afraid of making a mistake	**3.97**	**0.87**	0.92	**High**
2. relaxing when one feels bad	**3.69**	**0.89**	0.92	**High**
3. noticing tension	3.15	1.09	0.93	Medium
4. giving self a reward	2.46	1.21	0.92	Low
5. talking about feelings	**2.28**	**1.10**	0.93	**Low**
6. writing down feelings in a diary	**1.54**	**0.68**	0.92	**Low**

Table 9 shows the frequency of use of language learning strategies in terms of affective strategies. It indicates that the students often used encouraging oneself to speak English even when afraid of making a mistake (item 1) (M = 3.97) and relaxing when one feels bad (item 2) (M = 3.69). However, the students rarely used talking about feelings (item 5) (M = 2.28) and writing down feelings (item 6) (M = 1.54). But the standard deviation of talking about feelings (SD = 1.10) was quite high. This indicates that not all students saw talking about feelings as the least important strategy. The interviews revealed that the subjects said that they employed various kinds of affective strategies, such as lowering one's anxiety, encouraging oneself, and taking one's emotional temperature. Lowering one's anxiety includes using relaxation techniques, deep breathing, or mediation which was said to be used by eight students. Encouraging oneself includes making positive statements, which was mentioned by ten students, and taking risks wisely was said to be used by six students. Taking one's emotional temperature includes listening to one's body which was

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described by seven students and writing a language learning diary was said to be employed by only one student.

Table 10

Frequency of Use of Social Strategy Subdivisions by All Graduate Science Students (N = 39)

Social Strategies	*M*	*SD*	Cronbach's Alpha	Average Frequency of Use of Strategies
1. asking for slower delivery or repetition	**3.62**	**1.02**	0.92	**High**
2. asking for correction	3.38	1.16	0.92	Medium
3. asking for help	3.03	1.31	0.92	Medium
4. practicing with others	2.79	1.17	0.92	Medium
5. asking questions	2.64	1.18	0.92	Medium
6. learning about culture	**2.62**	**1.31**	0.92	**Medium**

Table 10 shows the frequency of use of language learning strategies in terms of social strategies. It indicates that the students often used asking for slower delivery or repetition (item 1) (*M* = 3.62). The standard deviation of asking for slower delivery or repetition (*SD* = 1.02) was quite high. The students sometimes used learning about culture (item 6) (*M* = 2.62). But the standard deviation of learning about culture (*SD* = 1.31) was also quite high. This indicates that students varied greatly in their use of social strategies. The interviews revealed that the subjects said that they employed various kinds of social strategies such as asking questions, cooperating with others, and empathizing with others. Asking questions includes asking for clarification or verification which was mentioned by twelve students and asking for correction was said to be used by two students. Cooperating with others includes cooperating with peers was said to be employed by thirteen students, and cooperating with proficient users of the new language was mentioned by all students. Empathizing with others includes developing cultural understanding which was said to be employed by eleven students.

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4.3 Language learning strategies used by high-level language students

Research Question 2 was "What language learning strategies do high-level language students in the Faculty of Science, Mahidol University use?" To answer this question, the students' responses to the questionnaire and interviews are presented based on the following categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

The most frequently used category of strategies was compensation strategies such as, adjusting or approximating the message, and avoiding communication partially or totally when encountering a knowledge difficulty, whereas the other five categories, metacognitive, cognitive, social, affective, and memory were sometimes used.

The interviews revealed that the high-level language students said that they employed various kinds of memory strategies such as creating mental linkages, and applying images and sounds in order to remember new things they have learned in the target language. The high-level language students said that they used imagery to help them remember. For example, subject B said, "*Mostly, I imagine and transfer images to remember*, (see Appendix E). The high-level language students also mentioned that they used creating mental linkages, which include strategies for grouping, and placing new words into a context to remember new vocabulary, phrases, and important things they hear and read in English. The interviews showed that placing new words into a context was mentioned by only one high-level language student whereas this strategy had the highest mean in the questionnaire. For example, subject H said, "*Then I write it in a sentence. Using the word in a sentence can help me to remember it*" (see Appendix E). When this student wants to remember new words, he uses the new words in a sentence to help remember them.

The interviews revealed that the high-level language students employed various kinds of cognitive strategies such as practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. The high-level language students said that they used practicing which includes repeating, recognizing and using formulas and patterns, and practicing naturalistically. The interviews showed that seven high-level language students mentioned using the

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strategy of practicing naturalistically and this strategy had a high mean in the questionnaire. Most of the students liked to listen to foreign songs and watch movies to practice listening and speaking. For example, subject D said, "*I listen to foreign songs. I can catch only some words, but I do not understand the meaning. So I find the lyrics. I just look at the lyrics when I listen to the song*", (see Appendix E) and subject B said, "*I try to see foreign movies and I listen to foreign songs but mostly I do not understand. I will find the lyrics to focus on pronunciation*", (see Appendix E). In addition, five high-level language students said that they translated. Most of the students translated what they read and heard into Thai. For example, subject D said, "*I will translate only some difficult sentences and words I hear*", (see Appendix E). Most high-level language students said they repeated, whereas this strategy had medium mean in the questionnaire. The interviews indicated that most students reread textbooks many times and edited their writing assignments. Some students repeated the language from songs and movies. For example, subject D said, "*I read Daddy Long Legs. I bought the Penguin book as well as the tape. I can practice listening and speaking when I listen to the tape. I read out loud*", (see Appendix E) and subject N said, "*I write first and then proofread and edit again. I will look for my mistakes*", (see Appendix E).

The interviews revealed that the high-level language students employed various kinds of compensation strategies such as guessing intelligently, and overcoming limitations in speaking and writing. The high-level language students said they guessed intelligently by using linguistic clues, and using other clues. The high-level language students said that they overcame limitations in speaking and writing by getting help, avoiding communication partially or totally, adjusting or approximating the message, and using a circumlocution or synonym. Six high-level language students mentioned the strategy of adjusting or approximating the message and this strategy had the highest mean in the questionnaire. Also, most of the students said that they explained more or adjusted their English based on who they were speaking to and if the listeners did not understand. For example, subject N said, "*Sometimes I keep trying to explain more and more, and then my professors can understand. There is no problem*", (see Appendix E). The high-level language

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students did not mention coining a word, although this strategy had a high mean in the questionnaire.

The interviews revealed that the high-level language students employed various kinds of metacognitive strategies such as centering one's learning, arranging and planning learning, and evaluating one's learning. The high-level language students mentioned centering one's learning such as paying attention, and delaying speech production to focus on listening. Paying attention was said to be employed by four high-level language students and this strategy had the highest mean in the questionnaire. The students said that they went to seminars, which were presented in English and tried to understand. For example, subject N said, "*If I hear someone speak English, I will pay attention. I would like to know what they are talking about. I can practice even though I understand only some parts*", (see Appendix E). In addition, the high-level language students said that they used arranging and planning one's learning, such as setting goals and objectives, and seeking practice opportunities. The high-level language students also used evaluating one's learning strategies including self-monitoring and self-evaluating. Self-evaluating was said to be employed by three high-level language students and it had the highest mean in the questionnaire. The students said they evaluated their progress in English by themselves. For example, subject H said, "*I evaluate by myself. I used to look at my old writing papers and I found that my writing was better*", (see Appendix E). However, the interviews showed that high-level language students did not mention using the organizing strategy.

The interviews revealed that the high-level language students employed various kinds of affective strategies such as lowering one's anxiety, encouraging oneself, and taking one's emotional temperature. The high-level language students said that they used lowering one's anxiety. It was said to be employed by five high-level language students and this strategy had a high mean in the questionnaire. The students said that they used this strategy if they were stressed about using the language. For example, subject H said, "*When I am tired, I will take some rest. After relaxing, I will review. Some days I cannot speak English, I do not know why. Therefore, I take a rest and restart*", (see Appendix E). In addition, the high-level language students said that they encouraged themselves by making positive

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statements, and taking risks wisely. Making positive statements was said to be employed by six high-level language students. The students said that they encouraged themselves to keep on working at English and to relax when they were stressed about English. For example, subject D said, "*By thinking about proverb, which is 'mistakes are the common matter of human being'*", (see Appendix E). The high-level language students also said they used taking one's emotional temperature by listening to your body and writing a language learning diary. Writing a language learning diary was said to be employed by only one student and it had the lowest mean in the questionnaire. This student said he wrote in a language learning diary to describe his feelings and attitudes about the language learning process. For example, he said, "*I write my feelings in my diary when I feel bad*", (see Appendix E). In addition, the results from the interviews show that high-level language students did not use rewarding oneself and this strategy had low mean in the questionnaire.

The interviews revealed that the high-level language students employed various kinds of social strategies, such as asking questions and cooperating with others. The high-level language students said that they asked questions including asking for clarification or verification and asking for correction. Asking for clarification or verification was said to be employed by seven high-level language students and it had the highest mean in the questionnaire. The students said they asked English speakers to slow down, explain or repeat if they could not understand. Also, they mentioned they would ask someone who was proficient in English to clarify something they were confused about. For example, subject N said, "*Sometimes I ask them to say the word again. Then I try to understand it by relating the word with the word I already know*", (see Appendix E).

In conclusion, the high-level language students liked to use various kinds of language learning strategies. The high-level language students used compensation strategies most, while metacognitive, cognitive, social, affective, and memory strategies were sometimes used. When focusing on compensation strategies, the high-level language students liked to use adjusting and approximating the message in speaking and writing and guessing intelligently by using linguistic clues most. Based on metacognitive strategies, the high-level language students mentioned paying attention and evaluating one's learning most. In cognitive strategies, the high-level

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language students said they used practice naturalistically and repeating most. Focusing on social strategies, the high-level students reported that they asked for clarification and cooperated with proficient users of the new language when they had problems. The high-level students also said that they used affective strategies, which include using relaxation techniques when they were tense and making a positive statement to encourage themselves. Finally, the high-level said that they used memory strategies, which include using imagery and placing new words into a context.

4.4 Language learning strategies used by low-level language students

Research Question 3 was "What language learning strategies do low-level language language students in the Faculty of Science, Mahidol University use?" To answer this question, the students' responses to the questionnaire and interview questions about their language learning strategies are presented based on the following categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

The most frequently used category was compensation strategies such as, adjusting or approximating the message, and avoiding communication partially or totally when encountering a knowledge difficulty, whereas the other five categories, metacognitive, cognitive, social, affective, and memory were sometimes used.

The interviews reveal that the low-level language students said they employed various kinds of memory strategies such as creating mental linkages, and applying images and sounds in order to remember new things they have learned in the target language. The low-level language students said that they used creating mental linkages, which include grouping and placing new words into a context to remember new vocabulary, phrases, and important things they hear and read in English. The interviews revealed that two low-level language students mentioned placing new words into a context while this strategy had a medium mean in the questionnaire. When the students wanted to remember new words, they used the new words in a sentence. For example**,** subject I said, "*When I see new word I try to create one sentence to put this word in. I try to read and understand its meaning and then put it into another sentence. It can help me to remember what the meaning is*", (see

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Appendix E). The low-level language students also stated that they applied images and sounds, such as using imagery, semantic mapping, using keywords, and representing sounds in memory to help them remember. The interviews show that five low-level language students said that they used imagery and this strategy had a medium mean in the questionnaire. Most students thought of pictures to help them remember new things in English. The interviews showed that the students did not use employing action or flashcards, which had the lowest mean in the questionnaire.

The interviews revealed that the low-level language students said they employed various kinds of cognitive strategies such as practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. The low-level language students mentioned practicing which includes repeating, recognizing and using formulas and patterns, recombining, and practicing naturalistically. The low-level language students also said that they used receiving and sending messages including getting the idea quickly, and using resources for receiving and sending messages. Getting the idea quickly or skimming was utilized by five low-level language students and this strategy had the highest mean in the questionnaire. The students also talked about scanning to get the main idea when they read. For example, subject I said, "*Firstly, I will read the abstracts when I read journals. I look at the topic first to see whether there is anything interesting. I have to search for what I would like to read which must be related to the topic. When reading the text, I will read the topic and subtopics and scan*", (see Appendix E). Moreover, the low-level language students mentioned that they used highlighting and taking notes when they found important things in texts. For example, subject C said, "*If it is a content book I will underline some sentences*" and subject J said, "*If they are important to the material we read, I will use a highlight pen to mark or emphasize them*", (see Appendix E).

The interviews revealed that the low-level language students said they employed various kinds of compensation strategies such as guessing intelligently, and overcoming limitations in speaking and writing. The low-level language students mentioned they guessed intelligently by using linguistic clues, and using other clues. The interviews show that three low-level language students used strategy of using linguistic clues to help them guess. For example, subject E said, "*I try to understand*

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by seeing around the surrounding words and getting the conceptual ideas. I try to guess", (see Appendix E). The low-level language students said that they used overcoming limitations in speaking and writing such as switching to their mother tongue, getting help, using mime or gestures, avoiding communication partially or totally, and adjusting or approximating the message. The interviews showed that adjusting or approximating the message was used by seven low-level language students and this strategy had the highest mean in the questionnaire. Most of the students explained more or adjusted their language if the listener did not understand. For example, subject L said, "*If I do not know which word should be used I will go on explaining until the teacher says; all right. Then I will say OK*", (see Appendix E).

The interviews revealed that the subjects said they employed various kinds of metacognitive strategies such as centering one's learning, arranging and planning learning, and evaluating one's learning. The low-level language students mentioned centering one's learning, such as paying attention, and delaying speech production to focus on listening. The low-level language students also said that they used arranging and planning learning such as setting goals and objectives, planning for a language task, and seeking practice opportunities. The low-level language students talked about evaluating one's learning by self-monitoring and self-evaluating. The interviews showed that self-evaluating was said to be employed by three low-level language students but this strategy had the highest mean in the questionnaire. The students said that they evaluated their own progress in English. For example, subject O said, "*When I read others' written papers, I noticed that their language is really beautiful. I wonder why I cannot use language like that even when we are writing on the same topic*", (see Appendix E).

The interviews revealed that the low-level language students said they employed various kinds of affective strategies such as lowering their anxiety, encouraging oneself, and taking one's emotional temperature. The low-level language students mentioned lowering their anxiety by using relaxation techniques. The interviews showed that only three low-level language student mentioned relaxation to control their emotions if they were worried about using the language but this strategy had a high mean in the questionnaire. For example, subject G said, "*For just a short time, I always take a break while reading or sometimes go to bed. Once I*

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get up, I start reading again", (see Appendix E). The low-level language students said they encouraged themselves by making positive statements, and taking risks wisely. The interviews revealed that four low-level language students mentioned that they made a positive statement to encourage themselves to keep on improving their English and to relax when they were worried. For example, subject E said, "*I think that is all right, just do it again*", (see Appendix E).

The interviews revealed that the low-level language students said they employed various kinds of social strategies such as asking questions and cooperating with others. The low-level language students mentioned asking questions including asking for clarification or verification and asking for correction. The interviews showed that five low-level language students talked about asking for clarification and this strategy had the highest mean in the questionnaire. The students also mentioned asking English speakers to slow down, explain or repeat if they could not understand. For example, subject G said, "*I will ask them to explain themselves again. Usually, they do*", (see Appendix E). The low-level language students mentioned cooperating with others by cooperating with peers, and cooperating with proficient users of the new language. The students would also ask someone who was proficient in English to clarify when they were confused. For example, subject E said, "*Sometimes, I ask my teachers or my older friends*", (see Appendix E).

In conclusion, the low-level language students liked to use various kinds of language learning strategies. The low-level language students used compensation strategies most, while metacognitive, cognitive, social, affective, and memory strategies were sometimes used. When focusing on compensation strategies, the low-level language students liked to use adjusting and approximating the message in speaking and writing and guessing intelligently by using linguistic clues most. The low-level language students said that they used metacognitive strategies, which include paying attention, seeking practice opportunities, and self-evaluating. The low-level language students also used cognitive strategies, which include getting the ideas quickly by skimming. Focusing on social strategies, the low-level students mentioned that they asked for clarification and cooperation from proficient users of the new language. The low-level students said that they used affective strategies, which include relaxation when they were tense and making a positive statements to

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encourage themselves. Based on memory strategies, the low-level said that they used using imagery most.

4.5 The differences in the frequency of use of language learning strategies by high-level and low-level students

Research Question 4 was "To what extent do high-level and low-level language students in the Faculty of Science, Mahidol University use language learning strategies differently?" Table 11 shows results for the use of learning strategies in terms of six groups of language learning strategies. The SILL averages for the frequency of use of language learning strategies indicated that the overall differences between high-level and low-level language students were not significant, $p > .05$ (one-tailed). For example, the average frequency of use for compensation strategies for both high-level and low-level students is similar. Both of them said they used this strategy often.

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Table 11

Means, t-test, and Other Values for Six Groups of Language Learning Strategies for Two Groups of Students: High-level (n_1) and Low-level (n_2)

Language Learning Strategies	Group	*M*	*SD*	*t*	*df*	*p*
A. Memory Strategies	High	2.58	.55	-.59	37	.36
	Low	2.69	.44			
B. Cognitive Strategies	High	3.35	.62	.37	37	.93
	Low	3.27	.57			
C. Compensation Strategies	High	3.89	.53	.74	37	.55
	Low	3.71	.66			
D. Metacognitive Strategies	High	3.44	.61	.41	37	.79
	Low	3.35	.59			
E. Affective Strategies	High	2.76	.55	-.63	37	.49
	Low	2.88	.48			
F. Social Strategies	High	3.00	.99	-.05	37	.19
	Low	3.02	.75			

Note. The total number of n_1 (High-level Students) was 9, and the total number n_2 (Low-level Students) was 30

The SILL averages for individual learning strategies in terms of subdivisions of strategies indicates that the overall differences between high-level and low-level graduate students were not significant, $p > .05$ (one-tailed). Therefore, there seems to be no significant differences between the two groups.

4.6 Summary of the Findings

The results of the analysis of the data obtained from the questionnaire and the interviews are summarized as follows:

1. All graduate science students tended to use all six groups of language learning strategies: compensation, metacognitive, cognitive, social, affective and memory strategies. The use of language learning strategies employed by graduate science students ranged from high to medium levels. Compensation

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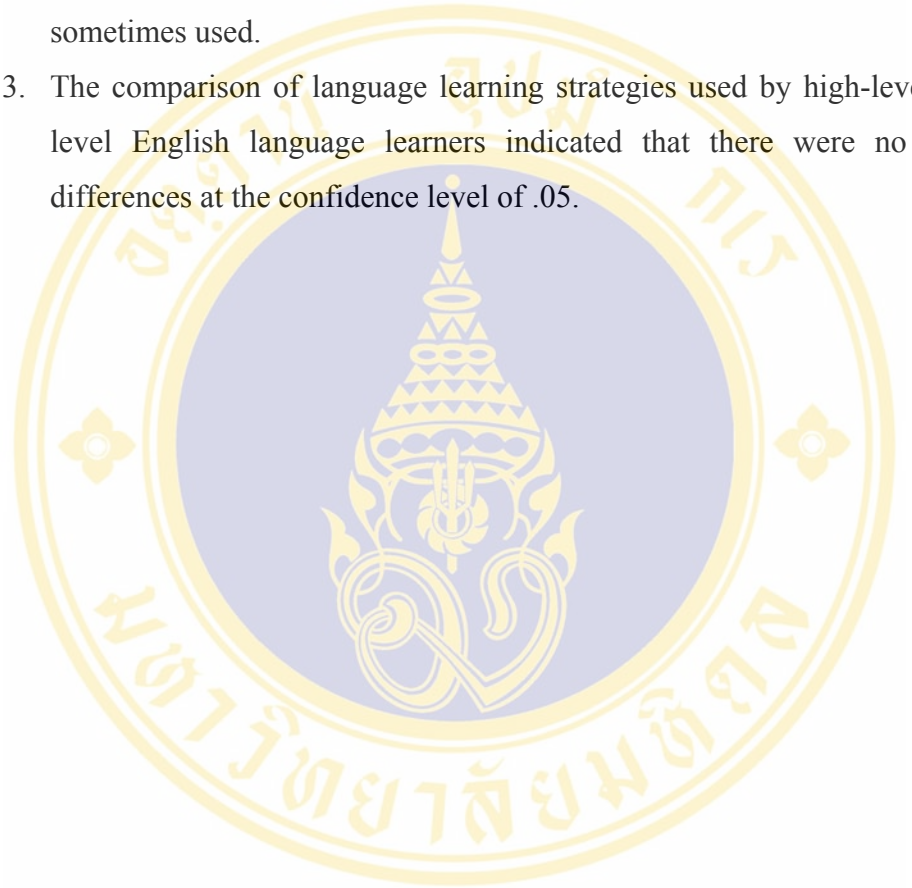
strategies were the most often used, whereas the other five strategies were sometimes used.

2. High-level and low-level language learners used language learning strategies similarly. They employed compensation strategies most, while the other five strategies metacognitive, cognitive, social, affective, and memory, were sometimes used.
3. The comparison of language learning strategies used by high-level and low-level English language learners indicated that there were no significant differences at the confidence level of .05.



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CHAPTER V
DISCUSSION

In the previous chapter, the findings from the questionnaires and the interviews were described. This chapter presents an analysis of the findings and discusses the language learning strategies used by the graduate science students. Five areas will be discussed as follows:

1. Language learning strategies employed by all graduate science students;
2. Language learning strategies used by good English proficiency graduate science students;
3. Language learning strategies used by poor English proficiency graduate science students;
4. Discrepancies between the language learning strategies of good and poor English proficiency graduate science students; and
5. Implications for teaching and learning

5.1 Language learning strategies used by all graduate science students

According to the findings related to research question one, "What language learning strategies do graduate students in the Faculty of Science, Mahidol University use?" the results of this study reveal that the graduate science students used compensation strategies most, followed by metacognitive strategies, cognitive strategies, social strategies, affective strategies, and memory strategies respectively. Bremner (1999) who surveyed the language learning strategies used by a group of Hong Kong learners, came up with the similar results; that is compensation strategies were the most popular.

5.1.1 Compensation strategies

According to the responses to the questionnaire, compensation strategies were the only strategies, which were often used. The students employed compensation

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strategies to overcome limitations of language when they encountered problems with listening, reading, speaking and writing.

The interview results also showed explicit examples of guessing intelligently when listening and reading and overcoming limitations in speaking and writing. In addition, the graduate science students said that they used subdivisions of compensation strategies such as guessing by using linguistic clues and using other clues, adjusting the message to produce the language in speaking and writing situations, getting help, using mime or gesture, avoiding communication partially or totally, and using a circumlocution or synonym. These results correspond to Oxford's (1990) claim that not only beginners but also advanced learners and even native speakers use compensation strategies to help them overcome difficulties when speaking and writing.

The above results also concur with Chang's (1991) and Klassen's (1994) studies. Chang (1991) investigated the frequencies of strategy use of 50 Chinese ESL students at a southeastern university in the US using the SILL questionnaire. He found that the strategy category most often used was compensation strategies whereas the strategy category that was least often used was affective strategies. Klassen (1994) conducted a study with 228 freshmen English students at Feng-Chia University in Taiwan and found that the highest mean was compensation strategies (M = 3.36), at a medium level, whereas the lowest mean was memory strategies (M = 2.64), also at a medium level. In this study although compensation strategies had the highest mean, they did not reach the high use level.

However, the above results did not correspond to Green's (1991) and Oh's (1992) studies. Green (1991) explored the frequency of strategy use for 213 students at a Puerto Rican university where English is regarded as a hybrid of second and foreign language. Oh (1992) conducted a study involving 59 EFL students from the National Fisheries University of Korea. The results of both studies showed that metacognitive strategies reached the high use level.

In this study, the graduate science students still have many difficulties with English so they need compensation strategies most to help them overcome limitations of knowledge. As claimed by Mingyuan (2001), due to a weak foundations in

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learning and using the language, students use compensation strategies most to compensate for their weaknesses.

5.1.2 Metacognitive strategies

According to the responses to the questionnaire, metacognitive strategies were sometimes used. The results of the present study reveal that the subjects consciously and actively used metacognitive strategies while learning English. While using English the participants said that they employed metacognitive strategies to plan, monitor, and evaluate their language learning. In addition, the subdivision strategies that were most often used by the graduate science students were paying attention, seeking practice opportunities, and self-evaluating.

The results of this study did not correspond to Green's (1991) and Oh's (1992) studies. The results of Green's (1991) study revealed that metacognitive strategies were used at a high level while the other five strategies, social, cognitive, compensation, affective and memory strategies, were used at a medium level. The results of Oh's study (Oh, 1992) showed that metacognitive strategies were the only strategy category used at a high frequency, while medium-frequency strategies were compensation, affective, social, and cognitive, and memory strategies were used at a low frequency. In the current study, the graduate students stated in the interviews that they used language as the means for their studies but not for daily life. They felt that they did not need to become expert language learners so they did not use metacognitive strategies often.

5.1.3 Cognitive strategies

According to the responses to the questionnaire, cognitive strategies were sometimes used. Eighty percent of the graduate science students preferred repeating. Most of the students said in the interviews that they usually edited their written assignments several times before handing them in and read textbooks or journals many times before taking a test. Repeating these activities may help the graduate science students improve language learning skills. About 87% of the students liked to practice naturalistically. The students stated in the interviews that they liked to listen to English songs and watch English movies to improve their speaking and listening

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skills. It is possible that visual and audio resources can help students to improve their listening and speaking skills. About 90 % of the students preferred highlighting and taking notes when they found important things in what they were reading. This might help them to remember well and understand more of what they read.

Although cognitive strategies are normally found to be the most popular strategies with language learners as stated by Oxford (1990), in this study cognitive strategies were only occasionally said to be used by the graduate science students. Other studies have found that students tended to use cognitive strategies most frequently because they "entailed the least amount of transformation or manipulation of the information to be learned" (O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo, 1985, p.42). While the graduate science students in this study used English only in their classes, they did not use English for other daily activities. So they were not required to use cognitive strategies on a regular basis. Similarly, Oh (1992) found in a study involving 59 EFL students from the National Fisheries University of Korea that cognitive strategies were used at a medium frequency.

5.1.4 Social strategies

According to the responses to the questionnaire, social strategies were sometimes used. The interview results also showed explicit subdivisions of social strategies that were most often used, for example, asking for clarification, cooperating with peers, and with proficient users of the new language. The students stated in the interviews that they always asked the speaker to slow down, repeat, and explain when they could not understand. About 87 % of the students liked to cooperate with peers and all students liked to cooperate with proficient users of the new language. They said in the interviews that when they had problems they always asked their professors to help and they sometimes asked their friends.

However, Wharton (2000) who examined the self-reported language learning strategy use of 678 university students learning Japanese and French as foreign languages in Singapore found only the higher proficiency students or good students used social strategies most, followed by compensation, metacognitive, cognitive, memory, and affective strategies. This might have been because the subjects in

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Wharton's study were already bilingual and they had a multicultural background so they were most familiar with social strategies.

5.1.5 Affective strategies

According to the responses to the questionnaire, affective strategies were occasionally used. The students said in the interview that they used affective strategies, for example, lowering anxiety, encouraging, and taking emotional temperature to help them regulate their emotions, motivations, and attitudes when they learned the language. Moreover, subdivisions of affective strategies which were most often used were using relaxation techniques and making positive statements. The students said in the interviews that they liked to encourage themselves to speak English by making positive statements after making mistakes and relaxing whenever they were feeling bad. Possibly, positive reinforcement can encourage the students to keep on improving their learning.

Affective strategies have been found to be less important in second language research. This is, perhaps, because second language researchers do not study these behaviors closely because of their subjective nature (Oxford, 1990).

5.1.6 Memory strategies

Finally, the results of this study showed that memory strategies were the least often used. The students used some memory strategies, for example, creating mental linkages, applying images and sounds, and reviewing well to store and retrieve new information they have studied in the target language. In addition, the interviews of graduate science students showed that various kinds of subdivisions of memory strategies, such as using imagery, using semantic mapping, and placing new words into a context in order to remember new things they have learned in the target language were sometimes employed. About 67 % of the students liked using imagery and half of the students preferred using semantic mapping to help them remember new things in English.

Likewise, Oh (1992), who conducted a study involving 59 EFL students, found that memory strategies were used at a low frequency. Klassen (1994) conducted a similar study with 228 freshmen English students at a university in

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Taiwan and found that memory strategies (M = 2.64) were least often used and rated at a medium level.

5.2 Language learning strategies used by high-level language students

In relation to research question two, "What language learning strategies do high-level language students in the Faculty of Science, Mahidol University use?" the results of this study reveal that high-level English ability graduate science students use compensation strategies most, followed by metacognitive strategies, cognitive strategies, social strategies, affective strategies, and memory strategies, respectively.

Similarly, Mingyuan (2001), who conducted a study to investigate the language learning strategies used by the PRC pre-matriculation students in the intensive English programme run by CELC, found that the EFL students used compensation and metacognitive strategies most. While affective and memory strategies were the least used. Mingyuan (2001) stated that due to a weak foundation in learning and using the language, the students used compensation strategies most to compensate for their weaknesses.

The interviews revealed that the good students employed various kinds of memory strategies. The interviews showed that placing new words into a context was used by only one good student whereas this strategy had the highest mean in the questionnaire. Possibly, the students used different methods for remembering new words. Most of the students also said in the interviews that they liked using imagery to help them remember new things in English. However, the interviews showed that the students did not use employing action and using flashcards, which were the least important strategies in the questionnaire. The students may have been thought that it is not appropriate to use physical actions in a classroom if they needed to remember new information. It may also be because in graduate classes the students had to listen to lectures and take notes at the same time so it was not appropriate to act out new words they heard.

The interviews revealed that the good language students employed various kinds of cognitive strategies. The interviews showed that most good students liked to practice naturalistically. Most of the students liked to listen to foreign songs and watch movies to practice listening and speaking. Possibly, listening to English songs

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and watching English movies could enhance listening skills. In addition, most students stated that they liked translating. Most of the students translated what they read and listened to into their mother tongue. Also, most of the good students used repeating, whereas this strategy had the lowest mean in the questionnaire. The interviews showed that most students reread textbooks many times and edited their writing assignments several times. Some students also said in the interviews that they imitated sounds from songs and movies.

The interviews revealed that the high-level language students employed various kinds of compensation strategies such as guessing intelligently, and overcoming limitations in speaking and writing. Three high-level language students mentioned that they liked guessing intelligently by using linguistic clues. Six students also stated in the interview that they preferred adjusting or approximating the message and this strategy had the highest mean in the questionnaire. The interviews showed that most of the students tried to explain more or adjusted their English expressions depending on who they were speaking to. It is possible that the high-level language students still have difficulties speaking and writing so they need to use longer explanations and repeat them many times to communicate.

The interviews revealed that the good students employed various kinds of metacognitive strategies. The students said in the interviews that they liked paying attention. The students liked to attend seminars presented in English and they often tried to overhear people talking in English. It might be because the graduate science students are required to attend numerous English seminars or presentations so they are most familiar with this strategy.

The interviews revealed that the good students employed various kinds of affective strategies. First, the good students used lowering your anxiety. Most of the students said that they liked using relaxation techniques to release tension when learning a language and this strategy had a high mean in the questionnaire. It may be because the graduate students had to study hard so they had developed relaxation techniques. In addition, the good students said that they liked encouraging themselves by making positive statements. Six good students stated in the interviews that they liked making positive statements and it had the highest mean in the questionnaire.

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The students used positive statements to encourage themselves to keep on improving because language learners need to keep their spirits up as claimed by Oxford (1990).

The interviews revealed that the high-level language students employed various kinds of social strategies such as asking questions and cooperating with others. The high-level language students said that they asked questions including asking for clarification or verification. Asking for clarification or verification was said to be employed by seven high-level language students and it had the highest mean in the questionnaire. The students said they asked English speakers to slow down, explain or repeat if they could not understand. Also, they mentioned they would ask someone who was proficient in English to clarify something they were confused about. It might be because the students felt comfortable working with their teachers and believed that they could get useful tips.

In conclusion, the high-level language students liked to use various kinds of language learning strategies. The high-level language students used compensation strategies most while metacognitive, cognitive, social, affective, and memory strategies were sometimes used.

5.3 Language learning strategies used by low-level language students

For research question three, "What language learning strategies do low-level language students in the Faculty of Science, Mahidol University use?" the results of this current study reveal that low-level English ability graduate science students use compensation strategies most, followed by metacognitive strategies, cognitive strategies, social strategies, affective strategies, and memory strategies respectively. However, a study done by Lappayawichit (1998) investigating first year Arts students at Chulalongkorn University showed that the poor students used metacognitive and compensation strategies most while memory strategies were the least used. Lappayawichit's (1998) study and the current study had few differences other than the level of subjects and their major. Possibly, the undergraduates liked to use metacognitive strategies because they were more concerned about their grades in English courses as mentioned by Hashim and Sahil (1994). Thus, Lappayawichilt's students used metacognitive strategies to monitor their language learning progress most.

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Furthermore, a study done by Green and Oxford (1995) indicated that students who were at lower levels or pre-basic students used metacognitive than affective, social, cognitive, memory, and finally, compensation strategies. Metacognitive strategies were the most frequently used whereas the compensation strategies were the least often used. However, might be because the subjects of Green and Oxford's (1995) study had less in English background than the subjects in the current study and since the subjects of Green and Oxford's study had lived in the continental U.S. for a year or more so their need for English was more immediate. Thus, the subjects of Green and Oxford's study used metacognitive strategies the most.

The interviews revealed that the low-level language students employed various kinds of memory strategies. Only two low-level language students said in the interviews that they liked placing new words into a context to help them remember and this strategy had a medium mean in the questionnaire. Possible, placing new words into a context can help the students remember new words. About 67 % of the low-level language students also stated in the interviews that they liked using imagery to help them remember and this strategy had a medium mean in the questionnaire. Most students used pictures and thought of images to help them remember new things in English. The students said that they could remember new words well if they saw some charts or diagrams. It is possible that because they see a lot of pictures and diagrams in their scientific textbooks, they were easily able to exploit these pictures to help themselves remember.

The interviews revealed that the low-level language students employed various kinds of cognitive strategies. The low-level students used receiving and sending messages, which include getting the idea quickly, and using resources for receiving and sending messages. Five low-level language students liked getting the idea quickly by skimming to help them in reading and this strategy had the highest mean in the questionnaire. The students also used scanning and skimming to get main ideas when they read. It may be because the graduate students are required to read numerous textbooks and journals, so skimming and scanning can help them read faster.

The interviews revealed that the low-level language students employed various kinds of compensation strategies. The low-level language students used

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guessing intelligently by using linguistic clues, and using other clues and this strategy was the most often used in the questionnaire. Only three low-level language students said in the interviews that they liked guessing by using linguistics clues while this strategy had a high mean in the questionnaire. The low-level language students used overcoming limitations in speaking and writing such as switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, and adjusting or approximating the message. Seven low-level language students stated in the interviews that they liked adjusting or approximating the message and this strategy had the highest mean in the questionnaire. The students tried to explain more or adjust their English expressions in order to communicate effectively with different people. It is possible that the students could not think of the words or structures they needed because of limitations so they tried to make their expressions as simple as possible.

The interviews revealed that the low-level language students employed various kinds of metacognitive strategies such as centering one's learning, arranging and planning learning, and evaluating one's learning. Three low-level language students said in the interviews that they liked self-evaluating and this strategy had the highest mean in the questionnaire. The students often thought about their own progress in English. Possibly, because the graduate students in the faculty of science at Mahidol University are required to take many tests every semester, they need to know what improvements they have made.

The interviews revealed that the low-level language students employed various kinds of affective strategies such as lowering anxiety, encouraging oneself, and taking one's emotional temperature. The poor students used lowering anxiety. Three poor students said in the interviews that they employed strategy of using relaxation techniques to control their emotions if they were stressed about using the language. It may be because the low-level language students had to study hard so they had developed relaxation techniques. Four low-level language students also stated in the interviews that they employed making positive statements to encourage themselves and this strategy had the highest mean in the questionnaire. The students encouraged themselves to keep on improving and to decrease their anxiety about

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English. It is possible that making a positive statement made the students more confident even when they made a mistake.

The interviews revealed that the low-level language students employed various kinds of social strategies such as asking questions, cooperating with others, and empathizing with others. Five low-level language students stated in the interviews that they liked asking for clarification and this strategy had the highest mean in the questionnaire. The students asked English speakers to slow down, explain or repeat if they could not understand. It is possible that asking speakers to slow down is the best way for the students to understand and communicate effectively. The low-level language students also mentioned that they cooperated with proficient users of the new language. They might ask someone proficient in English to clarify theories when they felt confused. It is also possible that the students felt comfortable enough with their teachers to ask questions when they had difficulties in English.

In conclusion, similar to high-level language students, the low-level language students liked to use various kinds of language learning strategies. The low-level language students used compensation strategies most while metacognitive, cognitive, social, affective, and memory strategies were sometimes used.

5.4 The differences in the frequency of use of language learning strategies by high-level and low-level language students

According to the findings for research question four, “To what extent do high-level and low-level language students in the Faculty of Science, Mahidol University use language learning strategies differently?” the current study showed that there was no significant difference in the use of language learning strategies by high and low English ability graduate science students. There was no significant difference at the confidence level of .05 for all types of language learning strategies. However, the results revealed that high-level language students use compensation, metacognitive, and cognitive strategies slightly more often than the low-level students; and low-level language students use social, affective, and memory strategies slightly more often than the high-level language students.

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The results of this study did not correspond to the results of the study done by Lappayawichit (1998). Her study indicated that the good first year Arts students used language learning strategies more frequently than the poor learners did. The good students used metacognitive and compensation strategies most often while memory strategies were the least often used. In her study, the use of strategies by the poor language learners ranged from a medium to low level. Metacognitive, compensation, and social strategies were used at a medium level while cognitive, affective, and social strategies were used at a low level. In this study, the level of English proficiency of the graduate science students did not differ much. Both high-level and low-level language students were at the ALTE intermediate level, whereas the good and poor first year Arts students were very different in their levels of proficiency. Thus, the results of Lappayawichit's (1998) study showed clearer differences in use of language learning strategies by good and poor students.

In addition, the study done Wharton (2000) investigating 678 undergraduate ESL students studying Japanese or French at a university in Singapore, revealed that students with good and fair proficiency self-ratings used strategies significantly more often than those with poor proficiency self-ratings. Green and Oxford (1995), who studied language learning strategies use by students at three different course levels, pre-basic, basic, and intermediate, at the University of Puerto Rico, also indicated that students who were better in language performance reported higher levels of overall strategy use than those with lower language performance did and found that the Intermediate and Basic students used strategies more often than pre-basic students did.

In terms of frequency of use of different categories of language learning strategies, this study has shown that compensation strategies were reported as being used the most frequently, while memory strategies were reported as being the least frequently used. However, in terms of differences between language performance and language learning strategies, this study has shown that there was no significant difference at the confidence level of .05 between different levels of English proficiency.

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5.5 Implications for Teaching and Learning

This study aimed to explore the language learning strategies which were employed by the graduate students at Mahidol University. The results provide explicit information on the language learning strategies used by the subjects in their English learning context. It also provides empirical support for other research on language learning strategies that relate to English teaching and learning in EFL and ESL contexts. Based on the results of this study, the following suggestions should be taken into consideration to develop the English programs at Mahidol. Suggestions are offered into two parts, learning and teaching, as follows.

5.5.1 Implications for Language Learning

According to the results of this study, graduate science students use compensation strategies most because they can help the students to cope with language problems and to communicate better. In addition, the interview results indicated that many subdivision strategies of compensation strategies were used, such as adjusting and approximating the message, guessing by linguistic clues, using mime and gesture to overcome limitations in speaking, getting help from others, avoiding communication partially or totally, guessing by other clues, and using circumlocution or synonym to overcome limitations in speaking and writing. Therefore, the students should recognize that these strategies are useful for them when learning a language. However, because other strategies were not often used, students should try to use them more.

5.5.2 Implications for Teaching

Language is a tool for students to learn and acquire new knowledge. The more language learning strategies the students use, the more learning will occur. Thus, the results of this study will be helpful for both subject teachers and English teachers because they now know how students learn so teachers can help students to learn more easily and effectively. This is vital because teachers play a very important role in helping language learners understand learning strategies and in improving their learning potential.

According to the results from the individual interviews, the graduate science students must use English, because they are studying in international programs. They

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have to use English as a means to communicate in class. Thus, teachers should be aware of how to use language learning strategies as part of their instruction. Subject teachers can determine what strategies they should use to enhance their students' learning, if they know what language learning strategies their students use. It is important for teachers to recognize that some strategies may be more suitable for some students than others.

Additionally, English teachers should develop an English curriculum, for courses which is related to efficient language learning strategies used by EFL science students. The syllabus, activities, and contents should be designed to encourage the students to practice and use a variety of language learning strategies, particularly compensation strategies, because students use this strategy most frequently and effectively and are essential for learning a language. Therefore, teachers should teach students to be conscious of using compensation strategies and encourage them to use these strategies in classroom activities. For example, the students should be encouraged to use "adjusting messages", "mime and gesture", and "guessing from linguistic clues" which are compensation strategies to develop their skills in English.

In addition, other strategies, such as metacognitive, cognitive, social, affective, and memory strategies, should be included in the syllabus, activities, and contents as well. Various kinds of activities should be designed to encourage the students' use of language learning strategies in class. For example, the students should be encouraged to use "planning" and "self-evaluating" which are metacognitive strategies when working on writing. The students should also be encouraged to employ cognitive strategies, such as "getting the idea quickly" by skimming and scanning to practice reading.

Most importantly, teachers should help students to become consciously aware of using language learning strategies and moreover, they ought to explicitly teach language learning strategies since strategies are indispensable skills for language learning.

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CHAPTER VI
CONCLUSIONS

This chapter presents the conclusions and recommendations for further studies.

6.1 Conclusions

Language learning strategies are important for students learning a second or foreign language. Language learning strategies are techniques, which are employed by a learner to make his learning easier, more effective, and more self-directed. Language learning strategies help students to explore and learn more by themselves since most new knowledge and information, especially in science, is in English. Thus, it is important to know language learning strategies used by specific groups of ESL or EFL students.

This study was carried out to investigate the use of language learning strategies by graduate science students at Mahidol University. The subjects were thirty-nine Thai graduates who were studying in first year, second year and third year in the Faculty of Science at Mahidol University. They included twenty microbiology and nineteen biology international graduate students. The study also investigated the extent to which high-level and low-level language learners studying at graduate level used language learning strategies differently

Three instruments were used. First, the Quick Placement Test Version II (QPT) developed by Oxford University (2001) was used to assess the English proficiency of graduate science students and the test results were used to separate the students into two groups: high and low English proficiency. Second, the Strategy Inventory for Language Learning (SILL) was used to investigate language learning strategies. Last, individual interviews were used to find out more detailed information about the use of language learning strategies. The QPT test and the SILL questionnaire were administered to all thirty-nine participants but only fifteen students were interviewed. Each student was interviewed for about 40 minutes and all

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interviews were tape-recorded. The results of the analysis of the data obtained from this study are summarized as follows:

Research question one

All graduate science students tended to use all six groups of language learning strategy: compensation, metacognitive, cognitive, social, affective and memory strategies. The use of language learning strategies employed by graduate science students ranged from high to medium level. Compensation strategies were the most often used whereas the other five strategies were sometimes used. The students employed compensation strategies to overcome limitations of language when they encountered language problems, for example, students guessed intelligently using linguistic clues and they adjusted the message to communicate more effectively in speaking and writing.

Research question two

High-level English language learners tended to use all six groups of language learning strategies: compensation, metacognitive, cognitive, social, affective and memory strategies respectively. In addition, the high-level language students liked to use various kinds of language learning strategies. The high-level language students used compensation strategies most, while metacognitive, cognitive, social, affective, and memory strategies were sometimes used. When focusing on compensation strategies, the high-level language students liked to use adjusting and approximating the message in speaking and writing and guessing intelligently by using linguistic clues most. Based on metacognitive strategies, the high-level language students mentioned paying attention and evaluating one's learning most. In cognitive strategies, the high-level language students said they used practice naturalistically and repeating most. Focusing on social strategies, the high-level students reported that they asked for clarification and cooperated with proficient users of the new language when they had problems. The high-level students also said that they used affective strategies, which include using relaxation techniques when they were tense and making a positive statement to encourage themselves. Finally, the high-level said that

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they used memory strategies, which include using imagery and placing new words into a context.

Research question three

Low-level English language learners tended to use all six groups of language learning strategies: compensation, metacognitive, cognitive, social, affective and memory strategies respectively. In addition, the low-level language students liked to use various kinds of language learning strategies. The low-level language students used compensation strategies most, while metacognitive, cognitive, social, affective, and memory strategies were sometimes used. When focusing on compensation strategies, the low-level language students liked to use adjusting and approximating the message in speaking and writing and guessing intelligently by using linguistic clues most. The low-level language students said that they used metacognitive strategies, which include paying attention, seeking practice opportunities, and self-evaluating. The low-level language students also used cognitive strategies, which include getting the ideas quickly by skimming. Focusing on social strategies, the low-level students mentioned that they asked for clarification and cooperation from proficient users of the new language. The low-level students said that they used affective strategies, which include relaxation when they were tense and making a positive statements to encourage themselves. Based on memory strategies, the low-level said that they used using imagery most.

Research question four

The comparison of language learning strategies used by high-level and low-level English language learners showed that, there was no significant difference at the confidence level of .05.

6.2 Recommendations for further studies

The results of the study are very useful for both students and teachers since they will be aware of the strategies that are most often used by these students. Suggestions for further research, based on the findings of this study and related studies are presented as follows:

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1. This study was conducted to investigate language learning strategies employed by high-level and low-level English proficiency graduate science students at Mahidol University. However, it explored only two areas of study; microbiology and biology international programs. Further investigations should be conducted on graduate students in other fields, such as public health, nursing, or engineering. Similarly, graduate students in other tertiary institutes, such as Rajchapat or Rajchamongkol Institutes, which use English, as a medium for instruction should be examined.

Furthermore, the same investigation may be done at vocational level or secondary level to see (a) what and how students use their language learning strategies and (b) whether there are any significant differences in the use of language learning strategies by these groups. The results of these studies will also be useful for course designers, administrators, and policy makers.

2. The study investigated the relationship of level of English proficiency of learners and the use of language learning strategies. It would also be interesting to conduct further studies to examine the relationship between language learning strategies and (a) learning style, (b) motivation, (c) attitude, or (d) class participation.

3. Further studies should be conducted to see what language learning strategies the graduate science students actually use, because questionnaires and interviews cannot show evidence of how the students actually use language learning strategies. Thus, experimental situation could be used to encourage the students to use language learning strategies, such as think-aloud, journals, and observations to explore and probe in more detail.

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APPENDIX A

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Appendix A

Strategy Inventory for Language Learning (SILL)

The *Strategy Inventory for Language Learning (SILL)* (Oxford, 1990) is designed to gather information about how you, as a student of English as a foreign language, go about learning that language.

There are 50 statements in this questionnaire, please read each statement and choose the response (5, 4, 3, 2, or 1) that tells how true the statement is in terms of what you actually do when you are learning English. The criteria for the response are as follows:

1 = Almost never true of me or Never true of me
2 = Usually not true of me
3 = Somewhat true of me
4 = Usually true of me
5 = Always or almost always true of me

Almost never true of me or Never true of me means that the statement is very rarely true of you.
Usually not true of me means that the statement is true less than half the time.
Somewhat true of me means that the statement is true of you about half the time.
Usually true of me means that the statement is true more than half the time.
Always or almost always true of me means that the statement is true of you always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete.

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Part I

1. Sex

   [ ] 1. Male [ ] 2. Female

2. Age _____

3. Degree of Study Level

   [ ] 1. Master's Degree [ ] 2. Ph. D

4. What is the academic year did you enroll to study in graduate school?

   [ ] 1. 1998 [ ] 2. 1999 [ ] 3. 2000

5. Fields of Study _____

6. Your "TOEFL" examination' s score _____ points

Part II

Strategy Inventory for Language Learning (SILL)

1 = Almost never true of me or Never true of me

2 = Usually not true of me

3 = Somewhat true of me

4 = Usually true of me

5 = Always or almost always true of me

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Strategy Inventory for Language Learning	Always or almost always true of me	Usually true of me	Somewhat true of me	Usually not true of me	Almost never true of me or Never true of me
1. I think of relationships between what I already know and new things I learn in English.	5	4	3	2	1
2. I use new English words in a sentence so I can remember them.	5	4	3	2	1
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	5	4	3	2	1
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	5	4	3	2	1
5. I use rhymes to remember new English words.	5	4	3	2	1
6. I use flashcards to remember new English words	5	4	3	2	1
7. I physically act out new English words.	5	4	3	2	1
8. I review English lessons often.	5	4	3	2	1
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	5	4	3	2	1
10. I say or write new English words several times.	5	4	3	2	1
11. I try to talk like native English speakers.	5	4	3	2	1
12. I practice the sounds of English.	5	4	3	2	1
13. I use the English words I know in different ways.	5	4	3	2	1
14. I start conversations in English.	5	4	3	2	1
15. I watch English language TV shows spoken in English or go to movies spoken in English.	5	4	3	2	1
16. I read for pleasure in English.	5	4	3	2	1
17. I write notes, messages, letters, or reports in English.	5	4	3	2	1
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	5	4	3	2	1
19. I look for words in my own language that are similar to new words in English	5	4	3	2	1
20. I try to find patterns in English.	5	4	3	2	1

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Strategy Inventory for Language Learning	Always or almost always true of me	Usually true of me	Somewhat true of me	Usually not true of me	Almost never true of me or Never true of me
21. I find the meaning of an English word by dividing it into parts that I understand.	5	4	3	2	1
22. I try not to translate word-for-word.	5	4	3	2	1
23. I make summaries of information that I hear or read in English.	5	4	3	2	1
24. To understand unfamiliar English words, I make guesses.	5	4	3	2	1
25. When I cannot think of a word during a conversation in English, I use gestures.	5	4	3	2	1
26. I make up new words if I do not know the right ones in English.	5	4	3	2	1
27. I read English without looking up every new word.	5	4	3	2	1
28. I try to guess what the other person will say next in English.	5	4	3	2	1
29. If I cannot think of an English word, I use a word or phrase that means the same thing.	5	4	3	2	1
30. I try to find as many ways as I can to use my English.	5	4	3	2	1
31. I notice my English mistakes and use that information to help me do better.	5	4	3	2	1
32. I pay attention when someone is speaking English.	5	4	3	2	1
33. I try to find out how to be a better learner of English.	5	4	3	2	1
34. I plan my schedule so I will have enough time to study English.	5	4	3	2	1
35. I look for people I can talk to in English.	5	4	3	2	1
36. I look for opportunities to read as much as possible in English.	5	4	3	2	1
37. I have clear goals for improving my English skills.	5	4	3	2	1

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Strategy Inventory for Language Learning	Always or almost always true of me	Usually true of me	Somewhat true of me	Usually not true of me	Almost never true of me or Never true of me
38. I think about my progress in learning English.	5	4	3	2	1
39. I try to relax whenever I feel afraid of using English.	5	4	3	2	1
40. I encourage myself to speak English even when I am afraid of making a mistake.	5	4	3	2	1
41. I give myself a reward or treat when I do well in English.	5	4	3	2	1
42. I notice if I am tense or nervous when I am studying or using English.	5	4	3	2	1
43. I write down my feelings in a language learning diary.	5	4	3	2	1
44. I talk to someone else about how I feel when I am learning English.	5	4	3	2	1
45. If I do not understand something in English, I ask the other person to slow down or say it again.	5	4	3	2	1
46. I ask English speakers to correct me when I talk.	5	4	3	2	1
47. I practice English with other students.	5	4	3	2	1
48. I ask for help from English speakers.	5	4	3	2	1
49. I ask questions in English.	5	4	3	2	1
50. I try to learn about the culture of English speakers.	5	4	3	2	1

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APPENDIX B

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Appendix B

แบบสอบถามเกี่ยวกับกลยุทธ์หรือเทคนิคในการเรียนรู้ภาษาอังกฤษ

คำชี้แจง แบบสอบถามฉบับนี้ มีวัตถุประสงค์เพื่อรวบรวมรายละเอียดเกี่ยวกับกลยุทธ์หรือเทคนิคในการเรียนภาษาอังกฤษของนักศึกษาปริญญาโทและปริญญาเอก ของคณะวิทยาศาสตร์ มหาวิทยาลัยมหิดล ทั้งนี้เพื่อนำผลการวิจัยไปใช้เป็นข้อมูลประกอบในการประเมินผลเพื่อหาความสัมพันธ์ระหว่างกลยุทธ์หรือเทคนิคที่ใช้ในการเรียนภาษาอังกฤษ และระดับความสามารถในการเรียนภาษาอังกฤษของผู้เรียน ดังนั้นการตอบแบบสอบถามครั้งนี้จะไม่มีผลใดๆ ทั้งสิ้นต่อตัวท่าน

แบบสอบถามนี้แบ่งออกเป็น 3 ตอน โปรดตอบทุกตอนและทุกข้อ

ตอนที่ 1 คำถามเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม มีจำนวนทั้งสิ้น 6 ข้อ
ตอนที่ 2 คำถามเกี่ยวกับกลยุทธ์หรือเทคนิคที่ผู้เรียน(ผู้ตอบแบบสอบถาม) ใช้ในการเรียนภาษาอังกฤษ
จำนวน 50 ข้อ
ตอนที่ 3 ความคิดเห็นเพิ่มเติมเกี่ยวกับกลยุทธ์หรือเทคนิคที่ผู้เรียน (ผู้ตอบแบบสอบถาม)
ใช้ในการเรียนภาษาอังกฤษ

ผู้วิจัยใคร่ขอความกรุณาให้ท่านตอบแบบสอบถาม ที่ตรงกับพฤติกรรมการเรียนภาษาอังกฤษของท่านมากที่สุด และหวังเป็นอย่างยิ่งที่จะได้รับความร่วมมือด้วยดีจากท่านและขอขอบคุณทุกท่านที่ได้ให้ความร่วมมือในการตอบแบบสอบถามฉบับนี้มา ณ ที่นี้ด้วย

นางสาว นฤมล โคตรสมบัติ
นักศึกษาปริญญาโท
สาขาวิชาภาษาศาสตร์ประยุกต์
มหาวิทยาลัยมหิดล

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ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดอ่านข้อความต่อไปนี้แล้ว เติมข้อความในช่องว่างและใส่เครื่องหมาย / ลงใน [ ] หน้าข้อความที่ตรงกับสภาพความเป็นจริงของท่าน

1. เพศ

[ ] 1. ชาย [ ] 2. หญิง

2. ปัจจุบันท่านอายุ _____ ปี

3. ปัจจุบันท่านศึกษาอยู่ในระดับ

[ ] 1. ปริญญาโท [ ] 2. ปริญญาเอก

4. ปีการศึกษาที่ท่านเข้าศึกษาต่อในระดับปริญญาโท หรือปริญญาเอก

[ ] 1. 2543 [ ] 2. 2544 [ ] 3. 2545

5. สาขาวิชาที่ท่านกำลังศึกษา _____

6. ท่านได้คะแนนสอบการวัดความรู้ภาษาอังกฤษ TOEFL เท่าไร (ถ้ามีโปรดระบุ) _____

ตอนที่ 2 แบบสอบถามเกี่ยวกับกลยุทธ์หรือเทคนิคที่ผู้เรียนใช้ในการเรียนรู้ภาษาอังกฤษ

คำชี้แจง แบบสอบถามฉบับนี้มีทั้งหมด 50 ข้อ กรุณาอ่านคำถามแต่ละข้อและตอบคำถามโดยการกากบาท (✕) ทับตัวเลขที่ตรงกับตัวท่านมากที่สุด เพียงข้อละ 1 ช่องเท่านั้น

ตัวเลขที่ท่านจะใช้เลือกตอบ มีความหมายดังต่อไปนี้

1 หมายถึง ใช้น้อยที่สุดถึงไม่เคยปฏิบัติเลย
2 หมายถึง ใช้น้อย
3 หมายถึง ใช้ปานกลาง
4 หมายถึง ใช้มาก
5 หมายถึง ใช้มากที่สุด

กลยุทธ์หรือเทคนิคในการเรียนภาษาอังกฤษ	ใช้มากที่สุด	ใช้มาก	ใช้ปานกลาง	ใช้น้อย	ใช้น้อยที่สุดถึงไม่เคยใช้เลย
1. ท่านคิดเชื่อมโยงความสัมพันธ์ระหว่างสิ่งที่เรียนรู้มาแล้วกับสิ่งที่เรียนรู้ใหม่	5	4	3	2	1
2. ท่านนำเอาคำใหม่ๆในภาษาอังกฤษใช้ในประโยค เพื่อให้จำได้ดียิ่งขึ้น	5	4	3	2	1
3. ท่านเชื่อมโยงเสียงของคำใหม่ในภาษาอังกฤษกับภาพ (image or picture) ของคำนั้น เพื่อช่วยให้จำได้	5	4	3	2	1

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กลยุทธ์หรือเทคนิคในการเรียนภาษาอังกฤษ	ใช้มากที่สุด	ใช้มาก	ใช้ปานกลาง	ใช้น้อย	ใช้น้อยที่สุด ถึงไม่เคยใช้เลย
4. ท่านจดจำคำใหม่ โดยการคิดถึงภาพของเหตุการณ์ซึ่งคำเหล่านั้นอาจจะถูกใช้	5	4	3	2	1
5. ท่านใช้คำพ้องเสียงเพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ	5	4	3	2	1
6. ท่านใช้บัตรคำซึ่งด้านหนึ่งของบัตรเป็นคำศัพท์ส่วนอีกด้านหนึ่งเป็นคำแปล (flashcard) เพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ	5	4	3	2	1
7. ท่านแสดงท่าทางประกอบ เพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ เช่น drink = ดื่ม ท่านจึงทำท่าทางดื่มน้ำไปด้วย	5	4	3	2	1
8. ท่านทบทวนบทเรียนภาษาอังกฤษบ่อยๆ	5	4	3	2	1
9. ท่านจดจำคำหรือวลีใหม่ๆ ในภาษาอังกฤษโดยการจำว่าคำเหล่านั้นอยู่หน้าใดของหนังสือ, ส่วนใดของกระดาน หรือ ตามป้ายต่างๆบนท้องถนน	5	4	3	2	1
10. ท่านพูดหรือเขียนคำใหม่ๆในภาษาอังกฤษซ้ำแล้วซ้ำอีกหลายๆครั้ง	5	4	3	2	1
11. ท่านพยายามพูดให้มีสำเนียงใกล้เคียงกับเจ้าของภาษา	5	4	3	2	1
12. ท่านฝึกฝนการออกเสียงภาษาอังกฤษ	5	4	3	2	1
13. ท่านใช้คำศัพท์ในภาษาอังกฤษที่ท่านรู้ในสถานการณ์ที่แตกต่างกันออกไป เช่น ใช้ในการพูด หรือ ใช้ในการเขียน	5	4	3	2	1
14. ท่านเริ่มต้นบทสนทนากับผู้อื่นโดยใช้ภาษาอังกฤษ	5	4	3	2	1
15. ท่านดูรายการโทรทัศน์หรือภาพยนตร์ภาคภาษาอังกฤษ	5	4	3	2	1
16. ท่านอ่านสิ่งพิมพ์ภาษาอังกฤษต่างๆ ที่ทำให้ท่านเพลิดเพลิน	5	4	3	2	1
17. ท่านใช้ภาษาอังกฤษในการจดโน้ต, ข้อความ, จดหมาย หรือรายงาน	5	4	3	2	1
18. ท่านอ่านบทความต่างๆที่เป็นภาษาอังกฤษ โดยอ่านแบบผ่านๆในครั้งแรกเพื่อหาใจความสำคัญ และกลับมาอ่านทบทวนอีกครั้งอย่างละเอียด	5	4	3	2	1
19. ท่านค้นหาคำในภาษาไทยที่มีความหมายใกล้เคียงกับคำศัพท์ใหม่ในภาษาอังกฤษ	5	4	3	2	1
20. ท่านศึกษารูปแบบการเรียงประโยคในภาษาอังกฤษเพื่อนำไปใช้ได้อย่างถูกต้อง	5	4	3	2	1

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กลยุทธ์หรือเทคนิคในการเรียนภาษาอังกฤษ	ใช้มากที่สุด	ใช้มาก	ใช้ปานกลาง	ใช้น้อย	ใช้น้อยที่สุด ถึงไม่เคยใช้เลย
21. ท่านหาความหมายของคำในภาษาอังกฤษโดยการแบ่งคำนั้นๆออกเป็นส่วนๆ เพื่อให้เกิดความเข้าใจ เช่น แบ่งตามรากศัพท์	5	4	3	2	1
22. ท่านหลีกเลี่ยงการแปลภาษาอังกฤษแบบคำต่อคำ	5	4	3	2	1
23. ท่านทำสรุปข้อมูลต่างๆที่ท่านได้ฟังหรืออ่าน เป็นภาษาอังกฤษ	5	4	3	2	1
24. ท่านใช้วิธีการเดา เพื่อให้เข้าใจคำในภาษาอังกฤษที่ไม่คุ้นเคย	5	4	3	2	1
25. ท่านใช้ท่าทางประกอบระหว่างการสนทนาภาษาอังกฤษ เมื่อท่านนึกคำภาษาอังกฤษไม่ออก	5	4	3	2	1
26. ท่านใช้คำอื่นแทน เมื่อท่านไม่รู้คำที่ถูกต้องในภาษาอังกฤษ	5	4	3	2	1
27. ท่านอ่านภาษาอังกฤษ โดยไม่ต้องค้นหาคำใหม่ทุกคำ	5	4	3	2	1
28. ท่านพยายามเดาหรือคาดการณ์เป็นภาษาอังกฤษว่าผู้สนทนาชาวต่างชาติจะพูดอะไรต่อไป	5	4	3	2	1
29. ถ้าท่านไม่สามารถคิดถึงคำในภาษาอังกฤษได้ ท่านจะใช้คำหรือวลีที่มีความหมายเหมือนหรือใกล้เคียงกับคำที่ท่านต้องการ	5	4	3	2	1
30. ท่านพยายามหาวิธีการต่างๆเท่าที่ท่านจะทำได้เพื่อได้ใช้ภาษาอังกฤษ	5	4	3	2	1
31. ท่านสังเกตข้อผิดพลาดต่างๆในการใช้ภาษาอังกฤษ และใช้ข้อผิดพลาดเหล่านั้นเป็นบทเรียนเพื่อช่วยให้ท่านเรียนได้ดีขึ้น	5	4	3	2	1
32. ท่านให้ความสนใจ เมื่อมีใครก็ตามพูดภาษาอังกฤษ	5	4	3	2	1
33. ท่านพยายามที่จะหาวิธีการที่จะทำให้ท่านเรียนภาษาอังกฤษได้ดีขึ้น	5	4	3	2	1
34. ท่านจัดตารางเวลา เพื่อให้มีเวลาเพียงพอที่จะศึกษาภาษาอังกฤษ	5	4	3	2	1
35. ท่านมองหาคนที่ท่านสามารถพูดภาษาอังกฤษกับเขาได้	5	4	3	2	1
36. ท่านหาโอกาสที่จะอ่านภาษาอังกฤษให้ได้มากที่สุดเท่าที่จะทำได้	5	4	3	2	1
37. ท่านมีเป้าหมายชัดเจนในการปรับปรุงทักษะภาษาอังกฤษของท่าน	5	4	3	2	1

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กลยุทธ์หรือเทคนิคในการเรียนภาษาอังกฤษ	ใช้มากที่สุด	ใช้มาก	ใช้ปานกลาง	ใช้น้อย	ใช้น้อยที่สุด ถึงไม่เคยใช้เลย
38. ท่านคาดหวังในความก้าวหน้า/การพัฒนาในการเรียนภาษาอังกฤษของท่าน	5	4	3	2	1
39. ท่านพยายามผ่อนคลาย เมื่อรู้สึกกลัวที่จะต้องใช้ภาษาอังกฤษ	5	4	3	2	1
40. ท่านให้กำลังใจตนเอง เมื่อต้องพูดภาษาอังกฤษ แม้ว่าในใจจะกลัวความผิดพลาด	5	4	3	2	1
41. ท่านให้รางวัลกับตนเองเมื่อใช้ภาษาอังกฤษได้ดี	5	4	3	2	1
42. ท่านพบว่าตัวเองเป็นกังวลหรือเครียดในขณะที่กำลังเรียนหรือใช้ภาษาอังกฤษ	5	4	3	2	1
43. ท่านเขียนบรรยายความรู้สึกของท่านเป็นภาษาอังกฤษในสมุดบันทึกประจำวัน	5	4	3	2	1
44. ท่านพูดคุยกับผู้อื่นถึงความรู้สึกของท่านในการเรียนภาษาอังกฤษ	5	4	3	2	1
45. ท่านขอร้องให้ผู้พูดพูดช้าลงหรือพูดซ้ำ ถ้าท่านไม่เข้าใจภาษาอังกฤษที่เขาพูดอยู่ในขณะนั้น	5	4	3	2	1
46. ท่านขอให้ผู้ที่ใช้ภาษาอังกฤษช่วยแก้ไขภาษาอังกฤษของท่าน เมื่อท่านพูดผิด	5	4	3	2	1
47. ท่านฝึกฝนภาษาอังกฤษกับเพื่อนนักศึกษาคนอื่นๆ	5	4	3	2	1
48. ท่านขอความช่วยเหลือจากอาจารย์ / เพื่อนนักศึกษาต่างชาติในการใช้ภาษาอังกฤษ	5	4	3	2	1
49. ท่านมักจะถามคำถามเป็นภาษาอังกฤษกับผู้ที่อยู่ในแวดวงเดียวกับท่าน	5	4	3	2	1
50. ท่านพยายามศึกษาวัฒนธรรมของคนที่ใช้ภาษาอังกฤษเป็นภาษาประจำชาติ	5	4	3	2	1

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ตอนที่ 3 ความคิดเห็นเพิ่มเติมเกี่ยวกับกลยุทธ์หรือเทคนิคที่ผู้เรียน(ผู้ตอบแบบสอบถาม) ปฏิบัติในการเรียนภาษาอังกฤษ

1. ปัญหาในการเรียนภาษาอังกฤษของท่าน

1._____

2._____

3._____

2. แนวทางใดที่ท่านคิดว่าจะช่วยเหลือท่านในการเรียนภาษาอังกฤษให้ดีขึ้น

1._____

2._____

3. _____

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APPENDIX C

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Appendix C

Interview Questions

Part I

Subject Reference:

What year are you in?

What is your major?

When did you start learning English? So how long have you been studying English?

Do you like English /learning English?

Please evaluate your own level of English proficiency. [Such as beginner, elementary, low intermediate, high intermediate, and advanced]

Do you have any problems learning English? If yes, please explain.

Do you find opportunities to practice English? Please explain.

Part II

Listening Speaking Skills

1. What kinds of materials do you use to practice listening and speaking? Please explain.
2. How do you remember important things you listen to in English?
3. How do you remember common phrases in English to help your speaking?
4. When you are talking with foreign professors or lecturers and you cannot figure out the words you need, what do you do?
5. When you have to listen to foreign professors, lecturers, or someone in English and you do not understand, how do you deal with the problem?
6. How do you help yourself to understand what people say in English?
7. Do you translate what you hear into Thai? If yes, how.
8. What mistakes do you notice while speaking English, what do you do to develop or improve?

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9. If you hear someone speak English, do you pay attention? If yes, please explain why or why not.
10. When you hear new words and do not understand them, what do you do?
11. What makes you feel bad when speaking English? So how do you make yourself feel good?
12. What makes you feel good when you use English?
13. When you see foreign movies, do you prefer Thai dubbed or English soundtrack with Thai subtitles? Please explain why.
14. Do you have any other strategies that you use to improve your speaking and listening?

Reading

1. When you read a passage/a textbook, what do you do? Please explain.
2. Do you translate what you read into Thai? If yes, how.
3. What do you do after reading English books/texts?
4. When you meet new words and do not understand them, what do you do?
5. How do you remember important things you read in English?
6. Do you have any other strategies that you use to improve your reading?

Writing

1. What techniques do you use to practice writing?
2. What kinds of books help you to write?
3. When you are writing something in English, for example a research paper or project and you have some problems or cannot think of the words in English, what do you do?
4. What mistakes do you notice while writing English, what do you do to improve?
5. Do you have any other strategies that you use to improve your writing?

Particular Skills

1. Do you prefer practicing English by yourself or with others? Please explain.

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2. When you do not understand something in English, do you ask someone for help or find out by yourself? Please explain.
3. Do you think learning about the English culture can help you to learn English better? Please give examples.
4. Do you evaluate your progress in English? If yes, please explain how.
5. How do you encourage yourself to do better in English? And when you do well in English, how do you treat yourself?
6. When you have problems in English, what techniques do you use to relax?
7. When you learn new vocabulary in English, how do you remember the vocabulary?
8. When you learn new phrases/sentences in English, what do you do to remember them?
9. When you learn new grammars, what do you do to remember them?
10. Do you prefer sound or images to help you remember new information? Please explain.

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APPENDIX D

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Appendix D

คำถามการสัมภาษณ์

ตอนที่ 1

คุณเรียนอยู่ชั้นปีอะไร

คุณเรียนสาขาอะไร

คุณเริ่มเรียนภาษาอังกฤษเมื่อไหร่ และเรียนมาทั้งหมดกี่ปีแล้ว

คุณชอบเรียนภาษาอังกฤษหรือไม่ หรือ คุณชอบภาษาอังกฤษหรือไม่

คุณคิดว่าความสามารถทางภาษาอังกฤษของคุณอยู่ในระดับใดลองประเมินด้วยตนเอง

คุณคิดว่าปัญหาการเรียนรู้ภาษาอังกฤษของคุณคืออะไร

คุณหาโอกาสที่จะได้ฝึกฝนหรือเรียนรู้ภาษาอังกฤษบ้างหรือไม่ ช่วยอธิบาย

ตอนที่ 2

ทักษะการฟังและพูด

1. เมื่อคุณฝึกฝนทักษะการฟังและพูด คุณใช้สื่ออะไรในการช่วยฝึก และฝึกอย่างไร
2. คุณมีเทคนิคอย่างไรในการจำสิ่งที่สำคัญที่คุณได้ฟัง
3. คุณมีเทคนิคอย่างไรในการจำประโยคต่างๆในภาษาอังกฤษเพื่อช่วยในการพูด
4. เมื่อคุณสนทนากับคุณครูชาวต่างชาติเป็นภาษาอังกฤษ แต่คุณไม่สามารถคิดถึงคำที่คุณจะอธิบายได้เป็นภาษาอังกฤษ คุณทำอย่างไร
5. เมื่อคุณพูดคุยหรือสนทนากับผู้อื่นเป็นภาษาอังกฤษ แต่คุณไม่เข้าใจในสิ่งที่คู่สนทนาพูด คุณทำอย่างไรหรือคุณแก้ปัญหาเหล่านั้นอย่างไร
6. คุณมีวิธีช่วยเหลือตัวคุณเองอย่างไรเพื่อให้เข้าใจในสิ่งที่ผู้พูดพูดเป็นภาษาอังกฤษ
7. คุณแปลสิ่งที่คุณได้ยินเป็นภาษาไทยหรือไม่ ถ้าใช่คุณทำอย่างไร

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8. เมื่อคุณสังเกตเห็นความผิดพลาดของตนเองในการพูดภาษาอังกฤษ คุณทำอย่างไรเพื่อช่วยพัฒนาหรือแก้ไขสิ่งเหล่านั้น
9. ถ้าคุณได้ยินบางคนพูดภาษาอังกฤษ คุณสนใจหรือไม่ ถ้าใช่ ช่วยอธิบายเหตุผล
10. เมื่อคุณได้ยินคำศัพท์ใหม่ๆ และไม่เข้าใจ คุณทำอย่างไร
11. อะไรที่ทำให้คุณรู้สึกไม่ดีเมื่อพูดภาษาอังกฤษ และคุณทำอย่างไรเพื่อช่วยให้รู้สึกดีขึ้น
12. อะไรที่ทำให้คุณรู้สึกดีเมื่อคุณได้ใช้ภาษาอังกฤษ
13. เมื่อคุณไปดูภาพยนตร์ต่างประเทศที่โรงภาพยนตร์ คุณเลือกที่จะดูหนังและฟังเสียงพูดด้วยภาษาไทยหรือภาษาอังกฤษซึ่งมีคำบรรยายใต้ภาพ ช่วยอธิบายเหตุผล
14. คุณมีเทคนิคหรือวิธีการอื่นๆอีกบ้างไหมที่ช่วยให้คุณพัฒนาหรือปรับปรุงการพูดและการฟังภาษาอังกฤษของคุณ

ทักษะการอ่าน

1. เมื่อคุณอ่านหนังสือหรือตำราหรือบทความต่างๆ คุณมีวิธีการอย่างไร ช่วยอธิบาย [มีวัตถุประสงค์หรือไม่เปล่าเพื่อหาความรู้หรืออ่านเพื่อความเพลิดเพลิน แล้ววิธีการอ่านแตกต่างกันไหมอย่างไร]
2. คุณแปลสิ่งที่คุณอ่านเป็นภาษาไทยหรือไม่ ถ้าใช่คุณทำอย่างไร
3. หลังจากที่คุณอ่านข้อความใดในภาษาอังกฤษจบ คุณทำอะไร
4. เมื่อคุณพบเจอคำศัพท์ใหม่ๆในภาษาอังกฤษ และคุณไม่เข้าใจ คุณทำอย่างไร
5. คุณมีเทคนิคอย่างไรในการจำสิ่งที่สำคัญที่คุณได้อ่าน
6. คุณมีเทคนิคหรือวิธีการอื่นๆอีกบ้างไหมที่ช่วยให้คุณพัฒนาหรือปรับปรุงการอ่านภาษาอังกฤษของคุณ

ทักษะการเขียน

1. คุณมีเทคนิคอะไรในการฝึกฝนทักษะการเขียน
2. หนังสือประเภทใดที่คุณใช้เพื่อช่วยในการเขียนของคุณ

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3. เมื่อคุณเขียนบางอย่างเป็นภาษาอังกฤษ เช่น รายงานต่าง โครงการต่างๆ แต่คุณมีปัญหาในการอธิบายสิ่งที่คุณต้องการเป็นภาษาอังกฤษหรือไม่สามารถนึกคำที่จะใช้ไม่ออก คุณทำอย่างไร
4. เมื่อคุณสังเกตเห็นความผิดพลาดของตนเองในการเขียนภาษาอังกฤษ คุณทำอย่างไรเพื่อช่วยแก้ไขสิ่งเหล่านั้น
5. คุณมีเทคนิคหรือวิธีการอื่นๆอีกบ้างไหมที่ช่วยให้คุณพัฒนาหรือปรับปรุงการเขียนภาษาอังกฤษของคุณ

ทักษะเฉพาะ

1. คุณชอบที่ได้ฝึกฝนภาษาอังกฤษด้วยตัวคุณเองคนเดียวหรือได้ฝึกฝนกับคนอื่นๆ ช่วยอธิบาย
2. เมื่อคุณไม่เข้าใจบางสิ่งบางอย่างในภาษาอังกฤษ คุณถามคนอื่นๆเพื่อช่วยหรือคุณหาคำตอบหรือหาคำตอบด้วยตัวคุณเอง ช่วยอธิบาย
3. ถ้าคุณต้องการเรียนภาษาอังกฤษให้ได้ดีขึ้น คุณเรียนรู้วัฒนธรรมของเจ้าของภาษาหรือไม่ ถ้าใช่ช่วยยกตัวอย่างสิ่งที่คุณได้เรียนรู้มา
4. คุณเคยประเมินความก้าวหน้าในภาษาอังกฤษของตัวคุณเองหรือไม่ ถ้าใช่ช่วยอธิบายว่าคุณทำอย่างไร
5. คุณให้กำลังใจตัวคุณเองอย่างไรเพื่อให้ภาษาอังกฤษของคุณดีขึ้น และเมื่อคุณทำมันได้ดีขึ้นคุณจะให้อะไรกับตัวคุณเองหรือไม่อย่างไร
6. คุณมีเทคนิคอะไรที่ช่วยให้คุณรู้สึกผ่อนคลายเมื่อคุณมีปัญหาการใช้ภาษาอังกฤษ
7. เมื่อคุณเรียนรู้คำศัพท์ใหม่ๆในภาษาอังกฤษ คุณทำอย่างไรเพื่อให้จำมันได้
8. เมื่อคุณเรียนรู้ประโยคใหม่ๆในภาษาอังกฤษ คุณทำอย่างไรเพื่อให้จำมันได้
9. คุณมีวิธีการอย่างไรเพื่อช่วยให้คุณสามารถจำโครงสร้างต่างๆในภาษาอังกฤษเพื่อช่วยในการเขียน
10. คุณชอบที่ฟังหรือใช้รูปภาพเพื่อช่วยให้คุณจำสิ่งใหม่ๆที่คุณได้ยิน ช่วยอธิบาย

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APPENDIX E

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Tape script A

Interview Date: 29 April 2003 Time: Start 10.10 to finish 11.05 Total: 55 minutes
Subject Reference (Interviewee): A Place: P 401 A Physics Building

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JOY: What year are you in?

A: I am about to go in to my second year.

JOY: What is your major?

A: Microbiology

JOY: Please explain about your major.

A: I am studying about micro-organisms such as viruses, parasites, fungi, and bacteria all of, which cause diseases. Some fields of study are about the immune system. All of those fields are inter-related.

JOY: How useful are they?

A: If we study micro-organisms, we will know how they function, their nature, and how to cure them. If people are infected, health care professionals will know how to treat illness. My case study does not deal with microorganism. It has more to do with the treatment and functions of the immune system. For example, if a patient develops cancer, we would know how to treat it with the medication.

JOY: Do you enjoy your studies?

A: It is o.k. It is new knowledge.

JOY: Do you like it?

A: It is ok.

JOY: Why do you study in this field?

A: My work is related to viruses. However, I do not know much about them, so I need to study virology. When I came here, I could not do anything about viruses because there was no faculty advisor. Nonetheless, I like this field.

JOY: What was your undergraduate major?

A: I studied microbiology.

JOY: What did you do?

A: At first, I worked at อสร. plant which produces vinegar. Do you know it?

JOY: I know. What was your duty?

A: I worked in quality control, which regulates the production process. I took care of the safety of employees as well as regulated quality.

JOY: How does it relate to your study?

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A: The production process uses microbes to produce vinegar. I had to control the process and take care of the growth of microbes fermenting in a big tank, which weighs many tons.

JOY: Except from these fields, do you like learning English?

A: Actually, I have been studying English since I was young. However I don't know why I can pass only half items on a proficiency test.

JOY: Do you like English personally?

A: Yes

JOY: When did you start learning English?

A: In elementary school.

JOY: In the 5th grade, right?

A: No, I think started to learn in grade 1 or 2. I am not sure. I had a bad experience in learning English when I was young. My teacher was very strict. If someone could not answer her questions, she punished all students in the class. However, I was often able to answer her questions. (Laugh)

JOY: So do you feel bad about English?

A: No, I rather have a bad feeling toward the teacher rather than to English.

JOY: Do you still like English?

A: Yes, because I learned with a teacher who asked students to memorize vocabulary so I still can do it. I think it is a good educational concept.

JOY: Did you continue learning English after grade 1?

A: Yes.

JOY: Until what grade?

A: Until high school, Grammar was emphasized in the secondary level, but I did not feel comfortable with the emphasis on grammar. I always had questions on structure and syntax. But I could not get my questions answered. It made me uneasy about learning.

JOY: What do you think of your own level of English proficiency?

A: I can read and comprehend, but literacy and reading for comprehension are not the same.

JOY: Which one is your best endeavor?

A: I can read, but I have difficulty in comprehending the most of main idea.

JOY: Any problem with other skills?

A: I can speak, but I always wing it (laugh). My speaking is neither accurate nor fluent.

JOY: So, can you communicate?

A: Yes, because we are friends

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JOY: What is your main problem in learning English?

A: I am not sure whether what I say is right or not. During those circumstances, no one corrects me. So I am stuck with it. Sometimes I cannot speak with foreigners that mean I have to find out the answers by myself.

JOY: What is your biggest problem in the four skills?

A: Listening is my biggest problem. Second is writing. To me they are equally difficult.

JOY: How is listening a problem?

A: I cannot follow the conversation.

JOY: So, how much do you understand?

A: I am afraid I have difficulty in not catching on. In reality, I do not need to understand all words. Lately, it has been getting better, because in the lecture room, we have to listen to technical lectures in English and it has technical terms.

JOY: You said, you have learned in English. Is your field in the international program?

A: I use English in all classes. Every teacher speaks English.

JOY: Do you have any Thai professors?

A: What do you mean by Thai professors?

JOY: I mean teachers who are bilingual and bicultural.

A: In reality, all professors are Thai.

JOY: Do your Thai professors speak English?

A: The whole class uses English. Sometimes we have guest speakers. So we still have to use English. We have to take tests and answer in English as well.

JOY: Do your written assignments have to be in English?

A: Yes, including lab report experiments.

JOY: You think that your main problem is listening, right?

A: I am not competent in listening.

JOY: You do not understand the conversation or you cannot comprehend the meaning?

A: I think I can understand quite well, but not everything.

JOY: But you still understand?

A: Yes.

JOY: Besides listening, do you have other problems?

A: Actually, I have problem in all aspects, but some are more complicated than others.

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JOY: You have said you have problem with writing? How is writing a problem to you?

A: I can write if I am not afraid of making mistakes, but I am not sure that the reader can understand me. Thai people might understand. But I am not sure that what I write is right or wrong. No one is there to correct my papers.

JOY: Then how do you solve this problem?

A: Actually, my writing is o.k. When I have a presentation, I prepare a script. There is supposed to be a professor to correct my work, for example, my lab reports. However, such correction is up to the professor. Usually, the professor chooses not to correct my mistakes.

JOY: How is reading a problem to you?

A: I can read very steadily, but I cannot grasp the true meaning. I understand most of it but some parts are still missing.

JOY: What do you mean by missing?

A: For example, I thought that my understanding was o.k. until I spoke to my friends. I could not translate it to them.

JOY: How do you know that you are wrong in translation?

A: When I read the text, I have had a feeling that I was wrong.

JOY: And what is about speaking? Is it a problem?

A: I could not tell the difference whether what I spoke was right or wrong. Unfortunately, there is no one to guide me. I have to find the answer on my own.

JOY: Do you find opportunities to practice?

A: Not really, but.

JOY: So, what did you do?

A: I am not a child. I will not spend 10,000 baht on an extracurricular English course, but I will buy t texts and work on attaining comprehension.

JOY: That is what you do. Are you still doing it now?

A: Yes, I do. Most of the audiotape such as telling a story or fairy tales is not readily available for rental in our country initially, do not understand most of the audio, but after listening to it repeatedly I gradually comprehend it.

JOY: Does it show an improvement?

A: A little. But it takes time and I have to concentrate on listening to it. I usually listen to the audiotapes for an hour before I go to bed. The audiotapes tell a story by changing the tone of voices of adults and children.

JOY: Do you like it? And do you have other practices?

A: Yes. There is a book that teaches English. It is a good book.

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JOY: What kinds of materials do you use to practice listening and speaking?

A: I listen to English songs.

JOY: Are they favorite songs that can be bought at any retailer?

A: Actually, they are songs that I have listened to since I was child. Or I listen to BBC, 92.0 FM from 19.00-19.30, and 107.0 FM which is a classical station. I used to record and listen to the latter.

JOY: Does it work?

A: Yes, but it is time consuming.

JOY: Is there anything else?

A: I will attend a foreign seminar.

JOY: What is about practice speaking?

A: I have a little skill. At my workplace, I can use English very often.

JOY: And what about here?

A: While studying here, I rarely speak English. I use English when I have to make a presentation, for example. At that time, I have to prepare a script for my oral presentation to the class.

JOY: So, which technique do you use for remembering things?

A: Remember?

JOY: How do you remember the most important things about which you are going to speak?

A: First, I have to comprehend what I will say. I have to rank in order what I need say. Sometimes I have to remember what will be presented such as tables. They will have specific patterns.

JOY: So, how do you remember such patterns?

A: How do I remember? I memorize them (laugh).

JOY: By memorizing?

A: Yes, but I understand what I will say first. I will not use any confusing words as I do every time. I use to do. I have changed my behavior.

JOY: Do you have someone to be a role model?

A: I will observe someone who is proficient language user, or model professor.

JOY: When you are talking with foreign professors or lecturers and you cannot figure out the words you need, what do you do?

A: If I cannot figure out the words I need, I will explain more. I may use the other words that relate to the word I want.

JOY: Have you ever met this situation?

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A: Yes, I always do that with the foreigner with whom I work.

JOY: Besides explanation, do you do anything else?

A: Sometimes I spell, but I think if I can spell a word. I can pronounce it. However, I do not know the meaning of a word, I will attempt to use equivalent words.

JOY: And what about now? When you are talking with foreign professors or lecturers, do you still have a problem?

A: Yes, I do. However, now I have no lecture class so I rarely speak English.

JOY: You do not have class now? Do you have only a lab?

A: During the school vocation, I had to do a research project.

JOY: How do you help yourself to understand what people say in English?

A: I ask them to report or explain again. I do so politely, of course.

JOY: How do you ask?

A: I raise my hand.

JOY: I mean what do you ask about?

A: I may ask him to say again or explain one more time. I may ask the foreigner to comment whether my understanding is accurate or not.

JOY: Where does this happen?

A: In the classroom.

JOY: If it is a face-to-face situation, do you do the same?

A: I often ask the speaker to repeat. (Laugh)

JOY: Beside, these methods, do you have another way to help you to understand more?

A: Beside, asking directly to the speaker with whom I am talking, I may ask someone beside me whether he or she understands.

JOY: Who is the person beside you?

A: My classmate.

JOY: Do you translate what you hear into Thai?

A: Sometimes I do, but I do not I translate everything, It's to hard

JOY: What do you do?

A: Some words I know, they might be automatic. Even sometimes, I may not realize whether I translate into Thai. It is really difficult to explain. For example, I may say pen instead of "ปากกา". But someone might translate step by step. I used to consider myself such a person also.

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JOY: Can you find the answer?

A: Actually, I know many things. One thing that is really obvious. It is a situation when I meet a foreigner in the street. I must think ahead what I have to say and what I have to answer. Sometimes I think in Thai first and then translate into English.

JOY: What mistakes do you notice while speaking English, what do you do to develop or improve?

A: As I said, I think courage is important. There is little or no opportunity to practice speaking English. There is no place to practice except in the classroom. And there is no one to talk to as I commented on the questionnaire. If you can find how to solve this problem, please tell me.

JOY: Have you ever notice of your mistakes while speaking English, and how did you try to correct them?

A: Yes.

JOY: What do you do to improve?

A: I review.

JOY: What do you mean by reviewing? Will you do that after finishing every conversation?

A: Yes. I keep in mind that later I have to say things in the right way. But in the real situation, I often speak the same way. It is still wrong because I do not have the opportunity to use them very often.

JOY: Where do you find the answer?

A: In a book or reference books.

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JOY: What kind of book is it?

A: I cannot remember the name of the book. It is new one.

JOY: Is it Thai or English?

A: It is English

JOY: I mean, is the explanation in English?

A: Yes, it is English explanation.

JOY: Do you understand?

A: I still have not read it all, But the book I have is good. It helps a lot.

JOY: When you hear new words while you have a conversation and do not understand them, what do you do?

A: If it is face-to-face conversation, I will ask how the word is spelled. Or sometimes I look it up in the dictionary.

JOY: Will you do that during the conversation?

A: If it is a face-to-face situation, I will ask how the word is spelled and what its real meaning is and its synonym.

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JOY: If it is not a face-to-face conversation, but it is in a lecture room or presentation situation, what do you do when you hear new words and do not understand?

A: I take notes.

JOY: So what do you do then?

A: I will find the answer later. It is the way that should always be done but I cannot do that every time.

JOY: What do you do mostly?

A: Sometimes I write it down, but in other situations give up.

JOY: Have you ever felt bad when speaking English?

A: Yes, often.

JOY: Can you please explain?

A: Sometimes what the foreigner says is difficult for me to comprehend.

JOY: The foreigner with whom you work, right?

A: When I say something, he thought that I could speak English. I thought that he would understand what I spoke to him, but he would not understand sometimes or misunderstood. I felt bad about it and I had to be very careful about my language for later times. I think our culture is different.

JOY: Oh, really! So how do you make yourself feel good?

A: I will just remember and improve myself. Then go on using English.

JOY: Other than the bad feelings, what makes you feel good when you use English?

A: If I say something and people understand, I feel good. Or if I can help someone else, I also feel o.k.

JOY: Have you ever had any of these cases?

A: I had some.

JOY: Please tell me.

A: For example, when foreigners ask for directions on a map, I can tell them in short fragmented phrases. “This way, that way, o.k., o.k.” I do not know if it is really o.k., but it works.

JOY: If you have a problem with English in listening or speaking, do you feel stressed? Have you ever felt that way?

A: Stressed, yes, because I feel a lack of confidence, especially in front of a large crowd.

JOY: Are you strained?

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A: Yes, because I do not know whether what I speak is right or wrong. Sometimes I feel strained because of the presentation in class. We have to make it really good, but sometimes it comes out bad.

JOY: Did you get marks for what you did? What techniques do you use to relax?

A: I just do not think about it for a while. Sometimes I have to relax and leave the room and then come back. Probably, like all my other classes.

JOY: Have you ever seen any foreign movies?

A: Very many.

JOY: Do you prefer Thai dubbed or English soundtrack with Thai subtitles?

A: English soundtrack, but I read Thai subtitles most of the time. I used to jot down the words that I am interested in when I am in the restroom. I also like the English phrases printed on stickers or sometimes I remember and use them for everyday life. But I believe that the phrases used in the movies are not a reliable source of information. And I feel that their conversation is not difficult.

JOY: Do you think that when watching movies, you can learn a lot from them or do you watch for entertainment?

A: Actually, I think that it is the latter. Most of the time, it is for entertainment purposes. The conversation I learn from the movies, I got practicing from practicing.

JOY: Do you use it?

A: Yes, sometimes, but there is rare opportunity to use it.

JOY: Do you have any other strategies that you use to improve your speaking and listening?

A: Others strategies, what do you mean?

JOY: Besides what you have told me, do you have already any other techniques or strategies?

A: I use the CD Rom dictionary, which speaks aloud and helps me with pronunciation.

JOY: Among all techniques that we discussed about, which technique is the best?

A: In general?

JOY: What technique is the best to practice listening and speaking and, in general, to improve English skills?

A: Using tape cassettes, songs, and CD all together. At first, II saw little progress, but, in time, my progress be came better

JOY: Do you listen to the tape often?

A: I record my voice into cassette and listen to how I speak. It is not smooth.

JOY: So, how do you improve the smoothness?

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A: Though I do not know how I behave in class, I am more relaxed, because I know what I am speaking.

JOY: Now, let us talk about your reading. When you read a passage or a textbook, what do you do? Please explain.

A: I read all words and just put them together. Maybe right or wrong. I just read until I finish. I never summarize, but I review what they might be talking about. I highlight important things and take some notes.

JOY: Beside textbooks, do you read other kinds of books for relaxing?

A: I read newspapers and something in the Internet.

JOY: Do you use a different method in reading between texts and others?

A: If they are pleasurable topics, I do not seriously read. I only choose to read what I can easily translate and understand.

JOY: Which one do you think is easier to understand?

A: Reading for pleasure, of course.

JOY: Do you translate what you read into Thai?

A: I imagine. A textbook is talking about from where knowledge is coming. I separate into the left and right side of in idea, which may be an advantage or disadvantage. As for translating into Thai, I am not sure. There may be some.

JOY: Like listening and speaking, right! What do you do after reading English texts?

A: Just read through.

JOY: If it is a textbook, then?

A: I take some short notes because I cannot remember everything.

JOY: How do you remember important things you read in English?

A: I put them into a diagram or rearrange the ideas, something like that. It concludes all concepts.

JOY: How do you remember new words you meet in English?

A: I note the new words that I do not know. Then I look in the dictionary to find their meanings. I prefer both Thai and English meanings.

JOY: Do you have any other strategies that you use to improve your reading?

A: Actually, all textbooks that I have read are English.

JOY: Will you check your understanding of what you read?

A: Yes, sometimes. After finishing reading, I write down a note. I have difficulty though summarizing the main ideas.

JOY: What are your techniques to practice writing?

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A: I copy the ideas that I know. It is very good. So it might be used in general.

JOY: Do you really use it?

A: Yes, I use it in taking a test.

JOY: It means you always do it. What kinds of books help you to write?

A: No not always. Most books do not help with my writing.

JOY: If you do not use any books, then, what do you use? What will you do to practice writing?

A: Actually, I used to attend writing workshops. I have studied some English writing practices; however, no one corrected my writing.

JOY: When you are writing something in English, for example a research paper or a project, and you have some problems or cannot think of the words in English, what do you do?

A: I need to give a longer explanation. Although it takes more words to say, it works.

JOY: When you have found your mistakes while writing English, what do you do to improve?

A: If I type my paper by using Microsoft Word, I will let the program correct my work.

JOY: Do you trust the Words program every time?

A: Not really.

JOY: Then, what kind of suggestion do you need from it?

A: Just some simple writing patterns, and how to use punctuation such as the comma.

JOY: Do you follow its instruction?

A: Yes, at some level. If it cannot point out my mistake, I will take what ever I have.

JOY: Do you have any other strategies that you use to improve your writing?

A: I realize the best way to improve my writing is to practice more. However, I have not paid much attention to it. No one has enough time to help me.

JOY: Do you prefer practicing English by yourself or with others? Please explain.

A: Few people have time to study with others who are good in English. The majority of people them improve by self-study.

JOY: Do you think learning about English culture can help you to learn English better?

A: I am not sure that culture has anything to do with language, but I heard the BBC talk about English and American using different terms in some word such as ‘exit’, which one might not find any in any place in England.

JOY: Do you think it will help develop your English?

A: It will help if we are to go abroad touching the existing culture for practicing in a real situation.

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JOY: Do you evaluate your progress in English?

A: Yes, I have.

JOY: In what ways?

A: The entrance exam. However, it does not give much hint because I passed it very critically.

JOY: You mean you have passed the criteria, don't you?

A: I mean, it does not tell how proficient I am.

JOY: Do you know why you could not get a good grade?

A: It confuses me, too. It seems though there are two ways to go, but if I am wrong, I still keep on using the wrong way. It means there is no improvement.

JOY: Do you have any way to encourage yourself in case you do not feel good in doing an exam?

A: Any way, I am not too serious. It works all right so far. I keep on doing my good work.

JOY: When you do well in English, how do you treat yourself?

A: As a matter of fact, the results of the test itself have already given me some encouragement. This is a treat to me.

JOY: Do you have any advice to students to on how improve their English?

A: One needs informal advisors who are proficient in English. These people should be free it one needs to ask them for advice or question pertaining to proficiency in English.

JOY: Well! Thank you very much.

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Tape script B

Interview Date: 30 April 2003 Time: Start 9.30 to finish 10.20 Total: 50 minutes
Subject Reference (Interviewee): B Place: P 401 A Physics Building

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JOY: What year are you in?

B: I am about to go on to second year of master's degree.

JOY: What is your major?

B: Biology

JOY: Please explain about your major.

B: I am studying about virus, bacteria, fungi, and immunities, something like this.

JOY: How is it useful?

B: I think if I graduate, I will continue doing such research in this field. But I do not know my future.

JOY: Do you like it?

B: Yes. Generally I like biology.

JOY: What is your undergraduate major subject?

B: I graduated in the faculty of technical medicine.

JOY: Where?

B: Mahidol University

JOY: Do you like learning English?

B: Yes.

JOY: Do you like learning or other related matters?

B: I feel nothing. I could not tell whether I like or dislike. When I learn English I never feel uncomfortable. But someone feel like that and do not want to study. I prefer English to chemistry and physics.

JOY: Why don't you study in the English program?

B: Well, I like learning English but I think about usage more than learning.

JOY: When did you start learning English?

B: Since kindergarten level.

JOY: Where?

B: The kindergarten school was located near by my house.

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JOY: So how long have you been studying English?
B: Since I started learning. There has been an English subject since I started studying in school.

JOY: Did you find the opportunity to learn an extracurricular English course outside school?

B: No.

JOY: Please evaluate your own level of English proficiency.

B: How can I evaluate?

JOY: For example, beginner or elementary.

B: Elementary level is very extensive. Advance is more competent. I think it depends on each skill, reading, listening, speaking, and writing. It is not equal.

JOY: Please explain each skill.

B: I think my reading is o.k.

JOY: What do you mean by o.k.?

B: I can read and comprehend, but it takes time. I do not think my reading skill is a problem. But my listening is a very big problem. I think I can speak. But my listening is worst. I cannot understand what foreigners say so I cannot answer or even talk to them. I think I can write. But my listening is worst.

JOY: Why can't you understand them?

B: If Thai people speak English, for example, my Thai professors, I can understand. It is Thai accent. If Asian people speak English, I can understand some. But If a native speaker speaks, I can catch only some words but I do not understand.

JOY: So, do you find the opportunity to practice speaking?

B: Sometimes, I listen to English songs or soundtrack movies. But it does not work.

JOY: Why do you think so?

B: I am not satisfied. For example, when I attend the seminar, which is presented by foreigners, I see slides and understand by them, and I will know what the speaker says. But if there is no slides and I have to listen to foreigners alone I cannot understand. Or sometimes, I listen to the conversation between my Thai professor and foreign professor, I can understand my teachers not the foreign teacher.

JOY: Do you have any problems about listening in the lecture room?

B: No.

JOY: Do you have only Thai professors? Are there any foreign professors?

B: I used to study with a foreign lecturer. But mostly I understood by slides.

JOY: In your classroom, do you learn by English?

B: Yes.

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JOY: You told me that your listening is a big problem. Besides listening to the radio and watching soundtrack movies, do you have any other kinds of materials to practice listening and speaking? Please explain.

B: I do not practice seriously.

JOY: So, what materials have you ever used?

B: No, nothing.

JOY: But you told me in the last few minutes that you have watched soundtrack movies.

B: I try to see foreign movies. I try not to look at the Thai subtitles, but if I lose myself I always read the subtitles at the bottom. And I listen to foreign songs but mostly I do not understand them. I will find the lyrics to perceive their pronunciation.

JOY: Do you translate the lyrics?

B: I look at the lyrics and learn how to pronounce the words. When I read them I have already known their meaning, but I would like to know how the words are pronounced.

JOY: So, how do you remember the important things in English when you listen to it?

B: When I listen to something, I find the main ideas. Sometimes I imagine by using pictures.

JOY: Please give an example.

B: For example, if I need to remember something I will imagine and think as a situation.

JOY: Beside using pictures, have you ever translated into Thai?

B: I cannot listen and translate at the same time because I can not follow what I am listening to. Mostly if I do not understand, I do not get anything out of it. If I can understand, it is o.k.. If I translate, I cannot keep up with the words.

JOY: So, when you have to listen to foreign professors, lecturers, or someone in English and you do not understand, how do you deal with the problem?

B: I can not identify clearly.

JOY: But if you have to understand what the speakers say, what do you do?

B: There are rare opportunities to speak English. But mostly the conversation is general, it is not academic. It is not too difficult. For example, kinds of greetings. But if it is a difficult matter, I can not understand.

JOY: If it is a lecture or presentation when there are no slides, what do you do, or how do you solve the problem?

B: I do not think I can solve the problem (laugh). If I cannot understand I give up.

B: But If I know in advance I will record it and listen to it later over and over.

JOY: Have you ever done that?

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B: No, I never use a tape recorder. Because in all my lecture classes, I can understand what Thai professors say.

JOY: Have you ever attended a lecture by foreign professors?

B: Yes, in a seminar. But there were slides so there was no problem.

JOY: Will you understand if there are slides?

B: I will look at the slides and listen to what the speaker says, but I understand only those with the slides.

JOY: Beside listening problems, do you have speaking problems?

B: Yes, I think I have. But there are few opportunities to speak so I can not point out what the problem is.

JOY: Do you have the opportunity to speak with foreigners?

B: I have sometimes talked to them in the classroom. But I do not speak much.

JOY: So, when you are talking to foreign professors or lecturers and you cannot figure out the words you need, what do you do?

B: If I cannot figure out the word I need I will use the simple sentence to explain that word. I use the sentence to explain the characteristics or realities that relate to that thing. Sometimes I walk along and think what I should say in English. Oh! My listening and speaking is very bad.

JOY: If you notice your mistakes while speaking English, what do you do to improve?

B: I will ask someone who is proficient in English what the correct word I should say is. Or I look it up in the text book.

JOY: What kinds of books help you to speak?

B: Now I can not remember the names of any books because there is no need to use them at hand.

JOY: Have you ever had any of these cases?

B: In speaking, it is not necessary to look in the books often because there is no presentation of the situation. For reading, I can comprehend what I read because I will look it up in the dictionary if I do not know some words. But in speaking I have never encountered that problem situation yet. Sometimes I know that other listeners may not understand what I say. I think my speaking is unorganized. Or sometimes I ask my friends to help me practice speaking in English.

JOY: Do you do that very often?

B: I do that when I meet my close friends. It is not very often.

JOY: Do you meet them often?

B: I meet them sometimes. There was one occasion. I took an English course in my department. But at that time I did not have an opportunity to speak in class so I practiced with my friends after class.

JOY: What did you talk about to each other?

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B: General matters. But after the course was finished I rarely met them. So I had no opportunity to do that.

JOY: Why don't you find others to talk with?

B: (No answer)

JOY: If you hear someone speak English, do you pay attention to it?

B: Mostly, I do. If I hear someone speak English I will pay attention to it. I would like to know what they are talking about.

JOY: What makes you feel bad when speaking English?

B: No, there is nothing.

JOY: What makes you feel good when you use English?

B: No, there is not. But I think I might feel good if I can talk to anyone in English without obstruction.

JOY: What do you mean by that?

B: In fact, the reason that I studied in the English program is that I would like to speak English to everyone. English is a medium language. I would like to read all English books and talk to all foreigners fluently. But I can not do like that now.

JOY: When you see foreign movies, do you prefer Thai dubbed or English soundtrack with Thai subtitles?

B: If it is a foreign movie, I prefer English soundtrack with Thai subtitles.

JOY: Will you read Thai subtitles or just listen to the soundtrack?

B: I try not to read. Or I try to listen to soundtrack first and then read That subtitles later.

JOY: When you hear new words and do not understand them, what do you do?

B: New words?

JOY: Yes. All words that you have never heard before or words that you cannot remember their meaning.

B: Sometimes I ask my friends what their meanings are. Or sometimes I look it up in the dictionary.

JOY: What kind of dictionary do you use?

B: I use a Thai-English dictionary. But I think it should be an English-English dictionary.

JOY: Do you have any other strategies that you use to improve your speaking and listening?

B: No. I think more practice listening is good.

JOY: From where?

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B: I try to listening to news or TV or English interviews on the English station. And I listen to foreign songs.

JOY: Among all techniques that we have discussed about, what technique is the best to you?

B: I think listening to news and watching foreign movies. I think they are o.k. But if I can do that everyday, it is much better.

JOY: Do you have a problem reading?

B: I read slowly. When I cannot comprehend, I will read very slowly, so I can understand what I read. I cannot read fast. When I read something I have to be very concentrated on it.

JOY: How long does it take?

B: About 15 minutes. I think other friends read faster than I do. I will read only once for a paper because I do not like rereading and reviewing. I am a slow reader.

JOY: When you meet new words and do not understand them, what do you do?

B: I will use contextual clues such as connection words to help. If I cannot understand all I will look it up in the dictionary.

JOY: Do you still use a Thai-English dictionary?

B: Yes, I still do. If I have a long time to read I will find all words that I do not know. But if I am in a hurry, like the test is coming, I will read only main ideas and important things.

JOY: Besides textbooks, do you read other kinds of books?

B: Besides textbooks, I read journals. When I meet some products that inscribe both Thai and English language, I try to comprehend English first.

JOY: Please give some examples of product.

B: Shampoos, for example. I read English instructions for any products if they are written by both Thai and English.

JOY: Does it work? Does it help you to improve reading?

B: Because reading text is difficult. So, when I read only general knowledge and simple words, it is very easy. Some friends laugh and say, “why don’t you read Thai” But I think if it is provided in English we should read English. It can help our competency.

JOY: What is your purpose in doing so? Do you have any purposes to do so?

B: I do so in order to become familiar with the English language. I already know Thai. If the opportunities are provided, I should use them.

JOY: What do you do after reading English books/texts?

B: I do nothing after reading.

JOY: What do you do while reading English books/texts?
B: No, nothing.

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JOY: How long does it take you to read one paper?

B: I take about an hour per four pages of a paper or journal.

JOY: Do you think it is a long time?

B: For me, reading in an hour is very fast. Usually, it takes two hours. When I study, I was assigned to read three papers, which have six pages per one. I read them all day. I think it is not taking time because I read and comprehend all details.

JOY: So do you read for details?

B: Yes.

JOY: What do you do to finish reading a big textbook?

B: A big text!

JOY: Yes, textbook.

B: Generally, I just read and get the knowledge. If it is a journal, which is talking about the experiment, I have to know its process. If it is a text, I just read and comprehend like reading Thai book and reading for a test.

JOY: Which one is longer between text and journal?

B: It depends on purposes. It is faster when I look back what I understand the first time. If I have a purpose I just go through it. Reading for a test and reading paper is similar. I read and remember at the same time. I do not like note taking.

JOY: Why don't you like taking notes?

B: It is boring. I have to concentrate on what I am reading. If I take notes, I have to reread it and I cannot remember what I read. In fact, I do not like rereading. So I think I just read once and try to comprehend at the same time. It is better. I used to take notes and try not to remember what I read. But later I could not read my notes so I did not get anything.

JOY: How do you remember important things you read in English?

B: I do not have any techniques. But when I was child I read Thai so I just read and read. And I try to memorize what I read in Thai and change it to English later. Mostly, I imagine and transfer images to remember.

JOY: How do you remember new words in English? Is it similar to remembering important things you read?

B: I used to memorize words when I was young. Now I do not.

JOY: What did you do at that time?

B: I thought of its picture. Sometimes I used a name to remember and I just memorized. If there are many, I will use the pictures and get them into the situations in order to remember.

JOY: Please give examples.

B: When I read something, I think of the order of events. For example, I was assigned to remember words when I was child. I just memorized them by the number order of words.

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JOY: And what about now? Is your method different?

B: Now I do not memorize. When I read a paper I find the repeated words. I just look in the dictionary and remember at the same time. When I read other papers, I meet the same words. So I know them already. But now I do not try to find something new.

JOY: Why?

B: Oh! I have to do the lab I have no time. When I am free, I would like to find something new. But I can not, I am too old and lazy.

JOY: Are you busy with your lab?

B: Actually, it is not too busy.

JOY: Do you still have course work?

B: Yes, but now the school is out. I will study when the school opens.

JOY: Do you have any other strategies that you use to improve your reading?

B: No.

JOY: Among all techniques that we discussed about, which technique is the best?

B: I just read. When I find something in English I try to read it. I have heard from someone that when he reads he can translate into Thai.

JOY: Can you do that?

B: For me, I just read and comprehend.

JOY: You mean you can understand in English and do not need to translate in Thai, right?

B: Yes. Some people read English sentences and translate them into Thai. For example, he reads the sentence “I’m a girl” then he translates in Thai “ฉันคือผู้หญิง”ฯ But I do not.

JOY: What if it is about a difficult sentence?

B: If it is a difficult sentence, it takes longer. But I will not translate because it takes time. I think this is a good way. I have heard that when we read we should understand in English and should not translate.

JOY: Do you have any writing problems?

B: I think my problem is grammar.

JOY: In this program, do you have to write a lot of assignments?

B: Yes. I have to write tests in English. But some teachers do not care much about grammar. I just write as easy as possible and do not care whether my grammar writing is correct or not. But when I had to make a script for a seminar, I found that my grammar was very terrible.

JOY: Why? What was your script about?

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B: I had a thesis seminar which the topic was immunity. A script was needed. I had to print what I will present on the transparency.

JOY: Why did you need a script?

B: It was my first time for a seminar. I cannot speak without a script. If I had no script, my speaking would be tortuous and not precise. Then I had to memorize the script.

JOY: What did your script have?

B: Everything I had to say.

JOY: How did you remember your script?

B: I looked at the slides. All was in my mind already. But if I have to speak without script I cannot. So I had to preplan my script and let the professor correct it. Oh! My script contained a lot of incorrect grammar.

JOY: How did you improve your grammar?

B: My professor would help. He/She would correct my work.

JOY: Were you satisfied with your presentation?

B: Yes. I think it was better than I planned.

JOY: What was the cause of that?

B: I thought that I preplanned well and had a good script. I think that if I did not plan, my friends or listeners could not understand what I tried to say. I think reading and writing are easier than listening and speaking.

JOY: Besides grammar, do you have any other writing problems?

B: Well, sometimes I do not know what I will write. Generally I use only basic words such as is and a, something like that. I would like to use the complex words that I have learned, but I cannot.

JOY: What do you mean by complex words?

B: When I have to write reports, I would like to use difficult vocabulary or complex sentences. But I cannot.

JOY: Why?

B: I do not know how to use those sentences because I can think only simple sentences.

JOY: What do you do to improve?

B: I use reference books to help my writing. It is easier. I just copy the structure. I have never written by myself. Except from taking a test.

JOY: Please give examples of your problems.

B: About tense.

JOY: How is tense a problem?

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B: I cannot use the correct tense. I am not consistent using a tense.

JOY: Other than tense, do you have any other problems?

B: Tense and I cannot put adverbs and adjectives in the right places.

JOY: How do you solve this problem?

B: I just look up in the dictionary whether the word I want to use is an adverb or adjective. So I also get the sample sentence.

JOY: What kind of dictionary do you use?

B: I look in a Thai-English dictionary. There is "ly" in the parenthesis after that word.

JOY: Will you proofread your writing before handing it in?

B: Firstly, I draft in the paper and then read it once. Then I type in the Microsoft Word program. But later I become too lazy so I just type in the program and edit.

JOY: How many times do you edit?

B: Draft once and edit once. I like doing it only once. That is my habit like reading. I read only once but slowly.

JOY: How long do you take to write one page?

B: I think writing is faster than reading. Reading takes a long time because I have to remember at the same time. But writing takes time when I think about how to compose the sentence.

JOY: What mistakes do you notice while writing English, what do you do to improve?

B: When I proofread, I will know that it is wrong. When I write at first I am in a hurry. But when I reread it later I will know what is wrong.

JOY: What do you do then?

B: Like when I write a report I am in a hurry. I have only small experiences in writing English. If I know, only it is wrong I will ask someone to correct. I know that I should look up in the dictionary or some books but I do not do so, anyway.

JOY: What kinds of books help you to write?

B: No, not at all.

JOY: Why?

B: I only look in the reference book what structure and pattern is used. I do not use other books because I think it is not necessary.

JOY: Except from writing assignments, have you ever write something else in English?

B: No, not at all, except lecture.

JOY: What language do you use in taking lecture?

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B: English. Like taking the test I am the one who understand my lecture. I do not care much whether the grammar is right or wrong. I use only simple words and sentences such as may and can to be in my lecture. It is easier.

JOY: Do you have any other strategies that you use to improve your writing?

B: No, rarely in English.

JOY: Out of all techniques that we discussed about, what technique is the best?

B: I think I should do more practicing writing. And I think reading might help writing. When we read we just remember.

JOY: What kinds of books do you read?

B: Such funny English books written by native speakers. I try to remember structure and grammar from them. Grammar should be studied on and on.

JOY: Do you still study about grammar?

B: No. The last time I learn grammar is before I came here.

JOY: Where?

B: At Faculty of Arts, Thammasat University.

JOY: Which course?

B: English course for Master's Degree. There is a sample of examination of each university.

JOY: How many people are there in the class?

B: About 30 people for a class.

JOY: Does it work?

B: Yes. I use when I take a test to study here.

JOY: What did you use?

B: Error test, for example. I think if I do not study that course I cannot pass the exam.

JOY: Do you prefer practicing English by yourself or with others? Please explain.

B: What do you mean by others?

JOY: Others might be your friends or someone else.

B: I prefer practicing by myself. If I have a chance to practice with others, I will do with my closed friends. Because I feel embarrassed when I say something wrong.

JOY: When you do not understand something in English, do you ask someone for helping or finding out by yourself?

B: It depends on situations. I ask my friends if they sit near me. If I am alone I will find the answer by myself.

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JOY: Which one do you prefer?

B: Both.

JOY: Do you think learning the English culture can help you to learn English better? Please give examples.

B: It is good. It should be better.

JOY: Why?

B: If we know about English culture, I will know what we should do and not do. When we read something, we will understand easily.

JOY: Have you encourage yourself to do better in English?

B: Yes.

JOY: How do you encourage yourself?

B: I will tell myself to try next times and go on.

JOY: When you do well in English, how do you treat yourself?

B: No, never. If I do well, it is good. If I feel bad I do not give up. I think that English is very important to my life.

JOY: When you have problems in English, what techniques do you use to relax?

B: If I have a problem, I just leave it for a while. Then I restart and try.

JOY: Have you evaluated your progress in English?

B: Yes.

JOY: Please explain how

B: Like when I meet the situation that I have to use English and I can do. That is good. When I see foreign movie I will assess whether I can listen more than previous time or not.

JOY: Do you have any other techniques to improve your English?

B: No. Now I do not often use English. There is no class. So I have no reading assignments.

JOY: Thank you very much, anyway.

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Tape script C

Interview Date: 30 April 2003 Time: Start 9.30 to finish 10.20 Total: 50 minutes
Subject Reference (Interviewee): C Place: P 401 A Physics Building

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JOY: How are you today?

C: I am fine.

JOY: What year are you in?

C: I am going into my second year.

JOY: What is your major?

C: Environmental Biology.

JOY: What language do you study in the course?

C: Foreign language.

JOY: Do you mean English language?

C: Yes.

JOY: What exactly do you study in this field? Please tell me.

C: It is a degree in Environmental Biology. But we study in pathology, immunology and molecules. All these will involve in environment as well.

JOY: Have you started doing laboratory practice now?

C: Yes, I have.

JOY: What do you do in laboratory?

C: Now I am studying the expression of pathological protein in bacteria and yeast.

JOY: Why do you study this subject?

C: Um…

JOY: Please tell me about your reasons.

C: I like working in my lab. Lab work…I have been doing it since I was in my senior project, in the 4th year, then I have continued doing this work. I feel that it is worthwhile and enjoyable and so I keep on doing it.

JOY: Is it fun?

C: I am actually quite interested in this area. I like virus and bacteria immunology , but now I am working in pathology. I find it interesting and enjoyable.

JOY: Aside from these fields, do you like learning English?

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C: Yes, I do.

JOY: What do you like about it?

C: I rather enjoy listening to foreign songs. I do not listen to Thai songs or watch Thai movies.

JOY: So what kind of movies do you see?

C: Mostly I watch English style movie.

JOY: Yes.

C: But my English is quite bad.

JOY: Why is that? Could you explain this to me?

C: When I took my exam I was able to understand the grammar and complete it quickly and accurately. I was able to use the grammar forms and sentence patterns that I learned from songs and movies.

JOY: Oh, really.

C: Yes, but I could not trust that kind of thing.

JOY: So, what do you think of your own level of English proficiency?

C: It is rather bad.

JOY: Can you explain why you feel that way?

C: It is somewhat… I cannot communicate well and I make grammatical mistakes when I speak, but I can make them right when I sit and have time to write.

JOY: Can you describe your proficiency in speaking and listening.

C: I can listen rather well but I am only able to listen to 'Ludy' who is my adviser.

JOY: What nationality is she?

C: She is German.

JOY: What language dose she speak?

C: English.

JOY: Do you communicate in English, right?

C: Yes, I can understand her well but I reply rather slowly. When I write I have to revise it before handing to her. As writing needs more time for correcting, it makes communication more difficult. However, my speaking is also not good.

JOY: What are your problems in learning English?

C: I think the problem is communication or speaking.

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JOY: How is speaking a problem?

C: Well! I could not figure out the sentence that is how I can communicate with others. If the sentences are basic, there will be no problem but learning time is somewhat difficult, I have to draw spoken words for communication including all vocabulary. This is difficult because I have to explain to the teacher in detail on what happen. So it needs longer time to discuss and it causes problems. Oh! The teacher is smart so she can understand me well. Actually, the teacher is very skilled at knowing of our problems.

JOY: Besides speaking, what other problems do you have?

C: It may be writing.

JOY: How is writing a problem?

C: When I write, I always use simple and familiar sentences repeatedly.

JOY: Could you give me an example?

C: Everyone has his / her own expressions in writing but for me I always use the same ones all the time. But I feel I should write better.

JOY: Do you have reading problems?

C: I think I have a little problem in reading. Do you mean reading to get main idea?

JOY: Yes.

C: Due to having a limited vocabulary, I have to read through a whole passage and can get the main idea. I can pick up meaning of main sentences but for modified sentences or clauses or specific ones I cannot understand. So I have to read on and on.

JOY: Have you had other problems?

C: I can't think of any now.. My writing and speaking skills are worst.

JOY: Do you find opportunities to practice English? Please explain

C: Yes, I do. Suppose that I have a problem with listening, I try to listen to movies. I like and try to understand what they say, and what it all means. From songs, I can get a variety of patterns, which I can always do since I do not have time to read in English. So I can learn English from many sources.

JOY: So, how do you remember important things you listen to in English?

C: For the movies, I can remember the actors' conversations. Often they do not speak in full sentences, but I can follow from what I see.

JOY: What kind of movies do you like most?

C: I mostly see foreign movies, not Thai. I watch any kind of movie except horror films.

JOY: What about songs?
C: For music, I like pop music but I also like strange songs.

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JOY: Why do you like foreign movies and songs?

C: I also listen to Thai songs, but I do not like them much. I do not know. But I do not like RS songs because they have the same styles of music. And I do not like Thai movie stars. I like foreign movie stars because I find them more attractive. But anyway, I like their songs because I consider from the pattern.

JOY: So, does it help your English learning or promote any English skills?

C: Yes, it does. It helps in practicing listening. If I want to know what it is about, I have to try to listen to it. I have listened to these songs since I was in High School, as well as watching movies but I do not like Thai movies. I never watch TV at night.

JOY: Do movies help you as much as songs?

C: Yes. When I go to watch a movie I usually try to listen to what they say and try to understand. Some movies I will buy the video or CD and watch them repeatedly. I will know the meaning without glancing at the sub-titles.

JOY: So, do you prefer Thai dubbed or English soundtrack with Thai subtitles?

C: English soundtrack. If I don't understand, I will look at sub-title. I will try for two things, I listen to because I like actions of movie stars so I will forget to read sub-title.

JOY: Can you understand the dialog if you do not see subtitles?

C: Oh! I understand half of it. I can get some of the gist of conversation but not every word. Because I have already paid for that.

JOY: Could you please explain, how do you remember important sentences you get from songs?

C: If they are songs. I like I will analyze the sentences, which one is correct, which one can be written down with correct meaning. I can remember well if they are in the song.

JOY: How many times do you listen to the songs until you remember them?

C: If it is at a hook, I can remember from listening only a few times. About 3 times.
For movies, I spend a longer time because the film is long and I have not reversed to see immediately. I see whole story then I stop, but I can understand the main sentences.

JOY: Do you use some patterns in daily life?

C: Yes, in case of everyday conversation. But nothing within teacher student conversation.

JOY: Why?

C: We talk in academic content actually. The pattern of sentences will be varied. It is not everyday conversation, not peer chatting. Sometimes I take some sentences to be used, but not in explanation. Suppose that I see the forms of DNA which appear to me like this, the band that I saw was like this, I have to use the words to clarify to make her understand what problem I had. Not only seeing it in distortion or seeing it rather dim etc. That is, I have to explain to make her see clearly. That is the problem when I have to communicate with the teacher.

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JOY: When you are talking with your foreign professors or lecturers and you cannot figure out the words you need, what do you do then?

C: If I do not know which word to be used I will go on explaining until the teacher says; all right, the density is low. Then I will say OK.

JOY: I mean what do you do to express your ideas?

C: I will continue explaining until the teacher guessed that I would like to use that word.

JOY: Besides words, if you cannot explain sentences or phrases you need to, what do you do?

C: I have little problem about that. Mostly, my problem is vocabulary use.

JOY: When you have to listen to foreign professors, lecturers, or someone in English and you do not understand, how do you deal with the problem?

C: I listen attentively first until I guess what she is saying. I try to catch the full sentence before realizing what she really says. Because some words she uses I really don't know but she keeps on saying until we get the gist, such as the participation in the seminar which overseas professors give. I didn't understand at first but 10 minutes later I got the meaning of that word. It means that the explanation will allow for more understanding because she will talk on this point but not actually explain until we attain the meaning. For example she mentioned the word antibody. At this point, I can correct the expression from this matter. A young professor had pronounced this word antibody as antibody. I have listened for about 10 minutes until I realized that it is the word antibody. I can get the meaning from the structure of a sentence. I just sit and listen until I understand.

JOY: How about the difference in pronunciation between a Thai teacher speaking English and foreign people speaking English, which one could be more understood?

C: They differ from each other.

JOY: Please explain.

C: When we listen, if they pronounce correctly, I will know that what they are talking about and I can write correctly. For example, some words that end in "st", if they pronounce properly I can write correctly everything they said. For the Thai teacher, if he/she pronounces with a bad accent, I can not keep pace, I will be confused and blurred and couldn't conclude on what he said. Then I have to listen to the whole sentence and try to think later in what he would like to communicate with that sentence. But for English speaker, I couldn't follow the speed of speaking.

JOY: How do you know when the foreigner pronounces with the right or wrong accents?

C: If I don't understand at first, I try to continue listening, then consider again that he speaks this sentence and realize the ways he pronounces, so I really understand. I myself don't speak very well, it is similar to listening. In writing, I don't have time to think about vocabularies but I know that word to be used which ends in inch. I try to pronounce correctly when reading or use rote learning, then I will know which word to be used such as the word ending inch. This could be done automatically for correct pronunciation and writing.

JOY: Have you noticed mistakes while speaking English?
C: Yes.

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JOY: What do you do to develop or improve?

C: I calm down because if I keep on saying I couldn't arrange into the right sentence.

JOY: What mistakes have you mostly done?

C: I forget everything about grammar; I am always like that.

JOY: What method do you use in speaking?

C: I keep on speaking but I realize that I forget and I lose my way on and on, so it becomes as I present all the time with or rules.

JOY: How do you solve the problem at this time?

C: I try to concentrate and think things out.

JOY: You mean think out at that time or come back and think about it.

C: I mean the next time because if I think out I try to change and will take it to be used at a later time.

JOY: Have you evaluated your own ability in listening and speaking?

C: Yes, I have.

JOY: In what way?

C: If speaking is developed, we could know how much it develops by evaluating from the adviser noticing on how much he / she can understand us. But I think I can get more from listening. Because when I study for my Bachelors degree, I learnt in Thai, in the third year, I started to learn with native speakers, at that time I couldn't get anything. When the time passed for about half of the semester I began to know more and when I came to be a senior I could talk to native instructors all year round. I felt I could listen and understand more.

JOY: Mostly you learned with native instructors, right? But during your bachelor degree, which subjects did you learn with native speakers?

C: I studied Ecology, and Water Management. The instructor spoke Thai but all hand-outs are in English.

C: Yes

JOY: Is everything English?

C: All books are in English since the second year. When coming to the third year, there is a lot of English. Ecology was taught in English. The instructors taught in English.

JOY: When did you start learning English?

C: What do you mean by that?

JOY: When did you start learning A B C or something like that?

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C: Oh! Since my primary school.

JOY: So how long have you been studying English?

C: Until… until compulsory in the bachelor degree classes.

JOY: Then, now, do you learn English?

C: I don't have time. If I have had time, I would.

JOY: Do you have a chance to study English outside the class?

C: I try to find a chance but I'm busy.

JOY: So, have you ever done that?

C: I'm always busy, I try to… but I couldn't at this time because I have to wait until my laboratory work finishes.

JOY: Is lab work very busy? How are they doing? Do they work all day long?

C: The work is going on continuously. Suppose that this experiment will be finished in 6 hours but we spend more time than scheduled, it will postpone to 7 hours or 8 hours. We have to spend time in fixing the tubes, walking around, things like that. If we think slowly, the steps will be slower. Such as yesterday, I did the lab from morning until 9 o'clock, I went out of campus at 9.30 p.m.

JOY: Oh really!

C: That's going on continuously, it we think slowly, it will be slow.

JOY: But you still enjoy doing it?

C: Yes.

JOY: If you hear someone speak English, do you pay attention?

C: When they speak English, I pay attention. If Thai people speak I can understand what they are saying, sometimes I know they make mistakes in tenses. If I were them, I would be wrong as well. So I listen attentively.

JOY: Yes.

C: Yes, I think I am attractive to foreigners (joking) because when I walk in public places, They will come directly to me.

JOY: Really, then you talk to them or leave?

C: I talk to them. But formerly I didn't.

JOY: Why did you improve? Why do you start to talk with them?
C: I felt that I could speak. If they are simple sentences for everyday conversation, there's no problem. But sentences that are used to explain the test or explain content for the instructor to understand the essence in the specific field are difficult.

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JOY: And what about the walk-in native speakers, what are you and they talking about?

C: They asked directions or something like that, sometimes they ask about the directions on where to go. They ask a lot.

JOY: Could you explain to them clearly?

C: Yes, I tell them to go to the spot… at the remarkable place and how to get on the bus, it you this sign you can get off the bus. Sometimes I was foreigners with a camera and they would like to take pictures with Thai people holding their camera but not yet taking. I will approach to help them…

JOY: What makes you feel bad when speaking English?

C: I felt bad about using English is when I felt that I couldn't speak, I say it incorrectly. I couldn't find words to speak. It's disappointing that I couldn't communicate fluently with them.

JOY: So how do you make yourself feel good or encourage yourself?

C: I think I should improve myself by being calm down and try to speak In case of grammar, I think I could use it but it needs time similar to the time of exam, if I had 10 minutes to consider, I can do but if I have only 2 minutes for 20 items, it will be confusing. I will use my common sense but it isn't like that. I should have considered deeply, considering structures of sentences.

JOY: So, what makes you feel good when you use English?

C: I have had good feelings.

JOY: Please give examples.

C: Such as in the seminar, I have to answer all the questions in English. And I don't know what they will say or ask. That is, I could understand them and I have knowledge in my field, so I can answer them definitely… So… because I have information before I don't have to prepare sentences for answering but I know on what they will ask. I understand in the way I feel in my content, I can explain to them in a comprehensible way. This is a good aspect and fine.

JOY: When you do well in English, how do you treat yourself?

C: I am not sure. If any song I like most and can listen thoroughly… I will buy a CD or anything about it regularly or I have an inspiration to buy it and at the end I try to listen and keep up to the pace. If it expresses very fast I will try hard to keep up with it because I have had my inspiration to make my efforts to listen and understand.

JOY: Do you have any other strategies that you use to improve your speaking and listening?

C: Beside films and songs I can get improvement from reading books by being forced from others.

JOY: What do you mean by "being forced"?

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C: Such as the teacher assigned me to read a paper. What should be done? He may explain about methods of doing something sometime he has descriptions, so and so, that I read and make sense, I like it and can remember.

JOY: How do you remember?

C: These sentences are like the ones I heard in the songs or movies that I liked. I used to speak like this, such as I used to consult with my advisor about a matter that I saw with luminosity, but it's distorted but I couldn't communicate clearly about that. When I come up in the book, I realized that this is the one I had a problem with before. So it made me remember and I tried to memorize it. Such as when I write a progress report, I will open the book as it I copied from that, but I could explain its meaning, then I rechecked again after that.

JOY: Which method do you think mostly affects speaking and listening?

C: Vast reading maybe. As far as I know, the problem is in teacher-student communication. If I read a great deal I will see more sentences. I will know what problem I have and I know how I can explain to the teacher. It could reduce a lot of problems. Because when comparing to the teacher and couldn't say anything, then the teacher only smiled back and let Irish wife to help us.

JOY: What nationality is she?

C: She is a Thai woman. She had helped in translating. Now, we can talk and understand more.

JOY: If you think that reading is good, what methods do you use in reading books, texts or articles? Please explain.

C: To say frankly, I read on and on, that is to understand each sentence because when we read many sentences, there will be one that we know that we can guess and conclude about what they say. If I understand once, then I go back to read that paragraph one more time, then I get more understanding.

JOY: How many times do you read?

C: When I was taking an examination, I couldn't help reading many times because I try to find the main point and then underline it. When I revised, I read all the underlined sentences, but it's still not concerned about the book. I have participated in the seminar on biological weapons. I have met with one teacher I liked, he gave me a book about biological weapons to read. I must say frankly that it was very interesting. The book was heavy and huge I used all my wisdom to read. When I returned to that book, the teacher asked about it, how fun it was. How I can answer him if I didn't understand it.

JOY: How do you deal with this situation?

C: I tried hard to read.

JOY: Have you done your reading?

C: I read almost all. I guess I can talk about the new biological weapon of my teacher.

JOY: Is it fun?

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C: It is fun. This book is like fiction with many hidden details I have to find out about them. When I met my teacher, he asked how about Mr. Jack, whether he was fine. Ah… Who is Mr. Jack? Mr. Jack was the leading actor, why don't you know that?

JOY: What do you do while reading English books?

C: If the book I read is a novel I will read on and on. If it is a content book I will underline some sentences because it will come out not in the same page, I try to arrange them into groups that I have seen then before.

JOY: Where do you arrange them?

C: I jotted down separately because the answer is not shown only in one unit of the book, I could find in another unit, then I pooled them together.

JOY: Are there many difficult words?

C: Yes, there are.

JOY: What do you do, then?

C: The first time I ignored because I was lazy to look up in the dictionary. Then I read on and on, later I could know that word but sometimes I don't know the meaning because it is a modifier. When it is a modifier, I have to open the dictionary to search and will know that this word modifies the other word to give clearer meaning.

JOY: When do you look up a word in the dictionary?

C: I will open it when I am confused, after I have read all but don't know about it.

JOY: Yes don't open it, the first time, right?

C: No, I don't.

JOY: What method do you use to help you understand?

C: I will venture to read until I realize at the end that this sentence is important to be a modifier to other sentences.

JOY: How can you know that?

C: Suppose that the entire page is concerned with dyeing the gel with this color I will read continuously, when finishing I will conclude that this dyeing will use this substance because of this principle. But the writer doesn't tell us directly. It says only taking the gel to be soaked in this solution which will make it better dye able. Unfortunately, I don't know the meaning of this sentence but I know the principle. At this point, sometimes I am confused and I have to guess which substance is used for dyeing. But if I don't know about the modifier, I will look it up in dictionary for only the modifying word. It will make me understand better.

JOY: What kind of dictionary do you use?

C: I used talking dictionary, Thai-English, English-English. For talking dictionary, I used English-English.

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JOY: Do you use Thai-English or English-English version?
C: English-English version.

JOY: Can you understand?

C: I understand the English explanation. I try to open English-English dictionary because it gives how to use the word in sentence.

JOY: What do you think about the use in the sentence?

C: I mean, it says the difference meanings when the words function differently such as being a verb or adverb.

JOY: All right. Is it different from talking dictionary?

C: I guess that my old talking die is not good (laughing). I don't know what purposes it can be used. It only says the meaning and type of word without example of use in the sentence.

JOY: What for? Why do you need that?

C: Because I know that I can get the right meaning to the one I need, similar to open English-Thai dictionary. There are a lot of meanings but I have to choose the one that can explain the sentence I want to know clearly. But in Eng.-Eng. Dictionary, beside finding the meaning of that word, I can study further that if this word appears in this sentence, which meaning will be. If I have read anything that makes sense, I will go on further.

JOY: Do you think this method can help you?

C: Yes, it helps much but I don't like the dictionary.

JOY: Why?

C: Because I… I like to guess.

JOY: Why don't you use the dictionary?

C: It is the last thing that I will use, because reading must be done quickly and I have a lot of things to read. Some parts have to be omitted and I will mark or make a circle. If I can't comprehend it actually, I turn to the dictionary. But I feel that looking up the dictionary wastes time.

JOY: How long do you spend on reading for a whole book?

C: Actually, I spend very long time in reading. Suppose I would like to understand every sentence I will spend a longer time. It's similar to reading a fiction that the teacher has given me. I have to know extensively. So I will spend long time to read to get the gists such like seeing a movie. I have waited to see 3 incidences only but I have to stay 90 minutes. I feel that I have to read to find out, so I read on and on for a book until I found something that the teacher ever mentioned. Then I will concentrate on this point and read to broaden idea. Not read the whole and come to pick up small points but I picked up some points and broaden it by reading. So, it different.

JOY: What do you do after reading English books/texts?

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C: If they are study books, I will have notes, so I read one more time. If I didn't take notes I will read the ones that I have underlined in the book.

JOY: Beside class books, what else do you read?

C: There are comic, novels and others.

JOY: Do you use the same method?

C: If it's a novel, I read the same on and on, starting from page 1 and then go on.

JOY: Do you personally like reading books?

C: Yes, but I rather have no time to do.

JOY: Really? Do you often read novels or comics that make you entertaining?
C: Actually I read only textbooks and I have no time to read novels. Because I have to spend longer time reading novels, so I turn to read textbook which I feel I can go on rapidly and I can continue reading on and on.

JOY: What technique is the best for you?

C: Um… technique… technique… I am not sure, may be familiarity can help.

JOY: How are you getting on with it?

C: I get accustomed to some sentences because I ever used then. If I see these types of sentences I will read thorough abruptly, because I can make faster reading and understand quicker.

JOY: Beside reading problem, do you have any writing problems?

C: Yes.

JOY: How? Please explain how writing is a problem?

C: Such as tenses and various grammar, it is obvious when I write a report because I type continuously and when I come back to read I will find many mistakes; some words are missed, some words are placed in wrong modified place. When I come back I know that I have made a lot of mistakes.

JOY: So when you write, how many times do you think it will be satisfied?

C: If it's a report, I will write the whole one, then I correct it again and again, but small mistakes, I do it 2 times.

JOY: Do you have any writing problem?

C: Yes, I have similar problem as speaking but speaking must be done at that time. For writing I could arrange the sentence correctly.

JOY: What is the problem?

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C: About sentence rearrangement, when I write a report I will write by typing continuously which will be easier to correct than moving some sentences to another place. I know myself that I couldn't arrange the sentence correctly so I try to make new sentence as good as I can. This is the main problem. Another case is when I do the exam, I will write on and on after I analyze the question; what it asks. I think about the teacher whether he / she would understand. I would like to communicate shortly within only few lines that the teacher has given.

JOY: When you are writing something in English, for example a research paper or project and you have some problems or cannot think of the words in English, what do you do?

C: I write continuously to explain then other will know that I intend to say this word because it the teacher is well understood about Thai students he needn't find a keyword to this word and it will be good for 2 sides.

JOY: So, what do you do to improve mistakes do you notice while writing English.

C: I know that however I write, I make the mistake, so I adjust myself by reading it again and again and correct them.

JOY: How many times do you edit?

C: I do it one round to correct the whole passage.

JOY: How can you check? Which method do you use?

C: Just a few minutes ago I think what I will write. Then I write with full meaning but some grammar rules such as putting s, or ed at the end, I will do it later time.

JOY: What kinds of books help you to write?

C: There's a book to help.

JOY: Please give examples.

C: I don't remember the name. It's a traditional grammar book since my secondary school, the teacher from New Zealand had given me. He said my English has its background like this because I got it from secondary school.

JOY: Do you mean you get it from native teacher?

C: No, he isn't foreigner. He is Thai. He knows the inferiority of Thai students. He used to live in New Zealand. And I myself could do ABAC test when I was in secondary school

JOY: What did he teach?

C: Starting from sentences, how to use future, how to use grammar. That means I couldn't get any further skills in high school because I have to use skills of secondary school. Now I'm shill using that thin notebook of this teacher.

JOY: All that you told me, did you learn in school or outside?

C: I studied privately. The teacher is my father's friend.

JOY: Study one by one or in-group.

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C: In a rather big group.

JOY: How many?

C: Not move than 15 people.

JOY: Do you learn in Language Institute?

C: In school, the same as you learn in extra of the school, you provide available classroom during Saturday and Sunday, nobody will use and those who would like to come, can come.

JOY: Do you think you can get more from that?

C: Yes, a lot, because until now I can use the notes that I made in a small book at that time when I have a problem, I can open it and found what I want. At the same time, when I open a huge grammar book, I couldn't find it. This book is very old but it's shill kept.

JOY: Do you prefer practicing English by yourself or with others?

C: By myself.

JOY: How do you do?

C: When I am free I will do such as I like song I will listen to it.

JOY: Do you think learning about the English culture can help you to learn English better?

C: Yes, I like to listen to music or if I have more free time I will go to the movie and I try to practice listening to understand more and more.

JOY: Please give examples.

C: I think culture has contributed to learning English. Such as actually I don't know what to say to her, I couldn't explain clearly about this. Some lady teachers consoled me to think in a continuum ways of English speaking. Ludy himself is not native English speaker, he is German, so when he speaks English, he has to think before speaking. Simultaneously I as a Thai who is a foreigner must have to think the way he does. So if we are aware of thin point, so we can communicate effectively.

JOY: Do you feel bad or serious when you use English?

C: No, I'm not depressed except when I have to do the examination test. This is the stressed one.

JOY: What techniques do you use to relax?

C: I try to clam down and then concentrate on grammar checking.

JOY: How long does the exam make you stressed?

C: In general tests since secondary school. I felt that I got much from private learning but they forced me doing them again and again by changing some forms of sentences but I could get

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from that. In high school, I had got nothing except vocabulary because I got it from secondary school. In bachelor degree, then I got from that as I always did.

JOY: Do you prefer sound or images to help you remember new information?
C: I like to listen more than looking.

JOY: Why?

C: Such as when the teacher says some words I have never heard. When he says I don't know at first but if he pronounces correctly with right accents, I can write that word correctly. When I look up in the dictionary, I will find that word. This makes sense because I will realize that I could do it and I could remember it. Then I open the dictionary again for the meaning, then I can remember well and write correctly. I have done this on and on. For some confused sentences that the teacher has said, I will remember well.

JOY: What are your techniques to catch up his accents to write in as a word that you told me?

C: If he speaks correctly. If he speaks fully with accents and pronunciations, I could write correctly.

JOY: When did you learn about pronunciation?

C: Since secondary school.

JOY: Was your teacher Thai or native speaker?

C: Thai teacher.

JOY: What did the teacher teach about that?

C: The teacher had taught in class, not private learning, he / she had taught correct accents and how to differentiate words in the sentence such as exist and exit, which Thai people always pronounce the same if one speaks correctly I will know what he / she means.

JOY: Whether he / she will be native or not?

C: Yes, if Thai people use this word in the right sentence but he / she pronounced wrong accents I will be confused. I couldn't conclude whether it's shill exist or it's exit, somewhat like that. I will be confused.

JOY: That's all for inquiry. Thank you very much.

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Tape script D

Date: 30 April 2003 Time: Start 10:50 to finish 11:43 Total: 53 minutes
Subject Reference (Interviewee): D Place: P 401 A Physics Building

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JOY: Hi!

D: Hi!

JOY: How are you today?

D: I am fine. I am sorry that I came late.

JOY: All right no problem. I did not mind waiting. What year are you in?

D: I am about to go on to my third year.

JOY: What is your major?

D: My major is Environmental Biology.

JOY: What is your program?

D: It is an international master's program. I am about to go on to my third year.

JOY: What language do you use in your classroom?

D: English. But some subjects use Thai, if the teacher and students agree to learn in Thai. If there are foreign students, it will be in English.

JOY: Please explain about your major subject, what do you study in this branch?

D: In our field, I study science subjects such as cell biology that is very difficult. There are subjects, which are related to the environment and evolution. It depends on each student is major subject. I study about Malacology.

JOY: What is Malacology?

D: It is the student of shells. Some students study insects. It depends on each student as to what he/she studies and does in the field of research.

JOY: Why do you study in this field?

D: Well, the first reason is I know professors when I studied in undergraduate level and I like the circumstances at Mahidol. The second reason is the program of Mahidol serves my needs. So I choose the field of environmental sciences. There are two fields: conservation and environment. The latter focuses on pollution.

JOY: How is it useful? What do you do intend to after you graduate?

D: Well, Many people ask me what I will do after I graduate. If graduate in Biology, I will be a teacher in the field. If one wants to be a teacher, one will have to get a scholarship or be very intelligent and get an honor such as a Civil Service Commission scholarship.

JOY: What will do you do then?

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D: I will work for an environmental company. I may study more languages. Or I may study other subjects.

JOY: Well, do you like learning English?

D: Yes, I do. I also like other languages.

JOY: What other languages?

D: Chinese and German. I have not started learning German yet. I think that English is very important because I have to use it in everyday life.

JOY: When did you start learning English?

D: Since kindergarten level. My English was not good at first, but it got better later.

JOY: How bad is it?

D: I am a lazy girl. I studied in private school where, the teaching of English was very good. I always was assigned to memorize vocabulary, but I did not always do so; I did not take any notes. When I grew up, I paid more attention to learning English. I studied in a public school since high school level. There were so many students there that the teachers could not pay attention to everyone including me. My ability in English became worse again. Later I tried to improve so it was better at that moment.

JOY: How was it improved?

D: I would like to explain. When I came here to interview, my speaking skill was very terrible. I could not speak and always spoke incorrectly. The professor who interviewed me allowed me to speak Thai. I thought that I was more special than others. It was not good at all. And I thought that I am going to study in the international program but my ability in English was very bad. So I took an extracurricular course at another institution. Can I tell you the place?

JOY: Yes, sure. Why not.

D: I have studied at "Babtist" since I was in senior undergraduate level until I passed the exam to study here (Mahidol University). When I studied there I always met foreigners. In time I was not afraid to talk to foreigners. There were grammar lessons. It is not too difficult to understand. Then I found books to read. My English was better after that. Afterwards, I wanted to take the TOEFL test. My friends complained that it is very difficult because we had to score in the range of 550-600. Well, I thought that we could not get it even though we are good in English. I tried to practice listening and read a lot. It worked.

JOY: Well, did you pass the graduate examination?

D: Yes.

JOY: How high was your score?

D: About 710.

JOY: Wow! Very good.

D: The problem is I can remember only at that time. Sometimes later, I forgot because I do not use the English Language frequently.

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JOY: Do you have any problems using the four skills: listening, speaking, reading, and writing?

D: Yes, I do. I cannot pronounce correctly. I do not know that whether I pronounce words right or wrong.

JOY: How do you improve?

D: Well, I do not improve my pronunciation. If I hear someone pronounce a word, I will remember it. I used to take a short course on pronunciation at Babtist. I know how to pronounce some words. The problem is I do not practice often. So I forgot.

JOY: Do you still learn at Babtist?

D: No, because when I was in my second year it was very hard. So I just quit.

JOY: Well, other than Babtist, do you study at any other place?

D: I stop learning at Babtist while I was in the second year. After that I took, which included grammar lessons, at BB&C. My problem is I do not have a chance to use what I have studied. When I studied the writing course, I knew how to write expressions and opinions. I knew what the speakers and writers were trying to express their feelings.

JOY: Do you still use it?

D: Sometimes, but not 100 percent. I do not practice often nor review; therefore, I forget. (laugh)

JOY: What kinds of materials do you use to practice listening and speaking? Please explain.

D: Well, I have a listening problem. I listen to foreign songs. I can catch only some words, but I do not understand the meaning. So I find the lyrics. I just look at the lyric when I listen to the song and the pronunciation. Someone told me that the pronunciation of songs cannot be trusted. I read a by full name book of Krukate, who explained that just try to listen frequently. Better Improvement will come soon.

JOY: Have you done that?

D: Yes, but she suggested to listen to UBC every night, but I do not have UBC.

JOY: So, what do you do?

D: I turn on English radio at night instead, but radio is not available all night. I feel better in English at that time. I did it through the month of October.

JOY: Was it last year?

D: No. It was two years ago. I always listened to English radio. I am more familiar with English pronunciation. The other way is watching the soundtracks of movies. Nevertheless, I still looked at the subtitle, so I cover it with a paper. I could not understand at the first time I saw. But I became better after repeating it over and over. Moreover, I recorded the sound from movies and listened to it later.

JOY: Have you brought it along with you?

D: Well, I mean I recorded from television channels, and then I listened to it repeatedly. I can understand from a few words.

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JOY: Have you done this device frequently?

D: Well! About 3-4 stories. It is a pity that I have no time to do it now. My writing teacher knows the problem of Thai students while taking TOEFL test so she suggested that we have to listen to English as we listen to Thai. We have to anticipate the next words of the speakers. We do not have to concentrate on the first word they speak, but we have to think about the next words they say. It can help us to understand the meaning. Again, I have no time to practice.

JOY: Did you follow your teacher's suggestion?

D: Yes, but I did it for a short period.

JOY: Does it work?

D: Yes, it does, but I did not continue. My teacher also suggested that do not panic. We should think that we understand one word today. Tomorrow we will get 2 words. Then over the next days I will comprehend more and more. This is my teacher's the suggestion to practice listening from my teacher. But I think that the biggest problem of Thai students is grammar rather than listening.

JOY: So, how do you remember the words you get as the teacher has advised you on setting one word the first day and two words on the second day?

D: When I listen to the words, I will find their meanings. So when I listen to more words I can remember more meanings. Then it leads to sentences. It is related to pronunciation. I used to read Krukate is book. She suggested listening to the news which could help. We just remember only one word for a day. For example, if we need to remember the word "cat" we just know how to pronounce it. So we can remember it. Again, I have no time to practice.

JOY: Have you ever done that?

D: I did it for a while.

JOY: How long have you practiced that?

D: It depends on time. In October of the last two year, I listened to English radio continually. Three days before the examination of Master's degree, I listened day and night. I can do that persistently only a few days.

JOY: How do you remember words or common phrases in English to help your speaking?

D: Well! I remember interesting phrases from the movies. But I cannot remember many of them. I think I get only two phrases from one movie. I try to use all phrases I know when I have a chance. Moreover, I read pocket books written in English.

JOY: What language do you read mostly?

D: I have two. They are English textbooks; the others are English books that I am interested in. However, I have no time to read them.

JOY: Do you remember statements the same way as remembering important words you read in English?

D: When I need to remember a word, I will separate it.

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JOY: How is it separated?

D: For example, I separated the word “carpenter” into car and pen. When I was young, I remembered like that. My teacher suggested I continue to do so. It is helpful. When I grew up, I separate the word by using prefix and suffix. I am sorry to give you some examples. Moreover, I classify the words into a group. For example, the words “decrease” and “decline”. I remember by grouping. I also try to remember by sound, but it is a problem.

JOY: What do you mean by “remember by sound”?

D: Well! I do not remember spelling. For example, the word “decline” I remember the sound “cline”. This method is not good because I might spell the word correctly.

JOY: Do you have a role model to pronounce correctly?

D: Yes. Mostly I follow the pronunciation of words from the radio. Then I look them up in the dictionary.

JOY: Do you have any problems while you have a conversation with foreigners?

D: I have with some. I can understand only some people.

JOY: Why do you understand only some foreigners?

D: I think it is because of accents. I used to attend the workshop at Burapha University. There were about 10 English people at there. I could not understand them at all, but I could understand one foreigner who is my friend. I thought that some of the speakers of English were from Wales. Their voices were not clear. Some spoke like monotones, but I could understand only one person, an American.

JOY: Except from for the Welsh accent, what else cannot you understand?

D: I have difficulty understanding people speaking English who are from the Philippines, and Indonesia. When I understand what a speaker says, I try to listen to his pronunciation. So when I am stuck with some parts I try to guess what he would like to communicate. Vice versa of course, this is to the person with whom I talk. He may have difficulty understand me because I pronounce the words incorrectly. When I do not know how to pronounce the word correctly, I do not have confidence to speak the word clear enough. So the listener might not understand.

JOY: Well! How do you help yourself to understand what people say in English?

D: I ask if I do not understand. Sometimes I repeat what the speaker says in order to show that I do not understand. Then he speaks again or explains more. Sometimes I try to understand the words by gestures and contextual clues. Sometimes I ignore unimportant words, but If they are important my ask the speaker whether understanding, is right or wrong.

JOY: How often do you solve the problem by this method?

D: Well! I can communicate with my foreign friend because I am familiar with his accent. As to the workshop at the Burapha University, I spoke only two phrase “Hello” and “Good morning” with English people there. Once I go in a lifted with one English person and he said ‘any you having fun?’ because I laughed. So he asked me something but I did not understand. Later I understood his question, but it was too late.

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JOY: How often do you have opportunities to talk to foreigners?

D: Not often, now. I had many opportunities to practice and use English with foreigners during my English courses at Babtist.

JOY: Beside listening, do you have speaking problem?

D: I can communicate. I think that if I know a lot of vocabulary I can communicate. I have acquired a big vocabulary from papers during my study. I have a problem with grammar, and idioms as well as prepositions.

JOY: How do you improve?

D: I have not improved too much. Mostly I notice and learn by reading general books, which are written in Thai and English, and grammar books.

JOY: Do you translate what you hear into Thai?

D: Well! Not too much. I cannot catch the conversation if I translate. I will translate only some difficult sentences and words I heard. I have read from a book that we should think through English and should not translate into Thai. It wastes time.

JOY: What mistakes do you notice while speaking English?

D: Many mistakes.

JOY: What are they?

D: I pronounce the words wrongly. When I attended the workshop at Burapha University, I went shopping with the one foreigner. He wanted to buy a pair of trousers but 80 baht was too expensive. Then we moved to another shop, but I said to the shopkeeper that "we need thousand". The foreigner who came with me said "no, no thousand". Actually, I had to say trousers instead of thousand.

JOY: What do you do to develop or improve in such a situation?

D: So I said no no. Then my friend, who came with me, helped me to explain. I always have some miscommunication with foreigners.

JOY: When you have to listen to foreign professors, lecturers, or someone in English and you do not understand some words, how do you deal with the problem?

D: I will ask the words are important. The speakers will they explain.

JOY: If it is a presentation situation and you do not understand what the speaker says, how do you deal with the problem?

D: I have a lecture class and have to attend some presentations. Mostly the problem is concentration. I do not like to attend the long period of presentations whether they are Thai or English. In the lecture class I can understand what my Thai professors say because I am familiar with their accents.

JOY: Are there any differences between Thai and foreign professors?

D: Yes, there are. The accent of Thai and foreigners are different. Actually, the accent and some idioms among foreigners from each region are different. Anyway, they can communicate.

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JOY: Whom do you understand more Thais or foreigners?

D: I understand Thai professors more. The American accent is easy to understand, but a real, English accent is difficult. I am not familiar with the English accent. The accent of Thai professors is clear, but Thai professors who graduate from aboard are different.

JOY: Can you understand them?

D: I can understand some. I understand some parts of what foreigner professor says.

JOY: Please evaluate your own level of English proficiency in listening and speaking skills.

D: I can speak well in informal style. I can communicate and have a conversation with others. But I cannot use English accurately and fluently during presentation which needs accuracy.

JOY: Can you evaluate your progress in English? If yes, please explain how.

D: I do not evaluate my progress by myself. When I wrote a letter to my friend and he/she say, "your English is better". I think this is an evaluation. Mostly my friends and people, close to me, will tell me, about my progress.

JOY: Do you have any writing problems?

D: Yes, I do. I can write in academic style while I still study in the university.

JOY: What did you do to improve your writing?

D: I took a writing course. I think practice writing more can help.

JOY: Have you done that?

D: No. (laugh) I have not.

JOY: Do you still have to do a writing assignment?

D: Well! Now I write only the proposal. I have made many mistakes. I have a problem of vocabulary and grammar. I often use wrong words. I try to remember the wrong points and do not use them the next time. It is difficult and I always make mistakes.

JOY: Do you ask someone to help?

D: I ask my advisor and my friends to help. If I am not sure of the words I need, I look up in the Thai- English dictionary. Later, I look in the English-Thai dictionary to confirm.

JOY: Does it work?

D: I get the words I need. Sometimes my advisor and my friends do not use the same style of language. I think it depends on each individual's style. Some like easy words, others more complex.

JOY: What kinds of books help you to write?

D: I have grammar books. I look in grammar books to help my writing. I like the books of Michael Shawaharn and Dr. Willahet.

JOY: What are those books name?

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D: The book by Dr. Willahet is about grammar and preparing for the TOEFL. Michael Shawaharnis book is about grammar use for of the intermediate level. It is published by Oxford.

JOY: What language do they have in description?

D: They are English, but it is easy. I have many books at my house, but I cannot read them all.

JOY: Do you like buying books?

D: Yes, very much so. But I cannot read them all, I have to spend my time for studying.

JOY: What mistakes do you notice while writing English? What do you do to improve?

D: I look in the newspaper. When I read an English column in the newspaper, I find the important things I will remember or jot them down. Moreover, I use grammar books. I can know what mistakes I commit when I read more and see more. Since I am not a native speaker, I have only limited experiences; Therefore, I still do not write well

JOY: How often do you edit and proofread what you write?

D: I edit and proofread many times. When I look back at my work, I will change some sentences, add something more, and delete unnecessary sentences.

JOY: Besides writing problem, do you have any reading problems?

D: I do not think that I problems in reading. I think I read fast, though I am not careful. That is the problem. When I read aloud, I often disregard and pronounce the words incorrectly. This problem occurs both in Thai and English. When my friend hears these spoken errors, she will tell me of my pronunciation problem. When I read aloud, I do not pay attention as to the meanings. I have a problem of reading for main ideas. If I need to find the main ideas, I read very slowly. When I take a test, I just read the questions and then find the answers. I do not read everything because I read very slowly.

JOY: Why do you read aloud?

D: I read aloud when I read papers with my friend. Once I find the important parts, I read aloud to my friend.

JOY: What do you read mostly?

D: I read many papers now because I have to do my thesis.

JOY: Other than papers, what else do you read?

D: I read outside reading books.

JOY: What kind of outside reading books do you read?

D: I read the books publish by Penguin and the Thai publishing company, Wattanaphnich. I read Daddy Long Legs, for example. I bought the penguin book as well as the tape. I can practice listening and speaking when I listen to the tape. I imitate its sounds.

JOY: What do you do while reading English books/texts?

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D: While I am reading, I turn on the radio. When I concentrated on what I am reading, I do not listen to the radio.

JOY: When you find new words and do not understand them, what do you do?

D: I look in the dictionary and jot down the meaning of words in my notebook. Lately, I can use nice words for my thesis.

JOY: Do you read textbooks and outside reading books differently?

D: I read textbooks or papers in order to get the information for assignments. The contents in the books are cause and effect. I read outside readings for entertainment. I do not expect anything from them. Language use of textbooks and outside readings are different. The outside readings or novels are easier than papers or texts.

JOY: Are there many technical terms in the texts?

D: Yes, there are a lot. I think easy or understandable words can be used in the texts, but technical terms are used instead.

JOY: Well! Can you understand those technical terms?

D: I have to look for meanings in the dictionary because I cannot guess.

JOY: What kinds of dictionaries do you use?

D: I use many kinds of dictionaries. I use talking dictionary, which is Thai-English and English-English explanation, English-English dictionary, and a cultural dictionary. The cultural dictionary is about traditions, ceremonies, and movies. I bought this dictionary because I would like to be a translator.

JOY: Well!

D: As I said, I would like to be self-employed. My mother suggested that the culture dictionary is useful for translation. We do not know what words are appropriate for each culture so we should use the culture dictionary. I heard that we should change the dictionary every five years because there will new versions will be coming out..

JOY: Do you think learning about the English culture can help you to learn English better?

D: Yes, exactly. I think English subject is boring because we have to learn about rules, and we have to know how to pronounce correctly. If we learn the culture, it is more interesting. I want to know the reason why the words are used and tense is changed. Personally, I like to learn about the culture of other countries because I would like to speak many languages.

JOY: What do you do after reading English books or texts?

D: Mostly I look back for what information I need. For example, If I have read about the method of doing something, I look back at the important information I have highlighted. If I read novels and I enjoy them I will read them again. After I know what the story is about, I can guess the meaning of unknown words.

JOY: How do you remember important things you read in English?

D: I can remember important contents after I finish reading. I can remember the important words from sounds and by meeting them often. I also use the category to remember

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words. For example, I read Harry Potter and I found Culnary represents yellow, and Scalate represents red. I have never known these words so I just group them. It is easier to understand and remember.

JOY: Besides techniques that we have discussed, what technique is the best to you?

D: I think every method is good. It depends on what method is best for you, others, or me. We should choose the appropriate method for us. I think the other important thing is motivation. If we are forced to study English, it is useful. If we study English and focus on what we need to use, it is better. I think watching foreign movies or listening to the radio is good for practice listening, because this method is not too serious. In order to practice speaking, we should find the opportunities to use the language. Be not afraid of mistakes.

JOY: If you make some mistakes in English, how do you encourage yourself to do better in English?

D: By thinking about proverb, which is 'mistakes are the common matter of human being'.

JOY: What makes you feel bad when speaking English? How do you make yourself feel good?

D: I rarely practice. I always think that it is pity. If I try to practice more, I can use the language fluently. I very rarely practice speaking because I have less opportunity to meet foreigners. I cannot use the language when it is needed. When my foreign friend feels sad I cannot give her a nice word to help her feel better because I am afraid that I will speak incorrectly.

JOY: What makes you feel good when you use English?

D: I feel good when I can communicate.

JOY: When you do well in English, how do you treat yourself?

D: I do not treat myself to anything.

JOY: Do you prefer practicing English by yourself or with others? Please explain.

D: I like both. Mostly I practice by myself. I always learn outside class or go somewhere alone.

JOY: Do you prefer sound or images to help you remember new information? Please explain.

D: I think both. For example, when I watch movies I can see and hear. I have heard from someone that we should remember by using pictures. When I see a radio, I should say "radio", for instance.

JOY: Could you do that?

D: I do sometimes. When I see the tree, I try to say "tree". I rarely practice. I have many books because my mother bought them. She would like to improve her English so she tries to read a lot, but I have no time to read them. Oh! I speak too much.

JOY: All right. Thank you very much for you participation.

D: You are welcome.

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Tape script E

Date: 30 April 2003 Time: Start 13.15 to finish 13.44 Total: 29 minutes
Subject Reference (Interviewee): E Place: P 401 A Physics Building

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JOY: What year are you in?

E: I am a first year student. I will be a sophomore next semester.

JOY: What is your major?

E: Biology

JOY: Which degree are you studying?

E: I am now studying Master's degree together with doctorate degree.

JOY: Master's degree together with doctorate degree, do you mean that when you graduate, you will get Doctorate degree as well?

E: Yes, it takes 5 years to graduate.

JOY: Why did you decide to study this field?

E: It is the same field that I studied during my bachelor's degree.

JOY: Please explain in details what you are studying?

E: General I am required to study about the molecular course. I also am interested in molecular biology.

JOY: Do you like this subject?

E: Yes, it is good. I think it can be applied.

JOY: How can you apply?

E: Molecular biology is a technique, which can be applied to many fields of Biology.

JOY: Aside from biology, what other subjects do you like? Do you like English?

E: I feel so so, but we can not avoid it. We have to use it.

JOY: What do you mean by "so so"?

E: I do not hate English. I can speak it but not so well.

JOY: When did you start learning English?

E: I began studying English when I was in grade 5 because I lived in upcountry.

JOY: So how long have you been studying English?

E: It is almost 10 years now.

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JOY: How would you rate your level of English proficiency?

E: Fair

JOY: What skills of English do you know?

E: All of the 4 skills of English such as speaking, reading, writing and listening. However, I think I should still improve it.

JOY: Could you explain further?

E: How?

JOY: For example, about your listening, how much do you understand?

E: I have a problem with listening. Sometimes I cannot catch what they say because of the accent. I also have a problem with speaking.

JOY: Do you mean that among the 4 skills, you have more difficulty with listening and speaking?

E: Yes, that is right.

JOY: Could you please be more specific about the problems?

E: Normally when we study, we focus on English grammar. We do not know and do not get used to the right accent that native speakers use.

JOY: How do you help yourself to understand what people say in English?

E: Asking from friends and reading more.

JOY: What kinds of books do you read?

E: Mostly are grammar and conversation books.

JOY: Can you give me an example? Do you remember the name?

E: I hardly read. Since I was in grade 10, I only read the textbooks in lessons.

JOY: Do you find any opportunities to improve your reading and speaking s kills?

E: It is imported upon us because there is a seminar subject, which forces us to communicate in English. My 1st session was not so good.

JOY: Why do you say that?

E: I did not know how to make my partner understand what I was saying. I had a problem with sentence ordering. Sometimes I understand what they said but could not respond back.

JOY: How did you deal with this problem?

E: I write or use the simple words and emphasize only on the key words.

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JOY: When you are talking with foreign professors or lecturers and you cannot figure out the words you need, what do you do?

E: In the past, I would ask my teacher. They were foreigners, so they quite understood the situation.

JOY: Did they understand you when you were trying to explain?

E: I think so. I said anything that came up on my mind.

JOY: Do you have any problems when speaking with foreigners?

E: I do not have much chance to speak with foreigners at the moment.

JOY: How about in your English class?

E: Not much.

JOY: How is studying with foreign teachers?

E: It is like a one-way communication. The teacher lectures and we listen.

JOY: In this case, do you have any problems with listening?

E: I understand what Thai teachers say in English.

JOY: What about foreign teachers?

E: I understand most of them. But there are some sentences that I do not understand.

JOY: Are there any differences between Thai teachers and foreign teachers when they speak English?

E: Yes, it is different. More often, I understand what Thai teachers say whereas I do not understand what foreign teachers say.

JOY: What do you do in this situation?

E: I try to understand by seeing around the surrounding words and getting the conceptual ideas. I try to guess.

JOY: What do you mean by “seeing around”?

E: It is similar to reading. We can guess some words by its context without having to find the meaning in the dictionary.

JOY: Are you right when you guess?

E: Sometimes right, sometimes wrong.

JOY: What makes you feel bad when speaking English?

E: I think I should do better than my present level.

JOY: How can you improve yourself?

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E: I saw some senior students who had problems, they were able to improve themselves.

JOY: How?

E: Some of them went to tutorial school.

JOY: How about you?

E: I used to go to a tutorial school once. Unfortunately, they did not compel us to speak that much. Therefore I think it didn't work.

JOY: What if a foreigner comes to ask for help. Will you talk to him/her?

E: I will try to listen but if I am totally lost, I might find other ways.

JOY: Do you have any other strategies to improve your speaking and listening?

E: By listening to songs.

JOY: Which song?

E: Any song?

JOY: Which language?

E: English. I find the lyrics from the internet. Some of my friends try to speak English to each other.

JOY: How often?

E: Not much because I hardly see my friends after I have lab class.

JOY: If you have the chance, will you speak with your friends in English?

E: Yes, I will.

JOY: Does it help?

E: Yes, it does but not much, especially when both of us don't speak the correct way.

JOY: Do you translate what you hear into Thai?

E: Yes, I do.

JOY: Please explain how?

E: I feel that I am familiar with Thai. When I hear something in English, I have to know what is its meaning in Thai.

JOY: What mistakes do you notice while speaking English?

E: Mostly the mistakes are grammar.

JOY: How do you know that you speak incorrectly?

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E: I will think in Thai first before I speak out. When I find mistakes, I know it immediately. But if the listener can understand I just go on.

JOY: If they do not understand, what do you do?

E: I try to adapt and keep talking.

JOY: When you hear new words and do not understand them, what do you do?

E: I use guessing. If I do not understand, I will research or ask someone who knows.

JOY: Where do you search?

E: Dictionary or books

JOY: What kinds of dictionaries do you use?

E: An English-Thai dictionary.

JOY: What kinds of books do you use?

E: Grammar books, which could be bought from Hi-Ed.

JOY: Is it in Thai or English explanation?

E: Thai

JOY: Have you ever used grammar books, which explain in English?

E: Not really

JOY: Do you have opportunities to see foreign movies?

E: Sometimes, but not often.

JOY: What do you like to do mostly?

E: I prefer to listen to songs.

JOY: Do you listen to Thai or English songs?

E: Mostly, I listen to Thai songs. However, I try to listen to English songs. Since I am in the graduate level, I cannot ignore English.

JOY: So, do songs improve your English?

E: A little bit.

JOY: Can you remember nice phrases from English songs?

E: Not at all. I were used phrases from songs.

JOY: When you see foreign movies, do you prefer that they are dubbed in Thai dubbed or do you prefer English soundtrack with Thai subtitles?

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E: I prefer English soundtrack. I try not to read the subtitles.

JOY: Do you understand if you do not read the subtitles?

E: About 60% comprehensions

JOY: What technique in learning is best for you?

E: I think many techniques can help. However, the best technique works for me is chatting or talking to friends in English. We can learn from each other and suggest ways to improve. I am more confident after I practice speaking.

JOY: Do you prefer practicing English by yourself or with others?

E: I prefer practicing by myself first in order to make myself confident. Then I practice with friends and later with others.

JOY: What do you mean by 'others'?

E: I mean other people whom I do not know.

JOY: Besides listening and speaking, do you have reading problems?

E: I think I can read and comprehend well.

JOY: When you read a passage/a textbook, what do you do? Please explain.

E: I read and try to get the main ideas using my previous knowledge. For example, when I learn biology, I already have background knowledge so when I read textbooks in English I can easily understand the concept.

JOY: How do you help yourself understand unknown words?

E: I will find its meaning from the dictionary and look for the most appropriate meaning to be used.

JOY: Besides dictionary, do you have any other methods to help you understand what you read?

E: Sometimes, I ask my teachers or my senior friends.

JOY: What do you do while reading English books/texts?

E: If I find important ideas, I will then write down.

JOY: What do you mean, please explain?

E: I copy the sentences or I write down what I understand.

JOY: Where do you write them down?

E: I have a notebook to jot down important things.

JOY: What do you do after reading English textbooks?

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E: Nothing

JOY: Besides textbooks, do you read other kinds of books?

E: No, never. I do not read English for pleasure.

JOY: Do you like reading?

E: Yes, I do. But I have no time to do this when I am in the lab research.

JOY: In the past, did you read other books?

E: No. I only read Thai books.

JOY: How do you finish reading a big book?

E: I cannot finish reading in one sitting. I may stick on a page for an hour.

JOY: Why?

E: If it is English, I will read every word. I try to read it thoroughly.

JOY: Why do you have to understand every word?

E: If I understand only a few words, the story may change. I am afraid of that.

JOY: Are there technical terms in the textbooks?

E: Yes, there are.

JOY: So, do you have any problems about these technical terms?

E: No. I've known about these terms while I was in the undergraduate level. However, I may confused their Thai meanings.

JOY: What do you mean?

E: Some Thai books translated technical terms into Thai and not use the original English words. For example, 'molecular' was called "อณู" in Thai. Sometimes I did not understand and I wasn't sure if the word I knew was the same.

JOY: Do you use any other strategies to improve your reading?

E: I think reading more can help. Moreover, we can learn and work at the same time. For example, I have to do the lab research and thesis so I have to read a lot to get the data.

JOY: Have you ever evaluated your own progress in English?

E: No. I have just learned English seriously, then I am in the graduate level. However, I think I need to improve my English.

JOY: So, what do you do?

E: Reading more, lecturing in English, and using English with professors.

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JOY: Do you translate what you read into Thai?

E: If I can comprehend what I read, I do not translate.

JOY: You said before that you took down notes in your notebook. What language do you use?

E: Yes. I use both Thai and English language. I try to understand in English and write in English. If I do not understand, I use Thai.

JOY: Do you have any other strategies that you use to improve your reading?

E: No more.

JOY: Do you have writing problems?

E: I think I only have a few problems about writing; however, I am not sure. I do not write much and I have only lab report. I think I have no problem using scientific language. I am not sure how well I can use language in my daily life though.

JOY: Do you have any techniques to improve your writing skill?

E: I am careful about grammar. I think writing makes you more careful in grammar than speaking. I practice by doing exercises at the end of the book. When I write something, I use my previous sheets from undergrad.

JOY: Do you write often?

E: Not every day.

JOY: Do you write a diary?

E: Not exactly.

JOY: When you are writing something in English, for example a research paper or project and you have some problems in English, what do you do?

E: I look it up and find something I need from my computer and the Internet.

JOY: What kinds of books help you to write?

E: Most are textbooks. When I write reports I use them as my reference.

JOY: What mistakes do you notice while writing English and what do you do to improve?

E: Usually I forget about verbs and articles.

JOY: Which grammar aspects do you find difficult?

E: Problems with tenses and structures of sentences. I am not sure what the appropriate tense should be used. When I have a group work, a friend who is good in English could help. I ask her to correct my writing and she explains to me.

JOY: How many times will you edit your written assignment?

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E: 3 to 4 times. First time, I edit by myself. Then I ask my friend to help.

JOY: What do you do to improve your English?

E: I want to learn again.

JOY: What do you learn about?

E: I mean I will take a course at AUA and I also want to take a pretest to evaluate my level of English proficiency.

JOY: Do you think the language institute like that can help you?

E: I think they can. I have no chance to use English in my daily life and in my academic field which is science. If I study there I will get more knowledge.

JOY: When you do bad in English, how do you encourage yourself?

E: I think that is all right, just do it again.

JOY: When you do well in English, how do you treat yourself?

E: I feel good about myself.

JOY: Do you feel tense when you use the language?

E: Yes, especially during seminars. I had to write a paper to my teacher. I had to read and speak. I can read and comprehend., but I did not know how to make the listeners understand what I tried to say.

JOY: What do you do to relax?

E: Sometimes, my friends console me. I practiced presentation to my friend, and she helped to correct and advice me.

JOY: How do you prepare yourself before the presentation coming up?

E: I read first and try to comprehend. I put what I need to say in order. Then I think and compose the sentence I should use by using the words from the paper, not my own. I try to modify as easy as I can. Sometimes I use pictures.

JOY: How do you use pictures, please explain more.

E: I also use diagrams. For example, I use some pictures to represent what I would say. Then I talk briefly about those pictures, so the listeners can understand what I try to present.

JOY: What techniques do you use to help you remember?

E: I try to remember by memorizing, but I think it does not help. It make me feel tense. I think understanding of what I would say is better.

JOY: When you learn new vocabulary in English, how do you remember the vocabulary?

E: I try to use the new word frequently.

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JOY: How?

E: I try to use it by talking to my friend.

JOY: Do you use it alone or in a sentence?

E: Most are words alone, not in sentence.

JOY: What purpose do you do so?

E: It helps me to remember and be familiar with words.

JOY When you learn new phrases/sentences in English, what do you do to remember?

E: The same way.

JOY: Do you prefer sound or images to help you remember new information? Please explain.

E: I think I use pictures to help me remember first, and then I listen to the sound.

JOY: Do you have any other strategies that you use to improve your English?

E: No more.

JOY: Thank you very much.

E: You are welcome.

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Tape script F

Interview Date: 30 April 2003 Time: Start 14.15 to finish 14.55 Total: 40 minutes
Subject Reference (Interviewee): F Place: P 401 A Physics Building

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JOY: What year are you in?

F: Third year of Master's Degree.

JOY: What is your major?

F: Microbiology.

JOY: Please explain about your major.

F: For microbiology, we learn about living things such as bacteria, fungi, virus, and also parasites. But at the beginning, we studied all of them, then we decided what to do for our project.

JOY: Have you started your project?

F: Yes, I have.

JOY: What is it about?

F: It is about one kind of fungus which causes pneumonia. It is in progress and nearly finished.

JOY: Did you base it on work done in a lab?

F: Yes. After it is finished, I have to write a paper and preview it again. Now, I am waiting for the results.

JOY: Why do you study in this field?

F: Because I have graduated in Medical Technology.

JOY: From where?

F: From Mahidol University. This faculty is divided into various departments such as chemistry, mimato, and microbiology. I have done a bacterial project in the microbiology department so I will study further about this.

JOY: What subject do you like the most?

F: For Bachelor's Degree, I like bacteria but now I like it less and do not know what I like more.

JOY: Do you like English?

F: It depends on my emotion. As I live in Thailand, I feel like other people that it is better if we do not have to use English. It is O.K. if we have to but I am not willing to use that much. It is different from living abroad, we have to use because of environments.

JOY: Have you ever been abroad?

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F: Not exactly. I have been there for summer course.

JOY: What subject did you learn?

F: Language.

JOY: Only language?

F: I think mostly traveling.

JOY: Did you enjoy?

F: I liked it as a whole, but if I had been there for a long time, I would have been bored.

JOY: Please evaluate your own level of English proficiency.

F: It depends on my emotion. If I am in an important situation, I will have pressure to perform. For example, when there is an exam or when participation is needed in class, I can use it automatically.

JOY: Automatically means you can do it?

F: Yes. Sometimes if the teacher needs much and strong participation, I can do it. But in ordinary situations when I have to speak to foreigners, mostly I cannot do it.

JOY: Why?

F: I do not know, maybe because there is no pressure. I cannot speak or speak slowly as I have to think first.

JOY: Do you have any problems learning English?

F: No.

JOY: Do you have any problem in the four skills: speaking, listening, reading and writing?

F: Yes. I have problems in speaking and writing, as I do not often use these skills in daily life.

JOY: And what skill causes the most problems?

F: I cannot decide between two of them, so both. But I do not have problems in reading.

JOY: So please explain your speaking problem.

F: It may be because we do not use English as a second language in real life. And I am not a bilingual student. It is like teacher “Kate” teaches that we have to think in Thai as the first step and then translate to English, which I do not agree. Moreover, the Thai educational system usually teaches students to translate into Thai first, and then English. For example, if Thai students translate from Thai to English, they will copy Thai sentence patterns. I have never seen a teacher who teaches students to catch only main words for communication without copying Thai sentence structure. As we have seen in the entrance exam, students are always asked in Thai exams in which sentence English structure is used in. The students will know that the language is Thai but the pattern is from English language.

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JOY: You talk about teacher “Kate”. Have you ever studied with her?

F: No. I was unable to get into the course.

JOY: Do you want to learn with her?

F: Yes, in the past, but not now, because it is O.K. for me to use English in my department.

JOY: What are your other speaking problems?

F: I speak if necessary. Sometimes my teacher, advisor or co-advisor brings foreigners to meet me. I think it is good that I have an opportunity to practice. But sometimes I do not want to meet them as I do not want to speak.

JOY: And what do you do in a situation in which English is needed?

F: I can speak if necessary but I do not want to speak.

JOY: Why?

F: I do not know. I cannot give a reason. But I can speak.

JOY: So you do not like to talk to foreigners.

F: Do not like to talk to foreigners (repeat and thinking). I feel neutral but better if do not have to talk. Usually, I do not come to talk first. Mostly foreigners come to ask for directions or help in buying something.

JOY: So do you help them?

F: Yes. Sometimes I tell them bus routes or help them to talk to money collectors in buses.

JOY: In situations that you need to speak English, do you have problems that you cannot understand what the speaker says to you?

F: Yes, sometimes. But I ask that person to repeat it, which mostly works.

JOY: When you are talking with foreign professors or lecturers and you cannot figure out the words you need, what do you do?

F: Yes, especially for very complex sentences which are difficult to explain, I would skip them.

JOY: Have you tried to solve that problem?

F: I have not often been in that situation. It occurred in class participation which my friends can help me.

JOY: Do you have English as a medium of instruction? And are the teachers mostly Thai or foreigners?

F: Thai teachers. They speak English.

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JOY: What are the differences when listening to Thais and foreigners speaking English in terms of understanding and problems?

F: Understanding from their speaking?

JOY: Yes.

F: In case of Thais, we need to accept that some can speak fluently but some cannot. For the latter group, they cannot communicate well so that I do not quite understand. Whereas, those who have spoken for a long time or studied abroad will have no problem in communication. But for foreigners, I have problems with their speed and accent which are different from mine. I can know that they have British or American accent. If it is British one, I cannot understand.

JOY: Which accent do you understand the most?

F: American accent, because the British one has sound of tongue. For example, accent of BBC news is different from CNN news.

JOY: Which one do you prefer?

F: BBC and CNN… I prefer CNN but do not like America.

JOY: Why do you like CNN?

F: Because it is easy to understand and I like to hear this accent.

JOY: Do you usually watch news?

F: Yes. If it is popular news, I will turn on TV and listen to it while doing other activities. Sometimes I come to see the screen.

JOY: For what?

F: To see whether there is interesting news. While I am doing activities, I listen to it but do not translate as I do not want to understand. But if the picture is shown, I will listen for a while.

JOY: Apart from CNN and BBC, are there other materials that help you to develop speaking and listening?

F: An opportunity to listen English the most is listening to songs as personally, I do not listen to Thai music.

JOY: Why?

F: I do not know. I have listened to foreign songs for 10 years already.

JOY: You mean English songs.

F: I have been listening to English songs for 10 years. For Thai songs, I select some but in the past, I did not like them as after listening just for a while, I changed to English songs.

JOY: So why do you choose English?

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F: Because of style. Or it can be said that Thai songs do not have a variety of styles. You will know if you listen. Sometimes I watched music videos of English songs and knew that a particular Thai singer has copied a song from foreign singer. For style, English music has various styles due to the broader market.

JOY: Besides personal favorites, what are your other reasons for listening?

F: I used to think it helped but actually I have forgot in a short period. As I like to listen and let them in my mind than to concentrate to get something from it. I think learning from songs should be the by-product of listening.

JOY: How much do you learn from that?

F: I have never evaluated it, but I will be familiar with it more. Sometimes I sing along and practice my accent. I think the advantage of it is mostly accent.

JOY: What kinds of materials do you use to practice listening and speaking?

F: Movies

JOY: Do you watch movies?

F: I normally watch once a week at the cinema.

JOY: What is your purpose?

F: For personal entertainment. I do not attend to practice by listening soundtrack but I choose to watch soundtrack because of a trend. Sometimes I understand because of subtitle as it persuades me to look at all the time. So I think of sound as something passes through my ears and I will get used to it, just like that.

JOY: Do you watch the movies every week?

F: Mostly, yes.

JOY: Do you translate what you hear into Thai?

F: In the past, I always translated but now I feel that duration of translation until understanding is shorter so I can understand quicker.

JOY: Do you have any errors in speaking or using English?

F: Errors?

JOY: Have you ever noticed that you speak incorrectly?

F: In the past, I was worried about that. But after I speak more often and deal with real situations, I realize that it is not a big deal because foreigners can understand me. So I am not worried at all.

JOY: What mistakes do you notice while speaking English, what do you do to develop or improve?

F: I will remember at that moment but I am not sure for the next time.

JOY: Have you ever been in a situation in which English is really necessary?

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F: I mostly study in class, whereas outside class, I rarely meet foreigners.

JOY: If you hear someone speak English, do you pay attention?

F: If I am in a lift, I will pay attention. But if I walk past them, I will not.

JOY: Why?

F: I am curious. I want to know what they are talking.

JOY: When you hear new words and do not understand them, what do you do?

F: If it is a new word that I have heard only once, I will let it go. But if I have heard it several times, I will be curious.

JOY: What do you do to understand those words?
F: Actually, I do not use a dictionary immediately. I mostly ask my friends. If one does not know, I will ask another. I am lazy to use a dictionary. But if no one knows, I will use a dictionary or leave it with no understanding.

JOY: Don't you want to know?

F: If I do not know meanings of some words such as while I am reading, I will see only whether a particular word is positive or negative and let it go. I think I do not have to know meaning of every word, just know what side is enough.

JOY: What makes you feel bad when speaking English?

F: If I read and find unfamiliar sentence structures, it will be very difficult for me. For example, some journals make me feel very uncomfortable and uneasy as I have never seen these structures before.

JOY: So what will you do?

F: I just give up reading it.

JOY: Do you have any other strategies that you use to improve your speaking and listening?

F: I do not emphasize that I have to practice all the time. I mostly do it naturally.

JOY: In addition to speaking, you have told me that you also have writing problems.

F: Yes.

JOY: Please explain.

F: Writing needs much grammar and I do not like grammar. When I write and have some problems, I ask foreigners but they explain the grammar useage as they have not learned it.

JOY: So what will you do to know whether your writing is correct?

F: I ask my Thai teachers.

JOY: Do they really help?

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F: Most Thai teachers can help, especially the teachers who write many published papers.

JOY: What else can help you?

F: I think none. I know that when my paper is returned to me. I start to know that should be corrected like this or like that. Sometimes I read it out loud because while reading I will know whether it sounds beautiful and can edit it.

JOY: As you have problems in grammar, what problem do you think is the most important?
F: The most important problem, I do not know. I look overall and see whether it is parallel or has conflicts. It is as same as we translate Thai to English, as I have told you before.

JOY: Do you have any other strategies that you use to improve your writing?

F: Write more often.

JOY: Do you do that?

F: I try to write more often. I write reports to my teacher and my teacher corrects them. Sometimes we fight.

JOY: Fighting? How?

F: I have many errors, especially for passive and active voice. These aspects I had learned since primary school level but I have just learned how to use them last year.

JOY: Why?

F: I write a lot and my papers are sent back to me for correction very often so I know that.

JOY: Apart from reports sent to the teacher, what is your other writing?

F: There are mostly e-mails sent to professors abroad.

JOY: Do you do this often?

F: Yes. Some papers are not subscribed in Thailand so I need to ask for them. And some computers abroad do not have Thai fonts, thus, I have to use English quite often.

JOY: When you are writing something in English, for example a research paper or project and you have some problems or cannot think of the words in English, what do you do?

F: I mostly try by myself. For example, I do not have to send e-mail immediately, so I have time to think and try to use easy sentences. No matter how long they are, they need to be easy.

JOY: Do you use the same method to write e-mails and reports?

F: No. For e-mails, I write casually, whereas academic papers need to be paid attention to100%.

JOY: Please explain 100%. How many times to be satisfied? How many times do you edit?

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F: Around 3 to 4 times. While I am writing, I have to be sure that there are no errors which makes me proud. But if it is returned, I need to correct it. Academic writing has more aspects to make it smooth and easy to understand.

JOY: What kinds of books or materials help you to write?

F: The last book was bought when I was in junior high school.

JOY: Do you remember what it is about?

F: General grammar. But I have never opened it.

JOY: Why?

F: I do not want to be an expert in grammar. I learn mostly in situations.

JOY: Don't you want to write correctly?

F: Yes, I do. But I do not want to read as I think it is as same as I have learned before. Even though I have heard it many times, I still can do only a little. So I want to learn in real situations.

JOY: So what should it be?

F: I should be fighting so that I can remember well.

JOY: Is that your technique to remember something?

F: Not exactly. But when I am complained, I can remember more.

JOY: Do you have any other strategies that you use to improve your writing?

F: No. I am not interested in this.

JOY: What about your reading? Do you have reading problems?

F: Mostly, no. I have told you that I have problems with complex sentences but it is O.K. for me as I can know what each sentence means.

JOY: When you read a passage or textbook, what do you do?

F: I will scan once from the beginning to the end. If I do not scan, I cannot find specific details and cannot read smoothly. I usually read it all once and start to read carefully again.

JOY: So how many times do you read for one article?

F: If I read an article that I know what the results are, I read only twice, including scanning once. But reading for specific details in every step needs more concentration. Sometimes I read 10 times.

JOY: As you told me that 2 times, include scanning once and reading once. So what about ten times?

F: For research paper.

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JOY: Why did you read ten times?

F: Because it concerns my research which has to be 100%.correct. For reading a paper, I use complex strategies to interpret the results. If I interpret incorrectly, my research will be incorrect too. So I need to e-mail to ask the researcher of a particular paper.

JOY: Besides reading academic papers, do you read other kinds of books?

F: Yes, mostly novels. I asked to buy Harry Potter – English version. I read up to the second book then I got bored.

JOY: Why?

F: I think I can understand but I do not appreciate the sentences. Or it can be said that I know the contexts but do not feel as good as I read the Thai version, because I do not know much English vocabulary. One word refers to various meanings. So I understand more if I read the Thai version.

JOY: When you meet new words and do not understand them, what do you do?

F: Leave it.

JOY: Don't you try to find the meaning?

F: It is impossible to use a dictionary while reading novels as I do not know many words. As I have told you, knowing only if a word is positive or negative is enough.

JOY: What about textbooks?

F: It depends. If the sentence is complex, I have to use a dictionary.

JOY: So do you have to finish reading a big textbook? What will you do?

F: Finish?

JOY: Do you have to finish?

F: If it is used for an examination, I have to finish reading it.

JOY: How do you finish it all?

F: I do not have specific strategies. I just read and if it needs to be finished, I can finish it. At present, if I have to write an essay in Thai, I think I cannot do it as good as in English. Because Thai sentences have complex structures and I need to write more until reaching the point.

JOY: What do you do while reading English books/texts?

F: No. I just highlight it.

JOY: So if you find important details, what do you do to remember?

F: Only highlighting.

JOY: Have you ever read back the details you highlighted?

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F: I highlight because I want to emphasize them. But when I read back, I usually ignore the highlighted ones and look at the ones without highlight.

JOY: Why?

F: I do not know.

JOY: So what is the purpose of your highlighting?

F: As I told you, I feel naturally that I have to highlight important details but when I read back, my eyes usually focus on texts without highlighting.

JOY: What do you do after reading English books/texts?

F: What do I do? (repeat the question)

JOY: It means you highlight while reading. And what do you do after reading?

F: I used to take short notes but not often. I just think that it is a good thing to do. But actually I rarely read the short notes.

JOY: What language do you use for short note?

F: Mixed language.

JOY: Do you mean both Thai and English?

F: If Thai language makes more sense than English, I will use Thai. It depends. But I do not often take note.

JOY: What language do you use to lecture note in class?

F: It depends. But mostly I do not take notes.

JOY: Oh! So how can you remember what the teacher lectures on?

F: I mostly take photocopies and note only one or a half line, as the teachers always provide sheet for us. If I take notes and read again, I cannot understand and get confused. So if I read each part, I will find books concerning to that part to read.

JOY: Do you prefer sound or images to help you remember new information?

F: Image.

JOY: Why?

F: I can understand clearly from that, as the subjects of my department need pictures to be shown for more understanding. For example, for some reactions such as immunology, if we do not see pictures, we cannot understand. If pictures of bacterial colonies are shown, we can see and understand more.

JOY: Do you have personal techniques to remember English words?

F: Yes. I have few of them but they cannot be used for every word.

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JOY: How?

F: I find the dominant characteristics of each word and write them down. For example, herbivore means an animal that only eats plants. When I see this word, I notice that herb means plant used as a medicine, which is plant. So I can remember meaning of this word. Although it does not work for every word, I think it is a good technique.

JOY: So do you use the same technique to remember sentences and structures?

F: I do not want to remember sentences or structure.

JOY: So do you remember while reading naturally?

F: Yes. I can remember automatically. I do not try to remember a lot. I just read and see what they mean and conclude.

JOY: Do you like practicing English?

F: No, not exactly. I do not like it, but I feel neutral.

JOY: Do you prefer practicing English by yourself or with others?

F: I practice by myself when I have to present in front of class. But if there is no necessary situation, I do not practice it.

JOY: Why?

F: Actually, I want to. I want to speak to foreigners with good accent. I want that but I do not practice as I like to listen a lot and remember what they say.

JOY: Do you evaluate your progress in English?

F: No. I have examinations in my school and entrance examination and I am satisfied with the results almost all the time. But I do not care what level I reach.

JOY: So what level is satisfactory for you?

F: What level? (repeat the question and think).

JOY: The level that you have told me that you are satisfied.

F: I evaluate from neighboring people. They say that I have good scores. But I do not know which level. I feel neutral about this.

JOY: When you do well in English, how do you treat yourself?

F: No.

JOY: When you feel bad, how do you encourage yourself?

F: Let it be.

JOY: How do you encourage yourself?

F: I do not encourage myself.

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JOY: So what do you do for that?

F: I do not do anything whether the scores are good or not.

JOY: Don't you feel anything?

F: I just feel that when the scores are not good. I will try next time. But in duration from the past time to the next time, I do not do anything more.

JOY: When you use English, do you feel bad or serious?

F: No.

JOY: Why not?

F: Because I do not expect which level I will reach. I only think that if I speak, other people should understand. I use easy words and structures because I want them to understand and they want to understand me also.

JOY: Then what do you want to tell me more? It can be study strategies or problems.

F: No. I do not have strong feeling of using English in daily life as the last time I studied English was in my junior high school level.

JOY: Where?

F: I study with a private tutor at her house.

JOY: What did you study?

F: I studied mostly grammar….totally grammar without reading or speaking. It is used for my study in class.

JOY: Did it work?

F: No. There was no difference between study and no study.

JOY: Why not?

F: It may be because I was too young. And I did not think that studying helped me to have better grades. So I just studied, nothing more.

JOY: Is it like someone forced you to study?

F: Someone forced me? My parents just asked me whether I wanted to study. And it was a trend at that time because my friend studied.

JOY: So do you want to study now?

F: No, for English. But I want to learn another language.

JOY: What language?

F: Chinese. I think that if I know both Chinese and English, I can travel a half of the world.

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JOY: How much importance do you place on English language for yourself?

F: It is very important because it is an international official language.

JOY: And for yourself?

F: It is very important because English saves my life when I have to present and meet people.

JOY: Thank you very much.

F: You are welcome.

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Tape script G

Interview Date: 30 April 2003 Time: Start 15:50 to finish 16:45 Total: 55 minutes
Subject Reference (Interviewee): G Place: P 401 A Physics Building

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JOY: What year are you in?

G: I am a second year student.

JOY: What are you majoring in now?

G: I am majoring in Environmental Biology.

JOY: Can you just briefly explain your major, please?

G: Well. It is separated in two major parts: environmental biology and ecology. Ecology is about insects, which are both big and small. It depends on your advisor. My advisor is studying about oil, and gas something like this.

JOY: What are you interested in studying actually?

G: It is all about Bio Degradation.

JOY: Do you enjoy it? Why do you study in this field?

G: Not really. After I finished my Bachelor's Degree, I did Biotechnology Science which can certainly be applied to many fields of sciences, but not specifically to the Environmental Biology. Well, I like this field as well. When I was a senior, I had to do a senior project, which was concerned about bacteria. However, I was studying only the system of fermenting. Accidentally, I got to know an instructor who is working on this, but he uses the bacteria for the environment and petroleum industry only. Then I thought I liked it. I had to find out more details and studied harder like a beginner. Besides, it is a good idea to work on a great project on Petroleum.

JOY: Do you also go out to the sea?

G: That might be good. I have been working in the lab for almost a year. I started this lab in about July last year. When doing this, I just realized that there are many details, not only the bacteria to digest the gasoline, but also there are other substances, which have been digested and certainly it is not safe for us. Well, we got the models from the Petroleum factory. There are both the bacteria from the staff dormitories and the unknown bacteria. I also got the models from the waste stuff from the factory like oil. These will have the potential themselves. For example, the soil has been soaked by the oil and it really smells so bad. Look, the soil has been taken from the toilet. That is why the smell is so terrible.

JOY: So do you still like it?

G: It is okay then. However, it is quite awful to take it seriously. There are a lot of details, which are not safe for us, and the substances we use to investigate are very hazardous.

JOY: So are there any other subjects you can take if you don't like this one?

G: Personally, I like environment.

JOY: Do you like English?

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G: Absolutely, I do. I have personally enjoyed studying this subject since I was young. Unfortunately, I am not good at this subject.

JOY: Why do you like it?

G: Because, it is just studying. I think I cannot do a good job in other subjects, that is why.

JOY: Can you do a good job in this subject?

G: Good, I think. I can use my personal feelings more than in other subjects. Something like that. I feel that I am not too shy to have long conversations with foreigners. That is it.

JOY: When did you start studying English?

G: It was a very long time ago. I am not sure in Grade 5 or 4.

JOY: And did you keep studying?

G: Right. I kept studying from Grade 4 or 5.

JOY: Have you found any opportunities to take extra English courses outside school?

G: Absolutely not in the past. However I just realized that English was very important for my studies when I moved to Mahidol University. Then I took a TOEFL Course. And I just took a short course called ”English for Everyday Use” in the foreign languages department, Mahidol University.

JOY: Do you get any benefits from it?

G: Right. I think so. Actually, I can read and practice it myself. Reading can help me understand what I am really interested in. I mean we might only just read what we are interested in that but we never read all the details. Well, it is useless. We will not get anything from that at all. However if we go to take an extra class, they don’t care whether we are interested in it or not, we still can get the correct details from them, it’s good if we have the money to spend on courses. Truly, we can get a book and read it without taking any extra class. However, we will never got the details we don’t know and we might overlook the important details.

JOY: What do you think of your own level of English proficiency?

G: Well, I cannot do as well as students in linguistic program. I will evaluate my English level as “Fair” on the application form.

JOY: Why is that?

G: For all English skills, I think I can communicate with people and the instructors might be able to understand I wrote it down. If you asked me about the grammatical is correct, it is absolutely not. It is not all correct but I can communicate with them fine. That is okay. In speaking skill, I think they can understand what I am trying to communicate. As long as they do, I have to use non-verbal language while I am speaking. Personally, I can talk to them clearly like listening.

JOY: What is about reading?

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G: Reading is fine. I can understand daily newspapers. Since the time is restrictive for the paper test, I can read it clearly and understand but I am not sure if they are all correct. My mark might not be very good. However, I think I can understand the story I just read.

JOY: Do you have any problems in the four English basic skills?

G: Seriously, I have problems in all of them.

JOY: What is your biggest problem?

G: Right now, my biggest problem is writing because I have to write a thesis.

JOY: How is writing a problem?

G: The problem is firstly, we have to understand what we are going to write in a paragraph or something. Our brains need to know how to translate from English to Thai or Thai to English. Secondly, we need to know which word matches the meaning we want and how to place it correct order. Basically, that sentence is quite short if we just try to use the adverbs to shorten the sentences. Sometimes, the adjectives and adverbs are in a sentence. I have found that it is not a good idea to put only 3 or 4 words together to make a complete sentence. That is the problem with my writing.

JOY: It is your problem to explain in writing. How can you solve this problem?

G: I will find the meaning in the dictionary if I cannot remember the meaning of the words I will use. There are the keywords for each word and as well examples for now to use correctly in each sentence, which I can find in the dictionary.

JOY: What kind of dictionary do you always use?

G: It is an English – English Dictionary. I found it accidentally. It is a big one and it is useful. It provides good examples and good definitions as well as how to use words in sentences. It is useless to use the dictionary in the computer. I can only find out the meaning but I have no idea what kind of word it is. Each word has lot of synonyms. We can find the suitable and best meaning for each word in each situation in the handy dictionary.

JOY: So how can these example sentences be applied?

G: I can use it in terms of writing. Mostly, it can be applied to my own paper. Firstly, I can take a look in the journal for the synonyms. However, the scientific terms have only a fixed technical meaning. They are like normal words however they are not flexible. In a discussion essay, we might use formal, advanced words. Basically, we can use these kinds of words in the thesis. We just consider the order, which can be different for each definition and the nature of each sentence. Mostly, I will follow the organization of the journal. They always use technical terms about science. I sometimes use the same words but never copy them all from the journal. I need to adapt some words to make complete sentences Just try to follow the organization and the words they use and consider the nature of each technical science.

JOY: So, how do you remember important things and common phrases from English journals to help your writing?

G: I will remember the vocabulary mostly and the style of each sentence. There aren't fixed patterns. When I find an interesting word, I remember it and consider using it in a new sentence if possible. Furthermore, searching and checking the spelling in the dictionary can help. If not, the native speakers cannot understand what we are trying to communicate.

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Sometimes, I have to remember the structural patterns and correct the vocabulary. We may need to use synonyms to use this kind of style.

JOY: What mistakes do you notice while writing English and how can you solve or correct grammatical errors in your writing?

G: I normally cannot remember all of the English grammar rules except during tests. However, it is just a short period. Right now, I check what kind of verbs should be used in a sentence. Additionally, tenses are also very important. Then I will check the structure of that sentence.

JOY: So how can you find out if what you have changed is all correct?

G: Firstly, I will take a look at the form if it is all correct and the tense I use as well. Secondly, I will consider it as a complete sentence if I can read it and understand. Sometimes, I have to ask for assistance from others about a sentence, as I cannot guarantee it is 100% correct.

JOY: How many times did you edit your writing before handing it in?

G: I have written a proposal. To avoid wasting time, someone told me I should have it all printed, not hand written. Then I got back to my room and typed it all on the computer. The wrong words were marked in red. I felt that there were a lot of words I needed to correct and it would be better to write it out by hand first. Then I wrote it and read it as many times as I could. Unfortunately, it still did not work. Again, I checked it in sources that I read such as journals. I kept reading copied and corrected some words, which at first I had thought were correct. I read many times and found that there were new words, which sounded reasonable and could complete my paragraph. Luckily, after having it all corrected, it worked. I remembered I did it many times before the finish. I spent almost a week in the library for 2 pages of the proposal introduction. As it was my first task, I did my best and handed it to the instructor. I got good feedback. Just some errors I needed to correct.

JOY: Did you use the different methods to write the proposal and the report?

G: None actually. I found they are quite the same. For the proposal, we referred to the accepted sources to support our ideas. This is because in science, it is impossible for us to do research and create new things ourselves. We are the followers who will use our ideas and our ways to be described in the writing. On the other hand, an essay and a report are a kind of presentation about interesting topics. Personally, both the proposal and report are derived from many accepted sources of writing and adapted to our style. Some texts are distributed internationally. We just took the interesting details or information from them to make our writing look outstanding. It is the same process and style as reports.

JOY: Besides a journal and dictionary that you mentioned, do you use any other sources to help your writing?

G: Of course, I do. I am supposed to work on Petroleum, I decided to investigate the biological digestion of oil in journals. We need to use the Petroleum manuals to find out where the Petroleum is from, hundred million years of the process, the difference between gasoline and the petroleum and the explanation of the process to distil petroleum. We need to think about the kind of books we need to use. Basically, books are about theory but in the journal is articles, which can be applied in my writing. Reading the journal, you notice that they always use brackets but we cannot follow the details of all the reference. The books are needed to refer to the theory.

JOY: Are there any other kinds of books you use for your writing, excluding these books?

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G: Mostly, I use textbooks.

JOY: Are there any other books that help you with English grammar?

G: Well. There are general textbooks for English grammar. They are any books found in the library for English grammar structures. Technically, these kinds of books are a waste of time as we have read all the rules since we were young. Besides, the rules are still the same. However, we still cannot apply them in the correct sense. It is so boring to read technical books. I used to read the daily newspaper to learn new phrases. I could get all the words from there. It is really useful. There is also the explanation together with good examples. I can try to mix the words up and use auxiliary verbs. It works. I do not need to use all fixed grammar and vocabulary in one sentence. I prefer reading and getting the idea from the words in the newspaper. I think it is interesting and I never get bored reading it.

JOY: When you read a passage/a textbook, what do you do? Please explain

G: I just keep reading. I will read and pay attention to the things I am interested in. I will begin reading the data and give a report to instructor. Now I rarely have a chance to speak or practice English. If I have free time, I will always read good English books, sometimes they are comic books for children and I learn new words from them. I personally prefer reading picture books, and the color ones are better. I have seen a picture dictionary. I liked it very much.

JOY: You said that you enjoyed reading the picture dictionary. So, how do you remember new vocabulary when you learn it?

G: Have you ever experienced finding a good word and luckily, you can remember it quickly? You know the meaning and the nature of that word. That is why you can remember it yourself. I like to remember synonyms, especially for the technical terms, since these words are very similar and are used every day, we can automatically remember them. It is not like a short-term memory, but a permanent memory. I really have no idea why I like these words, but I like them once I can remember them.

JOY: Excluding the above, you also need to read textbooks and stories. Do you really need to read them? Is the way of reading them very different?

G: The objective of reading is to understand and derive the details we want. I copy the phases or words, which may be very valuable for me in the future. In the past, I just copied and pasted whole phrases. However, I realized that the size of the thesis is not important. It is useless to do that. Everyone can read them in the textbooks. What the instructor wants is the details and the references. They are much more important. The general reading is for entertainment. Just keep reading without getting any bright ideas. That is it.

JOY: What do you do while reading English books or texts?

G: I do not read books. I only read the particular textbooks I am reading. Sometimes, before I go to bed, I find interesting words. Then I highlight them. I sometimes read the newspaper while watching the television. I don't read much else for general entertainment. I learn many new words from reading. I do not know whether this is a good idea to read this way. I find news words by accident. Moreover, I can remember the new phrases and how to mix and apply the words together with the verbs and adverbs.

JOY: Is the meaning still the same?

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G: It is similar. I mean I can understand that by myself. However, I am not the same as others. I should accept feedback from others as well. Once I watched the short program from Seven Eleven called “One Minute of English” narrated by Mr. Heart Sitthipong. I like that style. I learned a lot from this program. They told us the tricks and the patterns that can be used everyday, such as water bills, electricity bills, I change only the main words but the pattern is still the same.

JOY: So how can you remember when you understand that pattern?

G: I just remember the pattern. That is it.

JOY: I still wonder how you remember all the patterns without forgetting so you can use them.

G: I only concentrate on the words and the patterns I need to remember without doing anything. Firstly, I sometimes forgot. But, some words are really interesting and useful to remember. Then I can remember all of them by heart without problems. Sometimes, I make notes to avoid forgetting.

JOY: About remembering vocabulary, do you always do the same thing?

G: Right. The memorization technique is the same. They will give an example sentence for me like in the dictionary.

JOY: All right. Let us get back to talking about reading.

G: Okay.

JOY: Just now, I asked you whether you do something while reading. Well, what do you do after reading English books or texts?

G: Like when doing technical reading, I will make notes or highlight the important patterns and vocabulary while I am reading. If not, I cannot remember where I finished reading or where I am. After finishing, I will scan the text not looking at particular details. It is okay to keep reading and translating, as well as taking notes.

JOY: What do you do to guess the meaning of unknown vocabulary?

G: Look it up in the dictionary.

JOY: Is it the same dictionary you referred to just now?

G: Yes, it is.

JOY: Is it an English – English Dictionary?

G: I have got both English – English and English – Thai dictionaries. They are very thick. It would be better to have both in one book. But, I cannot carry it with me anywhere. Anyway, this one is Ok. I do not need to buy anymore.

JOY: Do you think this one is useful and all you need?

G: I think it is. I have used the famous dictionaries but I do not remember the publisher. Some are from Oxford. I think they are good because they are from the well-known university. They are English – English dictionaries but I do not understand the English explanation. That is why I need to have the Thai Dictionary also. It is necessary to have both of them when translating. I

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cannot stick to one or the other. The meaning might be not the same. I would rather use a few dictionaries to compare.

JOY: Do you translate what you read into Thai?

G: In the past, I had to translate into Thai first. However, I could not do that after registering to study here. I need to read in English. It is quite hard for me to translate. I am used to studying in English here now.

JOY: Do you have tips for reading the thick books?

G: Honestly, it depends on my preference. It is impossible to remember the whole technical book. It might be possible only the test.

JOY: So how?

G: Just keep reading. I need to get a good grade so then I need to read. That is the way to stimulate or force us to read. If we do not read, the others would read.

JOY: How many times do you read each book?

G: I read until I remember it by heart. Actually, I forget easily. I know very well this is my weak point. I try to take notes about everything. Reading first, and taking notes, then I can remember all and I forget parts. Before I take a test, I will make questions and try to write out the answers. After finishing reading, I also summarize. I do that several times before and examination.

JOY: Do you think you have reading problems?

G: Personally, I am okay reading. My problem is pronunciation. I do not know how to pronounce some words correctly. I used to pronounce “pork” as it appeared in the dictionary, and native speakers could understand it correctly. I learned that everything should be used everyday so I would know if it is right or wrong. There is no feedback from using in the dictionary. It might work if I listened to CD as I can listen to how to pronounce words.

JOY: Do you think your problem is speaking or pronunciation?

G: It is a problem with pronunciation for sure. I think about what I want to say and how to pronounce it correctly but they still do not understand.

JOY: How do you deal with this problem?

G: I like it. It is okay even if I have made a pronunciation error. At least, I spoke and can remember the mistakes.

JOY: Do you have communication problems while talking to foreigners?

G: There is still the same problem.

JOY: Other than communication problems, are there any other problems while you are talking to them?

G: Yes, there are. They ask me to repeat what I just said if they do not understand. They might use simple vocabulary, which I can understand clearly. I had this experience when foreigners

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visited our lab last week. It was okay. It is a good experience for me to remember what my mistakes are so they will not happen again.

JOY: Do you ever have problems with communication?

G: Always actually.

JOY: How do you solve your problems then?

G: I will use the new words which have a similar meaning but are easier to understand or I will try to explain what I am going to say.

JOY: When you have to listen to foreign professors, lecturers, or someone in English in a lecture and you do not understand, what do you do to understand or deal with problems?

G: In the lecture room, I will never even raise my hand up to ask the instructors. I will ask my friends who sit beside me whether they understand or not. If my friends do not understand, that is okay. I am not alone. But if it is an important point I will ask the instructors. Honestly, I have never done that. I always go back and read and revise by myself. I will ask the instructors about my problems if I really do not understand the lessons at all.

JOY: When you are talking with foreign professors or lecturers and you cannot understand the words they use, what do you do?

G: I will ask them to explain themselves again. Usually, they do.

JOY: Do you ever feel bad when communicating with foreigners or foreign professors?

G: Sometimes, I feel terrible. Once I made the instructor embarrassed. One of his friends from Australia came to visit Thailand. My teacher expected me to have a high level of English and could communicate with his friend. He let me do everything and explain all details. He sometimes helped me to explain the technical terms in detail. That was all right for me then. Unfortunately, I could not answer the questions he asked, as I did not understand what he wanted to know. I felt terrible and my instructor looked disappointed. He tried catch my eye to find out why I could not answer the questions. Basically, they were very simple after he translated them for me. I do not know why I could not understand the questions. Anyway, this experience is finished.

JOY: What made you think that you did not understand those questions?

G: Well, the accent of each nationality is quite different even if they are Americans they pronounce words completely differently. Some guys' tones sound harsh since their tone is too high. However we can get used to that accent if we keep listening and try to understand. Like in my lectures, the Thai instructors' accents are easy to understand. I do not know the exact reasons while foreigners' accent is hard to understand though.

JOY: Do you think there are differences between Thai and foreign instructors speaking English?

G: Quite different, I think. I do not know why when Thai instructors have studied oversea. The voice is quite high and not as smooth as foreigners. Sometimes, they skip the details, which should not be skipped. So I do not understand. However I am not afraid to have eye contact with foreigners but I don't do it too much since I don't want to answer their questions. On the other hand, learning with a Thai instructor is never gets pressured. It might be just my feeling. If the foreigners are coming, the first question is whether we can understand the lessons clearly or not.

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JOY: How do you encourage yourself when you feel bad?

G: To encourage myself, I really have no idea how to solve this problem. It might be my problem since I don't listen to others much.

JOY: Do you feel tension when you speak English?

G: Not really if it is a normal situation, not a test. It is true. However, I always get worried about tests.

JOY: Do you know the reasons?

G: It might be because I feel that I have to do it and it should be done very well.

JOY: How do you relax yourself?

G: For just a short time, I always take a break while reading or sometimes go to bed. Once I get up, I start reading again. Some subjects are very hard for me. I cannot avoid getting tense then. However, I do not care since I have to do it very well. I know myself I can neither go out nor take a trip. I hope that the results will be better than I expect.

JOY: Do you have good feelings about English?

G: I do not mean that I am not good at using English everyday. I enjoy speaking with foreigners anytime I have a chance to go out with them. I am glad to just speak to them.

JOY: How can you improve your speaking skill? What kinds of materials do you use to practice listening and speaking?

G: I always watch the television and listen to foreign songs. I have a roommate who has got a foreign boyfriend. That is also my inspiration. She is from northern Thailand. I listen not only local songs but also the foreign songs. The radio is turned on to AM programs or the foreign songs on FM programs.

JOY: How often do you do that?

G: If they are foreign movies, Friday until Sunday are only in English.

JOY: Are they soundtracks with Thai subtitles?

G: Sure. I do not understand if there are no subtitles.

JOY: How much do you understand when watching a soundtrack movie?

G: Approximately 50 – 60%. I do not only listen but I also watch the movies and read the translation. I can understand parts of the theme of a movie. There might be some words I do not understand.

JOY: Do you have the chance to see soundtrack movies in cinemas?

G: Sometimes.

JOY: So in which language do you watch movies?

G: In the past, I do not like to watch soundtrack movies much. I thought it is waste to see a movie without understanding. Some movies are great fun but I could not get too much from those movies. I think I pay only 20 baht to rent a VDO but I have to pay 60 – 70 Baht to go to the

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cinema. They are all soundtracks. I do not understand the entire story after translating the movie. The meanings of these two languages are not the same. Sometimes, I get confused while reading and watching at the same time.

JOY: Do you have any other strategies that you use to improve your speaking and listening?

G: I try to listen to others. It is the way to practice. I do not have the chance to speak very much if there are no foreign students in the class. I enjoy reading out loud.

JOY: Do you prefer practicing English by yourself or with others?

G: No friend wants to practice with me actually. There may be some friends but I cannot practice with them. I just use conversations like greetings.

JOY: With whom do you always speak mostly?

G: With myself.

JOY: Do you mean you speak to yourself?

G: I did not mean that I speak to myself. I prefer practicing the presentation. I will have the passage I have to present. I will memorise it and say it out loud. Sometimes, I read out loud from the textbooks. Unfortunately, I don't understand when I read out lond.

JOY: When you do not understand something in English, do you ask someone for help or find out by yourself?

G: If it is an idiom, I will ask the meaning of the idiom from one of my friends in the lab room. Or I look it up in the dictionary if it's a vocabulary problem. I feel like I am being lazy if I keep asking for assistance. We cannot expect to get the good answers from them.

JOY: Do you think learning about English culture can help you to learn English better?

G: Absolutely, it can helps. I think all cultures can help me. But I do not like foreign manners

JOY: Have you ever evaluated your progress in English?

G: Yes, I have. Taking a test is a way to evaluate myself. I get a mark too.

JOY: In conclusion, which skill is your main problem?

G: At the moment, I think listening is my main problem. I would like to understand every sentence and words. I want to listen and understand at the same time. It is a way to practice. Sometimes, I cannot understand all the details, all the words. But, I still want to listen to the whole sentence. Writing is the thing I have usually to do. There are also patterns and models. If I have a chance, I will choose to do more practice in listening.

JOY: Do you have any other techniques to improve your skills?

G: Do you mean tips or tricks?

JOY: I mean other ways to practice.

G: Well. Listening should be listening to the radio. In speaking, I need to find someone who is good at English to speak to me. For writing, I have to write everyday. I do not like to do that

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much but I should do it. Besides, I also accept others' comments on my writing. For writing, I also write the letters after the academic texts.

JOY: To whom do you send the letters?

G: To my friends, I just keep writing without worrying about the grammatical. It is just for communication.

JOY: How often do you write letters?

G: I always do it. Luckily, I have plenty of friends to write to. I try to practice.

JOY: Thank you very much.

G: That's okay. You're welcome.

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Tape script H

Interview Date: 1 May 2003 Time: Start 9.40 to finish 10.40 Total: 60 minutes
Subject Reference (Interviewee): H Place: P 401 A Physics Building

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JOY: What year are you in?

H: I am now studying in the late second year nearly in my third year.

JOY: What is your major?

H: Microbiology

JOY: What is the name of your degree?

H: Master Degree

JOY: Please tell me about your biography.

H: I was born in Thailand, in Bangkok. My mother is a Japanese who was born in Osaka. My father is Thai, born in Bangkok. They were married in Japan then moved to Thailand. My mother was 20 when I was born. The problem was my mother could not speak Thai well; she could only speak Japanese while my father speaks Thai but he could speak Japanese. Therefore, he switched his speech between these two languages alternatively. Actually, my first language is a real mixture of Thai and Japanese. When I was 3-4 years old, my father decided to go to the USA.

JOY: Why?

H: I do not know his reason, but he wanted me to study there.

JOY: Did you go with the whole family?

H: Yes, I went with all my family and one younger brother who was only one year old. Then we lived there. The first day as a pre-school child was confusing due to my incomprehensible English. Therefore, I only pointed out when I wanted anything. I did not know any words in English at that time.

JOY: Did you start speaking when you were at 3-4 years?

H: I did not understand the native speaker talked, but I pointed when I wanted something. When I was 5-6 years old at kindergarten, I still did not know how to talk because I remembered that I could not understand most of the teacher's talk. I did not remember when I was able to speak English. However, my parents are not fluent in speaking English. In addition, my mother started to speak Thai because my father did not like to speak Japanese. He was annoyed, so he encouraged my mother to learn Thai. My mother herself did not realize how she learned Thai because she could speak Thai fluently without an instructor. She is now competent in speaking Thai, more fluent than me.

JOY: Generally what language do you father and mother speak?

H: The first time they met, they probably might spoke Japanese. Now they speak Thai. They do not speak Japanese to each other. They will talk in Japanese only when they would not like anyone to know what they are talking about. Beside these, they only talk in Thai. At that time,

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I studied until grade 11 eh..urh..not that… grade seven and my father wanted me to come back to learn Thai. But when I was in America I studied Thai every Saturday and Sunday.

JOY: In which state have you studied?

H: California. It was quite well living in California. I contacted Thai people, because there was a Thai temple, I went there every Saturday and Sunday to learn and talk with Thai friends.

JOY: What did you learn?

H: Thai language

JOY: Who taught you?

H: He was a teacher there; I did not remember who he was. He was not a priest but he is only a Thai person who lived there. I learned Thai on Saturdays and learned Japanese on Sundays alternatively between these two subjects. It is strange that I did not get Japanese but I got Thai because I related more to Thai than Japanese because my parents' society is entirely Thai. I did not have a chance to get involved with Japanese people. Actually, my mother would like me to learn to be a Japanese as well. However, living in Thai society is easier according to my father's advice. Japanese's society has too much racial divisions. I thought my father is Thai, so I should speak Thai. When I was 7 years old, I returned to Thailand to learn more Thai language. My father let me learn at Ruamruedee International School where they accept only foreigners. Because they considered my mother as a foreigner, they accepted me. While I studied at Ruamruedee, I usually contacted with foreigners but when I went out of school I had many Thai friends. Then I learned to speak Thai more. But at that time, there was no UBC (in the year 1980). Nothing to see much on TV except Thai drama.

JOY: Can you understand.

H: I understand thoroughly the Thai language caused no problem, but some words could not be understood my Thai friends taught me. Formerly I was not confident to speak Thai but now I did not pay attention to it whether it is right or wrong. I speak out because I think Thai people can accept a few mistakes. I stayed here for 3-4 years at Ruamruedee and finished most of grade 10. Then I flew back to the USA because I had a problem. Actually, my father wanted me to stay here forever. If I had finished at that time, it might be about grade 12. I would not have any university to enter because there were no ABAC, or Mahidol International School. My father had asked me what I wanted to be. I said I would like to study medicine. So my father commanded me to go back to the USA to study bachelor degree there first. Because going from Thailand to learn medicine in America was very difficult, I returned to USA at grade 11-12. The strange thing was that at that time, I can speak English but when I went back to USA, I could not speak fluently. This feeling was just like when I came to Thailand at the first time. I do not understand why it was like that, what had happened to me. However, I felt I lost my confidence and I thought people in America did not speak in the same way as people in the international school in Thailand.

JOY: What was the difference, could you tell me?

H: Such as when I listened to English speech on MTV whose speakers are people who graduated from international school I think the words they used were not smooth. It had obstruction a little bit, such as the word 'anyway'; they will copy the movie sound but it's not normal spoken language. Sometimes I had heard the idioms but it was an evolution of language, something the foreigners had said I could not get all. However, 2 years had passed, I studied hard, and it is a good thing because I could learn well due to the enforced situation. When I

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flew back to the USA, I could do rote memory method well so my grades were good all the time. When I finished grade 12, I had a good score as in English as well.

JOY: How good it was?

H: There was the highest scale of 4.0 but I got 4.25 at that time and I had the exemption to pass though the university. There are 12 universities in USA that are called AP Advance Placement. For example, those who finish grade 10 can go on to grade 11-12 if they got A for every subject an average, the score is counted as 5.0 or higher. This will be adequate for entering the university. At that time, I entered the University of California at Berkeley. I had studied there for 2 years, and then transferred to University of California. When I studied at Berkeley my house was in the North, I did not have my parents with me because they had returned to Thailand at that time. They did not like living in America and they have two nationalities. They did not have to live in the USA anymore. Therefore, they thought living in Thailand was better. They felt that foreigners would not accept them because they were not good in English. However, for me, it does not cause any problem because my English proficiency is like those who are native. After 2-year study, then I lived at University of California Worldwide and graduated with bachelor degree in Biological Science. Later, I was transferred to Urwine Medical School to study Medicine until graduation. I did not do anything except studying and reading books only. I finished learning as a medical doctor but I do not like to be a doctor. I am bored.

JOY: Why?

H: I had feeling of unhappiness because I have learned for my parents. Even though I lived in an overseas society but my whole life and mind are Thai, my feeling is Thai. I would like my parents be happy so I have learned to be the top number one all the time. However, after learning through the course, I did not want to be a doctor; I would like to do a research. Therefore, I told my parents that I would not be a doctor they both are frightened a little but they agreed. My mother said you are a good boy all the time, so I let you do anything that suits you. Therefore, I went out to apply for a job as a detailer of drug company which produced medicine.

JOY: In America?

H: Yes, in the USA. Formerly, I worked in Environmental Agency EP and did the survey on soil and rock to detect on contamination of materials whether the drinker can drink. My position was called critical coordinator to do the research on produced drug to be detected. I do the detection for more than 2 years. Then I got bored and transferred to Florida, which was far away from California. Later I would like to do more research but my degree could not be adequate to go higher. Actually, I would like to do the job in America in the great CDC. Therefore, I had to get the Master Degree. However, my mom suggested me to travel because I could obtain 2-week vacation every year and this would be double for its period year by year. Until I got 2 month vacation and the office agreed to let me travel. If I did not take this chance, I would get a big sum of money. Finally, I decided to have vacation for 3 months and the office permitted me to go longer than that but I had to go back. When I came here, my mother would like me to stay longer. Her feeling was that if I would like to stay here to do the business of selling things to five-star hotel with them, it is ok. They wanted me to help because my brother came here after going with me for 2 years, then study at ABAC about 10 years but during that time, I lived there. It is strange that my brother lived in USA when he was only 1 year, his first language was English. However, at present, my English is better than him.

JOY: Why?

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H: I do not know. It may be because of intimacy at the university with foreign friends made my English better than him. Otherwise, I have never left the period to be contact with native speakers. However, my brother hangs out only with Thai, even though he studied at ABAC; but he stayed with Thai friends, after that he worked at CP. He used Thai mostly. He never uses English. Sometimes he talked with European people, but it is only common conversation. When he came back home, my and his English are entirely different, such as when receiving a phone call. If I received it no one knows that I am a Thai but if he picked it up, people know at once that he is Thai. I do not know what has happened to this. During the past 10 years, my English level has been maintained but his English has been deteriorated. When I came back here, my mother advised on the master program of Mahidol International to me. I had only thought of going back to do the Ph D. at Berkeley. However, my mother suggested that living here was better because it is cheaper than USA and I should spend a little time with Thai people to build up relationship with Thai people. If I do not like it I can go back to America. Now, 2 years have passed, I still live here and I have two nationalities.

JOY: Why?

H: Because I am accustomed to live in Thailand. If you ask about my proficiency in English. It is ok but my Thai has been improved a lot. One thing is that I have many foreign friends, the second thing is when I speak, I express in direct language such as Thai people understand because when I learned English in the classroom, I always learned in English. It was an international school when I ask a question on instruction I would not speak slowly. I speak rapidly and in regular speed. I have wondered why some of my friend who are native speakers have deteriorated in their English after coming back to live for 5-6 years. Because they will adapt their English in order to associate Thai, people understand them. In my sense, it is not good to change or adapt language in order to make people understand. It was not natural. Therefore, I decided that when I live here I would use both direct speaking for both languages. Time has passed and my English was not deteriorated. I think I could not guess when I graduated. Now there have been some people who want me to teach but my mother wants me to help her. However, for me, it is ok. I think I have enough degree of education. I feel happy. I would like to work but when life has passed, I have changed gradually.

JOY: On your personal ambition, what would you like to do?

H: Now I am confused.

JOY: Have you nearly finished?

H: Yes, I have.

JOY: What do you think about the problem of Thai people?

H: It is also my experiences about teaching English.

JOY: Where do you teach?

H: I teach at Mahidol, Salaya because someone invited me. The instructor there has invited me to teach at Biomedical but I do not teach general English. I teach graduate students for Master Degree and Ph.D. I teach writing correct thesis. This department is good to have students learn and know how to write something because they have to prepare even though they can pass TOEFL score sufficiently to enter Mahidol University but their competency in writing is low. The way I teach is like to motivate them to be confident. From my experiences, I think when Thai teacher goes to class at the first time the students might be not fluent. They would not like to speak, but I have to force them. I have to encourage them to be confident. For me, confidence has to be built up, it does not come first so I have to assign homework in order to

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make them contact with English as much as possible. We have to give them positive reinforcement. If they say anything we have to praise then, we have to urge them such as saying good words about it, for example, “If you improve a little bit in this manner you will be the best speaker”. We must not pay attention much to their mistakes, because they will not speak if you do that. We have to put encouragement to make them proud of themselves. Because language is self confident, if they are not confident, they would not like to speak. If we comment to them negatively, they will keep quiet. In my classroom, even though it was a writing class for 3 weeks, I spent one hour every week to let everybody listen to my talk because if they do the thesis, the committee will ask questions in English so we let them do it like a seminar. Students will come in front of the class to speak, while I sit at the back of the class and let them do the comments by themselves. I always emphasize on this matter only. I teach everybody to help each other. Therefore, those who went to speak on the stage did not feel that the others might look down them. They complained mostly on scaring of the teacher. Most Thai teachers want the students to memorize and not to let the students think. However, in practice, they actually let the students do rote memory. From my experiences as a student here, I have found that I would not like to speak anything due to negative comments or little gossip. I know actually, because I could understand both Thai and English well. I think learning is not like finding fault with anyone. Learning is taking others’ faults to be as patterns for studying. It is not learning to avoid doing faults. We should learn from those faults as being a main basis. For English learning, I let students talk 2 minutes 10 seconds for the first day but three months later they can talk for half an hour. Why can they do that? I think because I give them confidence; I do not look down them. When they do something wrong, we will comment and suggest, it is not a kind of insult. Because I think any suggestion is not an insult, what they are trying to help us, we should listen to. If it comes from the teacher who stays behind the class, it will make them scared. The important thing is at that point. It is the duty of the teacher to encourage students to be proud of themselves and to see the success of themselves and let everybody cooperate into this matter. Because after finishing class, students can ask each other whether one has done any faults. Students can help each other inside and outside the classroom. However, if I was a commentator I will not do anything to make them embarrassed. From my experiences, I let them contact with English a lot at first. The second is prohibition of speaking Thai definitely. In my vision, Thai language can be used in some special case that could not be expressed simple in English. I myself have some privileges in comprehending Thai and understanding English profoundly. Therefore, I can translate very well. Something the student say whether in Thai or English, but they can’t make accents correctly I will know, such as the consonant ‘r’ which is pronounced differently between Thai and native people. However, the best thing is to let them listen to English (let them pronounce ‘r’ by followed the clear voice of this word). This thing is sensitive but it will not be sensitive if someone has no ideas on it. Fortunately, I have two nationalities myself so I can be sensitive in everything. I will tell them that you speak correctly, but I will have a little bit suggestion for you to alter a bit. So they will understand. However, in my class, everyone feels free because there is no curse or looking down upon anyone like I had learned from oversea. I would like them to debate with me, sometimes they have asked on what they have done is correct or not. I would like them to do like this regularly, so they dare to speak. I will like them to think. I am a teacher, I am only a facilitator in class to advice on how to learn English. However, I would say that my experiences had worked. If you ask one what is the best way to learn, I will reply to you that contacting to that language can work, not only in the classroom but outside as well. If you go anywhere and meet with English usage, you have to use them at once. Remember that you have to use it a lot. However, you have to do with confidence. If you are not confident, it will be boring. You have to make it most enjoyable. I try to provide CNN and MTV for them to see as well as movies in strange series like “Friends”. However, in Thai language, I will adjust and simplify for them. After that, I tell them not to understand thoroughly but only paying attention to the things you hear and observe the movement of the actors. If there are any difficult words, they should ask the teacher. When time has passed, I myself began to understand. I thought everyone who enters

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the university has to know English well and they will understand me but they are only lacking confidence.

JOY: What do you do to practice by yourself?

H: Practicing by oneself is rather hard because language needs interaction. If one has to study alone, it's hard. Suppose that I study, one will be the easiest among speaking, listening and writing which are different. In listening, I try to see the films, I try not to read Thai subtitle. You can contact with anything around you because English matters are all around. You can listen to the radio, its ok. If they say anything is impressive, you copy such expressions to be used, your accents will be better consequently. Writing and reading are easiest such as opening the newspaper and read but it is up to anybody. If you are children, open with fairy tales. If you are an adult open the Bangkok Post to read. If you find any unknown words, try to find the meaning in the dictionary. For writing, why someone asks about subject and verb agreement, I feel terrified. I tell them it is not necessary to learn grammar because you may see the foreigners who never learn grammar, but they can write because they read much they contact English very often, such as reading newspaper and getting the style of it by copying to be used. It is not the copying of every words but copying the style. When you do that a lot for some time you can write by yourself. It is strange but everybody has been such that because everybody can get their grammar through communication, it is a process of copying from those who do that before.

JOY: But in the newspaper don't you think their language may be right for us to learn from?

H: It is correct but the risk is that in writing and speaking, the languages are different. Writing formally and informally will be highly different because those who write formally must have good background priory and informal writing is added later. The problem is that all this things you have to contact by yourself such as idiom, even native speaker who lives in American when he goes to Australia he confuses about it because Australian idioms and American idioms are not similar. Speaking is also different. If I speak in Australia, they will understand me but I do not understand them. Most Americans do not understand British or Australian people. They will be a little bit confusing. Some vocabulary is not the same such as dinner, it means evening food but some British or Australia may say teatime instead of dinner. It is their slang but the American means teatime definitely. Sometimes a native says yes but an Australian says yeah. This will make an American to see it too much informal. On the other hand, the Australian may say 'no worry' but the American will say 'it's ok'. There will be something different. This problem depends on social and environment as well. If you would like to speak as an Australian, you have to communicate with the Australian people. Even though some people who study in the USA may say, they write as British people. There is no problem because writing English-English is not the same as American English, such as spelling is not similar. However, there should be a consistency and interaction. However, this world is accidentally too much American. When seeing the film, I ask my Australian friend about accents whether he has any problem. He said that during this time Australian accents are lower, it has changed to be more American. The various movies also are American. The accents of the Australian stars who go to work in American have to change to be American accents also. Those who listen to the music are always American. Even Australian people who live near us, their accents tend to be more Americanized. This has been proved true. Even Australian people who move to live in American, their accents are changed to be American. I feel that communication in English is essential.

JOY: Do you think learning about the English culture can help you to learn English better? Please give examples.

H: Sure. Because for me I think it can help increase our knowledge. Since culture is not the actual thing to make our English better but learning on culture can make you understand and realize

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the importance of Thai or English language more. Those who interested in other cultures will learn about language or living and eating of other cultures. This is very significant. Such as when I go to eat fried rice, it has a word for calling but when I go to eat 'larb', I must use Thai word. Then it inspires me to learn Thai language and let me contact more with that language. This enables you to give chances and significance to language more.

JOY: For Thai children, do you think how do they learn other cultures?

H: For me, I do not mind if any culture is better but you have to contact all. The importance of language is not only at accents for 100%. Nevertheless, I would like people to speak correctly because there will be correct accents that everybody can understand. Such as Singapore, I sometimes could not understand when I go there because they speak as Sing-lish. If we open the dictionary, it means speaking for both Singapore and English accents. It implies that it is English that is recognized in their culture, which is right. Therefore, I would like to say that culture is significant. Even I came from America I do not say American students are better than others, because the English language of America is not the right language. Even the English language itself is not correct because it has changed. If it comes from London, it is much colony because it is very difficult to listen. Nevertheless, I would like everyone to contact everything. Finally, you have to choose one. You will be confused if you mix Australian English with Singapore and American English. It will make you more confused. Therefore, you have to sometimes as a main principle. If you do not contact with other types of English language it is not right because every language has its evolution. However, you have to learn about accents so as to follow one main principle.

JOY: Mostly, the students say their listening is terrible, they could not listen effectively because there is a range of accents that they could not understand how they should do.

H: There has been a comment that why learning English has a problem on the ease of Malaysian people who speak English fluently, more easily than others do. There are many causes, for example, they were under a colony that the British Empire had governed, it is possible. Nevertheless, for me, I think the first thing is about the teacher who may insult the students whose may be coming diversity. Secondly, a variety of teachers from various nations such as England, Australia and United States, so the students may be confused. Because English from every nation is not the same, listening skills will be destroyed. Such as, if I hear the Scotland teacher speaking I will not understand, because he will speak differently from an American. In the USA, New York people say coffee but California people will say 'coffee' which are not the same But I think listening skills of Thai people is not good, if we consider deeply we will see that they contact to language only a little. Many students have complained on this when I asked deeply whether they have real contact with English there have been left only a few that have had contacted and the length of time is only less than one hour. They told me that how to learn a new word they have to speak that word 3 times a day. But I think after learning in a classroom, the student won't say anything relating to what they've learned but they always complained that then listening skills are bad. However, if the situation of listening is in the international school, the children always hear native speak repeatedly. Their English must be the better definitely. Even I myself as I stayed in the Thai environment, my Thai is improved gradually. From my experience, as I have always say you have to contact with language by listening a lot as possible. I have told my students to listen to CNN when they go back home and then imitate how they talk in CNN at least you have to copy something and then come back to summarize on what you get from that. Nevertheless, CNN will have Thai version, which speaks very rapidly. In my class, I record CNN some portion and give the student each copy then they have to summarize from that. Students say they almost die the first time they have to do it. If they do not understand anything they come to complain with me. Nevertheless, I tell them to listen to more than 10 times if you cannot get over it. At least you must summarize even 20-30 times of listening. At last, they can get it. This is the practical thing that I think it should be. Other obstacles about learning English with English or

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Australian people are not much. For me I think it is not important because if one's foundation of English is good, one can understand even it nations speak British, Australia, Ireland or Scotland. However, if their foundation is not good at the start, they will never understand. I think I focus on contacting which someone may say they have to learn with native speakers.

JOY: Do you think is it necessary to learn with native speaker?

H: I think it is not necessary. It may help in improving good accents or more speaking. Nevertheless, if native speakers are Australian or American whether you can understand or not. I think if your foundation is not good at the start, it is useless to have a native speaker. I think we should correct since they are children. They should learn English since they are babies, or preschool children. Let us try to think about European people who can speak 4-5 languages because they emphasized to learn since they were children. I think our educated people such as instructors or teachers should learn English a lot since they were children because they can perceive most at that time.

JOY: Do you think Thai teachers could teach English language?

H: I think they can. Because I have never learned with Thai teachers before I taught at Salaya, I had ever taught at Pin Klao, which is a pre-college course. The students are those who prepare to be students at International College at Salaya. If their English is not good, they have to learn with Thai and native speaker alternatively about 3 hours per week. Then they had to speak English with Thai people. This depends on the Thai teacher if she/he speaks only English students will always accept. If you learn with native speaker, in my opinion, I do not think it will be good all the time, because sometimes, some native speaker are lazy. I used to curse some native speaker that why they do not teach children anything they let the student writes a paragraph and just say good or bad without corrections. It is not like that, you have to get them in touch with you by marking in their paragraph and explain to them one by one why they write incorrectly. It depends upon the teacher, not on where he/she come from. It is how much the teacher has the responsibility and he/she has to look on what errors the children have. They have to look for something that has been changed all the time. Because the children are not the same in every classroom. If you ask me whether Thai teacher are able to teach English, I agree with that idea but firstly he/she must have good foundation. Secondly they should speak English with other nationals such as Chinese or Japanese. General foundation in English of Thai people is ok. So speaking English with native speaker for only 2 hours a week is all right. It is not necessary, I think if Thai teacher can speak English. They can teach English.

JOY: Do you think Thai student should seek knowledge outside the classroom?

H: This is the problem that I used to ask other students. Why Thai student have to learn extra courses outside the class. Some may think learning much is better. Nevertheless, we are in America we learn only half time of Thai student, why they can develop. I do not know whether we developed or not. Nevertheless, we can use our mind better. I think learning English consists of thinking. The people that present always cursed Thai children that they do not like to think, they can do better in only rote memory. If we let them think, they could not do well. It is the same as writing, I know that they can write. I have assigned them to write about life. Each student could not write, they could not think about what to put in their writing. This is the first thing to do because it is not only grammar but they should have information to be put into their writing. If you cannot figure out it, you could not write. It is confusing completely. I could not understand this one, if we compare the situations in America, Australia, England, Singapore and Thailand. In Thailand, students learn more hours than America because I have seen children come to school on Saturdays and Sundays as well. In America, school starts at 8.00 a.m. and finishes at 2.15 p.m. after that children will go to

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play sports, to clubs or work. Someone thinks it is the learning outside classroom. However, in playing music, the IQ of students will be higher it can give something good and the environment can help learning English. However, for us, we emphasize on time spending. Because it has been proved that students can concentrate in learning for only 40 minutes after that they will rest. If you teach 3 hours without stop, 2 hours passing will be useless. You have to have a break time about 4-5 hours for learning totally 6 hours. Students will not get because they will have limits capacity to obtain. If they obtain much, it will not improve any matter in English. It will make them bored. If you actually to teach 3 hours you must make it very entertaining. You should do many things to diversify an activity. Learning English should be fun, if you teach contents a lot in 6 hours I will be bored definitely. I think extra learning should be done on arithmetic. It is to spend time useful. However, for language you should watch TV or do other things to make entertainment, which can create more quality in learning.

JOY: For you what do you think that helps you be excellent in English?

H: I think suspicious. I have noticed that my friend in Microbiology who has very high grade, she is good English. However, she is different from others in terms of asking questions. She always asks about how the word is used and how it is used in the statements. She asks everyday and when 2 years has passed her English is improved much. When she does the seminar, she speaks well her accents are good. Therefore, when you are suspicious, it is best to ask. Nevertheless, when we look back at teacher and students, students do not always ask, so they accumulate the errors. Sometimes they suspected that whether the teacher is wrong (because the teacher is a person, not god, he can be wrong or do incorrect matters) but they have to ask or interrupt. I myself accept my faults. So I tell you that learning can be made from what is wrong. If we do not learn from that, I will transfer the faults to other students, which can expand the faults to be more widely.

JOY: What would you suggest further on what to be improved about English competency in Thai learners?

H: I think learning English at the highest level does not depend on spending too much money on extra learning. I think Thai students should go into a group and talk to each other in English. Sometimes, other may comment that you are too much overact in English speaking, do not pay attention to it. Because English is very significant. If you are able to speak English fluently you may get good income. This has been already proved. I have seen native speakers who could get more salary than Thai teacher. I feel very much disappointed, I do not understand why they get more income than Thai teachers who teach English. Students should get together in a group and try to agree to speak English for one or two hours a day whether it is right or wrong, they must have to try in order to create confidence in themselves. The way they talk is one of the communication activities to English. You have to learn English definitely, so you have to spend time economically. When going out of the classroom, it is not only finishing English learning. You should spend more extra time talking English, for example, going to see the movie in a group and try to think about an important word and discuss about it. Students should try to speak English when meeting each other 15-20 minutes, speak only on general matters. It is like taking the contents that have been learned in class to talk to and to discuss and exchange ideas as well as practice in speaking English.

JOY: If we talk among friends, is there any chance to remember the incorrect that we all made?

H: When we have learned in a group, there must be someone who knows about the error, this must be helped by everyone. English is difficult if it is learned alone. Therefore, it will be good to learn in group, with peers and no one to be embarrassed. Students should provide group and everybody has a chance to speak. If anyone makes any errors, others should suggest

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and advise. We should learn from the mistakes but not focused on that mistake. Advice is the best thing to do.

JOY: When did you start learning English?

H: About five or six years old. I always lived with my parents. I came into contact and used English with English native speakers when I was in kindergarten or about five years old.

JOY: And you continued learning English until what time?

H: I have always studied English because I lived in America. After that I studied at an international school in Thailand.

JOY: What do you think of your own level of English proficiency?

H: I think I am equal to English native speakers and better than Europeans.

JOY: So, do you still have any problems with English?

H: Absolutely. Even native speakers still have problems. English language is not static. It always changes. Like idioms, they are different. I sometimes confused about some Australian idioms. I think my problem is grammar. My problem is similar to other native speakers, because we do not focus on grammar. My biggest difficulty is I have Thai in my mind so sometimes I cannot think in English. I am always speaking Thai since I speak Thai in my family. I have many language and culture in my mind, it causes a problem sometimes.

JOY: What is your nationality?

H: My nationality is both Thai and American.

JOY: As you said, you sometimes think in Thai and cannot think in English. How do you solve this problem?

H: Mostly I calm down and say “excuse me”. Then I try use an easy word that I can think of at that moment. In English, there are many words, which have same meaning. I do not think about it all day long. I just use an easy word instead.

JOY: What techniques do you use to practice listening and speaking?

H: For me, I practice naturally. Usually I watch the English channel on television. When I was a child and lived in America, I only gestured and pointed to what I needed. I think trying to speak and listen more is the best way to improve.

JOY: Do you have any problems when you do not understand what people say in English?

H: I do sometimes. If I do not understand a very difficult word I will change it. I think each person will have different problems and use different styles of language. For example, the style of language in science is also different. California and New York people have some different words for example, Californians say “Pizza” but New Yorkers say “Pie”. But a pie for Californians mean apple pie. A American says “biscuit” but an Australian says “cookies”. These are some differences between words.

JOY: So, how do you help yourself understand these differences?

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H: If I do not understand, I think the best way is asking for clarification. Mostly people will not look down. We can tell the truth that "I do not understand please explain again". I also remember it. My vocabulary knowledge and language is increased. I think it is bad if I do not understand and do not ask to clarify. We should follow up and do not ignore confusing things. Otherwise, we can look up unknown word in the dictionary and try to memorize it. I believe that we speak one word for three times and we will never forget it.

JOY: Is that your technique to remember?

H: For me, I have to use the word I need to remember. If I find new word, I will look up in the dictionary and use that word to compose a sentence and to speak with myself in sentence. I try to use that word in sentence many times. I think remembering only meaning does not help. I know the meaning of word but I cannot use it, I think it is useless.

JOY: What materials do you use to practice listening and speaking?

H: I think watching television is important or listening to songs can help. I have suggested my friend that learning by music is easier to remember. Like Titanic song, why Thai people who do not know English can sing that song. If something can help, you just go ahead. It depends on each person. What the best techniques, like television, radio or others, is suit you, you just use it. Thus we have to know that what technique is appropriate for us. So we can benefit from it.

JOY: What is your best technique?

H: Watching television is my most suitable technique. In Thailand, there are only Thai version available on television channel. We can watch UBC, anyway. But UBC in Thailand differs from American television channel. I try to listen to it. If I do not understand, I will ask my friends and look up in the dictionary. Then I try to remember and make it more fun. I think if I make something fun it is easier to remember.

JOY: Have you ever noticed what mistakes you make while speaking English?

H: Yes, I have.

JOY: What do you do to develop or improve?

H: When I make a mistake, I will excuse. Although I can speak English but it is not completely 100%. Foreigners who use English always make a mistake. I make a mistake frequently. For example, when I have a seminar I use strange word so I speak it again. At least I know what my mistake is. I do not leave it because I may make others misunderstand.

JOY: Have you ever stressed when you use English?

H: Yes, I have. When I need to express my emotions but I cannot. Thai language is more deeply felt than English. Thai language is easy but its simplicity makes difficult. It is really strange, I think. When I have to write in Thai in order to express my emotions, it is not hard. But Thai emotions have various words can be used. It differs from English. Finally I use easy word to express my emotion. It is not necessary to use a gorgeous word.

JOY: What makes you feel good when you use English?

H: I was happy when I use English with the person who can deeply understand me. I was glad because I am not tired to explain more. I feel good when someone can entirely understand of what I try to say in English.

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JOY: Do you have any other problems about reading?

H: Yes, I do. It depends on what kings of book I read. If it is general book such as Harry Potter, there is no problem. I did not understand some parts of Harry Potter and Lord of the ring, anyway. If it is British English language, I do not understand some words. Most of my problem is vocabulary.

JOY: So, how do you help yourself understand?

H: I look up in the dictionary and then I understand. There are some different vocabulary and culture. That is the obstacle. If we do not understand the culture so it is difficult to understand their language. Nevertheless, I will ask my friends who know English and also culture.

JOY: When you do not understand something in English, do you ask someone for help or find out by yourself?

H: I think I will find out by myself. I think I can remember more if I do so. I will never forget if I do so. If I ask others, they can tell me. So I do not remember if I know from others. If I do not completely understand I will ask my friends. But some can answer correctly, some can. So I should believe myself first. Or I should ask my professors who know.

JOY: When you learn new vocabulary in English, how do you remember the vocabulary?

H: First, I look up in the dictionary. Then I write it in the sentence. Next, I try to use that word three times a day. Using the word in sentence can help remembering well.

JOY: When you learn new grammars, what do you do to remember them?

H: Grammar is the most difficult matter. When I write something, I will read newspaper in order to see its structure. I think reading a lot can help. We can see the style of writing.

JOY: When you read a textbook, what do you do?

H: I have a lot experience of reading. I read a lot so it is not difficult. I can read one book that contains about 300 pages within a day by intentionally. It depends on each person's habit. Some people do not like reading so it is obstruction. I think practice reading can help read fast. I noticed someone, who just start reading, read very slow. It is boring. We you read you just get key concept. It works.

JOY: What do you do while reading English books?

H: Mostly I think of images or pictures. For example, a frog is running in the forest, I will think of its situation. I will use images to represent what I read.

JOY: What do you do when you catch important things?

H: Mostly I take notes. One of my teachers taught me that doubt is useless if we let it out. If you are doubt for something, you should note and clarify it immediately.

JOY: How many times do you read?

H: Sometimes I read twice. I read fro concept and I will understand.

JOY: Besides textbooks, do you read others in English?

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H: I read something strange. I like to read biography and politics. I like reading newspapers, such as New Week, and magazines.

JOY: Do you have a problem writing?

H: At first, I went into the university I had writing problem. My problem was structure. My writing had no introduction, body and any supporting ides. I mixed everything up. I did not know how to organize. For me, I write what I think of first and edit later.

JOY: How many times do you edit your work?

H: Mostly I edit three times. Sometimes I edit only two. But sometimes I edit for four to five times.

JOY: What kinds of books help you to write?

H: I think books can help. But for me, reading many kinds of books are more helpful. I will look for style of writing.

JOY: When you are writing something in English, for example a research paper or project and you have some problems or cannot think of the words in English, what do you do?

H: I use my computer to get into Dictionary.com. I can find various words in there. It is boring if the word is always the same. I will apply a bit for my writing. But the danger is using wrong words. Writing is important. At first, you can write all you can think of. Then it gets better. You just keep writing more and more. I think all teachers should encourage students to write. There is no one write perfectly for the first time.

JOY: What mistakes do you notice while writing English, what do you do to improve?

H: I will edit my idea at first. For the second time, I correct about format of writing. Then I leave it for half an hour and look back after that. It is strange that when I read back my writing I will find many mistakes and know how to correct it. For me, my big problem is structure not grammar. I have to bear in mind that I write for others to read not me.

JOY: Besides written assignments, do you write anything else?

H: I have to write e-mail letters everyday to my friend not only American friends but also Australian, Japanese, Korean, and Chinese. English is universal. Moreover, I keep a diary. I write my feelings into my diary when I feel bad. I enjoy writing. But at school writing is boring. So I make it more fun and happy.

JOY: Do you have any other strategies that you use to improve your writing?

H: First, it is understanding the language, I think. Second, asking friends to check whether he or she understands what you write or not. I think my writing is useless if nobody understand. Moreover, asking friends to suggest which part should be corrected. I have to remind that I write for others not mine.

JOY: Do you evaluate your progress in English?

H: I evaluate by myself. I used to look back my old writing papers and I found that my writing was better. I think improving writing need experience.

JOY: What is about other skills?

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H: In my brine/mind, I always evaluate whether my English is better or worse. When I talked to professors or other foreigners, I noticed whether they understand or not. If they understand I succeed. I try to speak with others and check whether they understand what I try to say or not.

JOY: When you do well in English, how do you treat yourself?

H: I think I am good and cheer myself a little bit. I do not expect much I believe that all people understand my English is the reward to my life. Sometimes I need others understand what I write. If I do not understand for a second that is a gift. Explaining over and over or repeatedly means I do not understand well in English. I am tired to explain twice.

JOY: When you feel bad, how do you encourage yourself to do better in English?

H: I encourage myself to review. When I am tired, I will take some rest. After relaxing, I will review. Someday I cannot speak English, I do not know why. Therefore, I make some rest and restart. I always cheer up myself.

JOY: What techniques are the best for you?

H: For me, watching television is not boring. But I do not see Thai subtitle at the bottom. I can do so for two to three hours it is fun. You just make English more fun and easy. For speaking, I know that there is a rare opportunity to use English in Thailand. I think playing and chatting among friends in English can help speaking. For practice writing and reading, reading more and more can help. If you need to know something, you should try to find out answers.

JOY: Can you read Thai?

H: Yes.

JOY: Do you read smoothly?

H: Yes, I do. But I have a problem about writing Thai.

JOY: Can you write Thai?

H: I can write Thai when I was child, I have learned Thai. When I was young, I can get every language. Japanese language is harder than Thai. My parents speak Thai very smooth. Sometime I feel that speaking English is easier than speaking Thai.

JOY: Do you think your English need improvement?

H: I think every language is knowledge that we need to learn all my life. Language has been changed. It also depends on cultures. Even Thai language divides into many parts: middle, north, south, east, and west. I think the best way to learn English is being curious person. When you meet new words, you just ask to find out the answers.

JOY: Do you have something to talk about?

H: No.

JOY: O.k. Thank you very much for today.

H: You are welcome.

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Tape script I

Interview Date: 1 May 2003 Time: Start 11.15 to finish 12.05 Total: 50 minutes
Subject Reference (Interviewee): I Place: P 401 A Physics Building

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JOY: How are you today?

I: I have a bit of a fever.

JOY: What year are you in?

I: I am going to be a third year student.

JOY: What is your major?

I: Microbiology

JOY: Please tell me about your major.

I: At first, I thought it would be strictly about disease, but I found out later that it includes bacteria, viruses, and fungi. I'm also studying immunology.

JOY: Have you started doing your research?

I: I am now starting to study.

JOY: Why are you studying in this field?

I: Because I asked my friend about continuing education after graduating from science at Mahidol University in biology. At that time I could not decide which one to choose because biology is rather broad and there are many alternatives to choose from such as microbiology, biochemistry, physiology etc. But after studying various subjects in this department, I decided that I liked microbiology when I was a senior. Then I enjoyed reading immunology, so I tried to find out information about studying here.

JOY: Besides the subjects you mentioned, do you like English?

I: Actually, I've liked it since I was a child, but I could not get good grades.

JOY: Why?

I: I hardly got 4, mostly I got 3 or 2. Anyway, I loved it. I like to hear foreigners speaking such as in the movies. I feel that I enjoy learning. I mean that I couldn't/remember grammar patterns when I was in elementary school and high school.

JOY: When did you start learning English?

I: I started learning English in grade 5. Actually, I could recall that I had studied while I was in kindergarten. I was allergic to graphite pencils, so I didn't study in kindergarten. I had to drop out for 2 years. Then I started learning it again when I was in grade 5, as far as I can remember.

JOY: Are you still learning English?

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I: I have learned English since then (from grade 5) Now I am not taking an extra English course, but I use it in my daily life reading English textbooks, searching on the internet and sometimes listening to English songs as well as watching movies.

JOY: What do you think of your own level of English proficiency?

I: English is divided into 4 skills: listening, speaking, reading and writing. Formerly, reading was my best skill. Before studying here, I could write a little bit, my speaking was okay but my listening was terrible. But now I feel that my listening is better and my reading is better. Formerly, I had to read every word but now I can scan the text. Speaking is better and I can speak more as well as write more.

JOY: So you're saying that learning here makes you better than before?

I: Because I feel embarrassed when I meet with foreigners and I cannot speak any words. Now when I meet Thai and foreigners at the same time at a meeting or conference I start to talk with Thai people in English in order to make myself fluent with what I say. When it comes to real practice I can keep up with my embarrassment. Actually, it depends on the first time we decide to talk to them. If we are afraid to talk the first time, we will make mistakes. It's just like we do not have a good start, later talk will not be good either. If we have decided to speak, just speak. It will be better. I think I should have overall improvement because I am not good as I think I should be.

JOY: Please explain.

I: What aspect?

JOY: What are your problems within each skill?

I: In listening, there are a lot of problems, such as foreigners speak rapidly, and I cannot keep up with what he said or I cannot understand some words because I am not familiar with such words.

JOY: When you hear new words and do not understand them, what do you do?

I: Mostly I listen to the whole idea, and then interpret the meaning. I do not listen to each word separately. When I meet an unknown word I skip and go to other words in order to check whether I understand the overall meaning or not.

JOY: How do you help yourself to understand what people say in English?

I: I ask again.

JOY: How do you ask?

I: Suppose that a person speaks rapidly, I stop them at that point and tell them I don't understand what they mean.

JOY: When you are talking with foreign professors or lecturers and you cannot figure out the words you need, what do you do?

I: I try. It happens many times when there is a seminar in the Department, the teacher may ask if I have an idea but I could not express as I understand or I think in my mind. I stop to think for a while. Then I change some statements in order to make it simpler, to make the listener understand. I try to simplify the words.

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JOY: If it is a situation in a large class, what do you do?

I: I will take down the notes from a projector if I can't understand. Sometimes I take a chance when the teacher stops speaking to ask my friend near me in order not to annoy him/her. If there is no chance to do this, I cut off this part and go on to listen to other parts. Otherwise, I can't understand the other parts. Finally, if I am still confused, I will ask the lecturer later.

JOY: Do you have any problems in class?

I: No, there is no problem.

JOY: When you take notes, which language do you usually use?

I: English

JOY: Do you have any strategies that you use to improve your English?

I: Yes, many.

JOY: Please tell me

I: Since I was a child, I had my older sister who is good in English. She was my guide. She always listens to English radio broadcasting. But I never do that. I watched and listened to TV. Sometimes I talked with myself as if I were inspired. I tried to express everything in English in order to be familiar with it mostly. I didn't know what I had done about stresses were right or wrong but I practiced frequently to speak fluently but the stresses is another thing or accents is another one, I tried to be more fluent.

JOY: What do you do to improve your intonation?

I: Mostly I get it from movies, from VCD I always follow the subtitles. I mostly like musical films, I follow and sing along.

JOY: Do you prefer Thai dubbed or English soundtrack with Thai subtitles?

I: I choose the one with the English soundtrack. If I go to the cinema, they already have the subtitles, but DVD at my house has English subtitles, I do not look at Thai subtitles. If I meet unknown words I try to look it up in the dictionary.

JOY: What other kinds of materials do you use to practice listening and speaking?

I: Mostly on the internet. I turn to news channels such as CNN but not often. I always listen to the radio, but not much. I see films more.

JOY: How often do you see movies?

I: I see the films 2 times a week. Mostly I see them at home. I buy DVDs and VCDs.

JOY: Do you translate what you hear into Thai? If yes, how.

I: Formerly, I translate to Thai but later I feel that I can understand so I do not have to translate. I had got some words in mind when I was a child. So there were some words that I always translated when I had reading tests, such as prepositions as although, though, even though which I must read in Thai and then translate to English.

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JOY: That's the way you read, but does that occur in speaking and listening.

I: No.

JOY: When you read a passage/a textbook, what do you do? Please explain.

I: Firstly, when I read journals, there are abstracts. I look at the topic first, whether there is anything attractive. I have to search for what I would like to read which must be related to the topic. Then I click to see the information from the abstract, then I read the introduction in order to see baseline information. But in reading the text, I will read the topic and subtopics by scanning, I will read the contents. However, I read it a few times.

JOY: How many times do you read?

I: About 2 times. The first time I scan to see whether that topic is significant or not. If it is fiction such as Harry Potter I use scanning to read it to see the context whether these paragraphs related to any matter or sometimes I read some conversation in details. But in reading texts, I scan whether this topic is interesting or not. If it is interesting, I will take notes and turn back to read in detail.

JOY: What do you do while reading English textbooks?

I: During the time I read, I always eat snacks, sometimes I read while walking. Sometimes I sing along with the prose that I read.

JOY: How do you do that, reading by singing?

I: When I am bored reading English. It is just like reading Thai language texts, I feel dizzy so I try to find ways to make it fun such as put the statements into a song. Mostly I do it by pronouncing sounds if I am alone.

JOY: For what purpose?

I: In order to practice whether I have done it correctly, whether I should pronounce it this way or that because one word can be read several ways. I read while I speak. Sometimes I feel bored I change them into music, and sometimes I do it without specific patterns.

JOY: What do you do to help you remember?

I: I try to make it active, I put words into rhythm. Then I can move to read the second round and I can concentrate again.

JOY: When you find important things, what do you do?

I: If the book is mine, I will underline or make highlights. If it is someone elses or borrowed from the library, I will take notes.

JOY: What language do you take notes in?

I: I take notes in English.

JOY: When you meet new words and do not understand them, what do you do?

I: I will take notes.

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JOY: Where do you take notes?

I: I do it in this book and I will look it up in the dictionary if it is an unknown word. If that word is found regularly I can remember its meaning. If it is not found regularly, I can not recall its meaning.

JOY: What kind of dictionary do you use?

I: I have an English-Thai Dictionary at my house. If I still could not find that word, I will look it up in the Department dictionary which is English-English.

JOY: What do you do after reading English textbooks?

I: I will set up a new pile of books and separate them into 2 piles, one is already read and another one is unread.

JOY: Generally, do you have to read many books in this branch?

I: I have to read a lot of what I learn.

JOY: How do you finish each book?

I: I have to concentrate to read the whole book. Sometimes I have to read one book within 1 or 2 days.

JOY: Do you spend a long period for each reading?

I: Yes, if there's no one to disturb me, but mostly I do it at night.

JOY: Why do you read at nighttime?

I: Because it is quiet. If I am at school I meet many people and my personality is somewhat…I like to persuade others to talk so I cannot read at school and I always disturb others as well. But it I stay alone at school I can read a lot and I take notes as well. If anyone comes within 5-meters distance, I will lose my attention and want to chat. Therefore, I must do it at home late at night.

JOY: Do you have any reading problems?

I: I rarely have problems.

JOY: What do you think of your own level of reading proficiency?

I: I think I can get 6-7 out of total score of 10.

JOY: You mean on what you comprehend.

I: Yes.

JOY: Besides textbooks, do you read other kinds of books?

I: Well! I have read 'Harry Potter'. I started reading the first book in English. Others I rarely do.

JOY: What is your purpose for reading?

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I: Actually, I have read the Thai version so I would like to try reading the English version in order to compare. I try to see what my friends have told me that if I read the English version I will get a sense of the writer but the Thai interpreter changes some words for appropriateness. So I may not have the feeling of the book.

JOY: How do you feel?

I: I felt that some words were not matched between the two languages. But I didn't read in too much detail because at that time I still have to learn in class. I think English is fine and more impressive because Thai writers only translate, they don't have to write the book.

JOY: Do you have any other problems?

I: Other problems? Do you mean other skills? About speaking I have to think before I speak.

JOY: What language do you think of?

I: I think in English but I always get stuck. I try to think what should I say next? I think whether it is correct or not, in terms of grammar, so I get stuck while I speak because I have to think simultaneously, I think in advance whether what I will speak is correct or not. Then I think further so it will make my speaking less fluent.

JOY: How do you solve this problem?

I: I try to solve the problem by talking to myself in every situation, in order to be familiar with what I say. Because sometimes I could not think out in advance how this situation will be so I can't be fluent but if we can think about it before hand we can cope with that situation.

JOY: Do you practice with others?

I: I talk to my friends, but not much. Most of my friends are Thai. We talk and chat informally. I hardly speak with foreigners.

JOY: Do you prefer practicing English by yourself or with others? Please explain.

I: Equally. Because when we practice by ourselves we feel confident about what we say, no one will comment about right and wrong. However practicing with others is good in making us confident in speaking with others.

JOY: Do you have writing problems?

I: I have problems with writing as well.

JOY: What is your writing problem?

I: The problem is about creative thinking in English or Thai, it depends. Writing and speaking languages are not the same. If we write as we talk in the test, The teacher will not understand what we write. Because when we talk we can omit some words, so if we write according to what we say we will make an uncompleted written work.

JOY: How do you solve the problem?

I: Now I couldn't find how to solve this problem. I could not analyze it clearly. So I write on and on, I try to make short notes from books or practice writing some statements from books. I try

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not to write according to the spoken language. Sometimes written language is redundant and wordy because it is a description but when I do the writing I have to make it concise.

JOY: When you write, do you edit before handing it in?

I: Sure.

JOY: How many times do you edit?

I: Several times. First, I plan what I have to write. Secondly, I read a piece of material many times until I am sure of the details and proof whether this document is right or wrong. After proofing, I leave it for a while in order to get the original one out of my mind. When I feel confident I come back to read again sometimes I may have other ideas or see errors that I haven't seen the first time. I may have more consciousness and I can read it in detail more. I read about 3-4 times.

JOY: What mistakes do you notice while writing English, what do you do to improve?

I: I will correct it, if I'm not sure I will ask my friends who are good in English or ask the instructor my writing is right or wrong.

JOY: When you are writing something in English, for example a research paper or project and you have some problems or cannot think of the words in English, what do you do?

I: I ask others how I transcribe my words into a written piece. Sometimes it is a simple word and I can't think of it but my friend can. If my friend can't help I will to open the dictionary which sometimes I have to use Thai-English Dictionary. If I have a foreigner friend, I will ask him/her directly.

JOY: What other kinds of books help you to write?

I: Other books that can help me? Actually, I read young junior literature such as Harry Potter. I haven't read Lord of the Rings. Those that are in the advertisement. Have you ever seen Abaras, they are translated ones. I have read the Thai version but during reading I try to think what they would be written in English. Sometimes I translate back to English and ask myself whether it is like mine or not. However, I have never read the real version in English but I use the method of translating Thai to English and English to Thai.

JOY: Besides what you have told me about your written assignment, is there any work that you have to write in English?

I: Yes, sometimes I write songs.

JOY: You write songs. Do you write it in English?

I: Yes, but I use common words that relate to each other. Other written work includes taking short notes from the textbook and other small writing types tasks.

JOY: Do you have any other strategies that you use to improve your writing?

I: Another thing is writing a diary. I switch from writing Thai to writing in English.

JOY: How often do you write in your diary?

I: I used to write often, but now I come home late so I don't have time to write. I need sleep more than other things.

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JOY: But are you still doing the writing?

I: Yes, some, but after I graduated I rarely write. I wrote everyday when I studied for my bachelor's degree because I always found new things, new experiences, going to new places. So I write in Thai and English alternatively. It depends on my mood whether I would like to do it in any language.

JOY: Is that the way you practice writing?

I: Yes, I think it can help. At least I have a chance to write, that is ok.

JOY: Do you think learning about the English culture can help you to learn English better?

I: I think it can help.

JOY : Can you give me an example of a culture pattern you might use?

I: For example?

JOY: Such as any behavior of the native speaker. Could it help you improve your English if you studied their cultural behavior?

I: I don't know.

JOY: Anything that relates to English or American people, about the way they live, will it help you to improve your language proficiency?

I: Well, there's Christmas Day. If I know about it I will use it to promote my English. When I was in high school. There would be a singing contest, having a chorus in a singing band. All these things contribute to promote our skills in many ways. I went to sing, I joined in the chorus of the song "Santa Is Coming To Town". This will help pronunciation and expand our vocabulary as well as sentence arrangement, and other things. Other cultural aspects are about why they have Santa Claus and Valentine's Day, why they celebrate such days. This encouraged me to read the history of St. Valentine.

JOY: Can you evaluate your progress in English? If yes, please explain how.

I: Yes, I do.

JOY: How?

I: I will evaluate myself. Such as now I know that I am better than last year. Formerly I could not comprehend English much, but now I can understand more.

JOY: Please give some examples.

I: The examples of evaluation are. The easy one is going to the movies because I frequently do. In the past, I always read subtitles while watching, but now I read only when I don't know the meaning of the word they speak. I cannot do well but I understand while they speak. If it is in a seminar, each person will help each other with comments. I attend other's rehearsal but when coming to actual talk, I will be among the first group. After finishing mine, others will ask me to listen to them. When I have to be responsible to others, I get a special sense of understanding about their presentation. But if it's about myself I feel I can't do well. I am astonished about myself, why I can correct others, but I cannot correct myself when I speak.

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JOY: Have you ever felt embarrassed when using a language?

I: Yes, I sometimes have a bad feeling.

JOY: What is it?

I: I think, why did I say that?

JOY: How do you encourage yourself to do better in English?

I: I never encourage myself. If I can not speak well, I curse myself. I remind myself when coming out of the seminar not to make bad mistakes again next time. I curse myself on that day, but later I forget it. I mean I will forget my sadness about my presentation. Yesterday I might do badly but it's ok. It had passed but I don't forget how to improve myself.

JOY: And when you do well in English, how do you treat yourself?

I: Yes, a good example is at the department seminar because everyone has to prepare themselves. If they speak badly, they will have to correct next time in the next year, we will see whether we have improved or not. The seminar contributes a lot to tell us whether we speak well or not. Fortunately, presenting my seminar is helped by my advisor in rehearsal before hand.

JOY: How do you rehearse?

I: We have to make a script on the talk and submit one copy to the advisor and another one to classmates. I read it first and try to understand about the topic, which I will speak with the advisor's proofing. If there's anything bad, the advisor can correct it in English because the advisor has studied overseas. Some statements or words which are not fine he/she will correct to be concise and precise. Such as my friend who is under the same advisor with me, he rehearsed the correct pronunciation of the word 'development'. The advisor will correct my friend so he can speak correctly. For me I have mispronounce the word 'determine' wrongly and the advisor can advise and correct me to say it correctly. So I have to understand both speaking and sentence pattern writing. Then I have to print a new version for my advisor for the second round. Finally, I have to rehearse the overall presentation without looking at the script.

JOY: Have you ever felt stress when you use a language?

I: I have often been stressed when I do not know how to speak, how to answer because I could not understand what the speaker says. Otherwise, I understand but do not know which vocabulary to use. Sometimes I know the answer only in Thai but do not know the English words. I feel strained, so sometimes I change the topic and speak about something else without touching it again. Then I feel relaxed. I sometimes eat when I feel confused from reading English or listening to English dialogs. I had better eat and when I feel fresh, I will do it again.

JOY: When you learn new vocabulary in English, how do you remember the vocabulary?

I: How do I remember vocabulary? Formerly I had many methods, but now I do not use them because I have no time.

JOY: What did you use formerly?

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I: On a sheet of paper I would collect all the attractive words from A to Z with pronunciation and meaning.

JOY: What language is the translation?

I: Thai.

JOY: How long ago did you do that?

I: From high school to undergraduate, but for graduate studies I rarely review vocabulary. When I have a sheet of list of words with meaning I recite. The second method I provide a small sheet. Containing vocabulary with meaning in very small letters. Then I fold it and put it into a bag, stir them and pick one up and try to guess meaning if I make a mistake I put back into a bag, if I do it correctly, I leave it outside the bag.

JOY: Does it help?

I: Yes, it can help.

JOY: Why don't you do it now?

I: I don't have time.

JOY: Do you still have a vocabulary problem?

I: I still have a problem but I skip over it because sometimes it is not necessary to know this vocabulary. I have to look for overall meaning and concepts because the test type is not the same as at the undergraduate level, where we have to stick directly to the answer. But graduate students have to explain according to our understanding.

JOY: So is it the same method you use for memorizing vocabulary and sentence patterns?

I: For sentence patterns, usually I can get vocabulary meaning from it, I use it frequently.

JOY: Which one do you use?

I: I use such words frequently.

JOY: In what ways?

I: I use it by creating my own statements frequently. When I meet with new vocabulary I try to create one sentence to put this word in. I try to read and understand its meaning and then put it into another sentence. It can help me remember what the meaning is. Such words are: not only, but also. Formerly I memorized the pattern as subject + verb + not only… but also. But now I remember how it is used in the sentence.

JOY: Do you prefer sound or images to help you remember new information? Please explain.

I: Usually I recall pictures because when I speak, think, or read English I do it in my mind. Such as I read the text on microbiology I think about bacteria. I will visualize the picture, I do not use sound to help in understanding.

JOY: What is your biggest problem?

I: For the skills of listening, speaking, reading and writing?

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JOY: It may be grammar or anything else.

I: I feel at present that my skills have improved up to medium level. My skills in listening, speaking, reading and writing are okay. But I lack practice. I feel that I do not practice enough. I hardly do any English exercises of grammar and vocabulary. In the past, I did only general reading and found words to memorize. But now I read mostly textbooks. The vocabulary will be the same repeatedly and I already understand. I do not read any news such as in the Nation. So my ability in grammar or sentence pattern will be weaker. I think I should improve on this matter. But when I come to class, it emphasizes on speaking, reading and writing too much. So I try to practice speaking while reading texts and make short notes simultaneously. But I don't pay attention to other printed material or magazines such as Student's Weekly which I used to read. It can entertain and test your knowledge such as in the column 'Puzzle' to enable me to play language games. But now I hardly do it anymore.

JOY: Why?

I: Because I only read the texts.

JOY: Do you have any other techniques that you would like to tell me about?

I: Mostly I emphasize on conversation that I do by myself. I speak while I am walking such as 'Is this a tree?' "Why is the traffic congested?" If I see a movie, I will imitate the sound of speaking until my friend says it is like acting. It may be I see a lot of movies, and I try to make it similar to the movie and I think the actors will be like real human beings because I don't have any experiences with native speakers so I use television instead. I think this method can help.

JOY: What technique best suits you?

I: If you ask whether it is the best method for me. I may say it's not because I haven't yet discovered other methods. But up until now, this method has worked efficiently. I do it because I don't have time to do other things.

JOY: Yes. Thank you very much.

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Tape script J

Interview Date: 1 May 2003 Time: Start 13.20 to finish 14.00 Total: 40 minutes
Subject Reference (Interviewee): J Place: P 401 A Physics Building

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Joy: What year are you in?

J: I am going to be a third year student.

Joy: What is your major?

J: Biology.

Joy: What is your degree, master or doctorate degree?

J: It is both master and Ph.D.

Joy: Do you mean you will get a Ph.D. after graduation?

J: Yes.

Joy: How many years are you going to study?

J: 5 years.

Joy: Is the curriculum in Thai or English?

J: English.

Joy: Do you use English as a medium language in the study?

J: Yes , but there are some subjects that the teacher teaches in Thai.

Joy: What do you learn in this subject branch?

J: I choose to learn Genetics Development but I mainly study insects (Entomology).

Joy: Why did you choose this branch?

J: About insects?

Joy: Yes.

J: Because it is interesting. These kind of insects are very significant in terms of medical benefits.

Joy: Which type of insects?

J: They are black tongue insects, such as in Africa. They are carriers of a disease that causes blindness. However, they also live in Thailand but no one has ever studied them. We do not know whether they can carry diseases. So I decided to study them.

Joy: What have you learned so far? I am interested in what you've told me.

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J: I just started to divide the types of insects, which group they are in. Grouping them is the general basis of the study.

Joy: Do you enjoy this work?

J: Yes, I do.

Joy: What other subjects do you enjoy?

J: Other subjects, do you mean out of my field?

Joy: Yes.

J: I am rather interested in the Humanities and Sociology.

Joy: Do you like English?

J: I like it, but I am not fluent.

Joy: Why do you like it?

J: Do you mean English?

Joy: Yes.

J: I think I could apply it to everyday use because English is part of our everyday lives, such as advertisements; trade name of goods are in English as well.

Joy: What do you think of your own level of English proficiency?

J: Not good. Not very good. It may be medium level, or nearer to lower level.

Joy: How about your competency in terms of medium to low?

J: I can do a little bit of greeting, reading and writing on a small scale.

Joy: As you said a little bit, do you have any problems?

J: You mean problems in using English?

Joy: Yes.

J: I have problems in listening.

Joy: Could you clarify the problem?

J: It may be about the accents when they are talking, such as when I listen from the tape concerning my lessons I can understand but when I meet a native speaker and he/she speaks very fast, I cannot keep up because I do not know the meanings of some words. So I do not understand thoroughly.

Joy: How do you help yourself to understand what people say in English?

J: I must practice a lot; watching movies and TV.

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Joy: How do you usually practice English?

J: I always listen to the morning radio broadcast.

Joy: Do you listen to songs or other things?

J: I listen to the news. I may not understand it all, but I try.

Joy: Yes, anything else besides this?

J: I sometimes learn English.

Joy: Where do you learn?

J: I study with my native teacher. I know him so I asked him to instruct me.
Joy: Is it here in Mahidol or outside?

J: No, he is outside Mahidol. I study at his place.

Joy: Do you learn in a large or small group?

J: It's a group of about 3.

Joy: What do you learn there?

J: It's just like going to have a conversation, discussing news, daily life; sometimes he teaches grammar.

Joy: What nationality is your teacher?

J: British.

Joy: Has your English improved?

J: I have improved a lot, but not much in the eyes of others, but for me, I see improvement.

Joy: You said that it makes you be better, in what ways?

J: I may dare to speak more to a foreigner, and I can understand more.

Joy: When you have to listen to foreign professors, lecturers, or someone in English, and you do not understand, how do you deal with the problem?

J: I still have some problems.

Joy: How do you deal with them?

J: I ask him/her again , I explain about my misunderstanding. It's just like I review his question, whether it's correct or not.

Joy: When you hear new words and do not understand them, what do you do?

J: Mostly, I ask again.

Joy: What do you ask about?

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J: I ask whether I understand if this is correct. But in some cases, if he uses a long sentence I only catch the main idea and do not pay much attention to vocabulary.

Joy: Do you use this method in every situation?

J: Usually.

Joy: When you have to listen to foreign professors or lecturers in a large class and you do not understand, how do you deal with the problem?

J: I record it in my notes and come back to find the meaning or sometimes I ask someone who knows about that. They may not be native speakers but my friends who know more than me. Sometimes I get the answer, sometimes not.

Joy: What do you do when you do not get the answer?

J: I turn back to search again but if I can not find it, I leave it.

Joy: Where did you search?

J: If it is concerned with presentation of the study subject, I will read the books relating to this matter.

Joy: When you are talking with foreign professors or lecturers and you cannot explain what you need, what do you do?

J: If I pronounce words incorrectly and the foreigner tells me that he or she cannot understand, I spell the word, such as the word 'that', the foreigner has pronounce it clearly but we don't. So I will spell it as t-h-a-t, then he will know that I would like to say this word.

Joy: Do you use this method frequently?

J: No, not often.

Joy: What else do you do?

J: Usually they will ask if it is the right word or not. Then I tell them the right one. It always happens because I cannot pronounce words correctly.

Joy: Do you try to solve this problem?

J: There is one instructor who suggested I practice basic pronunciation such as -th or ch- sounds.

Joy: Where do you practice?

J: I practice by myself. the instructor suggests I to do it everyday.

Joy: Do you have a prototype?

J: He will pronounce the word correctly as an example, then when I meet him again and I speak it incorrectly, he will tell me, and I will remember.

Joy: You mean Thai or native teacher?

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J: Native teacher. He will be stricter and more and be serious about this than a Thai teacher. He always does that.

Joy: What mistakes do you notice while speaking English, what do you do to develop or improve?

J: I try to speak them again.

Joy: Do you translate what you hear into Thai?

J: Sometimes, but some statements do not need to be translated. They can be understood at once.

Joy: What type of sentences need to be translated?

J: The familiar ones in our daily life such as greeting expression, e.g. 'Good Morning'. The ones needed to be translated are those contained difficult words which we can not understand. Then I try to think about what he/she has said, then I translate after I review that sentence.

Joy: If you hear someone speak English, do you pay attention?

J: Yes, I do.

Joy: Please, explain that situation.

J: If I am on the sky train, and meet a large group of foreigners who are chatting, I try to listen to them to see if I can understand or not. They are both comprehensible and incomprehensible.

Joy: Have you ever felt bad when you use a language?

J: Yes, sometimes.

Joy: About what?

J: I try to explain but they don't seem to understand everything, they are confused. I guess my English is poor, so they cannot understand me. I try to communicate but I cannot find the right words.

Joy: How do you solve this problem?

J: I try to explain it to them, giving examples sometimes to make for better understanding.

Joy: What kinds of materials do you use to practice listening and speaking?

J: Watching movies.

Joy: What type of movies do you watch?

J: I watch the ones with subtitles, and sometimes I cover the subtitles.

Joy: In what language are the subtitles?

J: Thai, but I cover them while I watch the movies.

Joy: Does it have a soundtrack?

J: HBO

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Joy: What did you say?

J: UBC has the HBO channel. I watch it, but sometimes I don't catch all the meaning, however I can guess the story, it's not necessary to listen to it.

Joy: Do you follow the story frequently?

J: No, not always.

Joy: How often do you do it?

J: Because I do not often watch TV, I watch it 2-3 times a month. I cover the subtitles only a few times

Joy: When you cover the subtitles, do you still understand?

J: I understand some words, some common words.

Joy: How about the overall story?

J: For the overall contents, I follow the conversation and in some sentences I don't have to understand thoroughly. I look for the whole story, what it is about and the actors may say. But I don't have to understand all the words.

Joy: Do you use any other media beside movies?

J: Yes, I listen to music and radio. If I wake up early I will wacth the English Learning Program.

Joy: Where? Which channel?

J: I watch Andrew Biggs, but not often because I rarely get up early.

Joy: What technique do you use in memorizing? Such as when watching the Andrew Biggs Program. If he teaches interesting words or usable sentences, how can you use them?

J: If they are for a familiar situation I can automatically remember what I have to say, but some parts I just let them go.

Joy: Besides those you have mentioned are there any other methods you use?

J: For practicing English?

Joy: Yes, for speaking and listening.

J: I may use reading because when I learn I have to study all the materials in English. The teacher assigns material to read and I may get vocabulary that way. This is another way to practice, I think.

Joy: When you read a passage/a textbook, what do you do?

J: What you mean by technique of reading?

Joy: I mean any techniques concerned in reading such as the type of materials, what you do with the reading texts?

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J: You mean reading English materials?

Joy: Yes, English books which may be textbooks or articles. Could you please explain your strategies?

J: Suppose that I read a paper, there will be an abstract, so I read it first. I read the overall context to make myself understand more about what the writer would like us to know. Then I scan. If I find a difficult word, I skip it and go on to the next statement. If I cannot read through because of that word, I will come back and look it up in the dictionary.

Joy: Where do you find it?

J: In the dictionary.

Joy: Which type do you usually use?

J: I use a talking dictionary.

Joy: Do you use English-Thai or English-English?

J: English-Thai.

Joy: Do you have other ideas to add?

J: No, nothing.

Joy: Do you have any problems in reading?

J: I have some.

Joy: What type of problem do you have? Please explain.

J: Some translations. Some are colloquial which I can't understand.

Joy: Then how can you solve the problem?

J: I may ask my instructor or my friend at the lab.

Joy: Can you get the answer?

J: Usually I get it.

Joy: Besides reading textbooks and articles, do you read other English printed materials?

J: I used to read children's short stories, a small book, or English cartoons, but now I do not read such things anymore.

Joy: Why?

J: Because I don't have time, I have to do lab experiments and study.

Joy: What are the differences between reading textbooks or cartoon books? Or are they similar?

J: Reading cartoons is easier because we can visualize at the same time. If we meet difficult words we can read the next sentence and it enables us to refer back to that word and can

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understand its meaning later. Suppose we read a humorous cartoon for the first time we do enjoy, but when we look through the drawings of the characters and we return to read it again, it will be fun because we understand its meaning.

Joy: What do you do while reading English textbooks?

J: I usually only skim through.

Joy: When you meet important things and do not understand them, what do you do?

J: You mean in the book?
Joy: Yes.

J: Such words you mean that are similar to important words in the text or they are important words to be memorized.

Joy: Both, if it's a word you've never seen before, but you have to memorize it how would you do it?

J: If they are important to the material we read, I will use a highlight pen to mark or emphasize them. If they are unknown words I will write them down on my sheet. But I do not write in the book, I will write only on the sheet because there's space to write.

Joy: What do you do after reading English books/texts?

J: For the interesting words, I will mark them, then I pass it. If I see it again I will recall its meaning.

Joy: How do you remember important things you read in English?

J: Usually I relate to what is in the previous chapter. I try to underline then it helps me remember easily.
Joy: Do you have any other strategies that you use to improve your reading?

J: Other methods?

Joy: Yes.

J: None that I can think of.

Joy: At the present time, do you read textbooks and articles a lot?

J: Yes, a lot.

Joy: Do you read other types of materials besides these two?

J: I read cartoons, if they are in English.

Joy: What do you think about your proficiency in reading?

J: Medium level. I can read satisfactorily, but it doesn't mean that I understand every word. If there are some difficult words I have to look them up in the dictionary.

Joy: Do you have writing problems?

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J: I do have writing problems.

Joy: What are they?

J: I can't do it according to correct grammar rules.

Joy: How do you solve the problem?

J: If it's an important document, I will let somebody check or edit whether it is correct or not such as correspondence letter to be sent to a native instructor which is important. I will ask the teacher or senior friend at the lab to edit.

Joy: What do you ask them to correct for you?

J: Mostly correcting content, they will consider whether the sentences are OK in their sense whether they are grammatically correct.

Joy: When you are writing something in English, for example a research paper or project and you have some problems, what do you do?

J: You mean if I have a problem expressing myself in writing?

Joy: Yes, and what do you do?

J: I may ask somebody who knows, or I search in the textbook for examples of how to use such a statement for my writing.

Joy: Does it help a lot?

J: You mean when I look it up.

Joy: Yes.

J: It helps a little bit, but it is not always close to what we have to write. It's only close to what I have to write.

Joy: What books do you use?

J: Which book do I use?

Joy: Yes, the books that help you to write.

J: They are mostly grammar books. I see whether I have used this statement correctly or not, or whether I have used the correct verb tense.

Joy: Beside these writings, do you have any other kinds of writing such as reports or academic documents?

J: I have to write letters but not often.

Joy: Writing a letter, what kind of letter do you write?

J: I write informal letters to people I know well.

Joy: Are they native speakers or Thai?

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J: I write to overseas people, but not often.

Joy: Not often, how many times do you do that?

J: Maybe once a year.

Joy: Do you have any other strategies that you use to improve your writing?

J: I haven't improved much because I rarely write these days.

Joy: At present, which skill give you the most problems?

J: At this time?

Joy: Yes.

J: I think conversation.

Joy: You mean chatting?

J: Yes.

Joy: How is it a problem?

J: It causes a problem because I want to tell him/her something but I cannot think about it in time. I do not know which sentences I should use. It is just like how I can communicate effectively by using dialogs.

Joy: Do you find opportunities to practice?

J: At this time, I practice by learning English, watching T.V. and listening to the radio occasionally.

Joy: Do you prefer practicing English by yourself or with others? Please explain.

J: I would prefer practicing with others because we will know the level of our competency, by comparing it to others, whether we are lower or equal to others.

Joy: Do you evaluate your progress in English?

J: Do you mean evaluate my proficiency?

Joy: Yes, how far you have improved, your conversation, your reading. Do you ever evaluate these?

J: Yes, I have.

Joy: Which method do you use for evaluation?

J: Mostly when someone greets me, or learning extra hours with the teacher. The method the teacher used was to chat with me and let me talk a lot. After 2-3 months had passed, the teacher would use the same dialogs to see whether I improved or not. Then he may interrupt to tell me about the improvement in speaking and listening, but my writing is still the same. I never do the evaluation by myself.

Joy: What problems do you have when you use English?

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J: My problem with English usage is with English conversation.

Joy: What techniques do you use to relax?

J: Mostly I talk to people who are learning English at my instructor's house. When I get accustomed to them I am confident to speak. But if I have to talk with a foreigner, I feel stressed because I am not familiar with his accent.

Joy: How do you encourage yourself to do better in English when you do something bad in English?

J: It happens sometimes, but I do not think I feel dissatisfied or stressed. However, I do not feel bad I think it's only an example for avoiding such a bad thing next time.

Joy: When you do well in English, how do you treat yourself?

J: If I listen to him and understand, I feel good. If I can correspond in that situation, I feel proud of myself.

Joy: So, how do you treat yourself?

J: I do not give any reward to myself.

Joy: Do you think learning about the English culture can help you to learn English better?

J: Can you give me an example?

Joy: Anything concerning native culture.

J: It may help.

Joy: Please give me an example.

J: About how it helps in language learning development?

Joy: Yes, yes, development of yourself. Such as we know this thing and it makes our English better because such things concern their culture.

J: I can’t think of anything, right now.

Joy: All right. Do you prefer sound or images to help you remember new information?

J: I prefer pictures to sound because when I see pictures, I can link it to the sentence that someone has spoken.

Joy: Then, have you ever used it?

J: Ah...yes you mean using pictures?

Joy: Yes.

J: Sometimes.

Joy: Can you recall the situation?

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J: Such as the word 'book' if I learn by looking at the book at the same time as looking at the alphabet, I can remember well. It is like a picture dictionary.

Joy: When you learn new phrases/sentences in English, what do you do to remember them?

J: Method of remembering?

Joy: Yes

J: Do you mean the use of tense or sentence structure?

Joy: Anything including sentence pattern, grammar, tense or anything else concerned with English that you have learned.

J: I do not think so.

Joy: Have you any impression about memorizing anything?

J: Yes, some. Such sentence patterns as Subject Verb and Object, when I say something I have to have the subject, verbs and object in mind and add other complements, then change the verb according to the correct tense.

Joy: How do you memorize them? After you know that the sentence must have a subject, verb and object. How can you apply it to be used with out opening the textbook?

J: I can't think of anything at the moment.

Joy: That's OK, I'd like to ask you about other skills concerned with this matter.

J: About skills of listening, speaking, writing and reading?

Joy: No, sorry . I mean strategies to improve skills by yourself which can be most useful because they will enable you to make better use of your English such as in writing and listening? Do you have any?

J: No, I don't think I have.

Joy: So you never practice any English skills?

J: I do sometimes. But when I'm busy I don't pay any attention to it. However, when I have to study hard I will find English textbooks to read more often.

Joy: How important is English? How does it affect you?

J: I think now it is very essential for me because I learn in English, I have to meet native speakers, I have to communicate with them with high understanding. Furthermore, various medias use English, I have to know and understand them.

Joy: When you can't understand such things, how will you improve yourself and what do you try to do to improve?

J: I try to read such as when I see general words in public places. I try to remember and find out their meaning. When I see them again, I will know them at the railway station, at the airport, in the restroom, at the department stores. They are simple words that people normally use. So I try to do like this.

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Joy: Do you have a specific method to remember?

J: If I see them frequently, I will remember them, such as in the restroom if they use both Thai and English, instead of looking only at Thai I glance at another line, which may be said in English. I remember well because I meet it everywhere.

Joy: Do you think you will continue improving your proficiency in English?

J: Yes, I will because I am rather inferior in this matter, but I have to use English for survival such as listening, speaking, reading and writing, I have to do it at a medium level.

Joy: Would you like to add anything else beside you've told me?

J: No, nothing

Joy: Thank you very much.

J: You're welcome.

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Tape script K

Date: 1 May 2003 Time: Start 14.10 to finish 14.46 Total: 36 minutes
Subject Reference (Interviewee): K Place: P 401 A Physics Building

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JOY: What year are you in?

K: I am in my third year of Ph.D.

JOY: What is your major?

K: Microbiology

JOY: Please explain briefly about your major.

K: Microbiology field contains many kinds of subjects such as immunities, parasites, bacteria, and fungi.

JOY: So, what do you learn?

K: I am studying about viruses.

JOY: Have you started you research?

K: I have started for a year.

JOY: So, what kinds of research do you study?

K: I have studied about HIV, which is AIDS.

JOY: Really! What do you study about it?

K: I have studied about ways to find vaccine which can prevent disease.

JOY: What new things did you get?

K: Not yet. I have just started. Maybe 2 or 3 years later I will get something.

JOY: What do you plan? Can you eliminate AIDS totally?

K: Oh! It is very difficult to do so. But it is easier to prolong the patients' life.

JOY: Will the vaccine be able to help?

K: Yes. The vaccine can help the immunization system. It can protect people against disease so they can live longer.

JOY: Why did you study in this field?

K: I studied in this field because I would like to do research about AIDS. I tried to find advisors who study about HIV.

JOY: Why are you interested in HIV especially?

K: I studied as a doctor so I need to use my knowledge to develop something.

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JOY: What was your major in Bachelor's degree?

K: I was a student in the HEMD program when I was in Bachelor's degree. All third year students in this program needed to study and graduate in the Doctoral program and then move back to study in fourth to sixth year of Bachelor's degree.

JOY: Is it true that medical students are good at English?

K: It depends on the person. For me, I am not good and I do not like English as well.

JOY: I am going to ask you whether you like English.

K: I practiced English seriously while studying in the Ph.D. program here. Microbiology is an international programme. Therefore, I have to learn English.

JOY: What do you think of your own level of English proficiency?

K: I think I am at medium level. I can comprehend what I listen to and communicate. If I talk to native speakers who speak fast it takes a while to comprehend. When I talk to Tony, who is near native and one of my friends, I can understand well. There is no problem talking to him.

JOY: Do you talk to my friend, Tony, in English?

K: I use both English and Thai.

JOY: Do you have any problems learning English? If yes, please explain.

K: My main problem is vocabulary. I have problems and do not understand unfamiliar words and nonacademic words, which I frequently use.

JOY: What are the other problems?

K: Before I took a TOEFL course at Abacus, I had problems about using grammar in writing. But now my grammar is much better.

JOY: When did you study at Abacus?

K: One month before studying here.

JOY: Did it help?

K: My writing is better.

JOY: Did you learn only writing?

K: For the TOEFL course, I learned listening, reading, writing, and structure.

JOY: What other skills do you like to improve?

K: My listening is not much improved because I usually practice it. I leaned much about idioms from there.

JOY: What is the biggest problem in four skills?

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K: Writing is my biggest problem. My teacher complained that I did not write well enough so I got a low score.

JOY: What else is a problem?

K: Speaking. When I talk to foreigners who have a strange accent I could not communicate.

JOY: How strange is it?

K: If they are not American or English people, it is very hard to talk to them. German people have a weird accent.

JOY: So, how do you help yourself to understand what people say in English?

K: I will ask then to slow down. I think it is usual for foreigners who visit Thailand to use gesture and sign language when they talk to Thais. Therefore, it is not much of a problem.

JOY: When you are talking with foreign professors or lecturers and you cannot figure out the words you need, what do you do?

K: I will use easy words that I can figure out at that moment. I do not care whether the word I use is correct or not. I think foreigners will help later.

JOY: When you have to listen to foreign professors, lecturers, or someone in English and you do not understand, how do you deal with the problem?

K: Generally, I will ask.

JOY: Who do you ask?

K: I just raise my hand up to ask. Once, the speaker was Japanese and I asked her a question for three times.

JOY: Why? What happened?

K: I thought that my question was more complicated and the Japanese speaker could not use English fluently. So I had to ask her three times.

JOY: Do you think it is your problem or her problem?

K: I think both of us. We cannot use English fluently.

JOY: Do you have any other strategies that you use to improve your speaking and listening?

K: Mostly I watch television on UBC channel. Before I had a UBC my English was not good but later it improved after I listened to UBC more often.

JOY: What channel do you watch mostly?

K: I watch HBO channel which show films. Some films have a fast speech, but some have not. In some films I can understand easily, but some cannot. I try to listen to an easy listening film. Then I move to another.

JOY: Besides movies, what else do you watch in English?

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K: No. I do not watch CNN. Sometimes I watch BBC channel from the Internet, but I do not like that much.

JOY: Sorry, I forgot to ask you, do you watch soundtrack movies?

K: Yes.

JOY: Are there Thai subtitles at the bottom?

K: There are Thai subtitles. I have to use both. I mean I have to listen and read Thai subtitles at the bottom at the same time.

JOY: Besides watching movies, do you have any other strategies that you use to improve your speaking and listening?

K: I use Internet, and radio such as 105.5 FM sometimes.

JOY: How do you remember important things you listen to in English?

K: I will look up in the dictionary first to find out how a new word or thing I have heard is spelled. It is easy for me to remember if I know its spelling.

JOY: What kinds of dictionary do you use?

K: I use an English-English dictionary which is a big red one and published by Macmillan.

JOY: Do you translate what you hear into Thai? If yes, how.

K: If it is an easy sentence I will not translate. I will translate only complex sentence.

JOY: Please show some samples of easy and complex sentences.

K: Let me think.

JOY: Yes.

K: I cannot show you an exactly sentence. When I am talking to someone in English I will not translate. I can understand automatically. When I listen to lecture I may translate into Thai sometimes. There are some difficult academic or technical terms.

JOY: Do you study with Thai or foreign professors most?

K: I study with Thai teachers who speak English in class.

JOY: Are there any differences when you hear Thai and foreign professors speak English?

K: They are different. Foreign professors speak fast. Their accent is quite hard to understand. It is easier to understand Thai accent.

JOY: Have you ever felt bad when you use English?

K: It occurs often. I feel uncomfortable.

JOY: Why?

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K: I cannot communicate as I intend to so I feel uncomfortable.

JOY: How do you make yourself feel good?

K: Usually, I stop talking. But sometimes I try to adjust my messages to communicate.

JOY: Do you feel stressed when you use English?

K: I usually feel like that. In the past when I met foreigners, I would hide.

JOY: What about today?

K: I can talk if they need to.

JOY: Why did you escape or hide?

K: I knew that I could not communicate.

JOY: What makes you feel good when you use English?

K: None

JOY: Do you have any other strategies that you use to improve your speaking and listening?

K: Watching television and talking to friends. There are two foreigners who study in my field. One is Tony and other is Arkari. Arkari is Japanese and she is in biology department so I have no chance to talk to her. I have more chance to speak with Tony in English because he is my partner lab.

JOY: Do you think your speaking improved after practice with foreigners?

K: It has not improved much, but I am more confident to speak.

JOY: Besides speaking and listening problems, do you have any other problems?

K: I have a writing problem.

JOY: How is writing a problem?

K: I do not know much about grammatical structure. I write everything I can think of. So when someone read my writing, he cannot understand what I would like to communicate.

JOY: So, how do you improve your writing?

K: I take a TOEFL course to improve my writing. Someone suggested to me to read and remember the style of writing and sentences. But I cannot get anything from what I read.

JOY: When you are writing something in English, for example, a research paper or project and you have some problems or cannot think of the words in English, what do you do?

K: If I cannot write what I want, I will research. I always have a vocabulary problem. I do not know what correct English word has a same meaning in Thai I need.

JOY: What kinds of books help you to write?

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K: Mostly I use a dictionary or search through the Internet.

JOY: What mistakes do you notice while writing English, what do you do to improve?

K: I will look up in books.

JOY: What kinds of books help you to write?

K: They are writing books, but I cannot remember their names.

JOY: Is it Thai or English explanation?

K: English

JOY: Do you understand?

K: Yes, I do. It is easy to understand.

JOY: Besides written assignments, do you write others in English?

K: I write e-mail sometimes.

JOY: Do you write in English?

K: Yes. I have to contact to professor who live in oversea in order to ask for his papers.

JOY: Okay, let us talk about reading. Do you have reading problem?

K: I have no problem about reading. Even though I do not know meaning of some words, but I can understand by its surrounding contexts. Others adjoining words can explain the words

JOY: When you read a passage or a textbook, what do you do? Please explain.

K: Mostly I will scan at the first time in order to get ideas. Then I read for details.

JOY: How many times do you read?

K: Only once. I do not like to read more than one time.

JOY: When you meet important things, what do you do?

K: I will underline or highlight, not take notes. I have many color pens. I will give a bright color for the most important thing.

JOY: Do you read others in English besides textbooks?

K: Newspaper

JOY: What purpose do you read it?

K: When I walk pass a bookstore, pictures attract me. So I read.

JOY: Besides newspapers, do you read others?

K: I do not read magazines. In the past I used to read computer magazines, but not anymore.

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JOY: What is the language in computer magazines?

K: It is English. English is easier to understand than Thai.

JOY: Do you translate what you read into Thai?

K: No

JOY: When you meet new words and do not understand them, what do you do?

K: I will look up in a dictionary, not take notes.

JOY: Why don't you take notes?

K: I do not like to take notes when I read. I read very slow when I do so.

JOY: Are you a person who read fast or slow?

K: I read fast. I think it is very fast.

JOY: Please explain how?

K: I can finish a book, which contains 400 pages in 10 days.

JOY: Do you spend a whole day?

K: I take 3 hours per day.

JOY: Do you set a schedule?

K: I generally set the amount of page I will read a day. Mostly I can read 40 pages a day.

JOY: How do you remember important things you read in English?

K: If they are causes and effects, I can remember well.

JOY: Do you have any other strategies that you use to improve your reading?

K: No

JOY: Do you prefer practicing English by yourself or with others? Please explain.

K: I prefer to practice alone. But I think If I practice with others I can get advantage from them.

JOY: When you do not understand something in English, do you ask someone for help or find out by yourself? Please explain.

K: If I have no time, I will ask someone to clarify. If I have time, I will find out by myself. I will ask others about vocabulary. But I will search by myself if they are about structure and form of English.

JOY: Where do you search?

K: I will search in books and websites from the Internet.

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JOY: Do you think learning about the English culture can help you to learn English better? Please give examples.

K: I think it is important to learn about English culture. Each country has its own culture. Every state in America has its own culture. The different ways of speaking has been influence by these cultures. For example, people who live in Boston speak very fast because they are always in a hurry to work.

JOY: Please give some examples of some culture that you have learned.

K: I cannot figure it out now.

JOY: Okay, all right. You can tell me later. Next question, do you prefer sound or images to help you remember new information? Please explain.

K: I prefer both. It is easier to remember by sound because I do not need to read it again. However, sometimes I remember by images from sheets, and PowerPoint.

JOY: When you learn new grammars, what do you do to remember them?

K: I have no techniques. I just remember.

JOY: When you learn new vocabulary in English, how do you remember the vocabulary?

K: I usually remember new words by groups.

JOY: Please explain.

K: For example, I remember synonym or antonym. It is easier to remember.

JOY: What else would you like to talk about?

K: I do not practice much. So I do not find any new techniques.

JOY: Do you have any thing to talk about?

K: No

JOY: That is all. Thank you very much.

K: You are welcome.

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Tape script L

Interview Date: 6 May 2003 Time: Start 9.35 to finish 10.25 Total: 50 minutes
Subject Reference (Interviewee): L Place: P 401 A Physics Building

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JOY: What year are you in?

L: I am going into third year.

JOY: What is your major?

L: Microbiology

JOY: Please describe your major.

L: First, I want to study about fungi, bacteria and virus. We need to have basic knowledge, for example, we study about illness or disease. And we spend most of our time doing lab research.

JOY: Why are you studying in this field?

L: Firstly, I like it. I think that I want to learn about practical applications just like biotechnology, but focusing on fungi. But actually, there are many teachers and I am interested in a project about *Acanthamoeba* that is practical so I like it.

JOY: Do you like English /learning English?

L: Yes, I do. But (laugh) I feel like I want to learn more. I cannot due to my laziness, anyway. I am really lazy which is different from my friends who love English. They are ambitious. I think word by word but since I have been studying in an international program, I have improved a lot.

JOY: When did you start learning English?

L: At grade four in elementary school. But I studied a lot when I was a first year undergrad.

JOY: Do you find opportunities to practice English?

L: Yes, I do. But I do not do well when I do. I took a TOEFL course.

JOY: Where?

L: At Saguan. I paid 10,000 baht for it. But I rarely went there. Moreover, I did not pay attention while I was studying.

JOY: Why?

L: I decided to study when I was a fourth year undergrad. At first, I thought I would have a lot of free time but actually I did not as I had to do my senior project. And the course lasted for six months or a year. So when I wanted to study the course was nearly finished and I regretted not studying harder. If I study with my friends, and my friends pay attention, I will pay attention. But if they do not, I will do the same as them. So I think it is better to study alone.

JOY: What do you think of your own level of English proficiency?

L: It is between one and four, I think I am around one or two.

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JOY: Please explain.

L: Well. For vocabulary, I know only scientific vocabulary but I am not sure about everyday vocabulary. Concerning listening, I think I can understand. But speaking, I can only do about 25% because I take a long time to think and arrange sentences. I do not understand sentence structures and also connectives. Moreover, my teacher always tells me to speak and think like I am speaking Thai. But I cannot arrange the words. So I put my level at around one to two. I should think more quickly than this. And I think my biggest problem is speaking.

JOY: Well. I am going to ask you about English learning problems. What are your problems and what causes you the most trouble?

L: I think I feel unsure of what I say. As we are in Thailand, I am not sure that I use the correct grammar or structure, just like foreigners who learn Thai. I do not know what is appropriate for each situation. It can be concluded that I feel okay about listening. But I have speaking and writing problems. This doe not include vocabulary.

JOY: What is about reading?

L: I do not have a problem reading and listening. I can translate texts even though there are some unknown words. For listening, if I cannot understand, I still know what people want to tell me. But when speaking, sometimes I speak to foreign teachers or Thai teachers and they usually ask me to repeat what I have said.

JOY: Do you mean that they do not understand you?

L: Yes. Sometimes I want to ask about something in the past but I use the incorrect tense so they do not understand me. When they ask me to repeat it, I cannot remember what I have just said.

JOY: So, what will you do?

L: Normally, my friend helps me to correct it. Actually, I think they understand me. But when I use some words that indicate a period of time, I always make mistakes. So they do not understand. I am worried about this.

JOY: So, how do you solve this problem?

L: My teacher helps me. Once I had problems before a seminar. So my teacher helped me and told me to read my paper and practice presenting in the laboratory first. But I did not do that because my teacher was very busy. And, when I was in first year, I copied from textbooks. They used written language. You know what? My teacher took all of my slides that made my presentation run smoothly. This year, I did the same and read it to my teacher but she did not understand. The language I used is very complex because it was written language. She told me to make it easier and left me to work by myself. So I had to do it by myself. After I changed it, it was easy to remember and present.

JOY: Have you ever felt bad?

L: No. On the contrary, I feel that if I try, I can do it. But I feel a little bit nervous when other people listen to me.

JOY: How?

L: Suppose that I have to make a speech, I feel nervous and worried. I am afraid that I will make a mistake, especially when the teacher comes to listen. I do not have confidence. But if I had

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studied abroad, I would have been more confident as most of the teachers here have studied abroad.

JOY: When you do well in English, like when your teacher said that you were better at speaking, how do you treat yourself?

L: I did not give myself anything. I only accept the compliment and remember it. I always think that even though it is not perfect, I can do better and I am proud of that. I feel like I have more experience.

JOY: When you are talking with foreign professors or lecturers and you cannot figure out the words you need, what do you do?

L: Yes, I have that problem frequently.

JOY: How?

L: For example, I spend more time thinking about I want to say before speaking.

JOY: How long does it take?

L: Not too long. Before asking or talking to people in English, I usually think about the word I should begin with and then what follows. I think of other ways to say the same thing and then decide which is better. But I can use only short sentences, maybe only one or two sentences, not too long. Actually, when the teachers ask questions they always give me a long introduction. Whereas I ask a question with no introduction. I have problems when they answer me but I do not know what to ask afterwards. So I take time to think. (laugh) I cannot reply immediately. But I do not take too long. I just listen and think before I speak to them. Is this wrong?

JOY: When you have to listen to foreign professors, lecturers, or someone speaking English and you do not understand, how do you deal with the problem?

L: I can understand Thai teachers speaking English, Australian, German, or Dutch, ones who do not use many connectives, I can understand. But Japanese and Chinese ones, I cannot understand.

JOY: Why?

L: Because they have accent like Thai but more unique. There is one Japanese professor who does research and comes to my department. When that professor talked to me, I wondered why I could not understand his English. So I looked for other students and asked them.

JOY: Who did you ask?

L: I asked my friends. Even some of the teachers left the class because they could not understand the Japanese accent.

JOY: How do you help yourself to understand what people say in English?

L: This is very important. I have to practice. I used to work with a teacher who studied in England for ten years. I did lab work with her. Once my teacher and I watched television and there was a Latin man speak English. I could not understand him. I thought that he was speaking Latin. But he was speaking English. It showed that I could not understand every accent.

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JOY: So, how do you help yourself to understand what people say in English?

L: It is very difficult. I think I try to understand the words.

JOY: What about other accents?

L: I can understand if I pay close attention. Listening to English is different from Thai, as I can understand Thai without paying attention. But in English, I need to concentrate more. If I am lazy about translating sentences, I cannot understand.

JOY: What are the differences between Thai and foreign professors speaking English?

L: An Thai teachers, I cannot understand sometimes. Usually they speak slowly without an English accent. And, they use grammar correctly, so I can understand and learn grammar at the same time. But Thai teachers who have lived abroad for a long time, I cannot understand them sometimes. (laugh)

JOY: So, how do you help yourself to understand what a teacher says in English if it is a face to face situation?

L: I use Thai.

JOY: And with foreign teachers?

L: I have to ask in English and I use easy phrases. They try to understand me. It seems that even if they only understand some of my words, they understand the main idea.

JOY: How did you try to understand them?

L: Well! I tried to understand words, although I cannot translate them all. But I don't understand the finer details.

JOY: Do you translate what you hear into Thai?

L: Yes, I do.

JOY: Please explain how?

L: Suppose that they say something in English, I will translate it into Thai.

JOY: Do you do that in your mind?

L: Yes.

JOY: Do you translate every time?

L: Yes. I do every time.

JOY: Is it as same with speaking?

L: Yes. I have to think in Thai first. That makes me stop for a while before speaking.

JOY: If you hear someone speak English, do you pay attention?

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L: Yes, I will try to listen. Sometimes I have tried to listen to foreigners when I am on the bus. After listening to them for a while, I figure out that it was not English.

JOY: Really?

L: It might have been German. If it was English, I would know. I could not understand all the sentences or phrases, anyway. This is similar to listening to the radio. I cannot understand everything.

JOY: Do you mean you can hear what they say but you do not understand?

L: Sometimes, I cannot understand because they speak too fast. Besides, when I listen to the radio, I hear some words and do not understand their meanings.

JOY: So, what do you do when you hear new words and do not understand them?

L: If I am interested in some words, I will look them up in the dictionary. I think I can the words I hear. But if I am not interested in the words, I just leave them, especially words that do not concern my field. (laugh)

JOY: If it concerns your studies, what do you do?

L: Well! I have to find out meaning of those words. They are mostly scientific words. General words, such as some kinds of vegetable, fruit, forks, or something like that, I do not care.

JOY: And what type of dictionary do you use to find the meaning of scientific vocabulary?

L: A General dictionary

JOY: Is it Thai-English or English-English?

L: I use English-Thai. I try to use an English –English one but I still need to use an English-Thai dictionary (laughing). So using only an English-Thai dictionary is enough for me.

JOY: So what materials do you use to practice speaking?

L: Materials……UM

JOY: That you have used.

L: For development.

JOY: Yes.

L: Firstly I try to listen to English music but that doesn't work.

JOY: Why not?

L: Because I do not pay attention to it. And I also do not want to read. Some people suggest reading an English newspaper, but I do not read due to my laziness.

JOY: Then what do you do to help yourself?

L: I think the material that helps me the most is movies, but the need subtitles. For example, I know that " Turn on" is used when someone turns the light on. But sometimes characters in

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the movie use “hit the switch”, so I learn new words from movies naturally. It is different from listening to music because songs are like poems. They are not like spoken language. Movies, are easier for me to understand and remember.

JOY: Do you have techniques for remembering important details or words that you can use in the future?

L: I think it depends on my interest. For example, I can remember “hit” because I am interested in it. But sometimes I forget some words, because I do not write them down. When I have to use those words, I cannot remember them.

JOY: So what would you do to remember them?

L: I remember by a clue and find it in the movie again.

JOY: How often do you watch movies?

L: Quite often. But mostly I watch them with Thai subtitles.

JOY: So soundtrack movies with Thai subtitles.

L: Yes, I read the subtitles because I am too lazy to listen.

JOY: Which one do you usually watch; Thai or English subtitles?

L: Mostly Thai because I usually go to the cinema

JOY: And do you watch English subtitles at home?

L: Yes, but not very often.

JOY: Once a week or…..?

L: Not as often as that, sometimes once a month

JOY: Once a month?

L: Yes. I do not do that very often because I am lazy (laughing)

JOY: Do you have any techniques or strategies to improve your speaking and listening skills?

L: Um… I try to speak more even in Thailand. I try to force myself, such as taking more advanced courses. I feel like I can say whatever I want. However, I practice speaking and think more, I think. If I have the opportunity to take a course, I will be good at English.

JOY: Do you want our university to start this course?

L: In my opinion, it would be good to have this course. But the problem is that some students are too shy to speak in public. Even though others do not comment, we will be embarrassed if we make a mistake. And, in a big class with many students, a student who loves to learn and tries to speak will improve but those who are shy will not get anything from taking the course.

JOY: Besides speaking and listening problems, do you have problems reading or writing?

L: Writing causes me the most problems.

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JOY: How?

L: Apart from speaking, I have problems with writing and listening.

JOY: So you have problems speaking, writing and listening.

L: I have the fewest problems with reading

JOY: O.K. Please explain your writing problems.

L: The problem is that when I write sentences, I write them in my style and think they are clear, but when the teachers read them, they change some patterns, and add connectives, but keep the same meaning. So that it is more beautiful. Sometimes I wonder why I cannot think like this. I write sentences like a child.

JOY: What do you mean " like a child"?

L: I write what I want to express with no connectives.

JOY: 'Without connectives' means you write very short sentences.

L: Not exactly. Sometimes I join three sentences with the word "with " or cut some long sentences and add "ed". In some cases, the teachers change some points so that it is more beautiful. I still cannot do that.

JOY: So do you have any techniques to develop or improve yourself?

L: I remember what the teachers have done.

JOY: What method do you use to practice writing?

L: Um…. Writing. If I did not have to write a proposal, I would not practice.

JOY: And if you have to, what will you do?

L: If I have to… I have finished my proposal. But my teachers edited it for me so I don't really have much experience writing. However, I need to write a thesis.

JOY: Then please tell me about your experience.

L: As I have told you, I wrote and my teachers edited it because it was very bad. (laughing)

JOY: So if you need to edit by yourself, what will you do?

L: I think it is difficult because I am not a native speaker. I do not know how to write beautiful sentences. So I am sure that I will have problems editing. I need some specialist to tell me, as I do not have much basic knowledge. If I had the chance to study abroad for about a year it would be better (laughing)

JOY: What kind of book helps you when you are writing papers?

L: I have a lot of grammar books but I never use them.

JOY: Oh! (laughing) So what do you do then?
L: I adapt data from the papers I have read.

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JOY: What do you mean by data?

L: Suppose that I have data in English, maybe from papers or articles, I will change or adjust it a little bit. And when the teachers read it, they can adjust it some more to make it better. So I wonder why I cannot understand.

JOY: So when you write and have a problem because you cannot explain what you want, how do you solve this problem?

L: Um… I will ask my teachers.

JOY: Thai or foreign teachers?

L: Thai teachers who are very good at English, even though he has studied abroad for only one year. I asked why this teacher was very intelligent. The teacher told me that it depended on the school curriculum. If the school curriculum was good, the students learned a lot.

JOY: Was it a Thai school or a school in another country?

L: In Thailand. The teacher had studied in a Christian school. He /She had studied English since he/she was young so he/ she could absorb it. Unlike me, I had studied only ABC until grade 6 and the teachers taught only grammar after that which was very boring.

JOY: If you write and find mistakes, what do you do?

L: How can I correct myself?

JOY: Suppose that you write something O.K. it is better to ask, how many times do you edit each paper?

L: Um… actually I have a bad habit that I give it to my teacher immediately after I finish writing. I never proof read it. But before typing it, I read it again but I did not change anything as I had corrected while writing.

JOY: Do you mean writing it down on paper first?

L: Yes. And then I type it and give to the teacher without looking at it. The teacher told me that there were many errors to be corrected and improved.

JOY: So are there only techniques you should use to improve your English writing?

L: Now, I do not have any. But I think a good way is to write more. I used to study and told myself not to be lazy. If I am lazy, I will not learn anything. Another way is to listen and read more. Actually I can't do that but I think these can help.

JOY: Then let's talk about reading problems. Please tell me about how you read.

L: I do not have problems with reading except for vocabulary.

JOY: Then what do you do?

L: I usually use an English-Thai dictionary. I know that I should use an English-English one; If I want to improve, but…

JOY: That is fine. I would like to know how you read.

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L: I know a good way but I do not do it. I just do not do it carefully enough.

JOY: What are your methods for reading textbooks, books or articles?

L: I read carefully and focus on deep details. If I do not understand, I will solve the problem and continue reading. Actually, I should read only important details and summarize, but I cannot do that. I read until I understand and keep notes to revise later.

JOY: Which way do you take notes?

L: I always take notes in Thai.

JOY: Do you write it?

L: No

JOY: So what do you do?

L: I take shot notes.

JOY: Where do you write your shot notes?

L: I keep them in my mind and continue reading.

JOY: What do you usually do while reading? Do you take notes?

L: I take them while reading.

JOY: Um… You take notes while reading. In which language, Thai or English?

L: If I read an English paper, I will take notes in English but not in detail. Sometimes I add some Thai ones.

JOY: Then besides reading books or textbooks, what other papers do you read in English?

L: I think there very few of them.

JOY: What do you mean by very few.

L: I rarely read books or papers in English. I seldom read newspapers.

JOY: (laughing) So while reading, do you translate them into Thai?

L: Yes, I do.

JOY: All the time means you translate immediately after reading.

L: I do not know whether I translate like that but…

JOY: What do you mean? Please tell me.

L: Sometimes I do not translate, as I can understand the English so I do not know whether I translate them or not. But I think in Thai and I do not know which language I translate them into but while reading, I do not translate into Thai. But I think in Thai.

JOY: So you think in Thai.

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L: Well… because I do not think in English.

JOY: Um… What are you techniques to remember important details from your reading?

L: I highlight them.

JOY: Only highlight? Are there any other methods?

L: Besides highlighting, I circle them and write them on a piece of paper.

JOY: Well. What do you do after finishing reading?

L: I normally do not like to take notes. I like to remember but sometimes when I walk around, I forget.

JOY: Um… so what is your technique to remember?

L: I have a special technique. Suppose I read a paragraph, I move onto the second one. After finishing the second one, I have to read the first paragraph again. I usually do like this and I can remember! I read and after finishing I have forgotten (laughing)

JOY: How many times do you usually read something?

L: There are many methods. If I read once and can't understand, I will read twice. But if you want to be good at it, reading three times works for sure!

JOY: Do you usually read three times?

L: No (laughing). I have learned from my past experience. If I read three times, I will know it thoroughly. But I will still have questions if I read it only twice. Reading only once , I do not want to come to class. It is something like that.

JOY: How many times do you usually read?

L: Around two times, rarely 3 times.

JOY: But you have read three times, haven't you?

L: Yes, I have. It is good to read 3 times. On the third time, I lie down and read so that I can remember.

JOY: Then do you prefer practicing by yourself or with other people?

L: I prefer to practice by myself or with not many people, such as practicing with my teacher one to one. Because I feel shy practicing with many people.

JOY: So when you do not understand, do you ask others or find out by yourself?

L: Um.. I usually ask other people.

JOY: (laughing) Who are the other people?

L: My friends. I think there will be one person who knows so I usually ask them.

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JOY: Do you think learning about the culture of native speakers can help you in terms of English language learning?

L: Culture? Normally, I think not. But maybe if I want to learn, I should learn the language. Is language culture?

JOY: (laughing) Yes, it is.

L: I see. But I think it is better to learn the accent.

JOY: Do you feel stressed while using English?

L: Yes, always.

JOY: So what do you do to feel better?

L: Suppose that I try to ask a question, I am always worried before raising my hand but…

JOY: Why are you worried?

L: Because firstly I am not sure whether I can arrange the sentences correctly. And I do not know if they will understand me or not. I feel stressed even thinking of it so I do not want to speak.

JOY: When you cannot use English as well as you would like, have you ever encouraged yourself? How?

L: Yes, usually. I think other people are the same as me. Sometimes I have noticed that some people try to speak and they can do it. So I think if I try, I will speak well. This makes me keep on trying. I think that I have to try more. If I am not lazy, and interested in English more, it will not be too difficult. Another point is that we should use it as often as we can. Concerning reading, I can read the best because I have to read all the time, which is different from other skills that I do not use frequently. Another reason is that reading is a receptive skill, we only take it in without replying. In the past, I did not often read English so I had many problems when interpreting complex sentences. But now I do not have any problems as I read a lot. In my opinion, if we use a particular skill very often, we will be good at that skill. I live in Thailand and my teachers also speak Thai, so I do not have many chances to speak English. Moreover, while speaking, we need to think and speak at the same time. But for reading we only take in and translate into Thai (laughing).

JOY: (laughing) Have you ever evaluated your progress in English?

L: Now, I think I have it progressed at all. If I compare my English score of my master's degree entrance exam with those of others, I had a higher score than theirs. But later on I feel more and more lazy.

JOY: So what did you do to pass the exam?

L: I read everyday as I had much intention. But after that I gave up reading. Actually, I would like to read, but I do not do that.

JOY: Do you prefer sound or images to help you remember new information?

L: To remember new information?

JOY: Such as new words. Do you prefer sound or images to help you remember them?

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L: I prefer images.

JOY: Have you ever used images to help you remember new words?

L: No, I have not. There are images in the Oxford dictionary but I remember the word from examples in sentences.

JOY: Then what are your strategies to remember new words or sentences?

L: As I told you, I can remember while walking around. But if I do not pay attention to them, I cannot remember them. And, I still have a bad habit which is I do not like to take notes.

JOY: And what about grammar? Do you use the same strategies?

L: Nearly the same. I still do not take notes but I will remember them.

JOY: Do you have any other techniques to practice English skills? Please tell me.

L: Techniques?

JOY: Yes. Techniques or methods that you have used.

L: No. I think the best way is to watch the movies with English subtitles. Furthermore, if we want to be good at English, we should try to remember many words and practice reading a lot. If we try, we can do it. I could do it for one period of time but now I have given up (laughing). Speaking frequently may help us to speak well. I think now, I have problems speaking as I also have to think at the same time. We should practice speaking and then writing. But I do not have problems reading now, because I practice very often and use this skill the most.

JOY: It means that you have to read a lot while studying.

L: So it is easy for me. However, I think I would like to try to speak because I can understand by listening at some levels. If I can speak, I will be able to write because the two skills can be linked together. Suppose that I cannot write and read, I still can speak in real life.

JOY: O.K. Thank you very much.

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Tape script M

Interview Date: 6 May 2003 Time: Start 10.40 to finish 11.15 Total: 35 minutes
Subject Reference (Interviewee): M Place: P 401 A Physics Building

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JOY: How are you today?

M: I'm o.k.

JOY: You told me, you are revising. Are you stressed?

M: No, I am not.

JOY: What year are you in?

M: I am about to go into my third year.

JOY: What is your major?

M: Biology.

JOY: Please describe about your major briefly.

M: I am studying about organisms and environment. Now I am preparing the prelim lab.

JOY: What is "prelim"?

M: It is an organism living in the roots of plants that can take the heavy metal out of the soil or something like that.

JOY: Why are you studying in this field?

M: I studied in environmental sciences and I would like to study further in this field. I like it and I want to know about biology.

JOY: Do you enjoy your work?

M: Yes. I can try new techniques in biology.

JOY: Besides biology, do you like English?

M: At first, I was scared of English. So when I found out that I had to study in this degree I tried to find opportunities to learn English. I am interested in English but I am scared.

JOY: What are you scared of?

M: I am afraid that I will make a mistake when I speak and people who are listening to me might not understand what I am trying to say. So I try to avoid communicating in English.

JOY: Why do you need to use English in this field?

M: I am studying in an international programme. I have to read English textbooks and take examinations in English. I have also got a scholarship to study overseas.

JOY: Do you have a scholarship?

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M: Yes.

JOY: When did you start learning English?

M: About grade 5 in primary school.

JOY: So, did you continue learning English after grade 5?

M: Yes. I also took an extracurricular course outside school.

JOY: Where? What did you learn about?

M: My house is in Satun province. In the school holidays I went to a language school at HadYai. I took many courses including English.

JOY: What did you learn about in that English course?

M: I studied grammar and conversation. Things like that.

JOY: What level of English proficiency do you think you are?

M: Now? Well! I think my best skill is reading. But my speaking and writing skills are not very good. I am not good at grammar. In reading, I can comprehend the main idea without understanding every word.

JOY: As you said you have problems speaking and writing, so do you find opportunities to practice?

M: Yes, I do. I practiced speaking and writing with one Ajarn near Central Ladprao.

JOY: Was it a language school?

M: No. He is an English professor who teaches somewhere but I don't know where my friend told me to study there. So I learned with him at his house. But I stopped learning long time ago because I had to take exams at Mahidol.

JOY: So, when did you learn there?

M: Last semester or two semesters ago.

JOY: What is the biggest problem: speaking or writing?

M: Speaking is the biggest problem.

JOY: Please explain.

M: First, I am scared and not confident.

JOY: What is else?

M: I have few opportunities to use English. I tried to speak with my Thai friends but it did not work. We do not know if what we are saying is right or wrong. So we are afraid that what we say is wrong. I would like to have foreign friends but I don't.

JOY: How often did you use English with your friends?

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M: I did that for one semester when I was in my first year. It did not work, I think. I only asked a few sentences with my friends not all the time.

JOY: So, how do you improve your listening?

M: In listening, I try to listen to soundtrack movies and foreign new programmes which are reported in English. To practice reading, I usually read many textbooks. For writing and speaking, I have to take an extracurricular course and talk to foreigners.

JOY: Have you done that?

M: I plan to do that after my exams are finished. I will take an English course.

JOY: Do you have any problems when you talk to foreigners?

M: My problem is being scared and not self-confident. I am afraid that the listener might not understand what I am saying. But when I start speaking I am more confident and I think foreigners do not care about my mistakes and they try to understand what I am saying. When I talk to my foreign professor, he/she also corrects my mistakes and makes suggestions that make me feel good.

JOY: When you have to listen to foreign professors, lecturers, or someone speaking in English and you do not understand, how do you deal with the problem?

M: I will ask him or her to speak slowly in order to tell them that I don't understand the conversation. Then I try to listen to and understand general details. Moreover, I may ask them if I understand correctly or not.

JOY: Besides face-to-face conversations, if you are in a lecture room and you do not understand, how do you deal with the problem?

M: If there are others in the same room, I will ask them whether they understand or not. If they also don't understand, I will try to understand the main ideas of what the speaker is saying. I think that I am confident enough to raise my hand and ask.

JOY: When you are talking with foreign professors or lecturers and you cannot figure out the words you need, what do you do?

M: I will think of a new sentence or I will use only keywords that I can use. I might draw a picture to explain.

JOY: What do you draw?

M: If they ask for complex directions, I will draw a picture. But if I I cannot explain something in a sentence, I will use only keywords.

JOY: If it is a vocabulary problem, do you do the same?

M: Yes. If I cannot figure out the word, I will use another word with a similar meaning. It might not be the exact word but it can communicate my idea.

JOY: Do you translate what you hear into Thai?

M: Well, yes. When I want to say something in English I think into Thai first and then translate in English. But it is a problem.

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JOY: What is the problem?

M: Thinking is a problem. When I think in Thai first and then translate into English. I do not know the exact words to use in English. I think that Thai and English idioms aren't. the same I don't know what the exact words should be.

JOY: What mistakes do you notice while speaking English and what do you do to develop or improve?

M: Do you mean when what I say is wrong?
JOY: Yes.

M: If I have the chance to repeat myself, I will try to use other words, which are better or which have the correct sense or are a better way of saying it.

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JOY: Do you have any vocabulary problems?

M: Yes, I do.

JOY: What do you do to understand?

M: It is the same. If I cannot understand words, I will guess what they mean from the context.

JOY: What makes you feel bad when speaking English?

M: I feel bad when I cannot communicate my idea so I stay quiet.

JOY: So what do you do to make yourself feel good or to encourage yourself?

M: I feel bad when I cannot communicate so I will practice again and try to find a better way to say it. I will practice speaking with others and ask them what the right way is.

JOY: So, when you do not understand something in English, do you ask someone for help or find out by yourself?

M: Do you mean in English?

JOY: Yes.

M: I will find out the answer by myself first, then I ask someone for help.

JOY: What kinds of materials do you use to practice listening and speaking?

M: Speaking and listening! I watch soundtrack movies, listen to foreign songs, and watch foreign news reports for listening.

JOY: When you watch foreign movies, do you prefer Thai dubbed or English soundtrack with Thai subtitles?

M: English soundtrack with Thai subtitles. I try to listen to first and then look at the subtitles to check whether my understanding is correct or not. I practice speaking a little. I would rather memorise what the others say. When I listen to someone speaking English in various situations I will remember what they say in English.

JOY: Who is your role model? Thai or English people?

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M: It depends. The role model is whoever speaks English. For example, a Thai reporter speaking English is o.k.

JOY: Do you have any other strategies that you use to improve your speaking and listening?

M: Well. I have very few opportunities to speak English. But the other way that I practice is that I will take an extra English course. I will do that after my examinations are finished.

JOY: Besides your speaking problem, you also have a writing problem, right?

M: Yes.

JOY: Is it your second problem?

M: Yes. But I think it is the most difficult.

JOY: Well! It is the most difficult.

M: Yes. My speaking problem is the first because I am not confident when I am speaking and I am not familiar with the language.

JOY: How writing is a problem?

M: I think I have a problem with grammar. I cannot use the grammar rules correctly. And I cannot use the right words and or write correct sentences. But the biggest problem is grammar.

JOY: So, what do you do, when you are writing something in English, and you have some problems or cannot think of the words in English?

M: I look them up in the dictionary.

JOY: What kind of dictionary do you use?

M: I use both a Thai-English and English-English dictionary. But the English-English provides more information. It explains more, gives synonyms, and explains how to use the word.

JOY: What about sentences and grammar, what do you use to help you write?

M: I use grammar books. I am not sure whether the sentences I write are right or wrong. If I can, I will ask my professors to help.

JOY: How many times do you edit your work?

M: I will check it by myself first. I use my feelings to help and use books or a dictionary to help. Then I ask someone who is proficient in English to read it again.

JOY: What kinds of books help you to write?

M: Usually, I use grammar books. I also try to do the exercises which are provided in the books.

JOY: What mistakes do you notice while writing in English and what do you do to improve?

M: I remember what is right or wrong. The next time when I have to use it or write it I can do it correctly.

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JOY: Do you have any other strategies that you use to improve your writing?

M: I practice by trying to write. But I do not write things down in a book.

JOY: Besides written assignments, what else do you write?

M: I have few opportunities to write except when I took an extra English course. My teacher told me to write an explanation of a graph, so then I can practiced writing.

JOY: Do you write anything personal?

M: Yes, a bit. I write a diary. I do not know whether what I am writing is right because nobody corrects me. I try to do it, anyway.

JOY: Besides writing problems, do you have any reading problems?

M: I have a little. I do not know the meaning of words. I am confused about adjectives and adverbs, which come together the sentence. So it is quite difficult to understand.

JOY: What do you do to help you understand?

M: I will talk to my friends or I look them up in books. What the meanings of the adjectives and adverbs are.

JOY: When you read a passage/a textbook, what do you do? Please explain

M: When I read textbooks, I rarely use a dictionary. I will scan the first time I read to look for the main ideas. If I am stuck on some words, I will look at the general ideas. I will look in the dictionary for significant words only.

JOY: Besides textbooks, do you read other kinds of English books?

M: Well! When I was young, I read outside readings. Now I read only papers and textbooks.

JOY: Do you use different methods for reading texts and outside readings?

M: They are very different. When I was young, I looked up every word in the dictionary.

JOY: How old were you at the time?

M: Around high school age.

JOY: What do you do while reading English books/texts?

M: Besides translating words, I also jot down their meanings and write down the main ideas.

JOY: Do you write them in a book?

M: Yes. I summarize it in my own words and write this on the top of each page in the book.

JOY: What did you write?

M: I write the main ideas. I like to make a summary for myself. I also try to write in English because it is easier to review for my examination.

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JOY: How many times do you read something?

M: You mean how many times I read to understand. I think about two.

JOY: How many times do you read are piece of paper?

M: If it is a paper, I read it twice.

JOY: What do you do after reading English books/texts?

M: Usually, I take some notes while I am reading not after reading. I also have a notebook for note taking.

JOY: How do you remember new words you learn in English?

M: If it is a word, I try to think of how I can remember its meaning later. For example, I use a picture or image to represent the word so I can understand its meaning

JOY: So, how do you remember important things you read in English? Is it different from new words?

M: Do you mean remember the main ideas or summaries of what I have read?

JOY: Yes.

M: I try to write them down so I remember.

JOY: Do you have any other strategies that you use to improve your reading?

M: Well! Now I try to read out loud.

JOY: Why?

M: It's like I am practicing speaking at the same time. It can help me to remember. If I am not in a hurry, I will read out loud.

JOY: How long does it take you to read a paper?

M: If it is a difficult subject, it takes longer. But if I have some knowledge about what I am reading about it does not take long.

JOY: How long?

M: About ten to fifteen minutes for an A4 page.

JOY: Do you need to understand every word or only the main idea?

M: I have to choose. I will read for the main idea. But when a paragraph is important and I do not understand it takes more time.

JOY: Do you have any other strategies that you use to improve your reading?

M: No. I usually read papers.

JOY: Let talk about general skills.

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M: Yes.

JOY: Do you prefer practicing English by yourself or with others?

M: Well! I prefer practicing by myself. But I think to practice listening and speaking you need others.

JOY: Which one do you prefer most?

M: By myself (laugh).

JOY: When you do not understand something in English, do you ask someone for help or find out by yourself?

M: I will look for the answers by myself first. Then I ask others to say whether my understanding is right or not.

JOY: Do you evaluate your progress in English?

M: Do you mean by taking a test?

JOY: Have you ever evaluated your own progress in English?

M: I do not do that formally. I do that when I am motivated by a kind of test. TOEFL, for example.

JOY: Have you taken a TOEFL test?

M: Yes. Before I started studying in the first year.

JOY: How high was your score?

M: Oh! I got a very low score, about 440-450.

JOY: Have you ever been stressed when you use the language?
M: Yes, sometimes.

JOY: What do you use to relax?

M: If I am stressed about something I will leave it for a while and read something else that is easier to understand. After I calm down, I look at it again.

JOY: What makes you feel bad when you use the language?

M: When I know that I have said something that is wrong, I feel bad.

JOY: How do you encourage yourself?

M: Well then I know what is right. So next time I do not use the mistake again.

JOY: What makes you feel good when you use the language?

M: When I talk to my friends in English, I feel good. Because I do not care what mistakes, I make.

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JOY: When you learn new vocabulary in English, how do you remember the vocabulary?

M: I try to find a synonym and try to think of an image, which relates to the vocabulary I need to remember.

JOY: When you learn new phrases/sentences in English, what do you do to remember them?

M: If it is a sentence, it is the same as remembering words.

JOY: Do you prefer sounds or images to help you remember new information?

M: Using an image is easier and more understandable to remember.

JOY: Do you have any other strategies that you use to improve your English?

M: Besides listening and speaking a lot, I try to take notes in English. Although I do not write everything in English, I try to write the key words in English.

JOY: What language are your lectures in?

M: English.

JOY: What techniques help you?

M: Listening to foreign songs and watching foreign movies and news can improve my listening and speaking skills. I can learn from them. I feel that my listening is better.

JOY: Do you have a listening problem when listening to your foreign professors?

M: Yes. I think that Thai professors who speak English are different from foreign professors speaking English. I can comprehend what the Thai professors say but I cannot understand what the foreigners say. They speak very fast.

JOY: Do you have any other techniques to talk about?

M: No, I do not.

JOY: O.K. Thank you very much.

M: You are welcome.

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Tape script N

Interview Date: 30 April 2003 Time: Start 9.30 to finish 10.20 Total: 50 minutes
Subject Reference (Interviewee): N Place: P 401 A Physics Building

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JOY: What year are you in?

N: I am about to go into my second year.

JOY: Is it a Master's degree?

N: Yes.

JOY: What is your major?

N: Environmental biology

JOY: Please describe about your major briefly.

N: I am interested in conservation. I also did my undergraduate degree in this field. My professor also studied this filed and I want to do the research with her/him, so I registered as a student here. I already know a lot about biology such as molecules, cells, organisms, ecology and environment. Most of the Master's degrees are about the environment.

JOY: Do you like it?

N: Yes, I like ecology. I like traveling. I also like biology. First I thought it was about organisms which are around us.

JOY: What do you mean by "around us"?

N: For example, SARS which is everywhere now is in biology.

JOY: Do you study about SARS?

N: I have some background knowledge about that. I think that environmental conservation is related to human life.

JOY: So, what can you do after you graduate?

N: If I graduate, I will be a researcher. I can do more. Or I can be a teacher because I like teaching high school students.

JOY: What subjects do you teach?

N: Biology. My high school teacher asked me to teach her students. They are friendly and nice to talk to. I also teach one high school student who lives near my house.

JOY: Do you teach at home?

N: Yes.

JOY: Besides biology, do you like English?

N: When I was young, I did not like English at all.

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JOY: What about now?

N: Now I like English because it is fun and easy to understand. When I was young my mother sent me to a government school, and English was very difficult for me. But after I started in secondary school and I learned to remember things, I found that if I understood, it is not too difficult.

JOY: When did you start liking it?

N: About high school. I did not like it much when I was in primary level. I liked it more when I was in high school and university.

JOY: When did you start learning English?

N: I started learning ABC when I was in kindergarten. My English was not very good when I was in primary and It got better when I was in high school level.

JOY: What do you think of your own level of English proficiency?

N: Medium.

JOY: Could you please explain about your level?

N: Listening, speaking, reading and writing are moderate. In listening, I can comprehend what I listen to. In speaking, I cannot speak well because I am too nervous. In reading, I can read and comprehend well. I need to improve my writing. I think listening and reading are input so I am good at them. But speaking and writing are output so I am not good at them. I cannot participate in a conversation well and I do not write well.

JOY: What is your biggest problem of the four skills?

N: I think speaking and writing are the biggest problem.

JOY: Which one is the worst?

N: They are different problems.

JOY: Could you please explain?

N: I am always nervous when I speak. I always wonder if what I say is correct or not and what vocabulary I should use and what words are the most suitable. Usually my problem is being nervous. I can look in many kinds of resources when I write but I cannot organize sentences well and I cannot use appropriate words. It is different from Thai. When I speak Thai, I can use the exact words I need. However, in English I do not know what words I should use.

JOY: Besides being nervous, do you have any other problems when you use English with foreigners or foreign professors?

N: Usually the foreign professors, who have live in Thailand for a long time, try to understand what I am saying. Sometimes I keep trying to explain again and again, and then my professors can understand. It is not much of a problem.

JOY: When you are talking with foreign professors or lecturers and you cannot figure out the words you need, what do you do?

N: Explain more.

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JOY: How? Please explain.

N: If I cannot figure out the word I need I will not use that word. But I try to explain more and more, then the listener can understand.

JOY: When you are talking with foreign professors or lecturers and you cannot use the right sentence, what do you do?

N: Usually, I try to use easy familiar words. I still try to make them understand me though. I am not silent.

JOY: When you have to listen to foreign professors, lecturers, or someone speaking in English and you do not understand, how do you deal with the problem?

N: I will ask the speaker to repeat or I tell them that I do not understand and ask the speaker to give more explanation.

JOY: If you have to listen to foreign professors, lecturers, or someone in English in a big class and you do not understand, how do you deal with the problem?

N: I will raise my hand and ask or I will ask after the class is finished.

JOY: You ask the speaker, right?

N: Yes. If I ask the person who is beside me I am not sure whether he/she understands or not.

JOY: Do you translate what you hear into Thai? If yes, how.

N: I do not usually translate but I use my feelings and try to understand English.

JOY: Do you find opportunities to practice listening and speaking?

N: Yes. I can practice when I speak to my foreign professors.

JOY: Besides speaking to foreign professors, what kinds of materials do you use to practice listening and speaking?

N: I watch foreign movies and listen to foreign songs, something like entertainment. I have learned many words and phrases from the movies I have seen.

JOY: Do you do that often?

N: Not often. I do that when I am free.

JOY: Do you prefer Thai dubbed or English soundtrack with Thai subtitles?

N: Usually, I watch soundtrack movies. When I watch movies, my ears listen to the sounds and my eyes look at the Thai subtitles. I have learned many phrases from movies. When I learn new phrases I try to learn the Thai translation. I also listen to the radio.

JOY: When you learn new phrases/sentences in English, what do you do to remember in order to use them everyday?

N: Mostly, I just remember the phrases.

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JOY: If you hear someone speaking English, do you pay attention?

N: Yes, I do.

JOY: Why?

N: I would like to know what they are talking about. I can also practice even though I can understand only some parts.

JOY: You practice by listening to songs, right? Do you think it works?

N: It works, even though I cannot understand many of the words because an English song is too sweet. There are many unknown words then I look them up in the dictionary to find out their meaning.

JOY: What kind of dictionary do you use?

N: I use a talking dictionary and paper dictionary.

JOY: What language are they?

N: English-Thai explanation is easiest.

JOY: Do you use only English-Thai dictionaries? Do you use anything else?

N: Usually, I use an English-Thai dictionary. Sometimes I use an English-English dictionary because it can explain more clearly and provide some samples of sentences.

JOY: Do you have any vocabulary problems when you listen to someone speaking English?

N: Some foreigners may stress some important words in the sentence. Thai and foreigners pronounce words differently.

JOY: How do you help yourself to understand?

N: Sometimes I ask them to repeat a word. Then I try to understand it by relating the word with a word I already know. I pronounce many words incorrectly.

JOY: Is it different when you listen to Thai professors and foreign professors speaking English?

N: Yes, it is.

JOY: Whom do you understand more?

N: I can understand foreign professor more.

JOY: Could you please give me the reason?

N: I think I am familiar with American accent.

JOY: Why are you familiar with them?

N: I am familiar with American accents because I always watch American movies. My advisor is American. When I listen to Thai people speaking English I can understand sometimes but I have to concentrate a lot.

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JOY: Do you prefer practicing English by yourself or with others?

N: I prefer practicing by myself.

JOY: How do you practice by yourself?

N: I practice pronunciation by myself. If I practice with others, I am not sure whether I am right or wrong. I am afraid of making a mistake. I read books by myself. If I do not understand, I will ask someone who is proficient in English.

JOY: Who do you ask for clarification?

N: I ask my senior classmates.

JOY: Do you have any other strategies that you use to improve your speaking and listening?

N: I do not have any good techniques. Mostly I talk to my foreign professor. When I have to hand in my assignments, I have to use the language.

JOY: What technique is the best for you?

N: I think reading. If I read a lot, I will learn a lot vocabulary and about the structure of sentences.

JOY: What do you read?

N: I read textbooks.

JOY: What technique is the best for practicing listening and speaking?

N: Because I am learning in an international programme I can use the language when I am in class. I can practice speaking when I talk to my professors. I do not practice when I have free time.

JOY: Why?

N: I am lazy. I do not practice much because all the people around me use Thai.

JOY: Besides speaking, you told me that you have writing problems, so could you please explain how writing is a problem?

N: Sometimes I have vocabulary problems. I am not sure whether the words I use in my writing are suitable or not or polite or not. I do not know whether the word is appropriate for speaking or for writing. I have a problem choosing the proper words.

JOY: How do you solve the problem?

N: I have no idea. Usually, when I write I ask someone or my professor to proofread and edit my paper.

JOY: Besides vocabulary problems, do you have any other problems with writing?

N: Grammar and organizing my sentences are problems.

JOY: So, how do you improve?

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N: I try to read grammar books, which are about the foundations of grammar and structure. I try to write as correctly as I can and then ask my professor to edit.

JOY: How many times do you edit your written assignments before handing them in?

N: I write first and then proofread and edit. I will look for mistakes with ‘s’ and ‘ed’ and sentence cohesion. Then I ask my professor to correct the paper.

JOY: Can your professor help?

N: Yes. My professor edits and then I see what is correct and do not use the incorrect form again.

JOY: Do you have any books to help you write? What kinds of books help you to write?

N: No. I do not know about techniques for writing. I need to improve more because I cannot write well.

JOY: What techniques do you use to practice writing?

N: I have to read a lot and copy sentences and writing styles.

JOY: What do you read?

N: Mostly, I copy the writing style used in textbooks.

JOY: Do you have any other techniques?

N: No, I do not.

JOY: What mistakes do you notice while writing English and what do you do to improve?

N: I used to jot down what was wrong. I have a small notebook to write everything in, but it always gets lost. I will write down how to correct sentences in my notebook. Even when it is lost, I still remember. I think I remember better if I write something down.

JOY: Besides assignments, do you write anything else?

N: In English?

JOY: Yes.

N: Not really. I write some e-mails in English.

JOY: Whom do you write to?

N: I write emails to my friends. I used to use the Mahidol internet, which is in English so I have to write in English. If I have to use English I will but if I can use Thai I will.

JOY: Do you write a journal or diary?

N: No, I don’t.

JOY: What is the best way for you to improve your writing?

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N: I think trying is the best. We have to speak and write and if it is wrong, somebody will help.

JOY: Do you have any other techniques?

N: I think trying is good.

JOY: Do you have any reading problems?

N: I have a few. Usually my problem is reading for details.

JOY: How? Please explain.

N: It differs from reading Thai there I can understand all the main ideas. But I am not fluent in English so I cannot understand all the main ideas. I may miss important things.

JOY: So what do you do?

N: I have to read slowly.

JOY: How many times do you read a passage?

N: About twice.

JOY: Why do you read twice?

N: I cannot understand all the details.

JOY: Please explain what do you do the first time?

N: I scan for first time in order to get the whole idea. The second time, I read for details and try to understand. So I understand what the writer is trying to communicate.

JOY: When you find new words in your reading and do not understand them, what do you do?

N: If I cannot understand new words, I will look them up in the dictionary.

JOY: Do you still use the same dictionary you talked about before?

N: I always use an English-Thai dictionary because it is faster. If I do not understand the sentence, I will mark it and ask for someone else's to help.

JOY: What do you do while reading English books or texts?

N: I only read. I do not listen to the radio while reading.

JOY: Do you take notes?

N: Yes, I take notes.

JOY: Do you do that while reading or at other times?

N: When I find important things or main ideas I underline them. If I read for an examination I will make some notes.

JOY: Where?

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N: I will makes notes on paper or sometimes in the margins. It is outstanding.

JOY: Do you review your notes?

N: I review before an exam.

JOY: You are reading but not for an exam do you do anything different

N: It is different. If I read an article, I will underline the important things and try to understand it. But, I sometimes summarize the main ideas.

JOY: How do you do read a big textbook?

N: I try hard. Usually I mark the important chapter that I should read first.

JOY: Do you read chapter by chapter?

N: I read the important chapter first. Usually I read the introduction in order to get the general idea of the book.

JOY: Do you read slow or fast?

N: I read fast if I am reading for the main ideas. I read slowly if I read for details because I need this information to do a report.

JOY: Besides reading textbooks, do you read anything else in English?

N: Not really. I read on the Internet mostly.

JOY: What do you read on the Internet?

N: Sometime I enter websites to read the entertainment news.

JOY: Is it in English?

N: Yes.

JOY: What is the address of the website?

N: They may be gossip columns, which appear accidentally on the Hotmail website. I read them if they are interesting.

JOY: Why do you read it?

N: I would like to know the news because it is more up to date than the Thai news.

JOY: Do you think that you can practice by reading it or do you just read for pleasure?

N: I read it because I want to know about it. But I think it helps.

JOY: Do you translate what you read into Thai?

N: No, I do not. It feels like I understand English. It is really hard to explain. But I do not translate into Thai word by word or sentence by sentence.

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JOY: How do you remember important things you read in English?

N: I mark key words.

JOY: Could you please explain?

N: Last time, I had a presentation the topic was the foundation of the forest. I studied the reasons why the forest is disappearing in many papers. Reasons were the lack of food or habitat. So I memorized word by word such as food, and environment.

JOY: When you learn new vocabulary in English, how do you remember the vocabulary?

N: Sometimes I write it down in my notebook, but as I told you it always disappears. I can remember a word if I look up the meaning in the dictionary two or three times. I may have found the meaning of a word but later I forgot its meaning so I have to look up its meaning again. That makes me remember.

JOY: When you learn new phrases in English, what do you do to remember them?

N: I have a problem with phrases. Sometimes I do not know their meanings.

JOY: What do you do then?

N: I will look them up in the books or phrase books or I will ask other people.

JOY: Who are the people?

N: Someone around me at that time.

JOY: After you get the answer, how do you remember them?

N: I can remember them easily after I know their meanings.

JOY: When you learn new grammar rules, what do you do to remember them?

N: When I was in high school, I learned grammar rules by memorizing them. For example, I memorized that subject plus verb to be plus past participle. It worked, because I still remember it.

JOY: Do you prefer sound or images to help you remember new information?

N: I prefer sound. I remember how to pronounce them.

JOY: Please give an example.

N: For example, substable is something that is easily broken.

JOY: How do you remember that?

N: When I hear the word “subsetable” I feel that it should be something sensitive. Or the word treasure which I sounds like something valuable. I prefer sounds and feelings. Is there anybody else like me?

JOY: So, where do you get the feeling from?

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N: For example, when I watch movies I look at the actions, manners, and gestures of the actors and actresses. I can remember new words from movies using their actions.

JOY: Do you think learning about English culture can help you to learn English better?

N: I have no idea. It is not about studying English really. I think it can be easily understood when foreigners speak. There is nothing secret. For example, when I see foreign news reports, the reporters speak easily. But when I talk to Thai people I have to review what they say later. Is there something they want to communicate? Anyway, I think foreigners are also like Thais in that way, but never met.

JOY: Do you ever get tense when you use English?

N: No.

JOY: When you do poorly in English, how do you encourage yourself?

N: I may not like this.

JOY: How do you make yourself feel better?

N: I encourage myself by pushing myself to speak English more.

JOY: Have you ever evaluated your progress in English?

N: No, I have not.

JOY: Do you have any other strategies that you use to improve your skills in English?

N: No. I don't think about improving my skills much.

JOY: Why don't you want to improve?

N: I want to improve but I don't think about it much. I don't take any English courses to improve my English. I prefer to use English every day. I think it is better than taking a course.

JOY: So, have you ever taken an extracurricular course outside school?

N: Yes, I have.

JOY: Where?

N: I took courses at AUA when I was in grade 12. I wanted to improve my speaking and listening. They were very easy courses: level one and two. They studied things that I already know but they encouraged me to speak out and use English with my classmates. I also took another course when I was in third year of my undergraduate degree.

JOY: Was it the same institute?

N: At AUA institute near by my house. I took the seventh level.

JOY: Were they specific courses for conversation, grammar or TOEFL?

N: No. They were general courses to practice speaking.

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JOY: After you finished the course at AUA, did you feel that your English had improved?

N: Not exactly, but I am more confident speaking English. After that I did not take any more courses there because it was not an advanced course. We only spoke and spoke. I think I can talk with any foreigners who are in my university.

JOY: What did you study in level 7?

N: Can I refer to what I studied in level one?

JOY: Sure.

N: They taught about writing letters and post cards and then I had to hand them to my friends.

JOY: Where did you learn?

N: At the AUA institute near my house. The teacher gave out four or five pieces of paper every day and asked me to write letters to my friends. Sometimes, we got into pairs and talked about buying and selling goods. In level 7 I studied how to use past, present, and future tenses in conversations. That is all I can remember.

JOY: So after you studied how to write letters, did you think your writing had improved?

N: A little bit.

JOY: How? Please explain?

N: My assignments were writing letters. The teacher would edit and correct them. But in level one and two, they were easy courses but they encouraged me to speak. I also practiced how to use the right subject.

JOY: Please give some examples.

N: For example, when I use ‘a’ dog first, then I will write ‘the’ dog after my teacher suggested using it instead of ‘the’. That’s what I improved.

JOY: So, did your knowledge of grammar improve?

N: Yes. I can use articles: ‘a’, ‘an’, and ‘the’, well.

JOY: Besides taking extra courses, do you have any other techniques to improve your English?

N: I think if I have a chance to go abroad, I will be able to practice more.

JOY: Have you ever gone abroad?

N: No, I have not. I have never gone abroad.

JOY: Why do you think that you will practice more if you go abroad?

N: I can practice more because there will be no Thai people around me. If I am in Thailand I see only Thai people and use only Thai. When I see foreigners in Thailand, I use a mix of Thai and English. But if I go abroad I have to use English all the time because all the people around me will be foreigners. I think that if I make a mistake some foreigners will correct me.

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JOY: Can you practice English here in Thailand?

N: Like when I take an extra English course I can remember only then. Later, I forget because I do not use English everyday.

JOY: Do you think you still have to improve your English?

N: Yes.

JOY: Why?

N: I think I cannot use English very well. I cannot communicate what I want. For me, it takes a lot of time to explain something in English.

JOY: So, what will help you to improve?

N: I think I have to encourage myself. I have to push myself to practice more and more.

JOY: Do you have any advice or techniques to recommend?

N: I think reading is what we have to do when studying. I think that an international programme can help a lot to improve our listening, speaking and reading.

JOY: Thank you very much

N: You are welcome.

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Tape script O

Interview Date: 7 May 2003 Time: Start 10:53 to finish 11:45 Total: 56 minutes
Subject Reference (Interviewee): O Place: P 401 A Physics Building

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JOY: What year are you in?

O: I am in first year, now. I am about to go into my second year.

JOY: What is your major?

O: Biology

JOY: Please explain briefly, what are you doing in your field?

O: I haven't not started my project. I have just finished all my course work. I plan to do my project, which is about ferns soon. Actually, I did my undergraduate degree in Botany, but I have been studying in Biology. I would like to do research about plants. I want to study about ferns, which can get rid of.

JOY: Why are you studying in this field?

O: I got a scholarship to study in this field. Actually, I am interested in Botany, but there was no Master's programme at Mahidol in this field. I also registered at Kasatsart University, but there was no scholarship there. So I got the scholarship to study here and I think that Biology is similar to Botany. And, I know one teacher who teaches here. Her name is Viriya. That is the reason why I am studying in this field.

JOY: Besides Botany and Biology, do you like English?

O: Personally, I do not like it much. I don't understand very well what I am reading in English. Moreover, I cannot understand what people say in English. Don't talk about speaking (laugh). My speaking is terrible.

JOY: Why don't you like English?

O: It might be because of I am bored when I learn English. When I was young, I had to learn with Thai teachers and they just assigned exercises and homework. The teacher who taught me came from a government school. I started learning English in grade five in elementary school but the teacher taught me as I am a grade one student. So I could not understand what he or she was teaching. The teacher asked me to translate English passages into Thai and vice versa. At that time, I had just started learning about ABC. So I was very worried. I cried and wanted to quit. All of my friends could do it, but I was the only one who could not. So I copied my friends' homework. I couldn't understand why the others could do the homework, but I could not. That is why I do not like English. Later, my English improved.

JOY: So, how do you feel about English now?

O: It is necessary to use English now.

JOY: Why is it necessary?

O: Since now I am studying in an international programme. I have to listen to English and write assignments such as lab report in English. Even though my English is not very good, I have to

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hand in every assignment in English. So it is necessary. Although I do not like English much, I have to use it.

JOY: What do you think of your own level of English proficiency?

O: I think it is about medium. It is not as good as others. I can understand some English but not all.

JOY: Please explain more about your level. How well can you do in each skill?

O: I can understand the English texts I read when I have to take a test. Although I am lazy, I can read. I can understand lectures given by Thai professors. If they are lectures given by foreigners, I can understand some things. But sometimes I cannot understand if the lecturer has a different accent from us.

JOY: Could you please explain more about your levels at reading and writing?

O: In writing, I think I am very weak. I mean I use very easy vocabulary when I am writing. I think children who have just started learning English can understand what I write. If others read my writing, they may say that my work is easy to understand because they just want to make me feel better.

JOY: What are your problems in the four skills?

O: First, I do not like memorize vocabulary and I am too lazy to look up words in a dictionary so I cannot understand well what I read. I also cannot get the main ideas. I have few opportunities to speak English. So I think I cannot practice speaking because I don't have the chance. I have met some foreigners asking for directions but I could not speak and I only used gestures. I was so excited and I did not know the vocabulary. Now I have a friend from China so I have to use English with him. At first I only used gestures and written language. But later I could communicate with him though my grammar is not entirely correct. I feel good when I can communicate.

JOY: Are your problems when writing?

O: I cannot write smoothly because I have a limited vocabulary. I write what I think. But when I read others' written papers, their language is really beautiful. I wonder why I cannot use language like that even though we are writing about the same topic. Maybe because I don't practice writing very often. When I learned about grammar my teacher always corrected it for me. Sometimes they assigned me to write a story, but it was really boring. That is why I cannot write well.

JOY: What is your biggest problem in English?

O: In the past I would say my biggest problem was listening. I could not understand what I heard at all. When I was in secondary school, I had to go to the listening lab every day. I was very worried. But now my listening is better because I have had to listen to lectures in English for a year. At first I felt worried. But then it got better. So my biggest problem now is writing. I can write everyday things, but I cannot write formal things such as reports and thesis very well. I still have problems.

JOY: So, what do you do to improve your writing?

O: My problem is I do not know what English sentence I should use. I use a Thai-English dictionary in order to find and compare the meanings of Thai and English words. Moreover, I

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look in books. I have to know what kind of writing I will do for example a lab report. Then I look for a book, which has a similar kind of text to the one I need to write. So I find the keywords in the book. I will copy and modify text for my assignment. I can write if I have books to help me, but I cannot write without reference books. This is my problem.

JOY: What kinds of books help you to write?

O: There are no specific books. In the subjects I have studied, there are textbooks which I have to read. I mean I will use the books for each subject. I can extract things from the books. Or sometimes I look on the Internet which provides many samples of lab reports and suggestions. It is really helpful. I can use some information for my assignments.

JOY: How often do you edit or proofread what you write?

O: In reality, I do not look at it many times. It is very hard and it takes me a lot of time to write it once. I read it through once to edit. It depends on the amount of time, sometimes I look at it three times. If I am in hurry I will hand it in after I finish it.

JOY: What mistakes do you notice while writing English, what do you do to fix them?

O: I will look my mistakes up in the dictionary to check. If I already know the mistakes by myself I will correction. But if I am not sure I will check in a textbook again.

JOY: Besides reports and written assignments, do you write any other things in English?

O: Now, I do not write anything. I am required to write reports. If I am not forced to write, I do not write in English.

JOY: Do you write a journal, diary or any emails?

O: No, I do not. I do not even write personal letters. Personally I do not like writing. It is my habit. I have never written a diary. When I was young I was assigned to write diary for my teacher. I had to describe my daily activities such as having meals, going to school, reading books, and going to bed. They were the same patterns. Over ten days, all my activities were the same. I was very bored. I do not write letters, instead I telephone.

JOY: You have said that you have a writing problem, so how do you improve your writing?

O: I think writing courses and thesis writing courses at Mahidol are interesting. I have planned to register for this writing course when I am free.

JOY: What techniques have you used to improve your writing?

O: I think reading can improve writing. Last week there was a book exhibition where many English books were sold. I like reading so I went there. I do not like writing but I like reading. I bought many books when I was there.

JOY: Were they in English?

O: I can read only some but I think it is a good start.

JOY: What kinds of books did you buy?

O: I bought an Agatha Christy book to read. Actually, I bought many kinds of books like science fiction. I like reading science fiction. I also bought an Issac Bishop book, but his language is

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not difficult to understand. I think I already know most of the technical terms that he uses. If I get ideas from a famous writer or the writer is someone I like I will read his or her books.

JOY: So, could you please explain what do you do, when you read a passage or a textbook? Is it the same when you read for pleasure?

O: When I read a novel, I just read it through. I do not like using the dictionary and I don't like memorizing words either. I can comprehend the main idea. But if I find important words I need to know I will look them up in the dictionary. I think a textbook is easier than a novel because most technical terms I know are used and beautiful and gorgeous words have not been used.

JOY: What do you do while reading English books?

O: There are different kinds of textbooks. If I read books from library, I will take notes in another notebook. I do not like marking my books. I try to use both Thai and English when taking notes. But usually most notes are in Thai because I have no time to translate them into English. If they are my textbooks, I will highlight them. If I read for pleasure I just read.

JOY: When you find new words and do not understand them, what do you do?

O: Look them up in the dictionary.

JOY: What kinds of dictionaries do you use?

O: In my opinion, I like to use an English-English dictionary, but I cannot understand it. So I have to use Thai dictionary, too. First I will look up a word in Thai-English dictionary but the words I need cannot be found so then I use an English-English dictionary. After that I have to check the Thai-English dictionary again because I do not understand the English explanations. This is the reason why I do not like using a dictionary if it is not necessary. A Thai-English dictionary has only one or two explanations but an English-English dictionary has many. An English-English dictionary is more helpful because I can choose the most appropriate meaning. It also depends on the amount of time. If I have time I will use an English-English dictionary.

JOY: Do you translate what you read into Thai?

O: I try not to translate so I can read faster. I heard from somebody that we should not translate, we should try to understand in English. It wastes times and reading is interrupted if we try to translate every word. I think there are problems when I do not translate. I skip many unknown words so I cannot understand what I read. I have to read it again. I will translate if I do not entirely understand. If it is an easy word, I will try to understand it in English. I think it is better.

JOY: How do you remember important things you read in English?

O: I will take notes about the important things. I also copy important sentences but if they are too long I will paraphrase them. Sometimes I summarize using Thai.

JOY: What do you do after reading English books?

O: Do you mean textbooks?

JOY: Yes.

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O: I will take notes. Then I will read my notes not the textbooks. If I am confused I will look at the textbooks again.

JOY: How many times do you read a book?

O: If it is a textbook, I will read it three times before an exam. I just read it through the first time or maybe the second time and try to remember the important information and then I write them down.

JOY: Do you have any other strategies that you use to improve your reading?

O: What I said before.

JOY: Let's talk about listening and speaking skills, do you have any problems in these skills?

O: When listening, I can understand my Thai professors' accent. I think my problem is accent. I can't understand some accents which I am not familiar with, especially foreign professors' accents. They have different accents. So I think I cannot understand then.

JOY: What is your problem with?

O: My speaking problem is I do not speak much English. I think that I am more confident to speak now because I can talk to my friends. But I cannot think of the words and sentences to say. I am afraid of making mistakes. When I say something in English it takes time. I have to think of the word I should start with first and whether my grammar is correct or not. After I figure out that out, foreigner has already left. So I do not speak. Now I'm not confident meeting foreigners, but if they need to talk to me I can do it. I am not too scared.

JOY: Why?

O: Because I have to use English with my friends. If I do not use English he will not understand. I can say some things correctly and some incorrectly. So I am more confident.

JOY: As you have said you have a problem with accents, is it different when you listen to Thai professors and foreign professors speaking English?

O: Most of my professors speak clearly and slowly. They do not speak fast. Their accents are soft and easy to understand. Foreign teachers speak faster and are more difficult to understand.

JOY: So, how do you help yourself to understand what people say in English?

O: If I have a chance, I will ask them. But if it is a lecture I cannot ask. I would like to ask but I have a speaking problem. Sometimes I ask my friends. On the first day studying here, I was so nervous that I tape recorded the first two or three days of lectures. Then I tried to transcribe them later but I did not understand at all. I do not know why I thought it was the poor quality of my tape recorder. I could understand much of it when I was in the classroom but when I listened to the tape I could not understand any of it. So I do not use the tape recorder anymore. Now I force myself to listen to the lecture. I think my listening is better. I think that one person has one accent. If I am familiar with it I will understand. For example, my friend who speaks English is Chinese. At first I did not understand what he was saying. But in the next semester I could communicate with him.

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JOY: How do you practice your speaking and listening skills?

O: Normally, I have few opportunities to speak English. So my speaking has not improved very much. When I was young, I had no chance to speak either. My teacher was the only one who spoke. When my teacher needed a volunteer to answer her questions, I did not dare to volunteer. And now I do not practice seriously. But when I talk in English to my friend I feel good. I think I can improve. I do not feel nervous using English with my friends. But when my teacher asks questions, I am always nervous. I am afraid that my answers will be wrong. My friends help me a lot.

JOY: So, do you have any problems when you have to talk to foreign professors, lecturers, or other people in English?

O: It would be very strange if I had no problems. I have to preplan what I have to say. If I can figure out the words I can speak smoothly. When I am stuck, I will ask my friends. We will help each other to create a good sentence to say. But how I will say what I am thinking of at that moment. If the listener cannot understand I can explain later.

JOY: What kinds of materials do you use to practice listening and speaking?

O: When I was young, someone bought me English tapes such as "Follow me". I did not have a chance to talk to foreigners, and the tuition fees to learn English with foreigners is expensive. So I practiced grammar, reading and writing by myself. I had no opportunities to practice speaking. I did not listen to the tape if no one forced me. I practiced English when I had to take a listening test. I cannot make myself do it. I have to be forced and inspired by something or someone.

JOY: So, how do you practice to preplan TOEFL test?

O: I haven't started. I am going to practice by using the TOEFL CD and reading grammar books. I feel that I haven't used English for such a long time. After second year as an undergraduate and then you asked me to take the QPT test. I think I can remember it.

JOY: So, do you use any other materials such as watching movies and listening to songs to practice listening and speaking?

O: When I listen to songs I cannot understand any words. I cannot understand at all. If they are slow songs I can understand some. My problem is accent. I like to listen to old songs on 105 FM. I just listen to them but I don't care whether I can understand them or not. If I need to practice seriously I prefer watching movies. Movies are an inspiration. When I watch movies Thai subtitles are available at the bottom. When I read the subtitles I can guess and understand what the actors and actresses are saying. But when the subtitles are covered I can understand only some. I look for movies, which use easy English such as comedies and cartoons from Walt Disney. I am happy when my father got UBC so that I can practice listening more.

JOY: Do you have any other strategies that you use to improve your speaking and listening?

O: No. That's all.

JOY: Have you ever been under stress when you use English?

O: Yes, often.

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JOY: Please give some examples.

O: Mostly when foreigners ask for direction, I feel stressed. I do not worry at that moment, I try my best to help them. After that I am concerned about my language use. I can figure out what I should say after they leave, so I am tense. Once, I met one foreign teacher who needed to go downstairs. But every door was closed at 6.00 p.m. so he could not find the exit. So he asked me how to get out. I could understand what he asked me but I could not say anything in English and I just pointed and used gestures. I wondered why I could not use the language the way I am supposed to.

JOY: What do you think the problem is?

O: I do not use English much and that may be the reason. I am not used to using English. It takes times for me to think of the correct sentence I want to use and if my grammar is correct or not. I cannot speak immediately, it makes me worried. So I think speaking more and more can help. And, we should think in English since it is easier than translating Thai into English later.

JOY: What makes you feel good when you use English?

O: I feel good when I can speak even a sentence in English. Another time I met one foreigner who was Taiwanese. She needed to go back to her hotel. I could understand what she wanted, but I did not know where the hotel was. So she gave me a map and spoke in another language that was not English. So I told her to ask someone else who was sitting around there. I felt good that I could speak to her even though I could not tell her the directions.

JOY: Do you prefer practicing English by yourself or with others? Please explain.

O: In the past, I used to practice by myself. There was no stimulation. If there is no force, I will not practice or read any books. Once I had to take a TOEFL test and I got only 440. So my friend suggested that we should find something fun to read and try to speak English with each other. But we didn't have much time, so we gave up. I think we do not need a class, we just need a small group of friends to help us practice.

JOY: When you do not understand something in English, do you ask someone for help or find out by yourself?

O: It depends. I can ask only my close friends. I cannot ask other people that I am not familiar with. If I feel comfortable about asking I will. Mostly, I find the answers by myself. Sometimes I do not get as good an answer as I expect. I think we should learn things by ourselves. If I can find out and learn by myself, I will be proud of it. If it is really necessary I will ask.

JOY: When you learn new vocabulary in English, how do you remember the vocabulary?

O: I will remember it by memorizing it. In the past, I memorized and said the words out loud. I did that in a place where nobody else can see.

JOY: Why?

O: I think it is not good if I speak out loud in a public place. But now I try to write out new words.
I will analyze whether it includes a prefix or suffix or it is a noun or verb. It really helps. Some words have prefixes and suffixes so it is easy to get the meaning and remember it.

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JOY: When you learn new phrases and sentences in English, what do you do to remember them?

O: I do not memorize phrases and sentences much, because various kinds of phrases can be used. For words, they cannot be changed because they are limited by their meaning. So I do not memorize phrases. I think if I understand the grammar, I can speak.

JOY: When you learn new grammar rules, what do you do to remember them?

O: I used to study grammar with one teacher before the entrance examination. He taught it very well. He taught and explained about the twelve tenses in English so it was very easy to understand and remember. He had a good way to explain and illustrate. I think if we understand we can use it.

JOY: Do you evaluate your progress in English?

O: Not exactly. I do it when I take a test. I do not think that I have progressed much. Like when I take a TOEFL test, I evaluate my own progress. So I took an extracurricular course with foreign teachers and I paid about 10,000 baht.

JOY: Where?

O: I am not sure he might have moved. I learned with about 4 or 5 friends. Then I took a TOEFL test and I did not get a good score. The content of my course did not emphasize preparing for the TOEFL test but we practiced speaking. I feel like I can use English more easily. I did not learn much about grammar.

JOY: Do you have any other techniques that you use to improve your English?

O: I think I have talked about them all.

JOY: O.k. Thank you very much for you participation.

O: You are welcome.

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APPENDIX F

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Appendix F

Consent Form

Researcher Name: Miss Naruemol Kaotsombut
Address: Department of Foreign Languages, Faculty of Science, Mahidol University
Phone: 01-4453744

I am a graduate student in the Applied Linguistics program in the Faculty of Science, Mahidol University. I am doing a study, topic of which is "A STUDY OF LANGUAGE LEARNING STRATEGIES OF GRADUATE SCIENCE STUDENTS AT MAHIDOL UNIVERISTY." It will explore the language learning strategies that graduate students use to help them learn English.

In this study, you will be asked to complete a Quick Placement Test (QPT) to assess your ability in English, a Strategy Inventory for Language Learning (SILL) questionnaire about the language learning strategies you use, and an interview. In the interview, you will be asked for some demographic information (gender, age, etc) and about the strategies you use. All information will be tape-recorded during the interview.

All records of participation will be kept strictly confidential, such that only my advisors and I will have access to the information. Information about the project will not be made public in any way that identifies individual participants. The results from this study will be reported in research paper(s).

Participation is completely voluntary. It may be discontinued at any time for any reason without explanation and without penalty.

I have read the above form, understand the information read, and understand that I can ask questions or withdraw at any time. I consent to participate in this research study.

_____	_____
Participant's signature	Investigator's signature
_____	_____
Date	Date

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นฤมล โคตรสมบัติ
นักศึกษาปริญญาโท สาขาภาษาศาสตร์ประยุกต์
คณะวิทยาศาสตร์ มหาวิทยาลัยมหิดล

21 มีนาคม 2546

เรื่อง ขอความอนุเคราะห์ตอบแบบสอบถาม
เรียน นักศึกษาปริญญาโท สาขาจุลชีววิทยาและจุลชีววิทยา

ด้วยผู้วิจัย นางสาว นฤมล โคตรสมบัติ นักศึกษาปริญญาโท สาขาภาษาศาสตร์ประยุกต์ คณะวิทยาศาสตร์ มหาวิทยาลัยมหิดล กำลังดำเนินการวิจัยเพื่อเสนอเป็นวิทยานิพนธ์เรื่อง “A study of language learning strategies of graduate science students at Mahidol University” ซึ่งผลการวิจัยครั้งนี้จะเป็นประโยชน์ต่ออาจารย์ผู้สอนและนักศึกษาในการปรับปรุงหรือพัฒนาการเรียนการสอนภาษาอังกฤษ และให้เอื้อต่อการจัดการเรียนการสอนที่มีประสิทธิภาพและเหมาะสมสอดคล้องกับสภาพสังคมในปัจจุบัน

ในการนี้ ผู้วิจัยเห็นว่าท่านเป็นผู้หนึ่งซึ่งจะทำให้ข้อมูลที่จะนำไปสู่การสรุปผลการวิจัยครั้งนี้ถูกต้องสมบูรณ์ตามความเป็นจริง ทั้งนี้ขึ้นอยู่กับความกรุณาของท่านในการตอบแบบสอบถามตามข้อเท็จจริงที่เป็นอยู่ คำตอบของท่านจะถือเป็นความลับและจะไม่กระทบกระเทือนแก่ผู้ใดทั้งสิ้น ผู้วิจัยหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือในการตอบแบบสอบถามทุกข้อจากท่าน และขอขอบคุณเป็นอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ
นางสาว นฤมล โคตรสมบัติ
ผู้วิจัย

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BIOGRAPHY

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