



Relationships between Thai EFL Learners' Language Learning Strategy Use, Language Proficiency and Enjoyment of English Learning through Online Learning in the Covid 19 Pandemic Era

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Abstract

During the Covid-19 pandemic, people all over the world need to adjust themselves to deal with the crisis of unexpected situation. Inevitably, instructional management systems needed to be changed from learning in the classroom to online learning. Online learning had become the only way for teachers and learners to continue their lessons. The purpose of the present study was to investigate whether the choices of language learning strategies (here in LLSs) through online learning in the Covid-19 situation vary significantly by their language proficiency and enjoyment of English learning, and the patterns of significant variations, if they exist at all.

The participants were 205 students studying at a public university in northeastern Thailand. The Strategy Inventory for Language Learning (SILL) questionnaire by Oxford (1990) and Enjoyment of English Learning questionnaire were used to gather the data. Descriptive Statistics, ANOVA and Chi-square test were performed for the quantitative data analysis.

The results showed that the frequency of overall strategy use varied significantly by the 2 variables i.e., language proficiency and enjoyment of English learning. No significant variations in frequency of students' overall strategy use were found related to students' language proficiency but only on the basis of enjoyment of English learning. At the category level, significant differences were found in LLS use in the Metacognitive (MET) and Affective (AFF) in relation to language proficiency, in all the six Memory (MEM), Cognitive (COG), Compensation (COM), and Metacognitive (MET), Affective (AFF) and Social (SOC) categories in relation to enjoyment of English learning. The outcomes of this study would be useful for course syllabus designers, instructors, and learners in terms of important variance in language proficiency and enjoyment of English learning, as well as the application of LLSs via online learning.

Keywords: language learning strategy, language proficiency, enjoyment of English learning, university students, online learning