THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

NGUYEN THI HANH PHUC

AN INVESTIGATION INTO ENGLISH LANGUAGE LEARNING STRATEGIES EMPLOYED BY NON-ENGLISH MAJOR STUDENTS AT THAI NGUYEN UNIVERSITY OF EDUCATION – THAI NGUYEN UNIVERSITY

M.A THESIS

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STATEMENT OF AUTHORSHIP

I, Nguyen Thi Hanh Phuc, declare that the thesis entitled **"An Investigation into English Language Learning Strategies Employed by non-English major Students at Thai Nguyen University of Education-Thai Nguyen University"** is the results of my own research and has not been submitted to any other university or institution partially or wholly. Except where the reference is indicated, no other parts of the work has been used without due acknowledgement in text of the thesis.

Appoved by SUPERVISOR *Thai Nguyen, June 2021*

Duong Duc Minh, Ph.D. **Nguyen Thi Hanh Phuc**

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LIST OF ABBREVIATIONS

LLS:	Language Learning Strategy
LLSs:	Language Learning Strategies
EFL:	English as a Foreign Language
TNUE:	Thai Nguyen University of Education
TNU:	Thai Nguyen University
SILL:	Strategy Inventory for Language Learning
L2:	Second Language
M:	Mean score
S.D.:	Standard Deviation
SLA:	Second Language Acquisition

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ABSTRACT

The present research focused on identifying language learning strategies used by a group of 380 non-English major students studying English at Thai Nguyen University of Education, TNU. The Vietnamese version of Oxford's (1990) Strategy Inventory for Language Learning SILL (version 7.0) was used as the main tool to collect data. The SPSS (version 20) was employed to analyse the data. The descriptive study conducted demonstrated that students used all the learning strategies, but at different frequency rates. This result shows that non-English major students use language learning strategies at the moderate level in all six categories proposed by Oxford's (1990) and there are no particular preferences in students' utilization of LLSs, since they drew on the entire set of strategy types. The overall analysis of the participants' SILL scores did not take into consideration student's gender, major field of study and language learning experience. There are some correlations between student's language learning experience and LLS in metacognitive strategies category but these correlations are not statistically different. From the findings of the present investigation, some implications was drawn for language learners, educators and language teachers.