กลยุทธ์การเรียนรู้ภาษาของนักศึกษาสาขาวิชาสื่อจีน: กรณีศึกษามหาวิทยาลัยการสื่อสารแห่งซานซี

Language Learning Strategies of Chinese Media Majoring College Students: A Case Study of Communication University of Shanxi

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บทคัดย่อ (Abstract)

การศึกษานี้มีวัตถุประสงค์เพื่อสำรวจกลยุทธ์การเรียนรู้ภาษา (LLS) ที่ใช้โดยนักศึกษาสาขาวิชาสื่อชาวจีน ณ มหาวิทยาลัยการสื่อสารแห่งซานซี และเพื่อระบุว่าการใช้กลยุทธ์เหล่านี้แตกต่างกันอย่างไรตามระดับความสามารถทางภาษาอังกฤษที่แตกต่างกัน การวิจัยนี้ใช้การออกแบบการวิจัยแบบผสมผสาน โดยรวบรวมข้อมูลเชิงปริมาณจากแบบสอบถามคลังกลยุทธ์การเรียนรู้ภาษา (SILL) ฉบับปรับปรุง (n=320) และข้อมูลเชิงคุณภาพจากการสัมภาษณ์เชิงลึก (n=9) ผลการวิจัยพบว่านักศึกษาใช้กลยุทธ์อภิปัญญา สังคม และการรู้คิดบ่อยที่สุด ข้อค้นพบที่สำคัญคือเส้นทางการพัฒนาที่ชัดเจนซึ่งเชื่อมโยงกับระดับความสามารถกล่าวคือ นักศึกษาที่มีความสามารถต่ำอาศัยกลยุทธ์ความจำและการสนับสนุนจากเพื่อนมากกว่า นักศึกษาที่มีความสามารถระดับกลางเริ่มบูรณาการกลยุทธ์ที่หลากหลายขึ้นเพื่อเพิ่มประสิทธิภาพในการทำงาน ในขณะที่นักศึกษาที่มีความสามารถสูงแสดงให้เห็นถึงการประยุกต์ใช้กลยุทธ์อภิปัญญาในระดับสูงและการบูรณาการเครื่องมือดิจิทัลที่ปรับให้เข้ากับงานเฉพาะทางด้านสื่อ เช่น การเขียนบท การวิจัยนี้นำเสนอข้อมูลเชิงลึกเชิงปฏิบัติสำหรับการเพิ่มประสิทธิภาพการสอน LLS โดยให้ข้อเสนอแนะสำหรับการออกแบบหลักสูตรและการพัฒนาครู เพื่อเสริมสร้างความสามารถทางภาษาและความพร้อมในวิชาชีพของนักศึกษาสาขาสื่อในประเทศจีน

คำสำคัญ (Keywords) : กลยุทธ์การเรียนรู้ภาษา, ความเชี่ยวชาญทางภาษาอังกฤษ, นักศึกษาสื่อ, มหาวิทยาลัยการสื่อสารแห่งซานซี

Abstract

This study aimed to explore the language learning strategies (LLS) employed by Chinese media majoring students at Communication University of Shanxi and to identify how strategy use differs across varying English proficiency levels. Adopting a mixed-methods design, this research incorporated quantitative data from a revised Strategy Inventory for Language Learning (SILL) questionnaire (n=320) and qualitative data from in-depth interviews (n=9). The findings revealed that students most frequently utilized metacognitive, social, and cognitive strategies. A key finding is the clear developmental trajectory linked to proficiency: lower-proficiency students relied more on memory strategies and peer support;

intermediate students began integrating a wider range of strategies for task efficiency; while higher-proficiency students demonstrated sophisticated use of metacognitive strategies and integrated digital tools adapted to specific media tasks like scriptwriting. This research provides practical insights for optimizing LLS instruction, offering recommendations for curriculum design and teacher development to enhance the linguistic competence and professional preparedness of media students in China.

Keywords : Language Learning Strategies, English Proficiency, Media Students, Communication University of Shanxi

บทนำ (Introduction)

In the era of globalization, media communication has become increasingly international, demanding a higher level of English proficiency within the media industry (Huang, 2023). For Chinese college students majoring in media, English transcends its role as a mere academic subject, evolving into an essential professional tool for tasks such as international news reporting, bilingual video production, cross-cultural interviews, and global public relations (Ping & Luan, 2017; Wang, 2016). Unlike students in technical fields who primarily interact with English through written documents, media students must engage with the language in dynamic, social, and creative contexts requiring real-time interaction, emotional expression, and cross-cultural awareness (Taheri, Sadighi, Bagheri, & Bavali, 2020). In this context, Language Learning Strategies (LLS) are crucial, offering systematic techniques to optimize language acquisition, enhance communicative competence, and navigate professional linguistic challenges (Oxford, 2011). Media students need to cultivate not just grammatical or vocabulary knowledge, but the ability to use English authentically and spontaneously, often under pressure, with clarity, accuracy, and cultural appropriateness.

Despite the recognized benefits of LLS (Gani, Fajrina, & Hanifa, 2015; Chen & Gong, 2023), many media students in China face significant challenges. Their strategic approach is often limited, with an over-reliance on foundational techniques like rote memorization, which may suffice for exams but is inadequate for developing the practical, dynamic language proficiency required in their field (Lin, 2014; Chand, 2014; Ma, 2022). Furthermore, learning is often driven by external pressures like exams, leading to weak intrinsic motivation and, for some, high levels of learning anxiety (Huang, 2023). The traditional teacher-centered language instruction in China, with its emphasis on grammar drills and test-oriented exercises, often neglects strategic, communicative, or self-regulatory practices (Taheri et al., 2020), and may not adequately equip students for the cross-cultural communication demands of the international media industry (Damanik, 2022).

This lack of strategic awareness can lead to inefficient learning and limited communicative competence, particularly when students are required to perform in authentic media contexts (Ma, 2022). Given these challenges and the specific linguistic demands placed on media professionals (Tong, 2022), it is essential to examine the current state of LLS use among Chinese media college students. Therefore, this study aims to systematically explore the language learning strategies employed by students at the Communication University of Shanxi, analyze the factors influencing their strategy selection, and evaluate the impact of these strategies on language learning outcomes in the context of their specialized field. The findings are intended to bridge the gap between theoretical understanding and practical application of LLS, ultimately offering guidance for curriculum reform and targeted language instruction in media programs.

วัตถุประสงค์การวิจัย (Research Objectives)

1. To study the main language learning strategies used by Chinese media majoring college students at Communication University of Shanxi.

2. To identify how language learning strategies are helpful for Chinese media majoring college students with different levels of English proficiency.

การทบทวนวรรณกรรม (Literature Review)

Language Learning Strategies (LLS) are specific actions, behaviors, or techniques that students employ to enhance their own learning and use of a second or foreign language (Oxford, 1990). Effective use of LLS is widely recognized as a critical factor in achieving success in language acquisition, enabling learners to become more autonomous and proficient (Gani, Fajrina, & Hanifa, 2015; Chen & Gong, 2023).

Oxford's (1990) taxonomy is one of the most comprehensive and widely adopted frameworks for classifying LLS. It categorizes strategies into two main types: direct strategies (memory, cognitive, and compensation) and indirect strategies (metacognitive, affective, and social). Memory strategies aid in storing and retrieving new information; cognitive strategies involve direct mental processing of the language; compensation strategies help learners overcome knowledge gaps during communication; metacognitive strategies enable learners to plan, monitor, and evaluate their own learning; affective strategies help manage emotions and motivation; and social strategies involve learning through interaction with others. This framework provides a robust lens for examining the strategic behaviors of language learners. While foundational for its clarity, it is important to critically note that LLS use is a dynamic, context-dependent process, a perspective emphasized in more recent sociocultural models of learning that complement Oxford's cognitive focus.

Numerous studies have highlighted the positive correlation between LLS use and language learning outcomes. Learners who appropriately utilize LLS tend to achieve higher proficiency and make faster progress (al-Qahtani, 2013; Oxford, 2016). High-achieving learners, for instance, often employ a more balanced and purposeful combination of strategies compared to their lower-achieving counterparts (Gani, Fajrina, & Hanifa, 2015). Metacognitive strategies, in particular, have been consistently shown to positively impact language learning effectiveness and academic adaptation (Wang, 2024; Rianto, 2020).

The selection and use of LLS are influenced by various factors, including gender, learning proficiency, learning styles, motivation, and cultural background (Kiram et al., 2014; Radwan, 2011; Lin, 2014; Huang, 2023). Proficient learners generally use a wider array and a higher frequency of strategies, particularly metacognitive strategies, than less proficient learners (Green & Oxford, 1995; Ma, 2022).

For Chinese media college students, English proficiency is paramount for their future careers in an increasingly globalized media landscape (Huang, 2023). Their English learning is task-oriented, requiring them to use the language in dynamic and practical contexts such as news reporting, content creation, and cross-cultural communication (Tong, 2022; Wang, 2016). However, research indicates that these students may not always be aware of or effectively use LLS (Lin, 2014; Ma, 2022). While some studies show that media students in China tend to adopt cognitive and social strategies, especially in tasks related to their field (Chen & Gong, 2023; Chen, 2024), there's often an underutilization of compensation and affective strategies, and a reliance on rote memorization among lower-proficiency learners (Ma, 2022). This highlights the need for research focusing specifically on the LLS use of this cohort to inform pedagogical interventions. The Communication University of Shanxi, as a key institution for training media professionals in China, provides a relevant context for such an investigation.

กรอบแนวคิดการวิจัย (Conceptual Framework) (ถ้ามี)

This study investigates the language learning strategies employed by Chinese media college students and how these strategies are helpful for students with different English proficiency levels. The conceptual framework (Figure 1) posits a dynamic interplay where students' backgrounds and proficiency levels influence their LLS selection, which in turn impacts their learning outcomes and professional readiness. This process is cyclical, as improved outcomes can encourage the adoption of more sophisticated strategies, demonstrating a developmental feedback loop.

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│ strategies of Chinese media│       │ media students            │
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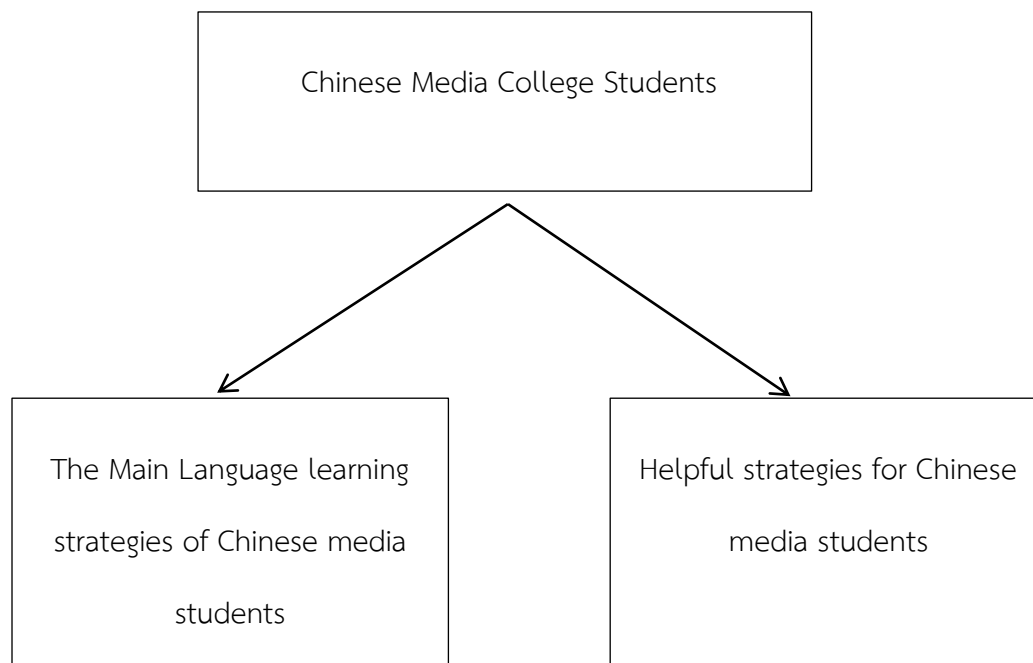
Figure 1： The conceptual framework

This study adopted a mixed-methods approach to investigate the language learning strategies used by Chinese media majoring college students at Communication University of Shanxi.

วิธีดำเนินการวิจัย (Research Methods)

Two main instruments were used for data collection:

Questionnaire: The study employed a revised 2 8 - item version of the Strategy Inventory for Language Learning (SILL) developed by Ardasheva, Tretter, and Kinny (2 0 1 3), adapted from Oxford's (1990) original SILL. This version was chosen for its conciseness and improved psychometric properties, measuring six categories of LLS: Memory (7 items), Cognitive (5 items), Compensation (5 items), Metacognitive (4 items), Affective (3 items), and Social strategies (4 items). Responses were collected using a five-point Likert scale. The validity (e.g., GFI=.9 5 , CFI=.9 5 , RMSEA=.0 3 4 , SRMR=.0 3 8 for combined sample in their validation) and reliability (overall Cronbach's Alpha of .9 0 ; subscale alphas from .6 3 to .7 7) of this revised SILL have been established (Ardasheva & Tretter, 2013).

Semi-Structured Interviews: Nine students participated in semi-structured interviews designed to provide in-depth insights into their LLS use, challenges, and preferences, particularly in media-related contexts. The interviews, lasting approximately 3 0 minutes each, were guided by five open-ended questions exploring strategy use, perceived roles of strategies, influencing factors, helpfulness of different strategy types, and suggestions for teacher support.

Data Collection:

Quantitative data were collected via Questionstar, an online platform, with responses monitored until 320 valid questionnaires were gathered. Qualitative data were collected through online video interviews, with informed consent obtained and all ethical considerations regarding privacy and voluntary participation strictly adhered to.

Data Analysis:

Quantitative data from the questionnaires were analyzed using descriptive statistics (Mean and Standard Deviation) with SPSS software to determine the frequency of LLS use for each item and strategy category. Srisa-ard's (2010) criteria were used for interpreting Likert scale mean scores: 4.50-5.00 (Very High), 3.50-4.49 (High), 2.50-3.49 (Moderate), 1.50-2.49 (Low), 1.00-1.49 (Very Low). Qualitative data from the interviews were analyzed using thematic content analysis, following Lichtman's (2013) "Three Cs" model: Coding, Categorizing, and Conceptualizing, to identify patterns and themes related to students' strategic behaviors.

To enhance the validity of the findings, methodological triangulation was used by comparing quantitative results from the questionnaire with qualitative insights from the interviews.

ผลการวิจัย (Research Results)

1. Quantitative Findings (Questionnaire Data)

A total of 320 valid questionnaires were collected. Participants included 26.56% aged 18-19, 46.88% aged 20-21, 18.75% aged 22-23, and 7.81% aged 23 and above. Females constituted 59.38% and males 40.62%. Grade distribution was: Freshman 25%, Sophomore 28.12%, Junior 26.56%, and Senior 20.31%

Table 1: Overall Mean Scores for Language Learning Strategy Categories

(N=320)

Strategy Category	Mean	SD	Overall Frequency
Metacognitive Strategies	3.92	0.64	High
Social Strategies	3.75	0.69	High
Cognitive Strategies	3.68	0.74	High
Memory Strategies	3.44	0.75	Moderate
Compensation Strategies	3.41	0.75	Moderate
Affective Strategies.	3.10	0.80	Moderate

As shown in Table 1, media majoring students reported the highest frequency of use for Metacognitive, Social, and Cognitive strategies. Memory, Compensation, and Affective strategies were used with moderate frequency.

Detailed Strategy Use by Category:

Memory Strategies (Overall M=3.44, Moderate): "I use new English words in a sentence to help me learn them" (M=3.78, High).

Cognitive Strategies (Overall M=3.68, High): "I read for fun in English" (M=3.84, High).

Compensation Strategies (Overall M=3.41, Moderate): "I try to guess (predict) what people will say next in English" (M=3.59, High).

Metacognitive Strategies (Overall M=3.92, High): "I see my English mistakes and try to do better" (M=4.05, High).

Affective Strategies (Overall M=3.10, Moderate): "I talk to people about how I feel when I am learning English" (M=3.23, Moderate).

Social Strategies (Overall M=3.75, High): "I practice English with other students" (M=3.88, High).

To further explore the relationship between strategy use and language proficiency, the mean scores for each strategy category were compared across three proficiency levels. Figure 2 visually illustrates this comparison, while Table 2 provides the exact mean scores.
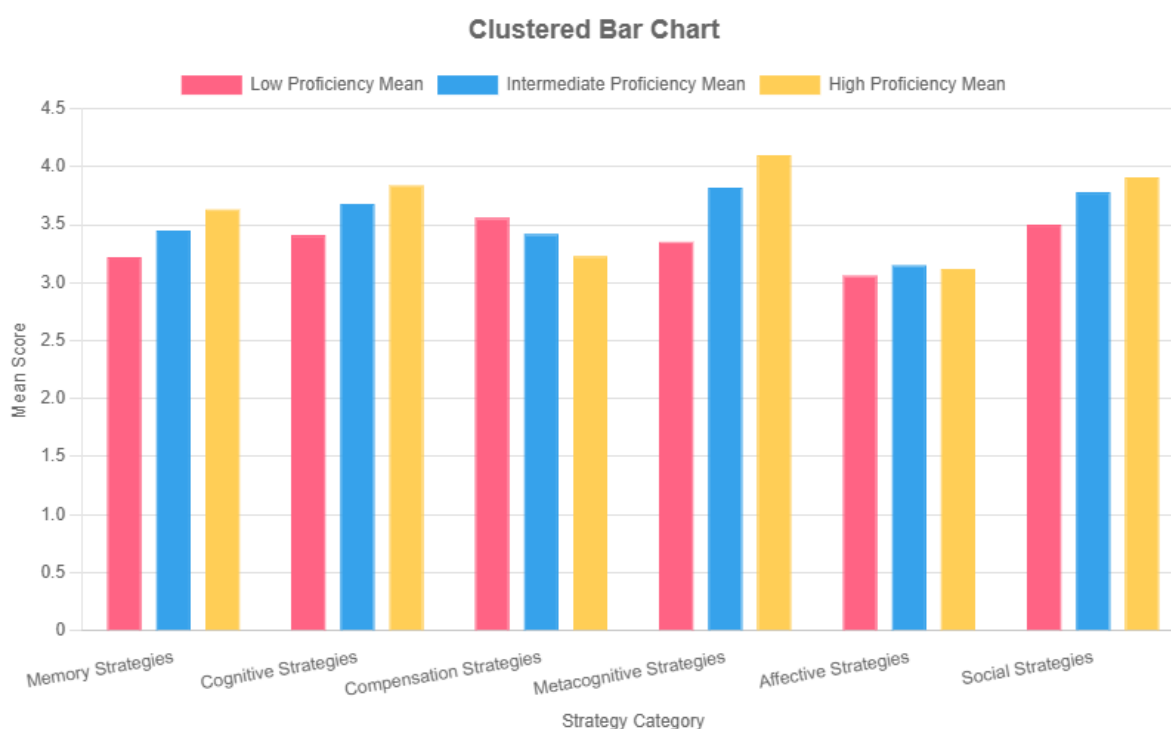

Figure 2. Mean Scores for Language Learning Strategy Categories by English Proficiency Level

วารสารราชภัฏสุรินทร์วิชาการ : ปีที่ 3 ฉบับที่ 5 (2568) : กันยายน-ตุลาคม

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Table 2: Comparison of Mean Scores for Strategy Categories by English Proficiency Level (N=320)

Strategy Category	Low Proficiency Mean	Intermediate Proficiency Mean	High Proficiency Mean
Memory Strategies	3.22 (Moderate)	3.45 (Moderate)	3.63 (High)
Cognitive Strategies	3.41 (Moderate)	3.68 (High)	3.84 (High)
Compensation Strategies	3.56 (High)	3.42 (Moderate)	3.23 (Moderate)
Metacognitive Strategies	3.35 (Moderate)	3.82 (High)	4.10 (High)
Affective Strategies	3.06 (Moderate)	3.15 (Moderate)	3.12 (Moderate)
Social Strategies	3.50 (High)	3.78 (High)	3.91 (High)
Overall	3.35 (Moderate)	3.55 (High)	3.64 (High)

As vividly illustrated in Figure 2, there is a clear general trend of increasing overall strategy use with higher proficiency.

The bar heights for Metacognitive, Cognitive, and Memory strategies demonstrate a consistent increase with proficiency. Social strategy use remained high across all levels, also with an increasing trend.

In contrast, Figure 2 clearly shows that Compensation strategy use decreased as proficiency rose. Affective strategy use remained moderate across all three levels, with no significant trend.

2. Qualitative Findings (Semi-Structured Interviews)

Interviews with 9 students provided deeper insights. Thematic analysis revealed core concepts: Metacognitive Awareness & Learning Process, Social Strategy Application & Contextual Use, and Digital Strategy Use.

Metacognitive Awareness & Learning Process: Higher-proficiency students emphasized planning and self-evaluation. P5 (High proficiency, Junior) stated, "When I prepare for an English interview, I make an outline, rehearse it several times, and check my mistakes after the task."

Social Strategy Application & Contextual Use: Peer collaboration was vital. P1 (Low proficiency, Freshman) mentioned, "When I'm unsure, I repeat phrases I've learned and ask my classmates to practice together."

Digital Strategy Use: Many students used digital tools. P7 (Intermediate proficiency, Junior) noted, "I use Grammarly to revise my scripts and ChatGPT to help with sentence structure... These tools really help."

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Qualitative data confirmed a developmental trajectory: lower-proficiency students relied on memory and social support; intermediate students integrated cognitive and metacognitive approaches; and higher-proficiency students employed sophisticated, self-regulated strategies tailored to media tasks.

อภิปรายผลการวิจัย (Research Discussion)

The findings indicate that Chinese media majoring students at Communication University of Shanxi utilize a range of LLS, with metacognitive, social, and cognitive strategies being the most frequently employed. This preference, particularly the high use of metacognitive and social strategies, aligns with the practical, task-oriented, and collaborative nature of the media profession (Oxford, 2003; Anggarista & Wahyudin, 2022). The observed "plan-execute-evaluate" cycle in students' approach to media-related tasks like scriptwriting and content production underscores the importance of metacognitive mechanisms (Chamot & Harris, 2019). The strong emphasis on social strategies also reflects the inherently communicative and team-based learning environment in media studies, potentially distinguishing them from students in less interactive disciplines (Peacock & Ho, 2003).

The study also reveals a clear progression in LLS use correlated with English proficiency. Higher-proficiency students demonstrated more frequent and diversified use of strategies, particularly metacognitive strategies, while lower-proficiency students relied more on memory and compensation strategies. This is consistent with extensive research indicating that "good language learners" tend to use more varied and purposeful strategies (Rubin, 1975; Oxford, 1990; O'Malley & Chamot, 1990; Damanik, 2022; Ma, 2022). The decreased reliance on compensation strategies among higher-proficiency students is a particularly noteworthy finding that nuances this general trend. It suggests that as learners build a larger linguistic reservoir, their need to 'guess' or compensate for knowledge gaps diminishes, allowing for a strategic shift towards more proactive, metacognitive approaches rather than reactive repair measures. The consistent moderate use of affective strategies across all levels might indicate a general need for more explicit instruction in emotional self-regulation in language learning.

The increasing integration of digital tools (e.g., AI writing assistants, translation apps) into students' LLS repertoire is a significant finding, reflecting contemporary learning trends. This trend aligns with research demonstrating the efficacy of such tools, for instance, showing that multimedia significantly stabilizes and improves ESL students' spelling retention (Pandayan, 2025).High-proficiency students, in particular, leverage these tools to enhance the professionalism of their language output for media-specific tasks. This practical adaptation aligns with Macaro's (2006) view of strategies as a medium for skill transfer and

their transformation into thinking tools for managing complex tasks. The study's insights into how students adapt strategies to specific media scenarios (e.g., public speaking, video production) further validate Oxford's (2011) theory that strategy effectiveness is contingent on its fit with the learner's goals.

ความรู้ใหม่ (New Knowledge) (ถ้ามี)

This study's key contribution is in identifying the pronounced task-driven adaptation of LLS, particularly the integration of digital tools by higher-proficiency students not merely as learning aids, but as professionalizing instruments to meet media production standards. While strategy use generally increases with proficiency, the manner of this increase—tailored to media-specific outputs like scriptwriting and bilingual interviews, and actively supported by technology—provides a nuanced understanding of LLS in applied language learning.

ข้อเสนอแนะการวิจัย (Research Suggestions)

Based on the findings, the following recommendations are proposed

Recommendations for Implementation:

1. Curriculum Integration: English language courses for media students should explicitly integrate LLS instruction, focusing on metacognitive (planning, self-monitoring, evaluation), social (collaboration, seeking feedback), and cognitive (summarizing, analyzing) strategies relevant to media tasks such as scriptwriting, interviewing, and content creation. This approach is supported by findings that pedagogical models like Task-Based Learning combined with blended learning are highly effective in enhancing such practical language skills (Mei, Nilnopkoon, & Kotchasit, 2025). To make this practical, instructors can incorporate case studies of successful media projects that demonstrate effective strategy use.

2. Proficiency-Specific Training: Strategy training should be differentiated based on students' English proficiency levels. Lower-proficiency students may benefit from foundational memory and social strategy enhancement, while higher-proficiency students can be guided in optimizing metacognitive strategies and advanced digital tool integration for professional tasks.

3. Teacher Development: Educators should be trained to identify students' LLS needs and to model and facilitate the use of appropriate strategies through regular activities like biannual workshops. This includes fostering a supportive classroom environment that encourages peer collaboration and responsible use of digital learning aids.

4. Awareness Raising: Workshops and resources can be developed to raise students' awareness of the importance of LLS and how to select and apply them effectively for both academic success and future professional demands in the media industry. The development

of such targeted supplementary materials and instructional designs is a key component of effective curriculum enhancement (Jonglakha et al., 2024).

Recommendations for Future Research:

1. Longitudinal Studies: Future research could adopt a longitudinal design to track the development of LLS use among media students over their academic careers and to assess the long-term impact of strategy instruction interventions.

2. Expanded and Comparative Sample: Studies involving a larger and more diverse sample of media students from various institutions across China would enhance the generalizability of the findings. Furthermore, comparative studies exploring the LLS use of media students versus those in other disciplines could provide valuable insights into how field-specific demands shape strategic learning.

3. Focus on Specific Skills and Digital LLS: More in-depth research could explore the relationship between specific LLS (including an expanded investigation into digital LLS) and the development of particular language skills crucial for media professionals (e.g., oral presentation skills, cross-cultural interviewing techniques).

4. Intervention Studies: Experimental research could evaluate the effectiveness of specific LLS instructional models tailored to the needs of media students, comparing different pedagogical approaches.

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