

## Abstract

The objective of this study is twofold: (1) to analyze the errors of native language influence on writing Thai of Chinese students; and (2) to identify language learning strategies employed by Chinese university students

The population of this study is twenty Chinese students studying Thai Language and Culture program, School of Liberal Arts, Mae Fah Luang University, Chiang Rai province (Student ID 5031005XXX-5231005XXX). The research instruments of this study are a dictation form and an interview form concerning learners' language strategies. Regarding the errors of native language influence on writing Thai of Chinese students, the position selected to analyze were initial consonant position, final consonant position, and monophthong vowel position. Frequency and percentage were used. In terms of the analysis of language learning strategies of Chinese students, group interviews were employed to collect data. Nine Chinese students were randomly selected for the interview. In order to identify learning strategies of Chinese students, the concept of O'Malley and Chamot (1990) was employed as a conceptual framework. For data analysis and presentation, content analysis, frequency, and percentage were selected.

It was found that errors found in initial consonant position was the stops, e.g. the students tend to replace /d/ in Thai with /t/ in Chinese and use /w/ and /y/ in Chinese to substitute /ʔ/ in Thai. In case of final consonant position, the most frequency error was the nasals, e.g. the students tend to replace /-m/ in Thai with /-n/ in Chinese and employ /-ŋ/ in Chinese to substitute /-n/ in Thai. In case of monophthong vowel position, no minimal pair of short and long vowels contrast; consequently, the students cannot distinguish short and long vowels in Thai. Moreover, the result also showed that the students were likely to combine /ʔ/ in Thai with /-i/ and /-u/ in Chinese. This has not been found in any previous research. It was found that Chinese university students employed social-affective strategies, cognitive strategies, and metacognitive strategies respectively.