

CHAPTER 1

INTRODUCTION

1.1 Introduction

It is arduous to decide which types of strategies that can be considered as applicable and effective for every language learner. Regardless of the learners' educational and family background, races, gender, age, or level of proficiency, each language learner may use a variety of strategies when learning other languages apart from their own mother-tongue language. One needs to immerse and understand appropriately any particular language learned as assertions toward their self-developments in language learning. The term strategy resembles the approaches and actions taken by learners when learning any particular language. Language researchers such as Schmidt (1990), Oxford (1990) , Ellis (1997) and Brown (2000) view strategies as conscious actions in which learners are aware of the strategies used. Strategies in language learning act as boosters so that they can improve their competency and proficiency level in myriad ways. Numerous research studies on language learning strategies have discovered interesting and valuable findings (Hong-Nam & Leavell, 2006; Neo, 2010; Wong & Nunan ,2011; Sima, 2011) . However, according to Brown (2000), Lightbown & Spada (2006) and Wong & Nunan (2011) by identifying which strategies that good language learners normally prefer can contribute to more revelations in helping to determine what, which strategies and how to enhance the target language for sustained achievements and developments in the language.

1.2 Background of the Study

For a long time English language is taught and used for various purposes throughout the world. Most importantly, it has become a medium of international communication in tourism, education, commerce, diplomacy, scientific research,

technology and others. For instance, with the rapid global matters that happen worldwide, English language has become a tool for international communication particularly in any scenario (Brown, 2000; Zuraidah, 2012). This multifunctional language functions and serves the diverse needs of different countries and communities. Hence, the importance of English language today, is one of the main aspects that has been highlighted in our educational settings, especially by educators, practitioners and students across institutions.

1.2.1 English Language Learning and Teaching

In Malaysia, for instance, English language is becoming one of the medium of instructions in the teaching and learning process at higher learning institutions. As a result, multiple strategies and methods have been employed by the educators and learners to ensure the effectiveness of English language learning and teaching, whilst graduates at various levels in an attempt to be proficient learners of English. According to McDonough & Shaw (1993, p. 4), Malaysia aims “to create a society that is able to utilize the language for effective communication as the need arises, and as a key to wider experiences.” This could be one of the factors that has encouraged Malaysian learners opt to major in English language at a tertiary level due to increasing expectations in using the language for communication and in various domains.

In the context of educational developments in Malaysia, much has been done to enhance the quality and standard of English language learning and teaching in numerous aspects (*New Straits Times*, October 30, 2012). For an example, collaborating with native speakers of English such as American university graduates of Fullbright in conducting The English Teaching Assistants (ETAs) programme was one of the efforts done by the Ministry of Education. The majority of the learners as well as teachers shared and gained valuable experiences in exchanging knowledge and ideas pertaining

to the effective strategies and pedagogies in English language learning (*New Straits Times*, July 30, 2013).

The importance of English language for academic purposes in Malaysia's educational setting remains vital when it is made as one of the compulsory subjects to pass in the Malaysian Certificate of Education or known as *Sijil Pelajaran Malaysia* (SPM). All SPM candidates should at least obtain a passing grade in their English language subject in order to be accepted into their preferred programmes at any higher learning institutions (*The Sun Daily*, August 27, 2014). Thus, English language is regarded as an important language for Malaysian students to learn as well as to use the language effectively in their daily life. Students, who are able to apply this language in any language skills; speaking, writing, reading or listening, indeed benefit them as they are able to communicate and use it in a variety of context.

This shows the prominence of English language and its role in career prospect in fulfilling the demands of job market every year inspiring a variety of stakeholders to strengthen the usage of English language, especially among graduates. The Ministry of Higher Education further highlights this issue in the Development of Malaysia Education Blueprint for Higher Education (2015-2025) towards enhancing the eminence of graduates in terms of communication skills and English language proficiency at the tertiary level (Development of Malaysia Education Blueprint for Higher Education, 2015-2025).

Nevertheless, the learning of English language and teaching to a certain extent remains a challenge for educators and academic researchers (Zuraidah, 2012). For this reason, many studies have been conducted to study effective methods and strategies of teaching and learning English language (Faizah, 2010; Zuraidah, 2012; Normazidah, Koo & Hazita, 2012; Yvonne, Gurnam & Beh, 2012). Studies pertaining to methods, teaching materials, assessment of syllabus with different scopes had been observed and

investigated. All these researches assist the researchers or practitioners to find better or new solutions and insights towards the developments in English language learning and teaching.

Nonetheless, studies have found that the proficient learners differ with less proficient ones on their strategy use of English language learning (Oxford, 1990; Lightbown and Spada, 2006; Wong & Nunan, 2011). Proficient learners who are also considered as capable, advanced learners of English language can apply English language in any language skills. They may write and speak in English language without copious difficulties as compared to less proficient learners (Brown, 2000; Ellis & Barkhuzein, 2005).

Previous studies such as Anderson (2005), Vahid, Seyed Ali & Bahar (2011) and Wong & Nunan (2011) discovered that proficient learners use strategies in language learning more than the less proficient learners. The proficient learners of English language were found out using types of strategies frequently as ways to obtain effective language learning and to sustain their academic achievement. It is vital for educators and language learners to know the preferred types of language learning strategies employed by the proficient learners when learning and using English language. This will help the educators and researchers to have ideas in implementing a creative English language teaching and discover the ways in assisting the less proficient learners and also motivate the language learners to enhance their English language in a more efficient and applicable ways.

Hence, this study was conducted to investigate the language learning strategies that are preferred by undergraduates majoring in English language and Linguistics at the Faculty of Languages and Linguistics, University of Malaya. The findings of this study reveal what are the most preferred language learning strategies used by these language

learners specializing in English language. This study also aims to investigate how they learn the language and whether they apply similar or different language learning strategies for most of the time in practising and utilizing English language.

1.2.2. The English language Programme at the Faculty of Languages and Linguistics, University of Malaya

One of the English language requirements that any learners need to have before entering the Bachelor of Languages and Linguistics programme is to have obtained a Grade A in their SPM English and also a good MUET (Malaysian University English Test) result ranging from Band 4 to Band 6. Hence, the language learners who study at Department of English language in the Faculty of Languages and Linguistics can be considered as good language learners as they obtained good results and Grade A in English language examinations.

Most of the courses that are offered in every semester vary in terms of the content, objectives and learning outcomes. The level of complexity and taxonomy of the courses also increase every academic year. All of the learning outcomes of the programme focus on the efforts in improving the quality of the graduates with myriad ways and prepare them to become holistic graduates that can fulfil the needs and demands of the real world with adequate knowledge and skills (University of Malaya, 2013). For the purposes of the current study, respondents are selected from one semester and one core course because of their specialization in English language to represent for each year of study in the programme. Specifically only one course has been taken from Semester 2 for Year 1, Semester 4 for Year 2 and Semester 6 for Year 3, respectively. The English Department core courses and semesters that were offered and chosen as representatives are shown in Table 1.1.

Table 1.1: The selected core courses and semesters from each year of study in the programme

English Department Core Course (s) Name of the chosen courses	Semester Course Taken	Year of study
Phonetics and Phonology	2	1
Sociolinguistics of the Mass Media	4	2
Text and Discourse	6	3

1.3 Statement of Research Problem

Most of the time, English language is the other language apart from the Malay language that is used as a medium of instruction at tertiary level. In fact, most of the reading materials that learners refer to are written in English. Undoubtedly, English language learners should enhance their proficiency level by using various strategies of language learning (Paramjeet, 2011). According to Kow (2012), language learning strategies enable language learners to practise the target language effectively, if the learners are aware and know which strategies that suit them the most.

Nonetheless, there is still lack of awareness on the use of language learning strategies among language learners and educators (Brown, 2000; Sima, 2011). Some of the learners are not aware of the strategies used and do not know how to improve on their language learning (Paramjeet, 2011). Many studies have found that proficient learners of English language employ various types of strategies in gaining successful language learning and academic achievement (Oxford, 1990; Brown, 2000; Ellis & Barkhuzein, 2005; Lightbown and Spada, 2006; Wong & Nunan, 2011). The purposes for these proficient learners learning English language are not for communication solely but also to develop their English language skills (Ellis & Barkhuzein, 2005; Sima, 2011). The number of English courses, assessments and class activities that have been

experienced by these learners during their year of study in the programme at the faculty enhance their knowledge in learning English language.

Thus, this study aims to investigate how these language learners majoring in English language and Linguistics employ language learning strategies to improve their English language effectively. According to Brown (2000), identifying how the language learners use language learning strategies can make them be more aware of language learning. Lightbown & Spada (2006) highlight that noticing which types of strategies and how proficient learners of English language learners approach their language learning enable language educators and researchers to investigate the most effective strategies that can be employed.

Many studies investigated the use of language learning strategies with specific variables and myriad contexts. Previous studies have shown that variables such as year of study, learners' self-ratings on English language proficiency level are reflected on their frequency of use of language learning strategies (Rosyati, 2004; Hong-Nam & Leavell, 2006; Lee, 2010; Vahid, Seyed Ali & Bahar, 2011). It was discovered that proficient learners of English language used strategies frequently when learning and using English language. It is important to identify how the participants in the current study self-rate their English language proficiency level.

The current study also helps to identify the ways that these proficient learners vary in their use of strategies in the learning of English language especially among those who majors in English language at tertiary level. The findings of this study will determine whether these English language major undergraduates are frequent users of any language learning strategies. In addition, the language learning strategies preferred by these English language learners also reveal the strategies that are frequently used for their self-development in English language.

1.4 Objectives of the Study

The objectives of the current study are to determine and examine the language learning strategies preferred by undergraduates majoring in English language at the Faculty of Languages and Linguistics, in the University of Malaya, Malaysia. It has three objectives as follows:

- 1.4.1 to identify the preferred language learning strategies of undergraduates majoring in English language
- 1.4.2 to examine the frequency of language learning strategies used according to the undergraduates' self-ratings on English language proficiency level
- 1.4.3 to investigate in what ways do the preferred language learning strategies among undergraduates vary with their programme year of study

1.5 Research Questions

This study has three research questions which are:

- 1.5.1 What are the types of language learning strategies preferred by undergraduates majoring in English language?
- 1.5.2 What is the frequency of language learning strategies used according to the undergraduates' self-ratings on English language proficiency level?
- 1.5.3 In what ways do the preferred language learning strategies use among undergraduates majoring in English language vary with their programme year of study?

1.6 Significance of the Study

This research benefits educators, practitioners and researchers who are interested in the patterns and types of language learning strategies preferred by second language learners majoring in English language. The results of this study will determine whether these undergraduates of English language major are frequent users of certain types of language learning strategies for their successful language learning.

The investigation of the learners' self-rating on English language proficiency highlights whether they consider themselves as proficient learners and are users of language learning strategies when using and learning English language. Moreover, the programme year of study also reflects the preferred types and frequency of language learning strategies used by English language major undergraduates.

The students' preference of language learning strategies can also assist any English language educators to develop their English language teaching strategies and assessment in a more effective way. The findings of the study assist researchers and instructors to review the efficiency of using the language learning strategies which focus on learning and teaching of English language.

This study also provides beneficial knowledge in assisting the educators and researchers to understand and identify how these undergraduates majoring in English language utilize Oxford's (1990) language learning strategies. Hence, the current study contributes toward nurturing awareness among language learners, academics and fellow researchers on the use of strategies in the context of language learning.

1.7 Scope and Limitations

The focus of this research pertains to the language learners' preferences on language learning strategies in learning English language involving only undergraduates majoring in English language and Linguistics at the Faculty of Languages and

Linguistics, University of Malaya. This is a small scale study and these undergraduates have been selected as they major in English language studies. The number of participants is limited due to the number of students' registration in the programme for the selected years. All the core courses offered by the English Department for this English language programme are related to English language learning with varied content, learning outcomes and objectives. Thus, there are many key areas, different context, majors and other variables that can be examined more for future study.

1.8 Overview of the chapters

This research comprises of six chapters. The first chapter includes all the general ideas and main focus about the study. The objectives of the study are clarified in this chapter together with the scope and significance.

The second chapter describes the definitions of strategies interrelated to language learning from different perspectives. The chosen language learning strategies framework for this study was first introduced by Oxford (1990) which clarified further in this chapter. This chapter also includes discussions pertaining to related previous studies on language learning strategies which can be done in varied contexts and with other variables.

The third chapter focuses on the methodology of conducting this study. Reasons for choosing the research designs, sampling and instruments are discussed further in this chapter. The procedures and the research ethics employed in collecting and analysing the data are clearly explained in this study.

The fourth chapter presents the results and findings of this study. All the results obtained are organized according to the objectives of the study to show the patterns on the preferred strategies and frequency of language learning strategies used among undergraduates majoring in English language.

The fifth chapter comprises discussions based on the results obtained in Chapter 4. This chapter examines whether the results of the present study are similar or different compared to other past researches. This chapter also discusses how the undergraduates' preferences and frequency of language learning strategies used differ or similar based on their self-ratings on English language proficiency level and programme year of study. This chapter further discusses the effectiveness of language learning strategies in relation to the previous studies mentioned in Chapter 2.

The sixth chapter is the last chapter for this study. Insights and recommendations are further discussed in this conclusion chapter. This chapter concludes the overall ideas and crucial purposes in conducting this study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This second chapter explains related definitions of strategies in the context of language learning and the framework used in the study. Related previous studies on language learning strategies will be explicated in this chapter. Reviewing ideas of the past researches associated with varied contexts and variables give clearer point of view about language learning strategies among proficient learners of English language.

2.2 Strategies in language learning

Strategies can be defined in various perspectives. Oxford (1990, p. 8) describes strategy as “a plan, step, or conscious action toward achievement of an objective”. Meanwhile, Hornby (2010, p. 1475) defines strategy as “a plan that is intended to achieve a particular purpose”. Strategies in the context of language learning are the common strategies or methods that any language learners employ to ensure the effectiveness in learning the target language. According to Brown (2000, p. 210), strategies when defined as an approach in language learning are “specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information”. Using any suitable strategies in language learning will assist and guide language learners to keep track on their progress and development of the language learned.

Oxford’s definition on strategies in the context of language learning was adopted as the main focus in the study. Oxford (1990, p. 8) defines language learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations”. Green and Oxford (1995, p. 262) further describe language learning strategies as “specific

techniques or actions that students use, often intentionally, to improve their progress in second language skills”. Undoubtedly, any techniques or strategies that the language learner employed successfully will help them to be a good language learner in that particular target language. As Tarone (1980) posits that the achieved strategies might be useful to guide students in gaining the accurate target language forms (as mentioned in Ellis & Barkhuizen, 2005).

Good language learners usually are those who can be regarded as proficient or successful language learners and able to employ different strategies in their language learning (Brown, 2000). Rubin & Thompson (1982, as cited in Brown, 2000) depict and generalize several characteristics to identify a good or successful language learner as described in Figure 2.1.

Figure 2.1: Characterization of successful or good language learners (Rubin & Thompson, 1982)

1. Find their own way, taking charge of their learning.
2. Organize information about language.
3. Are creative, developing a “feel” for the language by experimenting with its grammar and words.
4. Make their own opportunities for practice in using the language inside and outside the classroom.
5. Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.
6. Use mnemonics and other memory strategies to recall what has been learned.
7. Make errors work for them and not against them.
8. Use linguistic knowledge, including knowledge of their first language, in learning a second language.

‘Figure 2.1 continued’

9. Use contextual cues to help them in comprehension.
10. Learn to make intelligent guesses.
11. Learn chunks of language as wholes and formalized routines to help them perform “beyond their competence”.
12. Learn certain tricks that help to keep conversations going.
13. Learn certain production strategies to fill in gaps in their own competence.
14. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

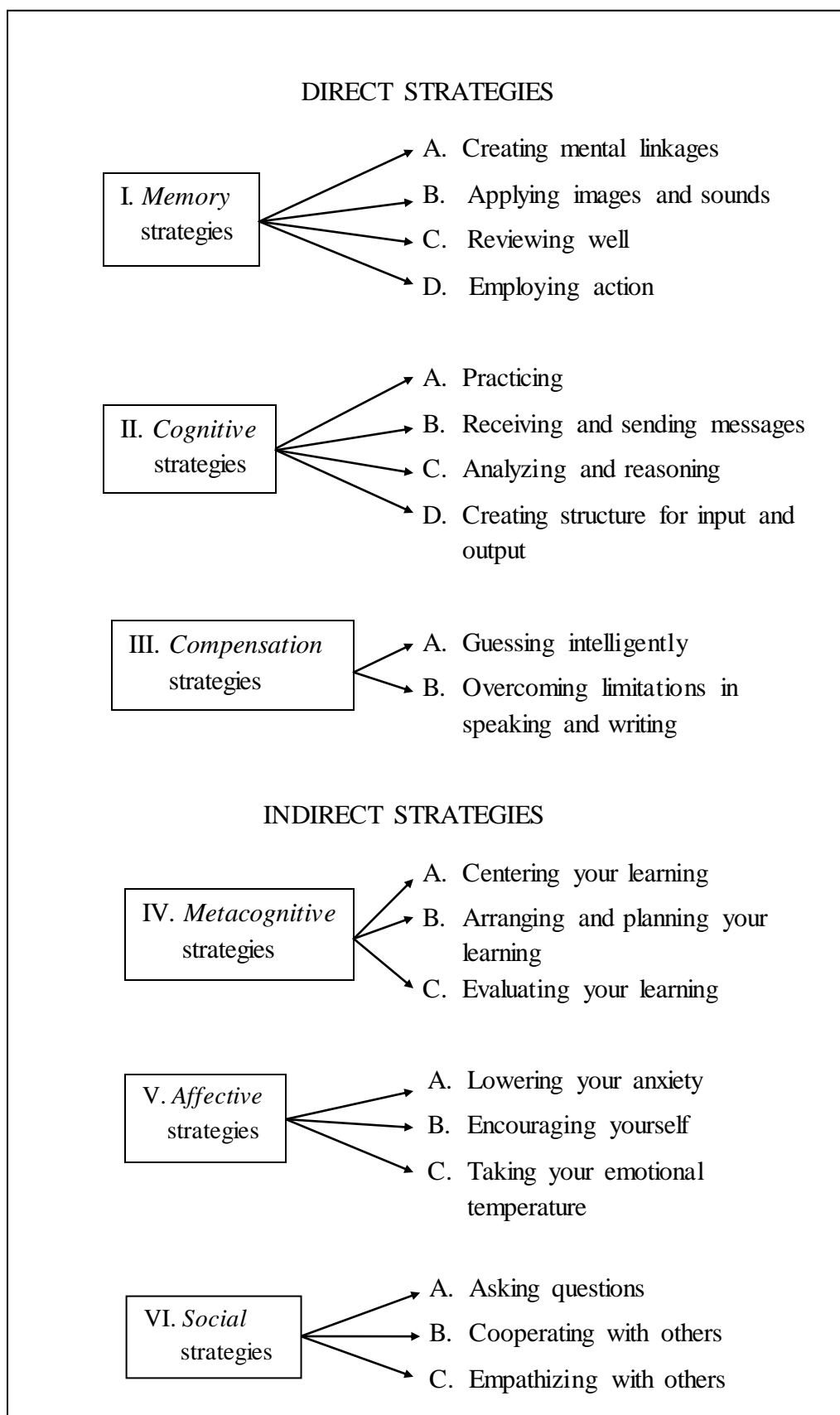
Source: Brown (2000, p. 209).

2.3 The Oxford’s Framework of Language Learning Strategies

Language Learning Strategies (LLS) which was introduced by Oxford (1990) is the most common framework utilized in various LLS studies. There are two main classes according to Oxford’s (1990) types of language learning strategies; direct and indirect strategies.

The first main class is called direct strategies which are memory, cognitive and compensation types of language learning strategies. Indirect strategies are the second main class, comprising the affective, metacognitive and social types of language learning strategies. All of these six categories of language learning strategies that belong to these two main classes are vital and support each other, acting as the determiner on how a language learner commonly can classify their strategies in language learning. Figure 2.2 shows the schemata of the Oxford’s (1990) categorization in language learning strategies in details.

Figure 2.2: Two Strategy Systems and Six Categories of strategies in language learning (Oxford, 1990)



Source: Oxford (1990, p.18-21).

2.3.1 Direct Strategies of language learning

The Direct Strategies drawn and introduced by Oxford (1990) function as a 'Performer' to a language learner. Oxford asserts that language learners utilize these first three categories of language learning strategies to guide them in an attempt to perform and learn English language better. These attempts are the efforts that English language learner treats in dealing and carrying out functions as well as actions in learning English language.

2.3.1.1 Memory strategies

Memory strategies permit the learners to store and retrieve facts and information appropriately. These memory strategies enable the learners to expand their knowledge that has been written, read, listened and spoken by creating mental linkages, applying images and sounds, reviewing well and employing action. Endang (2004) in her study on brain lateralization and language acquisition clarifies that memory strategy is vital especially in learning English grammar. The language learner needs to remember when, where and how to use English words appropriately and grammatically correct.

Creating mental linkages is one of the types of memory strategies outlined by Oxford (1990). These memory strategies allow language learners to classify important main ideas and vocabulary that has been listened or read, either in writing or mentally by means of jotting notes and attentive listening. For example, by grouping, associating and placing new words into a context enable them to learn and remember the new words easier. With these strategies, the language learners are able to remember and comprehend the large amounts of vocabulary effectively.

Applying images as well as sounds is the next level of memory strategies. This strategy enables the learner to store in memory and gain information using sounds, images, semantic mapping and keywords. At this stage, English language learners

usually are able to remember new or familiar words and sounds to create linkages on what have been learned so far in their language learning process.

When the learners have grasped all the crucial knowledge or information, they may start reviewing their language learning. Reviewing well is one of the crucial stages in memory strategies. It helps the learners to review and identify their understandings based on their note-taking skill, as for an example. The learners can review as many times that they want until their goals of obtaining any new information are satisfied and fully comprehended.

The last stage of memory strategies is known as employing action. According to Nordell (2009), the English language learners normally start to perform actions; utilizing physical response or acting out and applying techniques such as using flashcards or notes to remember effectively when they are confident and fully satisfied on what they have understood.

2.3.1.2 Cognitive Strategies

The second strategies that are included in direct strategies are known as cognitive strategies. Cognitive strategies comprise of several stages which serve as the mental activities in the process of learning. Practicing is the main stage of cognitive strategies. Any language learners will keep practicing any knowledge that they gained and understood in the most natural way. For example, they will tend to practise with the system of writing and sounds properly to apprehend English language effectively. These actions will help them to recombine, use and be fully aware on the patterns and formula in their language learning. To practise their English language, normally learners might start to repeat or imitate what they have learned previously in their language skills.

To develop their pronunciation, word structures and vocabulary, English language learners use repetition strategy. Repetition or drill is one of the strategies to improve language skills. For an example, language learners who spend their time

drilling and imitating native users of English language in terms of language forms (grammatical and phonological structures) individually can lead them to gain successful communicative goals (Brown, 2000). This indicates that imitation and repetitions are good strategies for language learners to improve their oral communication. Another repeating strategy is revising. Language learners usually prefer to use this strategy in their writing. Since writing is a continuous process, they will revise it using multiple ways.

Receiving and sending messages are the second stage in cognitive strategies. At this level, the English language learners try to comprehend the ideas and knowledge in their reading and listening skill. Krashen (1993 as cited in Brown, 2000, p. 301) asserts that “extensive reading is a key to student gains in reading ability, linguistic competence, vocabulary, spelling and writing.” By reading a lot of English resources such as books and magazines of their preference, it assists them to continuously progress in their English language learning. Nonprint resources namely TV programme, exhibitions, tapes and radio will also guide them in developing their speaking skill.

Moreover, the learners normally use and apply these cognitive strategies when retrieving any new information to help them understand better. Analysing skills include identifying and comparing new information as these skills are vital for the learners to gain the significance of the new ideas. To analyse these new information, the learners process the new information by making notes, highlighting or summarizing important gist in the process of comprehending English language efficiently. Hafizah & Tg.Norizan (1999) conducted a study on addressing learning difficulties via study skills. The study discovered that majority of the English language learners usually use this skill in their learning process. The learners indicated that note-taking is important to help them in coping with the demands of the academic achievement and to improve their language learning performance at tertiary level of education.

2.3.1.3 Compensation strategies

Compensation strategies are the strategies that English language learners employ to support their comprehension of the subject matter in their language learning. For example, the learners tend to guess intelligently by employing linguistics clues (language based clues) or other clues using their learning experiences or knowledge that are already ingrained in their mind. Brown (2000) affirms that learners need to guess accurately; utilize word analysis such as looking for the grammatical and semantic contexts of the word in search of the clues as part of learning process. Compensation strategies in this case perform as an assistant toward English language learners directly whenever they do not understand or have lack of knowledge in English language vocabulary.

In short, all direct strategies include memory, cognitive and compensation strategies guide English language learners in an effort to ease their developments of English language learning in the most sufficient way.

2.3.2 Indirect strategies of language learning

Indirect strategies are different compared to direct strategies. These strategies enable English language learners to find ways in improving their English language learning efficiently. This second strategy system of language learning strategies drawn by Oxford (1990) can be categorized into three strategies which are metacognitive, affective and social strategies.

2.3.2.1 Metacognitive strategies

Metacognitive strategies offer the language learners to go beyond in their process of language learning (Oxford, 1990). What they have understood or heard, will allow them to center, arrange, plan and evaluate their learning stages. Making

associations with the previous knowledge and paying attention are the norms that help them to focus as they devote fully to every level of the learning process. According to Ho & Rajendran (2007), language learners who applied metacognitive strategies are independent learners. They know their goals in language learning; which include arranging their time and making schedule in developing English language. For these learners, they will look for opportunities and ways to know about English language learning.

Metacognitive strategies also categorize language learners who often value and take charge of their own self-developments. In this case, monitoring and evaluating their learning guide them to keep up with their progress and to obtain sustainable achievements competently through self-evaluation. In other words, metacognitive strategies enable the learners to review their entire performances step by step, as Krashen (1985) indicates that some language learners do monitor their improvement in language learning when needed (as cited in Ellis & Barkhuizen, 2005, p. 158).

2.3.2.2 Affective strategies

Affective strategies refer to emotional aspects of the language learners. There are many strategies that language learners can apply in taking control of their emotions and attitudes while learning the language. For instance, Krashen's theory of Affective Filter describes how emotions and environment affect the learners' behaviour in language learning (Hui, 2008). The feeling of calmness and happiness can definitely boost the learners' motivation and encouraging ambiance towards learning. On the contrary, if the learners seem to feel exasperated or depressed due to language learning, these negative emotions can distract the learners' attention in becoming successful language learners.

In managing their emotions, language learners utilize their intrinsic drives in language learning. According to Brown (2000), intrinsic motivations are vital roles in

affective processing. The learners who are highly motivated and self-rewarding usually have a greater chance of success in their overall learning process. They are not afraid of taking the risks to make mistakes in learning or practising the language. Affective strategies, in short, guide the learners to fulfil their self-actualization and the feelings of competency without experiencing anxiety and unmotivated in using English language frequently (Maslow, 1970).

2.3.2.3 Social Strategies

Social strategies function as the mode of interaction in language learning. Social strategies involve interrogations, collaboration and empathy with others. These strategies guide the learners to use the target language in a natural setting especially in speaking skills such as asking questions for clarifications and doubts with peers or English speakers. Most importantly, language learners have to cooperate with proficient users of English language and peers to enhance their language learning. Moreover, understanding about the culture of the language learned can provide a clearer overview about which certain language expressions that can be used in different settings and contexts and can be considered as formal or informal. For an example, by knowing about the speech variety or communicative competence of the language can help the learner to gain successful communication when dealing with people from diverse background in English language (Oxford, 1990).

Social strategies help the learners to interact and communicate with others to learn better. It is through interaction that learners utilize all the aspects of the language that they have learned to enhance their knowledge about English language in various contexts. Long's interaction hypothesis (1985) affirms the importance of interaction for every language learner in mastering their language learning as interactive input facilitates the learning process (as cited in Tulung, 2004).

2.4 Related previous studies on strategies of language learning

Myriad studies have examined language learning strategies by focusing on a variety of variables, aspects and contexts with valuable and interesting findings across various countries (e.g. Neo, 2010; Tan Teow Ghee, Hairul Nizam & Muhammad Kamarul, 2010; Noor Zainab et al., 2012; Ungureanu, C. & Georgescu, C. A., 2012; Safran, J., 2013). These previous studies denoting that language learning strategies were given the foremost concern in language learning and teaching since it was brought out until these recent years.

Investigations on the use of language learning strategies have been aimed and remained an area of interest by researchers to identify its significance and effect on the learners as well as educators. Stern (1983) as stated in McDonough, J. & Shaw, C. (1993) and Lightbown & Spada (2006) lists the characteristics of the variables on the part of the learners such as motivation, level of proficiency, year of study and others. Most of these variables have been investigated by researchers to determine whether the variables influence the preference and frequency use of language learning strategies among the language learners.

2.4.1 Learners' self-ratings on English language proficiency level

Diverse studies have been carried out on language learners' proficiency level of English language with regards to their use of language learning strategies. Findings found pertaining to this variable are varied. Rosyati (2004) for an example, confirms that learners' level of English proficiency has an influence on the learners' use of language learning strategies. The research was done to examine the strategies use of language learning by second and third year undergraduate students at Kolej Universiti Sains & Teknologi Malaysia (KUSTEM). The descriptive and inferential analysis used in the study show that there were significant correlation found between learners'

proficiency level based on their language proficiency self-ratings (proficiency levels: excellent, good, fair and poor) and use of strategies. Learners who had rated themselves as high level of proficiency (excellent or good) employed overall use of language learning strategies more than those who had rated themselves as less proficient (learners who rated themselves as poor). Gender variable, however, was not proven to be a significant correlation influencing learners' overall strategy use of language learning.

In a similar study, Farzad Salahshour et al. (2012) support Rosyati's analysis on the effects of proficiency level on the learners' use and choice of language learning strategies. Results from Farzad Salahshour et al. (2012) indicate that proficient learners among Iranian students also utilized more language learning strategies in learning English language as compared to less proficient learners. This finding is also disclosed and noted in other studies conducted at university level by Wharton (2000), Anderson (2005), Vahid, Seyed Ali & Bahar (2011). These similar patterns of findings show that the higher the language learners rated their proficiency level, the more strategies were used by them. It means that proficient or successful language learners tend to use a variety of language learning strategies frequently in the process of learning English language.

Nonetheless, Hong-Nam & Leavell (2006) have obtained some contradictory findings. The study investigated the use of language learning strategies among English language learners in the scope of Intensive English Programs (IEPs) at a university level. It was found out that the English language learners who rated themselves as intermediate language learner or fair for their English language proficiency level were reported employing more language learning strategies than beginners and advanced language learners. The study, however, discovered that language learners, who rated themselves as proficient learners, utilized more social strategies in comparison to other proficiency levels and types of language learning strategies used.

Wong & Nunan (2011) investigated the preferred styles and strategies between more effective and less effective learners studying at tertiary level in Hong Kong. The findings revealed that the effective learners, who obtained Grade 'A' in the examination, preferred social strategies in which they opt to learn by conversing with English speakers and other people in English. The study also discovered that effective learners improved their proficiency and competency level in English mostly by reading and watching English TV programmes. These findings were parallel to the research done by Sasikala (2007) in which the language learners choose these language learning strategies such as visual learning aids in practising English language as ways to enhance their language learning, apart from other language activities in class.

2.4.2 Programme year of study

Apart from that, other studies have also looked at varied contexts pertaining to the use of language learning strategies among graduates of English language learners at different level such as programme year of study. Sara Kashefian-Naeeni, Nooreiny Maarof & Hadi Salehi (2011) investigated the learner's variable on years of study. This research was undertaken to determine the language learning strategies employed by undergraduates majoring in English Literature at Faculty of Language Studies and Linguistics, Universiti Kebangsaan Malaysia (UKM). One class was chosen each from the respecting first, second and third-year undergraduates. The results based on quantitative and qualitative data analysis have shown that the variable on years of study influenced the students' preferences on language learning strategies. It was revealed that the juniors were frequent users of memory strategies (mean/average score, 3.3) compared to sophomores. The sophomores, however, obtained the highest means or average scores on both affective and social strategies (mean/average score, 4.1) while cognitive strategies (mean/average score, 3.6), compensation (mean/average score, 3.3)

and metacognitive strategies (mean/average score, 3.4). These findings indicate that they utilized these types of language learning strategies more than the juniors. This study shows that the programme year of study can affect these undergraduates on the frequency of use of strategies in language learning.

Sima's study (2011) on the other hand discovered undergraduates of English major seem to use memory strategies frequently and were not frequent users of metacognitive strategies. She conducted a research comparing the type and frequency of English language learning strategies used by graduates majoring in Teaching English as a Second Language (TESL) from the undergraduate and PhD postgraduate programme at Universti Putra Malaysia (UPM). The results showed that undergraduates have been reported to use language learning strategies marginally more than PhD students which was at a medium level (average score, 2.5). In contrast, PhD students are not commonly utilizing the language learning strategies and their average scores are found to be at a low level (average score, 2.4) in the use of strategies.

2.4.3 Ways contributing for effective learning

Several ways have been discovered in previous studies in the context of strategies in language learning that contribute towards effective learning (Oxford, 1990; Lightbown & Spada, 2006; Wong & Nunan, 2011). Siti Katijah (2004) explored the motivation aspect as an example for one of learner's variables. She discovered that being motivated is the best way for any language learners to learn the language effectively. She gained perspectives from various researchers on how motivation affects the learner's choice of strategies use in language learning. According to Yan & Horwitz (2008), any divulging constructive motivations will contribute to enhancing the language learning of learners. Motivation according to Oxford and Nyikos (1989) as

mentioned by Siti Katijah (2004), is the element of internal rather than determining which and how often the language learner uses strategies of language learning.

Ho & Rajendran (2007) also did a preliminary investigation on motivation and metacognitive use of language learning strategies among undergraduates of Universiti Malaysia Sarawak from eight different faculties. It was reported that 63% of the undergraduate learners had instrumental motivation that encourages them to learn English language; meanwhile the remaining 37% of these undergraduates had integrative motivation. This study showed that most of the undergraduates learned English language because they were aware of the importance of learning English language to gain better future studies, careers and become a knowledgeable person. The findings based on their use of metacognitive strategies revealed that the learners preferred to plan their long term goals in English language learning, through evaluating and focusing in their learning.

Nijhuis et al. (2008) and Wilhelm & Betty (2008) investigated factors that lead to an effective learning and language learning. Majority of the participants in both studies admitted social and learning environment influence them the most when learning and practising the language. Nijhuis et al. (2008) studied the students' perceptions on learning environment among the second year university students of three different courses of International Business Programme. The participants were English language learners who were mostly Dutch and Germans. The study discovered that good teaching, appropriate workload, assessment and the independent learning are crucial for enhancing learning. The study also showed that there is a significant difference between the learning environment and learning strategies employed by the learners in different contexts of learning environment.

This is supported by Wilhelm & Betty (2008) study on English teachers and students' perceptions on ELT and English language learning. The respondents were

English language majors from selected universities in China. The study further found that individual learning strategies, positive and encouraging learning environment such as university arouses the learners' level of motivation and confidence in gaining effective language learning and improving their academic achievement. Both teachers and students viewed social and university environment as boosters in helping them to enhance their English language effectively. These findings are in link with Krashen Model (1985) where successful language learning is only visible and attainable when the language learner is in a 'safe environment' such as in class setting (Kow, 2012). This safe environment allows the learners to have the academic freedom and autonomy to learn by themselves and with their peers or others without experiencing intimidation and extreme stress. To create a safe environment, educators should function as mediators and facilitators to their students so that the learning outcomes are achievable.

2.5 Conclusion

This chapter identifies various research studies on the effects of language learners' variables on their preferences and awareness about language learning, effective learning as well as strategies in learning English language. These related previous studies will be compared and contrasted in Chapter 5 in discussing the findings and results of the present study.

Therefore, all these previous studies which were related about language learning strategies and language learning will lead and assist the present study in attaining the research objectives. All the research questions are discussed further in Chapter 5 to implicate with the findings obtained from the earlier studies.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This third chapter discusses how this study was conducted. Important considerations such as the choice of research designs, participants and type of research instrument are clarified in this chapter. The method of data collection and analysis are also explained in answering the research objectives as mentioned in Chapter 1.

3.2 Research Design

A mix-method research design was employed for this small-scale study; to identify the preferred types of language learning strategies used by undergraduates specializing in English language. Both quantitative data (questionnaire) and qualitative data (interview) are two approaches applied to gain better understanding about the research problem and to attain research objectives of the study (Creswell, 2012). Quantitative data provide in answering all research questions and qualitative data is used to support and answer Research Questions 2 and 3.

3.3 Participants

The first, second and third year undergraduates majoring in English language at the Faculty of Languages and Linguistics, University of Malaya were selected to participate in this study. A total of 27 students participated by answering the questionnaire and 15 representatives took part in the interview session.

This study used a convenience sampling. These respondents were chosen because they are the language learners of English language Department and specializing in English language. The total number of respondents or participants who were involved in the study is limited due to the number of students registered for the current year for

the English language programme of undergraduates at the faculty and they are the representatives for each year of study.

3.4 Research Instruments

Identifying a good research instrument is very important to ensure the objectives of the study are attained. The quantitative method using questionnaire has been widely used in numerous researchers and the findings can be generalized to the general population of the sample used (Gall, Borg & Gall, 1996). The structured interview for the qualitative method also helps to support and obtain more information in answering the research objectives (McDonough & Shaw, 1993; Ellis & Barkhuizen, 2005).

3.4.1 Background Questionnaire

The Background Questionnaire designed by Oxford (1990) was used and adapted to obtain background information about the undergraduates. The items in the background questionnaire include age, year of study, gender, and self-rating on English proficiency level. Nevertheless, variables pertaining to the programme year of study and self-rating on English language proficiency level are the main focus of this study in attaining the second and third research questions. These items help to determine whether these variables influence undergraduates specializing in English language when employing language learning strategies. Refer to Appendix A for the background questionnaire.

3.4.2 Strategy Inventory for Language Learning (SILL)

In answering all research questions, this study used Strategy Inventory for Language Learning (SILL), Version 7.0, which was introduced by Rebecca Oxford (1990). It contains 50 items using 5-point Likert-scale questionnaire, from Scale 1 to Scale 5 which 'never' is the lowest response and 'always', denoting the highest response for each statement item. SILL has been the most frequently used language

learning strategy questionnaire. This questionnaire was adopted based on its high validity and reliability which encompasses six aspects of the language learning strategies as claimed by Oxford & Bury-Stock (1995) as cited in Rosyati (2004). Brown (2000) also claims that it is the recent useable strategy inventory and the most apprehensible categorization of language learning strategies. The SILL questionnaire helps to answer all the research questions of the study. The Oxford's Strategy Inventory of Language Learning (SILL) questionnaire can be found in Appendix A.

3.4.3 Structured interview

This study applied structured interview to support the findings gained from the questionnaires (background questionnaire and SILL). The learners' detailed response based on the interview questions help to answer the third research question of the study. The questions mainly seek the respondents' views from each year of study on 'how' and 'why' they learn English language; the preferences for language learning strategies, factors for the frequent use of English language and perspectives pertaining to strategies in the context of language learning. Refer to Appendix B for the interview questions.

3.5 Data Collection Procedure

Both quantitative and qualitative data were collected and followed proper procedures. The study gained permissions from both Deans of Undergraduates programme and Postgraduates programme, the Head of English language Department, Faculty of Languages and Linguistics at University of Malaya. The lecturers of the core courses and students who were involved in the study were given consent letters and information about the study. All these procedures were taken before and during the process of collecting the data.

3.5.1 Procedure to collect the quantitative data

The selected undergraduates were informed by their core course lecturers prior to the distribution of the questionnaires and information about the assigned date. The students were given a consent letter and briefing about the purposes of the study as well as instructions on how to fill and answer the questionnaires provided to them. It took 15 to 30 minutes for the students to complete all the sections in the questionnaire.

3.5.2 Procedure to collect the qualitative data

Five learners each from the first, second and third-year undergraduates of English language major volunteered to participate in a one-to-one interview session. A total of 15 learners retrieved a consent letter. They were given ample amount of time to prepare for the interview. All the collected data from each learner were confidential and considered anonymous. Most of the interview sessions took about an average of 8 minutes.

3.6 Data Analysis

All data obtained from the questionnaire (quantitative data) and interview session (qualitative data) were analysed and organized according to the research objectives of the study.

3.6.1 Background Questionnaire and SILL

The data obtained from the Background Questionnaire and the SILL were used to answer all the research questions in the study. The data were analysed by scrutinizing the frequency of language learning strategies used, percentage, and average scores in investigating the English language learner's preferred types of language learning strategies and the patterns of overall strategy use. All quantitative data were analysed using Oxford's (1990) Keys to Understanding the Averages in determining the

frequency of strategies use and the user level. See Table 3.1 for Oxford’s Key to Understanding the Averages.

Table 3.1: Oxford’s Key to Understanding the Averages

Level of user	Explanation(s)	Average Scores
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

Source: Oxford’s SILL (1990).

In Table 3.1, Oxford’s Key describes an average score between 1.0 to 1.5 points as a low user of language learning strategies. The range of average or mean scores of 2.5 to 3.4 determines that the learner is a moderate user. Meanwhile, the average score for the overall strategy use for high user of language learning strategies is 3.5 to 5.0. The data for the overall strategy use were presented in the form of frequency tabulation, percentage and were arranged based on the research objectives mentioned in Chapter 1. All the data, which are in the form of bar graphs and tables are clarified and deliberated in details in Chapter 4.

3.6.2 Audio recording

All data recorded during the interview session were transcribed. By referring to the background questionnaire and Oxford’ categorization of language learning strategies, the transcriptions were categorized, analysed, quoted and cited in order to support the second and third research objectives of the study. The qualitative data were also analysed where representatives’ responses from each year of study were categorized based on the interview questions, using categorizations and thematic analysis according to Oxford (1990) categories of strategies. The representatives’ responses or views enable the researcher to determine in what ways these English

language learners from Year 1, Year 2 and Year 3 differ or similar in their use of strategies for the developments of English language learning.

3.7 Ethical consideration

This study concerns the ethical considerations when conducting a research. Consent letter is crucial to obtain permission from the Head of English Language Department, the Dean of Undergraduates, the Dean of Postgraduates, Faculty of Languages and Linguistics, UM. The chosen course lecturers and participants also received an appropriate consent letter in obtaining their approval and permission to conduct the study. The name of the participants will not be revealed and remain as confidential. All the quantitative and qualitative data obtained are used only for the purposes of the current study and in academic researches.

3.8 Conclusion

This chapter clarifies the research methodology used in the present study, the participants involved and how the study was conducted and analysed. These include the research methods, research procedures and research instruments utilized. The results of the collected data will be explained in Chapter 4.

CHAPTER 4

RESULTS

4.1 Introduction

This chapter presents the findings of the data analysis according to the research objectives mentioned in Chapter 1. The first objective of the research is to identify the types of language learning strategies preferred by undergraduates majoring in English language at the Faculty of Languages and Linguistics, UM. The second objective aims to determine whether the learners' self-rating on English language proficiency level reflect their frequency of use of language learning strategies. The third objective is to discover in what ways do the types of language learning strategies preferred and frequently used by these English language learners vary with their programme year of study.

4.2 Quantitative Analysis

The findings from the questionnaire data were organized and presented in a form of tables, bar graphs and pie chart. All the quantitative data were analysed and tabulated by percentage and average scores to investigate the frequency of language learning strategies used and preferred by undergraduates majoring in English language.

The questionnaire is divided into two sections. In Section A, the questions contain background information of the respondents. It comprises of six items. In Section B, the Oxford's Strategy Inventory of Language Learning (1989) consists of fifty items. Both sections are crucial in assisting the researcher to answer all the research questions in the study. Meanwhile, the respondents' responses from the interview conducted support the answer for the second and third research questions, as discussed in details in Chapter 5.

4.2.1 Respondents' Background Information

There are six questions or items pertaining to the respondents' background information. Questions included in this section are age, gender, semester, year of study, the English language results for their SPM and MUET examinations and the participants' self-rating of English language proficiency level. Item 1 and Item 2 were used to gain information about the age range and gender of the participants in this study. Meanwhile, Item 3 and Item 4 were used to attain the third research question of the study, concerning on representatives' semester and programme year of study. Item 5 and Item 6 were utilized in answering the second research question, pertaining to the participants' results of English language examinations and self-rating of their English language proficiency level. The following tables and figures show the participants' background information in details.

Table 4.1: Age of participants

Age	Number of participants	Percentage (%)
19	1	3.70
20	4	14.82
21	8	29.63
22	8	29.63
23	6	22.22
Total	27	100%

The age of the respondents range from 19 to 23 years old. Majority of the respondents (29.6%) are the age range between 21 and 22 years old. Six respondents are 23 years old (22.2%) while four respondents (14.8%) are 20 years old. Only one respondent (3.7%) is 19 years old.

Table 4.2: Gender of participants

Gender	Male	Female	Total	
	6	21	27	N
	22	78	100	(N in %)

Based on Item 2 of the background questionnaire as shown in Table 4.2, twenty-one respondents (78%) are female compared to only six male respondents (22%) participated in the study.

Table 4.3: Number of respondents in the selected programme semester and year of study

Semester	Year of study	Total (n)	n in %
2	1	10	37
4	2	8	30
6	3	9	33

Table 4.3 depicts the total number of participants in the study based on the selected semesters and programme year of study. Ten respondents in Semester 2 are from Year 1 (37%), eight respondents (30%) are from Semester 4 in Year 2. Meanwhile, the remaining nine respondents are from Semester 6 in Year 3 (33%).

Table 4.4: Participants' results in English language Examinations

English language examination		Total	(in %)
i. MUET	Band 6	1	8%
	Band 5	12	44%
	Band 4	12	44%
Other qualified examination taken abroad		2	4%
ii. SPM	Grade A	25	93%
Other qualified examination taken abroad		2	7%

The minimum English proficiency level required by the English language Department for entrance into its programme is Band 4. In this study, the majority of the respondents mostly obtained Band 4 and Band 5 (44%) in their MUET examination. One respondent obtained Band 6 (8%). The remaining respondents (4%) took another English language examination before entering the undergraduate English language programme. Majority of them (93%) who participated in the study obtained Grade A in their SPM examination. None of the undergraduates (0%) majoring in English language programme obtained Grade B or C. Only two respondents (7%) did not state their Grade scored in SPM as they completed their secondary school from other countries.

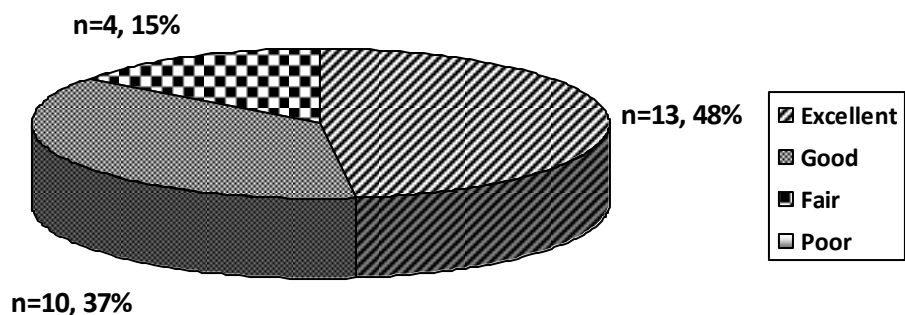


Figure 4.1: Overall self-rating on English language proficiency level of the respondents

Figure 4.1 illustrates the learners' self-rating on English language proficiency level. 48% or thirteen respondents rated themselves as excellent. Ten respondents (37%) rated their level of proficiency in English language as good, and the remaining four respondents (15%) rated themselves as fair. It clearly shows that none of the respondents (0%) rated themselves as poor for their level of proficiency in English language.

4.2.2 Responses from the SILL

The last part of the questionnaire is the Oxford's categorization of language learning strategies. There are 50 items which include all the six types of language learning strategies designed by Oxford (1990). The results from this questionnaire answer and support all the research questions mentioned in Chapter 1. All the respondents were asked to complete a series of statements based on each part of the language learning strategies. The answers to the statements were rated on a 5-point scale from 1 to 5 (1 denotes never true to 5 denotes always true) which indicates the learners' self-rating of their frequency in using the strategies in English language learning. Table 4.5 depicts the level of response for the preferred language learning

strategies as provided by Oxford (1990) according to the Likert-scale, ranging from 1 to 5, as described in Table 4.5 below.

Table 4.5: The level of response based on SILL

Response (s)	Explanation
1	Never or almost 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

There are six parts indicating all the language learning strategies. Part A specifies the Memory Strategies which includes nine items (Item 1 to Item 9). Part B contains 14 items (Item 10 to Item 23) that is Cognitive Strategies. Part C is the Compensation Strategies which comprises of six items (Item 24 to Item 29). Part D for Metacognitive Strategies contains nine items (Item 30 to Item 38). Part E is the Affective Strategies comprising six items (Item 39 to Item 44) and the last Part F indicates Social Strategies which include six items (Item 45 to Item 50). The following tables (Table 4.6, Table 4.7, Table 4.8, Table 4.9, Table 4.10 and Table 4.11) show the findings obtained from the quantitative data pertaining to the frequency of use and preferred types of language learning strategies of the respondents in learning English language. These tables also indicate the frequency level based on each participant's average score for each strategy item.

4.2.2.1 Memory strategies

Table 4.6 depicts English language learners majoring in English language on how they go about using memory strategies in language learning. It was found that 40.74% of them (n=11) indicated they always think and remember of what they have learnt in English. This shows that they are aware of their prior knowledge and conscious

during the learning process with an average 4.0, signifying they used this strategy at high level.

Table 4.6 Use of Memory strategies

No.	Statement Item	1 Never true (n) in %	2 Usually not true (n) in %	3 Somewhat true (n) in %	4 Usually true (n) in %	5 Always true (n) in %	Average/ frequency level N=27
1.	I think of the relationship between what I already know and new things I learn in English.	(1) 3.70%	(1) 3.70%	(6) 22.22%	(8) 29.63%	(11) 40.74%	4.0 High
2.	I use new English words in a sentence so I can remember them.	(0) 0%	(7) 25.93%	(10) 37.04%	(6) 22.22%	(4) 14.82%	3.3 Medium
3.	I connect the sound of a new English word and an image or picture of the word to help me remember the word.	(2) 7.41%	(9) 33.33%	(7) 25.93%	(4) 14.82%	(5) 18.52%	3.0 Medium
4.	I remember a new English word by making a mental picture of a situation in which the word might be used.	(2) 7.41%	(4) 14.82%	(9) 33.33%	(6) 22.22%	(6) 22.22%	3.4 Medium
5.	I use rhymes to remember new English words.	(5) 18.52%	(17) 62.96%	(3) 11.11%	(2) 7.41%	(0) 0%	2.1 Low
6.	I use flashcards to remember new English words.	(18) 66.67%	(6) 22.22%	(2) 7.41%	(1) 3.70%	(0) 0%	1.5 Low

‘Table 4.6, continued’

No.	Statement Item	1 Never true (n) in %	2 Usually not true (n) in %	3 Somewhat true (n) in %	4 Usually true (n) in %	5 Always true (n) in %	Average/ frequency level N=27
7.	I physically act out new English words.	(19) 70.37%	(5) 18.52%	(2) 7.41%	(1) 3.70%	(0) 0%	1.4 Low
8.	I review English lessons often.	(9) 33.33%	(8) 29.63%	(8) 29.63%	(2) 7.41%	(0) 0%	2.1 Low
9.	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	(7) 25.93%	(7) 25.93%	(6) 22.22%	(3) 11.11%	(4) 14.82%	2.6 Medium

Most of the time, the respondents relate with their prior knowledge and new things learnt in their learning (Item 1). For these learners, using new English words in language skills assist them to remember and comprehend the words effectively as none of the respondents responded as ‘never true’ to the statement (Item 2) as shown in Table 4.6. They used this strategy at medium level (average, 3.3). Among the respondents, merely 18.52% of them (n=5) responded that they ‘always’ connect the sound of new English words and an image to remember the new words learnt better (Item 3) although it was found out that they employed this strategy at medium level (average, 3.0).

Meanwhile, 33.33% (n=9) indicated that they ‘somewhat’ make a mental picture of a situation in which the word might be used (Item 4). This result signifies that they were the medium user for this strategy (average, 3.4). None of the respondents (0%), however, responded to ‘always’ using rhymes, flashcards and physically act out to remember new English words (Item 5). The findings based on these statement items (Item 5, 6, 7 and 8) support that they rarely use these types of memory strategies when

learning English language. This shows that the participants infrequently use rhymes, flashcards and physically act out to remember new English words learnt for an effective learning. Hence, the participants in the study used these strategies at low level. Only a few of the respondents, 14.8% (n=4) denoted that they ‘always’ remember the new English words or phrases by remembering the location on the page, on the board, or on a street sign (Item 9) with an average, 2.6. This indicates that they used this memory strategy at medium level.

4.2.2.2 Cognitive strategies

As for cognitive strategies, Table 4.7 signifies how the respondents use cognitive strategies in language learning. 29.63% of the respondents (n=8) responded that they usually use cognitive strategy by saying or writing new English words several times to understand the words better (Item 10), signifying they used this strategy at medium level (average, 3.2).

Table 4.7: Use of Cognitive strategies

No.	Statement Item	1 Never true (n) in %	2 Usually not true (n) in %	3 Somewhat true (n) in %	4 Usually true (n) in %	5 Always true (n) in %	Average/ frequency level N=27
10.	I say or write new English words several times.	(2) 7.41%	(7) 25.93%	(6) 22.22%	(8) 29.63%	(4) 14.82%	3.2 Medium
11.	I try to talk like native English speakers.	(5) 18.52%	(4) 14.82%	(5) 18.52%	(7) 25.93%	(6) 22.22%	3.2 Medium
12.	I practise the sounds of English.	(2) 7.41%	(3) 11.11%	(11) 40.74%	(5) 18.52%	(6) 22.22%	3.4 Medium
13.	I use the English words I know in different ways.	(1) 3.70%	(2) 7.41%	(9) 33.33%	(6) 22.22%	(9) 33.33%	3.7 High

‘Table 4.7, continued’

No.	Statement Item	1 Never true (n) in %	2 Usually not true (n) in %	3 Somewhat true (n) in %	4 Usually true (n) in %	5 Always true (n) in %	Average/ frequency level N=27
14.	I start conversations in English.	(0) 0%	(1) 3.70%	(7) 25.93%	(7) 25.93%	(12) 44.44%	4.1 High
15.	I watch English language TV shows spoken in English or go to movies spoken in English.	(0) 0%	(0) 0%	(4) 14.82%	(3) 11.11%	(20) 74.07%	4.6 High
16.	I read for pleasure in English.	(1) 3.70%	(2) 7.41%	(2) 7.41%	(4) 14.82%	(18) 66.67%	4.3 High
17.	I write notes, messages, letters, or reports in English.	(1) 3.70%	(1) 3.70%	(2) 7.41%	(3) 11.11%	(20) 74.07%	4.5 High
18.	I first skim an English passage (read over the passage quickly) then go back and read carefully.	(0) 0%	(2) 7.41%	(7) 25.93%	(9) 33.33%	(9) 33.33%	3.9 High
19.	I look for words in my own language that are similar to new words in English.	(7) 25.93%	(7) 25.93%	(7) 25.93%	(3) 11.11%	(3) 11.11%	2.6 Medium
20.	I try to find patterns in English.	(6) 22.22%	(6) 22.22%	(5) 18.52%	(9) 33.33%	(1) 3.70%	2.7 Medium
21.	I find the meaning of an English word by dividing it into parts that I understand.	(5) 18.52%	(6) 22.22%	(8) 29.63%	(5) 18.52%	(3) 11.11%	2.8 Medium

‘Table 4.7, continued’

No.	Statement Item	1 Never true (n) in %	2 Usually not true (n) in %	3 Somewhat true (n) in %	4 Usually true (n) in %	5 Always true (n) in %	Average/ frequency level N=27
22.	I try not to translate word-for-word.	(4) 14.82%	(2) 7.41%	(5) 18.52%	(10) 37.03%	(6) 22.22%	3.4 Medium
23.	I make summaries of information that I hear or read in English.	(1) 3.70%	(7) 25.93%	(6) 22.22%	(4) 14.82%	(9) 33.33%	3.5 High

Only 22.22% (n=6) of them indicated that they ‘always’ try to talk like native English speakers (Item 11) with also an average 3.2 to show they employed this strategy at medium level. About 41% of the respondents (n=11) ‘somewhat’ agreed to the statement item in which they practise the sounds of English in terms of the phonetics and phonology of the words (Item 12) with an average 3.4 (medium level). Most of these English language learners (33.33%) ‘somewhat’ (n=9) and ‘always’ (n=9) use the English words in different ways as one of the strategies to practise using English words (Item 13). For an example, this result supports the other statement item in which the respondents normally start conversations in English as none of them (0%) indicated ‘never true’ to the statement (Item 14).

The majority of the respondents, 74.1% (n=20) depicted that they ‘always’ use cognitive strategy by watching English language TV shows in English or watching English movies (Item 15). Approximately 66.7% of the respondents (n=18) prefer to read for pleasure as a strategy to gain more knowledge as well as learn new vocabulary (Item 16). 74.1% (n=20) also indicated they always write using English words for improving writing skills (Item 17). Apart from that, it was found out that the respondents are also careful when reading any English passages (Item 18). None of

them (0%) responded 'never true' to this type of cognitive strategy. Most of the time, they first skim and scan an English passage carefully so that they are able to comprehend the gist of the passage efficiently. As shown in Table 4.7, they were indeed high users for these strategies (Item 13, 14, 15, 16, 17 & 18).

However, they rarely look for words in their own language that are similar to new words in English as merely 11.11% of respondents (n=3) indicated 'always true' to this statement item (Item 19). These language learners specializing in English language also infrequently find patterns in English (Item 20). 29.63% (n=8) pointed out that they 'somewhat' find the meaning of an English word by dividing it into parts that they understand (Item 21). 37.04% of the respondents (n=10) indicated that they usually try not to translate word-for-word (Item 22) whereas 33.33% (n=9) responded they always make summaries of information that they hear or read in English (Item 23). It was discovered that they were the medium users of language learning strategies for Item 19, 20, 21 & 22. Based on the analysis, these findings on cognitive strategies revealed that the respondents were aware of the cognitive strategies used when learning English language as they never use this strategy at low level.

4.2.2.3 Compensation strategies

Compensation strategies enable language learners to overcome difficulties instantly and provide strategies to enhance their language learning effectively during the process of learning. The results based on the analysis discovered that the respondents use compensation strategies in several ways. As displayed in Table 4.8, most of the time, the respondents make guesses to understand unfamiliar English words as none of them indicated never true to this statement item (Item 24). This result specifies that they were the high users for this strategy, with an average, 4.2.

Table 4.8: Use of Compensation strategies

No.	Statement Item	1 Never true (n) in %	2 Usually not true (n) in %	3 Somewhat true (n) in %	4 Usually true (n) in %	5 Always true (n) in %	Average/ frequency level N=27
24.	To understand unfamiliar English words, I make guesses.	(0) 0%	(2) 7.41%	(5) 18.52%	(7) 25.93%	(13) 48.15%	4.2 High
25.	When I can't think of a word during a conversation in English, I use gestures.	(1) 3.70%	(3) 11.11%	(10) 37.04%	(10) 37.04%	(3) 11.11%	3.4 Medium
26.	I make up new words if I don't know the right ones in English.	(7) 25.93%	(6) 22.22%	(9) 33.33%	(3) 11.11%	(2) 7.41%	2.5 Medium
27.	I read English without looking up every new word.	(1) 3.70%	(3) 11.11%	(8) 29.63%	(7) 25.93%	(8) 29.63%	3.7 High
28.	I try to guess what the other person will say next in English.	(3) 11.11%	(0) 0%	(13) 48.15%	(5) 18.52%	(6) 22.22%	3.4 Medium
29.	If I can't think of an English word. I use a word or phrase that means the same thing.	(1) 3.70%	(0) 0%	(1) 3.70%	(10) 37.04%	(15) 55.56%	4.4 High

About 37% (n=10) of respondents responded 'somewhat true' and 'usually' to the statement item in which they use gestures when they cannot think of a word during a conversation in English (Item 25). Only two respondents (7.41%) indicated they always make up new words if they do not know the right ones in English (Item 26). The results

of these statement items 25 (average, 3.4) and 26 (average, 2.5) denoted that they were the medium users of these types of compensation strategies.

These English language learners also use compensation strategy by reading English without looking up every new word as only one learner (3.7%) responded “never true” to this statement (Item 27), signifying they used this strategy at high level (average, 3.7). 48.15% (n=13) responded that they ‘somewhat’ try to guess what the other person will say next in English to overcome barriers in language learning (Item 28) which they employed this strategy at medium level (average, 3.4). Meanwhile, it was discovered that they were the high users (average, 4.4) of compensation strategy for Item 29. Most of the respondents (55.56%) also use a word or phrase that means the same thing (synonym) whenever they cannot think of an English word as none of them responded ‘usually not true’ to this statement item (Item 29). The results on compensation strategies signified that the respondents in the study use these strategies frequently to assist them when facing barriers in the process of language learning.

4.2.2.4 Metacognitive strategies

Based on Table 4.9, the participants in the study actually use metacognitive strategies in a number of ways. For an example, 33.33% of them (n=9) responded ‘usually’ and 41% (n=11) ‘always’ find as many ways as they can to use English (Item 30) with an average, 4.0 indicating they used this strategy at high level. A high number of respondents, 59.26% (n=16) indicated that they always notice their English mistakes and use the information to help them to improve in language learning (Item 31).

Most of the time, the respondents pay attention when someone is speaking in English and find out how to be a better learner of English as none of them (0%) responded ‘never true’ for both of these statement items (Item 32 and Item 33). These results show that the participants used metacognitive strategies to keep up with a good

work towards successful language learning as they used these strategies frequently at high level.

Table 4.9: Use of Metacognitive strategies

No.	Statement Item	1 Never true (n) in %	2 Usually not true (n) in %	3 Somewhat true (n) in %	4 Usually true (n) in %	5 Always true (n) in %	Average/ frequency level N=27
30.	I try to find as many ways as I can to use my English.	(1) 3.70%	(3) 11.11%	(3) 11.11%	(9) 33.33%	(11) 40.74%	4.0 High
31.	I notice my English mistakes and use the information to help me to do better.	(0) 0%	(0) 0%	(4) 14.82%	(7) 25.93%	(16) 59.26%	4.4 High
32.	I pay attention when someone is speaking English.	(0) 0%	(1) 3.70%	(5) 18.52%	(7) 25.93%	(14) 51.85%	4.3 High
33.	I try to find out how to be a better learner of English.	(0) 0%	(3) 11.11%	(5) 18.52%	(7) 25.93%	(12) 44.44%	4.0 High
34.	I plan my schedule so I will have enough time to study English.	(10) 37.04%	(6) 22.22%	(4) 14.82%	(5) 18.52%	(2) 7.41%	2.4 Low
35.	I look for people I can talk to in English.	(2) 7.41%	(3) 11.11%	(4) 14.82%	(6) 22.22%	(12) 44.44%	3.9 High

‘Table 4.9, continued’

No.	Statement Item	1 Never true (n) in %	2 Usually not true (n) in %	3 Somewhat true (n) in %	4 Usually true (n) in %	5 Always true (n) in %	Average/ frequency level N=27
36.	I look for opportunities to read as much as possible in English.	(1) 3.70%	(3) 11.11%	(3) 11.11%	(5) 18.52%	(15) 55.56%	4.1 High
37.	I have clear goals for improving my English skills.	(4) 14.82%	(3) 11.11%	(6) 22.22%	(8) 29.63%	(6) 22.22%	3.3 Medium
38.	I think about my progress in learning English.	(2) 7.41%	(5) 18.52%	(6) 22.22%	(6) 22.22%	(8) 29.63%	3.5 High

Only two respondents (7.41%), however, responded that they always plan their schedule so they will have enough time to study or learn English language (Item 34). This result shows that the participants in the study used this strategy at low level (average, 2.4). They also look for people they can talk to in English most of the time, although two respondents (7.41%) depicted never true to this statement item (Item 35) with an average 3.9, to indicate that they used this strategy at high level.

It was discovered that the majority of the respondents, 74.1% (n=20) indicated that they look for opportunities to read as much as possible in English (Item 36). About 55.56% (n=15) answered always true and 18.52% (n=5) responded usually true to this type of metacognitive strategy, showing that these language learners used this strategy at high level (average, 4.1) This finding reveals that these language learners specializing in English language regard finding chances to reading a lot of English reading materials help them to succeed most of the time in the process of language learning.

In determining their usage of metacognitive strategies, the respondents also responded that they have clear goals for enhancing their English language skills regardless of four respondents (14.82%) indicated ‘never true’ to the statement (Item 37) with an average, 3.3 (at medium level). In spite of having clear goals for improving language skills, most of them also think about their progress in learning English language as only two respondents (7.41%) responded ‘never true’ to the statement (Item 38). Therefore, they utilized this strategy at high level with an average, 3.5. These results show that the participants in the study considered metacognitive strategies enable them to evaluate their progress and use these strategies for their English language enhancement.

4.2.2.5 Affective strategies

Table 4.10 displays how the respondents use affective strategies in the context of language learning. Most of the respondents do not feel afraid of using English language even though only a few of them, 29.63% (n=8) answered always true to this statement item and try to relax if they encountered this emotional barrier (Item 39), specifying that they used this strategy at medium level (average, 3.3).

Table 4.10: Use of Affective strategies

No.	Statement Item	1 Never true (n) in %	2 Usually not true (n) in %	3 Somewhat true (n) in %	4 Usually true (n) in %	5 Always true (n) in %	Average/ frequency level N=27
39.	I try to relax whenever I feel afraid of using English.	(3) 11.11%	(6) 22.22%	(7) 25.93%	(3) 11.11%	(8) 29.63%	3.3 Medium
40.	I encourage myself to speak English even when I am afraid of making a mistake.	(2) 7.41%	(2) 7.41%	(4) 14.82%	(7) 25.93%	(12) 44.44%	3.9 High

‘Table 4.10, continued’

No.	Statement Item	1 Never true (n) in %	2 Usually not true (n) in %	3 Somewhat true (n) in %	4 Usually true (n) in %	5 Always true (n) in %	Average/ frequency level N=27
41.	I give myself a reward or treat when I am studying or using English.	(15) 55.6%	(5) 18.52%	(5) 18.52%	(2) 7.41%	(0) 0%	1.8 Low
42.	I notice if I am tense or nervous when I am studying or using English.	(10) 37.04%	(6) 22.22%	(4) 14.82%	(4) 14.82%	(3) 11.11%	2.4 Low
43.	I write down my feelings in a language learning diary.	(20) 74.07%	(3) 11.11%	(2) 7.41%	(2) 7.41%	(0) 0%	1.5 Low
44.	I talk to someone else about how I feel when I am learning English.	(11) 40.74%	(7) 25.93%	(6) 22.22%	(2) 7.41%	(1) 3.70%	2.1 Low

The majority of the respondents, approximately 70% indicated they encourage themselves to speak in English even when they are afraid of making a mistake, as twelve respondents (44.44%) responded ‘always true’ and seven respondents (25.93%) answered ‘usually true’ for this statement item (Item 40). This indicates that they also used this strategy at high level with an average, 3.9.

Nevertheless, it was found out that the respondents rarely give themselves a reward or treat when they are studying or using English as none of them (0%) answered ‘always true’ to this type of affective strategy (Item 41). Based on the analysis, it can also be said that most of the respondents infrequently feel tense or nervous when

studying or using English language. A percentage of 37.04% (n=10) responded 'never true' whereas 22.22% (n=6) answered 'usually not true' in supporting that the respondents rarely feel this type of barrier in the process of language learning (Item 42). Majority of them, 74.1% (n=20) indicated they never write down their feelings in a language learning diary and none of the respondents (0%) answered 'always true' for this statement item (Item 43). These results revealed that they did not prefer this type of affective strategy the most.

The findings on affective strategies used by the learners also identified that these English language learners do not often talk to someone else about how they feel when they are learning English language (Item 44). About 41% (n=11) responded 'never true' and 25.93% (n=7) answered 'usually not' true pertaining to this type of affective strategy. These findings depicted that the participants in the study use less affective strategies which can be seen in Table 4.10. Most of them use these strategies at low level. They only frequently utilize this strategy when encouraging themselves to speak in English language most of the time.

4.2.2.6 Social strategies

In the aspect of using social strategies, the respondents in the present study prefer to use this type of strategy by asking the other person to slow down or say it again, if they do not understand something in English as shown in Table 4.11. The result shows 70% of the respondents (n=19) indicated they prefer this social strategy as 37.04% (n=10) answered 'always true' and 33.33% (n=9) responded 'usually true' about this statement item (Item 45), denoting that they used this strategy at high level with an average, 4.0. Apart from that, they also prefer to ask English speakers to correct them when they talk even though merely six respondents (22.22%) pointed out never true in using this strategy (Item 46). This result shows that they used this strategy at medium level (average, 2.9).

Table 4.11: Use of Social strategies

No.	Statement Item	1 Never true (n) in %	2 Usually not true (n) in %	3 Somewhat true (n) in %	4 Usually true (n) in %	5 Always true (n) in %	Average/ frequency level N=27
45.	If I do not understand something in English, I ask the other person to slow down or say it again.	(0) 0%	(3) 11.11%	(5) 18.52%	(9) 33.33%	(10) 37.04%	4.0 High
46.	I ask English speakers to correct me when I talk.	(6) 22.22%	(4) 14.82%	(9) 33.33%	(4) 14.82%	(4) 14.82%	2.9 Medium
47.	I practice English with other students.	(2) 7.41%	(0) 0%	(3) 11.11%	(7) 25.93%	(15) 55.56%	4.2 High
48.	I ask for help from English speakers.	(5) 18.52%	(1) 3.70%	(8) 29.63%	(6) 22.22%	(7) 25.93%	3.3 Medium
49.	I ask questions in English.	(0) 0%	(0) 0%	(2) 7.41%	(8) 29.63%	(17) 62.96%	4.6 High
50.	I try to learn about the culture of English speakers.	(0) 0%	(3) 11.11%	(6) 22.22%	(6) 22.22%	(12) 44.44%	4.0 High

The preponderance of the respondents, 82% (n=22) preferred to use social strategy by practising English language with other students in which 55.56% (n=15) indicated ‘always true’ and 25.93% (n=7) answered usually true denoting that they frequently use this strategy to develop their English language learning (Item 47) with an average, 4.2 to signify that they used this type of strategy at high level. The participants also have a preference to ask for help from English speakers as only five respondents (18.52%) indicated ‘never true’ to the statement item (Item 48) although the result indicates that they used this strategy at medium level (average, 3.3).

A total of 93% preferred using the social strategy by asking question in English as 62.96% (n=17) answered 'always true', meanwhile 29.63% (n=8) responded 'usually true' to this statement item (Item 49). The findings in the study also identified that approximately 70% of respondents in the study use social strategy when trying to learn about the culture of English speakers as none of them (0%) indicated 'never true' to the statement item (Item 50). Therefore, they were the high users for these types of social strategies (Item 49 and Item 50). These results reveal that the participants preferred using more social strategies for the developments in English language learning and they do not use these strategies at low level.

4.3 Qualitative analysis

In attaining the second and third research objectives of the study, the qualitative data that were obtained in the interview session were categorized and analysed according to the interview questions.

4.3.1 Responses from structured interview

The interpretations of qualitative data using categorizations and thematic analysis comprise of the representatives' responses on how they view their English language proficiency level and in what ways do the preferred language learning strategies vary with their programme year of study.

Qualitative data analysis seek to determine the learners' perspectives on their preferences for strategies, factors in which enable them to speak and practice English language frequently, views about Oxford's categorization of strategies as well as their perspectives about strategies in the context of language learning. Thus, the findings obtained in the qualitative data were clarified and analysed based on the related excerpts in answering the second and third research objectives of the study.

4.4 Results for Research Question 1

The respondents' results based on Strategy Inventory Language Learning (SILL) questionnaire assist to answer the first research question of the study: *What are the types of language learning strategies preferred by undergraduates majoring in English language ?* The following table depicts the findings of each strategy used by the learners specializing in English language. The analysis of the findings were analysed according to the most preferred strategies to the least preferred strategies based on the respondents' average scores for each category of Oxford's language learning strategies (1990). All average scores determine their preferred language learning strategies when learning English language.

As mentioned in Chapter 3, the range of average score helps to identify whether they are high, moderate or low user of the six types of language learning strategies (Refer to Table 3.1 in Chapter 3 for the keys to understanding the average scores). The overall results and findings for the learners' preferences of language learning strategies are presented in Table 4.12.

Table 4.12: Learners' preferences on types of language learning strategies

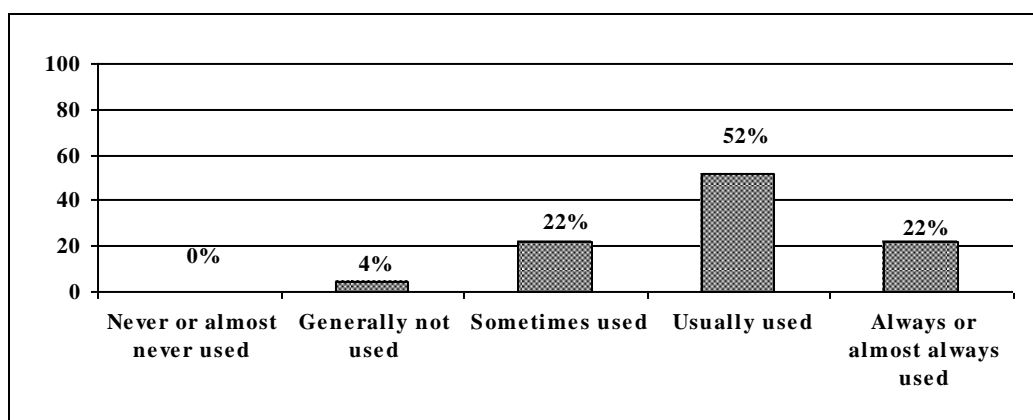
Types of language learning strategies	Average score	User level	Percentage (%)	Ranking
Social	3.83	High	19.33	1
Metacognitive	3.76	High	18.98	2
Cognitive	3.57	High	18.02	3
Compensation	3.56	High	17.97	4
Memory	2.60	Medium	13.13	5
Affective	2.48	Low	12.52	6
Total	19.81		100	

The overall findings indicated social strategies are the most preferred language learning strategies that were used by undergraduates majoring in English language at Faculty of Languages and Linguistics, University of Malaya. According to Oxford's (1990) SILL, version 7.0, language learners who obtained average scores between 1.0

and 2.4 can be considered as low users. However, those who scored from 2.5 to 3.4 are medium users whereas language learners who obtained 3.5 to 5.0 average score are high users of the types of strategies used. These average scores were derived by obtaining all the participants' total sum of average score for each type of language learning strategies.

The results depict that the participants in the study were the high users of social strategies in English language learning with an average score of 3.83 (19.33%) which can be seen in Table 4.12. This shows that majority of them preferred to learn by interacting with others.

The findings revealed that more than 70% of these undergraduates preferred social strategies while learning the English language as shown in Figure 4.2. A total of 52% (n=14) pointed out that they usually use these strategies and 22% (n=6) of the participants indicated they always use social strategies in which these results evidently clarified that they prefer to use social strategies frequently when learning and practising using English language.



Average scores level				
1.0 to 1.4	1.5 to 2.4	2.5 to 3.4	3.5 to 4.4	4.5 to 5.0
0	1	6	14	6
Low		Medium	High	

Figure 4.2: The percentage and frequency of social strategies used by the learners

It was revealed that only 4% (n=1) responded that they generally do not use these strategies in learning English language. Overall, Figure 4.3 reveals that most of

these undergraduates specializing in English language and Linguistics employed social strategies for their most preferred strategies in learning English language.

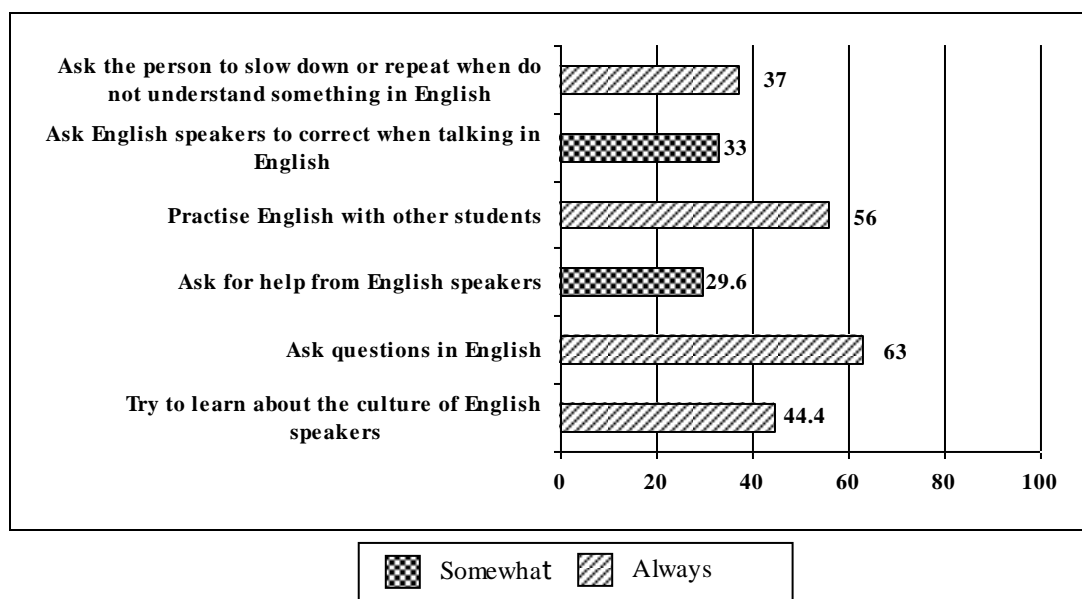


Figure 4.3: Percentage of responses on social strategies

Majority of them utilize the social strategies as categorized by Oxford's language learning strategies. 63% of the respondents indicated that they always ask questions when discussing, communicating and learning in English. These types of strategies lead them to apply English language when interacting with others in which 56% of these undergraduates frequently practise the language with other students most of the time. 44.4% of them agreed that they also learn the culture of English speakers to understand and engage themselves on the usage of English language in daily situations.

In terms of gaining a successful communication in English language, these English language learners also utilize one of the communication strategies when communicating with others. For instance, 37% of undergraduates majoring English language indicated that they normally ask the person to slow down and repeat when they do not understand something in English.

As good English language learners, they also seek assistance and guidance from any English speakers to improve their English language. 33% of them viewed that they normally ask speakers of English to correct their mistakes when talking in English

whereas 29.6% of these undergraduates majoring in English language did think that they ask for help from English speakers. These findings show that they utilize more social strategies compared to other types of language learning strategies to develop their proficiency level in English language.

The second and frequently used strategies are metacognitive strategies with average score 3.76 (18.98%) as indicated in Table 4.12. Metacognitive strategies enable the learners to schedule and manage their English language learning efficiently using various ways. This depicts that these English language learners do search for opportunities and evaluate their developments in English language most of the time. The findings found that they were also the high users for this type of language learning strategy. The percentage and frequency of metacognitive strategies used by these English language learners is shown in Figure 4.4. Merely 7.41% of them (two respondents) were identified for generally do not use metacognitive strategies when learning English language.

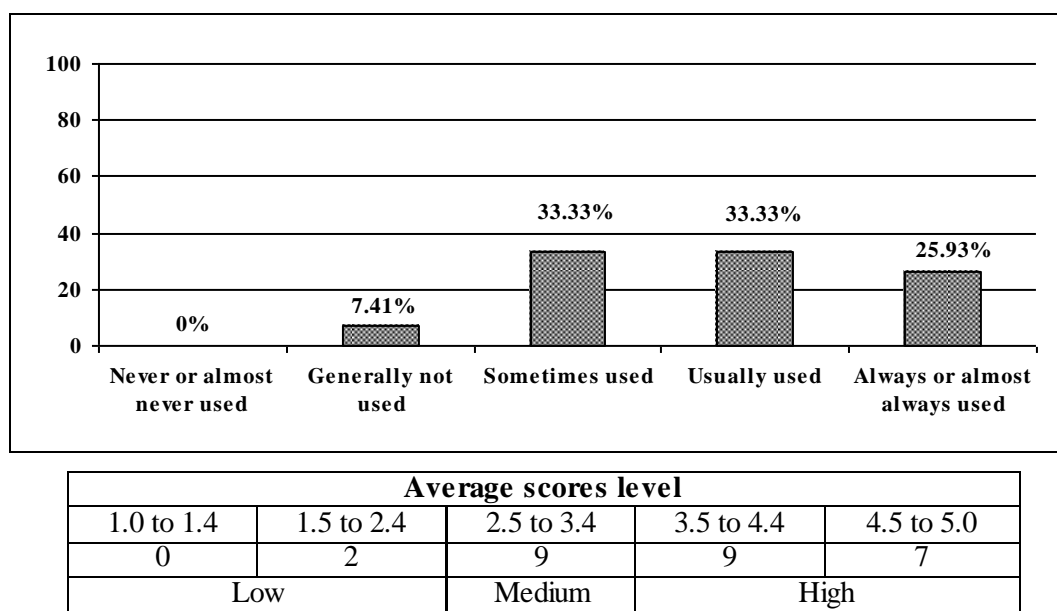


Figure 4.4: The percentage and frequency of metacognitive strategies used by the learners

A total of 33.3% respondents were sometimes used (n=9) and usually used (n=9) metacognitive language learning strategies while 25.9% of them (n=7) indicated that they always or almost always use these strategies to learn English language. The

findings revealed that most of these undergraduates majoring in English language considered metacognitive strategies as their second preferred types of strategies for learning English language.

Figure 4.5 reveals the overview of metacognitive strategies applied by these participants in details. Metacognitive strategies enable English language learner to organize and plan their approaches to sustain the good level of English language proficiency competently. 59.3% of them agreed with the statement that they do notice and learn from any mistakes made so that they can enhance their competency level in English language. This finding depicts 51.9% of these undergraduates specializing in English language did think that they always pay attention when someone is speaking in English.

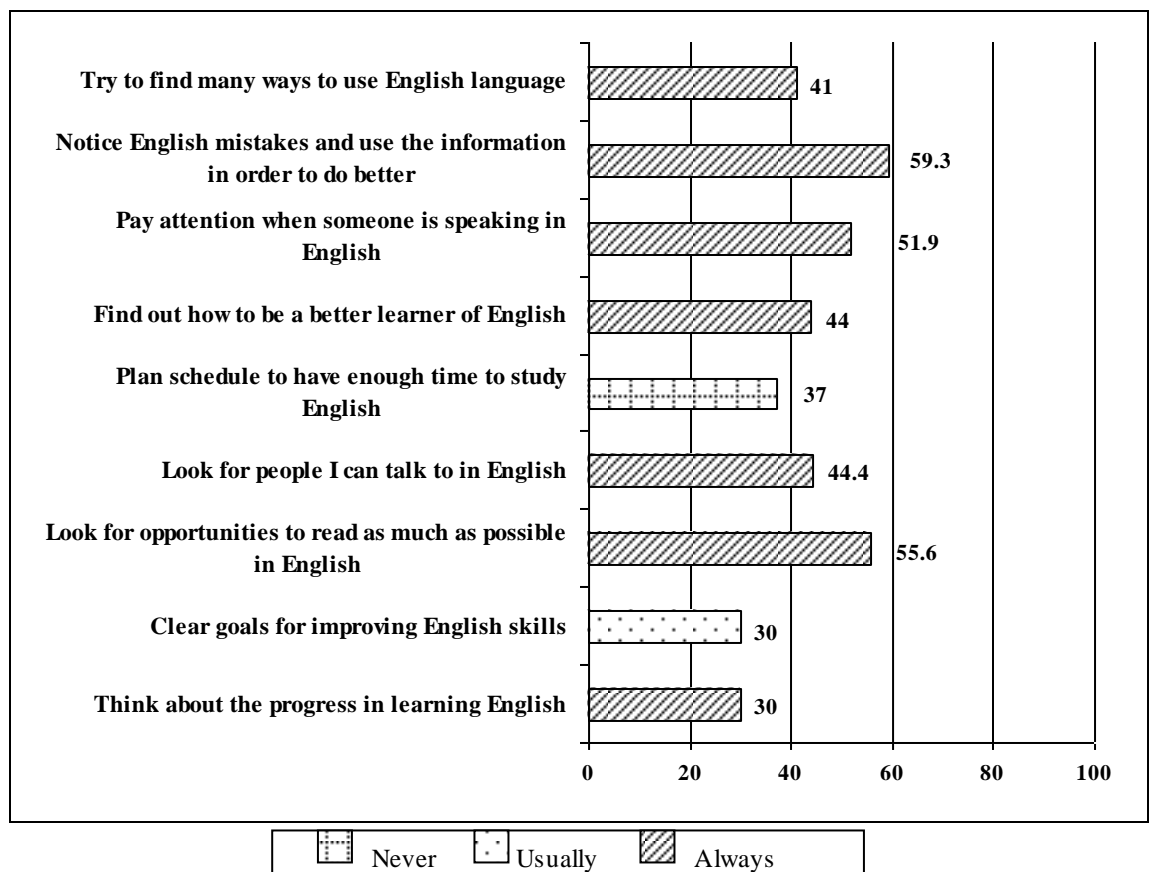


Figure 4.5: Percentage of responses on metacognitive strategies

They also look for opportunities to read as much as possible in English as 55.6% of the respondents agreed with the statement. They do believe that by reading English

language reading material increases their knowledge and experience on how to practise the language skills better. Apart from the strategy of reading, 44% of these English language learners do think that they truly look for people who they can talk to in English language and always find out how to be a better learner of English. These findings show that they normally search for any chance to utilize English language as 41% of them indicated that they always try to find many ways to use English language. The finding reveals that they also think about the progress in learning English language and have clear goals for improving English skills in which 30% of these undergraduates agreed with these statements. Nevertheless, 37% of them indicated that they rarely plan schedule to have enough time to study English.

Cognitive strategies are the third preferred type of strategies and used among these language learners with average score of 3.57 (18.02%) as displayed in Figure 4.6. Cognitive strategies lead them to gain successful comprehension and knowledge while learning English language.

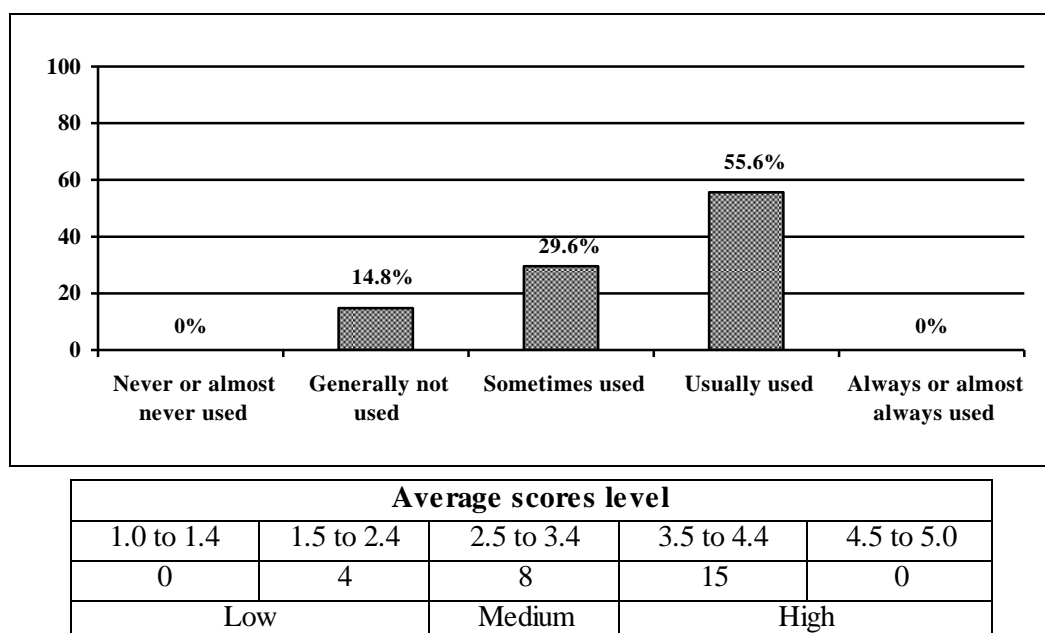


Figure 4.6: The percentage and frequency of cognitive strategies used by the learners

This result clearly shows that they were the high users for cognitive strategies as they find ways to understand what they have learnt in learning English language. 55.6%

of them (n=15) usually used cognitive strategies in most situations as shown in Figure 4.6. A percentage of 29.6% (n=8) indicated that they sometimes used these strategies while only 14.8% (n=4) responded that they generally do not used cognitive strategies to learn English language. However, none of these English language learners indicated they neither never used nor almost always used these strategies to improve their language skills while learning English language.

This finding reveals that these English language learners usually use cognitive strategies to improve their English language proficiency level. Figure 4.7 reflects the overview of cognitive strategies used by these English language learners in the study.

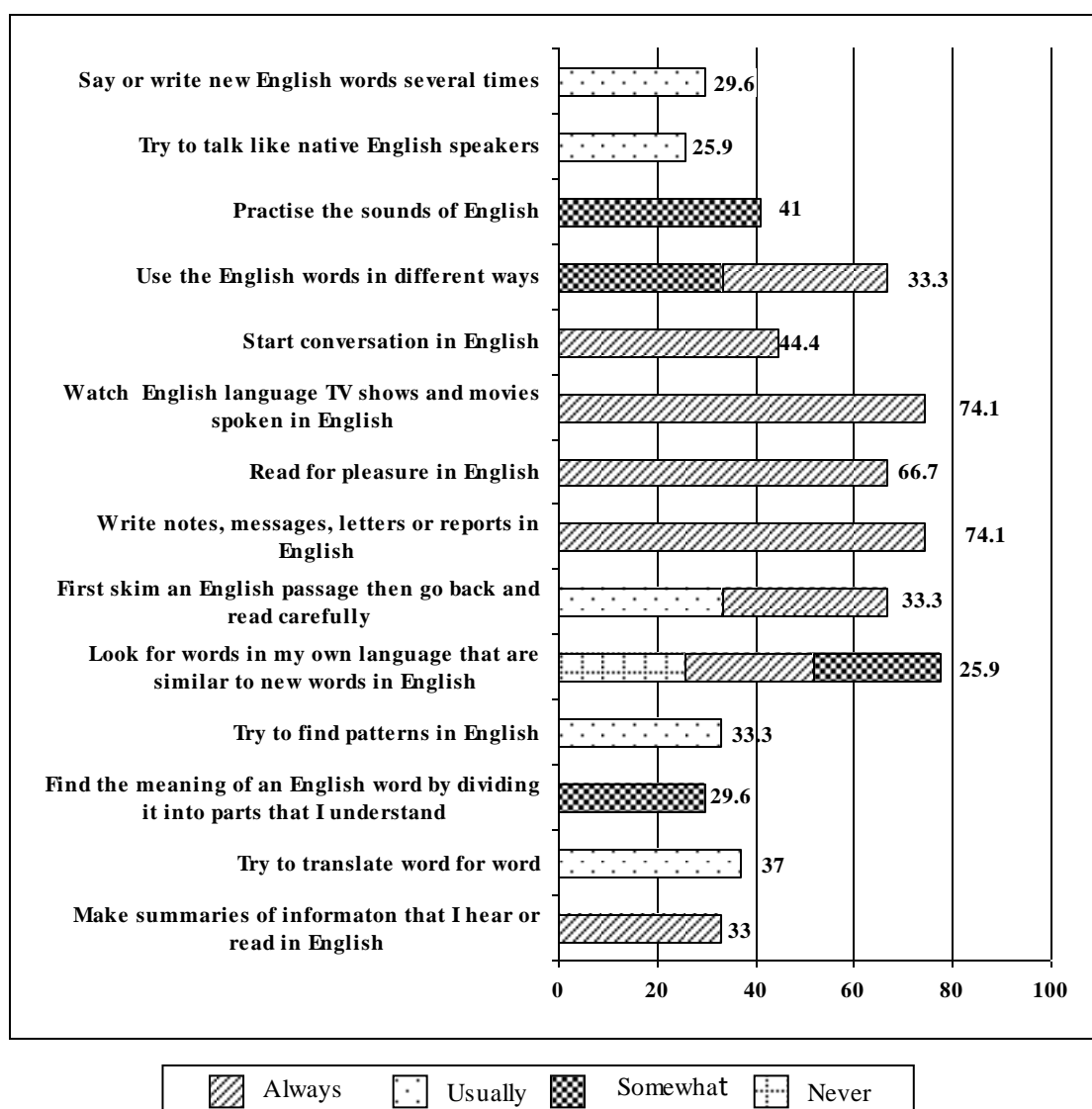


Figure 4.7: Percentage of responses on cognitive strategies

Cognitive strategies enable them to comprehend and analyse the knowledge gained at the most appropriate and interactive means. Most of the time, they frequently use cognitive strategies by watching English TV shows and movies spoken in English as 74.1% of them agreed with the statement as this strategy enhance their English language. 74.1% also use English language when writing notes, messages, letters or reports as one of the strategies to practise the writing skills in English. It was found out that majority of them regarded reading for pleasure. 66.7% of them read for pleasure in English to understand better and gain information apart from books that are meant for their English language studies.

The results of this study also discovered these participants use strategies when reading English language materials. For instance, 33.3% indicated that they do first skim and scan the reading texts then go back and read carefully the reading materials. 33.3% of them denoted that they often make summaries of information that they hear or read in English. If they encountered difficulties to understand the text better, 29.6% indicated that they somewhat find the meaning of an English word by dividing it into parts that they understand. These undergraduates majoring in English language also utilize cognitive strategies to practice and develop English vocabularies. For instance, 29.6% of them agreed that they usually say or write new English words several times while 33.3% indicated that they always use English words in different ways. Only 37% of them said that they 'usually' translate word-for-word in attempting to comprehend well when learning English language. A total of 25.9% of them however, 'never' and 'usually' look for words in their first language that is similar to new words in English.

In communicating with others, 44.4% indicated that they normally start conversations in English rather than speaking in their own mother tongue or first language. Practicing English language is very crucial for them especially pertaining to phonology. 41% of them indicated that they somehow do practise the sounds of English

whereas 25.9% agreed with the statement that they usually try to talk like native English speakers. Based on these findings, it can be said that these undergraduates majoring in English language and linguistics utilize cognitive strategies to enhance their competency level in English language. They normally apply these types of strategies to develop and sustain their knowledge and comprehension skills in English language daily.

The fourth preferred strategies are compensation strategies with average score 3.56 (18.02%). The learners preferred to use compensation strategies in order to help them utilizing English language in their language skills. The finding depicts that they were also the high users for this strategy of language learning. Compensation strategies such as guessing and looking for clues are frequently utilized by the learners. This result was also supported by the percentage and frequency of compensation strategies used among these learners as shown in Figure 4.8.

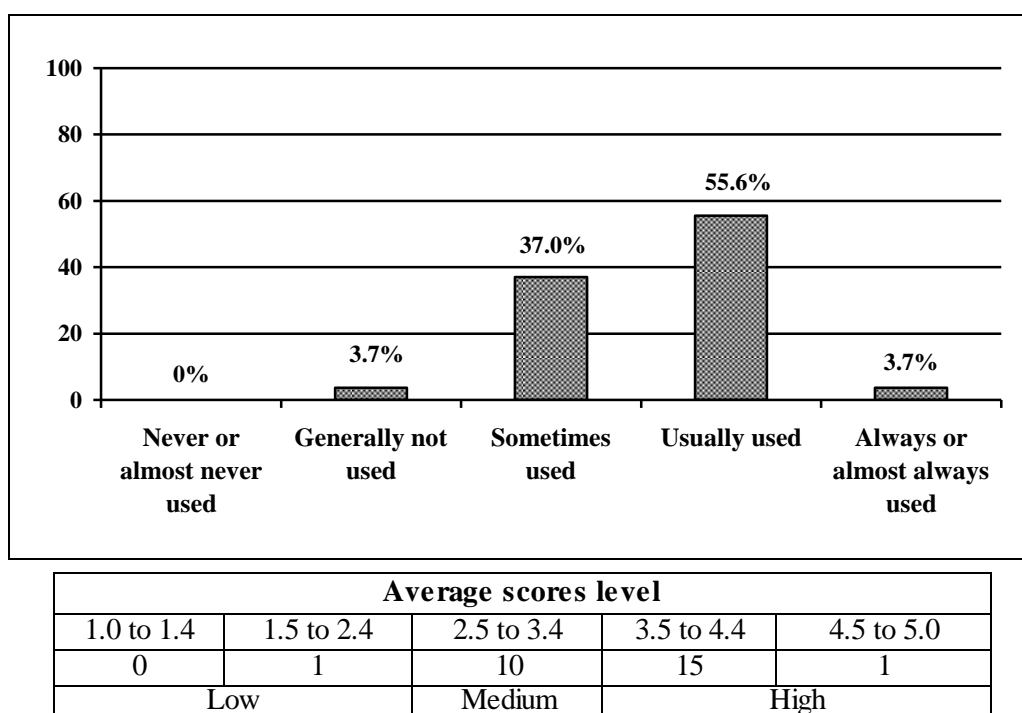


Figure 4.8: The percentage and frequency of compensation strategies used by the learners

Figure 4.8 unveils that most of the respondents preferred to use compensation strategies for learning English language. Sixteen respondents were the high users of compensation strategies, indicating 55.6% of these undergraduates majoring in English language specified that they usually (n=15) and 3.7% (n=1) always use these strategies. Meanwhile, ten out of total of the respondents (37%) are the medium users as they sometimes use these strategies in language learning. Only one respondent (3.7%) is the low user and responded generally do not use compensation strategies. The finding shows that none of the respondents stated that they never used these strategies when learning English language. A clear interpretation of the findings pertaining to compensation strategies can be seen in Figure 4.9.

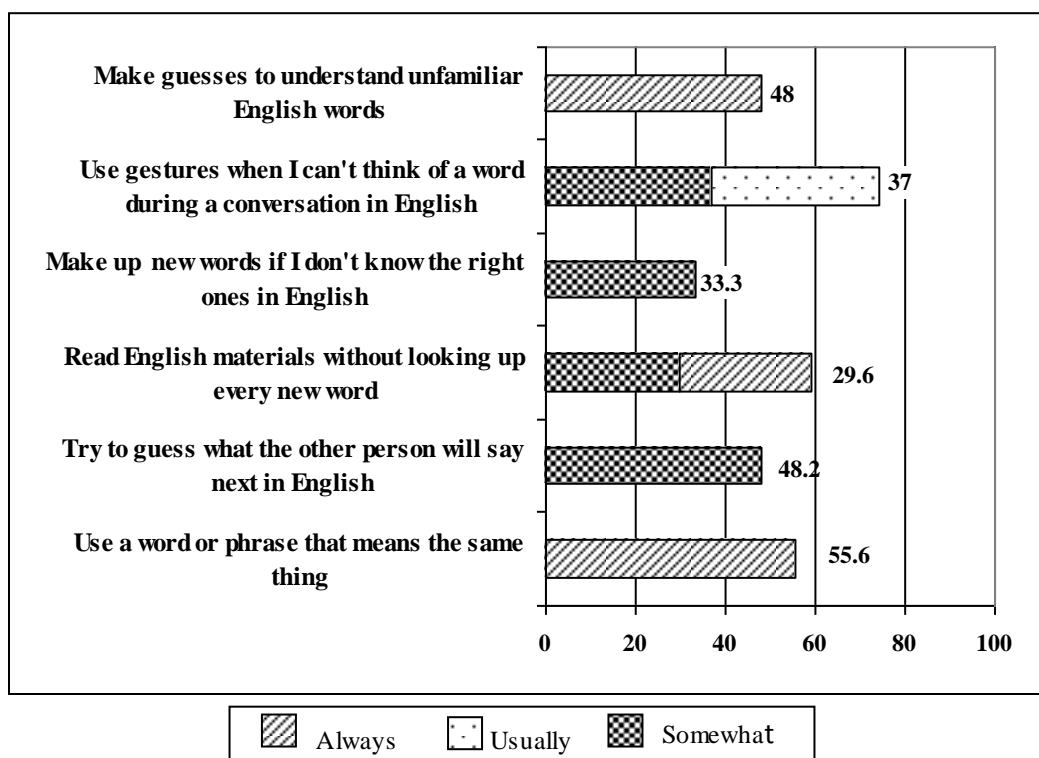


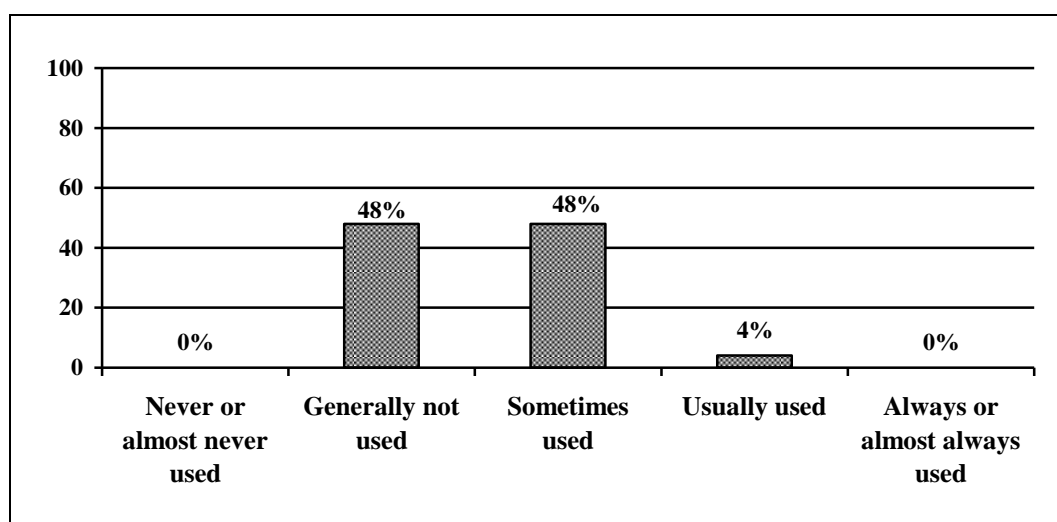
Figure 4.9: Percentage of responses on compensation strategies

The majority of them with a total of 55.6% truly use a word or phrase that means the same thing if they encountered any unfamiliar English word either in spoken or written form. 48.2% of them did think that they slightly try to guess what the other person will say next in English while 48% of them also however normally make guesses

to understand unfamiliar English words. Only 29.6% of these learners indicated that they read English reading materials without looking up every new word whereas another 29.6% somewhat agreed with the statement.

About 37% of these participants in the study denoted that they usually use gestures when they cannot think of a word during a conversation in English while another 37% of them also think that they somewhat apply this cognitive strategy. Merely a total of 33.3% of them indicated that they somewhat make up new words if they do not know the right ones in English. These findings revealed that they utilized compensation strategies to assist them better when encountering unfamiliar English words in the process of practising English language effectively.

Memory strategies, however, are the fifth frequently used strategies by these learners. The finding indicates that they were the moderate users for memory strategies with the average score of 2.60 (13.13%). Memory strategies assist them to remember, store and retrieve any information while they listen, read and write in English language effectively. The percentage and frequency of memory strategies utilized by these learners is shown in Figure 4.10.



Average scores level				
1.0 to 1.4	1.5 to 2.4	2.5 to 3.4	3.5 to 4.4	4.5 to 5.0
0	13	13	1	0
Low		Medium	High	

Figure 4.10: The percentage and frequency of memory strategies used by the learners

The finding as shown on Figure 4.10 reveals that only 4% of respondents (n=1) preferred to usually use memory strategies when learning English language. 48% of these learners (n=13) depicted that they sometimes used memory strategies, whereas another 48% of them (n=13) indicated that they generally not used these strategies. Most of the respondents did not prefer to use these strategies as none of them indicated that they neither never used nor always almost used memory strategies to assist them in learning English language better. Figure 4.11 illustrates an explicit overview of the memory strategies used by these learners.

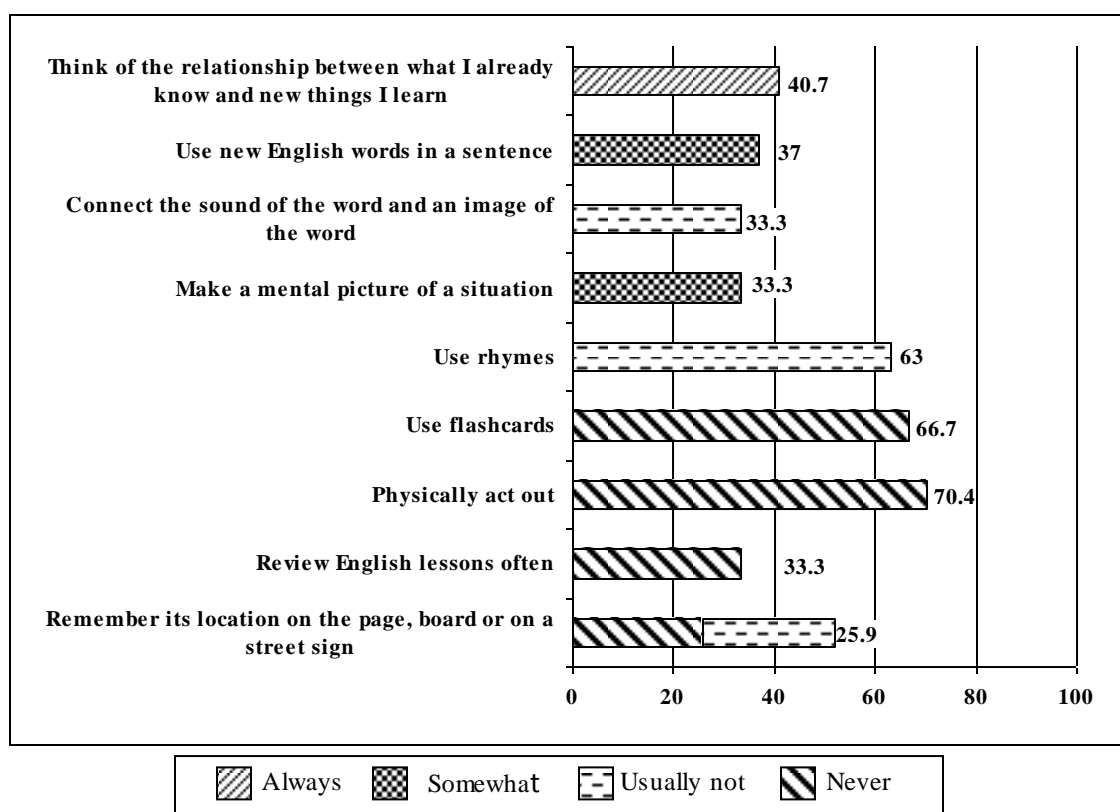


Figure 4.11: Percentage of responses on memory strategies

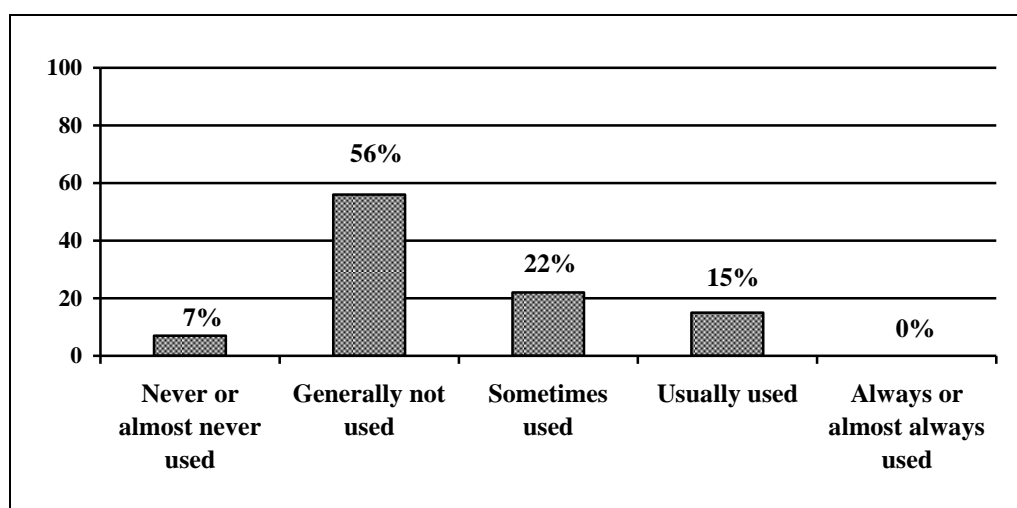
The findings discovered that these English language learners rarely use memory strategies when learning and practising English language daily. All the statements of memory strategies categorized by Oxford (1990) were not used by these language learners at the maximum level (Refer to Table 4.6). Majority of them infrequently apply memory strategies to assist them in learning English language successfully. They do not

prefer to use memory strategies as they indicated that these strategies truly did not describe themselves as English language learners. A total of 70.4% never physically act out to improve their comprehension skills whereas 66.7% of them indicated that they also never use flash cards as the strategy to understand what they have learnt in English language.

A high percentage (63%) of these undergraduates specializing in English language did think that they usually do not use rhymes to keep up the efforts in learning the language. They also indicated that they usually do not remember the location on the page, board or the street sign to reminisce better in which 25.9% of them agreed with this statement; while another 25.9% also indicated that they never use this type of memory strategies. Out of the total number of these respondents, only 33.3% of them depicted that they never review English lessons often. In terms of visual skills to remembering the knowledge of English language effectively, 33.3% of these English language learners did think that they somewhat or fairly did a mental picture of a situation. However, a total of 33.3% of them indicated that they usually did not connect the sound of the word and the image of the word to help them understand and remember the gist of information in English most of the time.

In utilizing memory strategies, the findings revealed that only 37% of them apply memory strategies by using new English words that they learn in a sentence. 40.7% of these undergraduates indicated that they think of the relationship between what they already know and new things that they learn to guide them learning English language successfully. The findings on memory strategies described that these English language learners infrequently use memory strategies but only for practising the new and discovered English vocabulary in writing compared to other types of memory strategies.

The last preferred and least frequently types of strategies utilized by the learners are affective strategies with average score 2.48 (12.52%) which can be seen in Table 4.12. They were the low users of affective strategies compared to other types of language learning strategies. Affective strategies enable the learners to share and manage their emotional aspects with others while learning or utilizing English language. This result depicts that these undergraduates majoring in English language did not prefer to use affective strategies as they did not think that this strategy helps them to enhance their English language in most cases. Figure 4.12 shows the percentage and frequency on affective strategies used by these learners when learning English language.



Average scores level				
1.0 to 1.4	1.5 to 2.4	2.5 to 3.4	3.5 to 4.4	4.5 to 5.0
2	15	6	4	0
Low		Medium	High	

Figure 4.12: The percentage and frequency of affective strategies used by the learners

As shown in Figure 4.12, majority of the respondents do not prefer to use affective strategies most of the time as 56% of these undergraduates (n=15) depicted that they generally not used these strategies and 7% of them revealed that they never or almost never used affective strategies. The percentage of those who are in favour of affective strategies was only 22% (n=6) as they sometimes used these strategies. Merely

15% (n=4) of them usually used affective strategies in managing their emotions when learning English language every time. The finding shows that none of these English language learners prefer to always or almost always use affective strategies in language learning frequently.

These results were supported and reflected by the findings on the overview of affective strategies use among the learners. It was revealed that affective strategies were the least preferred strategies among these undergraduates majoring in English language and linguistics as shown in Figure 4.13.

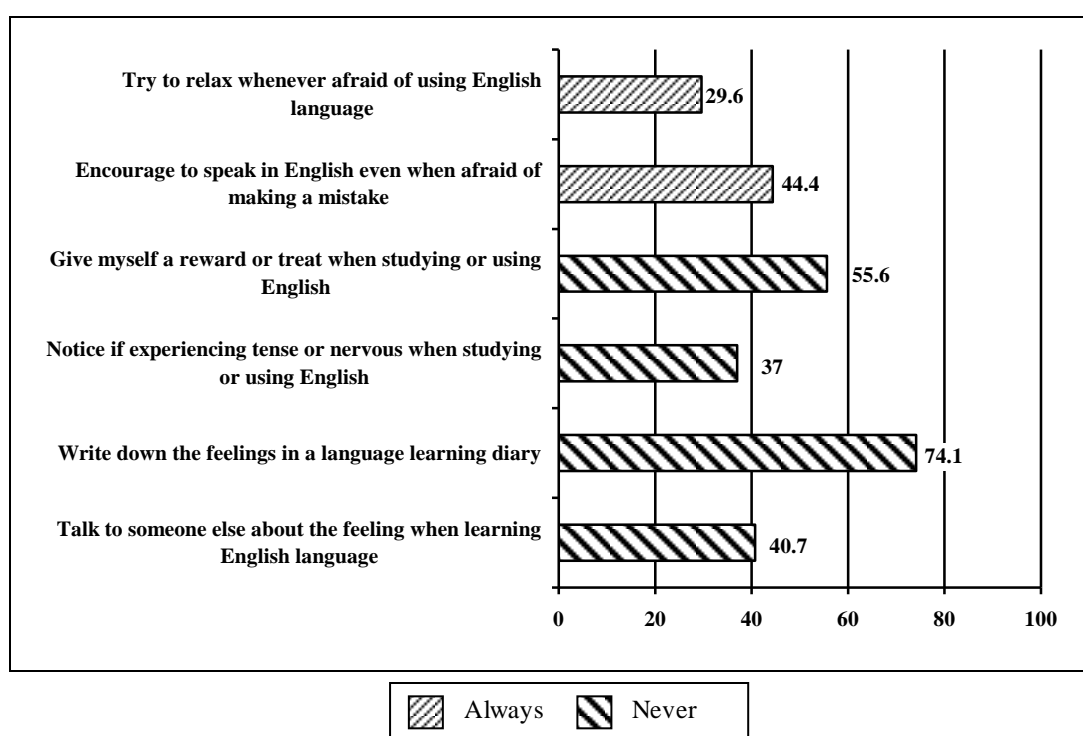


Figure 4.13: Percentage of responses on affective strategies

Affective strategies were the least preferred strategies among these undergraduates majoring in English language and linguistics as shown in Figure 4.13. They infrequently apply affective strategies. 74.1% indicated that they never write down the feelings in a language learning diary. 55.6% of them also depicted that they never give themselves a reward when studying or using English. They also never talk about the feeling when learning English language to someone else as 40.7% think that they

never use this affective strategy. In utilizing affective strategies, 37% of them indicated that they never notice if experiencing tense or nervous when studying or using English.

This finding revealed that they have the self-confidence and did not have difficulties pertaining to the use of English language most of the time. As good and proficient English language learners, they did apply affective strategies when they encourage themselves to speak in English even when afraid of making a mistake as 44.4% indicated that they truly apply this strategy.

Only 29.6% of them indicated that they try to relax whenever afraid of using English language. These findings depicted that they rarely apply affective strategies for English language learning.

The overall findings discovered that the most preferred language learning strategies are the social, metacognitive, cognitive and compensation strategies. They were the high users of these types of language learning strategies. These are followed by memory strategies as they were the moderate users for this type of strategies. Affective strategies were seemed to be the least preferred strategy among these language learners specializing in English language.

4.5 Results for Research Question 2

The overall findings based on the learners' self-ratings on level of English language proficiency (Item 6 in Background questionnaire) and the frequency of overall strategies used by the learners (SILL questionnaire) help to answer the second research objective of the study: *What is the frequency of overall language learning strategies used among the undergraduates specializing in English language according to self-rating on English language proficiency level?* Figure 4.14 elucidates the learners' frequency of overall strategies used by the learners to indicate whether the findings were reflected in their results on self-ratings of English language proficiency level as

depicted in Figure 4.15. The learners' responses as retrieved in the qualitative data were also utilized in supporting and answering the second research question of the study.

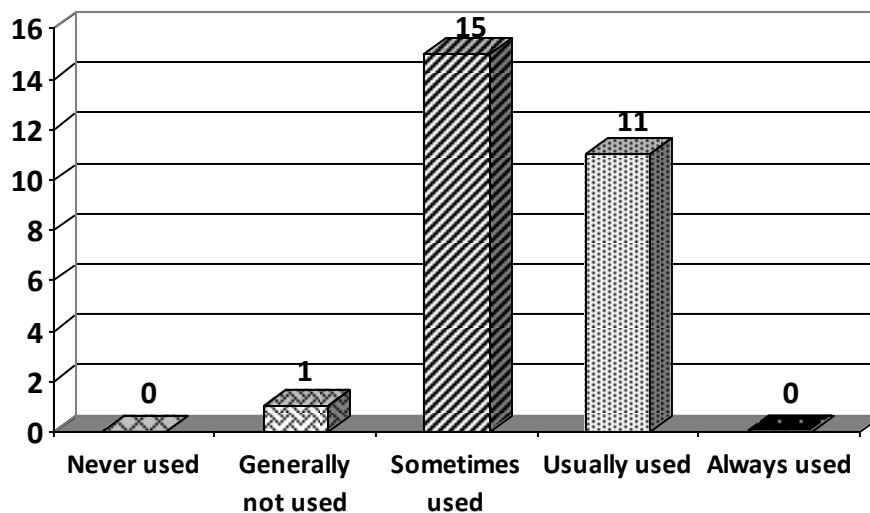


Figure 4.14: Overall frequency of language learning strategies used by the learners

Figure 4.14 shows the frequency of overall strategies used by the learners in which the quantitative data were obtained from the participants in the study. The results in the study showed that these undergraduates majoring in English language are frequent users of strategies as they sometimes and usually use the overall language learning strategies most of the time. Fifteen respondents (55.6%) indicated that they sometimes used strategies while learning English language compared to eleven respondents (40.7%) who usually used all types of language learning strategies. None of them admitted that they neither never nor always used strategies in learning English language.

These results signified that the participants certainly use language learning strategies when learning, practising and using English language in their daily situations, as efficient strategies to foster themselves in becoming successful language learners.

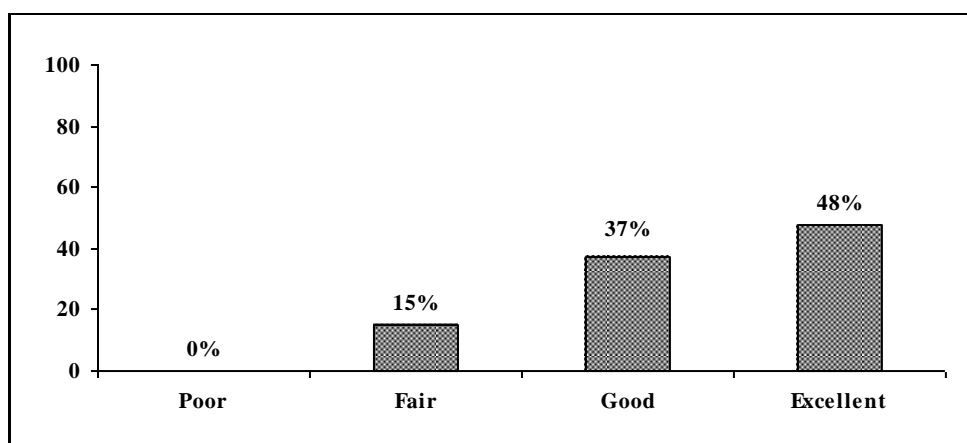


Figure 4.15: The percentage on the learners' self-rating of English language proficiency level

Based on the information extracted from the learners' background information questionnaire, majority of the learners self-rated their English language proficiency between good (n=10, 37%) and excellent (n=13, 48%). This is clearly shown in Figure 4.15 above. Nevertheless, only four respondents rated their level of English language proficiency as average or fair (15%) but none of the learners indicated that their English language proficiency level was low or at poor level. These results were supported by a few of the respondents' responses retrieved from the interview session.

I rate my overall proficiency in English language as excellent. I speak English language every day and almost every place I go.

(Participant Y1:R1)

I rated myself as excellent, maybe in between good and excellent but excellent.....because I speak English every day...and I speak it with my parents, with my classmates, with my friends and also in class with the lecturers and almost 24 hours.

(Participant Y2:R2)

I considered my English very good for a Malaysian. I speak English language on a daily basis.

(Participant Y2:R3)

I'm taking English major, so I would speak English and use and write English every day...If I were to rate my proficiency in English...I would say, is excellent for writing because I can double check it and edit it and excellent for listening but for speaking it would be good.

(Participant Y3:R3)

These findings reveal that these undergraduates majoring in English language were medium and high users of language learning strategies. These findings demonstrated them as proficient learners of English language. They sometimes and usually use language learning strategies when learning or using English language and they have obtained good results in their SPM and MUET exam. Overall, the findings depicted that they frequently use, practise and enhance their mastery level of the language most of the time due to specializing in English language at tertiary level.

4.6 Results for Research Question 3

The quantitative and qualitative data were analysed to answer the third research question of the study. Learners' responses were obtained based on the questionnaires provided and interview conducted. All the data were analysed by categorizing the ways in which language learning strategies used by these English language learners differ or similar according to learners' year of study. Hence, learners' responses on the statement items of the questionnaire and structured interview questions indicated the findings for the third research question of the study as follows: *In what ways do the preferred language learning strategies among the undergraduates majoring in English language vary with their year of study?*

The findings for answering the third research question were categorized based on the interview questions given to them and organized according to four sub-findings as illustrated in Figure 4.16. Learners' excerpts and results on average scores were used

and clarified further in which supporting as well as answering the above research question.

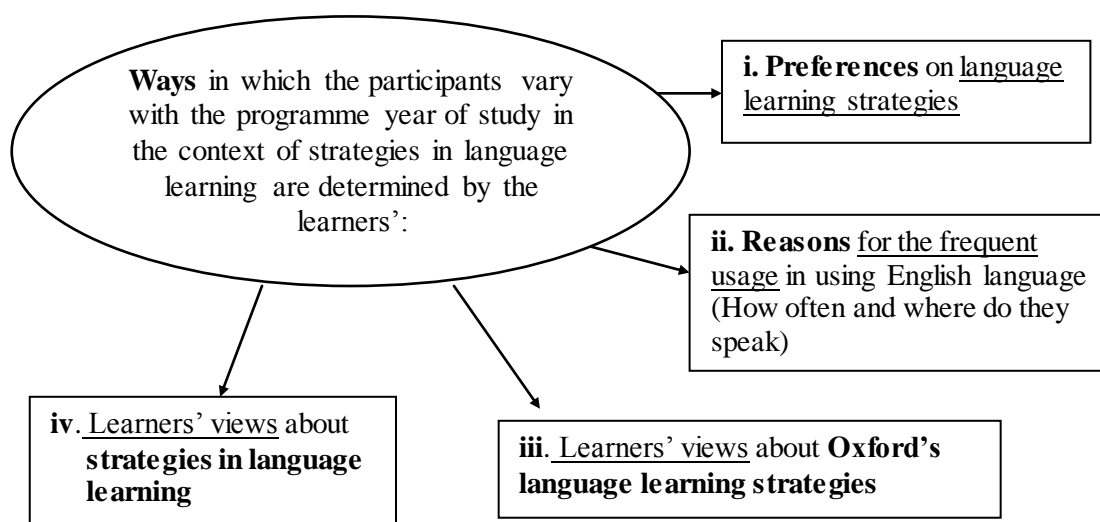


Figure 4.16: Ways that the undergraduates majoring in English language vary with their study year in the context of strategies in language learning

Based on the findings, these undergraduates majoring in English language from Year 1, Year 2 and Year 3 portrayed positive inclinations towards strategies for language learning in which can be categorised by several ways. These findings entail their preferences on strategies in language learning, reasons that lead them to frequently use the language (how often and where do they speak), views about Oxford's categories of strategies and perceptions on strategies for language learning. Therefore, the findings for Research Question 3 explicitly determine how these English language learners from each study year go about learning and practising the language most of the time.

4.6.1 Learners' preferences on strategies in language learning

In retrieving the findings for their preferences on language learning strategies, the data based on SILL questionnaire and interview responses were analysed to determine their preferred strategies in learning English language based on the learners'

year of study. Table 4.13 divulges the preferred language learning strategies used by these English language learners when using or learning English language according to their programme study year.

Table 4.13: The learners' preferences on language learning strategies according to programme year of study

	Types of language learning strategies	Average score/Frequency & Percentage					
		Year 1		Year 2		Year 3	
		Average	(%)	Average	(%)	Average	(%)
Direct	Memory	2.71 (M)	13.64	2.33 (L)	12.53	2.72 (M)	13.06
	Cognitive	3.43 (M)	17.26	3.55 (H)	19.10	3.73 (H)	17.92
	Compensation	3.62 (H)	18.21	3.26 (M)	17.54	3.79 (H)	18.20
Indirect	Metacognitive	3.68 (H)	18.52	3.59 (H)	19.31	4.00 (H)	19.21
	Affective	2.57 (M)	12.93	2.25 (L)	12.10	2.59 (M)	12.44
	Social	3.86 (H)	19.43	3.61(H)	19.42	3.99 (H)	19.16

Note: H = high user, M = medium user, L = low user

4.6.1.1 Year 1

Based on the findings as depicted in Table 4.6.1, it can be seen that the learners from Year 1 or juniors preferred three strategies the most as they were the high users for social strategies, average score 3.86 (19.43%). These results were supported and confirmed by the representatives or respondents from Year 1 undergraduates majoring in English language and Linguistics. Year 1 students viewed the importance of social strategies through learning English language with others as best explained in the following remarks by referring to the excerpts. (Y1 refers to participant from Year 1; Y2 denotes participant from Year 2; Y3 refers to participant from Year 3; R refers to Representative).

	Learning/cooperating with others
Theme: Social strategies	<i>Language learning strategy I prefer the most is learning with others because I feel that when I learn with others, I get to listen to the other person talking and from there I can grasp the meaning and learn different words and the correct words to say in different contexts. Through learning from others from what I see, from what I hear and from what I read.</i> (Y1: R2)
	<i>I would prefer learning with others because for me it's easy when you really interact with other people.</i> (Y1: R4)

This indicates that these language learners prefer to learn and work with others in improving their English language proficiency and competency level. They found interaction by learning with others is important in the process of language learning. Social strategies enable them to develop their knowledge and improve language skills as evidently clarified by the representative as depicted in the excerpt above.

According to the result shown, the second highest language learning strategies that the Year 1 participants preferred the most are metacognitive strategies, average score 3.68 (18.52%). These types of strategies assist them to manage and organize their time when learning English language. Year 1 learners utilize as many ways that they can as a part of metacognitive strategy in practicing the language. One of the representatives from Year 1 gave a convincing remark pertaining to the crucial way on how to use and practise English language in which in turn they can also develop their competency level.

	Arranging and planning: Seeking practice opportunities
Theme: Metacognitive strategies	<i>The more you use, the more comfortable and like the more fluent you'll be.</i> (Y1:R1)

This finding signifies that finding opportunities to practise the language enable every language learner to be fluent and proficient in the target language. It is important to frequently use the language as a way to strengthening the proficiency level and skills in language learning.

Compensation strategies with average score, 3.62 (18.21%) also were rated and remarked by these Year 1 learners as one of the highest strategies used by them compared to other types of language learning strategies. These results were similar to their seniors or third year learners as they rated themselves as high users for compensation strategies. However, these Year 1 undergraduates specializing in English language and linguistics were medium users for cognitive strategies, average score 3.43 (17.26%), memory, average score 2.71 (13.64%), and affective strategies, average score 2.57 (12.93%). A representative from Year 1 learners explicitly explained about using cognitive strategies in details.

Theme: Cognitive strategies	Receiving and sending messages : Getting ideas quickly and using resources
	<i>I immerse myself in an English media like TV and all that ... I learn how the characters talk the way they speak their accent. (Y1: R1)</i>
	Analyzing and reasoning deductively
	<i>I find I learn a lot more from reading because like...those new words...I can see like the context in which the words are used in the story and then I can understand. (Y1: R1)</i>
	Practising: Repeating, Recognizing, Practising with sounds
	<i>I watch like English TV shows, movies, I listen to English songs, so, sometimes my accent kinda of maybe subconsciously it follows that actions which I listen to all the time , yeah , so that's how I learn. (Y1: R1)</i>

These findings depicted that the Year 1 participants prefer to comprehend and practise what they have learnt by constantly practising using sounds and English media to enhance their language skills and linguistics abilities (e.g. phonetics and phonology).

4.6.1.2 Year 2

Meanwhile, it was found out that Year 2 learners were also the high users for social, average score 3.61 (19.42%), metacognitive, average score 3.59 (19.31%) and cognitive, average score 3.55 (19.10%) strategies as depicted in Table 4.13. For Year 2 participants, they prone to use social strategies when asking for clarifications apart from learning English language with others. They also develop their cultural understanding about English language as the ways to know the varieties of English language and how to use in different context or situations.

The following clear remarks was viewed by one of the representatives from Year 2 learners on how they go about utilizing social strategies for English language learning as shown in the following excerpts.

Theme: Social strategies	Asking questions: Asking for clarification
	<i>I communicate with everyone I meet. Majority hundred percent in English. So, I'm...I always...I practise English with other students. I ask questions in English all the time...I might learn new words from talking with other people. So, if I don't know the word means, I will ask them again.</i> (Y2:R1)
	Empathizing with others: Developing cultural understanding
	<i>...and try to learn the culture of English speakers as I'm quite interested the British culture and also very familiar with American culture.</i> (Y2:R1)
	Learning/cooperating with others
	<i>...because I believe one of the best ways of learning a language is to practise the conversation and all....by socially using English...yeah</i> (Y2:R4)

For these Year 2 learners, apart from enhancing their English language by learning with others, they also noticed that they learn the language to develop cultural understanding about English language and asking questions in English most of the time. These responses were reflected in Oxford's social strategies in language learning.

Thus, these findings signified that social strategies suit their ways in gaining successful English language learning in terms of communicating, cooperating and empathizing with others. In comparison to the social strategies utilized by Year 2 learners, one of the representatives gave perceptions on how they learn English language by using metacognitive strategies in details as shown in the excerpt below.

Theme: Metacognitive strategies	Evaluating your learning: Self-evaluating
	<p><i>Organizing and evaluating your learning...I think this kind of strategy is what I love to do because I always compare myself with others because I'm not first English speakers. English is not my first language. This is why I love this kind of strategy like comparing and evaluate...then realise where I am and will try to motivate myself to do better.</i></p> <p style="text-align: right;">(Y2:R5)</p>

This excerpt indicates that the language learner specializing in English language do evaluate themselves to keep track on his or her progress for self-developments in English language. Metacognitive strategies were seen as one of the ways to assist and motivate them to do better for their academic achievement.

These findings are followed by cognitive strategies, average score 3.55 (19.10%) and compensation strategies, average score 3.26 (17.54%) strategies in which they utilized these strategies at the medium level. Most of the representatives indicated that they utilize cognitive strategies in learning English language. These were clearly described by the representatives from Year 2 learners in the excerpts pertaining to these types of strategies as shown below.

Theme: Cognitive strategies	Receiving and sending messages : Getting ideas quickly and using resources
	<i>I read a lot of books, fictions, non-fictions, hmm... all the time... I also watch a lot of English movies and watch live English shows so that's how I learn the language.</i> (Y2: R1)
	Analysing and reasoning: Reasoning deductively
	<i>It is more of emphasis on mental processes. I guess I'm more of analytical person. I like to see things through and try to understand.</i> (Y2:R3)

These findings depicts that cognitive strategies enable them to use all their mental processes to understand and think rationally and critically by watching any English TV shows and reading English language materials for pleasure. These Year 2 learners prefer to utilize cognitive strategies in learning English language at medium level and they regard these types of language learning strategies as their third preferred language learning strategies compared to other types of strategies.

Representatives from Year 2 learners also gave views pertaining to their use of compensation strategies in English language learning that lead them to rank this type of strategies to be the fourth preferred language learning strategies in which clearly explained by them as revealed in the excerpts.

Theme: Compensation strategies	Guessing intelligently : Using linguistic clues
	<i>For example, I read a passage. I didn't understand a word. If I break my rhythm of my reading, I will lose. I tend to lose. I will complete my reading or conversation first, and then I will go and look at it if I really bother about it but usually I guess what it means according to the context of the passage or the situation.</i> (Y2:R2)
	Overcoming limitations: Adjusting and using synonym
	<i>Yes, I guess in a way. I do compensate for the things that I don't know in other ways...using another phrase or sentence...mean the same word that I'm trying to say.</i> (Y2:R4)

However, sophomores or the Year 2 learners were the low users in utilizing affective, average score 2.25 (12.10%) and memory, average score 2.33 (12.53%) strategies when learning or applying English language in various situations.

4.6.1.3 Year 3

As for Year 3 learners, it was found out that they are the high users and frequently use more metacognitive, social, compensation, and cognitive strategies than their juniors and sophomores. The following responses or excerpts were the Year 3 representatives' elucidations on how they utilize metacognitive strategies average score, 4.00 (19.21%), and their first preferred types of strategies when learning and practising English language.

Theme: Metacognitive strategies	Arranging and planning: Organizing
	<i>I tend to organize and evaluating my learning first and I do think that I am an independent learner so I tend to think first the structure before speaking.</i> (Y3:R4)
	Centering in learning: Paying attention
	<i>I pay attention when someone is speaking English language especially that someone is a native speaker. I would see how he or she constructs a sentence, the best word to use in a certain situation.</i> (Y3:R3)
	Evaluating: Self-evaluating and Self-monitoring
	<i>I read a lot of books and I watch a lot of movies....from there...hmm...I can say when I read book...when I watch movie...I again...evaluate myself...I come across with new words...I evaluate myself...I don't know this word for...so...right now I know...it means that...my knowledge for this language is still lack.. So, I need to improve.</i> (Y3:R5)

These findings show that the Year 3 learners do think that metacognitive strategies such as organizing and planning their language learning are necessary to obtain successful academic achievements. Keeping track of their progress and cautious in using the language correctly in all language skills definitely guides them to develop English language proficiency level and to accomplish a good work every time. This depicts that they are conscious and concern about their improvement in language learning.

The second preferred types of strategies among the Year 3 learners are the social strategies, average score 3.99 (19.16%) in which clearly explained by them as depicted in the data excerpts below.

Theme: Social strategies	Asking questions: Asking for clarification
	<i>I'll be asking them to repeat to me in English... If I don't catch something, they have to paraphrase in English. (Y3: R2)</i>
	Learning/cooperating with others: Peers/proficient users
	<i>For learning with others, when someone corrects my English, it leaves a lasting impression on me...I would really remember...I like someone who is superior better than me to correct and guide me. (Y3:R1)</i>
	<i>It's probably learning with others because I say that... well...it's communicating in English is actually a part of my daily requirement ...so it's almost a given that I would definitely becoming communicating with other people in English... so I speak, interacting with other people all the time, whether it's on purpose or not. (Y3:R2)</i>
<i>I think I can really learn English this way.... learning with others.....when I learn with others.....like people who are native speakers of English....hmm...I tend to speak how they speak...I tend to speak more often. (Y3:R3)</i>	
<i>If I don't get to speak with people who speak English...I would never learn English in a better way...yeah. (Y3:R5)</i>	

It can be said that social strategies are applicable for Year 3 learners when learning with others and asking questions in English. They prefer these types of social strategies as these strategies can be considered as the immediate actions taken by them to improve their language learning, gaining knowledge, encouragement to speak the language more often and enhanced vocabulary.

Compensation strategies were the third preferred types of strategies and used by the Year 3 learners with average score 3.79 (18.20%). These findings were supported by the representatives of Year 3 learners about their usage on compensation strategies in details based on the following excerpts.

Theme: Compensation strategies	Guessing intelligently : Using linguistic clues
	<i>I do prefer for compensating missing knowledge...because...if I don't understand a particular word, I will make guesses...I read the whole sentence and...sometimes the sentence itself gives me an idea of the words are...or the word is...and....so I make a guess...a smart guess on what the word is....I prefer to make things up or make sense of the word on the spot. (Y3:R1)</i>
	Overcoming limitations: Adjusting and using synonym
	<i>If I don't catch something, they have to paraphrase in English. (Y3:R2)</i>

The Year 3 learners also agreed compensation strategies are crucial when they cannot understand or identify the meaning of the new word learnt. They are likely to guess intelligently by using linguistics clues and synonyms. For instance, they usually analyse carefully the syntax, semantic of the sentences and pragmatic of the words or phrases to comprehend the whole ideas of any difficult reading texts. These findings show that most of the time, they frequently find ways to ensure their language learning process are achievable even though sometimes they slightly encounter difficulties in comprehending the English reading texts or words.

To overcome the limitations when practising and using the language, these Year 3 learners opt for cognitive strategies as their fourth preferred types of strategies, average score 3.73 (17.92%). This finding was evidently clarified by the representatives from Year 3 learners as shown below.

Theme: Cognitive strategies	Practicing : Repeating and practising with sounds
	<i>I try to use more English...so I try to use more in the classroom and to learn I would watch English sitcoms and imitate their pronunciation especially and their usage in English.</i> (Y3: R4)
	Receiving and sending messages : Getting ideas quickly and using resources
	<i>I love to watch TV shows with a modern setting...I realize that I really do use a lot of TV shows, radios, all these audio visual aids for me to learn English...it does help a lot.</i> (Y3: R3)
	<i>I read a lot as hobby and part of my degree and to learn external knowledge...yeah I read a lot in English.</i> (Y3: R2)
<i>I read a lot of English reading materials like novels and books...so this is how I learn my English.</i> (Y3: R3)	
<i>I really like to watch movies and...learn English from there....I think it reflects on how I learn English....like I said I'm very an audio person....I prefer to listen more than to read...watching movies is a good choice for me.</i> (Y3: R1)	

As clarified in the excerpts, the Year 3 learners indicated that cognitive strategies enable them to learn and practise English language effectively and ways towards a fun learning. They revealed that they improve their language skills by watching any English media such as TV shows, movies and programmes. They learn the phonetics and phonology of the words; how to speak and pronounce the English words appropriately. Reading a variety of English reading materials is also other types

of cognitive strategies that they usually apply for the developments in language learning. They found out reading English materials either for educational or leisure purposes assist them to enhance their competency in English language. Nevertheless, the Year 3 learners were discovered to less frequently use memory strategies, average score 2.72 (13.06%) and affective strategies, average score 2.59 (12.44%) in which they use these strategies at the medium level.

It was interesting to note that these undergraduates majoring in English language from each year of study have similar preferences on social and metacognitive strategies. Most of these English language learners admitted that these types of language learning strategies facilitate them to practise and organize their time as well as to progress in gaining successful academic achievement in English language. They were also found to prefer less towards certain strategies such as affective and memory strategies. Nevertheless, the findings revealed that they still utilize a variety of strategies in language learning even though they have more preferred and less preferred strategies in a different frequency of use depending on each individual learning preferences.

4.6.2 Learners' views on their frequent use of English language

The present study also investigates the learners' frequent usage of English language by determining how often and where they go about using English language. It can be said that the frequent use of utilizing English language in their daily lives inculcates them to enhance their English language for diverse purposes as well as to denoting them as proficient learners of English language. They encourage themselves to speak in English language every time. The current study identified a few reasons that lead these language learners from Year 1, Year 2 and Year 3 to frequently use English language.

4.6.2.1 Majoring in English language

Based on the findings retrieved from the data excerpts, it was discovered that specializing in English language is one of the main factors in motivating them to speak in English. Speaking in English language is crucial and the reason for them to opt for majoring in English language, specifically. Most of them also frequently use English language when communicating with people at the faculty such as academic staff and non-academic staff. They are indeed prone to speaking in English with them because they are language learners of the Faculty of Languages and Linguistics. The following remarks show how the representatives from each year of study viewed about this first reason.

I speak English every day..... I will speak in English especially since I'm an English major and where I would speak would be in everyday life.

(Y1:R1)

.....because I'm in the English department, I tend to speak English with my lecturers, with my classmates.

(Y2:R2)

I use it really a lot... of course...main reason because I'm taking English for the course as my degree ...so I'm around with people who use English daily.

(Y2:R4)

I'm taking English major, so I would speak English...use and write English every day.

(Y3:R3)

4.6.2.2 Class

Another reason that leads them to constantly use English language is because they normally speak and practice the language in class. Thus, class setting usually helps them to speak in English most of time when learning and participating in class activities for every English course. Most of the learners from each year of study did think that

using English language in class is a vital way to enhance their English language effectively as clearly and evidently explained in these representatives' responses:

...in class, yeah we all speak English. (Y1:R1)

I only use English when I'm in class or...like with someone who speaks English...hmm... yeah I just use English mostly in class. (Y1:R4)

(Representatives from Year 1 undergraduates)

I speak English every day...with my classmates, with my friends and also in class with the lecturers. (Y2:R1)

(One of the representatives from Year 2 undergraduates)

I have classmates from different background...so we use English as lingua franca.

(Y3:R2)

I think I try to use more English...so I try to use more in the classroom. (Y3:R4)

(Representatives from Year 3 undergraduates)

4.6.2.3 Home

The at home setting is also the reason for these language learners to speak and practice English language most of the time. A few of the representatives from Year 1, Year 2 and Year 3 indicated that they also speak in English at home with their parents and family members as described in the following remarks:

I speak to my parents in English. They speak to me in English although they speak to each other in a...a Chinese dialect but they didn't teach it to me...they just teach me English...so that's why. (Y1:R1)

I speak English language...every day and almost every place I go including the home setting...with my family at home. (Y1:R2)

(Representatives from Year 1 undergraduates)

I speak it with my parents. (Y2:R1)

I speak English language on a daily basis...typically at home. (Y2:R3)

(Representatives from Year 2 undergraduates)

I use English everywhere even at home...I speak to my parents in English. (Y3:R1)

I use English everywhere even at home...I use English...I speak to my parents in English...or with my cousins because they had an English education background. They are not quite good in Mandarin so I speak with them...to them in English very often.

(Y3:R2)

I often speak English with my family, usually with my sisters. (Y3:R5)

(Representatives from Year 3 undergraduates)

As revealed in the excerpts, these participants in the study always encourage themselves to speak in English language even at home. Nevertheless, it is all depending on the learner's family background. Few of these language learners gave views that they somehow do not use or speak in English at home to practice English language. In most situations, however, these language learners majoring in English language normally motivate themselves to speak in English more often with their classmates of different races or friends and others even outside the classroom context as divulged by the representatives from their junior, sophomore and senior in the interview:

I speak English language...every day and almost every place I go including...in church and also with my old schoolmates as well...in the restaurant...when I go out.

(Y1:R2)

(A representative from Year 1 undergraduates)

So it really depends on who I'm with but if given the choice, I...on my own I might usually speak in English. (Y2:R3)

...even I have more Chinese friends than Malay friends...so I don't use Malay with them...even they are more familiar with Malay than English. I still use English with them. (Y2:R4)

Whenever I go out....I go shopping and ask the shopkeepers...to order food...as it all mostly in English. (Y2:R1)

(Representatives from Year 2 undergraduates)

...I go for business meeting...I speak in English...I speak to my clients in English...so basically English is a 80 percent of my daily life...when I'm communicating with people, acquaintances that I know. (Y3:R1)

(A representative from Year 3 undergraduate)

4.6.2.4 University

Apart from that, most of them also indicated they frequently use English language due to university context of learning and environment. All the reading materials and assessment given to them are written in English. Activities and events at the university level also are done by using English language. Majority of the representatives of undergraduate learners did think that they start to speak or communicate with others in English since they entered the university. In completing the assessment and participating in any activities at tertiary level, they usually use English language frequently.

The university setting also can be said as the indicator that motivates them to speak and write using English language most of the time. This is evidently clarified by representatives from Year 1, Year 2 and Year 3 undergraduates as revealed during the interview:

I get to speak English a lot and I think...that good for me so I can practice more. (Y1:R3)

I speak English language...every day and almost every place I go. (Y1:R2)

(Representatives from Year 1 undergraduate)

...since I attend university...I start to speak English language a lot. (Y2:R5)

(A representative from Year 2 undergraduate)

...during residential college activities, interacting with group mates for organizing an event or assignment, in facebook when discussing assignment....So, if we are involved in the events, we need to have some discussions, so it would be in English.

(Y3:R3)

(A representative from Year 3 undergraduate)

Thus, these findings indicate that these undergraduates majoring in English language from Year 1, Year 2 and Year 3 were the frequent users of language learning strategies. Factors such as course requirement, class, home and institutional environment were identified as the main reasons for them to use and practice English language often or most of the time.

4.6.3 Learners' views on Oxford's language learning strategies

The findings for the second reason to answer the third research question depicts that majority of these participants or representatives from Year 1, Year 2 and Year 3 learners viewed Oxford's strategies for language learning in some way described their own strategies when learning English language. It was found out that Oxford's language learning strategies do reflect the ways on how they learn English language. The following remarks show the learners' opinion about Oxford's strategies of language learning in comparison to their own strategies for learning English language:

I think they do reflect how I study. (Y1:R5)

These language learning strategies do reflect on how I learn because the statements are what I do like...I do I really read...and I immerse myself in an English media.

(Y1:R1)

These learning strategies do reflect on how I learn English language which is true.

(Y1:R2)

I see the statements given here like ..., I try to talk like native English speakers and practise the sounds of English. These statements are...I agree with...because that's what I do. I mean. I watch like English TV shows, movies, I listen to English songs....yeah, so that's how I learn.

(Y1:R1)

(Representatives from the juniors)

I think it does reflect my learning strategies.

(Y2:R2)

...how I learn is basically reflect the strategies that I love to do...

(Y2:R5)

...it is more of emphasis on mental processes...I guess I'm more of analytical person...I like to see things through and try to understand...so it is so reflected in the questionnaire...I think these language learning strategies do reflect how I learn English language.

(Y2:R3)

(Representatives from the sophomores)

Yeah, mostly.

(Y3:R4)

I really like to watch movies and...learn English from there....I think it reflects on how I learn English....

(Y3:R1)

Yes, it does...I think...because based on this strategy I am more on compensating for missing knowledge...so I make smart guesses or...I use a word that means the same...yeah...I think...it does reflect how I learn English.

(Y3:R1)

It reflected the way that I learn English because when I realize that I get the third highest score for part B using all mental process, then I realize that I really do use a lot of TV shows, radios, all these audio visual aids for me to learn English...it does help a lot...for example, as for the learning with others which I have the highest score...match my preference.

(Y3:R3)

I think these language learning strategies...it's actually reflect how I learn English language because...It's all true based on this questionnaire. (Y3:R5)

I would say that the learning strategies based on this survey...I say this somewhat reflect my...the way that I learn English language. (Y3:R2)

(Representatives from the seniors)

Majority of these language learners specializing in English language admitted that Oxford's types of language learning strategies resemble their own strategies when learning the language. These findings were supported by the results retrieved from the quantitative data, SILL questionnaire. The following tables depict the statement items as described by Oxford (1990) in which preponderance of the participants from each year of study agreed that those statements on metacognitive, social, cognitive and compensation strategies reflect their ways or techniques on how they usually learn, use and practise using English language toward successful language learning.

However, this study also found that the representatives from each year of study did not think memory strategies and affective strategies as described by Oxford's (1990) SILL portray them when learning and practising the language in most situations. These findings reflected their results on the use of both strategies in which the participants from each year of study ranked these types of strategies as the least preferred language learning strategies as displayed in Table 4.13.

Table 4.14: Statement items that reflect the learners' preferences on Oxford's metacognitive strategies based on year of study

No.	Statement Items Metacognitive strategies	Participants/ Representatives from each year of study		
		Y1 N=10 (n in %)	Y2 N=8 (n in %)	Y3 N=9 (n in%)
1.	Try to find as many ways as I can to use English. (Item 30)	(6) 60%	(5) 62.5%	(9) 100%

‘Table 4.14 continued’

No.	Statement Items Metacognitive strategies	Participants/ Representatives from each year of study		
		Y1 N=10 (n in %)	Y2 N=8 (n in %)	Y3 N=9 (n in%)
2.	I notice my English mistakes and use the information to help me to do better. <i>(Item 31)</i>	(9) 90%	(6) 75%	(8) 88.9%
3.	Pay attention when someone is speaking English. <i>(Item 32)</i>	(8) 80%	(6) 75%	(7) 77.8%
4.	Try to find out how to be a better learner of English. <i>(Item 33)</i>	(8) 80%	(5) 62.5%	(6) 66.7%
5.	Look for people I can talk to in English. <i>(Item 35)</i>	(7) 70%	(5) 62.5%	(6) 66.7%
6.	Look for opportunities to read as much as possible in English. <i>(Item 36)</i>	(6) 60%	(7) 87.5%	(7) 77.8%
7.	Think about my progress in learning English. <i>(Item 38)</i>	(5) 50%	(3) 37.5%	(6) 66.7%

The above Table 4.14 shows the participants or representatives’ responses on Oxford’s Metacognitive strategies of statements items that most reflect them in which vary with their year of study. Out of nine items from Oxford’s metacognitive strategies in SILL, only seven statement items were discovered parallel to the participants’ ways of learning English language. Preponderance 100% (n=9) of the Year 3 learners agreed with the statement item that they try to find as many ways as they can to use English. The findings reveal that 62% of the Year 2 learners and 60% of the Year 1 learners also agreed with this statement. A percentage of 90% of Year 1 learners agreed to the second statement on noticing their English mistakes and uses the information to help them to do better, slightly higher than their seniors. 88.9% of the Year 3 learners agreed with this

statement, meanwhile 75% of the Year 2 learners did think that this metacognitive strategy is crucial.

It seems that 80% of Year 1 learners admitted that paying attention when someone is speaking in English is what they usually do to improve their language learning. Meanwhile, their seniors from Year 2 (75%) and Year 3 (77.8%) also agreed with this statement item. Furthermore, the participants from each study year do frequently find out how to be a better learner of English. Most of Year 1 learners (80%) supported this statement, whereas 66.7% of Year 3 learners and 62.5% of Year 2 learners agreed with the statement item.

Majority of Year 1 (70%), Year 2 (62.5%) and Year 3 (66.7%) learners also agreed with the statement item on metacognitive strategy such as looking for people that they can talk to in English is one of the strategies that they normally use for enhancing language skills, especially in speaking skill. This finding supports their view on other Oxford's metacognitive strategies in which they always look for opportunities to read as much as possible in English. 87.5% of Year 2 learners regarded this strategy as pivotal to enhance their reading and writing skills. A total of 77.8% from Year 3 learners agreed with the statement while 60% of the Year 1 learners also noticed that they usually use this strategy for vocabulary and knowledge enhancement.

The last statement item that the representatives from each study year viewed as important and reflect them the most is thinking about their progress in learning English. 66.7% of Year 3 learners regarded this metacognitive strategy as important. Year 1 (50%) also agreed with the statement even though marginally more than the Year 2 learners (37.5%).

Pertaining to Oxford's social strategies, four statement items (Item 47, 48, 49 and 50) out of six statement items resemble the participants from each study year on how they use social strategies to learn effectively. Table 4.15 exemplifies the statements

item from Oxford's social strategies that reflect the learners the most in which vary with their year of study.

Table 4.15: Statement items that reflect the learners' preferences on Oxford's social strategies based on year of study.

No.	Statement Items Social strategies	Participants/ Representatives from each year of study		
		Y1 N=10 (n in %)	Y2 N=8 (n in %)	Y3 N=9 (n in%)
1.	Practice English with other students. <i>(Item 47)</i>	(9) 90%	(6) 75%	(7) 77.8%
2.	Ask for help from English speakers. <i>(Item 48)</i>	(7) 70%	(2) 25%	(4) 44.4%
3.	I ask questions in English. <i>(Item 49)</i>	(9) 90%	(7) 87.5%	(9) 100%
4.	Learn about the culture of English speakers. <i>(Item 50)</i>	(5) 50%	(6) 75%	(7) 77.8%

The findings revealed that these undergraduates majoring in English language and Linguistics from each year of study opt for practising English language with other students or classmates as shown in Table 4.15. 90% of Year 1 learners responded usually and always for this statement, which followed by their seniors, Year 3 learners (77.8%) and Year 2 learners (75%). As for the statement item on asking for help from English speakers, only Year 1 learners (70%) agreed that they usually use this social strategy. Meanwhile, it was discovered that their seniors are not using this type of strategy frequently as merely 25% of Year 2 learners and 44.4% of Year 3 learners agreed with this statement item.

Nevertheless, majority of the Year 1 learners (90%), Year 2 learners (87.5%) and Year 3 learners (100%) admitted that statement item on whether they ask questions in English is true about how they normally practise speaking in English. The last

statement item on Oxford’s social strategy that was found out reflecting their language learning strategy is learning about the culture of English speakers. Most of Year 3 learners (77.8%) agreed with the statement, whereas 75% of Year 2 learners and 50% of Year 1 learners also viewed that this social strategy enables them to understand the culture and language varieties of English speakers better. These four statement items on Oxford’s social strategies were the strategies that are consistent to what they normally practise or do to enhance their English language proficiency and competency level.

In terms of the learners’ views on Oxford’s cognitive strategies, preponderance of the participants from each year of study also viewed that Oxford’s cognitive strategies reflect the strategies they usually use to enhance their English language learning as depicted in Table 4.16.

Table 4.16: Statement items that reflect the learners’ preferences on Oxford’s cognitive strategies based on year of study

No.	Statement Items Cognitive strategies	Participants/ Representatives from each year of study		
		Y1 N=10 (n in %)	Y2 N=8 (n in %)	Y3 N=9 (n in%)
1.	Try to talk like native speakers of English. (Item 11)	(4) 40%	(3) 37.5%	(6) 66.7%
2.	I start conversations in English. (Item 14)	(6) 60%	(6) 75%	(7) 77.8%
3.	Watch English language TV shows spoken in English or go to movies spoken in English. (Item 15)	(8) 80%	(7) 87.5%	(8) 88.9%
4.	Read for pleasure in English. (Item 16)	(7) 70%	(7) 87.5%	(8) 88.9%
5.	Write notes, messages, letters, etc, in English. (Item 17)	(8) 80%	(6) 75%	(9) 100%

Out of total 14 statement items from Oxford’s cognitive strategies, only 5 items were the statements that these learners per study year found similar on what they

normally do when learning English language. The statement item on whether they try to talk like native speakers of English, most of Year 3 learners (66.7%) agreed with the statement. However, only 40% of Year 1 and 37.5% of Year 2 learners also viewed that this cognitive strategy is what they are likely to apply when learning the language.

77.8% of the Year 3 learners also viewed that starting conversations in English is the strategy they usually prefer to do, meanwhile the Year 2 learners (75%) and Year 1 learners (60%) also did think that this statement item was true about how they go about practising English language. Moreover, Oxford's cognitive strategy by watching English TV shows or movies mostly reflect the representatives from each year of study. Majority of the Year 3 learners (88.9%) agreed with this statement item, in which 87.5% of Year 2 learners and 80% of Year 1 learners also found this statement resembles themselves when learning English language. They viewed this strategy as an effective way to learn as they learn a lot by applying this cognitive strategy.

Oxford's cognitive strategies on reading for pleasure in English also were responded as reflecting them the most on how they normally do to develop their English language. Most of them, the Year 1 (70%), Year 2 (87.5%) and Year 3 (88.9%) learners did view that this cognitive strategy is rather crucial. All Year 3 learners (100%) however, admitted that writing in English for various purposes indeed reflect them when using this type of cognitive strategy. 80% of Year 1 and 75% of Year 2 learners also viewed this statement item is true when they practise frequently using English language mainly in writing skills. These findings reveal that these five statement items based on Oxford's cognitive strategies portray the practical strategies used by these language learners of undergraduates specializing in English language.

Apart from Oxford's cognitive strategies, Oxford's Compensation strategies were also found resembling their ways or strategies in learning English language as displayed in Table 4.17. Only two statement items on compensation strategies out of six

total items were positively responded by the participants from each year of study. The Year 1 (90%) and Year 3 (88.9%) learners found the statement as true as they usually tend to make guesses when they encounter new English words or phrases, whereas merely 37.5% of Year 2 learners used this compensation strategy.

Table 4.17: Statement items that reflect the learners’ preferences on Oxford’s compensation strategies based on year of study

No.	Statement Items Compensation strategies	Participants/ Representatives from each year of study		
		Y1 N=10 (n in %)	Y2 N=8 (n in %)	Y3 N=9 (n in%)
1.	Make guesses <i>(Item 24)</i>	(9) 90%	(3) 37.5%	(8) 88.9%
2.	If I can’t think of an English word, I use a word or phrase that means the same thing. <i>(Item 29)</i>	(10) 100%	(7) 87.5%	(8) 88.9%

Nonetheless, when they cannot think of an English word, all Year 1 learners (100%) indicated that they normally use a word or phrase that means the same thing or synonyms. Majority of Year 2 (87.5%) and Year 3 (88.9%) learners also viewed this statement item on compensation strategy is parallel to what they usually prefer to do if they find difficulties in understanding any English words or phrases. These were the statements described by Oxford (1990) on compensation strategies in which they think relevant on how they learn and overcome the limitations in comprehending any English reading materials.

As for Oxford’s Affective strategies in language learning, only one statement item from six types of affective strategies is seen as applicable to the participants in the present study as shown in Table 4.18. It can be said that the representatives from each year of study rarely use affective strategies.

Table 4.18: Statement items that reflect the learners’ preferences on Oxford’s affective strategies based on year of study

No.	Statement Item Affective strategies	Participants/ Representatives from each year of study		
		Y1 N=10 (n in %)	Y2 N=8 (n in %)	Y3 N=9 (n in%)
1.	Encourage myself to speak in English even when I am afraid of making a mistake. <i>(Item 40)</i>	(6) 60%	(5) 62.5%	(8) 88.9%

However, they normally encourage themselves to speak in English as Year 3 learners (88.9%), Year 2 (62.5%) and Year 1 (60%) learners viewed this affective strategy were true about what they normally do if they feel afraid of making a mistake. This type of affective strategy assists them to get rid of emotional barriers when learning or using English language.

Hence, these findings indicated that their perceptions pertaining to Oxford’s strategies of language learning compared to their strategies in learning English language are similar according to the statement items of strategies that had been categorised by Oxford (1990). The above remarks show that these representatives of undergraduates specializing in English language and Linguistics do apply most of the types of language learning strategies but none of them gave views pertaining to memory strategies. Most of their results based on SILL questionnaire did reflect the ways on how they go about learning English language most of the time.

4.6.4 Learners’ views on strategies in language learning

According to the responses from the representatives as revealed in the interviews, majority of them were aware of the strategies used in language learning. Each representative from Year 1, Year 2 and Year 3 learners gave stimulating opinions or perspectives about how they view strategies in the context of language learning.

The findings found that the representatives in the study viewed language learning strategies in various ways. The following responses show the learners’

perspectives from each year of study pertaining to their views about language learning strategies which are best reflected and divulged in the interviews as depicted in the excerpts below. For an example, the representatives from Year 1 learners viewed strategies as approaches in the process of learning the language.

Approaches in language learning process	
<i>Methods to learn languages and this differs person to person because different people like to use different strategies...Learn a language...in very diverse ways...it's a part of the process of learning the language.</i>	(Y1: R2)
<i>...how do you learn English language...</i>	(Y1: R4)

These English language learners knew and noticed that every language learner use a variety of approaches or methods throughout the process of learning the language. This finding reveals that they were aware of methods used when learning English language as they also viewed strategies are crucial in assisting them to enhance language skills in which clearly clarified by them in the excerpts.

Ways to enhance language skills	
<i>Basic learning strategies like a reading and....teaching like learning conversational skills.</i>	(Y1:R1)
<i>Learning different categories like learning vocabulary, learning grammar, and learning how to write an essay.</i>	(Y1:R5)
<i>Read, watch, listen, talk...these are the strategies.</i>	(Y2:R4)
<i>We need to practise, it means that we need to speak...we need to listen...we need to write....of course these kinds of strategies.</i>	(Y2:R5)

Based on the analysis, the representatives from Year 1 and Year 2 learners viewed strategies as ways to enhance their proficiency level by practising the language skills and learning vocabulary which these perspectives about strategies can be depicted in the excerpts. For these language learners specializing in English language, strategies

are seen as all about techniques to improve their skills in reading, writing, speaking and listening. This shows that they knew about the importance of strategies for developing their language skills in English language.

Aside from viewing strategies as ways for enhancing language skills, they also noticed and defined strategies as individual ways of learning. The findings found that only Year 2 representatives viewed strategies as how a person learn a language, as this viewpoint can be seen in the following excerpts.

Individual ways of learning	
<i>The way I learn English.</i>	(Y2:R1)
<i>The way someone learns a language or how one prefers to learn language...how a person prefers to learn any language.</i>	(Y2:R2)
<i>A conscious effort of how people go about to learn the language...consciously try to learn other ways more concrete ways of learning.</i>	(Y2:R3)

This indicates that these representatives from Year 2 learners were aware and conscious that the choice of strategies used vary depending on each individual's preferences on language learning strategies and the language learners themselves; based on their efforts to learn the target language.

Learning styles	
<i>The types of people study; there are kinetic or they prefer visuals or learning styles...as learning language...language learning strategies.</i>	(Y3:R2)
<i>Learning strategies would be how someone prefers...on which form of knowledge do they prefer...some people learn better through visual, for example power point, some would learn better through drills, like repetition and exercises.</i>	(Y3:R3)
<i>Language learning strategies would be the different styles used by the students ...as some might be auditory learner some might be kinaesthetic learner, and for me personally I'm more of a visual kind of learner.</i>	(Y3:R4)

The representatives from Year 3 learners however, viewed strategies as similar to the styles of learning even though they also were aware that strategies and styles are different. For an example, styles are inclined towards whether a language learner is more on visual, kinaesthetic, auditory and others, whereas strategies are more to specific actions and techniques that they use frequently to develop their language learning. This finding depicts that the seniors were conscious and discerned about which styles and strategies that can facilitate them the most for self-development of language learning.

Furthermore, the Year 3 representatives of undergraduates added their viewpoint about strategies in the context of language learning as practical ways of learning the language which can be seen evidently in the excerpts. They viewed strategies as practical actions or techniques taken by language learners so that they can improve constantly and efficiently in using the language.

Practical ways of learning	
<i>Some people prefer application, practical, they like to carry out things, and do things instead of paper and pen, they like to do it like organizing something, apply what they learn.</i>	(Y3:R3)
<i>Various ways on learning language... like there are how you learn English the traditional way...with practice and practice and practice.</i>	(Y3:R5)

It can be said that they noticed how strategies can function and work well for every language learner, if they are able to practise using the strategies frequently. With consistent and suitable strategies used, any language learner is able to succeed and effectively improve their language learning.

Based on the analysis from qualitative data, most of these English language learners defined strategies as ways on how an individual learner learns the language. The findings revealed the representatives' view vary in the aspects of the gist on how

they describe and give opinions about language learning strategies. The participants' perspectives when giving explanations about strategies signified their knowledge and thinking in which differ per year of study. Representatives of learners from the first year undergraduates only gave a few and shallow remarks about what they know about language learning strategies. They described and viewed strategies as a process to learn a language by learning vocabulary, reading, writing and teaching. In other words, they view strategies as ways to enhance their language skills.

As for Year 2 learners, they also gave similar views such as the first year learners about the importance of language skills to develop one's proficiency level in English language. Nevertheless, they added the point in which individual language learners need to have conscious effort to learn and practice the language.

The Year 3 representatives, however, further described and explained analytically about strategies when learning English language. Most of them viewed strategies as how the language learner prefers to learn the language using different styles and myriad ways. They believed that strategies are all about practical ways and applications to use the language effectively. This shows that they are able to clarify the strategies used sufficiently based on their knowledge and experiences in using, learning and practising the language throughout their English language studies at the faculty. Thus, these findings discover and support that the seniors or Year 3 learners employ language learning strategies frequently (an average score, 3.47) than their Year 2 (average score, 3.10) and Year 1 (average score, 3.31) undergraduates majoring in English language at the Faculty of Languages and Linguistics, University of Malaya.

Nevertheless, all these findings revealed that the participants from each year of study were aware about language learning strategies and realized which types of strategies are effective as well as practical for enhancing their English language skills and proficiency.

4.7 Conclusion

This chapter emphasizes and explicates that majority of these language learners specializing in English language utilized language learning strategies when they learn, practise and use English language in their daily situations. All the results depicted that they are proficient learners of English language and use their preferred strategies to learn the language efficiently. Analytical discussion were explained and discussed in Chapter 5 in supporting the findings and answering all the research questions of the study.

CHAPTER 5

DISCUSSIONS

5.1 Introduction

This chapter presents analytical discussions pertaining to the findings of research study and the analysis of quantitative and qualitative data. The discussions assist to clarify further about the language learning strategies preferred by undergraduates majoring in English language and Linguistics specifically at Faculty of Languages and Linguistics, University of Malaya. By supporting with the previous research studies on Oxford's (1990) language learning strategies and the interpretation of the quantitative and qualitative data provide the answers to determine on how these English language learners preferred a few types of language learning strategies in most situations while learning English language.

5.2 Research Question 1: Language learning strategies preferred by undergraduates majoring in English language

Based on the findings for the first research question, it was revealed that majority (19.33%) of the undergraduates specializing in English language prefer social strategies as the most preferred strategies for learning and practising English language (Refer to Table 4.12 in Chapter 4). These types of language learning strategies enable the learners to communicate and develop their English language. These social strategies promote and encourage English language learners to speak and utilize English language while interacting and conversing with others.

According to the results and findings obtained from the quantitative data, most of these undergraduates majoring in English language preferred to use the language when asking questions most of the time and speaking the language with their classmates

and others; inside and outside the classroom setting. It was revealed that these learners also prefer to learn the culture of English speakers to understand and use English language better in their daily life. All these social strategies enable them to practice and develop their English competency level to the most maximum level.

Sima's (2011) study was found to have a different result as the undergraduates majoring in TESL did not generally use social strategies more compared to other types of language learning strategies in their learning. The findings of the study, however, are consistent to a study done by Hong-Nam & Leavell (2006). The participants were ESL learners in a university Intensive English Programme (IEP). The learners who rated themselves as proficient learners used social strategies frequently apart from other types of strategies in language learning. The results in the study are also in the same vein with Wharton (2000) in which proficient language learners are inclined in using social strategies when learning the language as they are more self-confident when speaking and using the language in various situations.

Long (1996, as cited in Lightbown & Spada, 2006) accentuates on the importance of interaction for language learning. Interaction that takes place during language learning leads these learners to prefer social strategies as their first preferred language learning strategies. They believed that by interacting with others in English such as asking questions and negotiation can help them to practise their overall language skills effectively. Oxford (1990) affirms the importance of social strategies in language learning. Asking, cooperating, empathizing with others are examples of social strategies that help them to perform very well. All types of social strategies require the language learners to cooperate and interact meaningfully with their peers and more professional language users.

Based on the findings, it can also be said that these English major undergraduates are extrovert learners. As Ehrman & Oxford (1989 as cited in Pezhman Zare, 2012)

indicate that extrovert learners have more inclination for social strategies of language learning. They prefer to practise speaking and using English language as a social practice to regularly develop their language skills. Thus, these learners know in what ways that they can speak and write in English properly in numerous conditions (Oxford, 1990). With these social strategies, the learners are able to use English language for actual use to understand and learn any new input in which the results were similar to Krashen's (1997 as cited in Brown, 2000) concept of comprehensible input and output in language learning. When learners interact with their peers or speakers of English, the tendency for them to obtain comprehensible input such as grammatical features and new English vocabulary is better in the process of language learning (Ellis, 1997 and Wong & Nunan, 2011). Thus, it is pivotal for any language learners to interact and communicate with others via spoken and written; using social strategies in the development of language learning.

Metacognitive strategies are the second preferred language learning strategies (18.98%) of these English language learners. The results indicated the learners as independent learners in their process of language learning. Most of the time, they do think about planning and organizing their time and strategies towards attaining good achievement especially in academic setting. These English language learners know their goals to achieve better and excellent results in every aspect of the target language as 44% of them indicated that they find out how to be a better learner of English. Oxford (1990, p. 136) describes metacognitive strategies as "a set of capable strategies." These strategies guide learners to arrange, plan and evaluate their learning; to ensure that they are capable to take in charge of their own learning process.

In the context of these undergraduates specializing in English language and Linguistics, the findings show that learners prefer to seek opportunities to improve their English language by practising to talk and read English materials as much as possible.

Approximately 80% of them seek practice opportunities to sharpen their English language skills. These learners also use metacognitive strategy to evaluate their language learning by self-monitoring and self-evaluating. Most of them prefer to enhance English language by learning from errors. It can be said that the learners' preference in determining their own progress for successful language learning demonstrate them as good language learners.

The results of this study on metacognitive strategies were similar to a study done by Hong-Nam & Leavell (2006). It was discovered that the English language learners preferred to use metacognitive strategies frequently (average score, 3.66) and rank this type of strategy as one of their preferred language learning strategies for language learning. They preferred to practice the language by using metacognitive strategies. Sima's (2011) study on language learning strategies used by undergraduates specializing in TESL however; was not parallel to the current study as the learners were found to denote metacognitive strategies as their least frequently used strategies (average score, 2.02) in their language learning process.

Cognitive strategies were ranked and used by undergraduates majoring in English language and linguistics (18.02%) as the third preferred language learning strategies. These types of strategies help the learners to comprehend and analyse knowledge systematically. According to Oxford (1990), cognitive strategies are more toward practical ways for language learning. The findings disclosed the learners as high users of cognitive strategies by watching, reading and writing in which these practical strategies guide them to improve their English language. Majority of them (74.1%) prefer to watch any movies and TV shows which spoken in English. For instance, they watch their favourite English TV programmes to develop new vocabularies and pronunciation in English effectively. This shows that these learners prefer to have an "ear" and "eye" for language learning and these findings are in the same vein to the

previous researches conducted by Sasikala (2007) and Wong & Nunan (2011). Both studies discovered effective learners opt to learn English language by watching English movies and TV shows as their most preferred strategies as well as to enhance their language skills outside classroom context.

Reading any English materials also is revealed as their preferred cognitive strategies to learn and practice English language better. A total of more than 60% of these learners indicated that they read for pleasure. Despite of enhancing vast knowledge in English, extensive reading helps any language learners to learn language features such as linguistics, new words, syntax and spelling (Brown, 2000). It is not surprising that these learners opt to use this type of cognitive strategy frequently which in turn can enhance their language skills.

Writing is found to be the chosen cognitive strategy for these learners (74.1%) in practising and developing English language proficiency level especially in writing skills. They prefer to write in English language most of the time to enrich the language regularly for every situation; apart from completing their overall assessment for every course written in English. This shows that they prefer to use English language than using their own mother-tongue.

The participants in the study also were revealed to usually used cognitive strategies and these findings are consistent to the findings of Sima (2011), focusing on undergraduates of TESL. The learners also were reported to prefer and rank cognitive strategies as their third preferred strategies for language learning though they only use these types of strategies at medium level. This indicates that any language learners who are majoring in English language do think that cognitive strategies are vital for language learning. It is all about know-how to learn and enhance the competency in English in a more practical ways; for all language skills mainly in speaking, reading, writing and listening.

Compensation strategies were also utilized by English language majors and rated as their fourth preferred language learning strategies (18.02%) in English language learning. These strategies guide the learners to find ways in overcoming difficulties or gaps when learning the language. Oxford (1990) asserts these strategies facilitate the language learners to vanquish limitations in all four language skills.

These types of strategies enable the learners to search for clues and to find answers appropriately when encountering problems to understand the language. For these learners specializing in English language and Linguistics, it was revealed that they were high users of compensation strategies. They usually utilize these strategies to comprehend what have been said and written in English language very well. Most of them (55.6%) indicated that they frequently use a word or phrase that means the same thing. This shows that they normally look up for the synonyms of any unfamiliar words when they read and listen to any new words in English.

They also make guesses to understand new English words or vocabulary although a few of these learners specified that they somewhat use gestures and construct an English word when they cannot think of the correct ones in English. Brown (2000) highlighted that good language learners usually use guessing strategies to find the meaning of unknown words effectively. In relation to Sima's study (2011) pertaining to compensation strategies however, they were employed by undergraduate students of TESL at medium level; meanwhile the PhD learners were reported to use these strategies slightly higher than Bachelor students. Other related studies (Tan Teow Ghee, Hairul Nizam & Muhammad Kamarul, 2010; Noor Zainab et al., 2012; Ungureanu, C. & Georgescu, C. A., 2012; Safranji, J., 2013) also discovered that most of the respondents indicated they never use these strategies at low level. It can be said that most of the language learners use compensation strategies as one of the smart ways to enhance their English language proficiency.

Memory strategies were defined by Oxford (1990) as a helping tool for a language learner to store verbal material and to remember previous or current knowledge of the new word when learning a language. Using mental linkages, visual images and sounds are types of memory strategies in which any language learner employs according to their learning strategies preferences. The respondents of the present study were discovered to use memory strategies (13.13%) at medium level in comparison to other types of language learning strategies.

It seems that memory strategies are the least frequently used by these learners. 40.7% of the respondents in the study usually utilize memory strategies by relating to the prior knowledge and the new vocabulary learnt when they are learning or practising English language. These findings were in line with related studies conducted by Hong-Nam & Leavell (2006) and Neo (2010). The respondents in both studies also were found to rank memory strategies as their fifth preferred strategies and least frequently used of strategies for language learning. Studies done by Oxford & Nyikos (1987) & Reiss (1985, as cited in Oxford, 1990) also discovered that memory strategies were rarely used by university students in most situation.

Oxford (1990) further clarifies on how memory strategies can be the crucial supporters for language learners in vocabulary learning. Memory strategies enable the learner to remember and stimulate their working memory to function efficaciously. It can be said that the respondents of the present study also opt to use memory strategy normally by practising the new vocabulary in writing sentences and speaking. Thornbury (2002) and Chang (2011) emphasize the role of memorization and drills in language learning. Every language learner needs to practise using the new words or vocabulary efficiently to ensure that the word can be stored or ingrained in their brain in the long-term memory. In other words, with a constant usage of the new word especially in any language tasks; mainly in writing, second language learners can

remember, understand and learn the word better (Thornbury, 2002). Thus, memory strategies do assist language learners to perform successfully for any writing and speaking assessment. These strategies of language learning offer better solution to the language learner in enhancing and developing their language skills as well as towards an effective learning process.

Affective strategies were found to be the least preferred language learning strategies employed by the respondents (12.52%) from undergraduates of English Language and Linguistics at Faculty of Languages and Linguistics, University of Malaya. The findings of the study discerned on how these learners utilize affective strategies when learning English language. Most of them rarely use affective strategies to enhance their competency level in English language. They do not have any emotional issues that inhibit them to learn and develop their academic performance in English language. They denoted that they never experience nervousness while learning or using English language. They also infrequently write down about their feelings in a diary and never talk to others about how they go about learning the language. These findings show that majority of them have the self-confidence and self-esteem to use English language. It can be said that they are good language learners of English language. Oxford (1990) indicates that good language learners usually have the self-confidence to learn and use the target language in language skills.

The use of affective strategies were also the least preferred strategies and less frequently used by language learners from other studies done by Rosna Awang & Sharifah Azizah (1994), Hong-Nam & Leavell (2006), Neo (2010) and Sima (2011). The findings of these previous studies are similar to the present study as most of the second language learners at tertiary level were revealed to use affective strategies infrequently in comparison to other types of language learning strategies when learning

or practising the language. They rarely write or share their feelings with others when learning the language.

Pertaining to the context of the present study, the respondents in the study only prefer to use affective strategies to motivate themselves to learn English language very well apart from completing their English courses successfully. These findings are related and similar to Siti Katijah's (2004) study on how motivational factors influence language learners' choices of using strategies in language learning. She found out that motivation is the leading factor for any language learner to succeed in the development and accomplishment of the language. Yan & Horwitz (2008) also highlight the affective factors such as fretfulness and anxiety can sometimes affect language learners' achievement in English and language learning process. On the contrary, if language learners do not feel any fear about their language learning, they are likely to achieve and enhance in academic performance effectively.

These perspectives on affective factors are related to Krashen's view on Affective filter (Lightbown & Spada, 2006). According to Krashen, 'affective filter' is the metaphorical barriers in the context of language learning and acquisition (Krashen, 1985). Emotional factors such as boredom, distress or nervousness are the barriers to language learning. It is essential for every language learner to manage their emotional factors efficiently whenever they think that their affective filter is up. For these language learners who are specializing in English language and linguistics, most of them indicated that they normally encourage themselves to speak or communicate in English without feeling afraid of making mistakes. Only a few of them specified that they usually try to be calm or relax whenever they feel terrified if they make mistakes while learning or using English language. This shows that they normally will ensure that their affective filter is down most of the time to help them constantly enhancing language skills in English language.

5.3 Research Question 2: The frequency of language learning strategies used by undergraduates majoring in English language according to their self-rating on English language proficiency level.

Research Question 2 seeks to answer how frequent the participants in the study use language learning strategies and whether the results on the frequency of strategies used are also reflected in their self-rating on English language proficiency level. Language learners who viewed and rated themselves as good language learners are those who usually use a variety or more language learning strategies in the development of their language learning (Brown, 2000). The results on the frequency of use pertaining to language learning strategies of the current study show that the language learners specializing in English language and Linguistics do employ strategies frequently. 96.3% of them indeed sometimes and usually use strategies in language learning. They never described and indicated that they do not utilize any strategies when learning the language.

These participants' frequent usage of strategies in language learning did reflect their results pertaining to self-rating of English language proficiency. The results obtained from qualitative and quantitative data revealed that majority of them self-rated their English language proficiency as excellent which is 48%. Meanwhile 37% of them rated their level of English language proficiency as good and only 15% rated themselves as fair. None of them ever rated themselves as poor for their English language proficiency level. The results of this study revealed that their good results in English language in the MUET and SPM; indeed reflect them as high proficient language learners and the reason for them to self-rate their language proficiency level between good and excellent.

Richards et al. (1992) as cited in Ellis & Barkhuizen (2005, p. 362) defines language proficiency as the learner's degree of skill or ability to be able to use the

language in varied contexts. The participants in the study know their own English language skill level. The learners' self-rating of the proficiency level associated and reflected in their results on the frequency of usage of language learning strategies. These findings were parallel to the previous studies such as Hasbun (1988) & Reiss (1985, as cited in Oxford and Crookall, 1989), Oxford & Crookall (1989), Wharton (2000), Rosyati (2004), Hong-Nam & Leavell (2006) and Farzad Salahshour et al. (2012). Language learners at tertiary level who rated themselves as good and excellent for the language proficiency level were discovered to use more language learning strategies frequently in which their preferred choice of strategies help them to learn and perform better towards successful language learning.

These studies have shown that high proficient learners are language learners who are able to communicate and use the language competently for naturalistic contexts apart from just merely practise or use the language in classroom contexts (Taylor, 1988; as cited in Ellis, 1997). They know what types of language learning strategies that suit them the most when learning and practising the language every time. In contrast, low competent learners were discovered utilizing fewer strategies in language learning and lack of autonomy that impede them to learn better.

This finding clearly depicts that these language learners majoring in English language are proficient learners. They frequently use language learning strategies in various ways and in most situations. The participants in this study believed that strategies such as social, metacognitive, cognitive and compensation strategies enable them to improve English language proficiency and has become their most preferred strategies towards successful language learning. For these English language learners, they find ways to learn better and have the confidence to speak, listen, read and write in English language due to their specialization in English language at tertiary level and the language that they regularly practise and use in daily lives.

5.4 Research Question 3: The ways that the undergraduates of English language majors vary with their programme year of study in the context of language learning strategies

In answering the third research question, the study intends to determine in what ways that the preferred language learning strategies among undergraduates majoring in English language vary with their programme year of study. Findings for Research Question 3 reveal the patterns on the frequency of strategies used among the representatives from each year of study, how often they use English language and views about strategies in language learning. The findings based on the quantitative data and qualitative data from the interview also were scrutinized to obtain the ways on how often they use strategies and why they choose their preferred strategies in language learning. According to Oxford & Crookall (1989) and Ellis (1997), researchers and practitioners are able to have a clear description in determining the ways on how they go about using language learning strategies by interviewing the language learners (Ellis & Barkhuizen, 2005). Based on the findings obtained from both quantitative (questionnaire) and qualitative (interview) data, it can be said that the representatives from each year of study are prone to have similarities pertaining to their preferred choices of strategies in language learning.

The findings revealed that the participants from each study year prefer to use certain strategies in a number of ways so that they can consistently enhance their level of English language proficiency. The findings for Research Question 3 were discussed and categorized into several categories and themes, using Oxford's (1990) categories of strategies. Hence, the ways in which the participants in the study vary with their programme year of study in the context of strategies in language learning were determined by the learners':

- i. Preferences on strategies

- ii. Reasons for the frequent usage of English language
- iii. Views about Oxford's types of strategies
- iv. Views about strategies in language learning

5.4.1 Learners' preferences on language learning strategies

The language learners from Year 1, Year 2 and Year 3 vary in their *preference* when learning English language. Table 5.1 depicts an overall view of the strategies used among the learners from each year of study.

Table 5.1: The ranking of learners' preference of language learning strategies according to year of study

	Ranking	Year 1	Year 2	Year 3
Types of Strategies	1 st	Social	Social	Metacognitive
	2 nd	Metacognitive	Metacognitive	Social
	3 rd	Compensation	Cognitive	Compensation
	4 th	Cognitive	Compensation	Cognitive
	5 th	Memory	Memory	Memory
	6 th	Affective	Affective	Affective

The current study identified that there was not much difference pertaining to their preferred strategies and frequency of usage in utilizing strategies when learning English language. The findings as elaborated in Chapter 4 revealed that these language learners opted to use a similar pattern of strategies in language learning. As shown in Table 5.1, the representatives from Year 1 and Year 2 learners seem to share similar choices on the usage of language learning strategies. They have the same preferences on certain strategies based on Oxford's language learning strategies.

Social strategies were ranked as the first preferred strategies for Year 1 and Year 2 language learners even though this strategy was ranked to be the second preferred strategy on language learning for the representatives from Year 3 learners.

Metacognitive strategies were ranked as the first preferred strategies for Year 3 representatives. Meanwhile, language learners from Year 1 and Year 2 learners denoted that metacognitive strategies are the second preferred strategies when learning or using English language. For these undergraduates majoring in English language and Linguistics, they prefer to utilize social and metacognitive strategies more than other types of strategies in language learning. Social strategies refer to how language learners utilize strategies to interact with others using the language. On the other hand, metacognitive strategies enable language learners to manage their language learning effectively. One of the characteristics of successful and determined language learners are the ones who manage their time wisely to practise English language using varied and suitable strategies.

These findings reflect them as good language learners as they viewed social and metacognitive strategies as the essential strategies for them to succeed in English language courses. As Naiman et al. (1975) as cited in McDonough & Shaw (1993), Rubin & Thompson (1982, as mentioned in Brown, 2000) and Lightbown & Spada (2006) describe good language learners as those who realize which strategies are important and ensure that the strategies work successfully for them. Good language learners also are able to use the language regularly by communicating and practising self-assessment on how they use the time wisely and set goals towards language learning (Naiman et al, 1975). Previous study such as Sara Kashefian-Naeeni, Nooreiny Maarof & Hadi Salehi (2011) however found contradictory findings pertaining to language learner's variable on years of study. These researchers conducted a research on language learning strategies used among undergraduates majoring in English Literature from different year of study at Faculty of Language Studies and Linguistics, Universiti Kebangsaan Malaysia (UKM). It was found out that the third year undergraduates or the seniors used social strategies the most.

The second year undergraduates however were discovered to use a variety of strategies compared to the first year (juniors) and third year (seniors) undergraduates. The juniors were reported to use memory strategies more than their sophomores and seniors. This shows that these language learners from different year of study do not have similar patterns regarding their preferences on strategies in language learning. This research is not parallel to the current study in which the first, second and third year undergraduates specializing in English language have the similarity for their preferred strategies in the context of language learning.

5.4.2 Learners' frequent use of English language

From the findings as explained and analysed in Chapter 4, the language learners from Year 1, Year 2 and Year 3 are inclined to frequently use English language due to factors revealed in the interview sessions by the participants or representatives of the study. *The frequent use of English language* is also one of the ways to determine whether the language learners from different year of study vary or similar in terms of which setting and situations do they normally use English language. Identifying the factors or reasons that lead them to frequently use of English language gave overall views on how they practice speaking the language and develop their proficiency level effectively.

Even though individual language learner differs pertaining to several factors such as motivation, learning style and personality, however, these language learners can be considered as homogeneous groups in the context of language learning (Dudley-Evans & St. John., 1998). They are homogenous group of language learners as they have similar aims and specific purposes to complete their English language and Linguistic programme successfully.

The findings revealed that the participants of the current study frequently use English language in their daily life due to several reasons. As for them, the main reason or first factor that motivates them to speak in English language daily is because they are language learners of English language and Linguistics. Specializing in English language programme at Faculty of Languages and Linguistics, University of Malaya stimulates them to speak in English in most situations. Most of them admitted that because of this reason, they find opportunities to speak and utilize the language regularly.

It was found out that these language learners also maximise their language learning potential in class as this finding was divulged in the qualitative data. Due to class factor, they are able to practise and use the language meaningfully as they interact and communicate with their classmates and lecturers. Class activities that they participate in every language course in which have been provided to them; do help them for enhancing their language skills in various contexts. Authentic class environment enables them to focus in their language learning.

Learning materials taught to them in class indeed prepare them to apply and use the language in the real world. Nunan (1989) ascertains the effectiveness of language lessons and classroom context can fully develop the language learners' potential as well as integrated skills for language learning (McDonough & Shaw, 1993). Most of these undergraduates admitted that the context of classroom in language learning enables them to practise and enhance their language skills. As Bernstein (1996, as cited in Ballantine, 2001, p. 232) contends, classroom has "codes" of interactions and interpersonal relations for the language learners. The *codes* denote the pedagogy, hierarchy and curriculum in the aspects of learning process. Interactions and the developments toward the process of language learning between students and educators do affect and influence the language learners' learning. It is clear that class environment does provide them with knowledge in which they can interact and learn among their

classmates and lecturers during the class time. Most of the participants in the present study emphasized that they explicitly and implicitly learn English language in class context of language learning.

In addition to where, why and how these English language learners speak and practise the language is due to the home factor. Home environment is also one of the reasons for them to frequently utilize the language in most situations. There were few participants who gave remarks about the home context of language learning. They noticed and were aware the encouragements from their parents or family members to speak in English language daily help them to be proficient learners of the language. It can be said that family background is also the factor in which can guide any language learner to practise the language outside the language classroom context. According to Ellis (2007, as cited in Low, 2011) highlight the importance of parental support towards the achievement of their children's language learning. Parents who encourage themselves to practise and use English language in their daily communication at the same time will influence as well as inculcate other family members to speak in English. The present study is in accordance with previous studies in which the natural setting such as home environment is also another way for language learners to enhance their learning process and language skills apart from L2 classroom environment (Ellis, 2007; Low, 2011).

Although several of them do not come from family backgrounds who normally speak in English most of the time, nevertheless, they still manage to practise and use the language using various strategies at home. This finding was revealed and best reflected from a few of the participants who disclosed that they usually will find ways to use and speak in English language. In this case, they are good language learners since they normally try and figure out the variety of ways to develop their language skills in English. As Rubin and Thompson (1982) accentuate good language learners usually

find ways to learn efficiently and are responsible with their own learning process even though each learner may vary within a certain types of language learning strategies.

University environment is also the reason for these language learners specializing in English language and Linguistics to use English language regularly. They admitted that they do speak and utilize the language every time as they indicated that the role of English language and its importance in educational setting give them the confidence to use and communicate with others in English at university level. Due to this reason, they also practise using the language with their friends in any university activities.

Nonetheless, a few of them explained that they usually use their first language to communicate with others in certain situations such as to those who are not from the same faculty. These representatives from each year of study, however, disclosed they often prefer to use and speak in English in most situations when at the university. Learning exposure and university atmosphere at institutional level can influence any language learner to practise the language and succeed in language learning (McDonough & Shaw, 1993). A few of the participants of the current study divulged that due to university environment lead them to speak in English and use the language more often.

Lastly, it was revealed that these language learners are also likely to use English language at non-educational setting. Apart from home, class and university environment, they also speak and practise using English language when communicating or writing with their friends and others outside the educational context of language learning. When they spend their time going out for leisure activities or meetings, they normally speak in English. Majority of the participants from each year of study disclosed that they speak in English language in most situations; for both formal and informal setting.

These findings were retrieved during the interview session and similar to the findings from previous studies conducted by Nijhuis, et al. (2008) and Wilhelm & Betty (2008) in which both studies investigated the factors contributing towards effective learning among university students. Majority of the respondents agreed that their social and university environment influence and motivate them to learn efficiently as well as provide them with a positive learning environment for successful learning. For instance, good teaching, appropriate assessment and an independent learning lead them to be creative and experience an academic freedom. Lee, et al. (2010) study also supports the current study in which Malaysian undergraduates are aware of the role of English language in their lives. This indicates that the English language majors in the present study realize the importance of English language and its implications which inspire them to use and practise the language most of the time. Therefore, this evidently shows that the participants of the current study are proficient learners of English language. Due to these reasons and settings; enable them to adapt, interact and use the language in numerous situations, using myriad strategies of language learning (Rubin & Thompson, 1982; Hardman, 2008 as mentioned in Faizah, 2010).

5.4.3 Participants' opinion about Oxford's language learning strategies

This current study also found that by determining the participants' perspectives about Oxford's strategies of language learning is another way to identify whether these language learners from different year of study vary or similar in the context of strategies in language learning. The interview responses emphasized and encapsulated several findings on how they go about learning the language.

Language learners' perspectives on their strategies compared to Oxford's strategies in language learning revealed stimulating outcomes. Majority of them indicated that the types of strategies categorized by Oxford (1990) were similar to their strategies when learning and practising English language. The representatives from each

year of study denoted several statements stated by Oxford's strategies of language learning were all true and did reflect on how they usually learn and practise the language.

Most of the representatives from each year of study agreed that those statements of strategies as categorised by Oxford's (1990) in SILL are similar to their choices of strategies for language learning (Refer to Table 4.14 to Table 4.18 in Chapter 4 for more details about the statements). Year 3 learners were found to use more language learning strategies than the sophomores and juniors which accumulated with an average score of 3.5. As revealed during the interview session, these language learners from Year 3 undergraduates also further clarified and described about Oxford's strategies for language learning. Most of them indicated that these statements reflected them the most when they learn or practise using English language. They usually use the same types of strategies to learn and develop their proficiency level and knowledge.

Year 2 learners, nevertheless, were discovered to use slightly less strategies than their seniors. It was discovered that these language learners from Year 2 or sophomores sometimes use language learning strategies as they only obtained an average score of 3.16. Meanwhile, their juniors were reported to utilize more types of strategies than the sophomores (3.33 for the average score). However, based on the quantitative and qualitative data analysis, juniors were found to sometimes use strategies for the developments of English language learning similar to their sophomores.

The representatives or the participants from each year of study viewed and described their individual strategies of language learning in some ways were similar to what Oxford's (1990) highlighted on the descriptions of each types of strategies. For instance, Oxford's metacognitive strategies were found to mostly related and reflected their ways in learning English language (see Table 4.14 in Chapter 4). The Year 1, Year 2 and Year 3 learners denoted that most of the statements or explanations in describing

metacognitive strategies were parallel to what they usually do when learning English language. Finding as many ways that they can to use English language is one of the ways how they improve their language learning as all Year 3 learners (100%) agreed with this statement. They were also found to be better learners of English language and this strategy reflects how Year 1 learners (80%) usually try to ensure their English language learning developed every time. Their efforts to enhance the proficiency and the competency level depict that they are good language learners. As Oxford (1990) accentuates that language learners need to find opportunities to practise using the language in various ways.

Focusing when someone is speaking the language and look for people who they can talk to in English were also the metacognitive strategies that they usually use, especially among the Year 1 learners (80%). These language learners believed that when they focus or pay attention while listening or speaking with speakers of English in any communicative situations, this strategy assists them to understand and use English language better. In other words, learners who listen attentively to the speakers who speak English, are able to learn new English words and know how to use it appropriately for both standard as well as nonstandard language (Akmajian, Demers, Farmer, & Harnish, 2010). A few of the representatives from Year 3 learners did mention that they know how to use colloquial and formal language when conversing with speakers of English. It can be said that these learners are able to use a variety of English words in various ways and functions depending on the situations.

Another Oxford's metacognitive strategy in which reflected them the most is thinking about their progress in learning English language. These language learners from each year of study realized the importance of self-evaluating and self-monitoring in language learning. They indicated that they evaluate themselves every time when

learning or practising the language. Only representatives from Year 1 learners described that they somehow do plan a schedule so that they will have enough time to study.

These reasons showed that they often keep improving and evaluating themselves in the developments of language learning. Oxford (1990) and Brown (2000) assert any language learner needs to organize, plan and evaluate when learning the language. These language learners majoring in English language are aware and concern about their overall progress by learning through mistakes and practices. These strategies guide them to do better as representatives from each year of study, 90% of Year 1 learners, 75% of Year 2 learners and 88.9% of Year 3 learners mostly agreed with this statement. Thus, they viewed Oxford's metacognitive strategies were similar in terms of how they plan, set objectives and organize the time toward gaining successful language learning achievement.

Social strategies are the most preferred strategies among the Year 1, Year 2 and Year 3 English language learners of undergraduates at Faculty of Languages and Linguistics, University of Malaya. The representatives from each year of study indicated that the descriptions given by Oxford (1990) on social strategies reflect them on how they normally practise English language. For instance, practising and asking questions in English are the common strategies or techniques that they usually do to enhance their English language skills. Year 3 learners (100%) admitted that they usually ask questions in English frequently whereas Year 2 learners (87.5%) and Year 1 learners (90%) also agreed with the statement. Majority of them, 90% out of Year 1 learners, 75% from Year 2 learners and Year 3 learners, 77.8% indicated that by practising the language and discussing with other students in or outside class setting really help them a lot especially during the learning and teaching process. The levels of knowledge when they use social strategies do improve their understandings of English language such as linguistics properties (semantic property of words, phonetics, syntax,

pragmatics, etc.) and relations of words and phrases. According to Akmajian, Demers, Farmer, & Harnish, (2010), most of English words and phrases function differently for certain situations and features; in formal and informal styles of language. As for them, they noticed that social strategies guide them to speak fluently and write appropriately in most situations.

These English language learners from each year of study also used social strategy by learning the culture of English speakers. The Year 3 learners (77.8%) noticed that learning the English culture gives them an overview how English language forms, functions and works well in myriad significant ways. Understanding the dialects and the styles as the English language variations provide clear ideas of the origins and facts about the language. They also indicated that by knowing about British English and American English for example, they can increase the level of knowledge about English language varieties, standards and cultural identities. These findings were similar to what Brown (2000) and Ballentine (2001) depict in which learning the culture of the target language enables the language learners to comprehend and practise using the language better.

Asking for help from English speakers to correct them when speaking in English is also another social strategy that works for them. The representatives from Year 1 learners (70%) and Year 2 learners (25%) did mention that this statement reflects how they develop their English language. Only Year 3 learners (44.4%) did give views about this type of Oxford's social strategy. They found out that when they ask for assistance from English speakers or persons who speak in English, they are able to learn and use English language effectively. They normally prefer their lecturers and people who have knowledge in English to correct them as these people guide and teach in the most efficient ways on how to enhance their English language learning. This shows that educators play important roles in facilitating and guiding their students as they influence

them the most in practising the language (Brown, 2000 & Ellis, 1997). The roles of educators in facilitating their language learners will help them to gain a successful academic achievement.

As for Oxford's cognitive strategies, the strategy in which reflects them when learning English language is watching any English media such as TV shows, movies or programmes. Majority of the representatives from each year of study (80% out of Year 1 learners; Year 2 learners, 87.5%; Year 3 learners, 88.9%) agreed that they generally prefer to use this cognitive strategy. They indicated that they prefer to watch English TV shows or movies not only for the purposes of entertainment but also for academic enhancement. This strategy guides and assists them in terms of vocabulary and pronunciation developments. The representatives from Year 3 learners (66.7%) admitted that they also try to speak like native speakers of English as another cognitive strategy in language learning. They learn how to use and pronounce the English words correctly when watching English TV shows or movies.

The participants interviewed in the previous study such as Sasikala (2007) also unveiled that they learned a lot by watching TV programmes, movies or dramas. Furthermore, watching TV shows or movies in English provide them with knowledge and help them to improve vocabulary and language production apart from entertainment. Through reading and seeing TV texts for example, the learners indicated that they can enhance their comprehension level and pronunciation as this language learning strategy is more relaxing and engaging than reading conventional print text. Oxford (1990) and McDonough & Shaw (1993) also emphasize language learning strategy by watching TV shows, films, videos as good for learners to improve their language skills mainly in writing and speaking skill. Language learners can learn new words and understand the words semantically. They are able to learn and listen to the words spoken in an authentic learning environment (Karpinski, 2003 as cited in

Sasikala, 2007, Wong & Nunan, 2011). Hence, this Oxford's type of cognitive strategy reflects them the best pertaining to how they learn and practise English language.

Reading a variety of English texts or materials for pleasure is the most significant way for each language learner to improve their comprehension and application in using the linguistics elements and varied words of the language. This cognitive strategy also guides any language learners to instil good reading habits for lifelong language learning. Previous studies found that language learners can learn and practise new words prior to their previous knowledge through reading English texts or reading materials (Brown, 2000; Dee Gardner, 2004 as cited in Lightbown & Spada, 2006; Nalini, Indrani & Nooraini, 2007; Shen, 2008 as mentioned in Hsiang-Ni & Mallinder, 2011).

Most of the representatives or participants from each year of study (70% of Year 1 learners; 87.5% of Year 2 learners; 88.9% of Year 3 learners) admitted that they do learn more English language words and sentence structures by reading educational books and novels in English. They viewed this type of cognitive strategy as described by Oxford (1990) was true about how they usually learn and enhance their English language learning. Another cognitive strategy that these language learners of English language normally do is by writing a variety of academic and non-academic genre or writing in English such as notes, messages, letters, diaries, etc., (formal and informal writing). 80% out of Year 1 learners, 75% of Year 2 learners whereas approximately 100% of Year 3 learners admitted that they are incline to practise English language using this type of strategy. They agreed that this cognitive strategy enables them to constantly practise, understand on how and when to use English written language or forms correctly.

The representatives from Year 1 (90%) and Year 3 (88.9%) undergraduates specializing in English language also admitted that they make guesses when learning or

using English language. They noticed that this type of strategy in which they often use in language learning is similar to Oxford's compensation strategy. Guessing is one of the strategies that these learners normally utilize if they do not know the exact meaning of the new English word or vocabulary.

However, majority of the Year 1 (100%), Year 2 (87.5%) and Year 3 (88.9%) representatives indicated that they sometimes make up new words and use synonyms if they cannot find the correct ones in English. These types of compensation strategies reflected them the most during their stage of learning process. As McDonough & Shaw (1993) denote successful language learners are those who are being able to guess as a part of language learning strategies. Brown (2000) further mentions that making guesses, paraphrasing and finding synonyms of the unknown words or phrases are some of the techniques in which any language learners can use in order to learn efficiently. These effective strategies enable the learners to comprehend and learn new encountered words quickly and ease their process of English language learning (Oxford, 1990 & Brown, 2000). Most of them clarified that they normally utilize these strategies in all types of language skills.

Pertaining to the learners' perspectives on their individual strategies in comparison to Oxford's strategies of language learning, the Year 3 learners or seniors were revealed not to use affective strategies frequently as they indicated they do not have any difficulties in managing their emotional factors toward language learning. A few of the juniors or Year 1 learners did give remarks that they sometimes do encourage themselves to speak in English whenever they feel afraid of making a mistake. Year 2 learners or the sophomores, however, did mention that depending on certain situations, they do prefer to talk to someone else about their language learning. These are the strategies that were used by these language learners in which were found to be parallel with Oxford's affective strategies.

According to the findings as described and clearly explained in Chapter 4, the representatives from each year of study rated affective strategies as the least preferred language learning strategies. This finding was reflected during the interview sessions as majority of them explained and viewed about strategies in language learning appropriately. They didn't portray any emotional acts or communication barriers when giving explanations in English. These show that these language learners specializing in Languages and Linguistics have the self-confidence to speak and use the language in a range of situations.

The learners' affective filter is low most of the time as what Krashen's view about learners' attitudes or emotional conditions which can affect their language learning (Krashen, 1985; Lightbown & Spada, 2006; Ellis & Barkhuizen, 2005). Krashen's Affective Filter denotes successful learning process would be influenced by the learners' affective filter either at low or high level. It was discovered that these language learners from Year 1 (60%), Year 2 (62.5%) and Year 3 (88.9%) admitted that they usually use affective strategy when motivating themselves to do and perform better every time. In other words, they have the motivation to learn as well as self-confidence to practise the language as these findings were divulged according to the learners' responses retrieved from quantitative and qualitative data. They never showed any anxious state of mind and behaviours when coping or keeping up the good effort to develop their self-achievement towards an effective learning.

This finding can be related to motivation factor in which can influence and promote positivity when learning a language among the language learners. Siti Katijah (2004) studied on varied perspectives on how motivation factor can influence one's own language learning. It all depends on the learners' attitude to be responsible and fully understand which strategies are suitable or work the best for them. Language learners

who are consistently self-motivated tend to succeed for the developments in learning the language (Ellis, 1997; Siti Katijah, 2004).

5.4.4 Participants' views about language learning strategies

In conjunction with the learners' perspectives about strategies in language learning, majority of them were aware about the strategies that they use when learning and practising English language. The representatives' perspectives or views vary from each year of study according to individual preferred language learning strategies. Most of them knew and were aware of the usage of language learning strategies and their reasons to prefer certain types of strategies in language learning.

They can explain and describe how they learn English language due to their awareness of the strategies used. Ellis (1997) as cited in Neo (2010) points out learners who are aware about their language learning strategies are able to clarify and give remarks when ask about individual strategies; how do they learn and the strategies that they usually apply.

Language learning consists of consciousness during the process of learning. Schmidt (1990) as mentioned in Ellis (1997) clarifies consciousness in language learning usually takes place in four conditions. Firstly, he clarifies consciousness as an intentional towards learning the language. Language learners generally have the intentions to learn the language. For instance, the learners may try to focus, memorize and understand words so that they can learn better. Apart from that, attention is the other types of senses in describing the awareness in the process of language learning. Exposure to the new words learnt and formulas enable input to take place incidentally. This type of condition enables language learners to give conscious attention in language learning explicitly and implicitly. He also considers consciousness as noticing. The learners usually notice when learning any specific linguistics features or other implicit knowledge in a stage in which comprehensible input becomes intake.

Schmidt (1990) further emphasizes consciousness for language learning comprising the sense of control. Learners are able to manage their own learning as they progress and develop themselves in the process of enhancing the knowledge and language skills. Based on the findings, these language learners specializing in English language were conscious to the types of strategies they think suit them the most and are able to clarify the ways they learn the language effectively.

Apart from that, the English courses and assessment that they learnt and experienced throughout their studies did assist and guide them a lot in helping them to be proficient learners of English language. It can be said that as the level of complexity and taxonomy of the English language courses provided to them increase per study year, these undergraduates are able to develop their competency and proficiency level. Each representative of the study year gave valuable responses and views about strategies in the context of language learning. They are aware of the types of strategies employed and able to elucidate their understandings about strategies and ways for effective learning. This shows that the participants' responses based on the interview questions reflect their awareness on their preferences for language learning strategies, in which portray them as proficient and independent learners. The Year 3 undergraduates majoring in English language were discovered giving their views explicitly, whereas the Year 2 and Year 1 undergraduates gave sufficient responses on their usage of strategies in language learning.

5.5 Conclusion

This chapter discusses the analytical findings from the qualitative and quantitative data with any related previous studies or researches on language learning strategies in accordance to the research objectives of the current study. Numerous research articles have shown that strategies are crucial and act as the keys towards

successful language learning. Nevertheless, even though individual learning strategies influence each learner to learn differently, however, they are prone to employ similar language learning strategies due to a range of ways which were clearly and analytically explained in details in Chapter 5.

CHAPTER 6

CONCLUSION

6.1 Introduction

The study encounters ample and invaluable findings pertaining to the strategies used among representatives from undergraduates specializing in English language and Linguistics at Faculty of Languages and Linguistics, University of Malaya. In answering the first research question, the findings divulge that majority of the learners; out of total average score of 5.00, almost more than 80% of the participants were discovered using social strategies with an average score 3.83 and metacognitive strategies, average score 3.76 as their most preferred strategies in language learning. They are active learners and use English as the communicative tool in language learning. However, the cognitive strategies were rated and ranked as their third preferred strategies (average score, 3.57), whereas compensation strategies (average score, 3.56) were the fourth favoured strategies among these learners of the current study.

It was discovered that the memory strategies (average score, 2.60) were the fifth or least preferred strategies utilized by the learners. They are not favoured in remembering facts or knowledge when learning the language. Affective strategies were rated as the least preferred strategies to be used by these language learners (average score, 2.48) in which similar to the previous studies done by Hong-Nam & Leavell (2006) and Neo (2010). They did not worry or nervous in utilizing the language for both spoken and written form of the language.

As for attaining the second research question of the study, the participants were revealed as the frequent users for strategies in language learning. They were the high

users of social, metacognitive, cognitive, and compensation strategies. However, they were medium users for memory strategies while affective strategies were used by these learners infrequently as they are the low users of these types of strategies. In other words, they were between high and medium users of language learning strategies and these findings reflected in the results of their self-rating on English language proficiency level.

They rated themselves in between good and excellent in English language. This shows that they indeed considered themselves as good language learners. They portrayed themselves as good language learners in a sense that they frequently use strategies in guiding them towards successful language learning. Previous studies from Wharton (2000), Rosyati (2004), Anderson (2005), Farzad Salahshour et al. (2012) also discovered similar findings in which learners who indicated and rated themselves as good and excellent language learners used myriad strategies and frequent users of strategies in language learning.

Language researchers such as Naiman et al. (1978), Rubin & Thompson (1982), Oxford (1990), Ellis (1997), Brown (2000), Ellis & Barkhuzein (2005) consider proficient learners are good language learners since they are those who constantly employ a variety of strategies. They also know and are aware of which strategies are suitable for their own individual advancement when learning the language.

The findings for the third research questions reveal a helpful and valuable data from the participants' remarks and responses to determine the ways that the learners from each year of study vary or similar pertaining to the use of strategies. The participants from Year 1, Year 2 and Year 3 learners were divulged to have similar patterns in employing strategies in language learning due to their preferences on strategies such as cognitive, compensation, memory and affective types of strategies. Nevertheless, Year 3 learners were discovered to use metacognitive strategies (average

score, 4.00) and social strategies (average score, 3.99) more often than the Year 1 and Year 2 learners in which accordance to earlier studies such as Sara Kashefian-Naeeni, Nooreiny Maarof & Hadi Salehi (2011) but contradicts to the research findings investigated by Sima (2011).

These language learners from Year 1, Year 2 and Year 3 also were investigated by determining the ways they frequently use language learning strategies. They described and clarified their language learning normally takes place due to the learning environment and varied situations in which they are in or when using the language. The place and the context of language learning strategies where they generally utilize English language do influence them in practising and developing their proficiency and competency level.

They indicated that they speak and practise English language most of the time in and outside classroom context of language learning (faculty, university, home and other non-educational setting or environment) even though each of them differ in terms of family background, aptitude, learning styles and attitudes towards learning English language. These findings show that all these places and language learning context encourage them to speak in English language more often and these lead to the reasons why these learners opt for social strategies as their most preferred strategies in language learning.

Ellis (1997) and Lightbown & Spada (2006) emphasize the importance of social factors in which leading the language learners to enhance their aptitude for using and learning English language. Social factors such as the environment, to whom they are speaking the language and social contexts, enable them to speak and practise English language most of the time. Most of the respondents who were interviewed admitted that they do communicate with their friends and family members in English. These findings divulge that these undergraduates specializing in English language and Linguistics

always speak in English language to communicate with others even outside the classroom setting as well as in varied situations.

Furthermore, English language learners from Year 1, Year 2 and Year 3 also were determined in a way how they view their own strategies in comparison to Oxford's strategies of language learning. The representatives from each year of study were found to have similar views about strategies categorized by Oxford (1990). Majority of them clarified most of the statements of strategy types as described by Oxford as parallel to how they usually learn and practise English language. Oxford's metacognitive, social and cognitive strategies were discovered to resemble the ways in which they normally use or practise English language in various situations.

The learners' perceptions on language learning strategies were also scrutinized in attaining the third research objective of this study. The findings disclose that these learners were aware on the preferred strategies used. They also were able to define and describe strategies appropriately as revealed during the interview session (Ellis, 1997; Neo, 2010). They are aware of the strategies that they normally utilize when learning or speaking the language. Language learning comprises consciousness and it is a process on the part of the learners in improving the language learnt (Schmidt, 1990; Ellis, 1997).

6.2 Implications

The prominence of language learning strategies in assisting language learners should be promoted to the learners despite of their variables such as gender, race, educational background, proficiency and other variables. Some of the language learners, especially among the less proficient learners do not know which strategies suit them the most but not in the case of proficient learners who are able to know and utilize a variety of language learning strategies (McDonough, J. & Shaw, C.,1993; Wharton, 2000; Rosyati, 2004; Anderson, 2005; Farzad Salahshour et al. ,2012).

This study unveils new perspectives and current findings about the effectiveness of using strategies, types of strategies and how proficient learners of English language used to learn and enhanced in a number of ways when learning the language. Practitioners, researchers, educators and even language learners can understand and learn how strategies can be used efficiently and function towards the developments in English language learning. By determining these learners' preferences and their views on language learning strategies it contributes to more perspectives on what good language learners normally do to enrich their English language proficiency level because their preferred strategies will succour them when learning or encountering any new English forms, features and learning materials (Lightbown & Spada, 2006).

The study also contributes insights to educators and curriculum designers to implement and apply suitable language tasks or activities as a part of the assessment for the language learners. For instance, by knowing what are the most preferred strategies employed by these proficient learners; educators and researchers may have thoughts or ideas on how to ensure that the learning outcomes for language courses can be attainable. The findings of the study show that the participants usually learn English language mostly in class though they indicated that they also practise using and learning the language outside the classroom context.

By understanding these learners' preferred strategies of language learning, researchers and educators are able to design or implement the assessment tasks appropriately as well as how to integrate the language skills in the classroom activities. An authentic assessment enables any language learners to learn and grasp the practicality and content of different language courses (Brown, 2004). With these efforts, academics will be able to manage themselves in developing their English language teaching in class and also another way to facilitate their learners to learn and practise the language using effective strategies.

Selecting and implementing the types of assessment are crucial for academics. Therefore, academics that are able to determine the strategies preferred by the learners and in what ways do they learn and practise the language can guide them to apply suitable teaching strategies to suit the learners' strategies in language learning.

Even though it can be said that teaching and assessment are two different elements in the context of language learning, academics indeed still are required to evaluate and make progress for the developments in English language learning and teaching. These consist considering the process of teaching and learning, authenticity of the learning materials and language purposes (Dudley- Evans, & St. John., 1998). Thus, knowing the learners' preferences of language learning strategies are needed to provide clues for both academics and learners to attain the learning outcomes and achievements in any educational purposes or language courses.

The study also stimulates learner autonomy and holistic person among the learners. Majority of the participants who participated in the present study showed that they are independent learners. They are able to clarify and decide what strategies to be used when practising the language in various situations (Ellis, 1997). Oxford's language learning strategies enable the learners to determine their overall strategies when learning English language; what types of strategies that they prefer and how frequent they practise the language. This sort of self-assessment gives them an overview about the effectiveness of using strategies for their own language learning. It inculcates them to be more self-motivated towards autonomous learning, able to diagnose their ability and to show whether they are frequent users of strategies in language learning (Oxford, 1990; Brown, 2000; Siti Khatijah, 2004).

6.3 Recommendations

This small-scale study holds specific scope about strategies of language learning in which used by the participants who can be regarded as proficient learners of English

language. Any future studies can be conducted with a large number of participants in determining the use of language learning strategies by more proficient learners specializing in English language. A further study would be necessary to gain more perspectives from both quantitative and qualitative data, if researchers or academics would like to determine and probe whether there are consistencies of the learners' preferences on language learning strategies categorized by Oxford (1990).

It is suggested that Oxford's (1990) strategies of language learning using SILL instrument should be introduced to every language learner. Academics can use the SILL questionnaire to determine their learners' preferences on strategies in language learning. Each type of strategies categorized by Oxford is easy for language learners to understand and identify their own strategies that they normally utilize when learning any language. For instance, this can be done before proceeding with any syllabus of the language courses. Practitioners and academics are able to determine which types of strategies that the learners usually prefer most of the time in guiding them to learn effectively. As Kow (2012) emphasizes, language learning strategies facilitate the language learners to take learning beyond the classroom context. Knowing the learners' preferences of strategies will guide and assist curriculum designers and academics to design and plan an effective syllabus, assessment and more feasible learning materials to be applied within the classroom context of language learning (Ellis, 1997 & Brown, 2000).

By promoting Oxford's SILL to the language learners, educators can review their teaching strategies, pedagogies and activities in class. The types of strategies as described by Oxford (1990) provide clear explanations on numerous situations about what every language learner normally do as they make progress to assist themselves. This assists the educators to manage their classes and prepare authentic class activities and assessment appropriately. Thus, they can approach and facilitate their learners with

authentic learning materials which they think applicable and interesting that leads to more successful language learning and teaching.

Furthermore, training on language learning strategies should be conducted at any educational level especially in institutes of higher learning. Some of the language learners are not aware of strategies that they can practise when learning their second or third language. Strategy training is pivotal as it enables the language learners to obtain inclusive ideas on how to practise the language and identify whether they are frequent users of strategies in language learning. Language learners, educators and researchers will be more responsive and aware of the effectiveness in using language learning strategies to inspire good learning environment and how to improve the learners' language skills and proficiency level (Siti Katijah, 2004). With this training, the learners are better prepared and know how to overcome challenges in order to be good language learners; who are able to adapt and use their abilities to enhance their professionalism for current and future learning process.

6.4 Conclusion

Any studies related to strategies in language learning are significant in the context of language learning and educational setting. Studies on good or proficient language learners can open up myriad perspectives and beliefs among educational practitioners, educators and curriculum designers to investigate what strategies and how their preferred strategies help them to constantly improve their developments in language learning. The current study provides insights on ways that the learners majoring in English language used to learn and practise the language. The study reveals that vast majority of the participants indicated that social strategies work the best for them in developing their English language proficiency. This finding links to the perspective in which language(s) is used to interact and communicate daily in spoken and written forms. As Asha (2012, p. 26) indicates that "language as a social reality."

Hence, any language learners need to practise speaking the language and find opportunities to use the language in various ways.

It can be said that educators need to initiate interactions and interactive language teaching in class to create more positive and meaningful learning and teaching environment. Communicative language teaching can be one of the approaches that can be applied in class context so that the learners may become active learners in class and able to successfully complete the assessment and any tasks given to them. Therefore, gaining the perspectives from the learners of the present study about their strategies in language learning stimulate educators and researchers to know how they can go about learning and improving the students' proficiency level of English language. These, in turn will assist other language learners on ways to develop their competency and proficiency level in English language in the most sufficient and efficient ways.

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APPENDIX A (INSTRUMENT : QUESTIONNAIRE)

Section A: Background Questionnaire

Please fill in the most relevant answers to you for each of the following statements.

1. Age: _____ 2. Gender: _____
 3. Semester : _____ e.g. Semester 2 4. Year of Study: _____ e.g. Year 1
 5. State your English proficiency results.
 a) Grade for SPM : _____
 b) Band for MUET : _____

6. How do you rate your overall proficiency in English language ? (**Choose one ONLY**)

- Excellent Good Fair Poor

Section B: Strategy Inventory for Language Learning (SILL) Version 7, (Oxford, 1989)

Instructions : This form of SILL is for students of English as a second language or foreign language. You will find statements about learning English language from Part A to Part F.

1. Read each statement and answer in terms of how well the statement describes you.
 2. Please **TICK** (✓) your answers in the box according to the response (1, 2, 3, 4, or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

Response (s)	Explanation
1. NEVER OR ALMOST NEVER TRUE OF ME	means that the statement is <u>very rarely</u> true of me.
2. USUALLY NOT TRUE OF ME	means that the statement is true <u>less than half the time</u> .
3. SOMEWHAT TRUE OF ME	means that the statement is true of you <u>about half the time</u> .
4. USUALLY TRUE OF ME	means that the statement is true <u>more than half the time</u> .
5. ALWAYS OR ALMOST ALWAYS TRUE OF ME	means that the statement is true of you <u>almost always</u> .

3. Add up your response (1, 2, 3, 4, or 5) of each statement and put the result on the line marked SUM provided for every Part.
 4. Divide by the number of statements from each Part to get the average. Round this average off to the nearest tenth, as in 3.5.

Part A : Remembering more effectively

No.	Statements	Response				
		Never	—————→			Always
1.	I think of the relationship between what I already know and new things I learn in English.	1	2	3	4	5
2.	I use new English words in a sentence so I can remember them.	1	2	3	4	5
3.	I connect the sound of a new English word and an image or picture of the word to help me remember the word.	1	2	3	4	5
4.	I remember a new English word by making a mental picture of a situation in which the word might be used.	1	2	3	4	5
5.	I use rhymes to remember new English words.	1	2	3	4	5
6.	I use flashcards to remember new English words.	1	2	3	4	5
7.	I physically act out new English words.	1	2	3	4	5
8.	I review English lessons often.	1	2	3	4	5
9.	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	1	2	3	4	5

SUM Part A _____ ÷ 9 = _____

Part B : Using all your mental processes

No.	Statements	Response				
		Never	—————→			Always
10.	I say or write new English words several times.	1	2	3	4	5
11.	I try to talk like native English speakers.	1	2	3	4	5
12.	I practise the sounds of English.	1	2	3	4	5
13.	I use the English words I know in different ways.	1	2	3	4	5
14.	I start conversations in English.	1	2	3	4	5
15.	I watch English language TV shows spoken in English or go to movies spoken in English.	1	2	3	4	5

16.	I read for pleasure in English.	1	2	3	4	5
17.	I write notes, messages, letters, or reports in English.	1	2	3	4	5
18.	I first skim an English passage (read over the passage quickly) then go back and read carefully.	1	2	3	4	5
19.	I look for words in my own language that are similar to new words in English.	1	2	3	4	5
20.	I try to find patterns in English.	1	2	3	4	5
21.	I find the meaning of an English word by dividing it into parts that I understand.	1	2	3	4	5
22.	I try not to translate word-for-word.	1	2	3	4	5
23.	I make summaries of information that I hear or read in English.	1	2	3	4	5

SUM Part B _____ ÷ 14 = _____

Part C : Compensating for missing knowledge

No.	Statements	Response				
		Never	—————>			Always
24.	To understand unfamiliar English words, I make guesses.	1	2	3	4	5
25.	When I can't think of a word during a conversation in English, I use gestures.	1	2	3	4	5
26.	I make up new words if I don't know the right ones in English.	1	2	3	4	5
27.	I read English without looking up every new word.	1	2	3	4	5
28.	I try to guess what the other person will say next in English.	1	2	3	4	5
29.	If I can't think of an English word. I use a word or phrase that means the same thing.	1	2	3	4	5

SUM Part C _____ ÷ 6 = _____

Part D : Organizing and evaluating your learning

No.	Statements	Response				
		Never	→		→	Always
30.	I try to find as many ways as I can to use my English.	1	2	3	4	5
31.	I notice my English mistakes and use the information to help me to do better.	1	2	3	4	5
32.	I pay attention when someone is speaking English.	1	2	3	4	5
33.	I try to find out how to be a better learner of English.	1	2	3	4	5
34.	I plan my schedule so I will have enough time to study English.	1	2	3	4	5
35.	I look for people I can talk to in English.	1	2	3	4	5
36.	I look for opportunities to read as much as possible in English.	1	2	3	4	5
37.	I have clear goals for improving my English skills.	1	2	3	4	5
38.	I think about my progress in learning English.	1	2	3	4	5

SUM Part D _____ ÷ 9 = _____

Part E : Managing your emotions

No.	Statements	Response				
		Never	→		→	Always
39.	I try to relax whenever I feel afraid of using English.	1	2	3	4	5
40.	I encourage myself to speak English even when I am afraid of making a mistake.	1	2	3	4	5
41.	I give myself a reward or treat when I am studying or using English.	1	2	3	4	5
42.	I notice if I am tense or nervous when I am studying or using English.	1	2	3	4	5
43.	I write down my feelings in a language learning diary.	1	2	3	4	5
44.	I talk to someone else about how I feel when I am learning English.	1	2	3	4	5

SUM Part E _____ ÷ 6 = _____

Part F: Learning with others

No.	Statements	Response				
		Never	→	→	→	Always
45.	If I do not understand something in English, I ask the other person to slow down or say it again.	1	2	3	4	5
46.	I ask English speakers to correct me when I talk.	1	2	3	4	5
47.	I practice English with other students.	1	2	3	4	5
48.	I ask for help from English speakers.	1	2	3	4	5
49.	I ask questions in English.	1	2	3	4	5
50.	I try to learn about the culture of English speakers.	1	2	3	4	5

SUM Part F _____ ÷ 6 = _____

THANK YOU FOR YOUR PARTICIPATION

INTERVIEW QUESTIONS

1. Based on the Strategy Inventory for Language Learning (SILL) questionnaire, what types of language learning strategy do you prefer the most? Why?
2. What do you think about your overall proficiency in English language? How often do you speak English language and where?
3. How do you learn English language? (e.g. read a lot of English reading materials, communicate with other people in English, etc.) In your opinion, do these language learning strategies reflect on how you learn English language?
4. What do you know about language learning strategies?

APPENDIX C

RESEARCH CONSENT LETTER FOR QUESTIONNAIRE

Dear undergraduate English majors,

I am conducting a study on language learning strategies employed by undergraduate English majors at Faculty of Languages and Linguistics, University of Malaya. This research will be submitted in fulfilment of the requirement for my Master Degree in MESL.

Moreover, this research has been approved by the Head of English Language Department, Dr. Baljit Kaur A/P Surjit Singh, Faculty of Languages and Linguistics as well as Jawatankuasa Kecil Sokongan Penyelidikan Pascasiswazah (JKSPP) and under the supervision of Pn.Ainun Rozana @ Ainun bt. Mohd Zaid.

I would really appreciate if you could participate and contribute your feedback for the objectives of the study. This research will benefit you especially in identifying on the types of language learning strategies that you commonly preferred and how these language learning strategies assist you to learn English language efficiently.

There are only two sections for you to complete the questionnaire and a 10 to 15-minute interview will be conducted. All acquired information and data will remain confidential, anonymous and will be used only in academic researchers. For any inquiries about the research or the results of the study later within this year, you can reach me at nadtrah@siswa.um.edu.my. Thank you very much for your time and cooperation.

Best Regards,

Nur Nadtrah Naim
Postgraduate student
Faculty of Languages and Linguistics
University of Malaya
Kuala Lumpur

Please verify your confirmation to participating in this academic research. Thank you.

PARTICIPANT A

(Signature of Participant)

(Date)

APPENDIX D

INTERVIEW CONSENT FORM

I (Participant: _____) hereby consent to participate in this interview session. I acknowledge that the information and transcription from the data recordings will be used merely for the research purposes. Hence, all the content in the recordings will be read, cited and quoted in order to attain the objectives of this academic research.

(Signature of the Interviewee)

(Signature of the Interviewer)

(Date)

(Date)

APPENDIX E

LEARNERS' OVERALL RESULTS ON SILL

Part A: Remembering more effectively

No.	Statements	Percentage (%)					Total (N=27)
		Response Never \longrightarrow Always					
		1	2	3	4	5	
1.	I think of the relationship between what I already know and new things I learn in English.						
	Overall response on Item 1	Y1 = 0 Y2 = 0 Y3 = 1	Y1 = 0 Y2 = 1 Y3 = 0	Y1 = 2 Y2 = 3 Y3 = 1	Y1 = 3 Y2 = 1 Y3 = 4	Y1 = 5 Y2 = 3 Y3 = 3	
	Frequency	(1) 3.70%	(1) 3.70%	(6) 22.22%	(8) 29.63%	(11) 40.74%	100%
2.	I use new English words in a sentence so I can remember them.						
	Overall response on Item 2	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 3 Y2 = 2 Y3 = 2	Y1 = 4 Y2 = 4 Y3 = 2	Y1 = 3 Y2 = 2 Y3 = 1	Y1 = 0 Y2 = 0 Y3 = 4	
	Frequency	(0) 0%	(7) 25.93%	(10) 37.0%	(6) 22.22%	(4) 14.82%	100%
3.	I connect the sound of a new English word and an image or picture of the word to help me remember the word.						
	Overall response on Item 3	Y1 = 0 Y2 = 2 Y3 = 0	Y1 = 3 Y2 = 3 Y3 = 3	Y1 = 4 Y2 = 1 Y3 = 2	Y1 = 1 Y2 = 1 Y3 = 2	Y1 = 2 Y2 = 1 Y3 = 2	
	Frequency	(2) 7.4%	(9) 33.3%	(7) 25.9%	(4) 14.8%	(5) 18.5%	100%
4.	I remember a new English word by making a mental picture of a situation in which the word						

	might be used.						
	Overall response on Item 4	Y1 = 1 Y2 = 1 Y3 = 0	Y1 = 1 Y2 = 1 Y3 = 2	Y1 = 2 Y2 = 4 Y3 = 3	Y1 = 3 Y2 = 2 Y3 = 1	Y1 = 3 Y2 = 0 Y3 = 3	
	Frequency	(2) 7.41%	(4) 14.8%	(9) 33.3%	(6) 22.22%	(6) 22.22%	100%
5.	I use rhymes to remember new English words.	1	2	3	4	5	
	Overall response on Item 5	Y1 = 0 Y2 = 2 Y3 = 3	Y1 = 7 Y2 = 6 Y3 = 4	Y1 = 1 Y2 = 0 Y3 = 2	Y1 = 2 Y2 = 0 Y3 = 0	Y1 = 0 Y2 = 0 Y3 = 0	
	Frequency	(5) 18.5%	(17) 63.0%	(3) 11.1%	(2) 7.4%	(0) 0%	100%
6.	I use flashcards to remember new English words.	1	2	3	4	5	
	Overall response on Item 6	Y1 = 9 Y2 = 5 Y3 = 4	Y1 = 1 Y2 = 2 Y3 = 3	Y1 = 0 Y2 = 1 Y3 = 1	Y1 = 0 Y2 = 0 Y3 = 1	Y1 = 0 Y2 = 0 Y3 = 0	
	Frequency	(18) 66.7%	(6) 22.2%	(2) 7.4%	(1) 3.7%	(0) 0%	100%
7.	I physically act out new English words.	1	2	3	4	5	
	Overall response on Item 7	Y1 = 7 Y2 = 5 Y3 = 7	Y1 = 2 Y2 = 2 Y3 = 1	Y1 = 1 Y2 = 0 Y3 = 1	Y1 = 0 Y2 = 1 Y3 = 0	Y1 = 0 Y2 = 0 Y3 = 0	
	Frequency	(19) 70.4%	(5) 18.5%	(2) 7.4%	(1) 3.7%	(0) 0%	100%
8.	I review English lessons often.	1	2	3	4	5	
	Overall response on Item 8	Y1 = 2 Y2 = 4 Y3 = 3	Y1 = 4 Y2 = 3 Y3 = 1	Y1 = 4 Y2 = 1 Y3 = 3	Y1 = 0 Y2 = 0 Y3 = 2	Y1 = 0 Y2 = 0 Y3 = 0	
	Frequency	(9) 33.3%	(8) 29.6%	(8) 29.6%	(2) 7.4%	(0) 0%	100%
9.	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	1	2	3	4	5	
	Overall response on Item 9	Y1 = 1 Y2 = 2 Y3 = 4	Y1 = 2 Y2 = 4 Y3 = 1	Y1 = 3 Y2 = 1 Y3 = 2	Y1 = 2 Y2 = 0 Y3 = 1	Y1 = 2 Y2 = 1 Y3 = 1	
	Frequency use	(7) 25.9%	(7) 25.9%	(6) 22.2%	(3) 11.1%	(4) 14.8%	100%

Note: Y1 = Year 1, Y2 = Year 2 and Y3 = Year 3

Part B : Using all your mental processes

No.	Statements	Percentage (%)					Total (N=27)
		Response Never → Always					
10.	I say or write new English words several times.	1	2	3	4	5	
	Overall response on Item 10	Y1 = 0 Y2 = 1 Y3 = 1	Y1 = 4 Y2 = 1 Y3 = 2	Y1 = 2 Y2 = 4 Y3 = 0	Y1 = 3 Y2 = 2 Y3 = 3	Y1 = 1 Y2 = 0 Y3 = 3	
	Frequency	(2) 7.4%	(7) 25.9%	(6) 22.2%	(8) 29.6%	(4) 14.8%	100%
11.	I try to talk like native English speakers.	1	2	3	4	5	
	Overall response on Item 11	Y1 = 2 Y2 = 2 Y3 = 1	Y1 = 2 Y2 = 0 Y3 = 2	Y1 = 2 Y2 = 3 Y3 = 0	Y1 = 2 Y2 = 2 Y3 = 3	Y1 = 2 Y2 = 1 Y3 = 3	
	Frequency	(5) 18.5%	(4) 14.8%	(5) 18.5%	(7) 25.9%	(6) 22.2%	100%
12.	I practise the sounds of English.	1	2	3	4	5	
	Overall response on Item 12	Y1 = 1 Y2 = 0 Y3 = 1	Y1 = 1 Y2 = 1 Y3 = 1	Y1 = 5 Y2 = 4 Y3 = 2	Y1 = 1 Y2 = 3 Y3 = 1	Y1 = 2 Y2 = 0 Y3 = 4	
	Frequency	(2) 7%	(3) 11%	(11) 41%	(5) 19%	(6) 22%	100%
13.	I use the English words I know in different ways.	1	2	3	4	5	
	Overall response on Item 13	Y1 = 1 Y2 = 0 Y3 = 0	Y1 = 1 Y2 = 0 Y3 = 1	Y1 = 4 Y2 = 4 Y3 = 1	Y1 = 3 Y2 = 2 Y3 = 1	Y1 = 1 Y2 = 2 Y3 = 6	
	Frequency	(1) 3.70%	(2) 7.41%	(9) 33.3%	(6) 22.2%	(9) 33.3%	100%
14.	I start conversations in English.	1	2	3	4	5	
	Overall response on Item 14	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 0 Y2 = 0 Y3 = 1	Y1 = 4 Y2 = 2 Y3 = 1	Y1 = 2 Y2 = 3 Y3 = 2	Y1 = 4 Y2 = 3 Y3 = 5	
	Frequency	(0) 0%	(1) 3.7%	(7) 25.93%	(7) 25.93%	(12) 44.44%	100%
15.	I watch English language TV shows spoken in English or go to movies spoken in	1	2	3	4	5	

	English.						
	Overall response on Item 15	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 2 Y2 = 1 Y3 = 1	Y1 = 2 Y2 = 0 Y3 = 1	Y1 = 6 Y2 = 7 Y3 = 7	
	Frequency	(0) 0%	(0) 0%	(4) 14.8%	(3) 11.1%	(20) (74.1%)	100%
16.	I read for pleasure in English.	1	2	3	4	5	
	Overall response on Item 16	Y1 = 1 Y2 = 0 Y3 = 0	Y1 = 0 Y2 = 1 Y3 = 1	Y1 = 2 Y2 = 0 Y3 = 0	Y1 = 3 Y2 = 0 Y3 = 1	Y1 = 4 Y2 = 7 Y3 = 7	
	Frequency	(1) 3.7%	(2) 7.4%	(2) 7.4%	(4) 14.8%	(18) 66.7%	100%
17.	I write notes, messages, letters, or reports in English.	1	2	3	4	5	
	Overall response on Item 17	Y1 = 1 Y2 = 0 Y3 = 0	Y1 = 0 Y2 = 1 Y3 = 0	Y1 = 1 Y2 = 1 Y3 = 0	Y1 = 2 Y2 = 0 Y3 = 1	Y1 = 6 Y2 = 6 Y3 = 8	
	Frequency	(1) 3.7%	(1) 3.7%	(2) 7.4%	(3) 11.1%	(20) 74.1%	100%
18.	I first skim an English passage (read over the passage quickly) then go back and read carefully.	1	2	3	4	5	
	Overall response on Item 18	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 1 Y2 = 1 Y3 = 0	Y1 = 2 Y2 = 1 Y3 = 4	Y1 = 3 Y2 = 4 Y3 = 2	Y1 = 4 Y2 = 2 Y3 = 3	
	Frequency	(0) 0%	(2) 7.41%	(7) 25.93%	(9) 33.33%	(9) 33.33%	100%
19.	I look for words in my own language that are similar to new words in English.	1	2	3	4	5	
	Overall response on Item 19	Y1 = 1 Y2 = 3 Y3 = 3	Y1 = 5 Y2 = 1 Y3 = 1	Y1 = 3 Y2 = 0 Y3 = 4	Y1 = 0 Y2 = 2 Y3 = 1	Y1 = 1 Y2 = 2 Y3 = 0	
	Frequency	(7) 25.93%	(7) 25.93%	(7) 25.93%	(3) 11.11%	(3) 11.11%	100%
20.	I try to find patterns in English.	1	2	3	4	5	
	Overall response on Item 20	Y1 = 2 Y2 = 1 Y3 = 3	Y1 = 2 Y2 = 1 Y3 = 3	Y1 = 3 Y2 = 2 Y3 = 0	Y1 = 3 Y2 = 3 Y3 = 3	Y1 = 0 Y2 = 1 Y3 = 0	
	Frequency	(6)	(6)	(5)	(9)	(1)	

		22.22%	22.22%	18.52%	33.33%	3.70%	100%
21.	I find the meaning of an English word by dividing it into parts that I understand.	1	2	3	4	5	
	Overall response on Item 21	Y1 = 2 Y2 = 1 Y3 = 2	Y1 = 2 Y2 = 1 Y3 = 3	Y1 = 3 Y2 = 4 Y3 = 1	Y1 = 1 Y2 = 1 Y3 = 3	Y1 = 2 Y2 = 1 Y3 = 0	
	Frequency	(5) 18.5%	(6) 22.22%	(8) 29.6%	(5) 18.5%	(3) 11.11%	100%
22.	I try not to translate word-for-word.	1	2	3	4	5	
	Overall response on Item 22	Y1 = 1 Y2 = 3 Y3 = 0	Y1 = 0 Y2 = 1 Y3 = 1	Y1 = 3 Y2 = 2 Y3 = 0	Y1 = 4 Y2 = 2 Y3 = 4	Y1 = 2 Y2 = 0 Y3 = 4	
	Frequency	(4) 15%	(2) 7%	(5) 19%	(10) 37%	(6) 22%	100%
23.	I make summaries of information that I hear or read in English.	1	2	3	4	5	
	Overall response on Item 23	Y1 = 1 Y2 = 0 Y3 = 0	Y1 = 2 Y2 = 2 Y3 = 3	Y1 = 2 Y2 = 3 Y3 = 1	Y1 = 2 Y2 = 0 Y3 = 2	Y1 = 3 Y2 = 3 Y3 = 3	
	Frequency	(1) 4%	(7) 26%	(6) 22%	(4) 15%	(9) 33%	100%

Part C : Compensating for missing knowledge

No.	Statements	Percentage (%)					Total (N=27)
		Response					
		Never	→			Always	
24.	To understand unfamiliar English words, I make guesses.	1	2	3	4	5	
	Overall response on Item 24	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 0 Y2 = 2 Y3 = 0	Y1 = 1 Y2 = 3 Y3 = 1	Y1 = 4 Y2 = 1 Y3 = 2	Y1 = 5 Y2 = 2 Y3 = 6	
	Frequency	(0) 0%	(2) 7%	(5) 19%	(7) 26%	(13) 48%	100%
25.	When I can't think of a word during a conversation in	1	2	3	4	5	

	English, I use gestures.						
	Overall response on Item 25	Y1 = 0 Y2 = 1 Y3 = 0	Y1 = 0 Y2 = 1 Y3 = 2	Y1 = 6 Y2 = 2 Y3 = 2	Y1 = 4 Y2 = 2 Y3 = 4	Y1 = 0 Y2 = 2 Y3 = 1	
	Frequency	(1) 4%	(3) 11%	(10) 37%	(10) 37%	(3) 11%	100%
26.	I make up new words if I don't know the right ones in English.	1	2	3	4	5	
	Overall response on Item 26	Y1 = 2 Y2 = 3 Y3 = 2	Y1 = 4 Y2 = 2 Y3 = 0	Y1 = 4 Y2 = 2 Y3 = 3	Y1 = 0 Y2 = 0 Y3 = 3	Y1 = 0 Y2 = 1 Y3 = 1	
	Frequency	(7) 25.93%	(6) 22.22%	(9) 33.33%	(3) 11.11%	(2) 7.41%	100%
27.	I read English without looking up every new word.	1	2	3	4	5	
	Overall response on Item 27	Y1 = 0 Y2 = 1 Y3 = 0	Y1 = 0 Y2 = 2 Y3 = 1	Y1 = 5 Y2 = 1 Y3 = 2	Y1 = 3 Y2 = 1 Y3 = 3	Y1 = 2 Y2 = 3 Y3 = 3	
	Frequency	(1) 3.70%	(3) 11.1%	(8) 29.63%	(7) 25.93%	(8) 29.63%	100%
28.	I try to guess what the other person will say next in English.	1	2	3	4	5	
	Overall response on Item 28	Y1 = 0 Y2 = 2 Y3 = 1	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 6 Y2 = 2 Y3 = 5	Y1 = 3 Y2 = 2 Y3 = 0	Y1 = 1 Y2 = 2 Y3 = 3	
	Frequency	(3) 11.11%	(0) 0	(13) 48.15%	(5) 18.52%	(6) 22.22%	100%
29.	If I can't think of an English word. I use a word or phrase that means the same thing.	1	2	3	4	5	
	Overall response on Item 29	Y1 = 0 Y2 = 0 Y3 = 1	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 0 Y2 = 1 Y3 = 0	Y1 = 4 Y2 = 5 Y3 = 1	Y1 = 6 Y2 = 2 Y3 = 7	
	Frequency	(1) 3.70%	(0) 0	(1) 3.70%	(10) 37.04%	(15) 55.56%	100%

Part D : Organizing and evaluating your learning

No.	Statements	Percentage (%)					Total (N=27)	
		Response						
		Never	—————>			Always		
		1	2	3	4	5		
30.	I try to find as many ways as I can to use my English.							
	Overall response on Item 30	Y1 = 1 Y2 = 0 Y3 = 0	Y1 = 1 Y2 = 2 Y3 = 0	Y1 = 2 Y2 = 1 Y3 = 0	Y1 = 4 Y2 = 2 Y3 = 3	Y1 = 2 Y2 = 3 Y3 = 6		
	Frequency	(1) 4%	(3) 11%	(3) 11%	(9) 33%	(11) 41%		100%
31.	I notice my English mistakes and use the information to help me to do better.							
	Overall response on Item 31	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 1 Y2 = 2 Y3 = 1	Y1 = 5 Y2 = 1 Y3 = 1	Y1 = 4 Y2 = 5 Y3 = 7		
	Frequency	(0) 0%	(0) 0%	(4) 14.8%	(7) 25.9%	(16) 59.3%		100%
32.	I pay attention when someone is speaking English.							
	Overall response on Item 32	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 0 Y2 = 0 Y3 = 1	Y1 = 2 Y2 = 2 Y3 = 1	Y1 = 4 Y2 = 2 Y3 = 1	Y1 = 4 Y2 = 4 Y3 = 6		
	Frequency	(0) 0%	(1) 3.7%	(5) 18.5%	(7) 25.9%	(14) 51.9%		100%
33.	I try to find out how to be a better learner of English.							
	Overall response on Item 33	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 1 Y2 = 1 Y3 = 1	Y1 = 1 Y2 = 2 Y3 = 2	Y1 = 4 Y2 = 1 Y3 = 2	Y1 = 4 Y2 = 4 Y3 = 4		
	Frequency	(0) 0	(3) 11%	(5) 19%	(7) 26%	(12) 44%		100%
34.	I plan my schedule so I will have enough time to study English.							
	Overall response on Item 34	Y1 = 2 Y2 = 4 Y3 = 4	Y1 = 4 Y2 = 2 Y3 = 0	Y1 = 1 Y2 = 1 Y3 = 2	Y1 = 2 Y2 = 0 Y3 = 3	Y1 = 1 Y2 = 1 Y3 = 0		
	Frequency	(10) 37%	(6) 22%	(4) 15%	(5) 19%	(2) 7%		100%
35.	I look for people							

	I can talk to in English.						
	Overall response on Item 35	Y1 = 0 Y2 = 1 Y3 = 1	Y1 = 2 Y2 = 0 Y3 = 1	Y1 = 1 Y2 = 2 Y3 = 1	Y1 = 5 Y2 = 0 Y3 = 1	Y1 = 2 Y2 = 5 Y3 = 5	
	Frequency	(2) 7.41%	(3) 11.11%	(4) 14.82%	(6) 22.22%	(12) 44.44%	100%
36.	I look for opportunities to read as much as possible in English.	1	2	3	4	5	
	Overall response on Item 36	Y1 = 1 Y2 = 0 Y3 = 0	Y1 = 1 Y2 = 1 Y3 = 1	Y1 = 2 Y2 = 0 Y3 = 1	Y1 = 2 Y2 = 1 Y3 = 2	Y1 = 4 Y2 = 6 Y3 = 5	
	Frequency	(1) 3.7%	(3) 11.1%	(3) 11.1%	(5) 18.5%	(15) 55.6%	100%
37.	I have clear goals for improving my English skills.	1	2	3	4	5	
	Overall response on Item 37	Y1 = 0 Y2 = 3 Y3 = 1	Y1 = 1 Y2 = 1 Y3 = 1	Y1 = 5 Y2 = 0 Y3 = 1	Y1 = 3 Y2 = 3 Y3 = 2	Y1 = 1 Y2 = 1 Y3 = 4	
	Frequency	(4) 15%	(3) 11%	(6) 22%	(8) 30%	(6) 22%	100%
38.	I think about my progress in learning English.	1	2	3	4	5	
	Overall response on Item 38	Y1 = 0 Y2 = 1 Y3 = 1	Y1 = 0 Y2 = 4 Y3 = 1	Y1 = 5 Y2 = 0 Y3 = 1	Y1 = 3 Y2 = 1 Y3 = 2	Y1 = 2 Y2 = 2 Y3 = 4	
	Frequency	(2) 7%	(5) 19%	(6) 22%	(6) 22%	(8) 30%	100%

Part E : Managing your emotions

No.	Statements	Percentage (%)					Total (N=27)
		Response					
		Never	→			Always	
		1	2	3	4	5	
39.	I try to relax whenever I feel afraid of using English.						
	Overall response on Item 39	Y1 = 0 Y2 = 1 Y3 = 2	Y1 = 2 Y2 = 2 Y3 = 2	Y1 = 5 Y2 = 1 Y3 = 1	Y1 = 1 Y2 = 2 Y3 = 0	Y1 = 2 Y2 = 2 Y3 = 4	
	Frequency	(3) 11.11%	(6) 22.22%	(7) 25.93%	(3) 11.11%	(8) 29.63%	100%
40.	I encourage myself to speak English even	1	2	3	4	5	

	when I am afraid of making a mistake.						
	Overall response on Item 40	Y1 = 0 Y2 = 1 Y3 = 1	Y1 = 1 Y2 = 1 Y3 = 0	Y1 = 3 Y2 = 1 Y3 = 0	Y1 = 2 Y2 = 2 Y3 = 3	Y1 = 4 Y2 = 3 Y3 = 5	
	Frequency	(2) 7.41%	(2) 7.41%	(4) 14.82%	(7) 25.93%	(12) 44.44%	100%
41.	I give myself a reward or treat when I am studying or using English.	1	2	3	4	5	
	Overall response on Item 41	Y1 = 3 Y2 = 6 Y3 = 6	Y1 = 3 Y2 = 1 Y3 = 1	Y1 = 3 Y2 = 0 Y3 = 2	Y1 = 1 Y2 = 1 Y3 = 0	Y1 = 0 Y2 = 0 Y3 = 0	
	Frequency	(15) 55.6%	(5) 18.52%	(5) 18.52%	(2) 7.41%	(0) 0%	100%
42.	I notice if I am tense or nervous when I am studying or using English.	1	2	3	4	5	
	Overall response on Item 42	Y1 = 3 Y2 = 3 Y3 = 4	Y1 = 2 Y2 = 3 Y3 = 1	Y1 = 2 Y2 = 0 Y3 = 2	Y1 = 2 Y2 = 2 Y3 = 0	Y1 = 1 Y2 = 0 Y3 = 2	
	Frequency	(10) 37%	(6) 22%	(4) 15%	(4) 15%	(3) 11%	100%
43.	I write down my feelings in a language learning diary.	1	2	3	4	5	
	Overall response on Item 43	Y1 = 8 Y2 = 7 Y3 = 5	Y1 = 1 Y2 = 0 Y3 = 2	Y1 = 1 Y2 = 1 Y3 = 0	Y1 = 0 Y2 = 0 Y3 = 2	Y1 = 0 Y2 = 0 Y3 = 0	
	Frequency	(20) 74.1%	(3) 11.1%	(2) 7.4%	(2) 7.4%	(0) 0%	100%
44.	I talk to someone else about how I feel when I am learning English.	1	2	3	4	5	
	Overall response on Item 44	Y1 = 3 Y2 = 5 Y3 = 3	Y1 = 2 Y2 = 2 Y3 = 3	Y1 = 5 Y2 = 0 Y3 = 1	Y1 = 0 Y2 = 0 Y3 = 2	Y1 = 0 Y2 = 1 Y3 = 0	
	Frequency	(11) 40.74%	(7) 25.93%	(6) 22.22%	(2) 7.41%	(1) 3.70%	100%

Part F: Learning with others

No.	Statements	Percentage (%)					Total (N=27)
		Response					
		Never → Always					
		1	2	3	4	5	
45.	If I do not understand something in English, I ask the other person to slow down or say it again.						
	Overall response on Item 45	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 0 Y2 = 2 Y3 = 1	Y1 = 2 Y2 = 1 Y3 = 2	Y1 = 4 Y2 = 3 Y3 = 2	Y1 = 4 Y2 = 2 Y3 = 4	
	Frequency	(0) 0%	(3) 11%	(5) 19%	(9) 33%	(10) 37%	100%
46.	I ask English speakers to correct me when I talk.						
	Overall response on Item 46	Y1 = 2 Y2 = 2 Y3 = 2	Y1 = 1 Y2 = 2 Y3 = 1	Y1 = 5 Y2 = 2 Y3 = 2	Y1 = 2 Y2 = 2 Y3 = 0	Y1 = 0 Y2 = 0 Y3 = 4	
	Frequency	(6) 22%	(4) 15%	(9) 33%	(4) 15%	(4) 15%	100%
47.	I practice English with other students.						
	Overall response on Item 47	Y1 = 0 Y2 = 1 Y3 = 1	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 1 Y2 = 1 Y3 = 1	Y1 = 5 Y2 = 1 Y3 = 1	Y1 = 4 Y2 = 5 Y3 = 6	
	Frequency	(2) 7%	(0) 0%	(3) 11%	(7) 26%	(15) 56%	100%
48.	I ask for help from English speakers.						
	Overall response on Item 48	Y1 = 0 Y2 = 3 Y3 = 2	Y1 = 0 Y2 = 0 Y3 = 1	Y1 = 3 Y2 = 3 Y3 = 2	Y1 = 4 Y2 = 1 Y3 = 1	Y1 = 3 Y2 = 1 Y3 = 3	
	Frequency	(5) 18.52%	(1) 3.70%	(8) 29.63%	(6) 22.22%	(7) 25.93%	100%
49.	I ask questions in English.						
	Overall response on Item 49	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 1 Y2 = 1 Y3 = 0	Y1 = 4 Y2 = 2 Y3 = 2	Y1 = 5 Y2 = 5 Y3 = 7	
	Frequency	(0) 0%	(0) 0%	(2) 7%	(8) 30%	(17) 63%	100%
50.	I try to learn about the culture						
		1	2	3	4	5	

	of English speakers.						
	Overall response on Item 50	Y1 = 0 Y2 = 0 Y3 = 0	Y1 = 1 Y2 = 2 Y3 = 0	Y1 = 4 Y2 = 0 Y3 = 2	Y1 = 4 Y2 = 0 Y3 = 2	Y1 = 1 Y2 = 6 Y3 = 5	
	Frequency	(0) 0%	(3) 11.11%	(6) 22.22%	(6) 22.22%	(12) 44.44%	100%

APPENDIX F

TRANSCRIPTIONS (QUALITATIVE DATA)

YEAR 1

PARTICIPANT C (R1)

N(I): Ok, participant C, right? Based on this strategy inventory language learning, what types of language learning strategies that you prefer the most and can you tell me why?

P(C): I prefer the language learning strategy which is using all mental processes, I prefer this one because like I see the statements given here like, I try to talk like native English speakers and practise the sounds of English. These statements are (...) I agree with because that's what I do. I mean. I watch like English TV shows, movies, I listen to English songs, so, sometimes my accent kinda of maybe subconsciously it follows that actions which I listen to all the time , yeah , so that's how I learn and I also like it says here I read for pleasure in English. I like to read a lot of books, hmm.I sometimes read in Malay, but mostly it's in English because for me and my family my first language is English, so that's why I like really I do know all these things, write notes in English and then I try to find patterns in English and things like that. Yeah

N(I) : Ok, thank you. So, for the second question, what do you think about your overall English proficiency in English language? And how often do you speak English language and where?

P(C): Hmm, personally..I think my overall proficiency.. is a hmm I wont say its excellent maybe its good like average, maybe slightly higher than average but.. because I've been speaking English, hmm..since like.. my parents, they are.. I mean they are pure Chinese. They speak to me in English although they speak to each other in a..a Chinese dialect but they didn't teach it to me..they just teach me English..so that's why..

N(I): I see <laugh>

P(C):Yeah. <laugh> When I first started learning even like..my first words also are all in English, reading books in English and everything.. hmm..I speak English every day unless..my roommate because they are Malay so I speak to her in Malay..but other than that I will speak in English especially since I'm an English major and where I would speak woud be in everyday life you know..but maybe not buying food because I'm in Malaysia, so I will use Malay.. but in class, yeah we all speak English, I speak to my parents in English on the phone, talk to my friends online like Skype you know that, we talk in English ..so that's very easy..

N(I): For the third question, how do you learn English language. For example like these are the examples..in your opinion..do these English language learning strategies reflect on how do you learn English language?

P(C): Yeah.So how I learn English language..I started very young...hmm I think the most clear thing I can remember is reading because my parents bought for me

Peter and Jane books, simple English words..so I learn from there..and then after that I quite enjoy reading. I got to like read more books...and I find I learn a lot more from reading because like..those new words..I can see like the context in which the words are used in the story and then I can understand...maybe I don't understand the word but I can see ..owh..they use it to describe the person's feeling or something..so later on I will look up in the dictionary on what exactly these ideas mean but I can get the rough idea..that 's where I learn..how to use words in what kind of situations..like what kind of surrounding should I use it..like this words are more appropriate for these formal situation or not..something like that..yeah...and my opinion these language learning strategies do reflect on how I learn because the statements are what I do like that what's I do I really read..and I immerse myself in an English media like TV and all that.. I learn how the characters talk the way they speak their accent..I don't I don't try to follow exactly but it's like a mix ah..maybe a little bit of Malaysian slang and accent and a little bit of that English accent and try sound as accurate pronunciation as possible. Because I like saving accurately you know the pronunciation..that kind of way yeah..

N(I): Ok, for the last question..what do you know about language learning strategies

P(I): Hmm.I didn't know that there was actually such specific strategies like this one listed in this questionnaire but just basic learning strategies like a reading and then ..teaching like learning conversational skills with people maybe who are native speakers like if we ourselves not very good in English, you should try to speak in English, the more you use, the more comfortable and like the more fluent you'll be if you try speaking it also like learning English language..hmm writing essay..and all its like simple you learn how you do in school , you write some simple things , and you got to know more, as you read as well you know how to use the words and..sentences appropriately..so those are the language learning strategies that I use, you know like songs..or what how to pronounce words and everything ..yeah..

N(I): Ok, thank you very much..

P(C): Thank you...

PARTICIPANT D (R2)

N(I): Ok, participant D..hmm. I would like to ask you a few questions..based on this strategy inventory language learning strategy or SILL. So what types of language learning strategies that you prefer the most and why?

P(D): Language learning strategy I prefer the most is learning with others..<pause>..why because I feel that when I learn with others I get to listen to the other person talking and from there I can grasp the meaning and learn different words..and ..the correct words to say in different contexts and then how..we can carry and continue the conversations and not just stop at one point..cause when we build relationship that why we need to start talking.

N(I): Second question, what do you think about your overall proficiency in English language and how often do you speak English language and where?

P(D): I rate my overall proficiency in English language as excellent. How often do I Speak English language<pause> every day and almost every place I go including

hmm the home setting in uni with my friends , in church and also with my old schoolmates as well..where? As in anywhere in the restaurant and uni , with my family at home...when I go out.

N(I): Okay for no.3 how do you learn English language and in your opinion, do these language learning strategies reflect on how do you learn English language ?

P(D): I learn English through reading hmm listening to songs, watching movies, dramas
hmm these learning strategies do reflect on how I learn English language which is true ..Through learning from others from what I see, from what I hear and from what I read.

N(I): And the last question, what do you know about language learning strategies?

P(D): Hmm.language learning strategies..are... methods to learn languages and this differs person to person because different people like to use different strategies when it comes to learning ..some remember better by seeing , some people remember better by hearing and it depends on the person,how the person is vied to learn languages.

N(I): So, this is how view about language learning strategies and have you heard about language learning strategies before?

P(D): Not really.

N(I): Do you have any opinion about language learning strategies.

P(D): Normally people would just say you can learn language ..in ..very diverse ways, listening to songs radio , to watching movies , to reading books , and writing your own diary even though you are not used to it ...as long as you use the language it's already a part of the process of learning the language itself.

N(I): Thank you <laugh>

P(D): Thank you <laugh>

PARTICIPANT J (R3)

N(I): Ok, participant J, so based on this strategy inventory for language learning or SILL questionnaire. So, what types of language learning strategy you prefer the most and why ?

P(J): Hmm.. the strategy that I got the highest score was on organizing, evaluating the learning. I think ..It is because I ..gained the knowledge about English. I tend to gain it from hmm..listening to other people and mostly I listen to music and I think that it helps me to..hmm..when listening it helps me to understand the tuck in some pronunciation and stuff ..get me to speak a lot better so..I think the main strategy that I used to learn English is by listening and ..hmm.. what else I sometimes plan to study English as well by listening to some lessons ..actually I have bought the online lesson as well..hmm..and like the teacher will provide like mp3 modules and I would have like listen to it by two times a day so I would have to..I would listen before I come to class..and on the way on the bus..on the way back to my college..So, hmm I think that I would can improve my English by listening. I believe that..so..I would arrange time, my schedule to have more on listening to English..yeah.

N(I): For the second question, what do you think about your overall proficiency in English language and how do you often speak English language and where?

- P(J): Hmm.I think that I'm still fair in English..and because I still kind of stuck on some vocabs and I cannot think of..and Im not a first..hmm.. I'm not native speaker...so and I would think I'm fair in English and I...since I came here ..I'm from Thailand..I get to speak English a lot and I think..that good for me so I can practice more..I speak English..I usually speak in..aa.. in university of course with my friends but in Thailand I don't speak English with my friends at all. so I just get to speak more often since I came here. Yeah.
- N(I): Alright, and then the third question. How do you learn English language and in your opinion do this language learning strategy reflect the way that you learn English language based on this SILL?
- P(J): Hmm..as I told you I learned from listening a lot..actually I just follow the...research that ..the I search online. and.I heard about this research that you should when you study a language, you should study like a baby..where you..a baby ..he doesn't speak first right? Hmm he just listen a lot and then after that he can speak saying mama or dad what ever..I think that..that.. a good way for you really to have the language that you don't have to translate from your own language to English..so I follow that..hmmm...that research that told to listen a lot. So, I listen to mostly music like every day 24 hours..
- N(I): So these language learning strategies do reflect the way that you learn English language?
- P(J): Yes, I felt that hmm.. Im more confident..than when Im back in Thailand ..I felt that..I'm not scared to make mistakes and..hmm.. Im willing to interact with other people in English.
- N(I): And the last question, what do you know about language learning strategies?
- P(J): Hmm..language learning strategies are they like using flashcards or what ever?
- N(I): What do you know about language learning strategies ?
- P(J): Hmm..in my high school time, my teacher used to hmm taught us to sing..taught us to act out so that we can remember the vocabularies better and I think that is good strategy or way..an example to study English. Yeah <laugh>
- N(I): <laugh> Ok, alright, thank you

PARTICIPANT F (R4)

- N(I): Ok, participant F. Based on this strategy inventory for language learning. So, what types of language learning strategies that you prefer the most and why?
- P(F): I would prefer learning with others because for me it's easy when you really interact with other people and you just got the answer straight, right? Hmm. .if you like read online or something, you have to search for more and more..so..really understand what you want to know and if you like ask.. a friend or teacher, you just look at the.. straight to the point rather than you have to search like..for..you have to spend a lot of time searching.
- N(I): Ok, no.2 what do you think about your overall proficiency in English language?..and how often do you speak English language and where?
- P(F): I would say that my proficiency is just fair because I don't speak English that much..Hmm..I only use English when Im in class or...like with someone who speak English and I don't use English with like my friends my roommates or

what not. Hmm...yeah I just use English mostly in class.

N(I): Right. No.3 How do you learn English language and in your opinion do you think that these language learning strategies reflect the way that you learn English language?

P(F): Hmm..I learn English mostly by reading Hm...I ..and..watching movies hmm dramas in English. I don't really like mostly talk in English because I don't have any friends who really talk in English except for using it in class. So, I would say that my English learning is more to..based on reading..more...in materials..hmm It affects me on how I would communicate..I think I can write better than I talk in English.

N(I): So, do you think that these language learning strategies reflect the way that you learn English language ? Based on these results..

P(F): Based on these results, I don't think it reflected on how I learn because I think I would learn with others but then the thing that I learn is more on the paper.....online, I talk with others I ask with other people but I don't speak that much.

N(I): Ok, alright, so the last question, what do you know about language learning strategies?

P(F): Hmm..language learning strategies ..I only know how do you learn English language in class by reading or just like talking to your teachers..I don't really like this kind of stuff.

N(I): So, this is your perception about language learning strategy ?

P(F): Hmm. I think I learn English language mostly by reading. Yes.

N(I): Alright, thank you.

PARTICIPANT I (R5)

N(I): Participant I, so based on this strategy inventory for language learning or SILL questionnaire, what types of language learning strategies do you prefer the most and why?

P(I): Hmm..I prefer mental process because I think learning a language requires one to immerse themselves into the environment..let's say we need to..watch TV or listen to how..how they speak..and then...and for entertainment right.. you always watch maybe entertainment programmes, so you learn from there..let you immerse yourselves to..

N(I): So, that is your preferred type of language learning strategy?

P(I): Ehemmm

N(I):Ok no.2. What do you think about your overall proficiency level in English language and how often do you speak English language and where?

P(I): I will rate myself as a good..and I speak English hmm during classroom in the classroom or in formal situation and..hmm.. if I think that hmm when I speak to strangers..I also use English..

N(I):Ok, alright. So, the third question, how do you learn English language. So, this is just an example. So, in your opinion, do these language learning strategies reflect the way that you learn English language ?

P(I): My way of learning is through reading and listening...and then also

comprehension..hmm..I think they do reflect how I study.

N(I):Ok, no.4, the last one, what do you know about language learning strategies?

P(I): For me is like..hmm..learning different categories like learning vocabulary, learning grammar, and learning how to write an essay...

N(I): That is considered as strategies for learning?

P(I): Yeah.

N(I): Ok alright

YEAR 2

PARTICIPANT D (R1)

N(I): Ok, participant D, based on this strategy inventory for language learning or language learning questionnaire, what types of language learning strategies do you prefer the most and why?

P(D): Hmm..I scored highest on learning with others..as English is my first language..So, I communicate with everyone I meet..majority hundred percent in English..so I'm... I always...I practise English with other students..I ask questions in English all the time and then try to learn the culture of English speakers as I'm quite interested the British culture and also very familiar with American culture..hmm oh yeahh. if I...eventhough I'm an English speaker I may not know I might learn new words from talking with other people..So, if I don't know the word means I will ask them again..yeah..

N(I): Alright for the second question, what do you think about your overall proficiency in English language and how often do you speak English language and where?

P(D): I rated myself as excellent, maybe in between good and excellent but excellent...hmm..because I speak English every day..hmm.. and I speak it with my parents, with my classmates, with my friends and also in class with the lecturers and almost 24 hours I think..yeah..and where..yeah..as I already said before in class..whenever I go out..I go shopping and ask the shopkeepers..to order food...as it all mostly in English..

N(I): Right, no.3, how do you learn English language.In your opinion, do you think that these language learning strategies reflect on how do you learn English language ?

P(D):Based on here, I follow your examples.. I read a lot of books, fictions, non-fictions,hmm.. all the time and yeah as I said before, I communicate with others in English..I also watch a lot of English movies and watch live English shows so that's how I learn the language and then I can relate these to organizing..yeah organizing and evaluating my learning...I try as many ways to use in English..here's another one....reading materials....by using mental processes..compensation in English..I watch language TV shows also in English..I read for leisure..I write in English...yeah that's about it.

N(I): And the last question, what do you know about language learning strategies ?

P(D): Hmm..not a lot...I'm not really aware of it until you gave me this questionnaire...you know it is divided into so many parts...and...the way I learn English...I don't see it as learning as acquiring

English...subconsciously...because...it's part of me already...I've been speaking English since I was a child..so I don't see it as a learning process where it's like acquiring rules as part of the language every day.

N(I): What is your second language?

P(D): I think it's BM, Malay first then Hokkein dialect and Mandarin.

N(I): I see..ok thank you very much.

P(D): Thank you.

PARTICIPANT E (R2)

N(I): Participant E, so based on this SILL questionnaire, what types of language learning strategies do you prefer the most and why?

P(E): Well, according to this SILL, I got compensating for missing knowledge. I supposed I speak..I tend to go with the flow whenever I speak to someone...I read something...if I For example, I read a passage.. I didn't understand a word...if I break my rhythm of my reading..I will lose..I tend to lose..hmm.. I will complete my whatever it is..my reading or conversation first..and then I will go and look at it if I really bother about it..but usually I guess what it means according to the context of the passage or the situation.

N(I): Ok, alright, for no.2, what do you think about your overall proficiency level in English language and how often do you speak English language and where?

P(E):My overall proficiency is good...hmm.well here..in the university..because I'm in the English department, I tend to speak English with my lecturers, with my classmates, but if I go back home..if I speak with my other friends who are not in English department, I tend to speak in Malay..so..I supposed it depends on the situation but I think I speak Malay more than English.

N(I): Alright, no.3, how do you learn English language? And then in your opinion, do these language learning strategies reflect on how do you learn English language ?

P(E):Hmm..I read a lot..hmm I will learn the Harry Potter series was the one that expand my interest in reading English so that really help me..and I remember the one I read.. when I tend to..just read the book first and then look up the word that I don't know.... So..I think it does reflect my learning strategies..hmm..and then yes so much watching movies..hmm..to hear how the words are spoken.. as native as possible..hmm...and then...I think that's how I learn English language..hmm..I further first few years later really speak the English language to other people..so it's more about reading and writing, rather than speaking.

N(I): And then..the next one, what do you know about language learning strategies ?

P(E): Learning strategy? I supposed..the meaning...it's the way someone learns a language or how one prefers to learn a language..I have no ideas that it can be many categories...then this is how a person prefers to learn any language.

PARTICIPANT F (R3)

N(I): Based on this SILL questionnaire, so...what types of language learning strategies do you prefer the most and why?

P(F): Based on this questionnaire, the one that I got the highest was mental process but

the second highest was compensating for missing knowledge which is just 0.2 percent difference and the third one is organizing and evaluating learning...I guess it is more of emphasis on mental processes..I guess I'm more of analytical person.. I like to see things through and try to understand..so it is so reflected in the questionnaire.

N(I): Ok, and then..what do you think about your overall proficiency level in English language and how often do you speak English language and where?

P(F): I considered my English very good for a Malaysian. I speak English language on a daily basis...typically at home...and then the classroom but when I'm with friends whom I know..do not normally speak English..I try to accommodate and speak perhaps in Mandarin with Chinese friends and Malay with Malay friends..so it really depends on who I'm with but if given the choice, I...on my own I might usually speak in English.

N(I): Alright no.3, how do you learn English language and do you think these language learning strategies reflect the way that you learn English language?

P(F): Well...since I learn.. started learning English language since I was young...so I don't really remember how actually I learn it but I guess it's sort of an immersion of reading and listening to the language and watching shows in English and slowly I just absorb the language...but to a certain extend I think these language learning strategies do reflect how I learn English language..like what I said in the first question..it's pretty much on my own individual based on the minds it's not based on emotions or rote learning like remembering effectively....it's more on thinking and analytical processes...and in that sense...it reflected in that sense.

N(I): and the last question, what do you know about language learning strategies?

P(F): My first thought when I thought about language learning strategies was that...looking at the word strategy...the sort comes to mind like a conscious effort of how people go about to learn the language...and then I realize that a lot of time, we don't really have these conscious strategies and mostly unconscious...and it's individual unconscious tendency that minds tell to go about this way...to try...and.. learn it in a way that the mind and the person is most comfortable with...I think that is subconscious element there as well...unless...maybe they go to class...and the teacher says you should go this way and then only they consciously try to learn other ways more concrete ways of learning, rather than pretty much as unconscious...

PARTICIPANT B (R4)

N(I): So participant B, based on this SILL questionnaire, what types of language learning strategies do you prefer the most and why?

P(B): The highest marks that I got was compensating for missing knowledge, organizing, evaluating the learning and learning with others. Compensating...yes I guess in a way..I do compensate for the things that I don't know in other ways..was like using another phrase or sentence...mean the same word that I'm trying to say. And then...I don't really organize my learning at all..but I do evaluate them in a sense.. like... I use the wrong way most of the time..Im really aware for not using right or wrong

thing...and then..the learning with others..because I believe one of the best ways of learning a language is to practise the conversation and all...by socially using English..yeah..that's sort of help me in my learning of English..

N(I): So, this considered as your most preferred language learning strategies ?

P(B): Hmm.. well..this is based on the questionnaire..me myself..I guess it's a little bit of everything..I have to say..I don't think I can focus on one...

N(I): So, no.2..what is your overall proficiency in English language and how often do you speak English language and where?

P(B): Overall proficiency..I will have to say... Im pretty good at it...I would have to say...I think I'm above average...definitely above average..hmm..then as to.. how often do I use English language..these days... I use it really a lot... of course...main reason because I'm taking English for the course as my degree ...so Im around with people who use English daily..all the time...and then...even I have more Chinese friends than Malay friends..so I don't use Malay with them...even they are more familiar with Malay than English..I still use English with them...except of course for my family..that I can't really speak English with them

N(I): How do you learn English language? In your opinion, do you think that these language learning strategies reflect on how you learn English language?

P(B): Hmm..I do read a lot...I actually read every day in different thing..so...I communicate a lot with other people as well...most communication is in English..and then...I watch a lot of things too..I usually watch shows, listening to musics....The way that I learn English...from what I can remember since I was younger....I read something...when I come across the word...like to gain more knowledge or the word, vocabulary of the language..then I watch or listen to something..to know how...pronounce...and then..only I practise it in my daily life..that's how I learn English..I don't use so much as strategy..it's none of what is here...like I said earlier..it's a little bit of everything...

N(I): So, the last question, what do you think about language learning strategies?

P(B): I really don't know that they have these strategies that you really know by parts...really formal ones and all that..hmm.. yeah my own personal strategy..is what I have told you earlier.. read, watch, listen, talk, ..these are the strategies...

PARTICIPANT A (R5)

N(I): So, participant A, based on this SILL questionnaire, what types of language learning strategies do you prefer the most and why?

P(A): Ok, based on this questionnaire...the highest score for my part is D, organizing and evaluating your learning...and I think this kind of strategy is what I love to do because I always compare myself with others...because I'm not first English speakers..I mean like...English is not my first language..I can say it has become my third language...yeah..overall...So, this is why I love this kind of strategy...like comparing and evaluate and then realise where I am and will try to motivate myself to do better.

N(I): Alright, no.2, what do you think about your overall proficiency in English language and how often do you speak English language and where?

P(A): Ok, how I rate myself? I can say...it's not really good but more than fair.. so. I can say...it's well enough means...I can understand what people say even for native speakers and I can communicate with them without causing a lot of misunderstanding...and how often do I speak English language..since I attend university..I start to speak English language a lot...but before this...I only speak English with my mum only..yeah..

N(I): Alright, and then..the third question..how do you learn English language? And do you think that these language learning strategies reflect the way that you learn English language?

P(A): How do I learn English language..I can divide it into two parts..first is during my childhood because my mum influenced me much for learning English...so during childhood time..I learn English by playing games..for example, scrabble..because my mum loves to teach all her kids playing scrabble using English and then after that..when I enter...I can say late primary school, I read a lot of books and I watch a lot of movies....from there...hmm...I can say when I read book...when I watch movie...I again..evaluate myself...I come across with new words..ohh..I evaluate myself..I don't know this word for..so..right now I know...it means that...that my knowledge for this language is still lack..so I need to improve..so I can say...how I learn is basically reflect the strategies that I love to do...

N(I): Ok, alright..and then last question...what do you know about language learning strategies?

P(A): I have no idea...I can say I have no idea about there is a SILL that come out with these different part of the strategies but...what I know...again based on my experience...when I learn English before this...I know that..we need to practise, it means that we need to speak..we need to listen..we need to write....of course these kind of strategies that I have been used in all my school..yeah..so,,practically..I can say...that I have no idea that there are really different parts of the strategies...

YEAR 3

PARTICIPANT D (R1)

N(I): Ok, participant D, based on this SILL questionnaire, what types of language learning strategies do you prefer the most and why?

P(D): I do prefer for compensating missing knowledge..because..if I don't understand a particular word, I will make guesses..hmmm..all I read the whole sentence and...sometimes the sentence itself gives me an idea of the words are..or the word is...and...I read English..Im too lazy to look up the word..so I make a guess..a smart guess on what the word is...why..because Im too lazy... I prefer to make things up or make sense of the word on the spot..

N(I): Alright, no.2, what do you think about your overall proficiency in English language and how often do you speak English language and where?

P(D): I would say my English proficiency is between good and excellent...I use English everywhere even at home..I use English...I speak to my parents in English..I go

for business meeting..I speak in English..I speak to my clients in English...so basically English is a 80 percent of my daily life....

N(I): Ok, no.3, how do you learn English language and in your opinion, do these language learning strategies reflect on how do you learn English language?

P(D): Hmm..how I learn English language..hmm..English is my mother tongue since I was young..never thought of how I learn English..but I prefer..Im more an audio person..so I really like to watch movies and...learn English from there....I think it reflects on how I learn English....like I said Im very an audio person....I prefer to listen more than to read...watching movies is a good choice for me....

N(I): So, do you think that these language learning strategies reflect the way that you learn that you mentioned just now?

P(D): Yes, it does..I think..because based on this strategy I am more on compensating for missing knowledge..so I make smart guesses or...I use ...I can't think of English word...I use a word that means the same..yeah..I think...it does reflect how I learn English..

N(I): And then the last one...what do you know about language learning strategies?

P(D): I don't know anything about language learning strategy but I think if it's in common sense I think it's more towards...for me..common sense...the common one that I know is listening and speaking..and that's all...that's about all I know on language learning strategy.

PARTICIPANT B (R2)

N(I): Ok, participant B, based on this SILL questionnaire, what types of language learning strategies do you prefer the most and why?

P(B): Ok, I guess based on what the survey form gave..I think it's probably learning with others because I say that.. well..it's communicating in English is actually a part of my daily requirement..so it's almost a given that I would definitely becoming communicating with other people in English..I'll be asking them to repeat to me in English If I don't catch something, they have to paraphrase in English..so Im speak, interacting with other people all the time, whether it's on purpose or not.

N(I): Ok, no.2 what do you think about your overall proficiency in English language and how often do you speak English language and where?

P(B): I say..Im quite good in English and I use it daily, because at school mostly because it's a part of my degree requirement and I have classmates form different background..so we use English as a lingua franca..but outside of that I also write in English very often online when Im communicating with people, acquaintances that I know from other countries or with my cousins because they had an English education background. They are not quite good in Mandarin so I speak with them..to them in English very often..yeah..

N(I): And then, the third question, how do you learn English language and in your opinion, do this language learning strategy reflect the way that you learn English language?

P(B): Well, I say that I read a lot as hobby and part of my degree and to learn external knowledge..yeah I read a lot in English...I also communicate a lot in English as

necessity and because I have this hobby, writing, I do it mostly in English..so yeah..I pick up my English mostly from these three avenues...hmmm..I would say that the learning strategies based on this survey...I say this somewhat reflect my..the way that I learn English language..not all of them..and a few just partially..because I come from a different place..I notice that in this survey it talked about well...how you might be still learning English at the beginning level and then...have sense of nervousness, might have used flash cards, and you have think about things intentionally but no..that's not quite the case with me..because I have using English for a long time..

N(I): Alright, the last question..what do you think about language learning strategies ?

P(B): Beforehand, I just know about the types of people study; there are kinetic or they prefer visuals or learning styles..as learning language..language learning strategies..not so much..I guess this survey is more like..in a sense I always knew some of these things but I guess..this survey is the first time I actually thought about it in a concrete way, summarize in more technical language yes..ok, alright..

N(I): Thank you very much.

PARTICIPANT A (R3)

N(I): Ok, participant, based on this SILL questionnaire, what are the types of language learning strategies do you prefer the most and why?

P(A): I have three. This first would be using all my mental process..hmm..I love to watch TV shows with a modern setting. For example, The Alan show, the big bang theoryI like to pay attention to their dialogues when they fighting, when they comforting each other when their inquiring something, can learn at once in one show. For example if I couldn't catch their words, I would press backward and listen to it again, of course I watch the whole show, because you are watching the show you wouldn't click here and there. Hmm. I can pay attention to their dialogues towards their use and the tones, the ups and downs of the tones during the whole show. My second strategy would be organizing and evaluating my learning. I pay attention when someone is speaking English language especially that someone is a native speaker. I would see how he or she constructs a sentence, the best word to use in a certain situation. For learning with others, when someone corrects my English, it leaves a lasting impression on me..I would really remember. For example, if a lecturer or a teacher correct me..I would really remember it until now. For example, back in primary school I mixed up between the principle LE and principle AL. So my lecturer corrected me by asking me to write that word for fifty or hundred times. So until now I remember and it has lasting impression on me.

N(I): So, you like to interact with others when it comes to learning English language?

P(A): I like someone who is superior better than me to correct and guide me.

N(I): Alright, so number 2, what do you think about your overall proficiency in English language and how often do you speak English language and where?

P(A): I'm taking English major, so I would speak English and use and write English every day..hmmm back in my residential college, it would be a mixture of English

and my mother tongue, Cantonese. If I were to rate my proficiency in English. I would say, is excellent for writing because I can double check it and edit it and excellent for listening but for speaking it would be good.

N(I): So, you usually speak English where and how often?

P(A): Every day, faculty, class, and..hmm dealing with office matters and during residential college activities, interacting with group mates for organizing an event or assignment, in facebook when discussing assignment. Im living in a residential college. So, if we are involved in the events we need to have some discussions, so it would be in English also.

N(I): Ok, how do you learn English language and in your opinion, do these language learning strategies reflect the way that you learn English language ?

P(A): It reflected the way that I learn English because when I realize that I get the third highest score for part B using all mental process, then I realize that I really do use a lot of TV shows, radios, all these audio visual aids for me to learn English..it does help a lot...hmmm for example, as for the learning with others which I have the highest score...it hmm..match my preference..because all this while..hmm.. a lecturer or a teacher, their guidance will really leave a lasting impression on me. I would remember what I learned back in primary schools and all.

N(I): Ok then the last one, what do you know about language learning strategies?

P(A): In the beginning I thought learning strategies would be how someone prefer..on which form of knowledge do they prefer..some people learn better through visual, for example power point, some would learn better through drills, like repetition and exercises. For example, Mathematics you do something for hundred questions or maybe differentiation and all, drill or maybe some people prefer application, practical, they like to carry out things, and do things instead of paper and pen, they like to do it like organizing something, apply what they learn. I thought learning strategy would be that visual.....I learn something new today.

PARTICIPANT E (R4)

N(I): Ok, participant E, based on this SILL questionnaire, so what types of language learning strategies do you prefer the most and why?

P(E): I think that I tend to organize and evaluating my learning first and I do think that I am an independent learner so I tend to think first the structure before speaking..

N(I): Ok so, no.2, what do you think about your overall proficiency in English language, and how often do you speak English language and where?

P(E): I would say that overall would be good... I tend to use non-standard English more than standard English. I only use formal English during maybe with the lecturers and all..but with all my friends I tend to use colloquial English.

N(I): So, you usually speak English language in the class or outside or at home?

P(E): At home, not really. I tend to use my own mother tongue.

N(I): So, only specifically in the class?

P(E): In class, and maybe in more formal situations.

N(I): So, no.3, how do you learn English language and in your opinion, do these

language learning strategies reflect on how do you learn English language ?

P(E): I think I try to use more English...so I try to use more in the classroom and to learn I would watch English sitcoms and imitate their pronunciation especially and their usage in English.

N(I): And in your opinion, do these language learning strategies reflect the way that you learn English language?

P(E): Yeah, mostly.

N(I): Alright, and then the last one...What do you know about language learning strategies ?

P(E): Language learning strategies would be the different styles used by the students in each individual learner..as some might be auditory learner some might be kinaesthetic learner, and for me personally Im more of a visual kind of learner.

N(I): Visual?

P(E): Visual.

N(I): So, you this is somehow you consider language learning strategies and learning styles are the same?

P(E): Yes, they are related.

PARTICIPANT C (R5)

N(I): Ok, participant C, based on this SILL questionnaire, so what types of language learning strategies do you prefer the most and why?

P(C): Hmm..based on this SILL result, what I've got is my average high score would be D and F, which is organizing and evaluating your learning, and also learning with others, so I'm prefer both of these because..hmm..I think I can really learn English this way..let's say like..hmm.. learning with others..when I learn with others..like people who are native speakers of English..hmm..I tend to speak how they speak..I tend to speak more often...and the environment is also like important because if I don't get to speak with people who speak English..I would never learn English in a better way...yeah.

N(I): Ok, alright no.2, what do you think about your overall proficiency in English language and how often do you speak English language and where?

P(C): My overall proficiency in English language is okay I think, it's good I can speak well but Im not that proficient as in...I'm not that...I'm not the best in English I know...I know when I make mistakes I know that..and my grammar and vocabulary sometimes will jumble and all..but..hmmm...I often speak English with my family, usually with my sisters and my friends outside of school and inside of school..yup..

N(I): Ok, what about..do you speak English language at home?

P(C): Yeah, at home I speak it with my siblings mostly but my parents not really because they speak in Malay..

N(I): Ok, no.3, how do you learn English language and in your opinion do these language learning strategies reflect the way that you learn English language ?

P(C): Yes...how do I learn English language well...basically because..hmm..I've been brought up in different country outside Malaysia ..so then the first language would be English...so as I said environment...and I read a lot of English reading

materials like novels and books..and hmm. I don't really read BM books...Malay books because sometimes I don't quite understand them...so this is how I learn my English and I also communicate with other people in English..hmmm...I think these language learning strategies...it's actually reflect how I learn English language because..It's all true based on this questionnaire.

N(I): Ok, and the last one, what do you know about language learning strategies?

P(C): I think there are various ways on learning language like there are how you learn English the traditional way like..like I mean...like how I practise hmm a language in traditional way with practice and practice and practice...hmm..let's say if I would to learn a new language..I think would start by learning phrases..it would be easier to memorize...yeah..