

A Study of English Language Learning Strategies Among Pakistani Students at Higher Secondary Level

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Abstract

This study primarily aims at exploring the use of Language Learning Strategies (LLSs) among the Pakistani students of the Higher Secondary Level. It hypothesizes that there exists a gender-wise and subject-wise difference in the use of LLSs. This is a quantitative research that uses SPSS for the statistical validation of the study hypotheses. For this study, by employing a multi-staged sampling techniques, a representative sample was drawn from Higher Secondary Level English language learners enrolled at Punjab Group of Colleges. The sample (n=320) was selected in such a manner that 160 students were selected from science and commerce groups each, with an equal number of boys and girls (n=80) majoring in both the subjects. The current study employs SILL Version 7 as a data collection instrument. Descriptive statistics show that the affective strategy (mean = 3.10) has been reported as the most and the compensation strategy (mean = 2.56) as the least used strategy among the respondents. To find out the gender and subject-based differences in the use of LLSs, one-way analysis of variance was run after applying a priori contrasts or post hoc tests. The study could not find any statistically significant gender-wise and subject-wise difference for the use of LLSs among the respondents. The minimum use of compensation strategy highlights the need to develop effective study materials and class room techniques to assist Pakistani learners to maximize the effective use of this strategy. It is envisaged that the findings of the current study will be beneficial for the ESL course developers, teachers and learners in Pakistan.

Keywords: Language Learning Strategies, English Language Teaching, SILL, EFL