

STRATEGY INVENTORY FOR LANGUAGE LEARNING

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ABSTRACT

This study examined the methods and strategies of SL learning of the students of UOS. Hypothesis was made that most of the students do not practice the SL learning strategies completely and properly. The purpose of this study was to analyze the relationship between SL learning strategies and practices of the students of UOS. Survey Instruments included the dependent and independent variables of gender, age and department. Approximately 200 students responded to a survey instrument. Likert scale was used as data collection strategies. Quantitative data analyzed quantitatively through SPSS. The convenience sampling was technique was used to collect data because of the time and cost constraints. Participants were the students of 4 different departments of the UOS. The instrument used in the study contained 35 items with closed-ended responses which was previously pilot-tested with 5 other reviewers to establish content validity. Survey information was obtained through the use of questionnaire and class observation tools, and all responses remained confidential. Questionnaires were filled up by the students of 4 main department of the University. Generally the survey results indicate that students did not use reading and speaking strategies regularly and completely. Most of the students have to face difficulties due to lack of practices of SL learning strategies.

Keywords: ESL (English as second language), ELT (English Language Teaching), SILL (Strategy Inventory Learning), EFL (English as foreign Language), SL (second language).