

## **The Effects of Language Learning Strategy (LLS) Training on ESL College Students' Strategies Used**

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### **Introduction**

As a former colonial country, English was used as medium of instruction in Malaysian schools even after its independence in 1957 until the early 70's. At present, although Bahasa Malaysia is the official language and the medium of instruction in public schools as well as government agencies, English is considered as the second language and is still widely used at tertiary level as well as the business sectors. However, despite its prominence, English language proficiency among Malaysians has been in a steady state of decline. Studies conducted by Adnan (2000); Karib & Adnan (2005); Pandian (2007) reveal that Malaysians in general and students at secondary as well as tertiary levels in particular are not proficient in English. According to Nambiar (2007) a large number of Malaysian undergraduates find reading, interpreting and critically evaluating an academic text overwhelming especially when they have to express their understanding in a written or spoken form. Their knowledge of general as well as academic vocabulary is also poor (Osman and Bakar, 2009; Neo, 2009; Mokhtar, Rawian & Yahaya et al., 2010). These are among the most common complaints expressed by educators at tertiary level. These undergraduates also are very dependent on the lecturers and are not self-directed. It is noticed that the problems that they face are due to several factors including lack of appropriate learning strategies.

## **Language Learning Strategies**

Anna Uhl Chamot (1987, p.71) came out with the term “learning strategies” and defined it as “techniques, approaches or actions that learners take deliberately in order to facilitate the learning and recall of both linguistic and content area information”. Wenden (1987, p.6) used the term “learner strategy” while Oxford (1989, p.3) termed it as “language learning strategies”. Although the terminologies used by these writers differ, all of them are used to describe conscious steps or behaviors used by language learners to enhance the acquisition of a new language.

Some of the basic characteristics that are agreed by writers and researchers in this field to describe LLS include firstly, language learning strategies as steps taken by language learners to enhance and help developing language competence as reflected in the learner’s skills in listening, speaking, reading, or writing in the second or foreign language. Secondly, the strategies may be visible or not and they involve information and memory. Oxford (1990, p.9) summarised her view of LLS by listing several key features in addition to the general characteristics which are: LLS 1) contribute to the main goal of language learning which is communicative competence; 2) allow learners to become more self-directed; 3) expand the role of language teachers; 4) problem-oriented; 5) specific actions taken by the learner 6) involve many aspects, not just the cognitive; 7) support learning both directly and indirectly; 8) not always observable; 9) often conscious; 10) can be taught; 11) flexible; 12) influenced by a variety of factors.


Research on LLS has been conducted for example by Anita Wenden & Joan Rubin (1987) to understand why some language learners succeed but some do not and studies have also been conducted to explore the strategies used by successful learners. One of the conclusions made of effective language learners is that they are aware of the strategies they use (O’Malley & Chamot, 1990). Abraham and Vann in Wenden & Rubin (1987, p.41) discovered in their study that the success of effective learners depends on their ability to choose strategies “appropriate to the acquisition of the language skills necessary to function in college” as compared to less successful learners who would not be as flexible. In addition, successful learners often use strategies in an ‘orchestrated’ fashion and certain strategies or a group of strategies are linked to a particular language skill (Oxford, 1994, p. 3). For example, L2 writing would benefit from learning strategies of planning, self monitoring, deduction and substitution. A study conducted by Ya-Ling Wu (2007) on the use of LLS by students of different proficiency concluded that higher proficiency EFL students use LLS more often than lower proficiency students. Research by Hamzah & Abdullah (2009) also came to the same conclusion and found that more successful learners use more metacognitive strategies than less successful ones. Ting (2006) in her study of strategies used by successful and less successful learners of suburban schools in Sarawak, concluded that successful learners have more repertoires of strategies at their disposal.

## **Classification of Language Learning Strategies**

Classification of language learning strategies varies, depending on the definition of the researcher in question. O’Malley and Chamot (1990) differentiate between cognitive strategies, which are subconscious use of strategies by learners, and metacognitive strategies which are conscious ones such as planning, organizing and evaluating. The other two categories are social and affective strategies which refer to strategies used in interactions with others and one’s feeling with regard to language learning respectively. For pedagogical purposes, it is easier to conceptualize them on a continuum with cognitive strategies in one end and metacognitive, social and affective on the other end, as suggested by Macaro (2001). On the cognitive side, strategies are set out immediately in response to instructions or to a written and spoken text while on the metacognitive side the strategies are organized in preparation or ensuing a learning task with the learners more in control of their learning.

Table 1: Strategies on a continuum

COGNITIVE STRATEGIES	METACOGNITIVE/SOCIAL/AFFACTIVE STRATEGIES
subconscious	conscious
direct	indirect
automatised	controlled
difficult to articulate	easier to articulate
non-evaluative	evaluative
primary	support
natural	taught



Oxford (1990) classification system divides LLS into two strategy groups of direct and indirect strategies. Direct strategies, those directly involve in learning the target language, are memory, cognitive and compensation. Memory strategies concern the storage and retrieval of a new language. Cognitive strategies are the mental processes associated with manipulating, transforming, and interacting with the target language. Compensation strategies are utilized by learners to overcome deficiency in knowledge needed for understanding and production of the target language. Indirect strategies are those strategies which play a supportive role without being directly related to the interaction of the language itself. Strategies categorized within this group include metacognitive, affective, and social. Metacognitive strategies are aspects associated with planning, monitoring, and evaluating the target language. Affective strategies refer to strategies that learners employ to control emotions and attitudes about language learning. Finally, social strategies are characterized by facilitating engagement in the target language through interaction with others.

Table 2: Direct and Indirect Strategies

DIRECT STRATEGIES	INDIRECT STRATEGIES
Memory	Metacognitive
Cognitive	Affective
Compensation	Social

## **Language Learning Strategy Training**

Early research on strategy training was conducted by O' Malley (1987) which concluded that LLS training has positive effects in enhancing initial learning for both listening and speaking skills. Thompson and Rubin (1993) as cited by Oxford (1994), also agreed that LLS training have produced good results. A research by Lee Kyung Rang & Rebecca Oxford (2008) on understanding learners' strategy use and strategy awareness showed that strategy awareness has a significant effect on strategy use. It can be concluded that when the learners are aware of the strategies then only they are able to use them. This provides evidence that raising strategy awareness as in LLS training would promote the use of these strategies.

Based on these observations, proponents of LLS training have proposed that LLS training to be included in L2 instructions. Among them is Graham (1997) who suggested that L2 teachers train the students to develop and use good LLS. According to Neil Anderson (2002), teaching metacognitive LLS as part of language learning instruction is beneficial since strong metacognitive skills 'empower' ESL learners. He further stressed that the use of metacognitive strategies 'ignites' one's thinking and can lead to more insightful learning. The proponents of LLS training, like Anderson, believe that strategies can be taught. Although every learner by nature uses some kind of strategies in learning, it is believed that he or she can be trained to be more efficient in using LLS. Suthagar Narasiman (2007) in his study on the effects of LLS instruction on reading comprehension discovered that explicit instructions improve the subjects' metacognitive knowledge and have beneficial effects on the subjects' comprehension achievement. Rajamoney (2008) who conducted a study among form four students of a secondary school, also stressed that there is a need to conduct strategy training to promote awareness of LLS among the students and to enhance students' language learning.

Since one of the educational goals of LLS is autonomous language learners (Wenden, 1987), it is envisaged that the inclusion of LLS training in ESL instruction, would make the learners more efficient at learning and using their second language, as well as more capable of self-directing in these endeavors. The theories and concepts underpinning LLS training as well as a model of LLS training proposed by Macaro (2001) will be discussed briefly to provide an overview of this study.

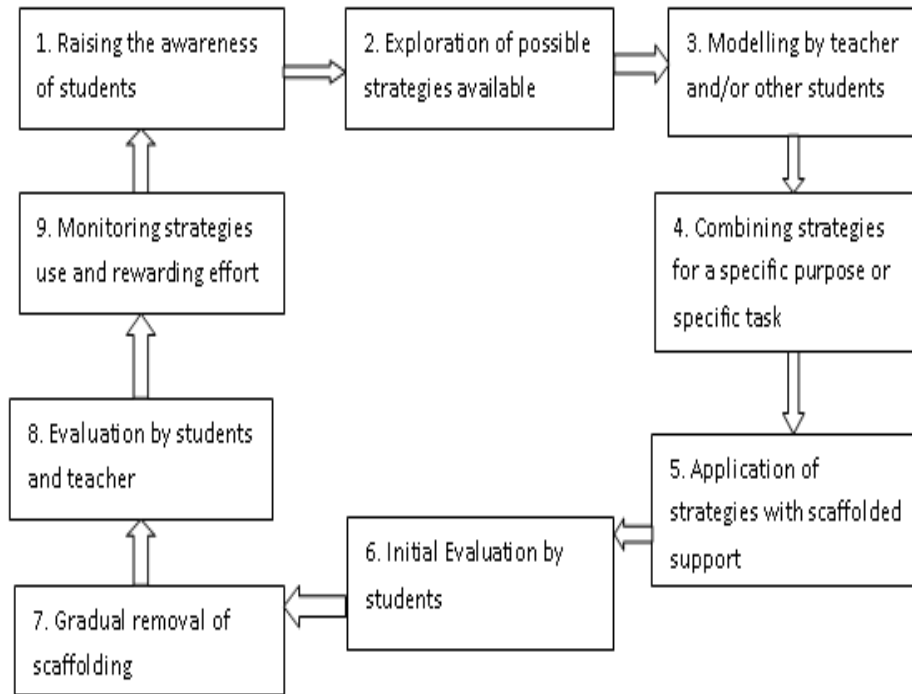
## **The Theory of Cognition**

The study of strategies is linked to the theory of cognition, the way the brain stores, select, retrieve and process information for short periods of time. Macaro (2001) explained these processes which take place in different parts of the brain and how learners' strategies operate in the same way. According to him, a linguistic item operates between the long term memory or LTM and the outside world through the help of the working memory or short term memory, STM. LTM stores language information in the 'nodes' of the brain as meaning or ideas for indefinite periods of time. The working memory selects, encodes, retrieves and decodes language from LTM. As learners become more proficient with the linguistic item, the speed of retrieval becomes faster and appears to be automatic. The retrieval of linguistics item is no longer controlled by the fact the learner has to refer to explicit knowledge about the language in LTM. LLS may start off as a controlled way of learning a linguistic item but after some time they would become automatic.

**The Content of LLS Training**

In developing an effective training programme, Macaro (2001) proposed nine steps that should be taken by ESL teachers. The steps are explained diagrammatically in the Learner Strategies Training Cycle below.

**Diagram1:Learner Strategies Training Cycle in Macaro(2001, p. 176)**



Macaro also suggested three options that can be chosen by ESL teachers in deciding the type of LLS training programme that is suitable for their particular group of learners. The three options are explained in the following table ( Table 3).

**Table 3: Types of LLS Training**

OPTIONS	Strategies/Skills for LLS training	Advantages	Disadvantages
OPTION 1	Metacognitive, Social and Affective learning strategies only	Easier for learner to articulate the strategies	Cover only <i>indirect strategies</i>
OPTION 2	Cognitive Strategies only	Has <i>direct</i> encounter with the foreign language learned	Difficult for learner to explain
OPTION 3	One process or skill such as reading or writing	Combine direct and indirect strategies. Awareness raising become tightly channeled	None

## Background of the Study

### English language programmes in Universiti Teknologi MARA (UiTM)

All diploma undergraduates enrolling any academic programme at UiTM, irrespective of their level of proficiency, are required to take at least two proficiency level English courses, namely Preparatory English and Intermediate English and one English for Academic purposes paper which deals with Academic Writing. These courses are offered during their first and second and third semester respectively. Currently, there are some ESL lecturers in UiTM who provide LLS training to the students at their own initiative but LLS training is not part of formal instruction. This study aims at determining whether LLS training is of beneficial in raising the students' awareness of LLS and whether it promotes the use of LLS among them.

### Statement of the Problem

Based on studies conducted among undergraduates in Malaysia, it is observed that many of them lack of linguistic competence to function academically in their chosen field of studies (Adzmi, Bidin, Ibrahim et al., 2009; Osman & Bakar, 2009; Ting & Tee, 2008). Considering that the majority of the undergraduates in Malaysia have been exposed to English for at least eleven years through formal instruction in schools, it can be foreseen that additional exposure in terms of conventional classroom instruction would not contribute much in improving the students' language performance. Thus, the researchers would like to embark on a study to investigate whether the inclusion of LLS training in ESL instruction has any effect on the learners' awareness of LLS and whether the training would promote the use of LLS in their English language learning.

### Objectives of the Study

This study uses the Strategy Inventory for Language Learning (SILL) as the measuring instrument of LLS, therefore, it utilizes the classification system advocated by Oxford (1990). As mentioned in the previous section, Oxford (1990) divides learning strategies into two categories which are *Direct* and *Indirect* strategies. The objectives of the study are to determine the effect of LLS training on developing the students' awareness of LLS and the use of *indirect* LLS among them. This study adopts the strategies training option proposed by Macaro (2001) which includes training on enhancing the students' metacognitive, affective and social strategies skills. The option (Option 1) was chosen because learners usually find it easier to articulate these indirect strategies. This study attempts to address the following research questions:

RQ1: Does training in the use of *indirect* LLS promote the use of *indirect* LLS among the ESL learners?

RQ2: Does training in the use of *indirect* LLS promote overall use of LLS among the ESL learners?

### The Participants

Twenty students which consist of sixteen females and four males, from one intact group participated in this study. They were semester three undergraduates enrolling in Diploma in Building, UiTM. The students' scores for English subject during Sijil Pelajaran Malaysia (Malaysian Certificate of Education which is equivalent to 'O Level') range from 'A' to 'D', with the majority scoring 'C' and 'D' grades. Table 3 below presents the participants' demographics.

**Table 3: The Participants' Demographics**

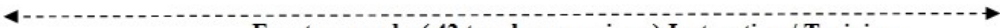
Particular	Number of participants Experimental Group	Number of participants Control Group
Male	4	11
Female	16	9
<b>SPM Grade</b>		
A	1	1
B	3	7
C	4	4
D	12	8

### Design of the Study

The design of the study is quasi-experimental with non-equivalent control group pre-test and post-test. It includes one independent (experimental) variable and two dependent variables. The independent variable is the LLS training proposed for this study versus conventional ESL instructions for the students. The dependent variables are *indirect LLS* use between pre and post experiment, and overall LLS use between pre and post experiment for experimental and control groups. The former is measured through SILL questionnaires (Section D, E, F) and the latter also through SILL questionnaires (Section A, B, C, D, E and F). Table 4 below presents the study design.

**Table 4: Design of the Study**

Research Groups	Before the Experiment	Independent Variable	After the Experiment	Dependent Variables
Experimental Group	SILL 1	X	SILL 2	Metacognitive, Affective and Social strategies + Overall LLS used
Control Group	SILL 1		SILL 2	Metacognitive, Affective and Social strategies + Overall LLS used


  
**Fourteen weeks ( 42 two-hour sessions ) Instruction / Training**  
*(Experimental Period)*

**SILL 1= Pre Test (LLS used)**  
**SILL 2= Post Test (LLS used)**  
**X = treatment (LLS training)**

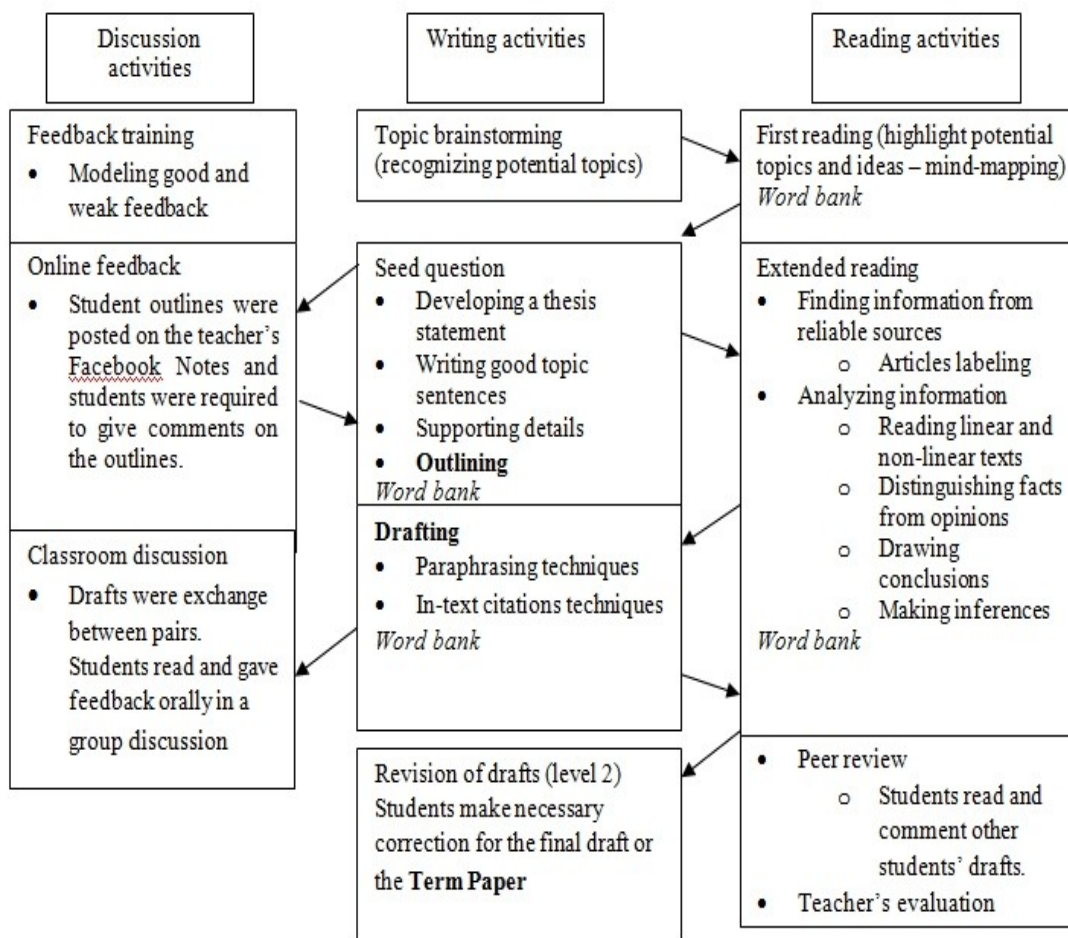
At the beginning of the study period, the ESL lecturer who will be participating in this study will be explained by the researcher on how to implement LLS training on the experimental group during the normal ESL class. As shown in Table 4, both experimental and control group will be given pre-experimental SILL questionnaires. After that the experimental group will receive LLS training in addition to their normal ESL instruction. The subjects of the control group will go through normal ESL classes without the LLS training. Then, once again, all of the students will be given the same instruments as post-test at the end of the semester.

### Language Learning Strategy Training

The LLS training in this study is designed based on Macaro’s Option 1. The study only focused on *indirect* strategies training which included awareness raising of metacognitive, affective and social strategies. *Indirect strategies* are those strategies which play a supportive role without being directly related to the interaction of the language itself. The activities were designed to raise the students’ awareness as well as introduce them to indirect LLS which could be used to enhance their language learning.

The study was conducted among undergraduates who were taking the third level ESL course which was Academic Writing at the university. Since one of the objectives of the course was to write a term paper, most of LLS training activities were aligned to the production of this end product. At the same time the LLS training activities were embedded into class discussions and reading activities. The diagram below (Diagram 2) summarizes the activities done for the LLS training.

**Diagram 2: Language Learning Strategy activities**



A series of Language Learning Strategy activities were integrated for the purpose of awareness raising among the students. Since writing a term paper was the main focus of the course, the initial stage of the activities was to strengthen students' ability in the planning of their writing. The activities started with brainstorming activities of some potential topics in the classroom and the activities were extended outside the classroom when they were required to do library research on their potential topics. They were explicitly instructed on how to transfer related ideas on the topics of their choice into a mind-map. At the same time, the students were also trained to keep track of the words and phrases related to their topics to make them aware of the common words and phrases associated with the chosen topics. These words and phrases were compiled and attached to their writing folders for easy access by the students.

The researcher believe that student-student and students-teacher interactions are essential in ESL learning. Due to this, an out-of-school communication network between the student and the teacher was formed via a social online network, Facebook. By taking advantage on the popularity of Facebook, the teacher could set up communication network among students in the class easily. The teacher used Facebook Notes as a platform for the interaction among them to take place. Selected writing activities were posted on his Facebook Notes and the students were prompted into discussing the class activities online, outside class hours. These activities promotes two indirect learning strategies which are social and affective strategies. Students learned through the interaction with others (social) at the same time, positive learning environment (affective) was promoted.



The interaction via Facebook Notes includes providing feedback and discussing about their English language learning. The students revised their written work based on their peers' suggestion. In addition to these activities, extended reading was introduced to the students as a part of the pre-writing activity (metacognitive). Through extended reading activities outside class, students were trained on effective reading skills. As a part of the planning strategy, students were trained to read effectively in order to gather information for their research. Among the activities include analyzing linear and non-linear texts differentiating facts and opinions, making conclusions and inferences which later would be used as the supporting information for their writing. The Table 5 below summarizes the *indirect* strategies involved in the LLS training activities.

**Table 5: Indirect Learning Strategies**

Language Learning Strategy Activities	Indirect Strategies Involved		
	Metacognitive	Social	Affective
Discussion Activities (In and Out-of class)	√	√	√
Writing Activities (Planning, Drafting, Editing)	√	√	√
Reading Activities (Extended Reading)	√		

### Findings and Discussions

The Statistical Package for the Social Science (SPSS) for Microsoft Windows 12 was used for data analysis. Descriptive statistics, including frequencies, means, and standard deviations were implemented in order to investigate the use of learning strategies. The study adopted Oxford (1990) categorization of frequency of language learning strategies use as stated below:

- Mean score of 1.0 – 2.4: Low strategy use
- Mean score of 2.5 – 3.4: Medium strategy use
- Mean score of 3.5 – 5.0: High strategy use

The mean of each strategy group used by the learners was computed and ranked based on the mean score between the categories and within the categories. **Table 6** below shows **pre and post test control group** overall SILL results.

**Table 6: LLS used by Control Group**

Language Learning Strategies	Min	Max	Ave. Mean		Ave. Mean	
			Pre test	Level	Post test	Level
Memory Strategies	1	5	2.75	medium	2.85	medium
Cognitive Strategies	1	5	2.80	medium	2.60	medium
Compensation Strategies	1	5	3.05	medium	2.63	medium
Metacognitive strategies	1	5	2.75	medium	2.95	medium
Affective Strategies	1	5	2.55	medium	2.65	medium
Social Strategies	1	5	3.05	medium	3.15	medium

The result shows that the mean average for pre and post tests for the control group vary. The participants were moderate users of all the six categories of LLS before and after the study.

**Table 7: LLS used by Experimental Group**

<b>Language Learning Strategies</b>	Min	Max	Ave. Mean		Ave. Mean	
			Pre exp	Level	Post exp.	Level
Memory Strategies	1	5	2.55	medium	2.75	medium
Cognitive Strategies	1	5	2.70	medium	3.10	medium
Compensation Strategies	1	5	3.15	medium	3.10	medium
Metacognitive strategies	1	5	2.90	medium	2.95	medium
Affective Strategies	1	5	2.65	medium	2.90	medium
Social Strategies	1	5	2.8	medium	3.10	medium

Table 7 shows LLS used by the experimental group for both pre and post tests. It can be observed that the mean averages of the post tests for all the six categories are slightly higher than the pre test. However, all of the participants are still moderate users of all the six categories of LLS.

**Research Question 1:**

**Does training in the use of indirect LLS promote the use of indirect LLS among the ESL learners?**

To address Research Question 1 an independent sample t-test was utilized to determine the significance of differences, if any, between means of average total scores of indirect strategies used measured through SILL by pre and post experimental group of learners. The following hypothesis was tested.

**HO1: There is no significant difference between the means of average total scores of indirect strategies between pre and post experimental groups.**

A Paired Samples two-tailed test was used to evaluate the differences in the use of indirect LLS by the control and experimental group of learners. All statistical tests in the study were set at 0.05 for the level of significance. The measurement of its statistical significance were made by comparing the calculated *p value* (two tailed score) to *p value* of 0.05. The differences were taken to be significant when the two tailed score was less than 0.05.

To test **Hypothesis One**, an independent samples t-test was utilized to determine the significance of differences, if any, between means of average total scores of indirect strategies used measured through SILL by pre and post experimental group of learners.

**Table 9: Differences in Indirect Strategies used by Experimental Group in Pre Test**

Test Value = 0.05						
95% Confidence Interval of the Difference						
	t	df	Sig. (2-tailed)	Mean difference	Lower	Upper
Organizing and evaluating your learning	15.529	19	.000	2.85000	2.4659	3.2341
Managing your emotions	15.604	19	.000	2.60000	2.2513	2.9487
Learning with others	21.529	19	.000	2.75000	2.4827	3.0173

**Table 9** shows the three (3) indirect strategies used by **experimental group** in pre test. The highest mean score shows that students prefer organizing and evaluating their learning (Mean = 2.85).

**Table 10: Differences in Indirect Strategies used by Experimental Group in Post Test**

Test Value = 0.05						
95% Confidence Interval of the Difference						
	t	df	Sig. (2-tailed)	Mean difference	Lower	Upper
Organizing and evaluating your learning	21.444	19	.000	2.90000	2.6169	3.1831
Managing your emotions	16.905	19	.000	2.85000	2.4971	3.2029
Learning with others	27.138	19	.000	3.05000	2.8148	3.2852

**Table 10** shows the three (3) indirect strategies used by **experimental group** in post test. The highest mean score shows that students prefer learning with others (Mean = 3.05).

**Table 11: Paired samples test of pre and post test for experimental group**

Test Value = 0.05						
95% Confidence Interval of the Difference						
	t	df	Sig. (2-tailed)	Mean difference	Lower	Upper
Pre	24.762	19	.000	3.18550	2.9162	3.4548
Post	30.075	19	.000	3.35700	3.1234	3.5906

**Table 11** shows that the mean for pre test for experimental group is M = 3.18 while the mean for post test for experimental group is M = 3.35. There is an increment of the usage of the strategies used.

**Table 12: Paired Samples Test on Indirect Strategies for Experimental Group**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-post	-.17150	.65452	.14635	-.47782	.13482	-1.172	19	.256*

\*Notes:  $p < .05$  (significant at .05 level)

**Table 12** presents the result of the paired samples t-test of pre and post test for experimental group. Based on the mean difference on the indirect strategies of SILL, average total score between pre and post experimental group of learners in Table 6 is  $p = 0.256$ . Therefore Hypothesis One was rejected. Thus, this indicates that the experimental group learners used indirect strategies significantly more often after LLS training. Table 10 shows that for post test experimental group of learners the highest mean score shows that students prefer learning with others (Mean = 3.05). A one-sample test has proven that the  $p = .000$  for all three strategies is significant when the  $p$  value were set at 0.05 for the level of significance. Thus, the results shows that the increase in the indirect strategies used is significant. Therefore, the null *Hypothesis One* was rejected.

**Research Question 2: Does training in the use of indirect LLS promote overall use of LLS among the ESL learners?**

To address Research Question 2, the following Hypothesis was tested.

**HO2: There is no significant difference between the mean value of overall LLS used for pre test and post test for both control and experimental groups.**

To test Hypothesis Two, paired samples t-test was used to compare the differences of mean for each type of strategy between control group of learners and experimental group of learners.

**Table 13: Mean Score for Pre test and Post test for Control Group**

		Mean	N	Std. Deviation	Std. Error Mean
Control Group	PreTest	3.0110	20	.28414	.06354
	PostTest	3.2350	20	.57149	.12779

The data obtained from both groups were presented. The scores were analyzed independently. As can be seen from this table, the mean score for post test for control group (M= 3.23) is higher than the pre test (M = 3.01).

**Table 14: Mean Score for Pre test and Post test for Experimental Group**

		Mean	N	Std. Deviation	Std. Error Mean
Experimental Group	PreTest	3.2355	20	.57532	.12865
	PostTest	3.4070	20	.49919	.11162

Similarly, the mean score for post test for experimental group (M = 3.40) shows a slight difference than the pre test (M = 3.23).

Next, the data obtained from both groups are presented in Table 15. The scores were analyzed independently using t-tests. In this table, the mean scores and t-values based on the pre-tests

table, and post-tests are compared. According to the data presented in the p value of pre-tests-post test applied to control group (p = 0.105) and experimental group (p = 0.256). These results show that there is a significant difference in the mean score between the mean scores of both groups when analyzed independently. The analysis of post-tests show that there is a significant difference (p < 0.05) exhibited by the **experimental group** learners on the use of LLS after training as compared to before the study was carried out. Since the value of p = 0.256, was less than alpha = 0.05, Hypothesis Two was also rejected.

**Table 15: Paired Samples Test for Overall Strategies for both Control and Experimental Group**

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Control Group	PreTest - PostTest	-.22400	.58915	.13174	-.49973	.05173	-1.700	19	.105*
Experimental Group	PreTest - PostTest	-.17150	.65452	.14635	-.47782	.13482	-1.172	19	.256*

\*Notes: p < .05 (significant at .05 levels)

## **Conclusion**

Based on the findings, it can be concluded that LLS training in the use of indirect LLS promotes the use of LLS among college students in the study. The control group which did not go through LLS training did not show much difference in their LLS use before and after going through normal ESL instruction. The experimental group however proved that they used the LLS more after the training. This finding resembles findings conducted by earlier researchers such as O' Malley (1987); Thompson and Rubin (1993) in Oxford (1994); Lee & Oxford (2008) as well as Rajamoney (2008). This study also shows that there is a difference of LLS used between control and experimental groups of learners after LLS training. This shows that although both groups use the same categories of strategies, post test experimental learners use the strategies more frequently than pre test experimental learners. The significant differences between the frequency use of LLS between the pre and post experimental group of learners indicate that the training of LLS promotes the usage among language learners.

Thus, language teachers should emphasize more classroom activities based on indirect learning strategies. In future studies investigating learners' language learning strategies, researchers should employ mixed research method instead of just using a survey design. These could affect the reliability of the survey result, as such it is recommended to use mixed research method which employs survey and other techniques such as in-depth interview to give more detailed insights into the learning strategies used by second, third or foreign language learners

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