

**LANGUAGE LEARNING STRATEGIES
OF MANDARIN LEARNERS
AT DIFFERENT COURSE LEVELS**

**INSTITUT PENGURUSAN PENYELIDIKAN
UNIVERSITI TEKNOLOGI MARA
40450 SHAH ALAM, SELANGOR
MALAYSIA**

DISEDIAKAN OLEH :

**LIM LEE SAH
GAN KIAT CHIEN
ENG SZE BOON**

MARCH 2010

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MARCH 2010



Tarikh : 19 September 2008
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Lim Lee Sah
Ketua Projek
UiTM Cawangan Melaka
Kampus Alor Gajah
KM. 26, Jalan Lendu
78000 Alor Gajah
MELAKA

Tuan/Puan,

DAFTAR PROJEK PENYELIDIKAN: LANGUAGE LEARNING STRATEGIES OF MANDARIN LEARNERS AT DIFFERENT COURSE LEVELS

Dengan segala hormatnya perkara di atas adalah dirujuk.

Sukacita dimaklumkan bahawa pihak RMI telah meluluskan permohonan tuan/puan untuk mendaftarkan projek penyelidikan tuan/puan bertajuk seperti di atas yang sedang dijalankan di bawah **Pembiayaan Sendiri**. Sila layari laman web kami <http://www.rmi.uitm.edu.my> untuk maklumat lanjut.

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Sekian, harap maklum. Terima kasih

Yang benar,


PROF. DR. AZNI ZAIN AHMED
Penolong Naib Canselor (Penyelidikan)

- s.k :
1. Pengarah Kampus
UiTM Cawangan Melaka
Kampus Alor Gajah
KM. 26, Jalan Lendu
78000 Alor Gajah
MELAKA
 2. Prof. Madya Dr Rodzyah Hj Mohd Yunus
Ketua Penyelidikan (Sains Sosial & Pengurusan)
 3. Prof. Madya Dr. Hanim Norza Baba
Koordinator RMU
UiTM Cawangan Melaka
Kampus Alor Gajah
KM. 26, Jalan Lendu
78000 Alor Gajah
MELAKA

FTN/mala

Fakulti Akademi Pengajian Bahasa

Universiti Teknogi MARA

Kampus Alor Gajah

78000 Alor Gajah

Melaka

Tarikh : 8 March 2010

No Fail Projek : 600-RMI/SSP.5/3/RSP(133/2008).

Penolong Naib Canselor (Penyelidikan)

Institut Pengurusan Penyelidikan

Universiti Teknologi MARA

40450 Shah Alam

Yang Berbahagia Prof.,

**LAPORAN AKHIR PENYELIDIKAN “LANGUAGE LEARNING
STRATEGIES OF MANDARIN LEARNERS AT DIFFERENT COURSE
LEVELS”**

Merujuk kepada perkara di atas, bersama-sama ini disertakan 2(dua) naskah Laporan Akhir Penyelidikan bertajuk LANGUAGE LEARNING STRATEGIES OF MANDARIN LEARNERS AT DIFFERENT COURSE LEVELS.

Sekian, terima kasih

Yang benar,

LIM LEE SAH

Ketua Penyelidik

ABSTRACT

The effective use of language learning strategies by second or foreign language learners plays an important role to reach communication competence. Hence, the present study attempts to investigate the language learning strategies of Mandarin learners. The participants were 165 Mandarin students whom learned Mandarin as a foreign language in Malacca City Campus, University of Technology MARA.

This study employed a descriptive survey method using questionnaire to gather the information. The Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) was used as the instrument to elicit information about the six categories of strategies as mentioned in the SILL namely, memory, cognitive, compensation, metacognitive, affective and social strategies.

The overall results obtained demonstrated that all the Mandarin learners did use language learning strategies but their use was generally of moderate frequency. The evidence shows that overall use of language learning strategies by the Mandarin learners was in a medium level (M=2.5 to 3.4). Level 1 learners obtained the highest mean score (M=3.40), and this was followed by Level 3 learners (M=3.33), whereas Level 2 learners obtained the lowest mean score (M=3.17).

Results obtained also indicated that both categories of social strategies and metacognitive strategies were used more frequently by all the Mandarin learners, regardless of their course level. The results demonstrates that the most favorite strategy item is a cognitive strategy, "I take notes in class in the Mandarin language" (M=3.93). The least used item for the participants is also a cognitive strategy "I write personal notes, messages, letters, or reports in the Mandarin language" (M=2.27).

Due to the importance of language learning strategies on the aspect of teaching and learning Mandarin as a foreign language, it is suggested that there is a need for teachers to identify learners' strategies and conduct training on the strategies.