

Use of Language Learning Strategies by Students at Higher Secondary Level in Pakistan

By

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Abstract

This paper focuses on the investigation of the use of language learning strategy by students at higher secondary level in Lahore, Pakistan. Attempt has also been made to find out the similarities and differences in the preferences of strategy use between students from the science, commerce and humanities group. A large scale survey of students from the public and private sector was conducted to determine their preference of language learning strategy. Mutivariate Analysis of Variance (MANOVA) was used to measure the effects of the independent variable (academic groups, i.e. science, commerce and humanities) on the three dependent variables (metacognitive, cognitive and social affective) collectively. Results show statistically significant difference between the academic groups on the combined dependent variables. Univariate Analysis of Variance was conducted to measure the associations between each independent and dependent variable. Strategy differences were also found between arts and commerce students. All three groups showed a greater preference for metacognitive strategy use.

Keywords: Language learning strategies, English as foreign language, Language Learning Strategies Inventory (LLSI)