

**ENGLISH LANGUAGE LEARNING STRATEGIES OF PRE-SERVICE
TEACHERS IN A GHANAIAN COLLEGE OF EDUCATION**

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ABSTRACT: *Learners are required to demonstrate increasing autonomy and initiative in learning strategies, such as evaluating learning resources and comprehending information, within the educational system. Effective knowledge development both within and outside of school is achievable only if pupils possess the abilities to start, direct, and manage the search for information, as well as its subsequent processing and storage. In learning and teaching research, these approaches are referred to as learning strategies, which students must use in order to facilitate the implementation of their search for knowledge. This research is predicated on the concept that teaching does not necessarily result in learning (VanPatten & Williams, 2007) and that many students may need instruction from their instructors in order to use certain learning techniques. The purpose of this article is to examine the learning techniques that Ghanaian College of Education (CoE) students bring to the English Language classroom and their influence on their English learning. This case study included forty-eight (48) CoE students and employed a mixed method approach using a questionnaire as the instrument. Through descriptive statistics, data were analyzed subjectively and quantitatively. The research showed that the most often utilized methods by CoE students were metacognitive and compensatory strategies. Students made little use of memory and cognitive techniques. The research proposes a change away from conventional lecture-based instruction and toward collaborative learning in the CoE classroom, since the latter is proven to be more beneficial to students' English language studies.*

KEYWORDS: Language Learning Strategies (LLS); collaborative; metacognition; memory strategies; compensation

INTRODUCTION

For international trade and conferences, English is the preferred language (Greenbaum: 1996). This may help explain why English is so often used as a second language instruction tool in developing nations. The English language is taught in more than 100

nations throughout the globe, according to Crystal (2002). To join the worldwide community, one must have a working knowledge of English. Greenbaum (1996) claims that this is not due to the inherent superiority of English over other languages but rather due to its geographical dispersion and the prestige and practical value it has earned across countries at this time.

As a result, students at Ghana's Colleges of Education study English in order to provide them with the finest pedagogy and learning methodologies, so that their students may occupy their rightful positions in society where English language knowledge is vital. This course should also teach students how to effectively utilize English in the classroom. Preparation programs that stress subject matter mastery and allow students to work in actual classrooms under the guidance of experienced teachers are the most effective.

The importance of learning strategies in the learning process cannot be overstated in a teacher education institution. Rubin (1975) defined learning strategies as "the techniques or devices that a learner may use" (p. 1). She distinguished two sorts of learning techniques: those that contribute directly to learning and those that contribute indirectly to learning. She divided direct and indirect learning processes into six categories (clarification/verification, monitoring, remembering, guessing/inductive inferencing, deductive reasoning, practicing, and testing) using a six-step approach (creating opportunities for practice, production tricks). Rubin's list of production approaches includes communication techniques.

Brown distinguishes learning and communication strategies by stating that "communication is an output modality, while learning is an input modality" (1994, p. 1). While there are communication tactics that do not result in learning that language learners might use, such as avoidance and message abandonment, these are not the same as the main strategies they use to acquire a language, such as rule transference. However, Brown(1994) notes that there are times when "distinguishing between the two" may be difficult.

O'Malley and Chamot (1990) defined the concept as "operations or behaviours taken by a learner that facilitate the acquisition, storage, retrieval, or application of information," as earlier described by Rigney (1978). O'Malley and his colleague classified 26 strategies into three distinct groups using their own taxonomy: metacognitive (awareness of learning), cognitive (task-specific), and sociocultural (awareness of others). Oxford (1990) and O'Malley and Chamot (1990) used language learning strategies as approaches to assist learners in acquiring, storing, retrieving, and

applying information. She classified educational techniques into six main types. There are many types of strategies available, including memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, emotional strategies, and social strategies (which involve learning by interaction with others).

There is a lot of interest in the eclecticism recommended by most scholars in language acquisition (O'Malley and Chamot 1990) in the contemporary language classroom. This current interest in eclecticism has led educators to focus on the role that learners themselves play in the teaching/learning relationship, with the belief that language learners may take responsibility of their own learning and gain autonomy via the application of learning techniques. To comment that some students in Ghanaian CoEs are more successful at learning language than others is, of course, to do no more than state the obvious. Language learning strategy theory postulates that, other things being equal, at least part of this differential success rate is attributable to the varying strategies which different learners bring to the language classroom. Like the proverbial horse led to water but which must do the drinking itself, students are the only ones who can actually do the learning, even with the best teachers and methods. As Nyikos and Oxford (1993, p.11) put it: "learning begins with the learner". From this perspective, which views students as being able to consciously influence their own learning, it has become imperative to conduct a study into what language strategies the pre-service teachers in Ghanaian CoEs bring to the language classroom to maximize their learning of English language.

Problem Statement

Despite the proliferation of research articles and studies that have been carried out on investigating language teaching methods and learning strategies (Swan, 2008; Nunan, 1995; Macaro 2001), few explored the learning strategies of students in colleges of education in particular; and the impact of these strategies in maximizing student-teachers' language learning. As noticed by Macaro (2001), little work has been carried out to explore the impact of different teachers' approaches on learners' use of strategies. Chamot (2004) also points out that only few researchers have investigated the impact of helping the less able how language learners develop their performance through the instruction of learning strategies. To the best of the researchers' knowledge, there seems to be very little (if any) study on the relationship between the learning strategies of students and their impacts on language learning in the Colleges of Education in Ghana.

The problem of concern in this study therefore, is that, in spite of the emphasis that the new B.Ed programme places on the learner to take greater responsibility for their own learning, administrators are more interested in how teachers teach, with relatively little attention to how learners learn. Again, in spite of the impact of teaching methods on the choice of language learning strategies, the majority of language students in Ghanaian

Colleges of Education are not interested in knowing their learning strategies, let alone getting to know which strategy or strategies work efficiently to maximize their learning.

In the face of the new 4-year Bachelor of Education programme, the new curriculum instructs teachers to leave learning in the hands of their student to construct their own learning. However, majority of second language tutors in Colleges of Education, still talk more in their classrooms and remain busy throughout lessons, leaving their students to become passive listeners. This is a threat to teacher training and education in Ghana, in the face of the provisions in the new teacher education curriculum. This is because it is these student-teachers who are being prepared to implement the English language curriculum at the basic education level in Ghana; and their knowledge and choice of leaning strategies in the second language classroom have greater influence on their second language learning and their classroom practices as well.

Purpose and Rationale of the Study

In line with this modern development in the Ghanaian basic school curriculum, teacher educators should be more interested in the contribution made by the learners themselves in the teaching/learning partnership. This is in view of the fact that the students they teach will replicate the pedagogy at the basic schools they are entrusted to teach. Over the years, the emphasis in the communicative language teaching movement in Ghanaian CoE classroom has been on how teachers teach, with relatively little attention paid to how learners learn. It is unclear what strategies language learners employ to maximize their study of English language courses in the colleges. This is the gap which this current study intends to fill; by drawing student-teachers' attention to language learning strategies and looking at how learners themselves device their own learner strategies to maximize their own language learning. This has been the interest of this researcher in the case of language students in Ghanaian CoEs, since awareness in the CoE classroom about language learning strategies has been slow for some time now. Based on the provisions of the new standard-based curriculum, this study seeks to investigate the language learning strategies student-teachers employ in their study of English, since these strategies may have positive or negative influence on student-teachers' learning. The study is intended to contribute to the learning of English language in the colleges of education through an exploration of learning strategies of English Language students in the current 4-year teacher education programme. The study seeks to bring to fore, the learning strategies that English language students in the CoEs adopt in their English Language classrooms to maximize language learning.

Research Question

In addressing the objective, the following specific question was used to guide the study: What language learning strategies do pre-service teachers in Ghanaian Colleges of Education employ to maximize English Language learning?

LITERATURE REVIEW

Theoretical Perspectives of Language Learning Strategies

Language learning strategies are increasingly attracting the interest of contemporary educators because of their potential to enhance learning. It is important, in the light of this, to look at the theory underlying this study into language learning strategies beginning from the perspective of Vygotsky's (1978) sociocultural theory on which this study is grounded.

Sociocultural Theory of Language Development

Sociocultural theory grew from the work of seminal psychologist Lev Vygotsky, who believed that parents, caregivers, peers and the culture at large are responsible for developing higher order functions. The theory looks at the important contributions that society makes to individual development. This theory stresses the interaction between developing people and the culture in which they live. Sociocultural theory also suggests that human learning is largely a social process. Sociocultural theory focuses not only on how adults and peers influence individual learning, but also on how cultural beliefs and attitudes impact how instruction and learning take place.

According to Vygotsky (1978), children are born with basic biological constraints on their minds. Each culture, however, provides what he referred to as 'tools of intellectual adaptation.' These tools allow children to use their basic mental abilities in a way that is adaptive to the culture in which they live. For example, while one culture might emphasize memory strategies such as note-taking, other cultures might utilize tools like reminders or rote memorization. Sociocultural theory suggests that the ways people interact with others and the culture they live in shape their mental abilities. This is very paramount in the case of student-teachers in colleges of education in Ghana because these students are drawn from different cultural and educational backgrounds which may have influence on the way they learn. Vygotsky believed that parents, relatives, peers and society all have an important role in forming higher levels of functioning. The current study endorses Vygotsky's sociocultural theory and is poised to investigate how students' choice of learning strategies impact on their second language learning, since the theory proffered the view that the skills individuals learn first are related to interactions with others and they then take that information or skills and use them within themselves.

In coming up with a solution to educational and social problems of the time, Vygotsky (1978) believed that other factors, besides biological instincts, cause humans to act the way they do and that culture plays a part in each person's nature. Since this study is also interested in finding out what pre-service teachers bring into language classroom to aid language learning, particularly from their cultural backgrounds, this theory seems a strong tool on which this study could be grounded. This is so because what pre-service

teachers learn from other people such as their tutors and peers in their own culture helps them develop language learning.

As a result, sociocultural theory is seen as a viable alternative to both the conventional teacher-centered transmission and the unstructured student-centered discovery learning approaches to teaching in this research. Because a sociocultural viewpoint understands the intrinsic linkages between teaching and learning, the ideal way to describe education is to combine a student-centered approach with purposeful teaching. Furthermore, from a sociocultural standpoint, the emphasis of attention isn't on the instructor or the pupils, or both, but on the character and quality of the activities they're doing together, the resources they're utilizing to do those activities, and what they're accomplishing by doing those activities. Finally, when education provides opportunity for individuals to grasp new psychological skills, it has the ability to drive growth (true concepts). In other words, when teachers provide opportunities for students to participate in activities that provide them with direct experiences in the use of new psychological tools, and in ways that make the tools' evolving histories and functions explicit, these tools have the potential to advance cognitive development (Johnson 2009). From a sociocultural viewpoint, formal schooling instruction (teaching/learning) may be described as a dialogic process of reconceptualizing and recontextualizing information when instructors and students collaborate on tasks (Kozulin, 2003). Subject matter, or the information that makes up the substance of education, has already been formed through history and is generally manifested in artifacts such as textbooks. Learners, on the other hand, find methods to apply that information to their lives (teaching/learning) and, in particular, to their ways of acting and engaging in the daily world, via instruction (teaching/learning).

There are a number of additional key theoretical assumptions that underpin current language acquisition systems. Of course, remarking that some pupils are more effective at learning a language than others is really stating the obvious. The language learning strategy theory proposes that, other things being equal, the difference in language learning success rates can be attributed to the different strategies that different learners bring to the task, which is particularly relevant in this study of pre-service language student-teachers in Ghanaian CoEs. Language acquisition becomes a cognitive process comparable in many respects to any other sort of learning when seen from this viewpoint, which regards pupils as having the ability to deliberately affect their own learning (Habok, 2018). Learning strategy theory has the potential to be a beneficial component of modern eclectic syllabuses like as those used in Ghanaian CoEs since it can readily function with various ideas, techniques, and approaches.

Studies on Language Learning Strategies

Language learning strategies have received a considerable amount of significance since early 1970s for the crucial role they are playing in language learning. Many scholars

defined language learning strategies differently focusing on the way used by learners to deal with the information they receive and what kind of strategies they use. Language learning strategies are defined differently by many researchers. Nunan (2011) defined language learning strategies as the often-conscious steps or behaviour used by language learners to enhance the acquisition, storage, retention, recall and use of new information. Griffith and Oxford, (2014) have the same idea as Nunan (2011) about language acquisition. They referred to language learning strategies as actions, behaviours, steps or techniques-such as seeking out target language conversation partners, or giving oneself encouragement to tackle a difficult language task-used by learners to enhance learning. As further noted by these authors, such strategies facilitate the acquisition, storage, retrieval and use of information.

Chamot (2004) defined language learning strategies as behaviours, steps or techniques that language learners apply to facilitate language learning. Moreover, the definition by Oxford (1990) also included cognitive, emotional and social aspects of language learning strategies that enhance learners' language learning proficiency and self-confidence (Oxford, 1990; Ehrman & Oxford, 1990).

Next, Ghani (2003) defined language learning strategies as specific action, behaviour, steps or techniques that students frequently use to improve their progress in L₂ developing skills. These can facilitate the internationalization, storage, retrieval or use of new language. Ghani (2003) studied in more details the learners in terms of their use of strategies for learning. She states that learners have been found to vary considerably in both the overall frequency with which they employ strategies and also the particular types of strategies they use. Similar to the CoE classrooms in Ghana, which is the focus of this study, different students adopt different behaviours or strategies to learn. Some students learn words by using them in their own sentences and some of them consciously use guessing when they read.

Parallel to this area of interest, how language learners in Ghanaian colleges of education process new information and what kinds of strategies they employ to understand, learn or remember the information has been the primary concern of this current study.

O'Malley (1985) divided language-learning strategies into three main subcategories: Metacognitive strategies, cognitive strategies and socio affective strategies. Metacognitive strategies is a term of express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehensive and evaluating learning after an activity is completed. Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing

are among the most important cognitive strategies. Socio affective strategies can be stated that they are related with socio-mediating activity and transacting with other, cooperation and questions for clarification are the main socio affective strategies (Brown 1987).

In 1990, Rebecca L. Oxford introduced Strategies Inventory for Language Learning (SILL). The inventory describes the various types of language strategies that learners employ to help them to learn a new language. These LLS can be classified under six types: thus, memorization, cognitive, compensation, metacognitive, affective and social strategies. Below is a detailed description of them.

Memorization Strategies: Memorization strategies are techniques used to remember more effectively, to retrieve and transfer information needed for future language use. Memorization helps students to store in memory important information gathered from their learning. When the information is needed for use in the future, these strategies help the student to get the information back. For example the semantic map of a group of nouns or verbs that shows the relationship between the words.

Cognitive strategies: Cognitive strategies are used to help the students to manipulate the target language or task correctly by using all their processes. They include reasoning, analysis and drawing conclusion. For example, the use of drills to practise the language and the use of dictionary to find difficult words.

Compensation strategies: Compensation strategies are employed by the students to compensate the missing knowledge in the target language due to lack of vocabulary. The strategies help to allow the students to use language to speak and write in the target language even when their vocabulary is limited. For example, the linguistics clues to guess the meanings or by inventing words in the use of linguistics clues to guess compensates their lack of vocabulary.

Metacognitive strategies: Metacognitive strategies are employed by the students to help them coordinate the learning process by centering, arranging, planning and evaluating their learning; these help learners to control their own learning. Students will also plan what their learning strategies should be and change them if they are not suitable. For example, overviewing with already known material and deciding in advance on what to pay attention to.

Affective strategies: Affective strategies are techniques to help the students control their emotions, attitudes, motivations and values. These strategies have a powerful influence on language leaning because they allow the students to manage their feelings. For examples, students may use laughter to relax and praise to reward themselves for their achievements.

Social strategies: Social strategies are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. These strategies are important because language learning always involve other people; it is a form of social behaviour. For example, questions for understanding or facts and work together with peers or speakers of the target language including native and native-like speakers in order to upgrade their language skills.

Several researches have looked at the usage of LLS and attempted to determine the most common strategies utilized by language learners (Chamot, 2004; Magogwe and Oliver, 2007; Wu, 2008; Chen, 2009; Al-Qahtani, 2013; Charoento, 2016; Alhaysony, 2017; Dawadi, 2017). Overall, metacognitive, compensatory, and cognitive strategies were shown to be the most often utilized LLS in these investigations. Students in various cultural settings, however, expressed differing method preferences, according to Chamot (2004). In comparison to European students, Chinese and Singaporean students expressed a larger preference for social strategies and a lower usage of emotive strategies.

Some studies have looked at how Strategy Inventory for Language Learning (SILL) was implemented with a focus on school-aged pupils (Magogwe and Oliver, 2007; Chen, 2009, 2014; Gunning and Oxford, 2014; Platsidou and Kantaridou, 2014; Pfenninger and Singleton, 2017). These researches concluded that young learners primarily used social, emotive, and compensatory strategies. Memory methods were used seldom (Doró and Habók, 2013). Learners' attitudes about language acquisition at this age are especially significant because they influence motivation, learning outcomes, and subsequent language learning success (Platsidou and Kantaridou, 2014; Platsidou and Sipitanou, 2014).

Because the goal of studying LLS is to enhance learning processes and language competence, research studies often focus on LLS usage in connection to language learning proficiency (Magogwe and Oliver, 2017; Liu, 2010; Al-Qahtani, 2013; Platsidou and Kantaridou, 2014; Charoento, 2016; Rao, 2016). Various scholars have defined and investigated the concept of proficiency in a variety of ways. Magogwe and Oliver (2017) used language course grades in their analysis of their findings, whereas Charoento (2016) utilized self-ratings and outcomes from language competence and achievement exams. The majority of research found a link between LLS and proficiency, however the direction of the link was often varied. Some investigations have emphasized that proficiency was the primary determinant of method utilization. In comparison to less skilled students, more proficient students participated in LLS more often and used a wider variety of methods overall (Khaldieh, 2000; Rao, 2016).

Successful students mostly employed cognitive strategies, according to Al-Qahtani (2013) and Charoento (2016), however Magogwe and Oliver (2017) highlighted substantial usage of cognitive, metacognitive, and social strategies among more competent university students. Skilled learners used fewer communication methods, but they used them more effectively than less proficient learners, according to Chen (2009). Furthermore, Magogwe and Oliver (2017) discovered that the fundamental difference in LLS use between proficient and less proficient learners was that more successful students not only used certain LLS significantly more frequently, but they were also able to select the most appropriate strategies based on the goal of the task.

The impact of LLS usage on language competency has been studied in certain researches. Learning strategies impact language usage and has a substantial effect in predicting perceived language performance, according to Liu (2010) and Platsidou and Kantaridou (2014). According to Wu (2008), cognitive strategies have the greatest impact on proficiency. Rao (2016) discovered that students' English proficiency had a substantial impact on how they used learning strategies, and that high-level students used more strategies than low-level students.

The study of strategy utilization in connection to emotional characteristics such as attitude and motivation is another important field of LLS research (Shang, 2010; Jabbari and Golkar, 2014; Platsidou and Kantaridou, 2014). The majority of these research discovered that students with a good attitude used LLS more often than students with a negative attitude do. According to Platsidou and Kantaridou (2014), attitudes about second language acquisition impact both direct and indirect method use, and that modifying learners' attitudes toward language learning may help them improve their strategy use. Learners with a positive attitude are more likely to use cognitive, compensatory, metacognitive, and social techniques, according to Jabbari and Golkar (2014).

It can be concluded that the usage of LLS has been well researched in recent decades. The majority of studies has indicated that LLS cannot be studied in isolation; it must be considered in conjunction with a number of other characteristics, the most important of which are foreign language attitudes and competence (Griffiths and Incecay, 2016). However, the majority of past researches has focused on secondary school pupils rather than postsecondary students. In addition, only a small amount of studies has looked at the usage of LLS among student-teachers who are being trained to teach in elementary schools in a second language learning setting. This study intends to close this gap by providing a complete overview of the many sorts of strategies used by College of Education students while learning a second language.

METHODOLOGY

Research Design

Since this study sourced its data in an academic community of a College of Education, and more importantly an attempt to describe relationships that exist in reality often in a single organization, it basically took the paradigm of a case study as a design in research. According to Sturman (1997), "case study is a general term for the investigation of an individual, group or phenomenon" (p. 61). This means that, as a contextual investigation, a case study is an extensive depiction of an individual case and its analyses; i.e., the description of the case and the occasions, just as a portrayal of the disclosure procedure of these highlights that is simply the procedure of research. Sturman offers a meaning of a case study inside the field of social work, yet it could likewise be applied to the field of education: A case study "is a description and examination of an individual issue or case to distinguish factors of interaction between the participants in the situation (theoretical purpose), or, in order to assess the performance of work or progress in development (practical purpose)". This justifies the need to employ a case study approach in the current study, since it explores both individuals and group characteristics in one educational setup. In specific terms, the choice of a case study approach in this study is necessitated by the fact that a detailed analysis and description of student-teacher's learning strategies are explored individually; together with their group study habits, processes, phenomenon or events in the college.

Population and Sample

In this study, the target population was all 1st and 2nd year pre-service teachers of a public College of Education in the Volta Region of Ghana, offering Bachelor of Education (JHS) programme. However, for the purpose of the study to which the researchers applied findings, an accessible population has been carved to include the category of the pre-service teachers offering English Language option of the Bachelor of Education as their elective programme. This category with a total enrolment of 56 students constitutes the unit of analysis. Using Krejcie and Mogan (1970) table of sampling, the study sampled forty-eight (48) student-teachers offering English courses in the College through random sampling.

Instrumentation

In this study, the instrument used to collect data were questionnaire for student-teachers. Questionnaire is an inexpensive way to gather data from a potentially large number of respondents. Park (2003) points out that questionnaire is used in English language education for a wide variety of purposes, for example; students' performance, practices of English as a Foreign Language (EFL).

Data Analysis

To cater for the objectives of the study and respond to the research question, data on the study have been categorized and analysed quantitatively, using mean and standard distribution of the variables. This was categorised in six thematic areas in line with Oxford (1990) Strategy Inventory for Language Learning (SILL). It sought data on types of language learning strategies used by student-teachers.

QUANTITATIVE DATA PRESENTATION AND ANALYSES

Section A - Bio-Data of Respondents

In this study, the bio-data collected were basically on participants' age group and sex. This was meant to give a more visual impression on whether students have reached a stage in their education as to allow them take greater responsibility of employing their own strategies to maximize learning. Similarly, the sex distribution of student-teachers gives illustration of which gender group is more interested in pursuing the B.Ed (Languages) programme in the New Teacher Education Curriculum.

Table 1 – Age Group of Students

Age Group	No: of Students	Percentage (%)
18 - 20yrs	16	33.33
21 - 23yrs	21	43.75
24 - 26yrs	10	20.83
27 - 30yrs	1	2.09
30yrs Above	0	0
Total	48	100

Most students in Ghanaian CoEs fall within the age group of 18 – 26 years, with the majority group in their early 20s as revealed in the above table. By this finding, it can be said of these students that pre-service teachers in Ghana are of age and can take responsibility of their own learning.

Table 2: Sex Group of Respondents

Sex	No: of Students	Percentage (%)
Male	16	33.33
Female	32	66.67
Total	48	100

It could be said of this data that two-thirds ($\frac{2}{3}$) of student-teachers who constitute the sample for this study, offering B.Ed (Languages) in the college are female students. Though random sampling procedure was used to select the sample, it is significant to generalize that female student-teachers desire to offer language courses than their male counterparts.

Analyses of Students' Responses on the Questionnaires

Research Question: What language learning strategies do pre-service teachers in Ghanaian Colleges of Education employ to maximize English Language learning?

The items presented on the questionnaire on strategy types were used to answer this question. In all, six (6) strategy types adapted from Oxford (1990) were identified and used. Thematic analysis was then employed to deal with the analysis, based on these six (6) language learning strategies. These learning strategies include memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. Responses on these strategy types are analysed using Statistical Package for Social Sciences (SPSS) tool. The analysis and discussion are illustrated below.

Analysis of Data on Memory Strategies

Table 3: Mean and Standard distribution of Memory Strategies

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Valid	48	48	48	48	48	48	48	48	48
Mean	2.79	3.50	3.85	3.19	3.75	3.83	4.40	3.77	3.94
Std. Deviation	1.091	1.305	1.130	1.214	1.021	1.155	.893	1.115	.909

Mean = 3.66; SD = 1.092

Discussion of Data on Memory Strategies

Only 22.9% of language students confirmed that their tutors spent a lot of time giving out information which they (students) already have or can retrieve somewhere. However, majority of them, numbering 30 (62.5%) did not agree to this. What this finding implies is that a greater number of language students consider their tutors' classroom lecture as vital information that can help them maximize language learning. This will allow these students to constantly be in touch with their tutors to listen to whatever information is given because they believe that their tutors hold the key to their academic success. The data revealed that most language students, (70.9%) relate their existing schemata to the new topics or concept they want to learn. This study considers this strategy vital to student-teachers because it is important for adult learners to use their personal life experiences to inform new concepts to supplement what they receive from their peers and their tutors. This finding also implies that majority of English language students bring into the language classroom, what they already know and can contribute to enhancing the new concepts. This finding collaborates that of VanPatten and Williams (2007) who opined that teachers should not serve as repository of all

knowledge to students because, what they teach is not necessarily what is learnt, for teaching does not always lead to learning.

Regarding whether students use new words in sentences on their own so that they can remember them, 79.2% of them agreed to this statement. This majority also maintained that, to help them remember a vocabulary item, they sometimes connect the words to images or pictures the words relate. On use of dictionaries to aid language learning, 93.8% affirm that they make use of dictionaries to retrieve meaning of unfamiliar vocabulary and are also able to, very often revise their English lessons learnt previously. This study lends credence to the use of these strategies by student-teachers, particularly as teacher-trainees because they will apply these strategies in their classrooms to teach vocabulary to their learners. Majority of students, constituting 79.2% also agreed that they know how and where to find reliable sources when they need any information on their English language courses. The study finds this percentage encouraging and believes that the remaining number of students who admitted not knowing where to find reliable sources on their courses are mostly those in the first year category because they are new in the college community and would need some time to be able to find out things for themselves. In all therefore, the overall mean score obtained in students' use of memory strategies is $M=3.66$, with $SD = 1.092$, as revealed in the table 3. With a rater scale of five (5) as maximum, a mean score of 3.66 in this study is favourable to agree with Oxford (1990) that language students employ memory strategies in their study of English language.

Analysis of Data on Cognitive Strategies

Table 4: Mean and Standard Deviation of Cognitive Strategies

	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
Valid	48	48	48	48	48	48	48	48	48
Mean	3.35	3.98	3.98	4.15	3.88	3.67	3.54	3.00	3.62
Std. Deviation	1.229	.729	1.211	.899	1.123	1.342	1.220	1.321	1.214

$M=3.68$; $SD = 1.143$

Discussion of Data on Cognitive Strategies

All nine (9) items on cognitive strategies received positive responses on the rater-scale, ranging from agree to strongly agree. Forty (40) respondents with a percentage of 83.4% affirmed that they often start a conversation in English as a strategy to enable them to have mastery over their oral use of English, especially on topics that involve speech practice. Close to the same percentage, thus 79.2% also responded that they listen to and watch English programmes on radio and TV to help them improve their English language. These responses suggest that students recognize the importance of using the English language in their everyday conversation to improve their proficiency

in the language. This is where O'Malley's (1987) assertion on oral training is tenable; that language learners who are successful in oral aspect are those who constantly rehearse speeches on specific topics. On whether students read varied literature for pleasure to enable them increase their stock of vocabulary in English, 41 respondents, constituting 85.4% agreed to the statement. Similarly, 81.3% of pre-service student-teachers also said that they make their own notes and reports from relevant course materials to allow them get good cognition of the concepts on the topics. Another cognitive strategy that students confirmed using in their language learning is to skim through texts as many times as time would allow them. They (77.1%) agreed that a good strategy of extracting meaning from passages is to read the text; and go back and read over carefully, (Macaro, 2001).

On topics that border on phonology of English and how students can approach learning and practice of English sounds, 60.4% of students confirmed that they employ the sound system of their first language that are similar in English sounds as a means of practising pronunciation of unfamiliar words in English. This group of students agreed that knowledge of first language sound system can facilitate learning of English phonemes. Again, only 21 students, constituting 43.7% agreed that morphological processes of the language can give meaning directions to understand meaning of words and expressions. This means that more than half of the students, constituting 56.2% either do not agree or are not sure that the morphology of words in the language can be used to determine the meaning of English words and structures. As regards students' ability to summarize oral or written text in English as a strategy to enhance their level of understanding the text, 73% responded in the affirmative while 27% declined using this summary strategy to maximize language learning. In all however, the overall mean score obtained in students' use of cognitive strategies is $M=3.68$, with $SD = 1.143$, as revealed in the table below. This is favourable enough to agree with Oxford (1990) that students employ cognitive strategies in their study of English language.

Analysis of Data on Compensation Strategies

Table 5: Mean and Standard Deviation of Compensation Strategies

	Q19	Q20	Q21	Q22	Q23	Q23	Q24	Q26	Q27
N Valid	48	48	48	48	48	48	48	48	48
Mean	3.69	3.40	3.50	4.10	4.31	3.52	4.06	4.06	4.02
Std. Deviation	1.257	1.425	1.414	.751	.971	1.203	.810	.954	1.021

$M = 3.85$; $SD = 1.089$

Discussion of Data on Compensation Strategies

On compensation strategies, a total of nine (9) items were constructed to constitute this strategy type. Data revealed that all nine items received positive responses that range

between agree and strongly agree. To make unfamiliar English words and structures understandable, most language students assert that they would prefer to guess the meaning in the context that the word is used, having exhausted all available strategies at their disposal at the time. This number constitutes 70.9% of the sample size used in the study. Similarly, 68.8% of the sample size agreed that they often settle on gestures to communicate their ideas in English when they could not recall a word during a conversation. Seventy percent (70%) also said that, when they do not know the correct use of a vocabulary in the English language, they employ synonyms as alternative strategy to communicate their ideas in the language. This finding agrees with Ghani (2003) who found out that language learners have been found to vary considerably in both the overall frequency with which they employ alternative strategies to suit specific learning tasks, since “there is no known best strategy that suits all learners at the same time” Ghani, 2003, p.211).

It is also interesting to note that most student-teachers are conscious of their weak areas among the topics on the courses they offer and often engage in ensuring that they compensate for their weaknesses in areas they are good at. Forty-two (42) respondents, constituting 91.7% of the sample agreed that they strive to do well in the aspects they are good at; to cater for the aspects they are weak at. Majority of students (89.6%) also agreed that they make efforts to overcome difficulties they face in English class by using other means to solve a task, (Ghani, 2003). This implies that, given the chance to discover things for themselves, student-teachers are able to take full responsibility to explore the language and arrive at their own conclusions on given tasks.

Data also revealed 85.4%% agreeing that, the unfamiliar words in a text may not necessarily add up to the entire meaning of the text and therefore, where the unfamiliar words are difficult to interpret, they tend to look for what other words in the sentences mean so they can deduce meaning of the entire text. In response to whether students use English words they know in different context to convey exact meaning, 83.3% of students responded in the affirmative. In all therefore, the overall mean score obtained in students’ use of compensation strategies is $M=3.85$, with $SD = 1.089$, as revealed in the table below. The mean score of 3.85 is positive to collaborate with Oxford (1990) that students employ compensation strategies to maximize their study of language.

Analysis of Data on Metacognitive Strategies**Table 6: Mean and Standard Deviation of Metacognitive Strategies**

	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37
Invalid	48	48	48	48	48	48	48	48	48	48
Mean	3.75	3.73	3.35	3.98	4.25	4.15	4.44	3.35	4.17	4.48
Std. Deviation	1.361	.939	1.120	.838	.887	.922	.823	1.313	.834	.583

M = 3.965; SD = 0.962

Discussion of Data on Metacognitive Strategies

Metacognitive strategies are strategies employed by students to help them coordinate the learning process by focusing, arranging, planning and evaluating their learning, (Oxford, 1990). They are strategies that help learners to control their own learning. In metacognition, students will also plan what their learning strategies should be and change them if they are not suitable. In all, there were a total of ten (10) items constructed to find out whether students employ metacognitive strategies and also to examine how they use them in their language learning. Responses received indicate a mean score of $M = 3.965$; with standard deviation of $SD = 0.962$.

Regarding whether independent study is considered most effective, and whether they consider independent study of English more effective than collaboration, 34 students, constituting 70.8% responded in the affirmative. They agreed that in employing individual studies, they try to find as many ways as they could to use English. On whether students are confident to take greater responsibility for their own English studies with little or no support from their English tutors, 26 (54.2%) agreed while 22 (43.8%) were either not sure or disagreed to the assertion. Most students also said they are able to identify their English mistakes and are able to use that information to self-correct. This number constitutes 83.3% of the sample respondents. Again, 91.7% of students agreed that one sure strategy of learning English is to get focused on the speaker and listen carefully to the language spoken. Close to same percentage, thus 89.6% of respondents affirmed the statement that they think through other possible strategies they can use to be a better learner of English.

As an overview strategy and a way of evaluating their learning, 89.5% of students agreed that they read over what they write to correct mistakes committed. The study considers this high percentage as positive because this is a strategy, when used by students, will ensure that students' written language is devoid of language errors. Therefore, for CoE language students to employ this strategy in their study of English is a step towards self-evaluation and effectiveness in the use of the English language. On students' ability to plan their learning schedules as to get enough time to study their English language topics, 56.3% of respondents affirmed they have a plan that directs

their learning to ensure that the required time allocated for English studies is used effectively. This percentage is not encouraging; however, 45 students, constituting 93.7% confirmed that they have clear goals for improving their English studies; and that they are conscious of checking their progress in learning English. The study sees this positive response rather encouraging compensating for the earlier response on planning. This response collaborates what Magogwe and Oliver (2017) opined in their learning strategy studies that, good language learners must decide what commitment to make to language learning, set themselves reasonable goals and monitor the progress and achievement of their previously determined goals and expectations (Magogwe & Oliver, 2017). The summary table for metacognitive strategies is shown with a mean score of $M = 3.965$ and SD score of 0.962. The mean score is evidence to support Oxford's (1990) SILL that language learners employ metacognitive strategies in their studies.

Analysis of Data on Affective Strategies

Table 7: Mean and Standard Deviation of Affective Strategies

	Q38	Q39	Q40	Q41	Q42	Q43	Q44	I45	I46	I47
Valid	48	48	48	48	48	48	48	48	48	48
Mean	2.98	3.79	3.90	3.42	3.65	4.38	3.92	4.06	4.15	3.92
Std. Deviation	1.480	1.166	1.225	1.200	1.021	.570	1.028	1.245	.850	1.164

$M = 3.817$; $SD = 1.094$

Discussion of Data on Affective Strategies

Affective strategies are employed to help the students manage their emotions, attitudes, motivations and values as they learn, (Oxford, 1990). These strategies have a powerful influence on language learning because they allow the students to manage their feelings. A total of ten (10) items were constructed to measure the extent to which language students make use of affective strategies in their study of English Language. Data collected revealed positive responses on nine (9) items and a negative response on one (1) item. All ten (10) however having a mean score of $M = 3.817$ and SD score of 1.094.

Data collected on these strategies revealed that students who exhibit fear for studying English Language are more than those who do not; giving percentages of 58.3% and 41.7% respectively. This percentage of students (58.3%), even though willingly chose to offer English as a specialism area, confirmed that they often feel nervous or tensed whenever they are learning English. Such students do not feel relaxed whenever they entertain the fear of studying English.

However, 72% of these students maintained that they encourage themselves to speak English even when they are afraid of making mistakes. Similarly, 79.2% of respondents

confirmed that they compliment themselves whenever they do well in an English test or realize the slightest improvement in their performance in an English course; even when their tutors do not recognize such improvement.

Again, a greater majority (70.8%) of respondents agreed to the statement that they often talk to someone about how they feel when they are learning English. The study sees this strategy as remedial in helping such students to manage their feelings to be able to maximize learning; since a problem shared is a problem solved. Almost all respondents (46 out of 48), constituting 95.8% agreed that they are able to manage their weaknesses in the subject in a way that do not weigh them down in their attempt to study English. Similarly, a greater percentage of students (83.3%) also said that they are able to manage and control their emotions and attitudes in the English language class.

On motivation in the English language class, 85.4% of students said they are well-motivated and comfortable in the English Language class. These students confirmed that, throughout lesson duration in English class, they get focused and are able to enjoy the lessons with their tutors and peers. The summary table above illustrates the mean and standard deviation scores obtained on affective learning strategies.

Analysis of Data on Social Strategies

Table 8: Mean and Standard Deviation of Social Strategies

	Q48	Q49	Q50	Q51	Q52	Q53	Q54	Q55	Q56	Q57
N Valid	48	48	48	48	48	48	48	48	48	48
Mean	3.23	3.40	3.83	3.98	3.81	3.83	3.85	3.79	3.33	4.12
Std. Deviation	1.276	1.106	.975	.956	.867	.996	1.167	1.031	1.419	1.024

M = 3.717; SD = 1.0817

Discussion of Data on Social Strategies

Oxford's (1990) taxonomy of learning strategies put social strategies under those activities that students engage in; to seek opportunities to be exposed to an environment where practice is possible. These strategies are important because language learning always involves other people; which is a form of social behaviour, (Vygotsky, 1978). A total of ten (10) items were constructed to measure the extent to which CoE English students employ social strategies in their English language class to maximize learning. All ten (10) items received positive responses; with a mean score of M = 3.717; and a standard deviation score of SD = 1.0817.

Data on student-tutor engagement in class resulted in a 50:50 tie. Fifty (50%) percent of students did not agree to the statement that their English tutors talk and do much

more in class than they (students) do, while the remaining 50% of them agreed to the statement. However, slightly more than half of the respondents, thus 52.1% felt that they are not given enough chance in the English language class to craft their own learning strategies. When asked how they consider collaborative (group) learning to individual learning, 34, thus 70.8% of students confirmed that working in groups to learn English topics has more benefits than individual learning; and so they practise English topics with other students in study groups more often than individual learning. Most of the respondents constituting 83.3% also said that, if they are not clear with topics on the course, they ask another person for explanation. They agreed that one effective social strategy they use in English class is to ask questions and engage both tutors and course-mates in discussions that can allow them to express themselves in English. This social interaction offers them the opportunity for their course-mates to correct their faulty expressions in English.

It was also revealed in the data that, in the English language classroom, students who offer help to others who have learning problems in the course are far more than those who do not. This category of students constitutes 75% which compares favourably with 25% of those who do not offer help to others. This implies that most students see collaborative learning more beneficial than individual learning. A lot of students (thus 70.8%) also agreed that, as much as possible, they look for opportunities that can allow them to work with people, learn language together and read to them aloud. On whether students apply what is learnt in English class to real life situations, 79.2% of them agreed to the statement. The overall summary table of social strategies gives the mean and standard deviation scores as illustrated in the table below.

Table 9: Summary of Use of Language Learning Strategy Types

Strategy Types	Direct Strategies			Mean	Indirect Strategies			Mean
	A	B	C		D	E	F	
Mean	3.66	3.67	3.85	3.726	3.96	3.81	3.71	3.826
Std Dev.	1.148	1.209	1.130	1.162	1.051	1.179	1.091	1.107

Key: A = Memory Strategies
 B = Cognitive Strategies
 C = Compensation Strategies
 D = Metacognitive Strategies
 E = Affective Strategies
 F = Social Strategies

The summary table above illustrates the two broad categories of language learning strategies, thus direct and indirect, advanced by Oxford (1990) and Rubin (1987). The projections in the table revealed that CoE students offering English as specialism area often make use of indirect learning strategies in their studies more than they use direct ones. Oxford (1990) mentioned that direct strategies are those that are personal and

learner-initiated. They include memory strategies, cognitive strategies and compensation strategies. The indirect ones, she proposed, are those that are influenced by other factors including the social environment. Here, since the findings revealed that students make use of indirect learning strategies more than the direct ones, it is worthy of note that studying together with other people such as their peers and tutors in the social environment maximizes students' learning more than studying independently. This is in consonance with Vygotsky's (1978) ZPD which establishes the difference between what the learners can achieve independently working as individuals and what they can achieve working in collaboration with others in the social environment. Collaborative learning is therefore favourable to students in their study of English language courses more than they engage in independent study.

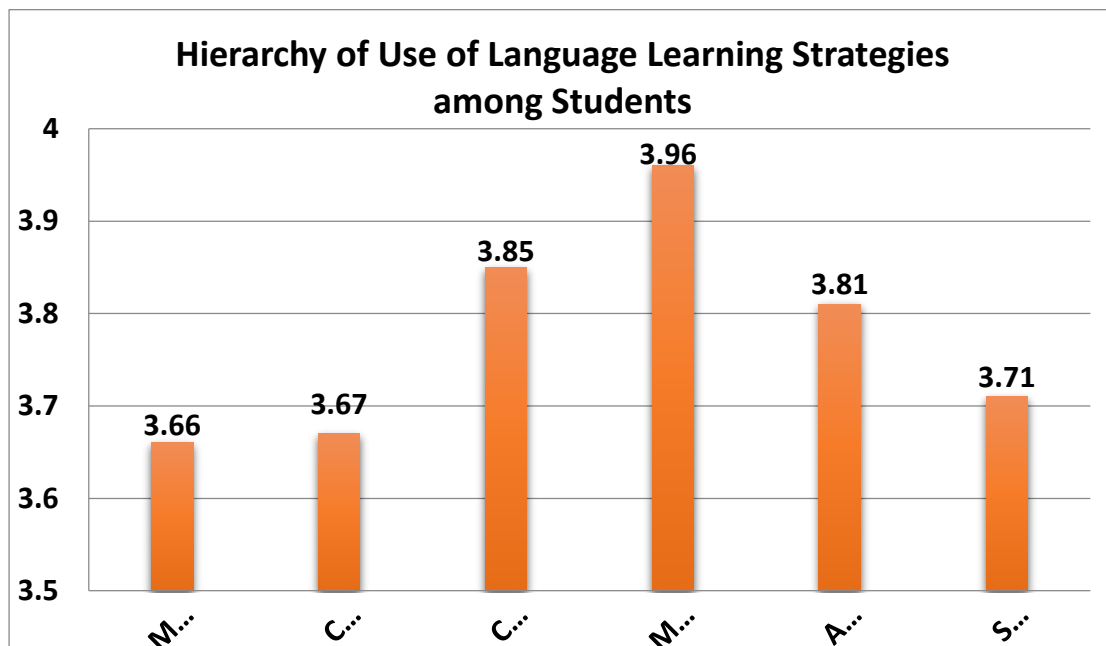


Figure 1: Order of Learning Strategies Used by Students

SUMMARY OF FINDINGS

The figure above shows how language learning strategies are ranked regarding their uses among the English language students in the college. The descriptive statistics on the chart shows that metacognitive strategies head the list as the most used language learning strategies by the students, with a mean score of $M = 3.96$ and SD score of 0.962. This is followed by compensation strategies ranking closely with a mean score of $M = 3.85$ and SD score of 1.089. Affective strategies follow at third position on the list, with a mean score of 3.81 and SD score of 1.094. The statistics puts social strategies

as the fourth most used learning strategies among the students, with a mean score of $M = 3.71$ and an SD score of 1.081. The rest two strategy types, thus cognitive and memory follow in that order as the least used learning strategies with their mean scores of 3.68 and 3.66 respectively.

On memory strategies, data revealed that most students rely heavily on dictionaries to retrieve words for use in their language learning. This strategy ranks highest among others in memory strategy use with 93.8% of students agreeing to it. The study considers this a good strategy that will enable language learners to develop and enrich their stock of vocabulary and be able to use them appropriately. Among the items on cognitive strategies, the two most frequently used learning strategies among students include reading for pleasure to increase stock of vocabulary which ranks highest with a mean score of 4.15; and making personal notes on topics from the course outline for later use, with a mean score of 3.88. The study found the use of morphemes to determine meaning of words in English as the least used cognitive strategy with a mean score of 3.00. Regarding compensation strategies, most students make efforts to overcome their difficulties by using other means to solve a task. This strategy ranks highest among others on the list with a mean score of 4.31, while the least used strategy was found to be the use of gestures to recall words.

On metacognitive strategies, the study found out that the most frequently-used strategy is their ability to read over what they write to correct mistakes committed, with a mean score of 4.40. It is also interesting to note that the least used strategy among the metacognitive strategies is that, students are not confident to take greater responsibility for their own language learning without support from their tutors. This item receives a mean score of 3.35 on the list of metacognitive strategies. This means that they consider their tutors' roles very essential in helping them to meet their learning needs. The study also found out that, students managing their weaknesses in a way that does not weigh them down ranks highest among the list of affective strategies with a mean score of 4.38.

On social strategies, it emerged from the students' responses that both tutors and students complement each other to perform classroom activities equally. Students' engagement in class compares equally with that of their tutors in a 50:50 tie. This revelation is not good enough to propel the current Teacher Education curriculum which places much emphasis on the students to take greater responsibility of their own learning. Much is required of tutors to ensure that they leave learning in the hands of the students to discover concepts for themselves.

Contributions to Knowledge

The findings of this study have yielded that CoE Students offering English specialism make use of indirect learning strategies more than they use direct ones. It emerged that

language learning strategy use among these students vary in types; and with different frequency. Some of the learning strategies have the preferences and others come at the bottom of students' frequency use. Oxford (1990) proposed a scale upon which one could assess students' strategy choices. According to her scale, an average score between 3.5 to 5.0 is considered high, 2.5 to 3.4 is medium and 1.5 to 2.4 is low. Applying this scale in this study, CoE students offering English specialism are considered to be high users of language learning strategies; with the least mean of mean score of 3.66. However, these strategies were ranked differently by the participants. The ranking put metacognitive strategies on top of the list as the most frequently used strategies among this category of student-teachers. This was followed by compensation strategies as the second most frequently used strategies. Affective and social strategy types followed at third and fourth positions respectively. The study put cognitive and memory strategies at the bottom of the strategy list, even though they also received favourable use among student-teachers. This finding supports Griffiths and Parr, (2001) who agrees with Chamot (2004) that learners are encouraged to learn and use a broad range of language learning strategies that can be tapped throughout the learning process. This approach is based on the belief that learning will be facilitated by making students aware of the range of strategies from which they can choose during language learning and use. It also emerged in the study that collaborative learning is more favourable to students in their study of English language courses than they engage in independent study. Again, student-teachers who exhibit fear for studying English Language are more than those who do not; giving percentages of 58.3% and 41.7% respectively.

The study adds to the existing literature on language learning strategies, particularly in the field of teacher education among college students training to become teachers. The roll-out of the new standard-based curriculum in Ghanaian basic schools calls for language teachers at basic level to place learning in the hands of their pupils through strategy training. This study is, therefore, useful to enable students to develop into good strategy users, who can select the strategy they want to use according to their objectives and the situation in which they find themselves. In devising strategies for learning, it is important for teachers to examine this topic and to teach their students about it as early as possible.

Classroom Implications

Since collaborative learning strategies were prioritized in this research, there is the need to reconsider teacher responsibilities and redefine language teaching methodologies in the college of education language classroom. The conventional language classroom's dominating paradigm, which characterizes the instructor as an information provider, should make way to more participatory strategies that place learners at the center of learning. Teachers are expected to create classrooms with a variety of social structures that support the kind of communication and cooperation among pupils that they think suitable. These structures are behavioural norms and standards that serve a variety of

purposes, including in-group contact and shaping group attitudes. Giving everyone an opportunity to speak, appreciating what others have to say, and debating ideas rather than persons. Asking for information, explaining, summarizing, encouraging, and releasing tension are some of the others. Teachers would have to put learning in the hands of their students to build by adopting self-device stratifies, and students may need to practice norms and functions for group interaction in order to encourage high-quality group interaction. The research suggests using a collaborative approach in the second language classroom to accomplish this. Teachers are also advised to present a variety of strategies so that students may choose the ones that best fit their personalities and are relevant to their learning objectives. Introducing LLS at the college level is important, especially for trainee instructors with a poor or average second language background. It would be critical to encourage these students to seek out new methods to practice their second language, as well as chances to read and converse with others. Teacher-trainees who understand the importance of language acquisition and use a variety of strategies might discover new ways to practise language and enhance their competence. This way, they will be able to apply these strategies to teach the young ones as they practise.

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Appendix A
Questionnaire for Student-Teachers

Introduction

Learning is the act of acquiring knowledge or skills through study, experience, or being taught, (Oxford, 1990). This can take place anywhere - school, your work place, college, home, etc - by yourself or with your friends, by doing, or preparing yourself for a job or, exam or any other learning experience. This questionnaire is intended to seek your learning strategies in the English language courses you take at college with the purpose of informing policy direction and implementation. I would be very grateful if you'll provide your candid responses on the items and by so doing, learning how to be a better learner. Please read each statement and tick the column of the response that tells HOW TRUE THE STATEMENT IS APPLICABLE TO YOU in your English language courses. There is no right or wrong answer to these statements. Be assured that this study is purely meant to inform policy and improve professional practices and that your responses will neither be used to determine your grades nor to victimize you; but will be treated with utmost confidentiality.

Section A – Bio-Data of Respondent

Level: 100 200

Programme:

- B.Ed (Prim Edu)
- B.Ed (JHS)
- B.Ed (Early Grade)
- Other (Specify)

Major Subject:

- English Language
- Gh. Language
- Other (*Specify*)

Age Group:

- 18–20yrs
- 21–23yrs
- 24–26yrs
- 27–29yrs
- 30yrs above

Sex:

- Male
- Female

Section B:

Answer in terms of how well the statement describes YOU. Say how it is with YOU; and not how you think it should be, or what others say or do. Be guided by the 5-point likert scale below:

Score	Interpretation
1	Not Sure

2	Strongly Disagree
3	Disagree
4	Agree
5	Strongly Agree

	Memory Strategies	1	2	3	4	5
1.	In the English class, my tutors spend a lot of time giving out information which I already have or can retrieve somewhere.					
2.	I think of relationships between what I already know and new things I learn in English Language courses.					
3.	I use new English words, on my own, in a sentence so I can remember them.					
4.	I connect the sound of a new English word and an image or picture of the word to help me remember the word.					
5.	I remember a new English word by making a mental picture of a situation in which the word might be used.					
6.	When I need new information on my English studies, I know how to find reliable sources.					
7.	I make use of a dictionary to retrieve meaning of new English words.					
8.	I revise my English lessons often.					
9.	I remember new English words or phrases by remembering the objects/things the word refers to.					
	Cognitive Strategies	1	2	3	4	5
10.	I practise the sounds of English words often.					
11.	I often start conversations in the English language.					
12.	I listen to English language spoken on media or watch to movies spoken in English to help me improve my language.					
13.	I read for pleasure in English language to increase my stock of vocabulary.					
14.	In English class, I make my own notes, messages, or reports in English language for use later.					
15.	I first skim an English passage (read over the passage quickly) then go back and read carefully.					
16.	I look for sounds in my own language that are similar to sounds in English to help me practise pronunciation of unfamiliar words.					
17.	I find the meaning of an English word by looking at morphemes that form the word.					
18.	I make summaries of information that I hear or read in English.					
	Compensation Strategies	1	2	3	4	5
19.	To understand unfamiliar English words, I make guesses.					
20.	When I can't recall a word during a conversation in English, I use gestures.					
21.	If I do not know the correct use of a vocabulary in the English language, I make do with its synonyms.					
22.	I ensure that I do well in the English aspect I am good at; to cater for the aspect I am weak at.					

23.	I make efforts to overcome my difficulties I face in English class by using other means to solve a task.					
24.	I read English without looking up every unfamiliar word in the text.					
25.	In my conversation with course mates in English class, I try to guess what the other person will say next.					
26.	If I don't understand a word in a sentence, I tend to look for what other words in the sentence mean and relate.					
27.	I use the English words I know in different context.					
	Metacognitive Strategies	1	2	3	4	5
28.	I know how to study my English lessons independently in the most effective way.					
29.	I try to find as many ways as I can to use English.					
30.	I am confident I can take greater responsibility for my own English studies with little or no support from my English tutors.					
31.	I identify my English mistakes and use that information to self-correct.					
32.	I pay attention when someone is speaking English.					
33.	I try to think of what other ways I can use to be a better learner of English.					
34.	I try to read over what I write to correct mistakes committed.					
35.	I plan my schedule so I will have enough time to study English.					
36.	I have clear goals for improving my English skills.					
37.	I think about my progress in learning English.					
	Affective Strategies	1	2	3	4	5
38.	I try to relax whenever I feel afraid of studying English.					
39.	I encourage myself to speak English even when I am afraid of making a mistake.					
40.	I give myself a reward or treat when I do well in English.					
41.	I notice that I am tensed or nervous when I am studying or using English.					
42.	I talk to someone else about how I feel when I am learning English.					
43.	I ensure that my weaknesses in the subject do not weigh me down in my attempts to study English.					
44.	In the English class, I know how to control/manage my feelings/emotions, attitudes and values.					
45.	I enjoy my English lessons with my tutor and peers.					
46.	I feel comfortable and well-motivated in the English class.					
47.	I get focused in English class throughout the lesson duration.					
	Social Strategies	1	2	3	4	5
48.	I feel that my English tutors talk and do much more in class than we (students) do.					
49.	I feel that I am not given enough chance to craft my own learning strategies in the language class.					

50.	I feel that working in groups to learn English topics has more benefits than individual learning.					
51.	If I do not understand something in English, I ask the other person to slow down or say it again.					
52.	I ask questions in English and do ask other course-mates to correct me when I speak English.					
53.	I practise English lessons with other students in study groups.					
54.	When I see that somebody has learning problems in English class, I offer my help.					
55.	I look for opportunities and people with whom to read and learn my English courses, as much as possible.					
56.	I try to learn about the culture of English speakers.					
57.	When I learn something in English class, I try to imagine how I can apply this in real life situations.					
	Impact of Tutor Approach on your Language Learning	1	2	3	4	5
58.	My English tutor's approach to teaching enables me to memorize, store and retrieve what is learnt previously.					
59.	My English tutor uses techniques that enable me to transfer ideas/information from one lesson for later use in another.					
60.	My English tutor serves as an adviser and resource person so I can plan, direct, manipulate and take charge of my own language learning.					
61.	My English tutor's approach to lessons enables me choose my own strategy to learn the concept or overcome my language problems.					
62.	My English tutor uses techniques to help me use English with my own stock of vocabulary both in writing and speaking.					
63.	My English tutor employs techniques that help me to guess and derive meaning of words that I find difficult to understand.					
64.	My English tutor uses techniques that help me to plan and evaluate the progress of my language learning.					
65.	My English tutor uses techniques that help me to track relevant information from other sources to supplement what is taught.					
66.	My English tutor uses techniques to help me control my feelings/emotions, attitudes, motivations and values in his/her class.					
67.	I enjoy my English lessons with my tutor.					
68.	My English tutor's approach to lesson makes me socialize with other students to practise the language and come out with our own concepts and definitions.					
69.	By my English tutor's approach to lessons, I learn to use very interactive approaches (games, modeling, stories, role-play, etc) to improve my language.					
70.	By my English tutor's assessment strategies, I am always focused in class.					