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A STUDY OF LANGUAGE LEARNING STRATEGIES USED BY LEARNERS IN LEARNING ENGLISH LANGUAGE AT HIGH INTELLIGENCE LEVEL

Language

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ABSTRACT

This study is a descriptive study investigating the use of language learning strategies used by Science and Arts students of high intelligence in learning English language. The subjects of the study were 54 male and female students of class IX. The findings show that metacognitive strategies have highest mean and rank in all six strategies used by the students of both streams.

KEYWORDS:

Introduction

Within the field of language teaching and learning interest has been shifting from what learners learn or the outcome for the language learning to how learners gain the language or referring to process orientation (Oxford 1990). In parallel to this new shift of interest, how learners process new information and what kinds of language learning strategies they use to understand, learn and remember the informations. Language Learning Strategies became part of this shifting interest since these strategies are an aspect in learning process. Different Language Learning Strategies used by the learners reflect learners variation in terms of intelligence, gender, level of achievement, motivation and beliefs etc. The choice as well as the way of combining and sequencing Language Learning Strategies can be different for each learner. Learning strategies are sensitive to the learning context and is learners internal processing preferences. However there are some powerful strategies to use because not all strategies are equal. There are some strategies that are more effective than others. Thus, the current study finds which strategies are used by Science and Arts students of high intelligence as they show that their learning is effective.

Language Learning Strategies

Language learning strategies have been defined by several researchers. According to Rubin, J. (1987) "Learning strategies are those which contribute to the development of the language system that the learner constructs and affects learning directly" (p. 23). Oxford, R. (1990/1992) "Defined most comprehensively "Language learning strategies are specific actions, behaviours, steps or techniques that students (often intentionally) use to improve their progress in developing language skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language strategies are tools for self-directed involvement necessary for developing communicative ability" (p. 18).

Literature Review

Within the area of foreign language research, a number of studies indicate that learning strategies play a significant role in successful Language Learning. Research into language learning strategies began in the 1960s. In most of the research on language learning strategies the primary concern has been on identifying what good language learners report they do to learn a second or foreign language (Rubin and Wendon (1987 :19) Researchers studies show that all the language learners use language learning strategies of some kind; however the frequency and variety of use vary between different learners and depend on a number of variables (Chamot – 2 Kupper 1998). In general, it is agreed that the use of language learning strategies is positively related to intelligence some researchers tend to distinguish successful learners from less successful learners based on the use of metacognitive strategies (Oxford 1993). The factor intelligence was addressed in the studies related to language learning strategies by some researchers. Kim (2008) investigated the positive influence of intelligence theory on students participated in intelligence programme developed positive learning attitude and expanded students intelligence profile.

Objective of the Study

The objective of the study was to identify language learning strategies adopted by Science and Arts students of IX class of high intelligence level.

Method

In order to achieve the above objective descriptive survey method was best suited.

Tools Used

For data collection in the present study following tools were used.

- Strategy inventory for language learning (SILL) developed by R. Oxford (1990)

- Dr. K.K. Tondon's Group Mental Ability Test to Measure the intelligence level.

Statistical Techniques Used

The collected data were analysed by using MEAN and other statistical techniques.

Results

Based on the analysed data the present study found that all six Language Learning Strategies have been used by the Science students at different rate. The table 1 illustrates the findings.

Table-1 Showing mean and Degree of Strategies Used by Science Students

Strategy Category	Mean	Degree	Rank
Metacognitive	9.95	High	1
Social	3.85	High	2
Cognitive	3.57	High	3
Affective	3.41	Medium	4
Memory	3.37	Medium	5
Compensation	2.95	Medium	6

From the above table it is apparent that metacognitive strategies have the highest mean (3.95) which indicates a high degree of strategies used by Science students followed by social, cognitive, affective, memory and compensation as their mean (3.85, 3.57, 3.41, 3.37 and 2.95) respectively. We also found that metacognitive, social and cognitive fell in the high degree of strategy use, while affective, memory and compensation fell in medium degree of strategy use.

From the above table it is apparent that metacognitive strategies have the highest mean (3.90) which indicates a high degree of strategies used by Arts students of high intelligence level followed by social, affective, cognitive, memory and compensation as their mean (3.63, 4.47, 3.41, 3.37 and 3.19) respectively. It is also found that

metacognitive and social strategies fell in high degree of strategies use, while others fell in medium degree of strategies use.

Table -2 Showing Mean and Degree of Strategies Used by Arts Students

Strategy Category	Mean	Degree	Rank
Metacognitive	3.90	High	1
Social	3.63	High	2
Affective	3.47	Medium	3
Cognitive	3.41	Medium	4
Memory	3.37	Medium	5
Compensation	3.19	Medium	6

Conclusion

The results showed that these students were high to medium users of strategies. Furthermore, metacognitive strategies marked the highest usage which indicated that students are more concerned about planning and evaluating their language learning through self monitoring.

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