

Analysis of Language Learning Strategies Used by English for Specific Purposes Students

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Abstract

The present study aims to find the type and degree of language learning strategies used by engineering undergraduates in Indian context. Apart from this, it also aims to analyze students' perceptions on the use of strategies in their language learning. Language Learning Strategies (LLS) are specific actions or techniques that learners use to assist their progress in developing second or foreign language skills (Oxford, 1990). To identify such learning strategies that engineering students use, the Strategy Inventory for Language Learning (SILL) was administered to 60 engineering students from four different engineering colleges. Moreover, for qualitative data collection three oral communicative situations (public speech, presentation, and interview) and three written communicative situations (letter writing, e-mail writing, and report writing) were given to them. They were asked to solve each of the given tasks. Students' performances were recorded, and retrospective interviews were also taken. The results of the study showed that selected students preferably used metacognitive, cognitive, compensatory and social strategies and they did not make sufficient use of memory and affective strategies.

Keywords: Language Learning Strategies, Engineering Students, Strategy Inventory for Language Learning (SILL)

Introduction

Autonomy is at the heart of first-language learning in that acquiring a language is the process by which every one of us establishes existence as an independent personality (Grenfell and Harris, 1999). According to Lai (2005), learner autonomy is defined as learners accepting and learning about their own learning habits and sharing in the decisions and initiatives to give shape and direction to the learning process. Autonomy doesn't mean do-it-yourself language teaching or encourage a get-rid-of-the-teacher response but is a necessary condition of developing linguistic competence.

There are considerable individual differences in language learning; what works for one does not work for another. In brief, there is no single type of 'good language learner' but many differences each with their own characteristics, techniques and approaches. Therefore, many researches try to find how learners go about learning something, what makes learners successful at learning something, and why some people are more effective at learning than others.

Now the emphasis of second /foreign language learning is more on how teachers and learners achieve their goals, and not on the teaching techniques. Learning strategies are techniques which students use to comprehend, store and remember new information and skills. It is really interesting to know what a student thinks and how a student acts in order to learn target/ foreign language. For example, in order to comprehend a text in a foreign language, a student might think "Am I understanding this?" "Does it make sense?" "From where, can I get meaning of this word?" Using

this type of comprehension monitoring to identify areas of difficulty, the student may take notes of words, he/she might ask meaning of difficult words to a teacher or a friend.

Language Learning Strategies

According to O'Malley and Chamot (1990) language learning strategy are specific thoughts or behaviors that individuals use to comprehend, learn or retain new information. They elaborate that, with the effective use of learning strategies information can be processed and LLS are also helpful for comprehension, learning or retention of the information.

Tarone (1981) defined LLS as an attempt to develop linguistic and sociolinguistic competence in the target language --to incorporate these into one's interlanguage competence. Rubin (1987) later wrote that LLS are strategies which contribute to the development of the language system which the learner constructs and affect learning directly. In views of Scarcella & Oxford(1992, as cited in Oxford, 2003) language learning strategies are specific actions, behaviors, steps, or techniques - such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task -used by students to enhance their own learning. Both the authors consider learners' use of language strategies as conscious, purposely chosen and deliberate approach for facilitating learning.

According to Oxford (2003), none of the strategies are good or bad, but are effective when they are in accordance with the task for which they are employed. Strategies may be useful as individual techniques, or when used in a combination, and should not be in conflict with the learning style of the individual. Fulfillment of these conditions makes learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990, as cited in Oxford 2003, p. 8).

Therefore, when language learners encounter language learning tasks such as reading or writing, they can apply the several different strategies to complete the tasks. Language learners will be successful in the tasks due to use of an appropriate language learning strategy (Richard, 1994).

Research in Language Learning Strategies

Much has been written and discussed about learning strategies since 1970. There are many difficulties in researching learning strategies; one of them is that they cannot usually be observed directly; they can only be inferred from language learner behavior.

Over the years, different researchers have employed a variety of approaches to this task, one of the most frequently used of which has been the gathering of data about good language learners and about what it is that they do that makes them more successful than slower language learners. Research in learning strategies has been concentrated in describing different types of strategies (Rubin, 1975; Bialystok, 1978; Cohen and Apek, 1981) and how frequently these are employed by learners of different proficiency levels (O'Malley, Chamot, & Stewner-Manzanares, 1985).

One of the earliest works in the research of language learning strategies is that of Rubin (1975), who defines strategies as "the techniques or devices which a learner may use to acquire knowledge". (p.43) She concluded that successful language learners had a strong desire to communicate, were willing to guess when unsure, and were not afraid of being wrong or appearing foolish. This did not mean that they did not care about correctness; however, good language learners also paid attention to form and meaning in their language. In addition, good language learners

practice and monitor their own language and the language of those around them. Rubin noted that the use of these strategies depended on a number of affective variables such as target language proficiency, age, situation and cultural differences etc.

Oxford (1990) grouped strategies into two- direct and indirect strategies wherein direct strategies are made up of memory, cognitive, and compensation strategies while indirect strategies comprise social, affective, and metacognitive strategies. These are further divided into nineteen sets, each set further divided into sixty-two behaviors. This comprehensive classification system has provided the foundation for the Strategy Inventory for Language Learning (SILL). This inventory has been used worldwide in various studies in language learning. Ehrman and Oxford (1995) investigated the relationship between end-of-course proficiency and a number of variables including language learning strategies.

Cohen (1998) made distinction between language learning and language use strategies. He described language-learning strategies as strategies identifying material to be learned, drawing differences between it and other material, grouping it for easier learning, working on the material repeatedly, and committing the material to memory when it cannot be acquired naturally. According to Cohen language learning strategies are made up of retrieval, rehearsal, cover, and communication strategies.

Rajamoney (2008) investigated the use of Language learning strategies after strategy training in ESL classroom. The study involved forty-two students from different race in an urban Government Secondary School in Penang. The findings revealed that students employed various Language learning strategies such as metacognitive, cognitive, affective, social and compensation strategies in their process of language learning. This study also points out that students were unaware of the language learning strategies used and its benefits.

Wu (2010) studied how Taiwanese students perceive the relationship between their language learning strategies and anxiety in the foreign language classroom. The findings of this research are that most of the participants expressed a favorable attitude toward the Communicative Language Teaching (CLT); however, they also showed their high level of anxiety in the language classroom. The researcher found that more motivated students tend to be more successful language learners and teachers and students should be fully aware the importance of language learning strategies.

Kazi and Iqbal (2011) did study of use of strategies by 2409 Arts, Science, and Commerce students in Pakistan. As a result, they found that Pakistani students' English language proficiency is quite low and even after studying English for so long, they are unable to write even a simple application letter. These students preferred using Metacognitive strategies.

Rose, H.'s (2012) research article focuses on recent study of strategic learning to illustrate how strategy research can be conducted in the current academic environment. The study also shows that research frameworks need to be context-specific rather than generalized across languages and learning tasks. It also illustrates the usefulness of qualitative data collection instruments over previously and widely applied questionnaires.

Jooneghani (2015) did study of use of LLS by 250 male and female undergraduate students who studied in public universities. Data analysis showed that except social strategies, there are significant differences between male and female students in terms of using the other five language learning strategies; namely, memory, cognitive, compensation, metacognitive and affective.

Need of the Study

When engineering students graduate and get placed in various multinational companies, they have to communicate effectively with their colleagues, subordinates and super ordinates and they have to deal with various private organizations, stakeholders, government, and the public.

According to surveys done by MNC's such as, Wipro and Infosys engineering graduates are lacking the skills required by Industries. They are unable to express their knowledge in front of their authority and teammates. The basic reason behind this is these students are not completely capable to use language learning strategies which are highly important to gain fluency in communication. Hence engineering students should make aware of importance of language learning strategies. The main objective of this research paper was to identify type and degree of LLS used by engineering students in Ratnagiri district Maharashtra. Moreover, it also intended to study LLS qualitatively.

Participants

The participants of this study were 60 second year engineering students (from various branches) enrolled in four engineering colleges in Ratnagiri district which are affiliated to Mumbai University. For qualitative analysis 06 students were selected randomly from those 60 students.

Data Collection Procedure and Administration

The Strategy Inventory for Language Learning (SILL) questionnaire version 7.0 (Oxford, 1990) is used for the present study. The SILL questionnaire is analyzed as per the directions given by Oxford (1990) in her book "Language Learning Strategies: What Every Teacher Should Know". The SILL is used to identify these students' type and degree of use of LLS and determine whether the participants are low, medium, or high strategy users. For qualitative data collection, selected students were given three oral communicative situations (public speech, interview, and presentations) and three written communicative situations (letter writing, email writing, and report writing). These students were asked to solve all these tasks. Their oral performances were recorded. Retrospective interviews were also conducted and recorded. The selected students were asked to solve written tasks on plain white paper. Their responses were collected, and retrospective interviews were also conducted.

Results and Discussion

A result of students' use of LLS has been already discussed by Patil and Karekatti (2012). It showed that the data gathered through the SILL are analyzed in terms of learners' overall use of strategies and their use of strategy categories. This is presented in the table below. Average between 3.5 and 5.0 stands for high use of strategies (4.5 to 5.0 always or almost always used, and 3.5 to 4.4 usually used); average 2.5 to 3.4 stands for medium (sometimes used) and average 1.0 to 2.4 stands for low (1.5 to 2.4 for generally not used and 1.0 to 1.4 for never or almost never used) use of strategies.

Overall average of strategies used by engineering students

College	Type of strategies and their average use					
	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
College1	2.99	3.55	3.40	3.98	3.09	3.70
College2	3.1	3.43	3.24	3.65	3.13	3.54
College3	3.09	3.05	3.33	3.39	3.07	3.48

College4	3.04	3.46	3.58	3.77	3.35	3.57
Total	3.05	3.37	3.38	3.69	3.16	3.37
Grand Total (average) : 3.37						

The result of the study showed that students of the selected colleges don't have adequate skills of using memory strategies and affective strategies. An average of use of memory strategies by these students ranges between 2.99 and 3.09 and use of affective strategies between 3.07 and 3.35. It can be concluded from the above calculation that these students are medium users of memory strategies and affective strategies and use such strategies rarely.

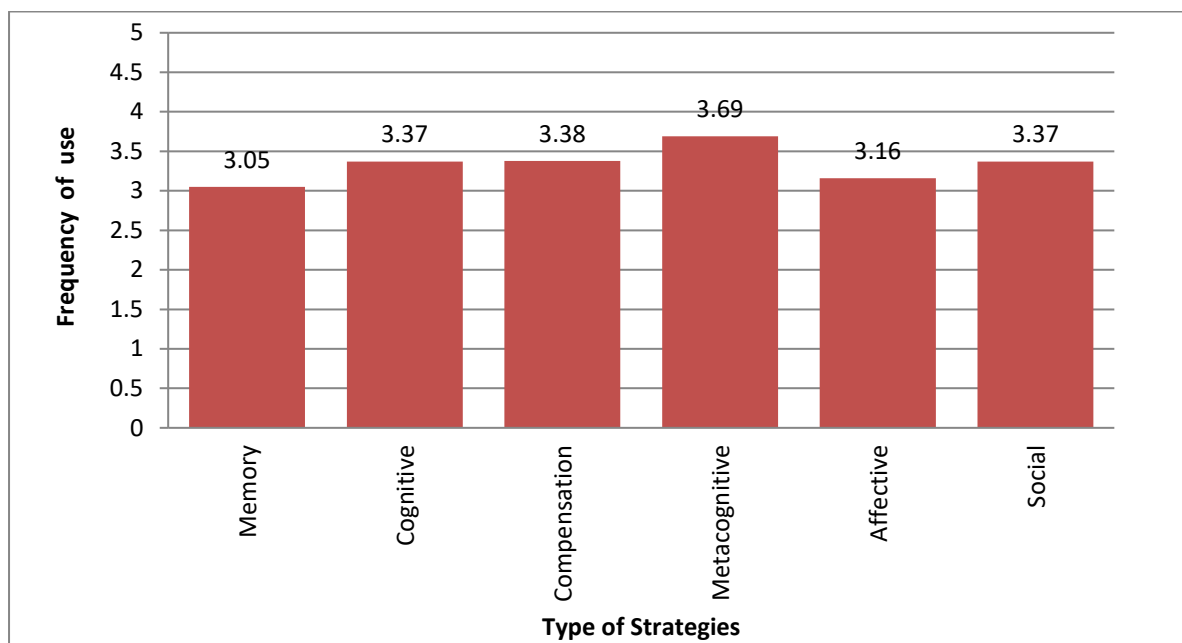
Fourteen items are related to the use of cognitive strategies, six to compensation strategies, nine to Metacognitive strategies and six to social strategies. The average of use of all these types of strategies ranges between 3.05 and 3.98 (3.05 – 3.55 cognitive; 3.33 – 3.58 compensation; 3.48 – 3.70 social; and 3.39 – 3.98 Metacognitive). It indicates that all the students are high users of these strategies who usually (but not always) use such strategies. The grand total also reflects that these students are medium users of language learning strategies.

It is observed that these students do not make sufficient use of memory and affective strategies. As these strategies are related to their memory, anxiety and stress, previous knowledge, etc. these are more useful to the engineering students.

Memory strategies help learners remember more effectively through grouping, making associations, placing new word into a context to remember them, using imagery sounds, sound-and-image combinations, actions, etc. ,in order to remember new expressions, reviewing in a structured way, going back to review earlier material, etc. The affective strategies help learners to manage their emotions by lowering their anxiety, encouraging them through positive statements, taking risks wisely, rewarding themselves, keeping a language learning diary, noting physical stress, talking with someone about their feelings and attitudes.

The figure below represents a comparative view of use of LLS by these engineering students. It is clear from the figure that these students do not fully use any of the categories of LLS. The lowest are memory strategies and affective strategies which are actually very essential for a foreign language learner. However, from the remaining four categories also the frequency is not satisfactory (4.50 to 5.00). The highest use of strategies is Metacognitive (3.69) where in the students try to overview and link with material they already know, set goals and objectives for language learning, learn from their errors, and evaluate their progress. But still, they use these strategies sometimes and always.

Frequency of use of strategies by selected engineering students



Analysis of the Language Learning Strategies Used by Selected Case Studies

For qualitative data analysis total six students were selected randomly out of sixty students.

I. Use of Memory Strategies

Reviewing Well

Total six students were selected for the present study but only one student i.e. S3 has used it in his performance. S3 has revealed in retrospective interview that he becomes tense and nervous before performing any task. According to him he has positive anxiety and everyone should have such kind of feelings. Such feelings help to give better performance in writing and oral tasks. When asked in retrospective interview what he does to remove his anxiety he said, “I practice my speeches, presentations standing in front of mirrors, take rest and after two three hours again I check whether I remember that matter. On the day of presentation also I review it”.

II. Use of Cognitive Strategies

Recognizing and Using Formulas and Pattern

Use of formulas and patterns helps learners for comprehension and production of target language. It is observed that S2 has used this strategy frequently in all tasks. Following are some examples of patterns –

My name is....,I am studying...,I am very much interested....,I want to do....I decided to,I am from,It is done by the....,Following are some examples of formulas –

Good morning....,Success means satisfaction....,Opportunities to face more and more challenges....,Many times....,....give me according to your standard, Many times it is quite boring.... Such formulas and patterns have helped S2 to produce language and continue conversations in target language.

Using Resources for Sending and Receiving Messages

S2 refers dictionary for difficult words and to know correct pronunciation. In writing tasks when she doesn't remember suitable word she searches it on internet. Use of dictionary and internet is really a very good strategy to know more about target language.

S3, S4 and S5 have also used this strategy to improve vocabulary and speaking and writing skills. Following are the responses given by them in retrospective interviews:

S3:“On my part I read novels and check meanings of difficult words in dictionary. Sometimes I face grammar problems so to improve grammar and vocabulary I read English newspaper. I watch English movies with subtitles deliberately to improve my pronunciation. I repeat my favorite dialogues again and again. When I repeat difficult words, it becomes natural for me to utter those words in conversation and this task also helps me a lot in improving my pronunciation”.

S4: “I watch news daily, read newspapers. When my teachers speak in English I listen to them carefully. I use dictionary to see meaning of difficult words”.

S5:“I think in English every time. I have been reading a lot of novels since the time I was in school. Apart from that I read newspaper and see meaning of difficult words. To improve English, speaking and listening is very important”.

It shows that S3, S4, S5 are conscious about learning language and use various useful strategies to improve their speaking and writing skills.

Practicing Naturalistically

S1, S3 and S5 have used this strategy while learning English language. The following examples show their use of English in day today communication.

S1: “I communicate with my parents and relatives in English. Most of my friends are from convent background, so, I chat with them in English. Right from school, I started giving speeches, I got to learn all many things apart from that.

S3: “I always find opportunity to use language in various communicative situations. Usually I speak in English with his friends. I write e-mails to his friends in English and does anchoring in English for technical and cultural program. Teachers should take practice of e-mail writing on computers because it will help students to understand exact format and etiquettes of writing e-mails”.

S5: “I know English is important to me and to improve it I speak in English with my friends”.

It shows that these students use various opportunities to practice language naturalistically.

Taking Notes

S3 and S5 are in habit of taking notes and jotting down points for public speech, presentation and report writing. When teachers give instructions, they write those in their notebook and refers it when needed. These notes help them to perform better.

Translating

Though S3 has done his schooling in English medium he thinks in his mother tongue (Marathi) and translate it in English. Similar to him S5 also thinks in Marathi and translates those thoughts in English. In retrospective interview she said,

S5“While completing tasks I was thinking in Marathi and translating it in English. I was not remembering English words so I was taking pauses”.

III. Use of Compensation Strategies

Adjusting or Approximating Messages

Though S1 takes many efforts to remember key words in presentation and speeches sometimes she could not remember some key concepts or words. At that time she tries to adjust message, make it short or skip that part and goes to next part.

S1: I just made a quick revision, or I just remembered the points that in which order I have to go. When I went there some of the key words I forgot so there was an awkward pause in between. But then I continued with next point. I didn't try to remember that point I continued with the next point otherwise the awkward pause would have occurred”.

The above situation shows how conscious S1 is about delivering a speech or presentation. She knows very well that awkward pauses can hamper her performance, so she diligently skipped the part that she was unable to remember and picked next point. It reflects that she is able to handle such situations by adjusting or approximating messages.

S2 has used this strategy to compensate her deficiencies in use of vocabulary and grammar.

Here are some examples of this strategy-

S2: I have ... I have goal to research in umh... umh... electrical umh... networks and telecommunication system.

S2: Umh... my last goal was umh... was a project on anroid.

In first example actually, she wanted to talk more about electrical networks and telecommunication system, but she was not confident to talk about that. She was anxious and worried about making mistakes. In second example also, she could not explain her project. In third example, though she selected easy topic she was taking too many pauses and fillers. It happened may be lack of preparation or anxiousness.

S3 and S5 also used this strategy as they were not getting appropriate expressions at the time of speaking.

Using Circumlocution

It is found that S1 has given lengthy description to explain simple thing. For example, she was asked in mock interview session how do you define success?

S1:“Success is umh... a satisfaction actually umh... not just earning money is success. Success is when ... umh... you are happy; you are satisfied umh... and

you have got your aim the one you were striving for, you have got that aim and even you are satisfied that is your success.

It is observed that S3 tend to describe or explain any situation. Instead of telling it briefly, he goes on explaining. Here are some examples –

I1: Tell me about yourself.

S3: My name is XYZ and I am Mechanical engineer. Graduate from ABC institute. I am ... I am... I have completed my MBA from Pune university and I am ... I have worked as junior engineer in L&T company and I have that two and half years of experience and after that I thought that I needed to do some research because I have been presenting paper in international level so for that reasons I have just left my job half and just now I have completed my research and I thought that to convince (fulfill) my daily needs I think I need a job.

Avoiding Communication Totally or Partially

S2 was using this strategy frequently in all the oral tasks. In mock interview when she was asked to explain the meaning of Extc.

S2: “Extc engineering consists of study of electronics devices, networks, instruments, which are necessary umh... umh... for different purposes and In ...in...telecommunication there are many applications of telecommunication”.

Here she wanted to continue and talk about those many applications of telecommunication, but she thought that she would make mistakes, so she left that part unfinished. For the question are you a team player she just replied ‘yes’. Here she could have given examples of her team work. Because in job interview it is expected from candidate to give supportive examples, but she kept mum.

There are lots of instances which show that S5 avoids communication totally or partially.

I2: What type of project you have done?

S5: I done the umh... different types of information of different types of machines.

R: Why should we hire you?

S5: Because my education .. qualification as well as my umh... personality.

I1: Do you have any work experience?

S5: No I am fresher.

Above examples show that, she wanted to complete this task hurriedly. She didn’t take efforts to think and answer properly. She tends to avoid communication totally or partially.

Selecting the Topic

For public speech, S2 selected topic on her own. The topic was e-learning vs classroom learning.

S2:“I was very much anxious, and I never thought that I would speak in front of audience. I was very much conscious because many pauses occur in my speech. While delivering speech you have to stand, and everyone looks at you. So to get confidence I selected this easy topic”.

So here S2 has revealed her hidden feelings of being anxiousness in public speech. It may be because of anxiety she experiences during oral tasks.

When S5 came to know that she has to give public speech in front of her teacher and classmates she became very much anxious. She asked teacher whether she has choice to select a topic. Her topic for public speech was computer and its components.

S5:“I was too much anxious actually I was shivering, I knew that I could not give speech in front of my friends. So I selected this easy topic”.

It shows that her anxiousness and fear hamper her performance in oral tasks.

Getting Help

S3 was asked in retrospective interview that what he does when he doesn't get words in oral tasks.

S3 “I take a pause and asks audience what can we say”.

S4takes help from teachers and his friends when he faces problems While preparing his speech he took help from his friend. To prepare his speech he first wrote his points and discussed it with his friend. His friend added some points in his speech.

IV. Use of Metacognitive Strategies

Paying attention

S1S2 are very much attentive in class as well as in practical sessions. She listens teachers' instructions carefully and solves tasks accordingly.

When other students give public speeches, face mock interviews, give presentations, they listen to them very carefully. When asked they reported that, when they pay attention and listen other students performing better they think when these students can perform well then why not they? So,they observe others to get a guideline.

Self-Monitoring

This strategy includes monitoring one's own learning and correcting errors too. While delivering presentation,

S1 said, “We have to prevent ...” and then corrected it “We have to take steps to prevent and reduce...”

According to her second one sounds better so she corrected it.

S2 has used this strategy while facing mock interview.

S2: I am very much invested sorry interested in....

S2: At that time we umh... sorry it was team project.

In letter writing also first she was using full block but as she was unable to remember its features she cancelled using that block and used semi block

S5 has used this strategy in following examples.

I3: In which situation you were a team player?

S5: Umh... I have been the CR of my class in my 11th and 12th standard. So that worked as team we worked as a team.

S4 monitors his learning. Here are some examples where he corrected himself.

“... That’s the reason I am applying for you... for your company.

“Being a member of a group sir I very well know that working in a group it develops umh... or it brings out the best result which you can bring working individually....”

Planning for Language Task

S3 uses this strategy in all oral and written tasks. In retrospective interview of mock interview task, he said,

S3:“Actually I got less time for preparation, if I would have got more time then I could have performed well and I could control on my unnecessary pauses”.

According to him preparation and planning of doing any task is important. For letter writing he first read the question carefully. Then he selected full block to write this professional letter. Then he tried to remember all necessary elements and main body or content of the letter.

To perform any oral and written task S4 does planning of it. In retrospective interview of mock interview task, he said,

S4: “I have faced interviews before. As I am interested in army after twelfth standard I faced two three interviews so I thought it is easy task. But at the time of actual interview I became anxious. I was mentally prepared to answer questions but felt nervousness and anxiety. I read all the questions carefully and tried to think expected answers”.

About letter writing task he said,

S4: “It was complain letter so I assumed myself as a manager of a company and tried to understand exact situation and subject matter. Then I thought about layout of a letter and all essential elements. Then with all this information I could complete my task.

S6 has used this strategy in oral as well as written tasks. In retrospective interview about mock interview task she said,

S6: “Actually the time I got for thinking I just thought about the questions. I didn’t think in deep just an overview of what I want to say but when they (interviewers) started asking me questions I just said whatever comes into my mind”.

Above mentioned thoughts of S6 reflects that she does planning to do any task given to her.

Identification of the Purpose of the Task

Identifying the purpose of completing task is very much essential. S4 first tries to understand the purpose of task as well as its formality level. According to him when he understands the purpose

and formality level he can make further planning of using language for that task. For oral and written tasks, he thinks about the purpose.

V. Use of Affective Strategies

Discussing Your Feelings with someone else

S1 tends to discuss her language learning experiences with other students. While taking lunch or dinner with her friends she share her experiences; talks about her participation in GD, public speech and presentation. She intends to take suggestions from her friends.

Taking Risks Wisely

While writing letter initially S1 was confused about the place of sender's and receiver's address. In retrospective interview she said:

S1:“I was confused about the place of sender's and receiver's address. Later on I decided and wrote both addresses that were a slow process but once I wrote both addresses and started writing fast”.

In retrospective interview S5 was asked which part of report writing she found difficult to write and how did she solve that difficulty. She said:

S5: “Actually the findings I wasn't sure whether to put percentages or because my neighbor she was putting something else in findings but to my knowledge findings require what you have found what you have realized so that I thought percentage would be appropriate. So I thought about findings and solve that difficulty on my own.

Using Deep Breathing and Meditation

AsS3 told frankly that he faces anxiety many times before performing any task, researcher asked him what he does to remove it. So he answered,

S3:“I take deep breathing some time before my speech and while I go on stage. It helps me feel relaxed. Many times I meditate and think positive and I get confidence”.

Encouraging Yourself

S4 encourages himself by making positive statements. When his friends speak better than him, he encourages himself by saying “I should also speak like him/her”.

VI. Use of Social Strategies

Asking for Clarification or Verification

It is observed that S1 never completes any task by keeping some doubts in mind. She always asks questions to her friends or teachers and tries to clear doubts. For example, when she was given a task of an email she was confused about the format/ structure- whether just to write main body or all the details. So, she called researcher and cleared all her queries.

Asking for Correction

S1 was curious about knowing her performance in public speech presentation and other tasks. She was always asking to give feedback and corrections/ suggestions after her performance.

Cooperating with Peers

S1 is very much cooperative. As she is good speaker of English, she helps those students who are poor in speaking and writing tasks. She did her project presentation in a team. She always tries to start conversation in English and forces her friends to speak in English. When asked in retrospective interview that whether she likes to take help from her teachers, friends to improve language, she replied,

S1: “Yes of course, when I speak with them in English it really helps me, alone I can’t improve”.

S2 has many friends and she always does all tasks and group activities with them. She shares her problems in language learning with them. Whenever she faces difficulties in doing any task she prefers to discuss that with them.

Conclusion

The qualitative analysis of the select engineering undergraduate students produced several key findings. The participants reported the frequent use of metacognitive strategies to manage their learning and increase exposure to English input. Hence, English teachers can use class time to help students learn effective metacognitive strategies to plan and organize their language learning so that they can continue on their learning outside of the classroom as well. Though memory strategies are very much useful to students to remember the content more efficiently and affective strategies help learners to reduce their anxiety, and take risks in language learning, these selected students used them very less. Moreover, use of social strategies is also not remarkable.

It can be concluded from the study that students of engineering colleges, and other ESP courses students also, should be made aware about using language learning strategies effectively. For this, there is a need of providing such training to students as well as to ESP teachers formally. The researcher suggests to add a separate topic on language learning strategies in the syllabus of undergraduate engineering courses and advise the teachers teaching to such students to use various active learning strategies such as think-pair-share, team-pair-solo, group discussion, problem based learning, seminars, interviews, diary writing, etc., through which they can make the students use various language learning strategies.

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