

Language Learning Strategies (LLS): Teachers' Notions and Practice

Haddi Junaidi Kussin

International Islamic University Malaysia

Ainon Omar

Sultan Idris Education University, Malaysia

e-mail: ainon@fbk.upsi.edu.my

Napisah Kepol

Sultan Idris Education University, Malaysia

Abstract

The purpose of the study was to find out both notions and practice where language learning strategies (LLS) are concern. LLS according to Oxford (1990) could be divided into two main strategies – direct and indirect strategies. Direct strategies are sub-divided into memory, cognitive and compensation strategies and required mental processing of the language. Indirect strategies however are the processes that support language learning and the sub-strategies include metacognitive, affective and social strategies. LLS are made the focal point of the study as numerous studies suggested that successful language learning could somehow be linked to utilization of language learning strategies (Areen Ahmed, 2014). The study targeted the teacher population at Centre for Foundation Studies of the International Islamic University Malaysia, particularly teachers responsible of teaching English at the educational institution. However, there were only four teachers who responded to the invitation to become part of the study. The study first explored the individual perception of the four teachers who volunteered (done via three separate interview sessions) before lesson implementations of the four were observed to substantiate their notions on incorporating LLS into lesson implementations. The notions of the four volunteered teachers were found to have aligned with their individual practices where LLS are concern.

Keywords: language learning strategies, lesson implementations

A. Introduction

The Malaysia Education Blueprint (2013-2025) features 11 shifts to be undertaken in order to reach its objectives, one of which is ensuring proficiency in English (Idris Jala, 2014). That is done in order to ensure the nation's future development, besides tackling the issue involving Malaysian students where the group is said to have problem in attaining reasonable English literacy even after going through 11 years of learning English in school (Naginder, 2006; Nor Hashimah Jalaludin, Norasimah Mat Awal & Kesumawati Abu Bakar, 2008 as cited in Normazidah, Koo & Hazita, 2012).

English empowerment plan involving language learners is in fact evident across the globe and one prominent approach is the shift from teacher-centred to student-centred pedagogy. The latter could simply mean students are expected to “no longer sit quietly, passively receiving words of wisdom professed by the lone instructor standing in front on the class” (Catalano & Catalano, n.d., p.1). Learners need to be the active makers of knowledge and need to even co-responsible for knowledge creation because teachers have rather limited ‘scheduled time’ with their students when apparently, for learning to be successful, it should not be done only within the limited compound of classrooms and within the ‘classroom timetable’ – it has to stretch beyond that.

In Malaysia, the effort to elevate English language performance and competency is continuously done with Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR) being the latest master plan. CEFR in general features six different English language users – A1 (beginners), A2, B1, B2, C1 & C2 (proficient users). Within the comprehensive guideline of the *blue book*, it is said that language learners are required to perform tasks in order for them to acquire language input or knowledge and *strategies* are needed for language learners to perform tasks (Cambridge University Press, n.d.).

Despite the integration of strategy in language learning curricula, there is lack of continuous, long-term, strategic plan which could sensitise and familiarise learners with language learning strategies (LLS) (Sarafianou & Gavrilidou, 2015). There has been noticeable shift in pedagogy aiming at enhancing language learners' competency and not to mention the countless efforts as well as plan of actions in order to achieve the very same objective but none has focused on language learning strategies besides the fact that the word strategy being mentioned frequently in almost every master plan.

Researchers agree that “successful language learning is determined by the utilisation of suitable learning styles and strategies, as well as the extent to which learners respond to and benefit from educator in a successful manner” (Abdolmehdi Riazi, 2007; Al-Hebaishi, 2012; Felder, 1995; Oxford & Ehrman, 1993; Reid, 1987 as cited in Muniandy & Munir, 2016, p.2). The latter has always been part of learning, perhaps it is time to focus on equipping language learners with the former in order for successful language learning to really take place.

Oxford (1990, p.1) defines language learning strategies as “steps taken by students to enhance their own learning and tools for active self-directed involvement in learning, which is essential for developing communicative competence”. The definition does not only explain the force language learning strategies might have in helping language learners achieve the highest competency level possible, but it also explains LLS being a true reflection of the shift to student-centred pedagogy – learners running away from playing passive roles (as in the case of teacher-centred pedagogy).

Findings in the area of language learning strategies have repeatedly demonstrated that the use of language learning strategies leads to better proficiency or achievement in mastering the target language (Griffiths, 2003; Oxford, 2003).

Language learning strategies are also of great importance for abundant of reasons. Germane LLS could lead to greater performance and aplomb on the part of the language learner. Language learning strategies have been found to correlate with proficiency and performance (Kamarul Shukri et al., 2008; O'Malley et al., 1985; Politzer & McGroarty, 1985 as cited in Zeynali, 2012). Those researchers suggest that language learning strategies could actually be used as denotation to one's success in language learning. Similarly, most educators would reflect on the same view if they were to be cross-examined on the relation between language proficiency and performance with whatever strategies applied to learn a language. In other words, they would whole-heartedly agree that language learning strategies are inextricably linked. Being so important, the study explored both notions and practice of teachers where language learning strategies are concern.

B. Research Methodology

1. Participants

Language learning strategies are deemed important and that is the only reason why some research suggest that “training students to use LLS can help them to become successful language learners” (Eid Alhaisoni, 2012:116). He suggested that language learning strategies could be taught to students especially the less successful learners so they get to improve their language proficiency and hence, achieve the very objective of learning a language which is language mastery. Owing to that quotation, the researcher invited teachers teaching English at the Centre for Foundation Studies of the International Islamic University Malaysia to become part of the study, in which 4 teacher-volunteers responded and inclined to become part of the study. The 4 teacher-volunteers were interviewed to determine their individual notions on language learning strategies before their lesson implementations were observed in order to confirm whether or not they really incorporate language learning strategies into the implementations of their lessons.

2. Instruments

Two instruments were used to accomplish the purpose of this study – interview questions and classroom observation protocol.

Interview Questions. The 4 teacher-volunteers were interviewed in three different sessions of semi-structured interviews as the 2 female teacher-volunteers wanted to be interviewed together in the same interview session. According to Gall, Gall & Borg (2007) this interview approach has the advantage of providing reasonably standard data across respondents, but of greater depth than can be obtained from a structured interview and that is the reason why the researcher employed the interview approach. Listed below are some of the questions asked during the interview sessions:

1. Do you put stress on incorporating language learning strategies (LLS) into the implementation of your lessons?
2. How important do you think LLS are in helping students to become proficient in the language?
3. Do you think LLS can be taught to students or are they self-obligatory?

Classroom Observation Protocol. The researcher was not given the permission to video-tape the 4 teacher-volunteers while they were implementing their lessons in classrooms. Hence, a ‘classroom observation protocol’ was developed based on Oxford’s (1990) language learning strategy system. This is done in order to avoid misinterpretation due to selective forgetting. The protocol was used to document evidence of language learning strategies in the implementation of the four observed lessons.

3. Data Analysis

The analysis of the interview data started with preparing the transcriptions of all the recorded interviews before data or findings were summarized and reported accordingly. Data collected from all the three semi-structured interview sessions were then utilized to provide partial answer to the study.

Findings from classroom observation were first documented using ‘classroom observation checklist’ as to avoid misinterpretation due to selective forgetting. Data collected from the completed checklist were then utilized to further substantiate the findings of the study.

C. Findings

1. Semi-structured Interview I

According to the teacher-volunteer interviewed in first session of semi-structured interview, he confided that he does incorporate language learning strategies into the implementations of his lessons and while insisting that LLS are being nurtured within lesson plan, he said:

“Yes, of course... hmm... basically... umm... the incorporation of language learning strategies actually embedded in the lesson itself because most of the scheme of work... lessons... are actually using language learning strategies in the conduct of the practices... lessons and whatever the students have to do in class.”

He also claimed to have incorporated LLS into his lessons implementations as frequent as possible when he mentioned:

"Talking about frequency... possibly... as frequent as possible because I consider language learning strategies to be very important for students to use..."

He also believed that LLS should be taught to students and that they should be allowed to explore strategies that might work for them so they could work around those strategies and eventually become proficient in the language. That could be reflected through his words:

"I believe they should be taught because they can utilize language learning strategies not only in language but also other aspects of learning because it's a holistic way of learning... umm... because you're talking about different strategies so if one strategy doesn't work then the student can fall back to another strategy or if the second strategy doesn't work, maybe there's a third or fourth strategy because you're talking about the divisions of learning strategies... there are various strategies identified by language experts."

2. Semi-structured Interview II

Teacher-volunteer interviewed in the second session of semi-structured interview seemed to be in agreement with the teacher-volunteer interviewed in the first session of semi-structured interview when he also claimed to have incorporated language learning strategies into the implementation of his lessons. And when he was asked whether language learning strategies are self-obligatory or can be taught to students, this was his answer:

"No... no... they have to be taught because umm... in an Asian country like ours umm... Malaysia for example... our students are very shy... they are very dormant... we have to push them... we have to somehow not only assist... we have to order them... umm... I find it quite amusing if somehow if I do find 2 or 3 students who are active in class. Most of them are just quiet, do-sile... they want to be... to be ordered... (laughing mildly)... umm... I think yeah, it has to be taught..."

3. Semi-structured Interview III

Similar to the first 2 teacher-volunteers interviewed, both respondents in semi-structured interview III agreed that in order for students to have good command of the language, they need to be exposed and taught language learning strategies. These were the recorded responses:

Teacher-volunteer III:

"I think it's very very important and from the scale of 1 to 10, I would put it at 8 and 9 to the strategies. Because if teachers like us do not have strategies and just barge into the classroom, with empty minds and just rely on let's say what do you call that... scheme of work... even if you have scheme of work, you need to have strategies on how to teach the students those strategies that are inculcated in the scheme of work."

Similar to response given by teacher-volunteer III, this is what teacher-volunteer IV had to say:

"Hmm... definitely, I think impromptu only work at certain time but you definitely need language learning strategies. I would say 9 to 10 okay... it's very important."

4. Findings from Classroom Observations

Four classroom observations (involving the four teacher-volunteers who were willing to be part of the study after being approached) were made in order to substantiate the overall findings. Verbal agreements were made with all the four teacher-volunteers that their names and background would not be mentioned anywhere in the report. The researcher was also asked not to videotape those 4 lessons observed, therefore the researcher had to resort to structured observation in which the researcher recorded all the findings of the observations using self-developed ‘classroom observation protocol’ forms.

Lesson Observation 1

Table 1 Language Learning Strategies Incorporated into Lesson Observation I

Language Learning Strategies		Main Strategies	Sub-strategies incorporated into lesson implementation
	Direct		Memory
		Cognitive	‘taking notes’
		Compensation	NA
Indirect		Metacognitive	‘paying attention’, ‘setting goals and objectives’, ‘self-evaluating’
		Affective	‘making positive statement’
		Social	‘cooperating with peers’

The first teacher-volunteer observed clearly incorporated 5 of the learning strategies into the implementation of lesson. The first strategy incorporated (which is grouped under ‘memory strategies’) was ‘word-grouping’. During the lesson, students were asked to group ‘trend words’ (words which are used to describe data movement in any graph) into noun group and verb group using words like *to increase, is increasing, has increased, increased, an increase, a decrease, a rise, a fall*, to mention a few.

‘Taking notes’ (sounding facile as it is), was another strategy being incorporated into the first observed lesson. Students were made to copy all the notes on ‘trend words’ given during the lesson although they are easily memorized. The teacher made it clear to the students (although cliché) that the only reason they were made to copy those ‘trend words’ was to provide them with something to refer to whenever they are not in class or without the presence of the teacher when doing revision.

Unfortunately, throughout the 1 hour observation, there was no evidence of cognitive strategies being integrated in the implementation of the lesson for that particular day. Considering the light content of the lesson, the researcher was not surprised that cognitive strategies were not embedded into the lesson.

There were however 3 sub-strategies grouped under ‘metacognitive strategies’ being incorporated into the lesson implementation in classroom observation #1. The first sub-strategy was ‘paying attention’ and the teacher-volunteer incorporated that strategy just by

acting out the role of typical teacher (“When I do the talking, you shall listen”) and while stressing out the importance of doing well in report writing (or better known as Task 1 Writing among the students), the teacher was in a way incorporating another strategy into the execution of the lesson which is ‘setting goals and objectives’ – although it may have sounded like a teacher nagging to her students, but a language learning strategy is still a strategy no matter how it is put forth or translated. The last strategy grouped under ‘metacognitive strategies’ that was embedded into the whole implementation of the lesson is a strategy called ‘self-evaluating’. It was incorporated when the teacher reminded all the students to be aware of their own strengths and weaknesses and work towards further enhancing their strengths and overcome their weaknesses. That ‘advice’ is actually another useful strategy to learn the target language.

Other than that, the teacher also incorporated one of the affective strategies into the implementation of the lesson by simply giving out words of encouragement to the students – when students were called out to the front and they managed to write out a clear analysis on the board, the teacher uttered out all sorts of words of encouragement like *good, great, you have that right, excellent*. ‘Making positive statement’ is actually one of the strategies grouped under affective strategies.

When the teacher asked her students to work in groups and helped each other out with familiarizing themselves with all the ‘trend words’, it was actually another striking evidence of one more strategy being incorporated (social strategy) into the implementation of the lesson and that strategy is called ‘cooperating with peers’. It may appear as a simple strategy to be incorporated into lesson but it does in a way help learners to enhance their learning process.

Lesson Observation 2

Table 2 Language Learning Strategies Incorporated into Lesson Observation II

Language Learning Strategies		Main Strategies	Sub-strategies incorporated into lesson implementation
		Direct	Memory
Cognitive	‘get the idea quickly’, ‘translating’, ‘taking notes’		
Compensation	‘guessing intelligently’		
Indirect	Metacognitive	‘paying attention’	
	Affective	‘making positive statement’	
	Social	‘cooperating with peers’	

Similar to classroom observation #1, the teacher observed in classroom observation #2 incorporated a strategy called ‘word-grouping’ into the implementation of the lesson. It started with the teacher highlighting some words which could be found in the passage given out to students (namely *judge, captured, imprison, legislate, implement* and *penalizē*). Students were then asked about the possible similarity that those words have. When the correct

answer was finally heard from the students, they were then asked to change the word form of those words so they could have nouns instead of verbs.

What appears to be the basic reading skills (skimming and scanning) were actually some of the language learning strategies being incorporated into the lesson in classroom observation #2 and those two are done in order to ‘get the idea quickly’ – in the case of the lesson, that would be to get rough idea of what the passage was all about. And when the teacher translated words from the target language to L1 (the learners first language, the Malay language that is), the teacher actually incorporated another strategy into the lesson which is ‘translating’. Another strategy grouped under cognitive strategies which was also incorporated into the lesson was ‘taking notes’ and that took place when the teacher reminded the students to keep words like *judge*, *captured*, *imprison*, *legislate*, and *penalize* into their notebook.

‘Guessing intelligently’ was another strategy (grouped under compensation strategies) incorporated into the implementation of the lesson. Students were first asked to ‘intelligently guessed’ the meaning of words like legislate, imprison (just to name a few) before they could resort for help from their classmates and eventually, the teacher. They were reminded by the teacher of the need to make ‘intelligent guess’ sometimes as there will be circumstances in which they would not be able to look for help from anyone or anything.

When students were asked to be attentive, that was actually the time when another strategy was being incorporated into the implementation of the lesson and that strategy is called by as simple name, ‘paying attention’. It was made clear to the students that they needed to pay attention so they would not get words from the 2 word groups (e.g, legislate – verb, legislature – noun) confused, in which failing to do so would cause them to use words from the 2 word groups incorrectly in sentences (especially in extended writing or better known as Task 2 Writing among the students at the institution).

Portraying a motherly figure as she was, the teacher in classroom observation #2 incorporated ‘making positive statement’ strategy into the implementation of the lesson. When students managed to write a complete sentence using the word assigned to them on the board (even with errors, but rather minimal), they were given credits like “They you go, it is not so difficult, is it?” “Complex structure! Bravo!”

Similar to classroom observation #1, the teacher in classroom observation #2 did not incorporate much of social strategies into the implementation of her lesson except ‘cooperating with peers’ in which she instructed her students to work in groups so they could work together on the tasks that come with the lesson.

Lesson Observation 3

Table 3 Language Learning Strategies Incorporated Into Lesson Observation III

Language Learning Strategies		Main Strategies	Sub-strategies incorporated into lesson implementation
		Direct	Memory
Cognitive	'note taking'		
Compensation	NA		
Indirect	Metacognitive	'paying attention'	
	Affective	'rewarding yourself'	
	Social	'cooperating with peers'	

Using acronym was the first strategy being incorporated into the implementation of the lesson in classroom observation #3. This particular strategy is placed under 'creating mental linkages' which is still within memory strategies. The teacher demonstrated the usage of this strategy in order to help his students to not only remember coordinators well, but also for them to use coordinators correctly in sentences. Coordinators like *for, and, nor, but, or, yet* and *so* were acronymized as F.A.N.B.O.Y.S – perhaps a known 'strategy' to all teachers teaching the target language but a strategy still needs to be acknowledged no matter how simple it is.

Other than that, a cliché 'note taking' strategy was demonstrated by the teacher in classroom observation #3 and incorporated into the implementation of the lesson. The teacher explained the rationale of making his students to copy those notes on conjunctions was to help aid their memory on what constitutes coordinators.

Throughout the one hour observation, there was no evidence of compensation strategies being integrated into the implementation of the lesson. Perhaps, if the content of the lesson and execution were to be made different, the researcher would be able to see compensation strategies being embedded into the whole implementation of the lesson (not that there was anything wrong with the content or implementation of the lesson – just a thought).

Perhaps another cliché instruction given by any teacher irrespective of gender and perhaps locality – students were asked to pay attention on how to use coordinators carefully and precisely in sentences and what appeared to be a 'cliché instruction' was actually another strategy grouped under metacognitive strategies being incorporated into the lesson of observed lesson #3 which was 'paying attention' in which this strategy helps anyone learning the target language to stay focused on the learning process.

The teacher in classroom observation #3 went very generous into rewarding his students who managed to use coordinators correctly in sentences with chocolate-flavoured candy. It was not only an act of generosity but also a clear demonstration of one language learning strategy placed under affective strategies which is 'rewarding oneself' and it is strongly believed that one will be driven to move even more forward upon being rewarded for even a small accomplishment.

Very much similar to classroom observation #1 and #2, the teacher in classroom observation #3 also incorporated ‘cooperating with peers’ strategy into the implementation of his lesson before he eventually offered his assistance to those who still had problem with using coordinators correctly.

Lesson Observation 4

Table 4 Language Learning Strategies Incorporated into Lesson Observation IV

Language Learning Strategies		Main Strategies	Sub-strategies incorporated into lesson implementation
		Direct	Memory
Cognitive	‘taking notes’, ‘translating’		
Compensation	‘guessing intelligently’		
Indirect	Metacognitive	‘paying attention’, ‘setting goals and objectives’, ‘seeking practice opportunities’	
	Affective	‘making positive statement’	
	Social	‘cooperating with peers’	

‘Placing new words into context’ was a strategy under memory strategies that was incorporated into the implementation of lesson in classroom observation #4. The lesson began with students reading a passage on ‘Domestic Violence’ and words like *assaults, degrade, retaliation, flee, vicious* as well as *perpetuating* were extracted out from the passage. After ample explanation was given on the meaning of those words, students were asked to construct sentences using each of those words. The teacher mentioned it out loud that the students needed to embrace that strategy as it will help them retain information better or in the context of the lesson, that helped students to remember the meaning of those individual words and thus, they can use them in sentences without having any doubts or worry on whether or not those words are used accordingly in sentences.

Apart from incorporating ‘taking notes’ strategy into the implementation of the lesson, the teachers also embedded ‘translating’ strategy (from the target language to L1) as quite a number of the students had difficulty to understand the actual meaning of some words.

‘Guessing intelligently’ (using other clues besides linguistic clues) strategy was also evidently incorporated into the implementation of the lesson. It involved finding the definition of some difficult words and before students were allowed to use dictionary or resort to any other kind of help, they were first told to guess the meaning of those difficult words using their knowledge of context and text structure. The teacher mentioned it out loud that flipping through of language dictionary will only slow down the students’ language progress and therefore they were advised to embrace that strategy.

Similar to the other 3 teachers in the first 3 classroom observations, the teacher in classroom observation #4 also demanded his students to give undivided attention while he was teaching in front of the class- and obviously ‘paying attention’ is one of the important

strategies grouped under metacognitive strategies that language learners need to embrace. Apart from that, the teacher also incorporated 'setting goals and objectives' strategy into the implementation of his lesson when he constantly reminded the students of the importance to produce good quality writing, and hence, pass the next EPT. Another strategy which is also grouped under metacognitive strategies that was incorporated into the lesson during classroom observation #4 was 'seeking practice opportunities' – in which the students were urged to use those words as often as possible to help them remember how to use those words correctly in sentences.

When the teacher in classroom observation 4 uttered, "You can, just have faith in yourself" (when one of the students second-guessed his ability to write proper sentence on the whiteboard), he was actually incorporating another strategy into the implementation of his lesson – and that strategy is known as 'making positive statement'. A simple act of trying to encourage his student is actually one important enough strategy as students will have to go through trials and errors in the process of learning the target language – whether they like it or not.

Very much similar to the first 3 classroom observations, the teacher in classroom observation #4 also incorporated 'cooperating with peers' into the implementation of his lesson. Perhaps what made it a popular choice of strategy among language practitioners is the fact that the strategy helps learners to lend each other the needed scaffolding while undergoing the learning process.

D. Discussion

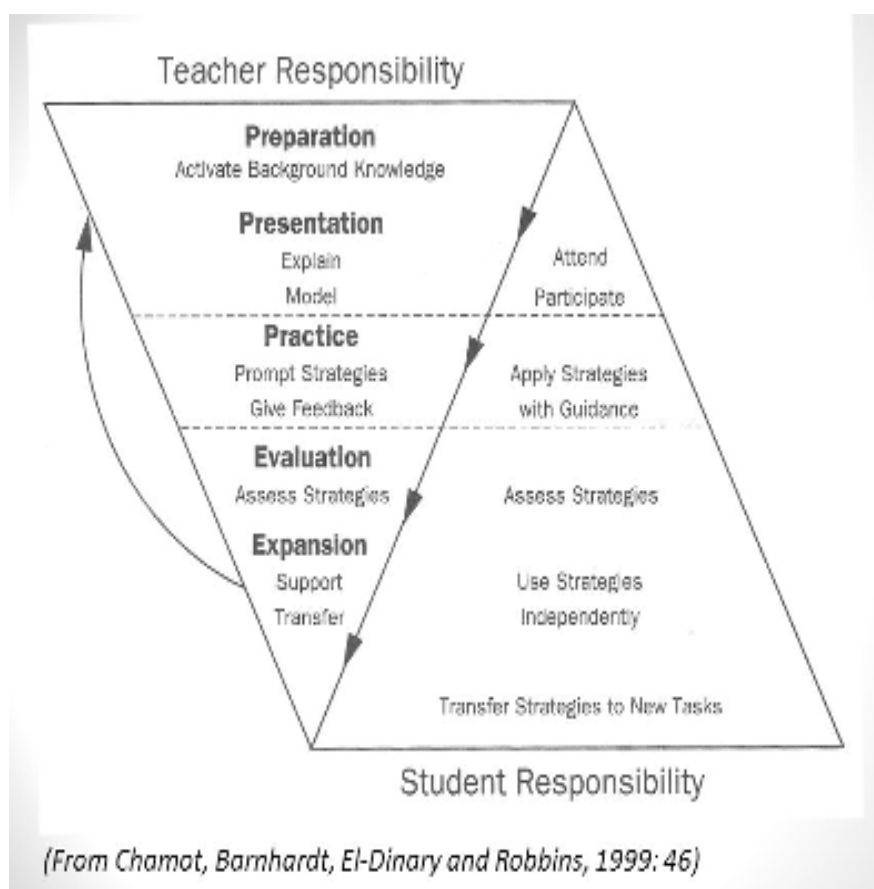
The study examined individual teachers' point of view as well as exercise where language learning strategies (LLS) are concern. Incorporation of LLS into lesson implementations is popularly known as Strategy Based Instruction (SBI). Cohen (as cited in Li & Liu, 2008) defined SBI as "learner-centred approach to teaching that extends classroom strategy training to indicate both explicit and implicit integration of strategies into the course content" (p.129). SBI according to the duo has two major components: (1) students are explicitly taught how, when, and why strategies can be used to facilitate language learning and language use tasks, and (2) strategies are integrated into everyday class materials, and may be explicitly or implicitly embedded into the language tasks. The reason behind strong support of SBI practice is because it helps achieve two major learning objectives – the first one being imparting subject matter knowledge and the second one being integrating LLS into the very fabric of instructional program. In other words, language learners would be able to elevate not only their schemata (content knowledge) but also strategy input (how to further progress in the language in future). This is why teachers need to incorporate strategy training into their lesson implementations.

As Oxford (1990) put it, strategy training can be used to enhance learner autonomy. This autonomy may in turn cause a reduction in language anxiety, which may contribute to more effective use of language learning strategies. SBI is further supported by Brown (2001) as he believed students are encouraged to continue their learning outside the

classroom, sometimes individually, sometimes with a partner if SBI is made explicit in the classroom. Nunan (as cited in Lye & Francisca Connie, 2016) too, recommended that “language classrooms should have a dual focus, not only teaching language content but also in developing learning processes as well” (p.58).

One study that shares the effective property of SBI is the one conducted by Giti Mousapour (2011) in which the objective was to investigate the effect of incorporating LLS into lesson implementations on EFL learners’ language performance. The finding revealed that designing strategy-based syllabus leading to successful language performance. Another worth mentioning study on SBI was run by Seyedeh Ronak (2016) in which the study compared the language performance of experimental group (exposed to LLS) and controlled group (no exposure to LLS). The results of data analysis revealed that the former group outperformed the latter.

Further research can be conducted with a greater number of teacher-volunteers (participants) to increase validity of data. Perhaps action research could also be conducted to look for more evidences of the effectiveness of teaching or equipping students with language learning strategies or in other words the advantages or benefits of implementing SBI in terms of providing language learners with effective strategies for them to tackle any language task or activity successfully. Learners would then progress further in the language before achieving the highest language proficiency level possible.



Indeed, one of the ultimate objectives of student-centred pedagogy is to ensure language learners' autonomy could be achieved which in turn would lead to precision when it comes to tackling language tasks or activities before achieving the highest level of language proficiency, but, for that to happen, language instructors need to first model out and demonstrate language learning strategies to students (incorporate into lesson implementations). Otherwise, language learners would be left in the dark as to deciding which strategy works best when it comes to tackling any specific language task or activity which in turn may impede the language progress.

E. Conclusion

The 4 teachers who volunteered to become part of the study clearly possess positive notions where language learning strategies are concern. More than that, those notions were successfully translated and reflected into their individual lesson implementations. Perhaps teachers in general could consider teaching language learning strategies clearly as part of lesson implementations because we do have existing teaching modules, currently known as Strategy Based Instruction (SBI) models which have been developed by many renowned researchers (Chamot et al., 1999; Cohen, 1998; Graham & Harris, 2003; Grenfell & Harris, 1999; Harris, 2003; O'Malley & Chamot, 1990; Oxford, 1990; Pressley, El-Dinary, Gaskins, Bergman, Almasi & Brown, 1992 as cited in Wasilewska, 2012). In other words, language learners have to undergo explicit strategy training – that, coupled with thinking about how one goes about learning, and experimenting with different strategies, can lead to more effective learning (O'Malley & Chamot, 1990).

When the how to learn or language learning strategies are explicitly taught to students, perhaps students would be more aware of how to tackle any language task or language related situation for that matter, without the presence of any language instructors. 'Skimming and scanning', 'word-grouping' or 'cooperating with peers' would perhaps no longer be viewed as routines in any language classroom, but strategies to help elevate students' language competency. Finally, teachers being generous with words and rewards might not be interpreted as the teachers having gone through joyful day but affective strategy to ensure one would stay motivated while having gone through trials and errors in learning.

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