

Language Learning Strategy among Mongolian Students

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ABSTRACT

In related research, learning approaches and learning strategies have been reported as important variables influencing the quality of student learning. Researcher tried to reveal language learning strategy on Mongolian students prepared for IELTS by using PISA survey. The research was conducted with 120 participations (M=41, F=79) by social media. After the reliability of both instruments was computed, descriptive and regression statistics were used to analyze data. The findings showed that students' learning approaches were associated with their learning strategy use. The results provided further evidence that gender and field of study might have an impact on learning approach adoption and language learning strategy use.

KEYWORDS: *strategy, English, Mongolian strategy, English, Mongolian*

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1. INTRODUCTION

1.1. Research Background

International language instruction is the most common explanation for studying in foreign countries because of its advantages. "To be able to express our opinions, our hope and our dreams is to learn the language" (Abidin, Pour-Mohammadi, & Alzwari, 2012). In the sense of foreign language instruction, the learning process involves inspiration, emotions, fear, learning milestones, abilities, intellect, age, personalities, etc (Shams, 2008). Furthermore, several researchers have revealed that learning techniques, efforts, self-contained values, inspiration and circumstances of learning are important ingredients in school success (Hattie & Anderman, 2013; Morony et al., 2013). Other research has shown that language learning strategies are closely related to non-cognitive factors, such as learning styles, approaches to language learning, motivation and attitudes, personal characteristics (Al-Qahtani, 2013).

Today, in education policymaking at both foreign and national levels, PISA and related systematic international evaluations of educational performance are increasingly implemented (Rey O, 2017). In terms of development of new expertise, improvements in appraisal policy and external influence through national training policies, the effect of these universal quality evaluations in the area of education policy was important. PISA was conceived to set in a wider context the information provided by national monitoring of education system performance through regular assessments within a common, internationally agreed framework; by investigating relationships between student learning and other factors they can "offer insights into sources of variation in performances within and between countries" (McGaw, 2008).

1.2. Research motivation

The study done by Rubin (1975), Naiman et al. indicates that without learning techniques, conscious or unconscious, there is no second language acquisition. Oxford describes learning as a chosen approach for the learner to deal with new knowledge, the behavior of the pupil in order to better his own learning. Oxford (1990a) notes that connections between style and strategies of learning languages are complicated and almost entirely unexplored until recently, although she states that certain types of learning can be linked causally to learning strategies. She provides an example in which extrovert students rather than introverted students use affective tactics and technique simulation, but introverts do more than extroverts use techniques involving the search and interpretation of meaning. Oxford concludes that the desired style of a person is usually reflected in the strategies that he/she has developed, although certain students can learn new strategies that do not reflect their natural tendencies. Prokop (1989, p. 16) also indicates that learning methods are easier to detach and less resistant to modification as they do not actually change the fundamental makeup of a learner. In other words, learning strategies may include learning styles but learning styles also include other strategies that are not related to learning strategies, and vice versa. Learning strategies and learning styles overlap; both of them share the same area, but both have an area that the other does not have (Setiyadi, 2016).

1.3. Research objectives and research questions

Research objectives is to analyze how foreign language learning is supported by language learning strategies (LLS) to language learning strategies while preparing IELTS. The main goal is to examine how use certain strategies.

The aims of this study are to analyze Mongolian students in their home country language learning strategy use. In this study, following questions will be tried out to answer.

1. How foreign language learning is supported by language learning strategies (LLS) and learning approaches?
2. What is the language learning strategy of Mongolian students' preparing for IELTS in their home country?

2. Literature review

2.1. Language learning strategies

In 1975, through studies into "good language learners", language learning strategies were first presented in the second language literature (Rubin, 1975). Since that works of researchers such as Rubin(1975) and Stern(1975) in the mid-seventies, there has been a steady rise in understanding of the importance of the strategies used by learners in the language learning process (Griffiths, 2004).

In 1990, Rebecca Oxford made a term that learning strategies are steps taken by students to enhance their own learning (Oxford, 1990). Learning strategies are explained as "the special actions, behaviors, steps or techniques that students are used to enhance their own learning - such as searching for conversation partners and encouraging themselves to face a difficult language tasks" (Scarcella&Oxford,1992).In the other words of another researcher, learning strategy is the consciously voted and operationalization of thoughts and behaviors by language students to help them carry out a multitude of activities from the start of their learning to the most advanced stages of target language results(Cohen, 2011).

In prior study, it is proved that learning strategies, motivation, self-related beliefs, effort and perseverance, and learning situations are crucial components of school performance and can predict students' achievement (Hattie & Anderman, 2013; Morony et al., 2013). Strategies make learning easier, faster, more enjoyable, more self-directed, more effective, and more transfer able to new situations (Oxford, 2003). Learning strategies can also enable students to become more independent, autonomous, lifelong learners (Allwright, 1990; Little, 1991). Yet students are not always aware of the power of consciously using learning strategies for making learning quicker and more effective (Nyikos& Oxford, 1993). Numerous studies have focused on English as a second language (ESL) and English as foreign language (EFL) and stated that language learning strategies (LLS) can greatly support students in becoming more effective learners inside and outside school (see e.g., Khaldieh, 2000; Lan& Oxford, 2003; Morony et al., 2013; Platsidou&Kantaridou, 2014; Shang, 2010; Wong & Nunan, 2011; Wu, 2008; Yang, 2007; Yin, 2008; Yu, 2007).

4. Results and discussion

The survey covered 120 students in Mongolia who were preparing to take the exam using social media. Of these participants, 79 were female and 41 were male. A total of 50 questions related to English learning strategies were collected by the Cronbranch, which evaluated 5 options. The answers to the total questionnaires are shown in the table below.

Strategies	Mean
Memory	3.67
1. I think of relationships between what I already know and new things I learn in English.	3.45
2. I use new English words in a sentence so I can remember them.	3.60
3. I connect the sound of a new English word and an image or picture of the word to help remember the word.	4.10
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	4.01
5. I use rhymes to remember new English words.	3.23

2.2. International English Language Testing System

The International English Language Testing System, or IELTS (/ˈaɪ.ɛlts/), is an international standardized test of English language proficiency for non-native English language speakers. It is jointly managed by the British Council, IDP: IELTS Australia and Cambridge Assessment English, and was established in 1989. IELTS is one of the major English-language tests in the world.

IELTS is accepted by most Australian, British, Canadian, European, Irish and New Zealand academic institutions, by over 3,000 academic institutions in the United States, and by various professional organisations across the world.

IELTS is the only Secure English Language Test approved by UK Visas and Immigration (UKVI) for visa customers applying both outside and inside the UK. It also meets requirements for immigration to Australia, where Test of English as a Foreign Language (TOEFL) and Pearson Test of English Academic are also accepted, and New Zealand. In Canada, IELTS, TEF, or CELPIP are accepted by the immigration authority.

No minimum score is required to pass the test. An IELTS result or Test Report Form is issued to all test takers with a score from "band 1" ("non-user") to "band 9" ("expert user") and each institution sets a different threshold. There is also a "band 0" score for those who did not attempt the test. Institutions are advised not to consider a report older than two years to be valid, unless the user proves that they have worked to maintain their level.

3. Research Methodology

3.1. Questionnaire Development

Based on her theory, Oxford (1990) developed a measurement tool for analysing foreign language learners' strategy use named as the Strategy Inventory for Language Learning (SILL). The SILL is a standardized measurement tool for LLS, and it is applicable to various languages, not only English. The complex questionnaire contains 50 items clustered in six strategy fields: (1) memory strategies (9 items); (2) cognitive strategies (14 items); (3) compensation strategies (6 items); (4) metacognitive strategies (9 items); (5) affective strategies (6 items); and (6) social strategies (6 items). Learners can rate the statements on a five-point Likert-type scale, with the answers ranging from "1 = never or almost never true of me" to "5 = always or almost always true of me". The reported internal consistency reliabilities of the translated questionnaires ranged between .91 and .94 (Cronbach's alpha) (Ardasheva&Tretter, 2013). It will be used in this research as measurement tool due to its highly reliability coefficients which is Cronbach's alpha.

6. I use flashcards to remember new English words.	4.21
7. I physically act out new English words.	2.41
8. I review English lessons often.	4.32
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.67
Cognitive	3.34
10. I say or write new English words several times.	4.18
11. I try to talk like native English speakers.	1.67
12. I practice the sounds of English.	3.12
13. I use the English words I know in different ways.	3.85
14. I start conversations in English.	2.83
15. I watch English-language TV shows spoken in English or go to movies spoken in English.	4.32
16. I read for pleasure in English.	3.86
17. I write notes, messages, letters, or reports in English.	4.13
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	4.52
19. I look for words in my own language that are similar to new words in English.	1.65
20. I try to find patterns in English.	2.39
21. I find the meaning of an English word by dividing it into parts that I understand.	1.69
22. I try not to translate word-for-word.	4.61
23. I make summaries of information that I hear or read in English.	3.89
Compensation	3.74
24. To understand unfamiliar English words, I make guesses.	4.23
25. When I can't think of a word during a conversation in English, I use gestures.	3.21
26. I make up new words if I do not know the right ones in English.	2.69
27. I read English without looking up every new word.	3.84
28. I try to guess what the other person will say next in English.	4.16
29. If I can't think of an English word, I use a word or phrase that means the same thing.	4.32
Meta-cognitive	4.16
30. I try to find as many ways as I can to use my English.	3.92
31. I notice my English mistakes and use that information to help me do better.	2.65
32. I pay attention when someone is speaking English.	4.69
33. I try to find out how to be a better learner of English.	4.61
34. I plan my schedule so I will have enough time to study English.	4.33
35. I look for people I can talk to in English.	4.58
36. I look for opportunities to read as much as possible in English.	4.16
37. I have clear goals for improving my English skills.	4.59
38. I think about my progress in learning English.	3.89
Affective	3.61
39. I try to relax whenever I feel afraid of using English.	4.52
40. I encourage myself to speak English even when I am afraid of making a mistake.	3.86
41. I give myself a reward or treat when I do well in English.	3.60
42. I notice if I am tense or nervous when I am studying or using English.	3.88
43. I write down my feelings in a language learning diary.	2.58
44. I talk to someone else about how I feel when I am learning English.	3.24
Social	3.93
45. If I do not understand something in English, I ask the other person to slow down or say it again.	4.11
46. I ask English speakers to correct me when I talk.	3.58
47. I practice English with other students.	4.24
48. I ask for help from English speakers.	3.89
49. I ask questions in English.	3.67
50. I try to learn about the culture of English speakers.	4.06

According to the results of the survey, the meta-cognitive strategy has the highest use of 4.16 among IELTS students, while the cognitive strategy has the lowest score of 3.34. Of the 50 strategic methods surveyed, 32. I pay attention when someone is speaking English and 22. I try not to translate word-for-word methods received the highest scores of 4.69 and 4.61, respectively. Otherwise, physically acting out new English words, looking for words in my own language that are similar to new words in English, finding the meaning of an English word by dividing it into parts that I understand strategies are least used method of Mongolian students.

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