



ELT Teachers' Attitude towards Language Learning Strategies Used in Southern Punjab, Pakistan

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Abstract

The present study throws light on language learning strategies, their effect on learning and instructor's attitude in this respect. It defines that a learning strategy is a learner's approach of understanding and employing particular skills in order to accomplish learning task efficiently. It also stresses that today's learner is smart enough to devise ways and methods to accelerate learning process. Learners use these techniques according to their needs and stage of learning. In parallel, it also explains that these techniques effect the behavior of instructor and his teaching methods as well. The researcher collected data from 110 participants of different schools, colleges and universities of Dera Ghazi (DG) Khan through questionnaire. This study shows that almost all the learners and teachers are inclined to use different learning techniques and improve their performance in this way. The researcher also identified strategies that are commonly used by learners and teachers to facilitate learning and teaching.

Key Words: ELT, Attitudes, Language Learning Strategies

Introduction

This era sees a significant change covering the area of language wisdom gaining and instructional way. At this moment, the primary concern is student and learning instead of instructor and coaching. A learner has learnt to use easiest and quickest ways to learn, comprehend and remember. In the same way, an instructor has also designed methods and techniques that make the student learn easily and quickly. These easiest and quickest ways are called strategies.

Language learning strategies are simply individuals' actions and ways that are developed by them to help them in learning. It is a learner's own way to approach learning materials and problems. Learners move towards their target with their own specific pace and style. These techniques may vary and are adopted according to a learner's aptitude, personality and interest. These techniques are unique to different learners and make them easy-going, comfortable and independent. These techniques include their self-directive activities to process and retain information and to get prepared for their exams. Students even use these ways without knowing them because they have become the part of their educational habits. But students may also be taught different techniques to learn effectively. These strategies are something positive elements in teaching learning process. Even the slow learners can perform well if adopt good strategies. Teacher has a strong role in this respect. Instructor's role and attitude towards these ways and actions is very crucial. Favorable attitude of teachers can work to change the whole scenario.

These learning strategies are divided in six categories that are as follows:

- 1: "Cognitive Strategies" are ways used to solve problems that require information processing, analysis and reasoning. By using these strategies, a learner can comprehend, acquire or retain knowledge.
- 2: "Metacognitive Strategies" are the methods employed to do planning, arranging, prioritizing and monitoring learning.
- 3: Memory strategies are plans used to memorize the materials and create linkage among them.
- 4: Compensation strategies are actions used to guess intelligently and make up for missing information.

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- 5: Affective Strategies are ways used to control emotions and motivation and become confident in the process of learning.
- 6: Social strategies are social interactions used to connect with others in society to assist in learning.

Literature Review

Carson and Longhini (2002) say that different learning methods are used by learners to learn second language. He has observed English learners and teachers in Spain. He concluded that every learners has his own specific style to learn and comprehend things. These techniques and styles depend on their interests and inclinations.

Intaraprasert (2003) conducted a study in Thailand. He opines that the ways employed by different learners to learn a language differ greatly. Some learners are brave enough to experiment freely in learning a language while some others are reserved and less confident who experiment privately. There is considerable variation in strategies and they depends on learners' intelligence, inclination and environment.

Kaotsombut (2003) executed a study and said that all students use different techniques to succeed and have their unique approaches to learning. Peacock and Ho (2003) discuss that the successful learners tend to use different methods to learn and these methods depend upon their age, gender and environment. Successful female learners are inclined to trust their memory to learn. On the other hand, aged learners tend to use social ways to learn something.

Su (2005) executed a study and concluded that language learning strategies are self-directive actions that are used to facilitate, monitor and evaluate learning. A learner becomes self-reliant and finds his own ways to achieve his targets. He is consciously involved in activities to better help him understand different concepts.

Ok (2005) also found same relationship in language learning strategies and fast learning in a study done in Korea. The learners have their unique ways to deal with foreign language. These actions of them made those learners efficient and quick. They had their own ways to handle the new language and related skills.

Yang (2007) explored through a study conducted in Taiwan that learners adopt different sets of operations and actions that make learning a comfortable activity .They easily acquire, store and retrieve information. This choice of strategies greatly depends on culture and ethnicity.

Nervousness is an important part of learning process. It effects learning in negative way. These strategies are categorized as Affective strategies. These methods help learners to control their emotions and become efficient learners. With the help of these strategies, learning process can be made comfortable and enjoyable.

This study also highlights the difference of performance built on the application of techniques for English language learning. Successful learners make a difference because they have different methods to approach learning materials and encounter problems that come in the way. These strategies contribute directly to enhance learning. In contrast, unsuccessful or less successful learners are not in habit of using these techniques or they do not use appropriate strategies according to their needs and targets.

Tar (2007) also concluded with the help of his study that some learners are efficient because they have less nervousness in learning process and failures are the learners who face fright and anxiety in learning. Successful learners actually adopt their private ways that help control this fright. On the contrary, slow learners do not employ learning techniques, so they are not able to control their fright that effects learning process. Foreign language learning is a much studied topic and really a beaten path. The researchers focus on language learning strategies while exploring this field. (LLS; Wong & Nunan, 2011; Oxford, 2016).Past studies have confirmed that these techniques really work and facilitate learning process .These consciously chosen processes and actions assist learners to show performance in target language in classroom and even later in their practical lives. (Wong and Nunan, 2011).But there is need to explore correlation between LLS, approach to foreign language and accomplishments at school level by using LLS. Studies mostly concentrate on upper level students of university and secondary school. Fewer works are done on lower secondary students. The present study explored the role of LLS in language learning along with learners' attitude toward these strategies at lower secondary school level.

Oxford revised its categorization of language strategies and reconstructed a new model of language learning strategies: cognitive strategies, affective strategies and sociocultural-interactive and meta strategies." Meta strategies are further divided into metacognitive, meta-affective and meta-sociocultural-interactive strategies

(Griffith and Oxford, 2014; Oxford, 2016). But the present research stands on the former model of LLS because details of new model are not available.

Numerous studies have concentrated on the use of LLS and attempted to find the most commonly used strategies by second language learners (Chamot, 2004; Magogwe & Oliver, 2007; Wu, 2008; Chen, 2009; Al-Qahtani, 2013; Charoento, 2016; Alhaysony, 2017; Dawadi, 2017). After elaborate research, we come to conclusion that learners mostly use metacognitive, compensation and cognitive strategies to accelerate their learning. But it is also an undeniable fact that students belonging to different cultures are prone to use different strategies according to their needs, problems and targets. Chamot (2004). The learners belonging to China and Singapore were spotted to employ social and affective strategies while learning a second language.

Some researchers have stressed on the effectuation of LLS among the students of school. They are of opinion that school students must learn and use learning techniques to master second language (Magogwe and Oliver, 2007; Chen, 2009, 2014; Gunning and Oxford, 2014; Platsidou and Kantaridou, 2014; Pfenninger and Singleton, 2017). These researches yield the result that young school students use social, affective and compensation strategies successfully and effectively. The memory strategies were not in much use. (Doró and Habók, 2013). The young learners' attitude towards these techniques is positive. They willingly learn, accept and use these methods for the growth of their target language. The implementation of these strategies is very significant because they heighten learners' motivation and ability to achieve targets in studies and in practical life. (Platsidou & Kantaridou, 2014; Platsidou and Sipitanou, 2014).

The instructor has a main role in the adoption and use of these fruitful strategies. He must encourage and admire the students who make use of these methods in learning. He should provide favorable environment where students can use their self-devised techniques. A teacher should find the usable methods and make the students train in applying them. He can get the knowledge of these ways by asking different questions from students about their interests, inclinations, favorite teaching methodology, interesting class activities and their purpose of learning. In the same class, every learner is unique and uses varied methods to meet his unique needs. A teacher must give an extensive series of variability in language learning strategies to match the specific needs of learners.

Objectives

The objectives of the research are:

1. To evaluate the relation between techniques of English language learning and English learning.
2. To investigate Pakistani English language Teachers' attitude towards language learning strategies.
3. To evaluate ELT Teachers' role in teaching effective strategies to learners.
4. To identify the commonly used strategies by Pakistani ELT teachers.
5. To analyze the difference created by the practice of English learning tactics.

Research Questions

Main Question

1. Is there any relationship between language leaning strategies and learning?
2. What kind of attitude of English Language teachers depict towards the use of LL techniques?

Supplementary Questions

1. Do Pakistani language teachers actually apply language learning tactics in their lesson plans and classrooms?
2. Which strategies are commonly and frequently used by language teachers and learners in their classes?
3. Is there any contribution of Pakistani ELT instructors in learners' application of language learning tactics?

Methods of the Study

In this investigation, the primary information assortment instrument utilized is "Strategy Inventory for language learning". This stock comprises of fifty explanations about language learning systems which have been separated in six principle classes referenced previously.

The examination is quantitative in nature, so study inquire about strategy has been utilized in it. For this reason, the specialist arranged a far-reaching survey and got it circled to get wanted information.

Members of the Study

The number of respondents in study was the instructors and students selected from various schools and universities of Dera Ghazi Khan. Their choice relied upon their accessibility so they may coordinate and give required information.

Interview on Semi Structure Base

In behavioral examination configuration to evaluate the behavior of English language teaching Instructors toward English language learning techniques for this reason overview strategy has been utilized. Chosen the poll meetings of instructor were led to get information to enhance and cross approve. The educator's reactions to the survey was gathered. Semi structure meet are not institutionalize and regularly use for assortment subjective information. The meeting was kept very straightforward and brief. It was intended to cover the accompanying territories:-

- i. application of language learning tactics by English language teaching Instructors.
- ii. Role of language learning systems in English language learning.
- iii. Attitude toward utilization of English language learning.
- iv. Perception about the familiarity with English Language learning tactics.

The meeting was directed in English language the target of the meeting was disclosed to the respondent and time and date was fix as indicated by their consents and intrigue.

Population of the study

As the analyst knows that whole populace can't be gotten to with the end goal of the investigation. The investigation has been delimited to the specialist has included ELT instructors educating in Govt. schools and universities of D. G. Khan. The present examination surrounds:

- English language instructors of D.G. Khan Division.
- Both male and female instructors having a place with various universities. The absolute population was 110 English language educators.

Sampling

As per Sapsoprd (2007), examining is tied in with getting a gathering to review which resembles the populace under scrutiny that substantial speculation can be made about the number of inhabitants in based on test (p.51) whoever it is normal that the example should be illustrative of its populace inside certain safety buffer. The example in the investigation comprised of 110 instructors belonging to gender variable as 54 male and 56 female arbitrary testing was received English language educators were chosen from D.G. Khan for information assortment.

Researchers, selected teachers who teach English language in the division of Dera Ghazi Khan Punjab, Pakistan on the bases of easy access as having the personal acquaintance among all the English language instructors with in the region of Dera Ghazi Khan. In this way the collection of the data for the current research was made easy authentic and convenient.

Results and Discussion

Responses of the participants in each category of SILL and the results and discussion is mentioned as under; In case of item -1(relationship between already known and new vocabulary item) findings reveals 18% respondents do not use this tactic, while 77% use this strategy for learning new words of English Language. These results are in the favor that most of the English language learner learn new vocabulary item through linking with already

known word. In case of item -2 (Learning of new English language words by using into sentences) findings reveal 21% respondents do not use this tactic, while 79% use this strategy for learning new words of English Language. These results are in the Support that most of the English language learner learn new vocabulary item by using into their own sentences. In case of item -3(sounds and pictures are linked to new word item) findings show 41% respondents do not use this tactic, while 50% use this strategy for learning new words of English Language. These results are in the favor that most of the English language learner learn new vocabulary item through linking with sound and picture. In case of item -4(learning of lexical item by making a mental picture) findings depict 46% respondents do not use this tactic, while 50% use this strategy for learning new words of English Language. These results are in the support that most of the English language learner learn new vocabulary item through developing a mental picture of the word. In case of item -5(learning of lexical item through rhymes) findings show 55% respondents do not use this tactic, while 40% use this strategy for learning new words of English Language. These results are in the favor that most of the English language learner do not learn new vocabulary item by rhymes. In case of item -6(learning of linguistics contents through flash cards) findings depict 78% respondents do not use this tactic, while 22% use this strategy for learning new words of English Language. These results are in the favor that most of the English language learner do not learn language contents by the use of flashcards. In case of item -7(learning of new English word through physical performance) findings reveal 81% respondents do not use this tactic, while 19% use this strategy for learning new words of English Language. These results are in the favor that most of the English language learner do not learn language contents by physically performance.

In case of item -8(learning of second language items through lesson plan review) findings tell 17% respondents do not use this tactic, while 80% use this strategy for learning new words of English Language. These results are in the favor that most of the English language learner learn language contents through lesson plan. In case of item -9(learning of new language contents by reviewing location on the page) findings show 22% respondents do not use this tactic, while 72% use this strategy for learning new words of English Language. These results are in the favor that most of the English language learner learn language contents by location on the page. Item -10 (making practice of new words by saying or writing) findings show 11% respondents do not use this tactic, while 82% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item-11(asking or try to make native accent) findings show 25% respondents do not use this tactic, while 72% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -12 (making practice of the sounds of new words) findings show 10% respondents do not use this tactic, while 88% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -13(practicing of the sounds of second language) findings show 15% respondents do not use this tactic, while 85% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -14 (asking questions second language) findings show 18% respondents do not use this tactic, while 80% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -15(watching TV shows and movies) findings show 23% respondents do not use this tactic, while 75% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -16 (read second language for pleasure) findings show 24% respondents do not use this tactic, while 72% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -17 (Writing of target language) findings show 10% respondents do not use this tactic, while 88% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -18(learning through skimming paragraph) findings show 21% respondents do not use this tactic, while 76% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -19 (finding equivalent word in target language) findings show 21% respondents do not use this tactic, while 77% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -20(finding of target language pattern) findings show 22% respondents do not use this tactic, while 73% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -21(cut the word into parts to find meaning) findings show 24% respondents do not use this tactic, while 72% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -22(learn with word to word translation) findings show 47% respondents do not use this tactic, while 40% use this strategy for learning new

words of English Language. Most of the participants do not use this strategy. Item -23(making of précis learnt paragraph) findings show 16% respondents do not use this tactic, while 80% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -24(make guess for meaning) findings show 11% respondents do not use this tactic, while 82% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -25(make use of gestures to say) findings show 25% respondents do not use this tactic, while 72% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -26(form or built new words) findings show 24% respondents do not use this tactic, while 77% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -27 (reading language contents without context) findings show 55% respondents do not use this tactic, while 40% use this strategy for learning new words of English Language. Most of the participants do not use this strategy. Item -28 (judge meanings from people talk) findings show 25% respondents do not use this tactic, while 73% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -29(search the easy word to replace difficult) findings show 17% respondents do not use this tactic, while 80% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -30(use different ways to learn target language) findings show 16% respondents do not use this tactic, while 81% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -31(detecting errors and making correction) findings show 07% respondents do not use this tactic, while 90% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -32 (learning target language by active listening) findings show 04% respondents do not use this tactic, while 91% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -33(searching ways to become good learner) findings show 02% respondents do not use this tactic, while 95% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item34(arching ways to become better in learning) findings show 28% respondents do not use this tactic, while 66% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -35 (searching people for talk in target language) findings show 30% respondents do not use this tactic, while 68% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -36(searching for speaking in target language) findings show 09% respondents do not use this tactic, while 88% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -37(having aims for proficiency) findings show 24% respondents do not use this tactic, while 70% use this strategy for learning new words of English Language.

Most of the participants use this strategy. Item -38(planning for good learning) findings show 14% respondents do not use this tactic, while 83% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -39(relax their tension of learning) findings show 25% respondents do not use this tactic, while 70% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -40 (appreciation for self-learning) findings show 16% respondents do not use this tactic, while 82% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -41(achievement reward) findings show 63% respondents do not use this tactic, while 30% use this strategy for learning new words of English Language. Most of the participants do not use this strategy. Item -42 (awareness about self- anxiety) findings show 72% respondents do not use this tactic, while 20% use this strategy for learning new words of English Language. Most of the participants do not use this strategy. Item -43 (developing diary of learning feeling) findings show 70% respondents do not use this tactic, while 27% use this strategy for learning new words of English Language. Most of the participants do not use this strategy. Item -44 (Requesting for correction to target language speakers) findings show 40% respondents do not use this tactic, while 60% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -45(drill of difficult words) findings show 17% respondents do not use this tactic, while 77% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -46(asking for correction to target language speaker) findings show 70% respondents do not use this tactic, while 23% use this strategy for learning new words of English Language. Most of the participants do not use this strategy. Item -47(asking for correction to target language speaker) findings show 20% respondents do not use this tactic, while 76% use this strategy for learning new words of English Language. Most of the participants use this strategy.

Item -48(requesting help to target language speaker) findings show 74% respondents do not use this tactic, while 20% use this strategy for learning new words of English Language. Most of the participants do not use this strategy. Item -49(making questions for learning) findings show 10% respondents do not use this tactic, while 88% use this strategy for learning new words of English Language. Most of the participants use this strategy. Item -50(making questions for learning) findings show 70% respondents do not use this tactic, while 25% use this strategy for learning new words of English Language. Most of the participants do not use this strategy.

Discussion and Conclusion

The findings of the study has shown positive attitude of the ELT teachers of Dera Ghazi Khan towards the use of LLS. Teachers are aware of the ELLS use. They apply language learning strategies in their class lesson planning. Most frequently used LLS by ELT teachers of district Dera Ghazi Khan are; Item -1(relationship between already known and new vocabulary item), item -2(Learning of new English language words by using into sentences), item -3(sounds and pictures are linked to new word item) ,item -4(learning of lexical item by making a mental picture),In case of item -8(learning of second language items through lesson plan review) ,item -9(learning of new language contents by reviewing location on the page),Item -10(making practice of new words by saying or writing),Item-11(asking or try to make native accent),.Item -12(making practice of the sounds of new words),Item -13(practicing of the sounds of second language),Item -14(asking questions second language), Item -15(watching TV shows and movies),. Item -16(read second language for pleasure),Item -17(Writing of target language),Item -18(learning through skimming paragraph),Item -19(finding equivalent word in target language) ,Item -20(finding of target language pattern),-21(cut the word into parts to find meaning) ,Item -23(making of précis learnt paragraph),Item -24(make guess for meaning),Item -25(make use of gestures to say) ,Item -26(form or built new words),Item -28(judge meanings from people talk) ,29(search the easy word to replace difficult) , Item -30(use different ways to learn target language) , Item -31(detecting errors and making correction) , Item -32(learning target language by active listening) ,Item -33(searching ways to become good learner) ,Item34(arching ways to become better in learning) ,Item -35(searching people for talk in target language),Item -36(searching for speaking in target language),Item -37(having aims for proficiency),Item -38(planning for good learning) ,Item -39(relax their tension of learning) ,Item -40(appreciation for self-learning) ,44(Requesting for correction to target language speakers) , Item -45(drill of difficult words),Item-49(making questions for learning). It appeals the learning of English language in Pakistan should follow this pattern of strategy use.

A teacher can describe the characteristics of a useful strategy and method how to use it effectively. In this way, these successful strategies can be made available to slow learners. A language teacher has a significant role in this regard. He should investigate different strategies and their usefulness and educate the learners to use them according to their needs and expectations. Then he must observe his own teaching style and lesson plan and give learners flexibility to use different techniques in classroom. The aim of dealing with LLS is to promote the process of learning, so the research studies usually focus on language learning techniques as a source of progress of language .But there are many other relevant areas to be explored and studied which may give ultimate benefits. (Khalidieh, 2000; Magogwe & Oliver, 2007; Wu, 2008; Chen, 2009; Liu, 2010; Al-Qahtani, 2013; Platsidou & Kantaridou, 2014; Charoento, 2016; Rao, 2016).

Now some researchers are examining LLS in unconventional ways and conclude that use of LLS depends on motivation and attitude towards these ways and steps. .Some second language learners opt for LLS to reach their targets but some others do not use them. (Shang, 2010; Jabbari & Golkar, 2014; Platsidou & Kantaridou, 2014).The learner's' approach, personality ,disposition and inclination greatly affect the use of LLS .The willing and positive minded learners gladly adopted different strategies .On the contrary ,the learners with negative approach were hesitant or quite not willing to make use of these techniques .The learners should be told the usefulness of these strategies. It must be the duty of instructor to teach learners these quick and easy actions to improve their learning.

Consequently, it can be said that LLS has been the favourite subject of researchers and much has been written in this context. Most of the researchers are of opinion that LLS cannot be studied in isolation without considering some other factors like motivation and approach to foreign language. (Griffiths & Incecay, 2016). The past studies

chose university students or adults for their exploration. They neglected to study the use of LLS at school level. Then a few researchers enquired the relationship of LLS with attitude of learners towards target language. This study enquires this less explored field of relationship between LLS and motivation and attitude of learners at school level.

Under mentioned LLS are reported least frequently used by the participants of the current research; Item-5(learning of lexical item through rhymes), item 6(learning of linguistics contents through flash cards), item -7(learning of new English word through physical performance), Item -22(learn with word to word translation) ,Item -27(reading language contents without context) , Item -41(achievement reward) Item -42(awareness about self- anxiety) , Item -43(developing diary of learning feeling) , Item -46(asking for correction to target language speaker) , Item -47(asking for correction to target language speaker) , 48(requesting help to target language speaker)and 50(making questions for learning). From the findings it is concluded that teachers must be given training for the use of strategies for English language learning. They must transfer their knowledge about LLS to students to make them good English language learner

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