

**Self-Regulated Learning Strategies:
A Survey Study of English Language Learners
at Undergraduate Level in Aligarh Muslim University**

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Abstract

The purpose of this survey study was to investigate self-regulated learning strategies adopted by English language learners at undergraduate level in A.M.U during the academic year 2014. The subjects were forty students studying in Compulsory English Classes at the undergraduate level in A.M.U. These students selected belonged to different backgrounds with Linguistics, Communicative English or Arabic as their main subject in Graduation. The purpose of the survey was to find most and least frequently used self-regulated learning strategies used by the English students. An instrument used in this survey study was a 32-item questionnaire adapted from O'Malley and Chamot's (1990) taxonomy for self-regulated learning strategies. The data was analyzed by using frequency, percentages, and means.

The mean score indicated that Socio-Affective strategies such as *Self Talk* and *Asking for clarification* contribute most to the learning process of undergraduate English language learners in A.M.U. And the least frequently used strategy was the use of *Auditory Representation* in the Cognitive strategies. These findings will be advantageous to teachers to develop effective language teaching and to provide students with learning.

Keywords:

Self-regulated learning, Self-regulated learning strategies, Meta-cognitive strategies, Cognitive Strategies, Socio-Affective Strategies

1. Introduction:

1.1 Background and Rationale:

In the Compulsory English classes of Aligarh Muslim University, it is a common situation to have near about a hundred students in a single classroom. It is observed that in spite of the same syllabi and time period, some students score extraordinarily well while some struggle to even pass in exams. If we see from the point of view of a language teacher, we notice a massive discrepancy between the language competences of learners in the same classroom. This difference in learner's competence and motivational level has been a matter of great concern for the academicians since the beginning of time.

1.2 Statement of the Problem:

Traditional educational system expected the learners to deal with their own limitations and lack of intelligence. In recent times, due to the modern developments in the field of education, psychology has emerged as a science which puts forward the topic of individual differences. It is realised that this difference in competence of different learners is not due to their 'mental inability' but due to the difference in the way learners control and direct their own cognitive processes.

1.3 Objectives of the Study:

This paper aims to re-cast a glance at some self-regulation strategies that the undergraduate learners employ in the Aligarh Muslim University. A case study has been conducted for the same.

1.4 Significance of the Study:

1. The study reveals the most and least frequently used self-regulated learning strategies implemented by the English learners of different competence.
2. The findings of this study can be implemented by the teachers to improve their teaching strategies keeping in mind the learning strategies employed by the learners on an average.

2. Review of Literature:

O'Malley and Chamot are two big names in the field of study of 'learning strategies.' One of their books *Learning Strategies in Second Language Acquisition* (1990) suggests that

“learning strategies are the special thoughts or behaviour that individuals use to help them comprehend, learn or retain new information” (1). They have discussed on how the learning strategies help in learning language.

In *Study of Cognitive Processes in Second Language Learning*, Rubin (1981) suggested that learners apply a set of language learning strategies in learning a second language and gave classification of these language learning strategies including clarification/verification, monitoring and memorising, guessing, deductive and inductive reasoning and practice (23).

O'Malley and Chamot also discussed in their book *Learning Strategies in Second Language Acquisition* that the research of training the learners to use language learning strategies has been limited to developing vocabulary. As a result to which, a considerable amount of improvement in learners' vocabulary was observed.

Brown and Palincsar (1982) wrote an article titled “Inducing Strategies Learning from Texts by Means of Informed Self Controlled Training” which discussed the Meta-cognitive as well as Cognitive functions of language learning strategies. They put forward that “while Meta-cognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self evaluation after the learning activity has been completed, Cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning material.”

Dansereau et al. (1983) made an effort of describing the third form of language learning strategy that deals with the emotional and motivational factors of the learner—The Socio-Affective strategies. These strategies are concerned with the influence of social and affective processes on learning and may include cooperative learning, peer interaction and asking for clarifications.

Lastly, when we talk about Self-learning strategies, we cannot skip remarks of Zimmerman. One of the well known scholars and researchers in the field of self-regulated learning Barry Zimmerman (2002) says, “Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills.”

Since this paper aims at exploring the different self-regulated learning strategies used by undergraduate English learners in A.M.U, let us have a close look into the subject matter before coming to the methodology.

3. Self Regulated Learning Strategies:

By far we reviewed some of the literature written on self-regulated learning and strategies. Here, in this segment let us try to look at what is meant by ‘Self Regulation’ and what are some of the ‘Self Regulated Learning Strategies.’

3.1 Self Regulated Learning:

There has been a conflict in the minds of scholars as to what is the best approach to learning. While some put the entire burden of effective learning on the shoulders of the institution, some insightful scholars are of the opinion that in the process of learning, a learner must ultimately be responsible for their learning since no one else can do it for them. This proposal might well be related to what we now call us ‘self-regulation of learning.’

According to Zimmerman (1989), “Self-regulation is an integrated learning process, consisting of the development of a set of constructive behaviours that affect one's learning.” As the definition suggests, the process of self-regulation requires acquisition of certain behaviours that may facilitate learning. These behaviours or processes are adopted by the learner in a systematic manner, and they assist the learner in attaining goals.

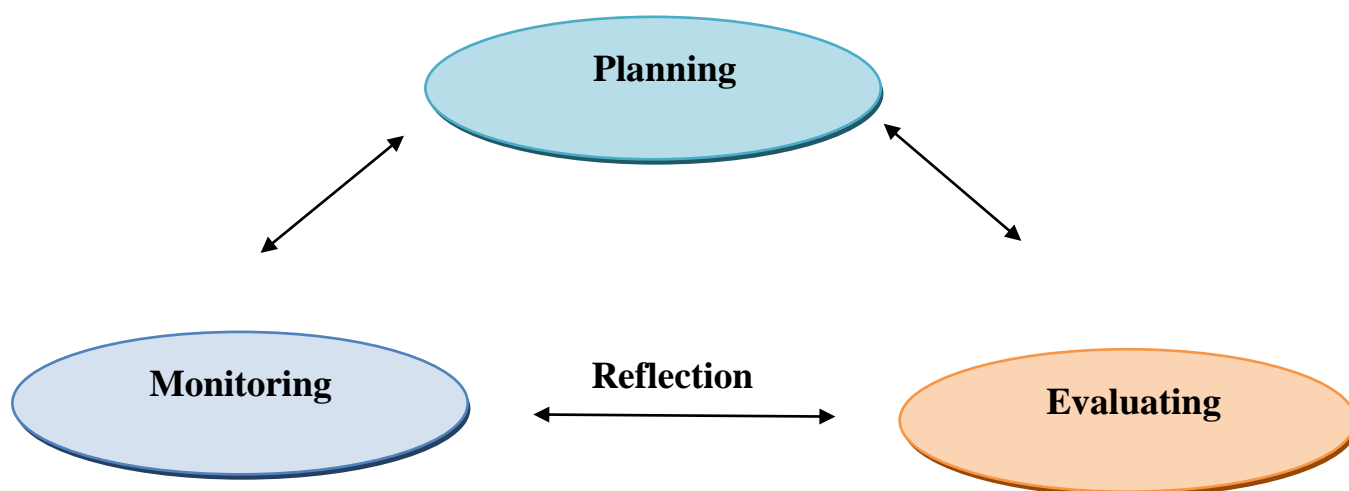
Zimmerman (2001) also writes, “Self-regulation refers to learning that results from student’s self generated thoughts and behaviours that are oriented systematically towards the attainment of their goals.” This definition of Self regulated learning proposes some important factors of self-regulation. First, it is ‘self generated’ by the students, that is, the responsibility of one’s own learning is realized by the learner himself. And second, it is ‘systematically oriented,’ that is, like a learner’s guide in the learning process, it step by step directs the learner to his own learning process towards the attainment of prior set goals.

3.2 Self Regulated Learning Cycle:

Monique Boeckeaerts suggested that those learners who self-regulate their learning engage actively in the process of meaning generation and they successfully adapt their thoughts and feelings as needed to affect their learning and motivation. They direct their

cognitive activities in the systematic manner. It can be, hence, said that entire process of self-regulated learning can be divided into three phases-

- Planning
- Monitoring
- Evaluating



(Fig.1. The Self-Regulated Learning Cycle with the phase of Reflection in the centre.)

3.2.1 Planning:

The phase of planning in a learning process begins when a learner begins to take up the learning task. In this phase, the learners first *analyse* their task and determine what it demands. This step is important as it sets the context for learning. The task of analysis is then followed by *setting goals* in which learner marks his goals and objectives that he wishes to achieve at the end of learning process. Once they identify their goals, they select, adopt and even invent their *strategies* to achieve their objectives. In other words, he considers varieties of ways in which he can achieve the set goals.

3.2.2 Monitoring:

When the self-regulated learner implements his learning strategies he keeps monitoring his learning outcomes associated with the strategies used. This is an important stage in the learning process as it keeps the learner at the right track of learning. Monitoring

oneself is like checking on one's progress at different levels of learning. The learner may keep asking questions to himself-

- Am I working at the right direction?
- Am I following what I planned for?
- Am I slipping back into my old habits? etc.

3.2.3 Evaluation:

The phase of self evaluation enables the learner to compare his progress with the task criteria to judge how he is doing. Here, the learner exploits the positive feedback provided by the peers and the teachers effectively in diagnosing challenges and solutions.

3.3 The Cognitive Theory of Learning: Information storage and learning strategies.

Cognitive psychologists say that any information is stored in our brain in the form of two memories—*short term memory* and *long term memory*. Short term memory is the active working memory that records the information at hand for a brief period in our brain. Long term memory, on the other hand, stores the information in isolation in certain parts of the brain. There is another form of memory, the working memory that is used to describe the short term memory, and it represents the use of understanding the information being stored.

Weinstein and Mayor (1986) suggest the cognitive psychology paradigm according to which, any new information is acquired through a four-stage encoding process that involves- *selection, acquisition, construction* and *integration*. In the process of *selection*, the learner focuses on specific information of interest around them and transfers the information into working memory. In *acquisition*, learner transfers the information from working memory to long term memory for their permanent storage. Next is *construction*, where learner generates a connection between ideas contained in the working memory. The information from long-term memory can be used to enrich the learner's understanding or retention of the new ideas by providing related information into which the new ideas can be organised. The final stage is *integration*, in which learner searches for prior stored information in the long-term memory and then transfers this knowledge into working memory.

In certain cases it may also happen that the storage of information, when takes place without the learner's knowledge, may end up being an inefficient learning or incomplete

long-term memory. Learning strategies engage a learner's cognition effectively and activates his mental process, supporting in learning.

3.4 Self Regulated Learning Strategies:

According to Weinstein and Mayer (1986), self-regulated learning strategy can be defined as "behaviour and thought that a learner engages in during learning that is intended to influence the learner's encoding process." A good learner plans his learning process by analysing what the course offers and demands, along with what are his capabilities. Keeping these factors in his mind a learner draws a working plan for himself that may construct his learning strategies.

Alexander, Graham and Harris (1998) describes the learning strategies as 'a form of procedural knowledge: the 'how to' knowledge.' In other words, learning strategies enable a learner to draw a mental map as to how he would go around what he is expected to learn. Learning strategies are applied to help the learner in his learning process and they enhance learners' performance. They are consciously applied to attain a desired outcome of the entire process. Rigney (1978) defines learning strategies as 'operations or steps used by a learner facilitate the acquisition, storage and retrieval of information.'

3.4.1 Different Kinds of Self Regulated Learning Strategies:

The self-regulated learning strategies may be internal or mental processes used by the learners to aid in their learning, or they can even be external strategies. Based on this classification, there are three major types of self-regulated learning strategies-

- **Meta-cognitive strategies**
- **Cognitive strategies**
- **Socio-Affective Strategies**

3.4.1.1 Meta-cognitive strategies are related to the thinking of the learning process. Among the meta-cognitive strategies, O'Malley and Chamot (1990) gave nine micro-strategies:

1. **Advance organisers:** preview or surveying of the material to be learnt.
2. **Directed attention:** deciding in advance to concentrate on general aspects of a learning task.
3. **Selective attention:** deciding to pay attention to specific parts of the language input or the situation that will help learning .i.e. listening, reading or writing.

4. **Self-management:** seeking opportunity for learning or improving one's skills, like talking to foreigners to improve one's English Communication skills.
5. **Advance preparation:** planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
6. **Self-monitoring:** checking one's performance as one speaks, like cutting short a word on realising we have said it wrong.
7. **Delayed production:** deliberately postponing speaking so that one may learn by listening.
8. **Self-evaluation:** checking how well one is doing against one's own standards.
9. **Self-reinforcement:** giving oneself rewards for success.

3.4.1.2 Cognitive strategies are those steps or operations which are directly involved into input and help in acquisition, storage and retrieval of information. Like, meta-cognitive strategies, O'Malley and Chamot (1990) recognise the following cognitive micro-strategies:

1. **Repetition:** imitating other people's speech, silently or aloud.
2. **Resourcing:** making use of language materials such as dictionaries.
3. **Directed physical response:** relating new information to physical actions, as with directives.
4. **Translation:** using the first language as a basis for understanding and/or producing the L2.
5. **Grouping:** organising learning on the basis of 'common attributes.'
6. **Note-taking:** writing down the gist of texts.
7. **Deduction:** conscious application of L2 rules.
8. **Recombination:** putting together smaller meaningful elements into new wholes.
9. **Imagery:** turning information into a visual form to aid remembering it.
10. **Auditory representation:** keeping a sound or sound sequence in the mind.
11. **Key word:** using key-word memory techniques, such as identifying an L2 word with an L1 word that sounds similar.
12. **Contextualisation:** placing a word or phrase in a meaningful language sequence.
13. **Elaboration:** relating new information to other concepts in memory.
14. **Transfer:** helping language learning through previous knowledge.
15. **Inferencing:** guessing meanings by using available information.

3.4.1.3 Socio-Affective strategies: Besides meta-cognitive and cognitive strategies, there is the third major group of learning strategies—Socio Affective Strategies. These take into account the emotional as well as motivational conditions of learning. It broadly includes-

1. **Question for clarification:** Getting a teacher to explain, help, and so on.
2. **Self Talk:** Emotion driven strategies, like talking oneself to give strength.
3. **Cooperation:** Learning with cooperation or pair work.

4. Methodology:

For the purpose of the survey study, this section shall discuss the methodology used in the process. Firstly, details of the subjects are illustrated. Secondly, illustrations will be described. Apart from the data collection procedure, marking on how the questionnaires were distributed is included. Finally, data analysis is presented; how the data obtained from the questionnaire was analyzed.

4.1 Subjects:

The subjects of this survey study were 40 undergraduate students of Aligarh Muslim University studying as English language learners in Compulsory English Classes of the institution in the academic year 2014. Compulsory English, as the name suggests, is a compulsory course providing practice and exposure in English Language that is given to every learner in his preliminary year in A.M.U classes. For our study, we selected to survey the learners who have Linguistics, Communicative English and Arabic as their main subject in Graduation. Our aim behind taking such mixed groups was to formulate a general opinion of the self-regulated learning strategies used by learners of English language belonging to different backgrounds. All of our subjects were male. The majority of them were young learners belonging to the age group between 18 to 20 years of age, while 32% of them were older than 20 years of age. The proficiency level of these learners were found to be average, with 45% of them scoring more than 60% marks in English in their previous examination, while rest of them were below 60% scorers. Among these learners 55% of the lot said that they had been learning English for more than ten years, while 45% of them admitted that they have taken up to learning of the English language less than ten years ago. Out of which 33% had recently started learning English five or lesser years ago.

4.2 Instrument:

For the collection of data for the survey, the researcher used a 32-item questionnaire based on O'Malley and Chamot's (1990) model of self-regulated learning strategies. The questionnaire was designed specifically for the purpose of this study. There are altogether 27 self-regulated learning strategies, yet only 21 strategies were adopted in the questionnaire due to some limitation and appropriateness keeping in mind the convenience level of the learners.

4.2.1 Preparation

In preparation for designing the questionnaire for this survey study, the researchers studied the content of learning strategies, self-regulated learning strategies, and how to construct a questionnaire from many sources: textbooks, journals, other research studies and by consulting the Independent Study Advisor. The questionnaire for this survey study is based on O'Malley and Chamot's (1990) model of self-regulated learning strategies since it is one of the most comprehensive lists of strategies available and it matched with the researchers' purpose of the study. However, modifications were made in order to suit the subjects' background knowledge, competence level, and learning environment.

4.2.2 Details of the Questionnaire-

The self-regulated learning strategy questionnaire consisted of 2 parts as follows:

Part I: The respondents' personal information

The first part was designed to collect information concerning the students' general background information. Data in this section included the respondents' details about their age, main subject in graduation, how long the respondents have been studying English language, and their average grade in English. The questions in this part were in the form of checklist items.

Part II: The questionnaire about students' use of self-regulated learning strategies.

The subjects were asked about the frequency of the use of self-regulated learning strategies implemented by English language learners. The following scales were used to indicate the frequency of the usage of each strategy:

- 5 Always
- 4 Most Often
- 3 Sometimes
- 2 Rarely

- 1 Never

4.3 Procedure:

1. The first step was a review of literature about self-regulated learning strategies to overview and familiarize.
2. A 32-item questionnaire was prepared, adopting the self-regulated learning strategy classification based on O'Malley and Chamot (1990). It was then approved and improved by the advisor and was tested with some students. There were some parts to be readjusted and rewritten.
3. The questionnaire was given to all respondents within one class period.
4. The 32-item questionnaire was introduced by the researcher. The respondents were told that they had to answer in terms of how well the explanations of each item describe them. The answered questionnaires were collected right after the respondents finished them.
5. All of the responses to the questionnaire were then analyzed. They were retrieved and were made ready for coding.

5. Data Analysis:

The statistical package SPSS program was used to analyze the data obtained from part II of the questionnaires. The results of the data collection were analysed with respect to mean, frequency and percentage.

The data obtained from the survey questionnaire was inserted into three different tables that were divided according to the different types of self-regulated learning strategies based on O'Malley and Chamot's (1990) model.

Questions 1 to 14 concerned themselves with the use of meta-cognitive strategies by the learners. While questions 15 to 30 contributed to the elaboration of cognitive strategies of learning, questions 31 and 32 were concerned with the socio-affective strategies.

The given tables show the data pertaining to the use of these individual strategies by the learners. In the tables, **F** stands for 'the frequency of the use of individual strategy by the learners.' Each column of **F** is followed by a **%** column that represents 'the percentage of the use of the individual strategy' in a survey of 40 learners.

The last column \bar{x} stands for the **mean** of every individual strategy use in relation to the preference and disfavour of these strategies by the learners. The mean was calculated by the following formula:

$$\bar{x} = 1/n \sum x_i$$

where, \bar{x} is the mean

n is the total number of participants, that is 40

$\sum x_i$ is the sum of all the data points

5.1 Use of Meta-cognitive Strategies:

The use of *meta-cognitive strategies* by the undergraduate learners in A.M.U is represented in the form of data collected in the survey in **Table.1**. On analysing, it was found that among the meta-cognitive strategies, learners prefer to use strategy **item 2** '*framing the sentence in their mind before they speak*' and strategy **item 14** '*feeling proud when they learn something new*' ($\bar{x} = 3.84$) making '*Directed-attention*' and '*Self-reinforcement*' most used learning strategies among the meta-cognitive strategies.

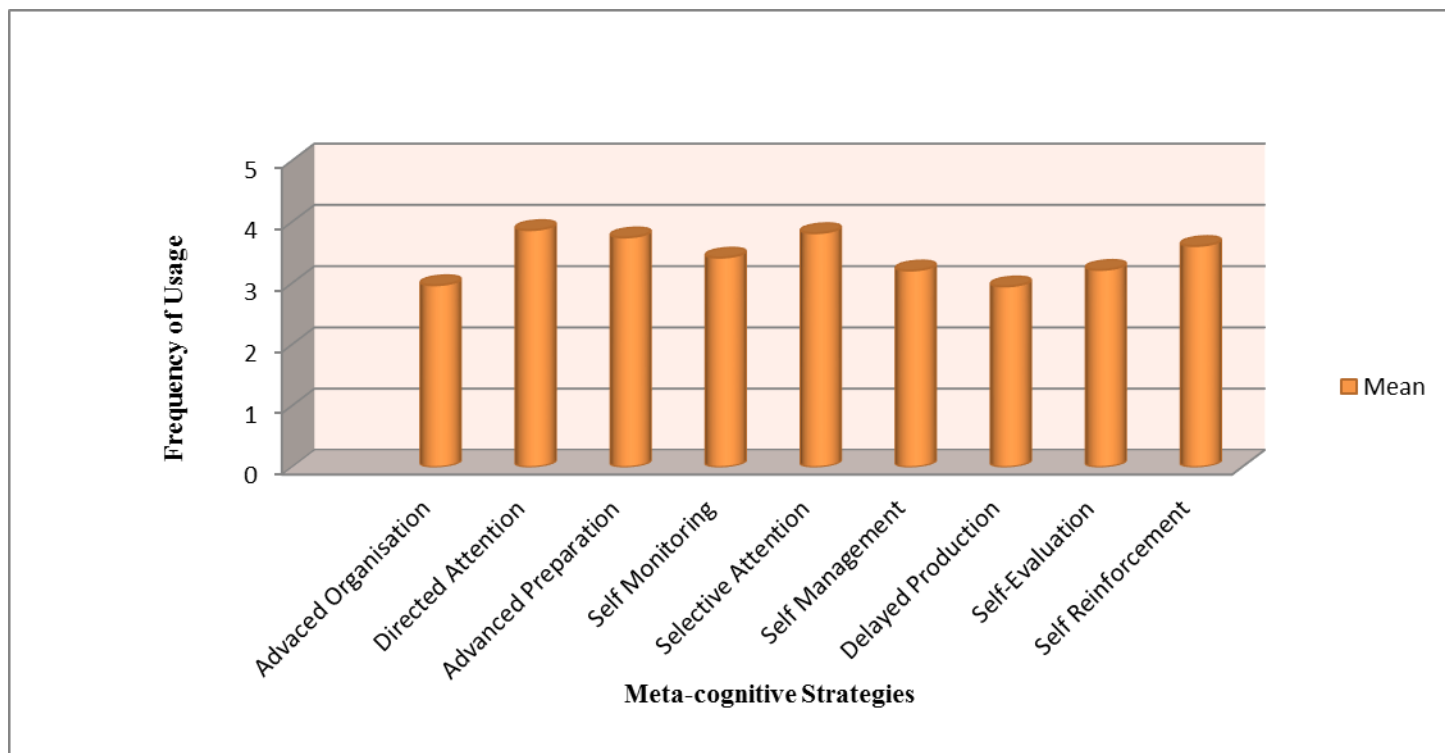
At the same time, strategy **item 9** '*When I go to any tourist place, I talk to foreigners to practice speaking in English*' is the least preferred self-regulated learning strategy among the meta-cognition ($\bar{x} = 2.82$) that makes '*Self-management*' least popular strategy among the young learners.

Item	Degree of Frequency										
	Always		Most Often		Sometimes		Rarely		Never		\bar{x}
	F	%	F	%	F	%	F	%	F	%	F
1. I count the number of pages before I learn	3	7.5	10	25	14	35	9	22.5	4	10	2.97
2. Before I speak, I frame the sentence in my mind.	18	45	7	17.5	8	20	6	15	1	2.5	3.87
3. I plan my steps of learning before I start learning language	14	35	13	32.5	7	17.5	1	2.5	5	12.5	3.75
4. I keep asking myself if I have chosen the right method of	10	25	13	32.5	7	17.5	5	12.5	5	12.5	3.70

learning language.											5	
5. I discuss with my friends about what they do to learn English language.	8	20	8	20	7	17.5	12	20	5	12.	5	3.15
6. I pay attention to the spellings of the words so that I can write better.	20	50	6	15	7	17.5	1	2.5	6	15		3.85
7. I listen to the words and their pronunciation carefully to improve my English	20	50	3	7.5	9	22.5	5	12.5	3	7.5		3.80
8. I talk to my friends in English to improve my language.	7	17.5	16	40	13	32.5	2	5	2	5		3.60
9. When I go to any tourist place, I talk to foreigners to practice speaking in English	6	15	8	20	8	20	9	22.5	9	22.	5	2.82
10. I learn something new about English language when I am in a group.	6	15	7	17.5	12	30	9	22.5	6	15		2.95
11. I often compare my English with others.	12	30	9	22.5	13	32.5	1	2.5	5	12.	5	3.55
12. I set goals to complete for myself every week.	5	12.5	9	22.5	11	27.5	7	17.5	8	20		2.90
13. When I achieve my goals on time, I celebrate.	12	30	8	20	7	17.5	8	20	5	12.	5	3.35
14. When I learn something new I feel proud on me.	19	47.5	8	20	7	17.5	1	2.5	5	12.	5	3.87

(Table.1. Descriptive Statistic of Strategy Use in Individual Item of Meta-cognition)

Figure.2 represents the bar-graphical representation of different meta-cognitive strategies used within the A.M.U at undergraduate level. Axis X represents the different kinds of strategies used, while Axis Y represents the scale of learners' preference.



(Fig.2. Bar-graphical representation of Meta-Cognitive Strategies)

As it can be seen from the bar-graph, meta-cognitive strategies such as *Directed Attention*, *Advanced Preparation*, *Selective Attention* and *Self Reinforcement* almost touch the 4 scale on the Y axis. This evaluation makes the directed attention, advanced preparation, selective attention and self-reinforcement most famous among the meta-cognitive strategies of self-regulated learning. It in turn means that majority of the learners prefer to use these strategies ‘**most often.**’

At the same time strategies like *Self-Monitoring*, *Self-Management* and *Self-Evaluation* are the kinds of strategies that undergraduate learners of A.M.U choose to use ‘sometimes’ and not very often. This makes these strategies a little less famous among the learners in comparison to the prior mentioned.

However, we find *Advanced Organisation* and *Delayed Production* below the scale of 3. It is due to the least preference allotted to these strategies. Learners ‘**rarely**’ use these strategies to facilitate their self-regulated learning process. Hence the teachers at A.M.U dealing with Compulsory English at Undergraduate level cannot rely on those teaching methodology that demands use of organising learning process in advance or delayed production.

5.2 Use of Cognitive Strategies:

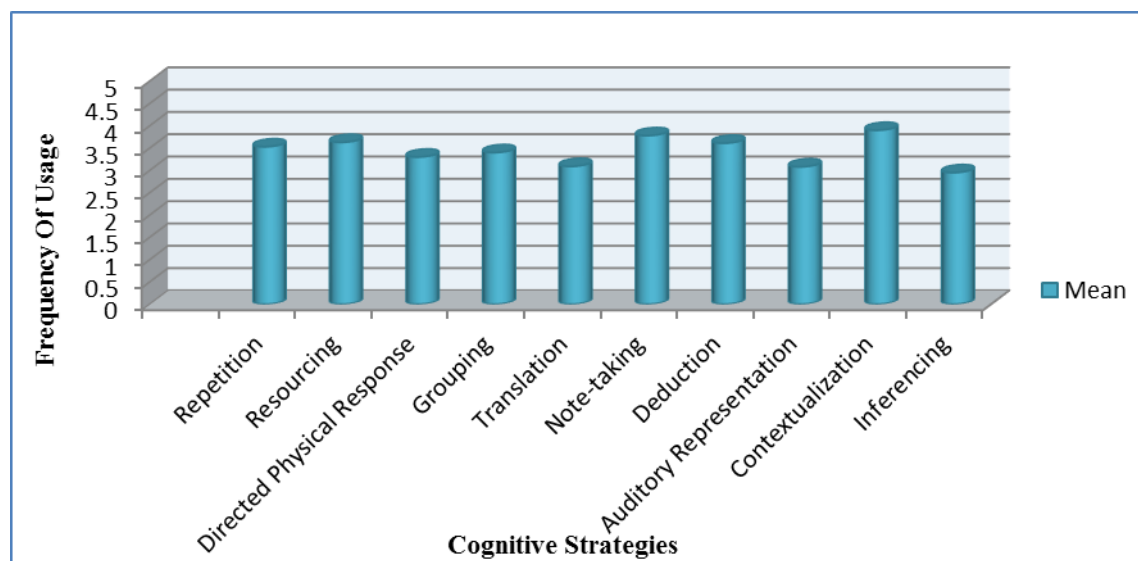
Table.2 shows the data collected through the survey questionnaire concerned with the Cognitive strategies of self-regulated learning. Analysing it, the researchers found that out different cognitive strategies, learners prefer mostly strategy **item 17** ‘*the use of dictionary to look up for the meaning of a new word while learning process*’ ($\bar{x} = 4.13$) that makes *Resourcing* an important self-regulated learning strategy among the cognitive. The strategy among the cognitive that respondents used least frequently in their learning process came out to be strategy **item 28** ‘*I learn new English language item by making it a song or similar trick*’ ($\bar{x} = 2.32$) that results into *Auditory Representations* being the least famous strategy among the undergraduate learners in A.M.U.

Item	Degree of Frequency										
	Always		Most Often		Sometimes		Rarely		Never		\bar{x}
	F	%	F	%	F	%	F	%	F	%	F
15. To learn a new word, I repeat it loudly again and again.	11	27.5	17	42.5	4	10	4	10	4	10	3.67
16. When I hear a new language item, I repeat it in my mind to remember it	13	32.5	8	20	7	17.5	6	15	6	15	3.40
17. I use a dictionary to look for the meaning of a new word.	23	57.5	6	15	5	12.5	5	12.5	1	2.5	4.13
18. I watch English movies with subtitles to improve my language	8	20	9	22.5	9	22.5	8	20	6	15	3.13
19. I remember any answer I learnt if I relate it with any object around me	5	12.5	13	32.5	7	17.5	10	25	5	12.5	3.08
20. I remember a new information when I learn it by actions	10	25	11	27.5	10	25	8	20	1	2.5	3.53
21. To remember a new word in English, I learn it with other words that look like it	7	17.5	17	42.5	7	17.5	3	7.5	6	15	3.40
22. When I hear something in English, I first translate it in Hindi/Urdu to understand it.	12	30	9	22.5	7	17.5	2	5	10	25	3.28
23. When I have to speak in English, I											

prepare the sentence in Hindi/Urdu and then translate it in English in my mind before I speak.	12	30	4	10	4	10	7	17.5	14	35	2.90
24. I learn by writing it on paper	18	45	7	17.5	7	17.5	4	10	4	10	3.78
25. When I write in English, I write with the help of rules of English language	15	37.5	12	30	7	17.5	3	7.5	3	7.5	3.82
26. Before I speak in English, I think about the rules of English that I know	15	37.5	7	17.5	9	22.5	3	7.5	6	15	3.40
27. I learn better when I speak loudly.	17	42.5	12	30	4	10	2	5	5	12.5	3.85
28. I learn new English language item by making it a song or similar trick	4	10	9	22.5	8	20	3	7.5	16	40	2.32
29. I guess the meaning of a word or sentence by understanding the situation in which it is used.	13	32.5	17	42.5	5	12.5	3	7.5	2	5	3.90
30. I learn English language by understanding its meaning in Hindi.	9	22.5	7	17.5	8	20	5	12.5	11	27.5	2.95

(Table.2. Descriptive Statistic of Strategy Use in Individual Item of Cognition)

Figure.3 given below represents the bar-graphical representation of different cognitive strategies used by the A.M.U at undergraduate level. Axis X represents the different kinds of strategies used, while Axis Y represents the scale of learners' preference.



(Fig.3. Bar-graphical representation of Meta-Cognitive Strategies)

As we analyse the chart above, we notice that none of the bars have reached to the eight of 4, that means all the self-regulated learning strategies listed above, are used mostly **sometimes** by the learners.

However, we notice that strategies like *Repetition*, *Resourcing*, *Note-taking*, *Deduction* and *Contextualization* are aiming to reach the heights of 4 and they use them a little less than **most often**. These strategies were found to be famous in between the rest of the self-regulated learning strategies at the level of cognition among our subjects. Learners use these strategies a little more than sometimes to depend for their learning.

The rest of the cognitive strategies taken up in the survey study were discovered to be located at the scale height of 3 on the Y axis. This in turn meant that learners depend on strategies like *Directed Physical Response*, *Grouping*, *Translation* and *Auditory Representation* are less famous strategies used by the Undergraduate English language learners of A.M.U.

However, there is still one strategy that appears even below the scale of three. It implies that this strategy is used even less than sometimes by the learners for their learning. This makes Inferencing the least famous strategy among all other self regulated learning strategies used by learners.

5.3 Use of Socio-Affective Strategies:

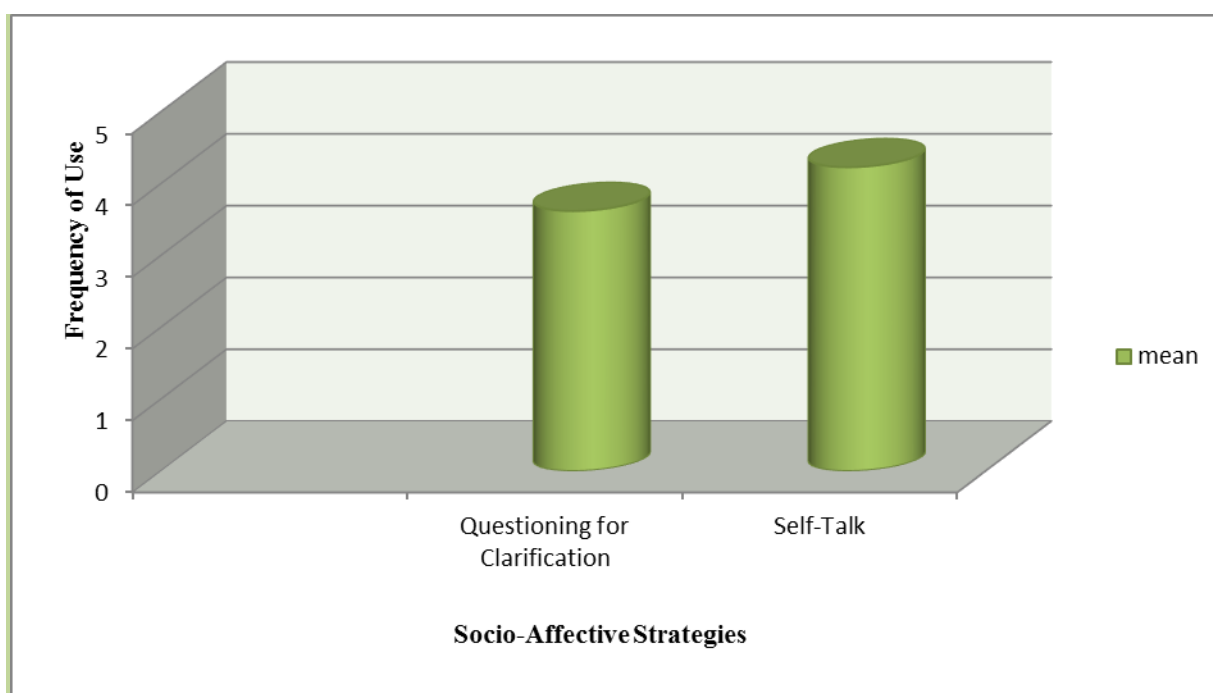
Table.3 represents the frequency of responses collected through the survey questionnaire concerned with the Socio-Affective strategies of self-regulated learning. It www.ijellh.com

resulted into finding that learners prefer strategy **item 32** ‘*encouraging one with motivating words such as “Yes I can do it!”*’ ($\bar{x} = 4.23$) that makes *Self Talk* most important self-regulated learning strategy. The strategy among the socio-affective that participants preferred least for the learning process came out to be strategy **item 31** ‘*If I do not understand a meaning of a word, I ask my teacher or friend to explain it to me.*’ ($\bar{x} = 3.62$) that results into *Questioning for Clarification* less preferred strategy among the others.

Item	Degree of Frequency										
	Always		Most Often		Sometimes		Rarely		Never		\bar{x}
	F	%	F	%	F	%	F	%	F	%	F
31. If I do not understand a meaning of a word, I ask my teacher or friend to explain it to me.	13	32.5	9	22.5	11	27.5	4	10	3	7.5	3.62
32. I keep encouraging myself by saying it to me ‘You can do it!’	21	55	10	25	8	20	1	2.5	0	00.0	4.23

(Table.3. Descriptive Statistic of Strategy Use in Individual Item of Socio-Affective Strategies)

The fig.3 below lists the bar-graphical representation of the Socio-Affective strategies used by the learners at Undergraduate level. As the graph depicts, though only two, socio-affective are the strategies that learner deeply depend upon for his learning.



(Fig.4. Bar-graphical representation of Socio-Affective Strategies)

One of the bars nearly touches the height of 5 scales, which has not been reached by any other kind of learning strategy. Therefore, the simple technique of *Self Talk* becomes the most favourite and reliable technique of learning used by the Undergraduate learners. At the same time, the bar of Questioning for Clarification bar too reaches near the 4 scale on the graph that show how les most often indulge in socio-affective strategy use in self-regulated learning.

5.4 Overall Strategy use of three categories of Self-Regulated Learning Strategies:

Table.4 shows the findings of the survey study of Self-regulated learning strategies used by undergraduate English language learners in A.M.U that depicts that learners' efficiency in learning increases considerably when their learning process is accompanied by emotional and motivational factor. Socio-Affective strategies provide a thrust to the English language learning and motivate the learner to acquire well (highest score with $\bar{x} = 3.93$). At the same time, strategies involved at the time of learning, that is Cognitive strategies, contribute comparatively less from those involved behind the learning process that is thinking and planning about the learning process or Meta-cognition with the lowest score ($\bar{x} = 3.43$).

Strategy Category	Mean (\bar{X})
Meta-Cognitive Strategies	3.43
Cognitive Strategies	3.41
Socio-Effective Strategies	3.93

(Table.4. Descriptive Statistics of Overall Strategy Use)

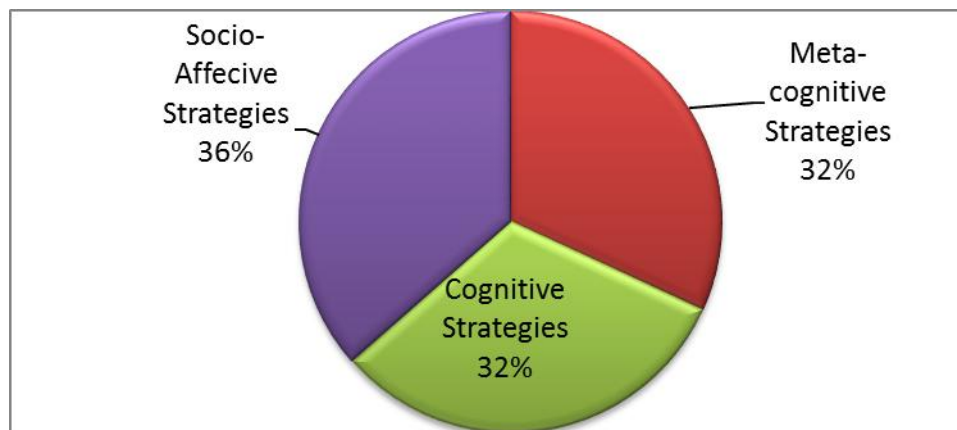


Fig.5 Pie-Chart Representing the Overall Use of Strategies

The above diagram shows the contribution of different types of learning strategies in English language learners' learning process. As can be seen in the table.4 socio-affective strategies contribute most to the learning process as maximum number of learners prefer these for learning ($\bar{x} = 3.93$). Hence these strategies contribute to the 36% of their total learning process. Similarly the statistics of mean show that Meta-cognitive and Cognitive strategies contribute equally for the learning process ($\bar{x} = 3.43$ and 3.41 respectively). This shows that learners have equal preference for the use of strategies that belong to the criteria of cognitive and meta-cognitive. Hence they contribute equally i.e. 32% for the learning process.

6. Conclusion:

The survey concludes with the findings that English language learners in Compulsory English classes of A.M.U benefit from the learning programme if they are motivated towards their learning. As we discussed in the passages above, best learning takes place when learners takes up the responsibility of their own learning process. This fact outshined in the survey and it came out that learners prefer the positive learning environment and learning is best when they have faith in their capabilities.

This survey shall provide a great help to the Compulsory English teachers of A.M.U, who can help in language acquisition of their learners not only by providing them with primary resources like materials and lectures, but at the same time take a step forward in encouraging the learners to develop interest in the course and confidence in oneself.

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