
| RESEARCH ARTICLE

Investigating Language Learning Strategies Used Among Afghan Post Graduate TESL Students When Reading Academic Texts

Ziaurrahman Zaheer¹ ✉ and Abdul Jalil Hashimi²

¹English Language and Literature Department, Faculty of Humanities and Literature, Baghlan University, Baghlan, Afghanistan

²Pushto Language and Literature Department, Faculty of Humanities and Literature, Baghlan University, Baghlan, Afghanistan

Corresponding Author: Ziaurrahman Zaheer, **E-mail:** zzia8927@gmail.com

| ABSTRACT

This study aims at investigating the language learning strategies used among afghan Post Graduate Students at Universiti Teknologi Malaysia UTM when reading academic texts. Oxford's (1990) strategy inventory language learning questionnaire has been used to collect the data. The respondents of the study are thirty Afghan Post Graduate Students from Teaching English as a Second Language TESL program, including twenty eight male and two female students from the first, second, third and fourth semesters. The finding of the research indicated that Afghan TESL Post Graduate Students are high users of language learning strategies, and their most preferable strategies are metacognitive, social, cognitive affective compensation, and memory strategies.

| KEYWORDS

Language Learning Strategies, Cognitive, Meta-Cognitive, Social, Affective, Compensation and Memory strategies

| ARTICLE INFORMATION

ACCEPTED: 20 February 2023

PUBLISHED: 02 March 2023

DOI: 10.32996/jhsss.2023.5.3.2

1. Introduction

Learners use many ways to acquire a second language. Some students are more successful language learners than others. This is because the students might use different techniques and ways to learn a language. A survey by Pourfeiz (2016) stated that the success of many students in learning a language is considered a source of inspiration for both instructors as well as researchers. Some students are successful language learners because they know when and how to use appropriate LLSs and take responsibility for their learning (Weinstein and Rogers, 1991). In contrast, some learners are unsuccessful due to the lack of knowledge and proficient use of language learning strategies while learning a language.

According to Oxford (1990), the word strategy is derived from the Greek word *strategia*. It means the actions and steps taken to win a war. *Strategia* means warlike, but this meaning is separated from it, but its control and purpose directedness remain in the modern version of the word. Many studies have been conducted to define language learning strategies. Language learning strategies have been used with different concepts over the past decades, and the language learning strategies approach is considered a familiar topic for the acquisition of a second language.

The researchers have mentioned various lots of various behaviours and thoughts in studies of good and successful language learners, which they refer to globally as strategies. Strategies are described explicitly by some researchers manageably. Learners use a set of operations, steps, plans, and some routines where they obtain storage, retrieval, and use of information is facilitated (Wenden and Rubin, 1987). LLSs are intentional behaviours or processes used by learners to contribute to learning a language directly. Plat (1992), Chamot (1987), & Brown (1980) mentioned LS entails the students' conscious actions and ideas, which are utilized by them in the process of learning, where they are helped to understand, acquire as well as remember new information.

Copyright: © 2022 the Author(s). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC-BY) 4.0 license (<https://creativecommons.org/licenses/by/4.0/>). Published by Al-Kindi Centre for Research and Development, London, United Kingdom.

Oxford 1990 (as cited in Al-Amrani, 2009) correspondingly mentioned that language learners use specific thoughts and actions known as learning strategies for enhancing their acquisition, retention, storage, recall, and also the use of new information.

Learning strategies are some actions, steps as well as techniques and devices which are used by learners to acquire a second language. Moreover, the learners employ some operations as language learning strategies to aid their acquisition, storage, and use of information. Oxford (2016) stated that language learning strategies refer to specific actions, behaviours, steps, or techniques that students often intentionally use to improve their progress in developing L2 skills. Furthermore, successful learners know when and how to use proper learning strategies.

Besides, Chamot (2004) stated that language learning strategies are known as some beliefs and actions learners utilize to accomplish the goals of language learning.

In Afghanistan's educational context, English is recognized as a foreign language. Still, during the last decade, the Ministry of Higher Education of Afghanistan has introduced English as a second language as it has been used as L2 in the neighbouring countries, for instance, India, Pakistan and many other Asian countries, which empowers learners to be capable and skilled in the particular language. English is significantly used in all levels of education and other fields of work. English also serves as learners' communicative and social functions. An important role played by language learning strategies is to drive learners to learn the language during the learning process.

Moreover, the people of Afghanistan are linguistically diverse, and they speak different languages, such as Pashto, Dari, Tajiki, Uzbeki, and Turkmani. Most of the Pashtuns can learn and speak other ethnic languages, but the other ethnic groups have difficulties in learning Pashto. It is because of the linguistic characteristics of the Pashto language. In Afghanistan, English is taught as a foreign language. Afghanistan has a total population of 32 million, but only 6% of the Afghan population understands English. Due to a lack of internet facilities and proficient English teaching and learning, Afghan students start learning English from fourth grade up to high school. They also have to study fourteen other subjects included in the curriculum provided by the Ministry of Education of Afghanistan. In all of the government and private schools, these subjects are taught in Dari and Pashto, the native languages of Afghanistan. Thus, little attention is given to English learning and teaching in schools and universities. Some learners attend English courses to be proficient in English.

Furthermore, in universities, only the students of English departments who are under the Faculty of Humanities and Literature are taught in the English language. In contrast, all other subjects in other faculties, such as Economics, Engineering, Computer Science, and Education faculty are trained in native languages. The mentioned faculties teach English at a low level only in the first semester, but in the department of literature, English is taught during the first two semesters.

Many of the studies and their results have reported that a lack of English language skills has been observed among those who are fresh graduates and those who are introduced to international scholarships, for instance, to UTM and many other Asian universities. The Afghanistan Ministry of Education sponsors these students. They are teachers and lecturers in colleges and institutions in Afghanistan. The initial English proficiency test revealed that they are most fundamental to intermediate users of the English language. It is paramount the students master the English language to complete their studies within the stipulated time and to be able to register in their field of study. These learners are given 1-2 years of living allowance to accomplish a master's degree. As foreign learners who come from a country that is progressively developing after the war, their experiences, motivations, and challenges are unique.

Afghan postgraduate students have to cover several courses, including core subjects, university compulsory, and four elective subjects at UTM to get their master's degree. Therefore, they have to read academic texts. There is a lack of studies conducted on the problems faced by Afghan Post Graduate Students in UTM. So, it is essential to find out whether these students lack proficiency in the English language or they do not use appropriate language learning strategies. Therefore, this study aims to find out the strategies used by Afghan TESL Post Graduate Students when reading academic texts in UTM.

2. Research on Language Learning Strategies

Several types of research have been conducted to study the usage of Language Learning Strategies by second language learners (L2). There is one similar aspect in all the studies that have been mentioned used by the researchers, which is the SILL questionnaire by Oxford (1990) for identifying Second Language Learning Strategies. For instance, a study has been done by Tam (2013) on Language Learning Strategies from the students of Hong Kong University. As a result, it was found by the researchers that compensation strategies are considered the most frequent language learning strategies.

Another study was conducted by Bathuma and Kalaimakal (2014) on the student's use of language learning strategies, particularly in private secondary schools in Malaysia. It was pointed out in the result that the respondents most frequently use compensation strategies. This particular strategy was used by the learners when reading and listening by guessing intelligently. Language learning strategies have been investigated by Ghafornia (2014) in Iran among Teacher-Training students. Metacognitive, Memory, and Compensation strategies were favored by the participants rather than other strategies regardless of their reading ability.

Another study was conducted by Alhaysony (2017) on language learning strategies used by EFL learners from Saudi Arabia. In this research, it was found that the students most frequently used Cognitive, Metacognitive, and Compensation strategies, and the other least commonly used strategies were Memory and Affective strategies.

Moreover, another study by Nazri, Yunus, and Nazri (2015) stated and revealed that Metacognitive strategies are among the most preferred strategies used. Similar to these findings, another study done by Ali et al. (2016) in which they investigated the LLSs by English Literature/Linguistics students in Pakistan. In this particular research, it was found that the English Literature/Linguistics students mostly preferred Metacognitive strategies.

It was concluded that high importance was put by the students to manage and organize their language learning. Research done in the context of Hungarian lower secondary students in year five and year eight by Habók and Magyar (2018) showed that both years indicated Metacognitive strategies as the most frequently used language learning strategies.

In the above-mentioned studies, researchers have generally looked into Language Learning Strategies among language learners. To improve second language learning through appropriate integration of language learning strategies with the student's capabilities and interests, Language Learning Strategies should be emphasized.

3. Methodology

A qualitative approach has been used in this study. Creswell and Poht (2016) stated that research is considered a systematic implementation of approaches that are used to facilitate trustable information about an issue, or it can be defined as an organic and systematic way of finding answers to a question. This research has studied the language learning strategies used by Afghan TESL Post Graduate learners at UTM when reading academic texts. The researcher used a questionnaire as a data collection tool. In this research, Oxford's SILL (1990) questionnaire has been used to identify the strategies used by Afghan TESL Post Graduate Students when reading academic texts. The respondents of the study were thirty Afghan postgraduate TESL students. The collected from the questionnaire was analyzed using Oxford's SILL (1990) score worksheet. Besides, the data from the questionnaire were analyzed using SPSS 26 to illustrate the Mean and Percentage.

3.1 Research Objectives

1. To determine the learning strategies used by Afghan TESL Post Graduate Students in UTM when reading academic texts.
2. To determine language learning strategies preferred by the students when reading academic texts.

4. Findings and discussion

4.1 Language Learning Strategies used by the respondents

Language learning strategies are classified into six types, namely, Cognitive, Compensatory, Memory, Effective, Social, and Meta-Cognitive (Oxford 1990). Based on the survey, the findings show that, in general, the most used strategies perceived by the students are metacognitive strategies (86%), social strategies (82%), and memory strategies (76%). In comparison to this study, research conducted by Ghafornia (2014) among Iranian Teacher Training students, the metacognitive, memory, and compensation strategies were favoured by the respondents, while another study conducted by Shmais (2003) on Palestinian undergraduate learners showed that the metacognitive (79.6%), affective (67%) and social strategies (65%) were used by the participants. Table 5.1 shows the language learning strategies used by the respondents.

Table 4.1: Summary of Mean and Percentage of Language Learning Strategies

Strategies	N	Mean	Percentage	Rank
Metacognitive Strategies	30	4.3	86	High
Social Strategies	30	4.1	82	High
Cognitive Strategies	30	4.0	80	High
Affective Strategies	30	3.9	78	High
Compensation Strategies	30	3.8	76	High
Memory Strategies	30	3.8	76	High

Metacognitive strategies have been preferably used with a high mean of 4.3 (86%), and respectively, social strategies with a mean of 4.1 (82%) and cognitive strategies with a mean of 4.0 (80%). Memory strategies with a mean of 3.8 (76%) have been ranked lowest by the respondents. Research conducted by Nazri, Yunus, and Nazri (2015) also revealed that metacognitive strategies are among the most preferred strategies used by the respondents. Similar to these findings, a study carried out by Ali et al. (2016) in which they investigated the language learning strategies by English Literature/Linguistics students in Pakistan found that the English Literature/Linguistics students mostly preferred metacognitive strategies

4.2 Metacognitive Strategy

Metacognitive strategies are exploited in measuring students' attitudes to help them understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking.' Metacognitive strategies had the highest usage among the respondents of this study, which are in line with the findings of studies conducted by Nisbet (2002) and Han and Lin (2000). Abu Shamis (2003), Aziz Khalil (2005), Riazi (2007), and Al-Buainain (2010), on Arab learners. Sheorey (1999), Liu (2004), and Chang (2011) conducted studies in Asian students contexts such as Japan, China, Taiwan, and Korea and also had similar findings to the present study. Because these strategies helped the learners plan, organize and manage their language learning. Besides, metacognitive strategies might be related to the respondents' educational background differences. The following table represents the most utilized and preferred metacognitive strategies among the respondents.

Table 4.1: Metacognitive Strategy

Statements	N	Mean	Std. Deviation
I notice my English mistakes and use that information to help me to do better.	30	4.66	.54
I try to find out how to be better learner of English.	30	4.53	.57
I think of my progress in learning English.	30	4.46	.86
I look for people I can talk to in English.	30	4.43	.77
I try to find as many ways as I can for using English.	30	4.36	.80
I pay attention when someone is speaking English.	30	4.36	.76
I look for opportunities to read as much as possible in English.	30	4.36	.96
I have clear goals for improving my English skills.	30	4.06	.94
I plan my schedule so I will have enough time to study English.	30	4.00	.946

The data in Table 4.4.1 show the use of metacognitive strategies among the respondents in their learning process. The statement "I notice my English mistakes and use that information to help me to do better" is the most used metacognitive strategy by the participants, with a mean of 4.66, followed by the statement "I try to find as many ways as I can for using English" with a mean 4.36, whereas, the statement "I plan my schedule so I will have enough time to study English." is the least used metacognitive strategy among the respondents with a mean of 4.00. The findings from the interview support the quantitative data. The participants try to find people to talk to in English. They also watch English movies and English programs.

In reference to this finding, research performed among Hungarian lower secondary students in Years 5 and Year 8 by Habók and Magyar (2018) showed that students in both years indicated metacognitive strategies as the most frequently used language learning strategies. Metacognitive strategies are the most preferred strategies in the current study and Habók and Magyar's study because Afghan students are exposed to learning English quite late in their schooling years. They start learning English in Year 7, so they try to find many ways to practice as well as try to look for people they can talk to in English. Furthermore, in

Afghan culture, people like to socialize and try to find people they can talk to, and they also pay attention when people are talking.

Statements	N	Mean	Std. Deviation
I practice English with other students.	30	4.43	.77
I ask questions in English.	30	4.26	1.01
I try to learn about the culture of English speakers.	30	4.26	1.04
I ask for help from my English lecturers/friends.	30	4.23	1.19
If I don't understand something in English, I ask the other person to slow down or say it again.	30	4.06	1.11
I ask my English lecturers/friends who are better English speakers to correct me when I talk in English.	30	3.73	1.22

Table 4.2: Social Strategies

4.3 Social Strategies

Social strategies are used to expose students to opportunities where they are greatly helped in practicing their knowledge of the target language, indirectly contributing to the obtaining, storing, retrieving and using of language. Social strategies are reported to be in second place among the respondents in this study. These findings resemble the findings of studies conducted among students from Asian and Arab countries by Al-Buainain (2010), Tse (2011), and Chang (2011), where social strategies have been preferably utilized by their respondents. Table 5.3 shows the social strategies used among the respondents when reading academic texts.

"I practice English with other students" is the most preferred by the respondents, with a high mean of 4.43, followed by the statement, "I ask questions in English," with a mean of 4.26. However, the respondents seldom ask their English lecturers/friends who are better English speakers to correct their spoken English. The reason is the students might feel shy asking their friends or teachers to correct them when they make mistakes while they speak. In line with the finding of this research, Alhaysony (2012) reported that social strategies were popular among her participants. The results of the qualitative data support the findings of the questionnaire. The learners expressed that they ask for help from their friends and ask their friends to slow down or repeat again when they do not understand. Studies conducted by Al-Buainain (2010), Tse (2011), and Chang (2011), as cited in Alhaysony (2017), also observed similar results among learners from Asian and Arab countries and among Chinese learners (Tamada 1996, cited in Gerami, & Baighlou, 2011).

4.4 Cognitive Strategies

Cognitive strategies have been used as a measuring tool to help learners when manipulating the language directly; for instance, the learner can bring reasons, analyze, take notes, summarize, synthesize, and outline. Learners can re-organize information to develop more robust schemas or knowledge structures. Cognitive strategies had medium usage among Afghan TESL students. According to Oxford (1990), cognitive strategies are typically found to be the most popular strategies among language learners. However, the findings of this study revealed in Table 5.4 shows that the cognitive strategies came third as the most used strategies among the respondents when reading academic text.

Table 4.4: Cognitive Strategy

Statements	N	Mean	Std. Deviation
I practice the sounds of English.	30	4.40	.77
I use the English vocabulary I know in different ways.	30	4.36	.85
I read for pleasure in English.	30	4.30	.95
I try to talk like native speaker of English.	30	4.26	1.20
I watch English language television shows spoken in English or go to movies spoken in English.	30	4.16	1.08
I write notes, messages, letters, or reports in English.	30	4.16	.98
I say or write new English words several times.	30	4.10	1.06
I start conversation in English.	30	4.06	1.14

I make summaries of information that I hear or read in English.	30	4.00	.98
I first skim an English passage (read over the passage quickly), then go back and read carefully.	30	3.93	1.22
I try to find patterns in English.	30	3.93	.86
I try not to translate word for word.	30	3.86	1.33
I find the meaning of an English word by dividing it into parts that I understand.	30	3.76	1.10
I look for words in my own language that are similar to new words in English.	30	3.73	1.33

A high number of students stated that they practice the sounds of English words regularly, with a high mean of 4.40. These findings are supported by the results of the interview, where the participants expressed that they practice sounds and words. This is followed by the statement, "I use the English vocabulary I know in different ways", with a mean of 4.36. They usually start a conversation in English while facing their peers or colleagues, with a mean of 4.06; the students watch English language television shows and programs or go to English movies, with a mean of 4.16. Alhaysony's (2017) study on language learning strategies used by EFL learners in Saudi Arabia found that they frequently used cognitive strategies.

4.5 Affective Strategies

Affective strategies that involve variables such as anxiety reduction, self-encouragement, and monitoring emotions ranked at a moderate level among students. Table 4.4.4 indicates the use of affective strategy among respondents when reading academic text.

Table 5.3: Affective Strategy

Statements	N	Mean	Std. Deviation
I encourage myself to speak English even when I am afraid of making a mistake.	30	4.30	.876
I write down my feelings in a language learning dairy.	30	4.00	1.50
I give myself a reward when I do well in English.	30	3.96	.92
I talk to someone else about how I feel when I am learning English.	30	3.96	1.29
I try to relax whenever I feel afraid of using English.	30	3.83	1.01
I notice if I am tense or nervous when I am studying or using English.	30	3.80	.84

Based on the findings, most of the students expressed that they encourage themselves to speak English even when they are afraid of making mistakes, with a high mean of 4.30 because the students are in the TESL program; even if they make mistakes, they still have to speak in English. Followed by the statement, "I write down my feelings in a language learning dairy." with a mean of 4.00. The statement "I notice if I am tense or nervous when I am studying or using English" is the least utilized affective strategy by the respondents, with a mean of 3.80. Yunus and Singh (2013) perceived in their study that their respondents prefer to use affective strategies to reduce their spoken anxiety by relaxing. They also revealed that the students' level of confidence and speaking performance was improved.

On the other hand, Oxford (2011) mentioned that those learners who rarely use affective strategies generally experience a high level of anxiety in language learning. Learners who face problems with their emotions, depression, and anxiety and are considered unsuccessful language learners can apply affective strategies. Oxford further stated that negative factors, for instance, L2 motivation, language anxiety, poor attitude, and frustration, can be avoided by the learners if they use affective language learning strategies.

4.6 Memory Strategies

Memory strategies help learners remember information by using acronyms, antonyms, synonyms, and other techniques to create sounds. Based on the findings, memory strategies are ranked at the fifth level in this study. In support of this study, research conducted on Saudi students by Aotaibi in 2004 reported the same findings, where the respondents rarely used memory strategies. Lan & Oxford (2004), Oh (1992), Yang & Al-Buainain (2010) also support the least frequency of memory strategies used in their studies. Table 4.4.5 describes the utilization of memory strategies among respondents.

Table 4.4: Memory Strategies

Statements	N	Mean	Std. Deviation
I use new English words in a sentence, so I can remember them.	30	4.26	.82
I think of the relationship between what I already know and the new things I learn in English.	30	4.13	.89
I remember a new English word by making a mental picture of a situation in which the word might be used.	30	4.10	1.09
I review SL lessons often.	30	4.03	1.09
I connect the sound of the new English word and an image or picture of the word to help me remember the word.	30	3.90	.88
I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	30	3.70	1.20
I physically act new English words.	30	3.63	1.37
I use rhymes to remember new English words.	30	3.56	1.30
I use flash cards to remember new English words.	30	2.90	1.58

Most of the students declared that they utilize new English words in a sentence to remember them, with a high mean of 4.26, and they think of the relationship between what they already know and the new things they learn in English, with a mean of 4.13. Using flashcards is not common in Afghanistan’s teaching context when teaching English or other subjects in school or university. Therefore, the use of flashcards is ranked the least used strategy among students, with a mean of 2.90. Mojarradi (2014) revealed that using flashcards for learning vocabulary had a negative impact on the results of learning vocabulary, which did not boost the extent of vocabulary among students.

Besides, the respondents believed that they remember a new English word by making a mental picture of a situation in which the words are used, with a high mean of 4.10. The results from the interview support the findings of the questionnaire as some students try to remember the mistakes they made in the conversation. The statement “I physically act out new English words to remember them” with a mean of 3.63. While some respondents use rhymes to remember new English words with a mean of 3.56, Politzer and McGroarty (1985) found strong preferences of ESL learners for using memory strategies among their participants.

4.7 Compensation Strategies

Compensation strategies refer to techniques such as eliciting listening and reading from the context with the use of synonyms and, speaking around the missed word to assist speaking and writing, utilizing gestures or vocal fillers for great speaking performances. These strategies help students to enhance their missing understanding. The compensation strategies are ranked at the sixth level in this study. They are the least used strategy among the respondents, which is in line with the findings of a study conducted by Shmais (2003) among Palestinian university students. The data shown in Table 5.7 explains the exploitation of compensation strategies among the respondents when reading academic texts.

Table 4.5: Compensation Strategy

Statements	N	Mean	Std. Deviation
To understand unfamiliar words, I make guesses.	30	4.03	.99
I read English without looking up every word.	30	4.00	1.11
If I can’t think of a word in English, I use a word or phrase that means the same thing.	30	4.00	.98
When I can’t think of a word in English conversation, I use gestures.	30	3.86	.93
I try to guess what the other person will say next in English.	30	3.86	1.13
I make up new words if I do not know the right words in English.	30	3.60	1.32

Most of the students believed that they make guesses when trying to comprehend unfamiliar words in the English language, with a mean of 4.03. They read English texts without looking up every word, with a mean of 4.00, while the respondents replied that when they cannot think of a word in English, they use a word or phrase that means the same (mean of 4.00). The respondents try to create and use some new words because they think this is the right word and has the same meaning to use in

a conversation. "I make up new words sometimes if I do not know the right words in the English language" is the least used memory strategy by the respondents, with a mean of 3.60. The respondents least preferred the strategy because Afghan students are not exposed to learning English from an early age, so they do not have the skill to make guesses or think of new words or phrases that have the same meaning as well as they are not able to guess what will the speaker say next.

A study was done by Tam (2013) on Language Learning Strategies among the students of Hong Kong University. The researcher found that compensation strategies are considered the most frequent language learning strategies. The findings are different from this study because, in Hong Kong, English is used as a second language, while in Afghanistan, it is used as a foreign language. Another study was conducted by Bathuma and Kalaimakal (2014) on the student's use of language learning strategies, particularly in private secondary schools in Malaysia. It was found that their respondents most frequently use compensation strategies. This particular strategy was used by the learners when reading and listening by guessing intelligently. Bathuma and Kalaimakal stated in the discussion that compensation strategies are said to have a positive impact on students' attitudes as well as motivation. Compensation strategies are the least used strategies in this study.

Afghan learners start learning English from Grade 7, while Malaysian students start learning English from a very early age, and the English language is used as a second language. Comprehension strategies help ESL learners more than EFL learners. That is why those strategies were less preferred by the respondents.

5. Conclusion

This research is conducted to find out the language learning strategies used by the Afghan Post Graduate TESL learners at the University of Technology Malaysia when reading academic texts. A questionnaire adopted from Oxford (1990) was used to collect data from the participants. The participants of the study were thirty Afghan Post Graduate TESL learners from UTM. This research may help learners to understand how they are learning a language and what rules they follow to be good learners of a second language. In addition, this research may suggest suitable language teaching methods regarding the strategies used by the learners. The findings of the study indicated that Afghan Post Graduate TESL are high users of language learning strategies, and they preferably used metacognitive, social, cognitive affective compensation, and memory strategies, respectively.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

Reference

- [1] Alhaisoni, E. (2012). *Language learning strategy use of Saudi EFL students in an intensive English learning context*. *Asian Social Science*, 8(13), 115.
- [2] Alhaysony, M. (2017). Language learning strategies used by Saudi EFL students: The effect of duration of English language study and gender. *Theory and Practice in Language Studies*, 7(1), 18-28.
- [3] Ali, G, M and Ahmad (2016). The Use of Language Learning Strategies by Pakistani M.A. English Students in Literature/Linguistics. *Dialogue*, 11(3), 325.
- [4] Al-Buainain1, H. (2010). Language Learning Strategies Employed by English Majors at Ai-hua, C. (2013). EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study. *Journal of Asia TEFL*, 10(3).
- [5] Alotaibi, S., Kennedy, J., Tellier, R., Stephens, D., & Banwell, B. (2004). Epstein-Barr virus in pediatric multiple sclerosis. *Jama*, 291(15), 1875-1879.
- [6] Bathuma, S & Kalaimakal, P. (August 2014). The Usage of Language Learning Strategies in Malaysian Private Secondary Schools. *Advances in Language and Literary Studies*. ISSN: 2203-4714. Vol. 5 No. 4. Australian International Academic Centre, Australia.
- [7] Brown, H D (1980). *Principles and practices of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall
- [8] Chamot, A.U. (2004). Issue in Language Learning Strategies Research and Teaching. *Electric Journal of Foreign Language Teaching* 14-26. Center of Language Studies National University of Singapore.
- [9] Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications
- [10] Chang, C. (2011). Language Learning Strategy Profile of University Foreign Language Majors in Taiwan. *Electronic Journal of Foreign Language Teaching*, 8(2), 201-215.
- [11] Chamot, A U (1987). *The Learning Strategies of ESL Students*. In A. Wenden & Joan Rubin (eds), 71-83
- [12] Collier, L., Kellam, P., & Oxford, J. (2011). *Human virology* (No. Ed. 4). Oxford University Press.
- [13] Donia, A. M., Atia, A. A., Al-amrani, W. A., & El-Nahas, A. M. (2009). Effect of structural properties of acid dyes on their adsorption behaviour from aqueous solutions by amine modified silica. *Journal of hazardous materials*, 161(2-3), 1544-1550.
- [14] Ghafournia, N. (2014). Language Learning Strategy Use and Reading Achievement. *English Language Teaching*. Vol. 7, No. 4; 2014. ISSN 1916-4742 E-ISSN 1916-4750. Published by Canadian Center of Science and Education.

- [15] Gerami, M. H., & Baighlou, S. M. G. (2011). Language learning strategies used by successful and unsuccessful Iranian EFL students. *Procedia-Social and Behavioral Sciences*, 29(0), 1567-1576
- [16] Habók, A. and Magyar, A. (2018) The Effect of Language Learning Strategies on Proficiency, Attitudes and School Achievement. *Frontiers in Psychology*. 8:2358. doi: 10.3389/fpsyg.2017.02358.
- [17] Hou, M. C., Lin, H. C., Lee, F. Y., Chang, F. Y., & Lee, S. D. (2000). Recurrence of esophageal varices following endoscopic treatment and its impact on rebleeding: comparison of sclerotherapy and ligation. *Journal of hepatology*, 32(2), 202-208.
- [18] Khalil, A. (2005). Assessment of Language Learning Strategies used by Palestinian EFL Learners. *Foreign Language Annals*, 38(1), 108-117.
- [19] Liu, D. (2004). EFL Proficiency, Gender and Language Learning Strategy Use among a Group of Chinese Technological Institute English Majors. *ARECLS E-Journal*, 1, 1-15.
- [20] Mojarradi, S. (2014). The effect of using flashcards on ESL (English as a Second Language) students' ability to learn vocabulary. *International Journal of Scientific World*, 2(2), 56-61
- [21] Nazri, N. M., Yunus, M. M. & Nazri, N. D. M. (2015). Through the Lens of Good Language Learners: What Are Their Strategies? *Advances in Language and Literary Studies*. ISSN: 2203-4714. Retrieved from
- [22] Nesbet, R. K. (2002). *Variational principles and methods in theoretical physics and chemistry*. Cambridge University Press.
- [23] Oh, J. (1992). Learning strategies used by university EFL students in Korea. *Language Teaching*, 1, 3-53.
- [24] Oxford, R. L., Cho, Y., Leung, S., & Kim, H. (2004). Effect of presence and difficulty of task on strategy use: An explanatory study. *IRAL*, 42, 1-47. <http://dx.doi.org/10.1515/iral.2004.001>
- [25] Oxford, R. (1990). *Language learning strategies: What Every Teacher Should Know*. New York: Newbury House. *Quarterly*, 9, 41-51.
- [26] Oxford, R. L. (2016). *Teaching and researching language learning strategies: Self-regulation in context*. Routledge.
- [27] Pourfeiz, J. (2016). A cross-sectional study of the relationship between attitudes towards foreign language learning and academic motivation. *Procedia – Social and Behavioral Sciences*, 232, 668-676.
- [28] Plat, N., & Larsen, P. G. (1992). An overview of the ISO/VDM-SL standard. *ACM Sigplan Notices*, 27(8), 76-82.
- [29] Riazi, A. (2007). Language learning strategy use: Perceptions of female Arab English majors. *Foreign Language Annals*, 40(3), 433-440. <http://dx.doi.org/10.1111/j.1944-9720.2007.tb02868.x>
- [30] Rabinowitz, M. and Chi, M. T. (1987). An interactive model of strategic processing. In Ceci, S. J. ed., *Handbook of cognitive, social and neuropsychological aspects of learning disabilities*. New Jersey: Erlbaum
- [31] Sheorey, R. (1999). An examination of language learning strategy use in the setting of an indigenized variety of English. *The system*, 27(2), 173-190.
- [32] Shmais, W. A. (2003). Language learning strategy use in Palestine. *TESL-EJ*, 7(2).
- [33] Tamada, Y. (1996). Japanese Learners' Language Learning Strategies: The Relationship between Learners' Personal Factors and Their Choices of Language Learning Strategies.
- [34] Tam, K. C. (2013). A Study on Language Learning Strategies (LLSS) of University Students on Hong Kong. *Vol. 11.2*, 1-42.
- [35] Weinstein, C., & Rogers, B. (1985). Comprehension monitoring: The neglected learning strategy. *Journal of Developmental Education*, 9(1), 6
- [36] Wenden, A. L., & Rubin, J. (1987). *Learner Strategies in Language Learning*. Englewood Cliffs, NJ: Prentice-Hall.
- [37] Yunus M, N, and Singh M (2013) Malaysia *Procedia – Social and Behavioral Sciences* 12(3) pp 204-214