

Language Learning Strategy Use of ESL Students in an Intensive English Learning Context in Saudi Arabia

SAMEIHA ALHUSSAIN N. KHAWAJI
Jazan University, Jazan, Saudi Arabia

ABSTRACT

This research has been conducted to find the pattern-formation through the type and frequency of language learning strategy use among Saudi students, in particular, in intensive English learning context. The Survey Inventory for Language Learning (SILL) was administrated on ESL students in a Saudi university, with three demographic variables – gender, experience (years of study) and performance (last English grades), for assessing six learning strategies – social, affective, compensation, cognitive, metacognitive and memory. In addition, Scheffe post-hoc test has been used for analyzing the significant difference in used strategies. This study has been an endeavor to investigate what learning strategies, and to what extent, is employed by Saudi students, and the factors affecting their selection. It has been interesting to note that most of them are not likely to use social strategy as well as communication strategy because of the less acceptance of English language in their surroundings. Also, their use of language learning strategies is medium and they are more inclined towards using cognitive and metacognitive strategies as compared to the compensation or social strategies. Various factors have also been found affecting the use of language learning strategies in Saudi Arabia and it is evident that motivation, gender differences and experience in the learning of a language weighs highly on them.

Keywords: Language learning strategies, ESL, EFL, intensive learning.