LANGUAGE LEARNING STRATEGIES OF PRE-SERVICE TESL TEACHER AT UNIVERSITY OF MALAYA

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ABSTRACT

Language learning strategies, according to Oxford (1990), are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, more transferable to new situations." This study, using Oxford's 50-item Strategy Inventory for Language Learning (SILL), examines the language learning strategies among 79 pre-service English teachers (TESL students) in the University of Malaya. The use of each strategy by students of different nationality and ethnicity was also investigated. Overall, the result revealed that social strategies were the most used strategies among all six categories of strategies, followed by meta cognitive, cognitive, compensation and the least used were memory strategies. Pre-service teachers of Chinese and Malaysian nationality showed no difference in the order of preference in strategies use, while the differences in the favored strategies used among Malaysian students of diverse ethnicities could be obviously observed.

Keywords: Language Learning Strategies, TESL, SILL, Malaysia, China

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