Exploring Language Learning Strategies Employed by Saudi Undergraduate EFL Learners

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Abstract
Language learning strategies (LLSs) remain a significant focus of applied linguistics research, yet they continue to be an area under active investigation. Despite decades of study, scholars still debate how strategies are defined, classified, and measured, as well as the extent to which they contribute to successful language acquisition. The present study aims at exploring the utilization of language learning strategies among 110 students specializing in English language and literature studies across several universities in Saudi Arabia. The assessment of strategy employment relied on the Strategy Inventory for Language Learning (SILL) devised by Oxford in 1990, administered through a questionnaire. The principal findings indicated a generally high frequency of strategy adoption among students, particularly in the realm of meta-cognitive strategies, while affective and memory strategies were less frequently employed. Notably, the learners' utilization of cognitive strategies exhibited a strong correlation with their performance in reading skills. Additionally, there was a significant correlation observed between learners' Accumulative Grade Point Average (AGPA), as well as their scores in oral and writing skills, and the application of cognitive strategies. Similarly, the employment of compensation strategies by learners exhibited a significant correlation with their reading skill scores.

Keywords: Arab learners of English, EFL Learners, Language Learning Strategies, meta-cognitive strategies, social strategies

INTRODUCTION

The utilization of diverse Language Learning Strategies (LLSs) in foreign language acquisition has been perceived by scholars as a key factor in fostering enhanced success (Macaro, 2006). Over the past three decades, educational discourse has shifted its focus towards learners and learning, diminishing emphasis on teachers and teaching (Abu Shmais, 2003; Aljuaid, 2010, 2015), with a growing interest in exploring how language learners engage with, retain, retrieve, and apply target language materials (White, 2008). The exploration of LLSs commenced in the 1970s, examining the correlation between the attributes of proficient language learners and their language proficiency. Educators generally agree that these strategies are trainable, meaning instructors can raise awareness and encourage their use, even among learners who struggle with language acquisition (Griffiths & Judy, 2001).

Studies aiming to identify LLSs used by proficient language learners in successfully acquiring a target language have increased in number due to the growing interest in this topic.

LLSs are widely acknowledged as crucial elements resulting in successful language acquisition and play a critical role in the language learning process. According to Oxford (1990), these tactics are the steps that students have taken to support their language learning efforts. Oxford (2008) states that learning strategies are markers of learner autonomy that provide important information about how students handle tasks or obstacles they may face while acquiring a language (Hawel, 2015 "More effective students utilized learning strategies more frequently and possessed a broader array of learning strategies compared to less effective students," claimed O'Malley and Chamot (1990, p. 128).

Studies indicate that language learners across all proficiency levels utilize strategies (Chamot & Kupper, 1989), yet many are not fully conscious of the strategies they employ or those that would be most advantageous (Oxford, 1989). Drawing from our experience as English language educators, it's observed that Saudi learners may not recognize the potential benefits of consciously employing LLSs to expedite and enhance their learning process. In essence, they fail to utilize the appropriate LLSs necessary for English language acquisition, thus hindering their ability to attain desired proficiency levels in English language teaching (ELT). Despite English holding a significant and privileged status in the Arab world, serving critical roles in education, politics, oil industries, international finance, trade, and various industrial sectors, learners often overlook its importance. English is extensively utilized in education and communication, serving as the primary language for scientific and technological discourse.

Although research on LLSs has expanded globally, this field remains understudied in Arab countries (Al-Sohbani, 2018). Addressing this gap, the present study investigates the most common strategies employed by Saudi EFL learners. Using Oxford's (1990) Strategy Inventory for Language Learning (SILL), it also explores the relationship between learners' strategy use, their accumulative grade point average (GPA), and their proficiency across different language skills.

Research Questions

The study seeks answers to the following questions:

RQ1. What types of LLSs are most frequently used by EFL Saudi learners?

RQ2. What is the relationship between learners' use of the LLSs, their AGPA and their scores in the language skills?

LITERATURE REVIEW

Language learning strategies

Since the 1970s, when it first came to general attention, the concept of strategy has been discussed (Griffiths, 2004; Griffiths & Oxford, 2014). Determining Language Learning Strategies is a major issue that has remained and still interests many scholars. As noted by Wenken and Rubin (1987), the definition of LLSs is still ill-defined and ambiguous, making it appropriately a "fuzzy" notion according to Ellis (1994). As such, creating precise definitions and classifications of LLSs in the literature continues to be a difficult undertaking.

Regarding what constitutes a learning strategy in language acquisition and how it differs from other learner activities, there is a lack of agreement (Bialystok, 1983; O'Malley et al., 1985). In one of the first definitions, Rubin (1975) defined LLSs as 'techniques or devices' used by learners to 'acquire knowledge' (p. 43). LLSs have also been described as strategies, methods, or processes by other researchers; Chamot (2008) and Weinstein (1987) are two such examples. The term "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8) is how Oxford (1990) defined LLSs in greater detail. Oxford claims that when these tactics are consciously used, students actively manage their learning. Oxford (2003, p.2) made the case that learners can develop strategies that serve as "a useful toolkit for active,

conscious, and purposeful self-regulation of learning" when they intentionally choose methods that suit their learning style and the particular second language (L2) task at hand. Furthermore, learning strategies can be widely defined as purposeful instructions. Stern (1992, as cited in Chuin & Kaur, 2015) suggested that the concept of language strategy rests on the assumption that learners consciously engage in actions to attain certain aims.

Additionally, Oxford (2008, p. 41) articulated that LLSs encompass "goal-oriented actions or steps (e.g., plan, evaluate, analyze) that learners undertake, with varying degrees of awareness, to enhance their L2 learning." Similarly, Chamot (2004, p. 14) proposed that LLSs represent "conscious thoughts and actions that learners employ to attain a learning objective." However, it proves challenging to generalize the diverse definitions provided by various scholars. The concept of learning strategy holds a pivotal position in educational research, particularly within the realm of second and foreign language acquisition studies. Many researchers and linguists have described the LLSs employed by language learners in processing new information, acquiring knowledge, and performing tasks. The subsequent section is dedicated to elucidating the characteristics associated with LLSs.

Classification of Language Learning strategies

It is widely acknowledged that defining LLSs poses a challenge, as does their classification. Oxford (1990) emphasized this crucial aspect regarding LLS classification. The contentious issue of defining LLSs and the utilization of diverse systems to describe them contribute to classification difficulties, resulting in contradictions and discrepancies across established taxonomies (Griffiths, 2004). According to Ellis (1994), LLSs have been categorized in various ways, reflecting researchers' unique perspectives, contexts, or the specific samples they studied. Oxford (1994), citing a number of studies, observed that nearly all L2 approach classifications fell into the following categories: systems pertaining to effective language learners (Rubin, 1975); 2) psychological function-based systems (O'Malley & Chamot, 1990); 3) linguistically-based systems addressing formal and functional practice, language monitoring, and guessing (Bialystok, 1981); 4) systems concentrating on distinct language skills (Cohen, 1990); and 5) systems based on various learner types or styles (Sutter, 1989). The "lack of a coherent, well-accepted system for describing these strategies" (Oxford, 1994, p. 4) makes the existence of these wildly different strategy taxonomies a major difficulty in L2 learning strategy research. However, the majority of strategy categorization methods converge to comparable classifications with little change (Zare, 2012). Research continuously shows that learning methods help learners manage their own learning and improve competency, even in the face of difficulties with LLS classification (Oxford, 1990). Nonetheless, Oxford's (1990) classification scheme serves as the foundation for the LLSs' classification in the current study.

Oxford (1990) asserted that her classification system diverged from earlier attempts in several key aspects, being "more comprehensive and detailed; it is more systematic in linking individual strategies, as well as strategy groups, with each of the four language skills; and it uses less technical terminology" (p. 14). She argued that this classification system provided a highly effective means of examining such strategies. Oxford's taxonomy is characterized by its simplicity and stands out from other taxonomies by comprising only two main categories of strategies. It encompasses the entire spectrum of LLSs within this dual classification and clearly delineates the strategies within each category. Moreover, it associates each strategy with the relevant language skill and provides elucidating examples of strategy utilization. Grounded in an extensive review of empirical research, it is tailored for practical application (Oxford, 1990).

Oxford's (1990) taxonomy includes six components: memory, cognitive, metacognitive, compensatory, social, and affective. First, memory strategies allow learners to store and retrieve old and new information (Oxford, 1990). This category refers to the aptitude of

learners to remember the language (Griffiths & Parr, 2001) by performing four activities: "creating mental linkages, applying images and sounds, reviewing well, and employing actions" (Nemati, 2009, p.15). Second, cognitive strategies "enable learners to understand and produce new language by many different means" (Oxford, 1990, p. 37). According to Chamot (1987), these strategies allow addressing the controlling of mental processes that students go through in learning a foreign language. As these strategies are fundamental when learning a new language (O´Malley & Chamot, 1990), students can reflect on the manner to carry out their language learning process, due to the mental processes that allow them to organize and clarify ideas. Third, metacognitive strategies give students the way to become successful, and those have a great perception of usefulness among students of Valenciana Community (García Ros et al., 1998). This is because when students can comprehend and control their learning processes, they tend to take greater responsibility for their learning (Rahimi & Katal, 2012). In addition, these strategies increase learners' autonomy and their direction towards individualized instruction (Fewell, 2010). Fourth, compensation strategies are used to solve linguistic problems when immediate linguistic and non-linguistic responses are required (Ljungberg, 2011). Oxford (1990, p. 48) affirmed that "compensation occurs not just in understanding the new language but also in producing it". Fifth, social strategies, which can be defined as "a language is a form of social behavior; it is communication, and communication occurs between and among people. Learning a language that involves other people and appropriate social strategies are very important in this process" (Oxford, 1990, p. 144). From this view of language, we would say that the need for interaction with others in the process of foreign language learning is imperative. It is almost impossible for humans to acquire a language without this interaction. Sixth, affective strategies allow students to control their emotions, attitudes, and motivations during the language learning processes (Cohen & Weaver, 2005). There are three main sets of affective strategies: anxiety reduction, self-encouragement, and taking an emotional temperature (Oxford, 1990).

Several studies were conducted to examine the most common strategies used by learners. For example, Huang & Tsai, (2024) explored the specific language learning strategies employed by student-athletes in Higher Education institutions in Taiwan. The findings indicated a moderate overall LLS usage, with a pronounced preference for metacognitive strategies. On the other hand, memory strategies were less popular in these studies. Also, Phillips (1991) examined the most common strategies used among 141 university-level Asian ESL students. The study found that metacognitive and social strategies were utilized more frequently compared to affective and mnemonic strategies. Similarly, Hong-Nam and Leavll (2006) found that students in an intensive English learning environment demonstrated a lower usage of affective strategies and memory strategies. Additionally, Grainger (1997) reported that social and metacognitive strategies were the most preferred learning strategies among English background students. Some studies (e.g., O'Malley & Chamot, 1990; Politzer & McGroarty, 1985) reported a preference among students from Asian backgrounds for rote learning and language rules over more communicative strategies.

Numerous studies have been conducted within the Saudi Arabian context to investigate the utilization of LLSs in the language acquisition process. For example, Alrashidi (2022) explored the frequency and types of language learning strategies among university students, examining how proficiency levels, gender, and academic year influenced their adoption. The study found a high overall use of language learning strategies, with metacognitive strategies being the most prevalent and memory strategies the least frequently employed. Additionally, higher proficiency levels were associated with an increased use of language learning strategies. The students exhibited a higher frequency of employing memory, cognitive, metacognitive, compensation, and affective strategies compared to male students, with no significant variations based on academic year. Similarly, Aljurbua (2020) focused on memory

strategies employed by Saudi undergraduate English as a Foreign Language (EFL) learners for vocabulary acquisition. Utilizing Oxford's (2003) classification of memory strategies, the study revealed that creating mental linkages was the most commonly and extensively used strategy, followed by reviewing and applying image and sound learning strategies. Furthermore, Al-Khresheh and Al-Ruwaili (2020) investigated vocabulary learning strategies employed by language learners, noting a preference for memory strategies followed by determination, social, and metacognitive strategies, with cognitive strategies being the least favored. In a different study, Al-Khaza'le (2019) explored preferred language learning strategies among Saudi EFL learners at Shaqra University, finding that social strategies were the most frequently used, followed by metacognitive strategies, while other strategies fell within an average range. Similarly, Riazi (2007) examined the use of Language Learning Strategies among Qatari Arab-speaking learners majoring in English. Lastly, Aljuaid (2010) examined the pattern and frequency of language learning strategies among Saudi Arabian English major university students, with metacognitive strategies ranking highest and memory strategies being the least employed.

The relationship between LLSs and their achievement

Implementing language learning strategies significantly determines learners' achievement (Zeynali, 2012). Several studies examined the relationship between employing LLSs and achievement. For example, Semry and Mahendran (2015) examined the relationship between LLSs and reading skills. The study found that readers also use metacognitive strategies in reading. Also, Sarina and Hanita, (2021) found that Malaysian young learners mostly used compensation strategies in learning English. Similarly, Dawi and Hashim (2022) found that Malaysian learners preferred to use affective strategy in learning English as a second language. In addition to these studies, Al-Qahtani, (2013) found that there were significant correlations between the achievement in English and performance in general medical courses and learning strategies. Moreover, Sarıçoban & Sarıcaoğlu, (2008) concluded that there was a significant correlation between some language learning strategies (i.e., compensation and affective strategies) and academic success. However, there was a negative correlation of affective strategies with academic success. This means that the students using compensation strategies have higher grades. In addition to these, Mora-Pablo and Garcia-Ponce, (2024) reported that 85% of students achieve very poor results in their learning because of structural defects in teaching and learning strategies. Similar to the current study, Nadif (2025) examined language learning strategies and learning styles among EFL Moroccan undergraduate university students. It also investigated the interrelationships between learning strategies and academic achievement. The findings showed that a moderately positive correlation between language learning strategies and academic achievement.

METHODOLOGY

Participants

This study enlisted fourth-year participants, comprising 110 EFL students specializing in English language and literature studies at select Saudi universities, aged between 21 and 25. Participants were assured of the confidentiality of their questionnaire responses, emphasizing that their input would not impact their course grades. Completed questionnaires were immediately collected upon completion, yielding 110 responses. However, 10 incomplete questionnaires were excluded from the analysis, leaving a total of 100 questionnaires for statistical examination. All 100 participants provided their AGPA to be analysed.

The Instrument

Data collection utilized the Inventory for Language Learning (SILL), version 7.0 (Oxford, 1990). This self-reporting questionnaire is tailored for students of English as a second or foreign language. It consists of 50 items (See Appendix A) with five Likert-scale responses of never or almost never true of me, generally not true of me, somewhat true of me, generally true of me,

always or almost always true of me. Based on a factor analysis of an earlier, larger version, Oxford organized the SILL into six strategy subscales: (a) Memory Strategies (9 items), (b) Cognitive Strategies (14 items), (c) Compensation Strategies (6 items), (d) Metacognitive Strategies (9 items), (e) Affective Strategies (6 items), and (f) Social Strategies (6 items).

The instrument was translated into Arabic by the researcher and validated by three colleagues within the department. The questionnaire has been extensively utilized in previous research (Green & Oxford, 1995) and demonstrates high reliability and validity (Nykos & Oxford, 1993). Prior to the main study, a pilot study involving 25 students, similar to the study participants, was conducted, yielding a reliability coefficient (Cronbach's alpha) of 0.83. While the English version of the questionnaire was provided to participants alongside its translation, care was taken to ensure that the questionnaire items retained their essential meaning. Participants were asked to optionally provide their names, Accumulative Grade Point Average (AGPA), and language skills scores to explore the relationship between proficiency levels and LLS utilization.

Data Analysis

The data underwent both descriptive and inferential statistical analyses to explore the frequency and types of LLSs employed by the learners. Correlation analysis was employed to ascertain any potential relationships between the learners' utilization of LLSs and their Accumulative Grade Point Average (AGPA), as well as their scores across various language skills.

RESULTS

The frequency of LLLs used by EFL students

Table 1 presents the mean scores of the six categories of learning strategies utilized by the EFL students. Notably, all means fell within the range of 3.27 to 3.96. on a scale of 1 to 5, a spectrum categorized by Oxford (1990) as medium use, bordering on the low end of the high-use range. Among the six strategies, metacognitive strategies were reported as the most frequently used (M = 3.96, SD = .465), followed by cognitive strategies (M=3.70, SD=.325). The third rank was reported for social strategies (M=3.68, SD=.318). Compensation strategies ranked slightly lower (M=3.57, SD=.565), while affective strategies scored moderately (M=3.29, SD=.66). Memory strategies exhibited the lowest mean (M=3.27, SD=.61). The F-value as 2.455 with a significance level of .048, indicating a statistically significant difference in the responses. These results highlight the variability in the use of different language learning strategies among the respondents.

Table 1. Descriptive analysis of the responses

	Mean	Std. Deviation	95% Confidence Interval for Mean		F	Sig.
			Lower Bound	Upper Bound		
Memory	3.27	.613	2.80	3.74	2.455	.048
Cognitive	3.70	.325	3.51	3.89		
Compensation	3.57	.565	2.97	4.16		
Metacognitive	3.96	.465	3.60	4.32		
Affective	3.29	.665	2.59	3.99		
Social	3.68	.318	3.34	4.01		
Total	3.60	.522	3.45	3.75		

The mean scores of the six LLS categories is visually represented in Figure 1.
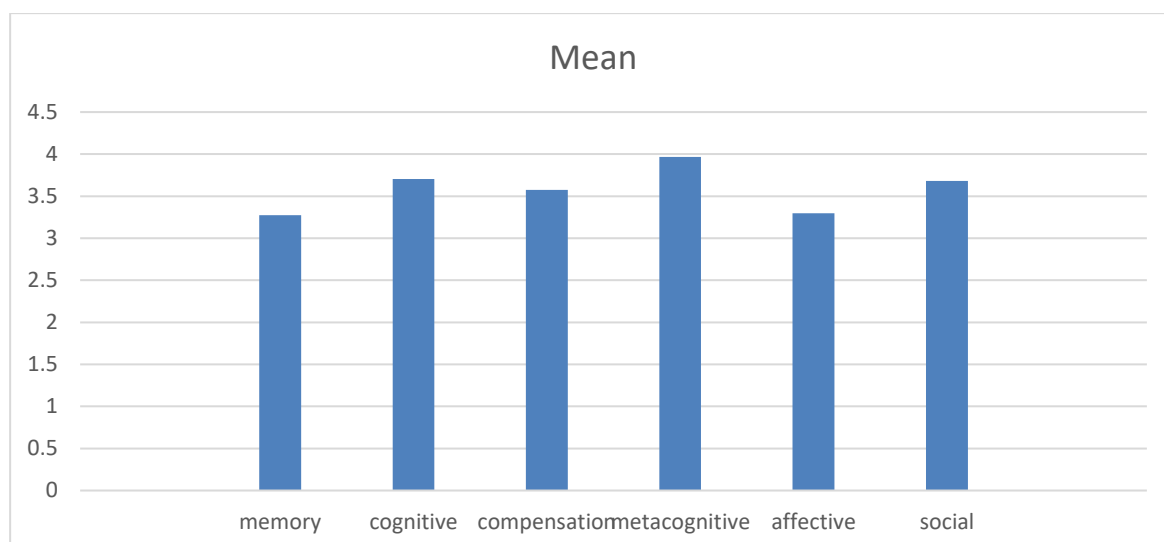
Figure 1. Language Learning Strategies

This finding aligns with the some of the previous studies (e.g., Hong-Nam & Leavll, 2006; Grainger,1997; Phillips, 1991), which found that metacognitive and social strategies were utilized more frequently compared to other strategies. However, these findings contrast the findings of some studies (e.g., O'Malley & Chamot, 1990; Politzer & McGroarty, 1985) whose studies reported a preference among students for memory strategies. The findings highlight the prominence of metacognitive strategies among the surveyed participants. Metacognitive strategies refer to higher-order thinking processes that involve awareness, reflection, and control of one's cognitive processes. In this context, the results indicated that participants tended to employ metacognitive strategies more frequently than other types of strategies. This result is consistent with some Arab studies, such as Alharbi (2017), Aljuaid (2010), and Naif and Saad (2017).

The relationship between learners' use of the LLS to their AGPA, and their scores in the language skills

Regarding the relationship between learners' utilization of LLSs and their Accumulative Grade Point Average (AGPA) as well as their language skills scores, the findings in Table 2 indicate a significant correlation between learners' use of cognitive strategies and their performance in reading skills, notable at the 0.01 level. Moreover, learners' AGPA and their scores in oral and writing skills also demonstrate a significant correlation with the utilization of cognitive strategies, significant at the 0.05 level. These results suggest that more proficient students exhibit heightened awareness of their learning needs and actively seek out opportunities to engage with the language.

These outcomes are consistent with findings from previous studies (Politzer, 1983; Ramirez, 1986; Chamot, 1987; Oxford & Nyikos, 1989; Kim, 1992; Park, 1997; Park, 1999), which concluded that high proficiency groups consistently employ significantly more strategies compared to low proficiency groups. Similarly, the correlation between learners' use of compensation strategies and their scores in reading skills, significant at the 0.05 level, underscores the participants' awareness of reading strategies such as guessing. However, as indicated in Table 2, no significant correlations were observed between the use of metacognitive, affective, and social strategies and learners' AGPA and their scores in language skills.

Table 2. Correlations between Learners ' use of the LLS and their AGPA
and their scores in the Language Skills

Strategies	AGPA	Listening and speaking	Reading	Writing

Memory	.178	.145	.177	.183
Cognitive	.244*	.243*	.283**	.255*
Compensation	.180	.191	.219*	.160
Metacognitive	.168	.110	.100	.148
Affective	.107	.107	.039	.083
Social	-.033	-.107	-.089	-.078

*** Pearson Correlation is significant at the 0.01 level (2-tailed).*
** Pearson Correlation is significant at the 0.05 level (2-tailed).*

DESCUSSION

The findings revealed that Saudi EFL learners employ a moderate range of strategies, with metacognitive strategies being the most frequently used. This indicates that learners actively plan, monitor, and evaluate their learning, reflecting a higher level of learner autonomy. These results are consistent with studies such as Hong-Nam and Leavll (2006), Grainger (1997), and Phillips (1991), which also reported higher reliance on metacognitive and social strategies. However, the present findings contrast with O'Malley and Chamot (1990) and Politzer and McGroarty (1985), who found that memory strategies were more common. This difference may be attributed to the educational context. In Arab EFL classrooms, particularly in Saudi Arabia, learners are increasingly encouraged to self-regulate their learning due to the influence of modern teaching practices and exposure to digital resources.

The positive correlation between cognitive strategy use and proficiency across multiple skills (reading, writing, and speaking) as well as AGPA highlights the critical role of active engagement with language forms and functions. Cognitive strategies—such as summarizing, analyzing, and practicing—appear to directly support learners' academic success. This finding aligns with prior research (Politzer, 1983; Ramirez, 1986; Oxford & Nyikos, 1989; Park, 1997, 1999), which established that higher proficiency learners make greater use of cognitive strategies. For Arab learners, this connection may reflect the increasing emphasis on academic English in Saudi higher education, where performance in reading and writing is crucial for success in English-medium instruction. The statistical significance highlights that these correlations are not due to chance but represent meaningful patterns. The significant correlation between compensation strategies and reading suggests that learners often rely on guessing meaning, using contextual clues, or employing synonyms to make sense of texts. This strategy may be particularly important for Saudi learners, who encounter a wide vocabulary gap when engaging with academic texts in English. These findings reinforce Oxford's (1990) claim that compensation strategies enable learners to maintain communication and comprehension despite linguistic limitations. Metacognitive, affective, and social strategies did not show significant correlations with AGPA or skills performance. While metacognitive strategies were the most frequently used overall, their lack of statistical association with grades may indicate that learners are employing these strategies rapidly, without fully integrating them into their study habits. Similarly, affective and social strategies may be used less in formal educational settings in Saudi Arabia, where learning is often individual and exam-focused rather than collaborative.

This study contributes to the relatively body of research on LLSs in the Arab world by providing quantitative evidence of strategy use patterns among Saudi learners. The prominence of metacognitive strategies, combined with the academic benefits of cognitive and compensation strategies, suggests that explicit instruction in strategy training could

further enhance learners' performance. Teachers should raise awareness of underused strategies, such as affective and social ones, which could foster motivation and interactive learning. By situating these results within the Arab context, this study underscores both similarities and differences with findings in other settings, highlighting the importance of cultural and educational factors in shaping learners' strategic behavior.

CONCLUSION

The findings of this study illuminate the proactive engagement of Saudi EFL learners in managing their language learning journey. They exhibit proactive behaviors such as questioning, participating in cooperative learning activities, and utilizing meta-cognitive strategies like practice and repetition. Additionally, the learners demonstrate resourcefulness by employing strategies such as guessing and circumlocution to address gaps in their language proficiency. A significant observation from this study is the positive correlation between learner success and the frequency of language strategy utilization, suggesting that more successful learners tend to employ language learning strategies more frequently.

The results highlight the importance of systematic training to English language learners on recognizing and effectively utilizing LLSs relevant to specific skills and tasks. However, this recommendation necessitates that language instructors themselves possess a heightened awareness of these strategies. It is essential to acknowledge the study's limitations, including the sample composition and the proficiency assessment instruments (AGPA and language skills scores). Therefore, we advocate for further research to deepen our understanding. Firstly, extending the scope to learners from various academic disciplines could offer insights into how language learning strategies differ across diverse fields of study.

Future research should extend the scope to include learners from various academic disciplines. This approach could provide insights into how language learning strategies differ across diverse fields of study, offering a more comprehensive understanding of LLSs. Acknowledging the study's limitations, such as the sample composition and the proficiency assessment instruments (AGPA and language skills scores), is crucial. Future research should aim to address these limitations by employing more diverse samples and robust assessment tools to validate and extend the findings. In addition, more vigorous assessment methods, such as standardized proficiency tests, classroom observations, and qualitative interviews, would provide a fuller picture of how learners employ strategies. Researchers might also investigate the effects of explicit instructional interventions that integrate LLS training into curricula, as well as examine how cultural and contextual factors influence the adoption of particular strategies among Arab learners. Finally, studies that analyze the impact of curriculum reforms or institutional policies on both teacher practice and learner strategy use would yield valuable insights into how LLS development can be supported at systemic levels.

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Appendix A
Memory Strategies

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember.
4. I remember a new English word and an image or picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flash cards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Cognitive Strategies

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Compensation Strategies

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

Metacognitive Strategies

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Affective Strategies

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

Social Strategies

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.