

## **ENGLISH AS A MEDIUM OF INSTRUCTION: LANGUAGE LEARNING STRATEGIES EMPLOYED BY ENGLISH LANGUAGE LEARNERS IN LIBYA**

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### **ABSTRACT**

RECENT RESEARCHES ON ENGLISH AS A SECOND/ FOREIGN LANGUAGE (ESL/EFL) HAVE FOCUSED ON LEARNER-CENTERED BEHAVIOR, WHICH CONSEQUENTLY HAVE LED TO THE STUDY OF THE IDENTIFICATION OF LEARNING STRATEGIES. THIS HAS BECOME SIGNIFICANT IN LANGUAGE TEACHING AND LEARNING ENVIRONMENT. THUS, LEARNING STRATEGIES ARE USEFUL TOOLS TO ENHANCE LEARNERS' LANGUAGE ACQUISITION, CAPITALIZING ON THE LANGUAGE INPUTS THEY RECEIVE IN THE CLASSROOM.

IN THE CURRENT STUDY, THE PARTICIPANTS ARE FROM ARABIC MEDIUM BACKGROUND, PURSUING THEIR HIGHER STUDIES IN ENGLISH MEDIUM OF INSTRUCTION. AT UNIVERSITY LEVEL, ENGLISH IS TO A GREATER EXTENT THE PRIMARY VEHICLE FOR THE CLASSROOM INPUT, BUT NOT FOR THE DAILY INTERACTION. CONSEQUENTLY, THIS IN SOME WAYS AFFECT LEARNERS' OUTPUTS AND RESTRICT THEIR LEARNING OF THE TARGET LANGUAGE. IT HAS BEEN CLAIMED THAT, IN A FOREIGN LANGUAGE LEARNING SETTING, LANGUAGE LEARNING STYLES AND STRATEGIES ARE CONSIDERED AS A CRUCIAL FACTOR TO DETERMINE THE EFFECTIVENESS OF STUDENTS' LEARNING AND INTERACTION.

THIS STUDY AIMS TO INVESTIGATE THE VARIOUS STRATEGIES ADOPTED BY UNDERGRADUATE LIBYAN LEARNERS TO COPE WITH ENGLISH MEDIUM OF INSTRUCTION AT UNIVERSITY LEVEL. THE LEARNERS, IT MUST BE NOTED, USE SPECIFIC TECHNIQUES THAT COULD LEAD THEM TOWARDS SELF-DIRECTED AND AUTONOMOUS LEARNING. FOR, THE BASIC AIM OF THE ENGLISH LANGUAGE EDUCATION AT A HIGHER LEVEL IS TO MAKE THE LEARNERS INDEPENDENT AND TO FULLY APPRECIATE THE LANGUAGE.

### **1. INTRODUCTION**

EVER SINCE INDEPENDENCE, LINGUISTICALLY AND SOCIALLY LIBYA HAS CONTINUOUSLY BEEN DEBATING AND DISCUSSING THE LANGUAGE AND THE MEDIUM OF INSTRUCTION AT VARIOUS LEVELS OF EDUCATION IN A VERY LITERAL SENSE. KEEPING IN VIEW WHAT IS THE BEST FOR THE LIBYAN EDUCATION SYSTEM. COMMISSIONS AND COMMITTEES FORMULATED-REFORMULATED, DESIGNED-REDESIGNED AND STATED-RESTATED THE ISSUE OF THE MEDIUM OF INSTRUCTION OF EDUCATION (CF. GPCE 2008). THE DEBATE IS STILL ON AND THE CURRENT STUDY IS AN ATTEMPT TO CONTRIBUTE THEIR DISCUSSION FROM THE

PERSPECTIVE OF THE ARABIC MEDIUM TERTIARY STUDENTS, WHO HAVE OPTED TO CONTINUE THEIR UNIVERSITY STUDIES THROUGH THE MEDIUM OF ENGLISH.

IN RELATION TO LEARNING A SECOND AND FOREIGN LANGUAGE (L2/FL), LANGUAGE LEARNING STYLES AND STRATEGIES HAVE SIGNIFICANT IMPACT ON LEARNERS' DEVELOPMENT. CONSEQUENTLY, KNOWING ABOUT LANGUAGE LEARNING STYLES AND STRATEGIES IS VITAL FOR STUDENTS WHO THEIR DAILY INTERACTION IN THE TARGET LANGUAGE IS RESTRICTED (OXFORD 1990). FURTHERMORE, DUNLOSKY ET AL (2013: 4) STATED THAT 'IMPROVING EDUCATIONAL OUTCOMES WILL REQUIRE EFFORTS ON MANY FRONTS'. THE CURRENT STUDY THEREFORE, ATTEMPTS TO SHED THE LIGHT ON A CENTRAL SOLUTION WHICH ENTAILS ASSISTING STUDENTS TO REGULATE THEIR LEARNING EFFECTIVELY THROUGH THE USE OF LEARNING STRATEGIES. THIS CHAPTER DISCUSSES AN IMPORTANT ASPECT OF LANGUAGE DEVELOPMENT WHICH IS ENGLISH AS A MEDIUM OF INSTRUCTION AT VARIOUS SCHOOL LEVELS OF STUDY. SOME DEFINITIONS OF LEARNING STRATEGIES AND THE RESEARCH ON THESE STRATEGIES ARE PRESENTED IN THE SECOND CHAPTER. CHAPTER THREE FOCUSES ON THE DESCRIPTION OF DATA AND THE TOOLS USED TO COLLECT THIS DATA. THE FINDINGS ARE PRESENTED IN CHAPTER FOUR, WHEREAS CHAPTER FIVE PRESENTS THE CONCLUSION AND RECOMMENDATIONS AND SUGGESTIONS FOR THE FUTURE RESEARCH IN THE FIELD.

### **1.1. ENGLISH AS MEDIUM OF INSTRUCTION**

IN THE MIDDLE OF THE NINETEENTH CENTURY, ENGLISH LANGUAGE WAS INTRODUCED AS A SCHOOL SUBJECT UNDER THE BRITISH ADMINISTRATION (CF. ALI 2008). SINCE THEN ENGLISH HAS BECOME A RECOGNIZED MEDIUM OF INSTRUCTION ESPECIALLY AT UNIVERSITY LEVEL. THE LIBYAN EDUCATION AUTHORITY CONFORMED THE NEED FOR ENGLISH AS THE MEDIUM OF INSTRUCTION IN THE UNIVERSITIES. THE FACT THAT ENGLISH LANGUAGE IS THE LANGUAGE OF TECHNOLOGY AND IT IS NECESSARY FOR HIGHER EDUCATION NEVER DEBATED OR QUESTIONED ACCEPT IN THE MIDDLE OF THE 1980S WHEN THE LIBYAN EDUCATION AUTHORITIES DECIDED TO REMOVE ENGLISH LANGUAGE FROM ALL THE CURRICULUM IN LIBYA. THIS POLICY ONLY LASTED FOR 4 YEARS, THEN THE LEARNING AND TEACHING OF ENGLISH WAS RECOGNIZED AND REFORMED AGAIN (TANTANI 2012).

AS FAR AS THE MEDIUM OF INSTRUCTION AT SCHOOL LEVEL IS CONCERNED, THERE IS NO DISPUTE. ALL THE COMMISSIONS AND COMMUNITIES AGREED THAT THE MOTHER TONGUE SHOULD BE THE MEDIUM AT PRIMARY, SECONDARY AND TERTIARY SCHOOL LEVELS FOR A BETTER UNDERSTANDING OF THE SUBJECTS. BUT, REGARDING UNIVERSITY AND POSTGRADUATE STUDIES, A CONSENSUS HAS BEEN GATHERED TO USE ENGLISH AS THE MEDIUM UNIVERSITY INSTRUCTION AS PEOPLE HAVE BECOME INTERESTED IN LEARNING ENGLISH LANGUAGE FOR A

LIBYAN-SPECIFIC PURPOSE I.E. TO ACQUIRE SOME KIND OF QUALIFICATION IN LIBYAN SOCIETY, TO MEET THEIR PARTICULAR NEEDS E.G. BUSINESS PEOPLE NEED TO LEARN BUSINESS ENGLISH, AND DOCTORS NEED MEDICAL ENGLISH AND ENGLISH SPECIALIZATION STUDENTS LEARN ENGLISH TO BECOME ENGLISH LANGUAGE TEACHERS AND TO PURSUE THEIR POSTGRADUATE STUDIES IN ENGLISH ABROAD (CF. ORAFI & BORG 2009 AND HMAID 2014).

## 1.2. DEFINITIONS OF LEARNING STRATEGIES

THE TERM LEARNING STRATEGIES IN THE CONTEXT OF LANGUAGE ACQUISITION IS USED TO MEAN THE PLANNING AND MANIPULATIONS EMPLOYED BY THE LEARNERS TO ACQUIRE, STORE AND USE THE INFORMATION. LANGUAGE LEARNING STRATEGIES (LLS) EQUIP THE LEARNERS TO LEARN THE SUBJECT AND THE LANGUAGE IN EFFECTIVE WAY. THESE STRATEGIES HELP THE LEARNERS TO INTERNALIZE THE LANGUAGE ELEMENTS WHICH ENABLES THE PROFICIENCY IN THE L2/FL TARGET LANGUAGE. LANGUAGE STRATEGIES CAN ALSO BE CALLED LEARNER STRATEGIES.

O'MALLEY ET AL (1985: 23) DEFINE LEARNING STRATEGIES AS BEING "OPERATIONS OR STEPS USED BY A LEARNER THAT WILL FACILITATE THE ACQUISITION, STORAGE, RETRIEVAL OR USE OF INFORMATION".

RUBIN (1975: 43) DEFINES LEARNING STRATEGIES AS "THE TECHNIQUES OR DEVICES WHICH A LEARNER MAY USE TO ACQUIRE KNOWLEDGE".

RIGNEY (1978) AND RUBIN (1987), DEFINE LANGUAGE LEARNING STRATEGIES AS "BEHAVIOURS, STEPS, OR TECHNIQUES THAT LANGUAGE LEARNERS APPLY TO FACILITATE LANGUAGE LEARNING".

WENDEN (1987: 7-8) SAYS "LEARNING STRATEGIES ARE THE VARIOUS OPERATIONS THAT LEARNERS USE IN ORDER TO MAKE SENSE OF THEIR LEARNING".

OXFORD (1990: 8) DEFINES LEARNING STRATEGIES AS "SPECIFIC ACTIONS TAKEN BY THE LEARNER TO MAKE LEARNING EASIER, FASTER, MORE ENJOYABLE, MORE SELF-DIRECTED, MORE EFFECTIVE, AND MORE TRANSFERABLE TO NEW SITUATIONS".

FROM THE ABOVE DEFINITIONS IT IS UNDERSTOOD THAT LANGUAGE LEARNING STRATEGIES ARE THE LEARNER-PREFERRED AND LEARNER-ORIENTED DEVICES WHICH ENABLE THE LEARNERS TO UNDERSTAND, ABSORB, PROCESS AND USE THE TARGET LANGUAGE. THESE STRAGGLES ARE CONSCIOUS OR SELF-CONSCIOUS AND INFLUENCED BY MANY FACTORS SUCH AS AGE, GENDER, ETHNICITY, LEARNING STYLE AND MOTIVATION (CF. OXFORD 1990 AND DÖRNYEI

2011). IT SHOULD BE MENTIONED THAT A LARGE NUMBER OF RESEARCHERS SUCH AS O'MALLEY ET AL, OXFORD (1990) AND DÖRNYEI (2005) AGREED THAT THERE IS NO COMPLETE CONSENSUS ON THE DEFINITION AND CLASSIFICATION OF LANGUAGE LEARNING STRATEGIES (AOURI AND ZERHOUNI 2017). IN THE PRESENT CONTEXT HOWEVER, THE TERM STRATEGY IS USED TO MEAN TECHNIQUES OR ACTIONS TO SOLVE PROBLEMS AND TO ENHANCE THE USE OF TARGET LANGUAGE.

### **1.3. WHAT ARE THE AIMS OF LEARNING STRATEGIES?**

AS MENTIONED PREVIOUSLY, THE GOAL OF THE LEARNING STRATEGIES APPROACH IS TO TEACH THE LEARNERS TO BECOME INVOLVED, ACTIVE AND INDEPENDENT LEARNERS. BY IDENTIFYING THE DEMANDS OF THE CURRICULUM THAT THE LEARNERS CANNOT MEET, THE TEACHER CAN PROVIDE THE LEARNING-STRATEGIES INSTRUCTION TO MEET THOSE DEMANDS. THE COGNITIVE ASPECT OF LEARNING RATHER THAN SPECIFIC SUBJECT MATTER IS EMPHASIZED. RESEARCH SUGGESTS THAT THIS IS AN EFFECTIVE TEACHING APPROACH BECAUSE LEARNERS LEARN HOW TO LEARN (CF. AOURI AND ZERHOUNI 2017). THE MAIN AIM OF STRATEGIES IS THE ACQUISITION OR THE ACHIEVEMENT OF COMMUNICATIVE COMPETENCE IN A LANGUAGE. SUCH A COMPETENCE IS IDEALLY DEVELOPED IN THE CLASSROOM THROUGH SITUATIONS THAT USE LANGUAGE IN A MEANINGFUL, EVERYDAY SITUATIONS, COMMONLY CALLED 'ILLOCUTIONARY ACTS'. LEARNING STRATEGIES AID IN THE ACQUISITION, STORAGE AND RETRIEVAL OF INFORMATION AS WELL AS USING IT IN A NEW AND DIFFERENT WAYS. OXFORD (1990) STATES THAT THESE STRATEGIES HELP IN FACILITATING LANGUAGE ACQUISITION FASTER, MORE ENJOYABLY, MORE SELF-DIRECTED AND EFFECTIVE.

### **1.4. RELEVANCE OF STRATEGIES IN THE PRESENT STUDY**

TO COPE WITH THE NEW CHANGED MEDIUM OF INSTRUCTION FROM ARABIC TO ENGLISH, THE LEARNERS NEED HELP. THE HELP MAY BE FROM AN EXTERNAL SOURCE AS SUGGESTED BY TONY AND MAGGIE (2000) THAT LEARNERS WHOSE FIRST LANGUAGE IS NOT ENGLISH MAY NEED HELP WITH BOTH THE LANGUAGE OF ACADEMIC DISCIPLINES AND SPECIFIC 'STUDY SKILLS' REQUIRED OF THEM DURING THEIR ACADEMIC COURSE. THE HELP COULD ALSO BE INTRINSIC I.E. THE LEARNERS THEMSELVES MAKE USE OF/ADOPT NEW LEARNING STRATEGIES REQUIRED, FOR INSTANCE IN THE SPECIFIC CONTEXT OF UNDERGRADUATES IN THE ENGLISH DEPARTMENT IN FACULTY OF ARTS IN MISURATA UNIVERSITY WHO HAVE HAD THEIR EDUCATION IN ARABIC AT THE TERTIARY LEVEL. IT IS WORTHWHILE TO STUDY LEARNING STRATEGIES THEY ADOPT AT UNIVERSITY LEVEL. THIS STUDY GAINS SIGNIFICANCE IN THE ABSENCE OF A PROGRAMME IN ENGLISH FOR ACADEMIC PURPOSES FOR LEARNERS AT UNIVERSITY LEVEL. THEREFORE, A STUDY OF THESE STRATEGIES AND THEIR EFFECTIVENESS WOULD INDICATE WHETHER THE LEARNERS ARE MOVING TOWARDS SELF-DIRECTED AND

SELF-DEPENDENCE LEARNING IN COPING WITH CHANGED MEDIUM OF INSTRUCTION FROM ARABIC TO ENGLISH.

### **1.5. WHAT IS LEARNER AUTONOMY?**

MANY TERMS HAVE BEEN USED TO DESCRIBE LEARNER AUTONOMY IN EDUCATION, SUCH AS SELF-DIRECTED, INTEREST DRIVEN, DELIGHT-DIRECTED AND LEARNER-INITIATED LEARNING.

HOLEC (1979 CITED IN HOLEC 1981 ) DEFINES AUTONOMY AS "A POTENTIAL CAPACITY TO ACT IN A GIVEN SITUATION".

HOLEC (1981: 3) ALSO DEFINES IT AS "THE ABILITY TO TAKE CHARGE OF ONE'S OWN LEARNING".

DICKINSON (1987: 11) DEFINES AUTONOMY AS 'THE SITUATION IN WHICH THE LEARNER IS TOTALLY RESPONSIBLE FOR ALL OF THE DECISIONS CONCERNED WITH HIS LEARNING AND THE IMPLEMENTATION OF THOSE DECISIONS'.

FROM THE ABOVE DEFINITIONS LEARNER AUTONOMY FROM THE LEARNING POINT OF VIEW IS NOT THE ACTUAL BEHAVIOUR OF AN INDIVIDUAL IN THAT SITUATION, BUT THE ABILITY SHOWN SUITING TO THE DEMANDS OF LEARNING. HENCE, LEARNER AUTONOMY IS TO MEAN THAT THE LEARNER IS CAPABLE OF TAKING CHARGE OF HIS/HER LEARNING. HOLEC USES LEARNER AUTONOMY AS AN ATTITUDE TOWARDS LEARNING WHEREAS DICKINSON USES IT AS A MADE OF LEARNING. DEWEY (1933) SAYS THAT AUTONOMY IS "AN INCREASING AWARENESS OF RESPONSIBILITY INHERENT IN THE PROCESS OF BECOMING FREE TO EXERCISE THE REQUIRED SKILL". HOWEVER, ALL OF THEM BELIEVE THAT AUTONOMY EVENTUALLY, INVOLVES TOTAL RESPONSIBILITY ON THE LEARNER'S SIDE.

## **2. RESEARCH INTO LANGUAGE LEARNING STRATEGIES**

A NUMBER OF RESEARCHERS SUCH AS RUBIN (1979), WONG FILMORE (1982), O'MALLEY ET AL (1985) AND ELLIS (1986) FOUND IT DIFFICULT TO STUDY LANGUAGE LEARNING STRATEGIES DUE TO THE FACT THAT THESE STRATEGIES CANNOT BE OBSERVED DIRECTLY, THEY ARE SUBJECT TO THE BEHAVIOUR OF THE LANGUAGE LEARNERS. IN RELATION TO THIS, RUBIN (1975) INVESTIGATED THE USE OF LEARNING STRATEGIES BY GOOD AND SLOW LANGUAGE LEARNERS. RUBIN DISCOVERED THAT GOOD LANGUAGE LEARNERS HAD THE DESIRE TO COMMUNICATE AND WILLING TO TAKE RISK. RUBIN ALSO FOUND THAT THAT THE USE OF THESE STRATEGIES RELIES ON VARIOUS VARIABLES I.E. PROFICIENCY, AGE, SITUATION AND CULTURAL DIFFERENCES. WONG FILMORE (1982) WHO EXPLORED THE INDIVIDUAL DIFFERENCES AMONG THE UNIVERSITY OF CALIFORNIA STUDENTS SUPPORTED RUBIN'S FINDING. SHE

REVEALED THAT THE BEHAVIOUR OF GOOD LANGUAGE LEARNERS WAS CONSISTENT AND THEY HAD THE DESIRE TO COMMUNICATE EFFECTIVELY.

WHAT'S MORE, O'MALLEY ET AL (1985) INVESTIGATE THE ASSOCIATION BETWEEN LANGUAGE LEARNING STRATEGIES AND SUCCESS IN LANGUAGE DEVELOPMENT BY FOREIGN LANGUAGES SPEAKERS. THEY CONCLUDED THAT EVEN THOUGH STUDENTS USED VARIOUS TYPES OF LEARNING STRATEGIES, GOOD LANGUAGE LEARNERS USED MORE METACOGNITIVE STRATEGIES I.E. STRATEGIES ARE USED TO HELP LEARNERS TO MANAGE THEIR OWN LEARNING THAN LOWER LEARNERS. THE RESULT OF THIS STUDY CORRELATES WITH TANG AND MOORE (1992) WHO INVESTIGATED THE EFFECTIVENESS OF THE TEACHING OF COGNITIVE AND METACOGNITIVE STRATEGIES ON IN THE CLASSROOM. TANG AND MOORE DEMONSTRATED THAT GOOD LEARNERS ARE BETTER ABLE TO USE METACOGNITIVE STRATEGIES AND HAVE CONTROL OVER THEIR LEARNING THAN LOWER LEARNERS. IN THE LIGHT OF HISTORICAL RESEARCH, THEREFORE, IT IS QUITE OBVIOUS THAT LEARNING STRATEGIES ARE NOT ONLY IMPORTANT AND POWERFUL LEARNING TOOL, BUT ALSO HAVE THE POTENTIAL TO ENHANCE AN INDIVIDUAL'S ABILITY TO LEARN LANGUAGE. THEREFORE, THE CURRENT RESEARCH ATTEMPTS TO INVESTIGATE THIS PHENOMENON.

### **3. METHOD**

#### **3.1. PARTICIPANTS**

A SAMPLE OF 40 PARTICIPANTS IS TAKEN FOR THE STUDY. OF WHICH 30 ARE FEMALE AND 10 MALE RESPONDENTS FROM MISURATA UNIVERSITY. THEY ARE UNDERGRADUATE LEARNERS, STUDYING ENGLISH AT THE FACULTY OF ARTS AT MISURATA UNIVERSITY. ALL THEIR EDUCATION HAD BEEN IN ARABIC UNTIL UNIVERSITY. THEY HAD STUDIED ENGLISH FOR 3 YEARS IN SECONDARY SCHOOL AND ANOTHER 3 YEARS IN HIGH SCHOOL.

#### **3.2. APPROACH**

A QUESTIONNAIRE AND SEMI-STRUCTURED INTERVIEWS WERE USED BY THE RESEARCHER IN THE CURRENT STUDY. IN THE PROCESS, A TOTAL OF 40 PARTICIPANTS WERE GIVEN THE QUESTIONNAIRES. WHENEVER AND WHATEVER THE RESPONDENTS HAD DOUBTS TO ANSWERING THE QUESTIONNAIRE, THE RESEARCHER EXPLAINED AND DID HIS BEST TO MAKE IT EASY FOR THEM TO RESPOND TO THE QUESTIONNAIRE. TWENTY RESPONDENTS (15 FEMALES AND 5 MALES) WERE SELECTED RANDOMLY TO PARTICIPATE IN A SEMI-STRUCTURED INTERVIEW. THE RESEARCHER USED A SET OF QUESTIONS FOCUSING ON LEARNERS' USE OF LEARNING STRATEGIES, THEIR CLASSROOM LEARNING, WAY OF COMPREHENDING THE TEXTS, LEARNING NEW VOCABULARY OR PHRASE, MONITORING THEIR LEARNING AND WAYS OF REDUCING ANXIETY.

### **4. ANALYSIS AND THE INTERPRETATION OF THE DATA**

#### 4.1. STRATEGY-FINDING QUESTIONNAIRE

Q.1. I HAVE CHANGED THE WAY I STUDY AFTER JOINING THE UNIVERSITY COURSE. (SEE APPENDIX A).

MOST PARTICIPANTS IN THE PRESENT STUDY (99%) REPORTED THAT THEY ADOPTED NEW STRATEGIES AFTER JOINING UNIVERSITY. THIS CLEARLY INDICATES THAT IT IS ESSENTIAL TO ADOPT NEW LEARNING STRATEGISTS AT THE UNIVERSITY LEVEL.

Q.2. I TAKE DOWN NOTES DURING THE LECTURE IN THE CLASSROOM.

QUESTION2 IS AN ATTEMPT TO ELICIT THE IMPORTANCE OF TAKING NOTES STRATEGIES. 80% OF THE DEPENDANTS REPORTED THAT THEY RELY ON THIS STRATEGY WHILE LISTENING TO THE LECTURER.

Q.3. I STOP AND REFER TO A DICTIONARY IF I DO NOT UNDERSTAND A WORD.

Q.4. I ASK MY CLASSMATES FOR THE MEANING OF A WORD.

Q.5. I TRY TO GUESS THE MEANING FROM THE CONTEXT.

THE QUERY IN QUESTIONS 3.4 AND 5 IS DESIGNED TO ELICIT THE INFORMATION OF THE RESPONDENTS' STRATEGIES NEW WORDS WHILE READING AND SPEAKING WITH THEIR TEACHER OR WITH EACH OTHER. THE HIGHEST SCORE SHOWED THAT ALMOST ALL THE PARTICIPANTS WOULD LIKE TO STOP AND CHECK THE MEANING OF A WORD FROM A DICTIONARY. SOMETIMES THE RESPONDENTS INFER THE MEANING FROM THE CONTEXT AS WELL AS ASK THEIR CLASSMATES WHENEVER THEY FACE A PROBLEM. THUS, THE PARTICIPANTS DEPENDED ON THE ABOVE MENTIONED STRATEGIES FOR BETTER UNDERSTANDING OF THE WORDS AND COMMUNICATING EFFECTIVELY.

Q.6. I ASK MY FRIENDS ABOUT MY PROGRESS IN LEARNING.

Q.7. I ENGAGE IN INFORMAL GROUP DISCUSSIONS WITH PEERS.

WHEN THEY ARE ASKED ABOUT HOW THEY CHECK THEIR PROGRESS IN THEIR STUDIES, THE DATA SHOWED THAT MOST OF THE RESPONDENTS (70%) ASK THEIR FRIENDS ABOUT THEIR PROGRESS AND SOMETIMES INVOLVE IN INFORMAL GROUP DISCUSSIONS TO CHECK THEIR PROGRESS IN THEIR STUDIES.

Q.8. I ENCOURAGE MYSELF TO MAKE SUCCESSFUL PRESENTATION AND CONVERSATION.

THE DATA ALSO REVEALED THAT SELF-MOTIVATION AND ENCOURAGEMENT ARE USED HIGHLY BY THE PARTICIPANTS IN THE PRESENT. THIS IS TO HELP THEM REDUCE THEIR ANXIETY IN THEIR LEARNING.

Q.9. I MEMORISE IN ORDER TO REPRODUCE WHATEVER I LEARN.

Q.10. I UNDERSTAND THE SUBJECT AND PREPARE MY OWN NOTES.

IT WAS ALSO FOUND THAT THE LARGEST NUMBER OF THE RESPONDENTS MEMORISE AND REPRODUCE WHAT THEY HAVE LEARNED WHEN THEY PREPARE THEMSELVES FOR THE EXAMINATIONS. BESIDES, 50% OF THE PARTICIPANTS

ANSWERED THAT THEY ATTEMPT TO UNDERSTAND THE SUBJECTS AND PREPARE THEIR OWN NOTES FOR THE EXAMS.

Q.11. I KEEP REPEATING WORDS, PHRASES AND SENTENCES TO HELP ME IN SPEAKING ENGLISH.

Q.12. I CONNECT THE WORDS TO THEIR OPPOSITE WORDS.

WHEN THE INVESTIGATOR ASKED THE PARTICIPANT HOW THEY REMEMBER THE WORDS THEY LEARN? THE DATA SHOWED THAT MOST OF THEM (80%) USED STRATEGY OF CONNECTING THE ANTONYMS, SYNONYMS AND RHYMING I.E. WORD ASSOCIATIONS.

#### **4.2. ANALYSIS OF DATA COLLECTED THROUGH SEMI-STRUCTURED INTERVIEWS**

AS MENTIONED PREVIOUSLY, THE RESEARCHER IN THE CURRENT STUDY INTERVIEWED 20 INTERVIEWEES TO IDENTIFY THE STRATEGIES THEY UTILISE IN THEIR LEARNING (SEE APPENDIX B).

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Q.1. HOW DO YOU PERCEIVE THE CHANGE FROM ARABIC TO ENGLISH MEDIUM OF INSTRUCTION?

ALMOST ALL THE RESPONDENTS SHARED THE COMMON FEELING THAT IT WAS VERY DIFFICULT IN THE BEGINNING AND THEY SLOWLY STARTED TO BE FAMILIAR WITH THE ENGLISH MEDIUM. PARTICIPANTS REPORTED THAT THEY WERE ENCOURAGED AND SUPPORTED BY SENIORS AND THEIR TEACHERS.

Q.2. HOW DO YOU TAKE NOTES DURING THE LECTURES?

OF TWENTY INTERVIEWEES, 50% TOOK DOWN NOTES DURING THE LECTURES. THEY TOOK DOWN THE IMPORTANT CONCEPTS AND LATER ELABORATE THEM IN THEIR OWN WORDS. SOME OF THE RESPONDENTS SAID IT WAS DIFFICULT TO TAKE DOWN ANY NOTES AS THE LECTURE WAS FAST AND THE ENTIRE LECTURE WAS IN ENGLISH. 25% OF THEM DID NOT TAKE DOWN NOTES AS THEY WERE NOT IN THE HABIT OF DOING SO.

Q.3. HOW DO YOU UNDERSTAND THE LECTURES IN ENGLISH?

MOST OF THE RESPONDENTS (65%) PAID KEEN ATTENTION TO THE LECTURE AND WRITE DOWN THE MAIN POINTS. THESE RESPONDENTS SAID THAT THEY ASKED FOR CLARIFICATION IF THEY NEEDED. SEVEN RESPONDENTS SAID THAT THEY ASKED THE TEACHER FOR ARABIC TRANSLATION.

Q.4. IF YOU DO NOT UNDERSTAND ANY WORDS, WHAT DO YOU DO?

50% OF THE INTERVIEWEES CLAIMED THAT THEY TRIED TO GUESS THE MEANINGS FROM THE CONTEXT. IN CASE THEY COULD NOT GUESS THE MEANING, THEY REFERRED TO DICTIONARY TO UNDERSTAND THE WORD. THE REST OF RESPONDENTS REPORTED THAT THEY DEPENDED ON THEIR TEACHERS AND CLASSMATES TO UNDERSTAND THE MEANINGS.

Q.5. IS THERE INTERACTION AMONG PEERS AND BETWEEN PEERS AND THE TEACHER?

MOST OF THE RESPONDENTS SAID THAT THERE WAS INTERACTION BETWEEN THE TEACHER AND THE RESPONDENTS. ONE OF THEM SAID '*THE TEACHERS ENCOURAGE US TO SPEAK AND RECOGNIZED THE IMPORTANCE OF INTERACTING IN ENGLISH LANGUAGE*'. HOWEVER, THE INTERACTION AMONG PEERS OCCURRED ONLY WHEN SOME OF THEM ASK FOR CLARIFICATIONS.

Q.6. ARE THERE ANY NEW METHOD YOU FOLLOW IN THE WAY YOU PLAN AND ORGANISE YOUR STUDIES?

ALL THE PARTICIPANTS AGREED THAT THEIR ATTITUDE TOWARDS STUDIES HAD BEEN CHANGED. THEY WERE SERIOUS AT THEIR STUDIES, AS IT WAS A TURNING POINT FOR THEIR FUTURE CAREERS. AT UNIVERSITY LEVEL, STUDENTS LEARNED HOW TO DIVIDE THE TIME INTO SLOTS FOR EACH SUBJECT AND PREPARE FOR VARIOUS TOPICS.

Q.7. DO YOU USE ANY SPECIFIC STRATEGY WHEN YOU INTERACT WITH OTHER STUDENTS OR SPEAK ENGLISH?

ALL THE RESPONDENTS SAID THAT THEY DID NOT KNOW ABOUT LEARNING STRATEGIES. HOWEVER, WHEN THE INTERVIEWER ELABORATED ON THIS QUESTION AND ASKED THEM SPECIFIC QUESTIONS SUCH AS DO YOU ASK FOR CLARIFICATION? DO YOU ASK FOR REPETITION? DO YOU TAKE NOTES IN THE CLASSROOM? DO YOU USE BODY LANGUAGE IF YOU FACE ANY PROBLEM? ALL THE RESPONDENTS ANSWERED YES, WE USE THEM MOST OF THE TIME. IT IS OBVIOUS THAT THERE IS A PROBLEM WITH TERMINOLOGY. NEVERTHELESS, IT IS POSSIBLY IMPORTANT TO INTRODUCE THESE STRATEGIES TO ENGLISH LANGUAGE LEARNERS AND TEACH THEM HOW TO USE SUCH STRATEGIES IN THEIR INTERACTION.

Q.8. HOW DO YOU CHECK YOUR PROGRESS IN YOUR STUDIES?

SEVEN OF THE INTERVIEWEES REPORTED THAT THEY ASKED FRIENDS ABOUT THEIR PROGRESS AND SUCCESS. FIVE OTHER STUDENTS SAID THAT THEY HAD INFORMAL DISCUSSIONS WITH PEERS. ALSO, THREE RESPONDENTS SAID THAT THEY MET THEIR TEACHERS OUTSIDE THE CLASS TO GAIN FEEDBACK. ANOTHER THREE REPORTED THAT THEY KEPT A RECORD OF ALL THEIR ASSIGNMENTS AND CHECKED IF THERE HAD BEEN ANY IMPROVEMENT IN THEM. TWO OF INTERVIEWEES SAID THAT THEY WERE NOT INTERESTED IN OBSERVING THEIR PROGRESS OF THE STUDY.

## 5. FINDINGS AND CONCLUSION OF THE STUDY

IT WAS FOUND FROM THE DATA COLLECTED THAT MOST OF THE LEARNERS WERE SERIOUS IN THEIR ATTITUDE TOWARDS THEIR STUDIES. MOST OF THEM WERE SELF MOTIVATED AND DEDICATED IN THEIR LEARNING TO SUCCESSFULLY COMPLETE THEIR COURSES THOUGH THEY WERE IN A NEW SITUATION IN CHANGED MEDIUM OF INSTRUCTION FROM ARABIC TO ENGLISH. IN ADDITION,

THE FINDINGS IN THE CURRENT STUDY SHOWED THAT SOME ENGLISH LANGUAGE LEARNERS FOLLOWED A TOP-DOWN MODEL, WHERE THE LEARNERS READ THE WHOLE TEXT FOR AN OUTLINE AND UNDERSTAND THE GIST, THE LEARNERS INTERACT WITH THE TEXT WHILE READING FOR QUICK AND BETTER UNDERSTANDING OF THE TEXT. IN THIS, MANY OF THE RESPONDENTS DID NOT GET STICK WITH EACH AND EVERY NEW WORD AS READING AND INTERACTING, BUT THEY REVEALED THAT THEY REFER TO A DICTIONARY LATER AND ASK FOR CLARIFICATION. HOWEVER, THE DATA ALSO SHOWED THAT MOST OF THE LEARNERS ADOPTED A BOTTOM UP APPROACH I.E. READ WORD BY WORD TO UNDERSTAND THE TEXT.

FURTHERMORE, THE FINDINGS REVEALED THAT SOME RESPONDENTS DO MEMORISE I.E. ROTE LEARNING TO LEARN THE WORDS. ALSO SOME LEARNERS ARE DEPENDENT ON THE TEACHERS AND FRIENDS FOR CLARIFYING THEIR DOUBTS. IT SHOULD BE SAID THAT IT IS VERY IMPORTANT TO KNOW THE DEVELOPMENT IN ONE'S OWN LEARNING SO AS TO IMPROVE THE PLANNING TO GO A HEAD WITH LEARNING. A LEARNER IS SUPPOSED TO BE AWARE OF HIS/HER LEARNING IN ORDER TO MAKE CHANGES IN THE WAY HE/SHE STUDIES (AOURI AND ZERHOUNI 2017). THE FINDINGS IN THE PRESENT STUDY CORRELATE WITH THE STUDY OF TANG AND MOORE (1992) WHO FOUND THAT STUDENTS HAVE A CONTROL OF THEIR STUDIES. THE DATA IN THE CURRENT STUDY REVEALED THAT THE RESPONDENTS WERE NOT ONLY SELF-MONITORED, BUT ALSO CHECKED THEIR PROGRESS WITH FRIENDS, PEERS AND TEACHERS TO OBTAIN FEEDBACK NEEDED.

MOREOVER, FROM THE FINDINGS, WE CAN ESTABLISH THE FOLLOWING STRATEGIES THAT ARE EFFECTIVE WHICH LEAD THE LEARNERS TOWARDS AUTONOMOUS LEARNING AND SELF-DIRECTED LEARNING.

- ACTIVE INVOLVEMENT IN THE PROCESSING AND UNDERSTANDING THE INFORMATION OF THE SUBJECT AS WELL AS THE LANGUAGE. BUT NOT MERELY MEMORIZING THE INFORMATION;
- DEVELOPING AN AWARENESS OF LANGUAGE AS A SYSTEM;
- REALISING THAT THE LANGUAGE IS A MEANS OF COMMUNICATION AND INTERACTION;
- INCIDENTAL LEARNING OF WORDS AND PHRASES. INFERRING AND GUESSING THE MEANING FROM THE CONTEXT;
- TAKING DOWN NOTES FROM THE LECTURES;
- SELF-MONITORING TO CHECK THE PROGRESS;
- SELF-PREPARATION FOR THE CLASSROOM CONVERSATION AND EXAMINATIONS.

A STUDENT AT THE UNIVERSITY STUDIES IS REQUIRED TO COPE WITH THE NEW CHANGED SITUATION, TO TAKE NOTES, TO PRESENT PAPERS AND TO INTERACT EFFECTIVELY IN THE TARGET LANGUAGE. ONE CAN ASSUME THAT LEARNERS NEED HELP. THIS HELP MAY BE INTRINSIC I.E. THE LEARNERS

THEMSELVES MAY ADOPT NEW LEARNING STRATEGIES. IN RELATION TO THIS, RESEARCH ON LEARNING STRATEGIES HAVE REVEALED THAT THE IMPROVEMENT OF LEARNING PROFICIENCY IS DEPENDENT ON LEARNERS' WILLINGNESS TO DEFINE THEIR INDIVIDUAL AIMS, TO BE PRACTICAL AND INTERPRET THEIR WISHES INTO ACTIONS. THE OUTCOMES FROM THE CURRENT STUDY RECOMMEND THAT LEARNERS ARE ALMOST CERTAINLY TO COMMENCE HIGH QUALITY LEARNING, EMPLOY A RANGE OF LEARNING STRATEGIES, ONLY IF THEY ARE SELF-DIRECTED, CONFIDENT AND WELL MOTIVATED. THE CURRENT STUDY GAINS A FURTHER SIGNIFICANCE IN THE ABSENCE OF ANY EAP PROGRAMME FOR STUDENTS AT UNIVERSITY AND POSTGRADUATE LEVELS. THIS STUDY MAY PROVE USEFUL FOR FURTHER RESEARCH IN THIS AREA.

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## APPENDIX A QUESTIONNAIRE

PLEASE GRADE THE FOLLOWING ON A 4-POINT SCALE QUESTIONNAIRE. YOUR RESPONSES TO THESE QUESTIONS ARE STRICTLY ANONYMOUS. YOU SHOULD NOT INCLUDE YOUR NAME ON THE SHEETS. PLEASE RESPOND AS ACCURATELY AND HONESTLY AS YOU CAN.

No	TYPE OF STRATEGY	AGREE	DISAGREE	RARELY	NEVER
1	I HAVE CHANGED THE WAY I STUDY AFTER JOINING THE UNIVERSITY COURSE				
2	I TAKE DOWN NOTES DURING THE LECTURE IN THE CLASSROOM.				
3	I STOP AND REFER TO A DICTIONARY IF I DO NOT UNDERSTAND A WORD.				
4	I ASK MY CLASSMATES FOR THE MEANING OF A WORD.				
5	I TRY TO GUESS THE MEANING FROM THE CONTEXT.				
6	I ASK MY FRIENDS ABOUT MY PROGRESS IN LEARNING.				
7	I ENGAGE IN INFORMAL GROUP DISCUSSIONS WITH PEERS.				
8	I ENCOURAGE MYSELF FOR SUCCESSFUL PRESENTATION AND CONVERSATION.				
9	I MEMORISE IN ORDER TO REPRODUCE WHATEVER I LEARN.				
10	I UNDERSTAND THE SUBJECT AND PREPARE MY OWN NOTES.				
11	I KEEP REPEATING WORDS, PHRASES AND SENTENCES TO HELP ME IN SPEAKING ENGLISH.				
12	I CONNECT THE WORDS TO THEIR OPPOSITE WORDS.				

**THANK YOU FOR COMPLETING THE QUESTIONNAIRE****APPENDIX B  
AN INTERVIEW SCHEDULE**

A PRELIMINARY INTERVIEW SCHEDULE IN WHICH QUESTION MIGHT BE RECONSTRUCTED IF NEEDED. THE INTERVIEWEES WERE TOLD THE REASON BEHIND THESE INTERVIEWS. THE INTERVIEWER CONDUCTED THESE INTERVIEWS IN ENGLISH.

**INTERVIEWS QUESTIONS:**

1. HOW DO YOU PERCEIVE THE CHANGE FROM ARABIC TO ENGLISH MEDIUM OF INSTRUCTION?
2. HOW DO YOU TAKE NOTES DURING THE LECTURES?
3. HOW DO YOU UNDERSTAND THE LECTURES IN ENGLISH?
4. IF YOU DO NOT UNDERSTAND ANY WORDS, WHAT DO YOU DO?
5. IS THERE INTERACTION AMONG PEERS AND BETWEEN PEERS AND THE TEACHER?
6. ARE THERE ANY NEW METHOD YOU FOLLOW IN THE WAY YOU PLAN AND ORGANISE YOUR STUDIES?
7. DO YOU USE ANY SPECIFIC STRATEGY WHEN YOU INTERACT WITH OTHER STUDENTS OR SPEAK ENGLISH?
8. HOW DO YOU CHECK YOUR PROGRESS IN YOUR STUDIES?