

The Language Learning Strategies of Korean Students

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Abstract

The discipline on language learning strategies has been one of the central interests of many researchers and educators over the years due to its contributions in the enhancement of learning and teaching process. Oxford (1990) describes learning strategies as specific actions, behaviors, steps, or techniques students use (often consciously) to improve their progress in apprehending, internalizing, and using the L2.

The purpose of this study is to develop the communicative competence of the Korean students in the target language by investigating on their language learning strategies as well as to look into the implications of L2 learning strategies in the pedagogical practices of the teachers. Sixty Koreans, 32 males and 28 females with varied age range and language levels, who are enrolled in the intensive English language programs of Language Academies in Baguio City, Philippines participated in this study.

Data were gathered using a questionnaire on the taxonomy of language strategies adopted from <http://homework.wtuc.edu.tw/sill.php> (2009) with reference to Oxford's (1990) classifications of LLS: Memory, cognitive, compensation, metacognitive affective, and social strategies. The data gathered were computed using descriptive statistics particularly weighted mean and percentage.

The result of the survey shows that the most preferred of the strategies is metacognitive classification while the least preferred is affective. The use of metacognitive strategies with a weighted mean of 3.88 and compensation strategies, 3.46 were disclosed by the respondents to be usually true. On the other hand, what the respondents claimed as somewhat true are the use of cognitive strategies with a weighted mean of 3.32; social strategies; 3.28; memory strategies, 3.08; and affective strategies, 2.99. The result of the inventory on the LLS of the Korean learners takes into account the important roles of the teachers in the teaching and learning process. The result also suggests the integration of strategy training in the L2 activities or program of the language academies. The training should give opportunities to the learners to assess their own progress. LLS are indicators of the appropriate skills possessed by the students and the problems they encountered in language learning; thus, teachers are expected to pay attention to the teaching contents, materials to be used inside the classroom, and the teaching methods that appeal to varied learning strategies. Further, the affective strategies, which were found to have the lowest weighted mean, have to be addressed during the L2 training. Teacher training program on language learning is also recommended for them to understand the language learners and hence design instructional materials and learning packages that cater to the needs of the said students.

References

- [1] Oxford, R. (1990). Taxonomy of language learning strategies. Retrieved from: <http://mste.illinois.edu/courses/ci407su02/students/stansell/Strategies.htm>.