

Social Learning Strategies Used by Undergraduates to Learn Foreign Languages

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Abstract

There are several reasons why people learn a foreign language. It varies from educational purposes to personal and career growth. Furthermore, the ability to communicate in a foreign language becomes vital in today's world due to the impact of globalization. In learning a foreign language, student used variety of learning strategies to facilitate them plan, monitor and evaluate their progress. This quantitative study uses Bandura's (1977) social learning theory (SLT) to explore the learning strategies used by students learning a foreign language in a public university in Malaysia. Bandura's (1977) SLT, presents four components: attention, retention, reproduction and motivation. 122 students responded to a survey that explored the influence of SLT variables in their learning strategies. The instrument used is adapted from Bandura's (1977) social learning to scaffold Wenden and Runin's (1987) learning strategies. Apart from the demographic profile, in section A, there are 4 other sections. Section B has 4 items on attention, section C has 11 items on reproduction, section D has 11 items on retention and section E has 11 items on motivation. Findings revealed that students used all the four components in SLT: attention, retention, reproduction and motivation to help them in learning a foreign language. Cognitive component in Social learning strategies help them to memorize, plan, elaborate and strategize their learning process. The study also pointed that there is a strong positive relationship between attention and reproduction, attention and retention and also attention and motivation. There is also a strong positive correlation between motivation and reproduction and also motivation and retention.

Keywords: Learning Strategies, Foreign Language, Attention, Reproduction, Retention, Motivation

Introduction

A foreign language is categorized as a language studied in an atmosphere where the implementation and the output of the language learned is restricted only in an educational environment. In order to overcome this situation, language learning styles and strategies are used as a main factor in helping to determine how well the students are in learning the foreign language. Defined by (Oxford 2003), "Language learning strategies is a conscious student behaviour to acquire knowledge, retain stored information, remember and use that information, and to the specific activities, behaviours and techniques used by students". Applying the right language learning strategies in a classroom aid the students to comprehend more about the lesson learned and also able to opt for a strategy that is fit for them. Plus, they will become more motivated to learn foreign language despite the delicate feeling in learning, in particular the pronunciation, because they know there will be a solution to their difficulties in learning.

Background of Study

Foreign language learning is defined as learning of a non-native language outside of the environment where it is commonly spoken. A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. (Moeller & Catalano, 2015). With the advancement of globalization, more and more people want to learn another language. The motives people study foreign languages vary tremendously. Some are intrinsically, while others depended on extrinsic reward to begin their study (Rahmat, et.al.,2021).

In Malaysia, the government has acknowledged the importance of foreign language in order to develop human capital that drives the k-economy and compete internationally (Ainol and al., 2009). Currently many Malaysian students, has learnt additional language apart from the national language, Bahasa Malaysia and English language. Therefore, one of the aspirations in the Malaysia Education Blueprint 2013-2025, is to give the opportunity and encourage every child to learn an additional language from primary to secondary school. This is to equipe them before entering the workforce in a globalizing world and preparing them to the needs of the 21st century. The focus will be on preparing the teachers for Chinese, Tamil and Arabic and further expand it to other world economic languages, such as Spanish, French and Japanese. (Malaysia Education Blueprint 2013-2025).

To support this aspiration in the Higher Education level, The Ministry of Higher Education in its strategic planning, National Higher Education Strategic Plan Beyond 2020, emphasized that proficiency in the third language is vital for developing human capital. Thus, the ministry encourages Malaysian universities to provide learning opportunities for students to be proficient in a third language. (The Ministry of Higher Education, 2007). Currently in Malaysia, almost all Malaysian public higher institutions offered a foreign language course, either as an elective subject or a university compulsory subject, where a pass is required in order to graduate. Malaysia has acknowledged the importance of proficiency in a third language in order to develop human capital that drives the k-economy as well as competes in the international arena.

Statement of Problem

Teaching and learning a foreign language are considered a delicate and complex task to accomplish for both, students and teachers. To finish this task more productively and effectively, various kinds of methods must be put into consideration. For the same reason, learning guidance serves as an important item to refer to because this would transform the process of learning within the shortest time in the most useful way. Plus, the learning strategies provide planning and evaluation of the studies, control over the studied material, making decisions which are related to the learning process and identification of the issues in which occur difficulties (Chamot, 2004). With the utilization of the learning strategies, the student can learn how to organize himself/herself, how to remember the material and how to think (Özkal and Çetingöz, 2006). In teaching Turkish as a foreign language, a study by Varişoğlu (2016), the effective methods to teach this foreign language will be those which are organized according to the strategies of social learning and the principles of cooperative learning. To attain success, supportive socialization attempts for every student are unnecessary because it seems impossible to achieve a similar level as a native speaker. Therefore, in a process of teaching and learning Turkish as a foreign language, both teachers and students have to make active use of social strategies and cooperative learning.

Regarding this, more profound research concerning language learning strategies has been conducted and has been descriptive, as researchers seem to take an interest in discovering what learning strategies are reported by learning different languages. Several current issues in language learning strategy, by examining the existing research on how these issues affect teachers and learners of second and foreign languages were thoroughly examined in a study conducted by Chamot (2004). Based on the findings, eight issues in language learning strategy were found to highlight what are the important element in helping students become more successful language learners. However, even though this study helps to clarify the importance of incorporating language learning strategy in second and foreign language education, there is still much to be analysed and studied.

Following this, in a study conducted by Tanjung (2018), Indonesian university students tend to be dependent on their lecturers. Due to this, the students seem to be unfamiliar with language learning strategies (LLS). Throughout the findings of this study, there is an absence of specific strategies regarding which language learning strategies should be utilized in an atmosphere of English as a foreign language subject in Indonesia. The strategy inclines more towards combining indirect strategies and direct strategies. Moreover, students of particular ages tend to use different strategies. The more mature their age, the more numerous and frequent strategies they opt for. Plus, to make students more successful in their learning and also to familiarize them with learning strategies, the institution including lecturers and the academic community should play their role in the effort of teaching-learning strategies. This leads toward a more specific strategy in accentuating designing LLS instruction based on student's age and level of their education.

As there is a lack of studies on social learning strategies used by undergraduates to learn foreign languages in the Malaysian context, and this issue needs more attention, therefore, taking this gap, this study aims to identify how attention, reproduction, retentions, motivation influence foreign language learning and is there a relationship between the

variables of social learning strategies. Specifically, this study is done to answer the following questions;

- How does attention influence foreign language learning?
- How does reproduction influence foreign language learning?
- How does retention influence foreign language learning?
- How does motivation influence foreign language learning?
- Is there a relationship between the variables of social learning strategies?

Literature Review

Motivators for Learning

What is the purpose of learning? Why do we study? Continuous learning is imperative since it aids learners to feel contented and more satisfied in their lives and careers. Furthermore, it assists to maintain better cognitive functioning. Motivating components are primordial in learning progression. A substantial amount of research for the past years has been exploring the nature and role of motivation in the foreign language learning process and agreed that motivation is one of the essential bases of learning accomplishment (See Gardner & Lambert, 1972; Skehan, 1991; Crookes & Schmidt, 1991; and Gardner & MacIntyre, 1993; Oxford & Shearin, 1994; Dörnyei, 1994). Motivation models under extrinsic and intrinsic factors have laid out the significance of attitudes and beliefs (Dörnyei, 1994). The terms integrativeness and instrumentality however have been employed by Gardnerian models focusing on the relationship of these two terms. Zubairi & Sarudin (2009), in their research focusing on two major Malaysian universities accentuate that the initial motivation is purely extrinsic in nature and along the process, the motivation turns into an intrinsic component. The similarity findings are demonstrated in a study of Malaysian pre-university learners by Muftah & Rafik-Galea (2013). Their study confirms the belief that learners are instrumentally slanted towards in foreign language situations. In the social foreign language construct, Dörnyei (1994), underlined that due to the multifaceted nature and role of language, it is regarded as a unique milieu. Above all, learning revolves around countless personality traits (Skehan, 1991) which requires an ample motivation construct to fill the gap. This current study investigates how learners of French as a foreign language employ social strategies for learning and how social learning (Bandura, 1977) items such as attention, reproduction, retention and motivation influence the learning process in Malaysian context.

Strategies for Learning Foreign Languages

Numerous studies have examined various strategies for learning foreign languages. According to Oxford (1990), learners have their own unique methods for improving their language learning. Learning strategies play a critical role in language acquisition because they allow for active and self-directed engagement, which is crucial for developing communicative competence. The use of effective strategies can enhance students' proficiency and confidence. O'Malley & Chamot (1990), defined strategies as tools for active and self-directed involvement that are essential for developing communicative abilities. Alhaysony (2017), further defined learning language strategies as techniques related to language learning behaviour, such as learning and regulating the meaning of a second or foreign language; cognitive theory, such as learners' strategic knowledge of language learning; and affective aspects, such as learners' motivation and attitude. Oxford (1990), expanded on this definition by proposing that the aim of using learning language strategies is to make learning easier, faster, more enjoyable, self-directed, effective, and transferable to new situations.

Past Studies on Motivation for Learning Language

There have been many past studies on motivation for learning language. The study by Halim et al (2017), is done to investigate the factors contributing to the motivation and strategies applied by students to heighten their motivation. A total of 100 students from Universiti Putra Malaysia participated in this study by answering a set of questionnaires. Besides that, among the respondents, 10 third-year students majoring in French were selected for an interview session conducted by the researchers. The questionnaires were administered from Schmidt & Watanabe (2001), while the interviews were adapted from Gardner's (2006), Socio-educational Theory and Gagné and Deci (2005)'s Self-determination theory. The findings showed that students' motivation is influenced by lecturer's role, course line, learning environment, peers, examination results, future needs or jobs and self-interest. This study also found that learner's motivation can be increased through these approaches, improvement of teaching quality, increasing students' autonomous motivation and peers learning. Most importantly, the root of a student's motivation comes from lecturers' role themselves.

Next, the study by El Aouri & Zerhouni (2017), also looked at motivation in learning foreign language. The objective of this research was to study the use of language learning strategies (LLSs) in general and its correlation with English learning motivation among students. 228 non-English speaking students from the Faculty of Sciences, Mohammed V University, Morocco took part in this study by answering a Strategy Inventory for Language Learning (SILL) in Moroccan EFL context and a motivation questionnaire. Both questionnaires were for reliability and validity. Data extracted by descriptive statistics and Pearson Correlation found that learners use LLSs at a medium level and show a high level of motivation. Besides that, student's motivation to learn English are indeed influenced by the use of LLSs. Knowing that, it is highly suggested for educators to assist students in benefiting from strategy practice in language learning process.

Past Studies on Learning Foreign Languages

Numerous studies had been conducted to investigate learning foreign languages. Underlined in the field of language learning, a study pursued by Ranjan and Philominraj (2020) accentuated two major paradigm shifts in the past few decades. First, the shift is from teacher-centred learning to learner-centred teaching and second, the shift is related to the learning process through which learning takes place. Emphasized in the second shift, research is carried out in the atmosphere of language learning strategies (LLS) where the utilization of diverse types of learning strategies, used by learners is investigated systematically. The research in this study prioritized the profiles of learning strategies employed by Indian students in learning Spanish as a foreign language, motivational orientations and gender aspects. Participated by 65 participants (undergraduate students of Spanish Degree course) which were selected from two major central universities, i.e. Jawaharlal Nehru University (JNU) of New Delhi and English and Foreign Language University (EFLU) of Hyderabad campus, the research conducted is a qualitative cross-sectional study within the characteristics of the descriptive correlational framework. This research is a non-experimental type where the self-reported learning strategies were viewed via statistical and interpretive analysis. Regarding the findings, it was found that social and metacognitive strategies are the most likely utilized by the participants in comparison with memory strategies. Various implications were accentuated throughout this study. One of them is the eminence of integrating strategy

training in the interior of the foreign language classroom. Plus, the results obtained from this study could be used for instructional purposes as well as curriculum design.

Next, as investigated by Hakan, Aydin and Bulent (2015), language learning strategies enable students to obtain a large measure of responsibility for their own progress. The objective of the study that they conducted is to determine language learning strategies used by undergraduates and their relationship with gender. In order to conduct this study, 120 undergraduates, 67 female and 53 males at English Preparation at the School of Foreign Languages, Yildiz Technical University, Istanbul, Turkey (note that English is considered a foreign language in this study) where each participant has different language proficiency were selected. By utilizing the "Strategy Inventory for Language Learning (SILL)", originally developed by Oxford (1990) and Turkish bilingual equivalence, validity and reliability to collect data, the findings revealed that there have been found significant positive correlations among all the components of language learning strategies. In another word, all the elements of language learning strategies are related to each other. Throughout this study, Hakan, Aydin and Bulent (2015), underlined that more investigation is essential to clarify the precise role of language learning strategies especially among teachers because the teachers can help their students by designing instruction that corresponds to the needs of each individual with various learning styles.

Conceptual Framework

This study is rooted from Bandura's (1977), social learning. Bandura (1977), states that there are four elements in social learning. Learning takes place when learners interact with the surrounding environment; if the surrounding is positive, the response from learners will also be positive, and vice versa (Rahmat, et.al.,2021). The elements by Bandura (1977) are (A) Attention, (B) Reproduction, (C) Retention, and (D) Motivation. In the context of this study, the four elements by Bandura (1977), are merged with Wenden & Rubin's (1987) learning strategies to investigate the perception of learning strategies used by undergraduates. Figure 1 below shows the conceptual framework of the study. In order to learn a foreign language, learners may consciously or unconsciously depend on social learning such as (A) Attention and this is achieved by using cognitive components such as (i) Rehearsal and (ii) Organization. Next, learners may use (B) Reproduction and this is done by using cognitive components such as through(i) Elaboration and using(ii) Critical Thinking skills. Learners can also use (C) Retention and this is achieved by the use of Metacognitive Self-Regulation. Finally, learners need (D) Motivation in learning and this is achieved when they use (i) Resource Management, (ii) Environment Management, and (ii) Help-Seeking strategies.

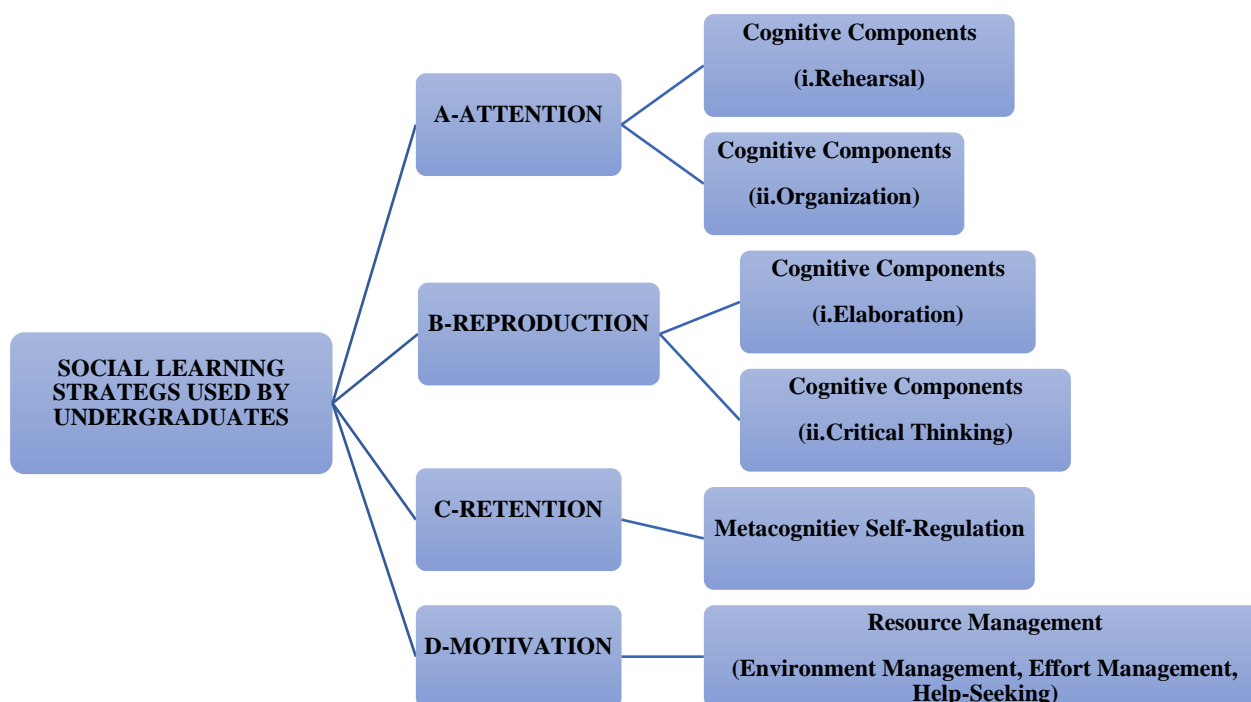


Figure 1-Conceptual Framework of the Study-
Social Learning Strategies used by Undergraduates

Methodology

This quantitative study is done to explore/investigate how undergraduates use social learning strategies for learning. A purposive sample of 122 participants responded to the survey. The instrument is adapted from bandura's (1977) social learning to scaffold Wenden and Runin's (1987) learning strategies. Table 1 below shows how the two theories are merged. The instrument used is a survey with 5 sections. Section A has 3 items on demographic profile. Section B has 48 items on Attention. Section C has 11 items on Reproduction. Section D has 11 items on Retention. Section E has 11 items on Motivation.

Table 1

Distribution of Items in the Survey

	SOCIAL LEARNING (Bandura, 1977)	LEARNING STRATEGIES (Wenden & Rubin, 1987)		Sub-Categories	No Items
B	ATTENTION	COGNITIVE COMPONENTS	(a)	Rehearsal	4
			(b)	Organization	4
C	REPRODUCTION		©	Elaboration	6
			(d)	Critical Thinking	5
D	RETENTION	METACOGNITIVE SELF-REGULATION			11
E	MOTIVATION	RESOURCE MANAGEMENT	(a)	Environment Management	5
			(b)	Effort Management	4
			(c)	Help-Seeking	2
					41

Table 2

Reliability of Survey

Cronbach's Alpha	N of Items
.944	41

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .944; thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

Findings

Findings for Demographic Profile

Q1. Gender

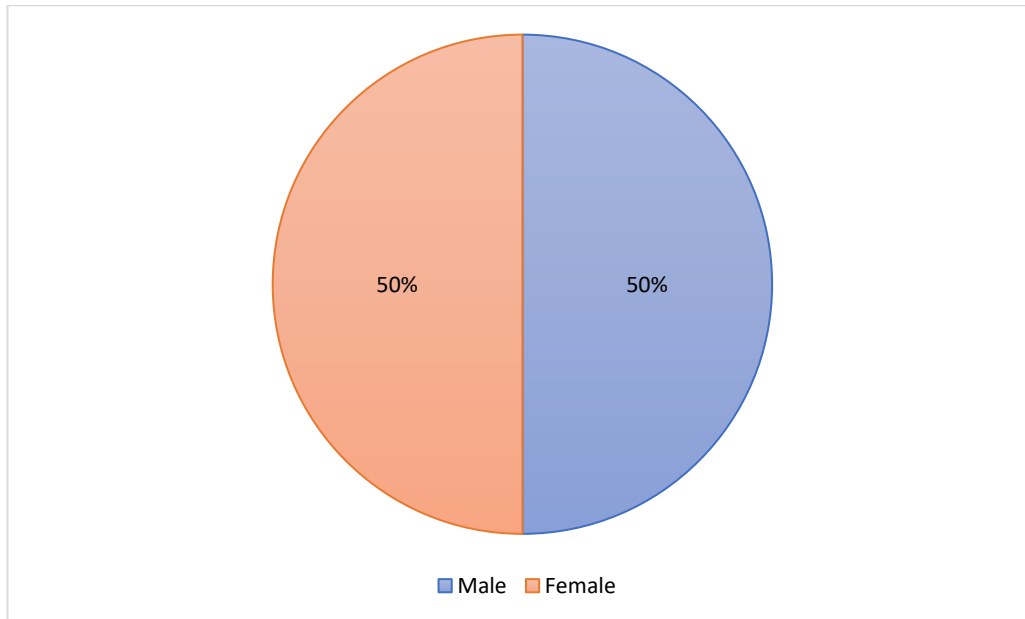


Figure 2-Percentage for Gender

Figure 2 shows an equal percentage in male and female respondents. (male = 50 %, female =50%).

Q2 Age Group

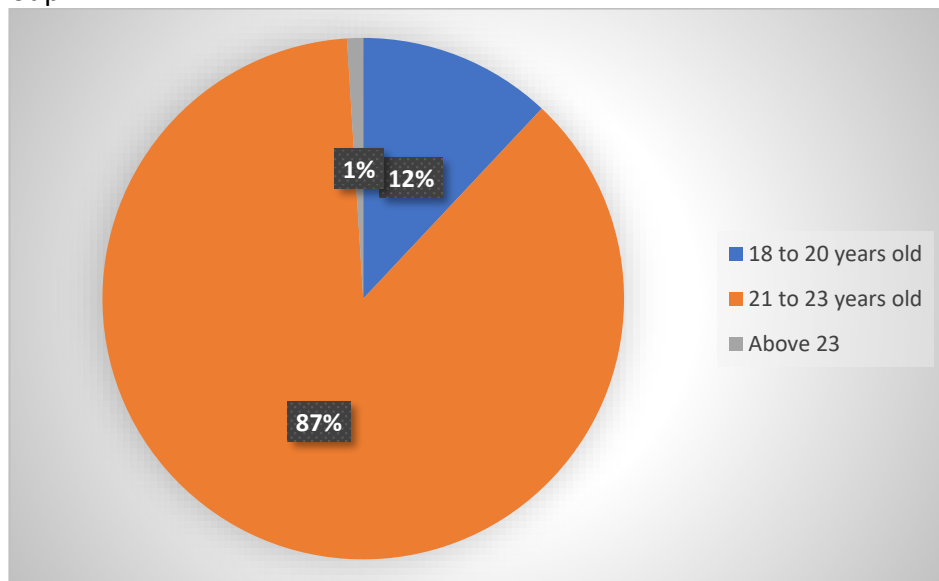


Figure 3-Percentage for Age Group

Figure 3 shows, the percentage of age group of the respondents. Majority of the respondents, 87%, come from the age group between 21 to 23 years old. Next is 12 %, represents the age group between 18 to 20 years old and 1% from age group above 23 years old.

Q3 Level of French Language

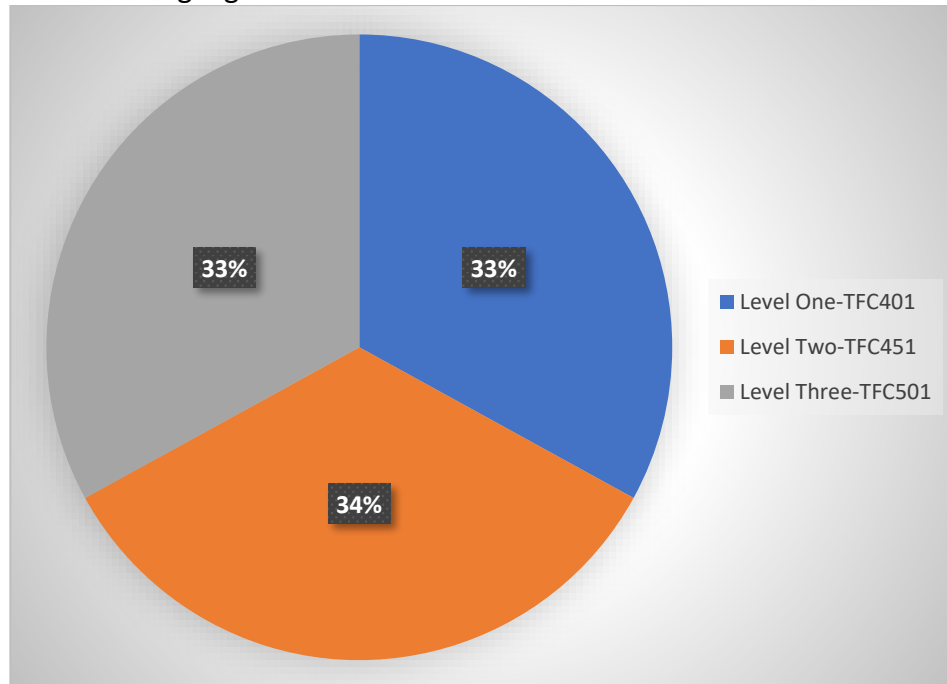


Figure 4-Percentage for Level of French Language

Figure 4 shows, the percentage of respondents is almost equal. 33% respondents from Level 1 French, 34% from Level 2 and 33% from Level 3.

Findings for Attention

This section presents data to answer research question 1: How does attention influence foreign language learning? In the context of this study, attention is measured by cognitive components with sub-categories of (a) rehearsal and (b) organization.

(a) Rehearsal (4 items)

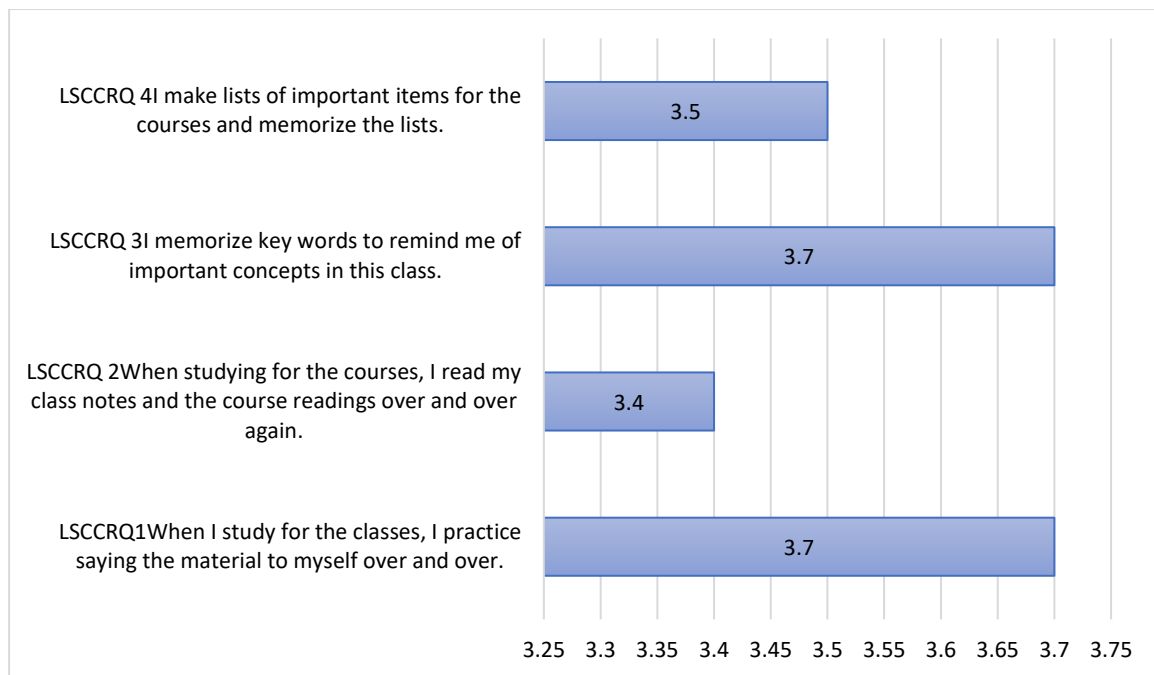


Figure 5- Mean for Rehearsal

The findings for research question 1 under sub-category rehearsal are presented in *Figure 5*. Interestingly, learners emphasized the need for repetition. Continued repetition and conscious effort to memorize keywords to remember the main concepts and to practice saying the material to themselves repeatedly are crucial in foreign language learning (3.7). Learners also exhibited the ability to take control of their learning by making lists of important items for the courses and memorizing the lists (3.5). In addition to repetition, they believe that learning regularly such as reading the notes and the course readings over and over (3.4) may contribute to success in language acquisition.

Organization (4 items)

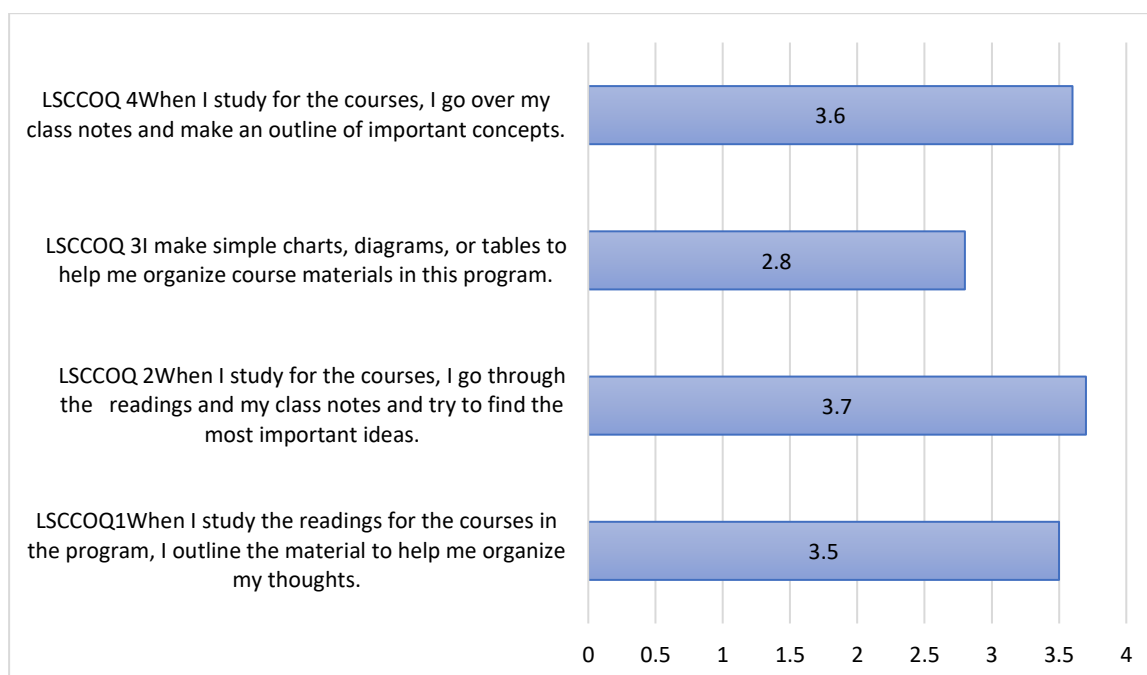


Figure 6- Mean for Organization

Based on *Figure 6*, the emphasis is more on foreign language learners' autonomy whereby learners appear to be more comfortable going through the readings and class notes in order to find the most important ideas or concepts when studying (3.7). They also choose to manipulate the learning material itself like go over the class notes and make an outline of important ideas (3.6). Additionally, they outline the material to assist in organising their thoughts while studying (3.5). It is shown from the mean that they are not heavily inclined to make simple charts, diagrams, or tables in organising notes (2.8).

Findings for Reproduction

This section presents data to answer research question 2: How does reproduction influence foreign language learning? In the context of this study, reproduction is measured by (a) elaboration and (b) critical thinking.

(a)Elaboration (6 items)

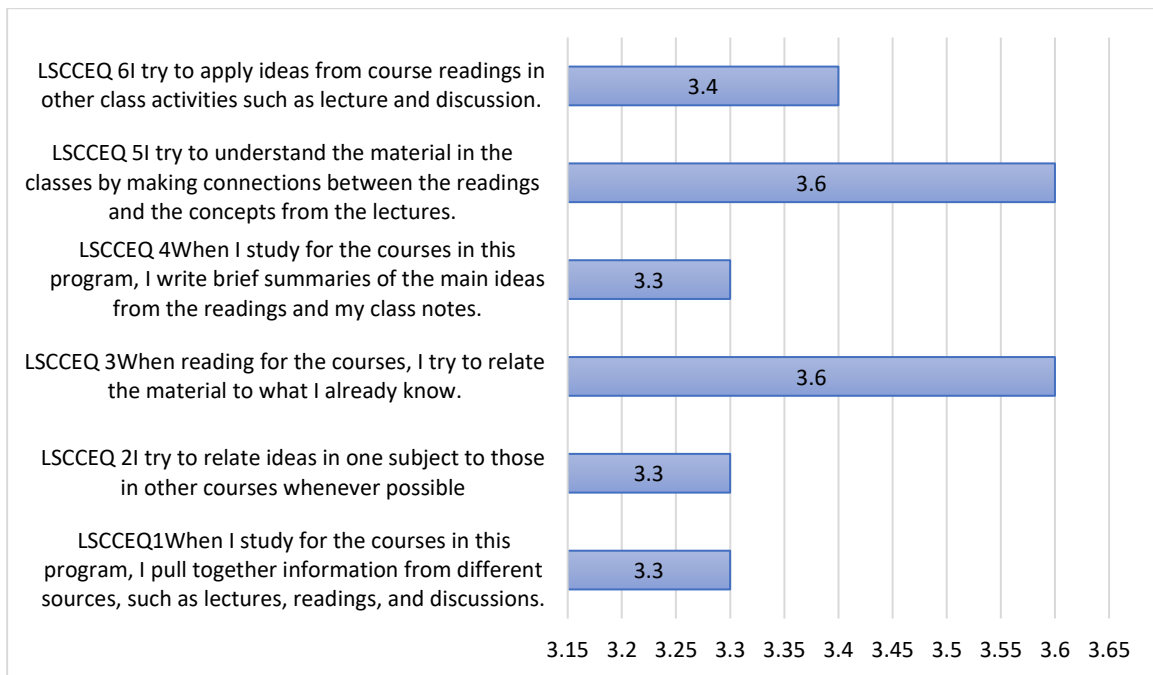


Figure 6- Mean for Elaboration

Figure 6 shows that students for the most part try to understand the material in the classes by making connections between readings and the concepts from the lectures and try to relate the material to what they already know when reading for the courses with a mean of 3.6. Next elaboration item in line with the mean of 3.4 is “I try to apply ideas from course readings in other class activities such as lecture and discussion.”. Meanwhile the rest of the items are at a similar mean of 3.3.

(b) Critical Thinking (5 items)

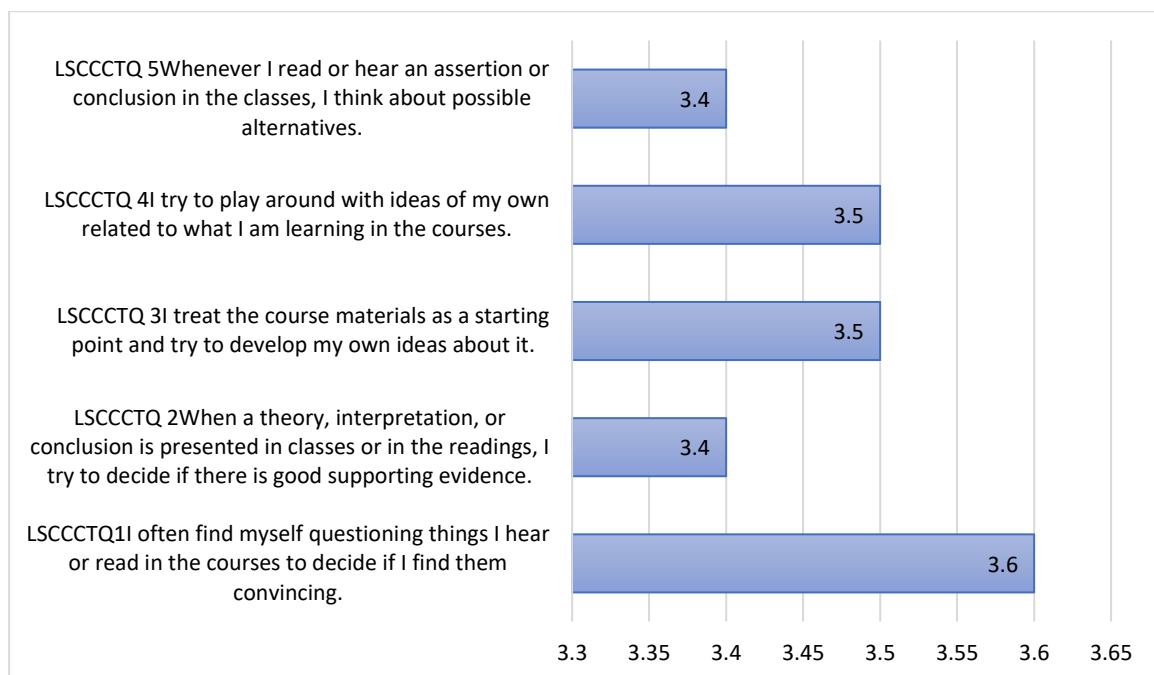


Figure 7- Mean for Critical Thinking

In figure 7, students predominantly find themselves questioning things they hear or read in the courses to decide if they find them convincing (3.6). However, the lowest mean of 3.4 shows that not as many respondents agree that “When a theory, interpretation, or conclusion is presented in classes or in the readings, I try to decide if there is good supporting evidence.” and “Whenever I read or hear an assertion or conclusion in the classes, I think about possible alternatives.”.

Findings for Retention

This section presents data to answer research question 3: How does retention influence foreign language learning? In the context of this study, retention is measured by meta cognitive self-regulation.

Metacognitive Self-Regulation (11 items)

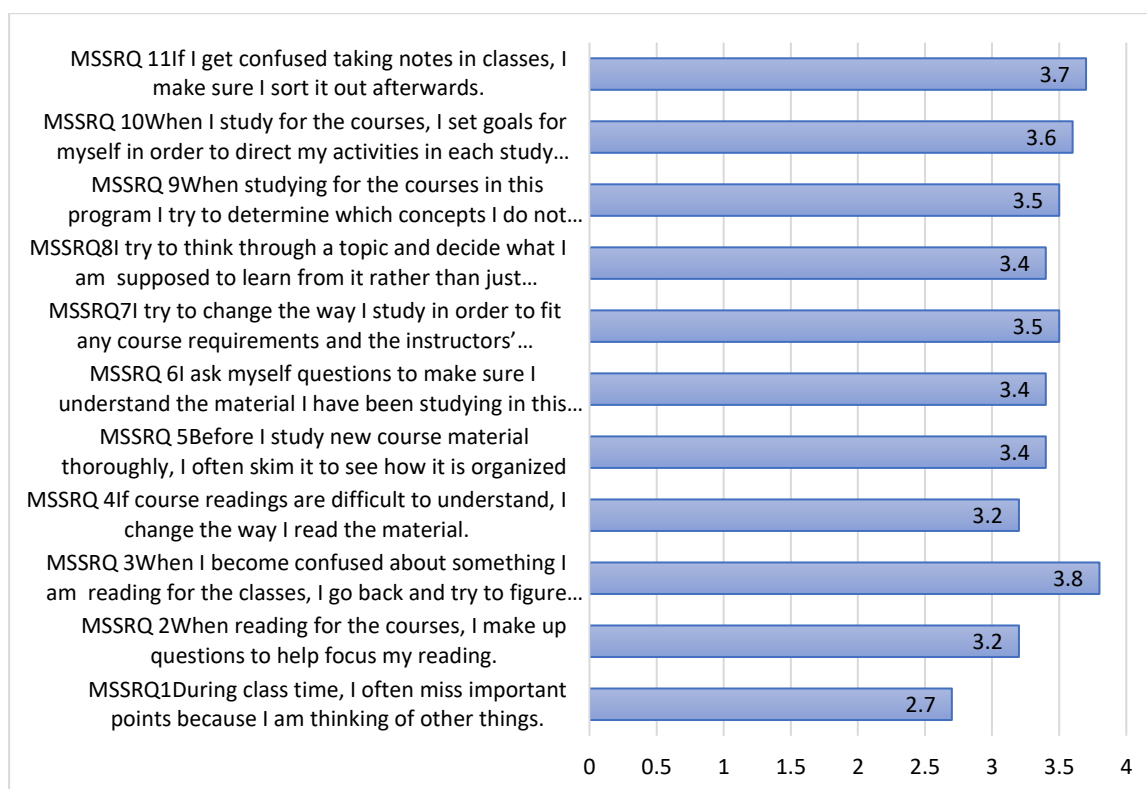


Figure 8- Mean for Self-Regulation

According to Figure 8, the highest mean score (3.8) indicates that most of the respondents become confused while reading something in the classroom, followed by the second-highest mean score (3.7), which indicates that respondents often get confused while taking notes during class. In contrast, the lowest mean score (2.7) suggests that most respondents tend to miss important points during class because they are distracted by other thoughts.

Findings for Motivation

This section presents data to answer research question 4: How does motivation influence foreign language learning? In the context of this study, motivation is measured by (a) environment management, (b) effort management and (c) help-seeking.

(a) Environment Management (5 items)

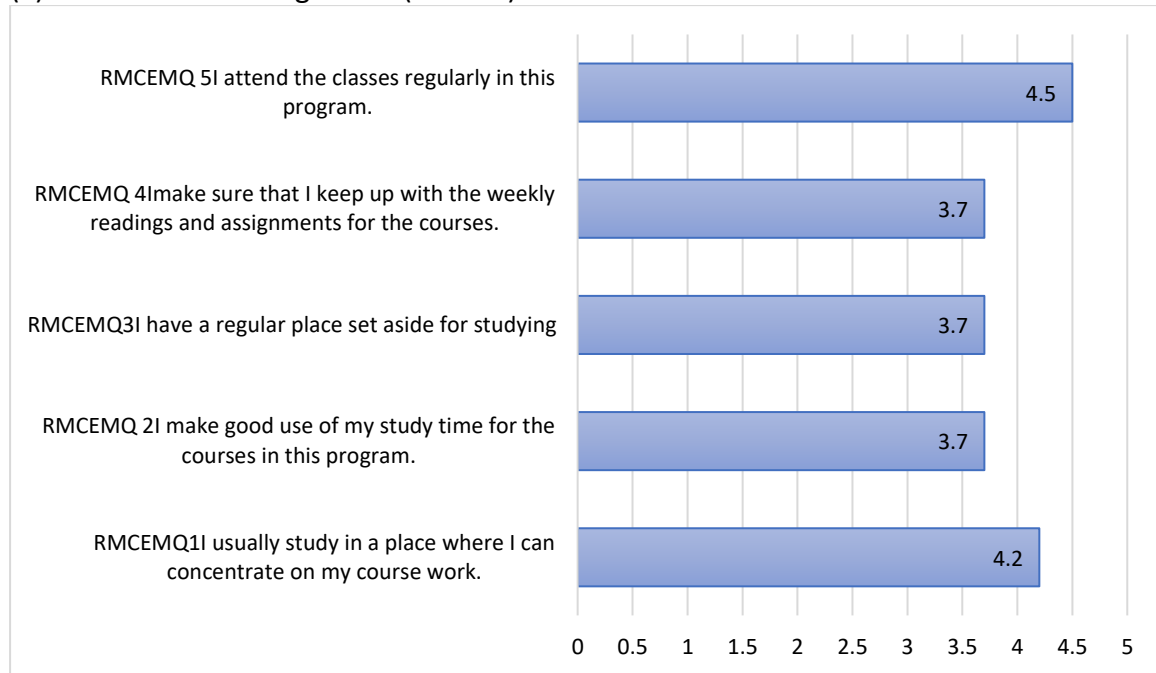


Figure 9-Mean for Environment Management

By referencing the mean for environment management portrayed in Figure 9, the highest mean (4.5) reveals that the majority of respondents attend the classes regularly in this program followed by the second highest mean (4.2) which shows that respondents usually study in a place where they can concentrate on their coursework. However, the lowest mean (3.7), where the mean is similar for 3 statements questioned, the respondents illustrate that they make good use of study time for the courses in this program, they have a regular place set aside for studying and they make sure to keep up with weekly readings and assignments for the courses.

(b) Effort Management (4 items)

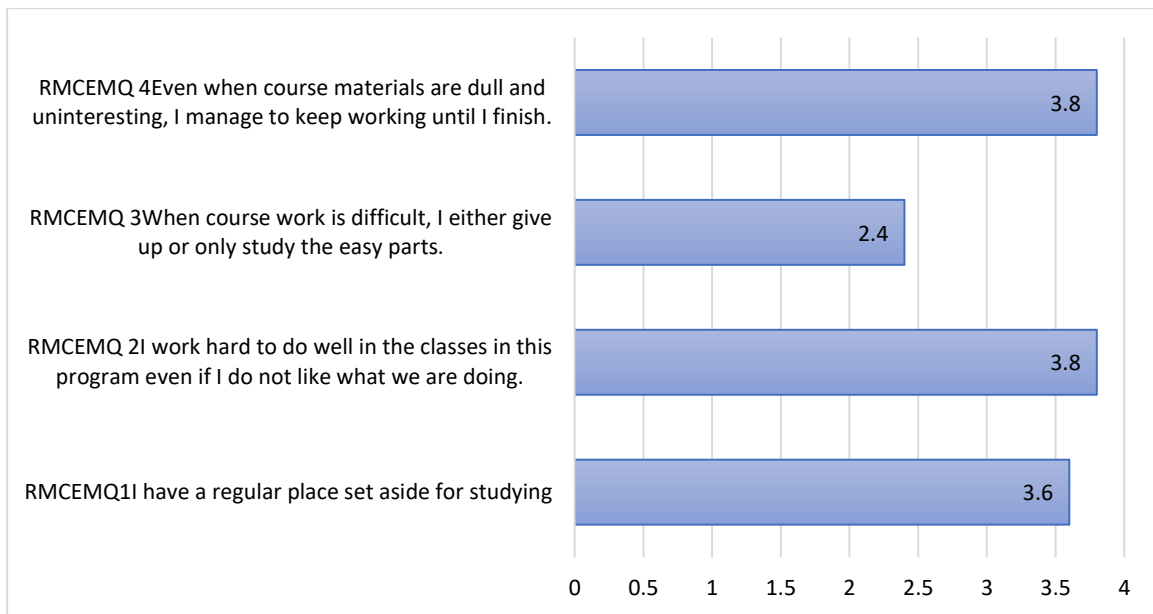


Figure 10 -Mean for Effort Management

Based on Figure 10 which illustrates the mean for effort management, the highest mean (3.8), where the mean is similar for the 2 statements questioned, portrays that most of the respondents work hard to execute well in classes in this program despite unknowing what they are doing and even though the course materials are dull and uninteresting, the respondents manage to continue working until the end. This is followed by the respondents that have a regular place set aside for studying (3.6). Unfortunately, with the lowest mean (2.4), the respondents show that when coursework seems difficult, they either give up or only study for the easy part.

(c) Help-Seeking (2 items)

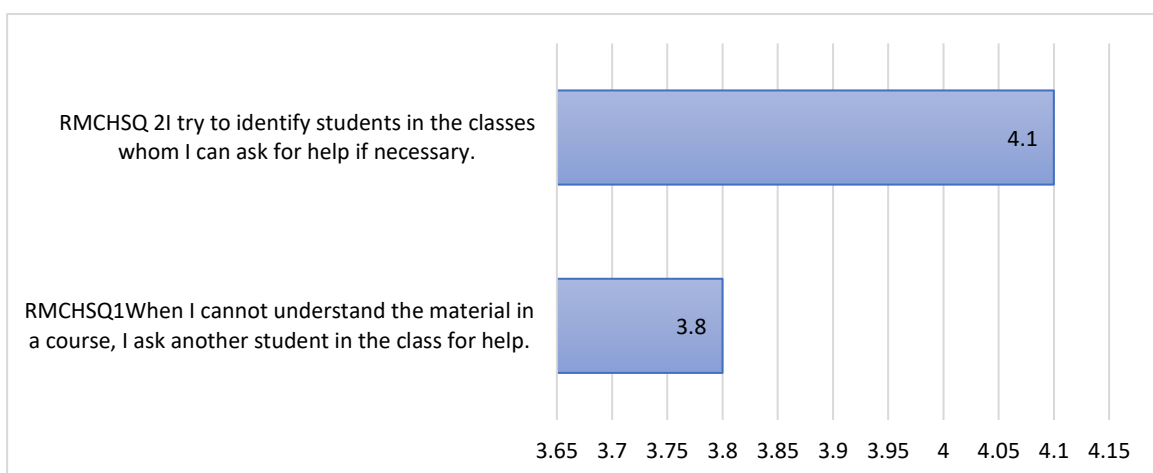


Figure 11- Mean for Help-Seeking

With reference to the findings related to help-seeking, portrayed in Figure 11, the highest mean (4.1) illustrates that the majority of respondents try to identify students in the

classroom with whom they can seek help if necessary. This is followed by the lowest mean (3.8) that shows the respondents who cannot understand the material in a course, seem to ask another student in the class for help.

Findings for Relationship between Variables

This section presents data to answer research question 5: Is there a relationship between the variables of social learning strategies?

To determine if there is a significant association in the mean scores between attention, reproduction, retention and motivation, data is analysed using SPSS for correlations. Results are presented separately in table 3, 4, 5, 6 and 7 below.

Table 3

Correlation between Attention and Reproduction

		TOTALMEAN ATTENTION	TOTALMEAN REPRODUCTION
TOTALMEANATTENTION	Pearson Correlation	1	.696**
	Sig. (2-tailed)		.000
	N	122	122
TOTALMEANREPRODUCTION	Pearson Correlation	.696**	1
	Sig. (2-tailed)	.000	
	N	122	122

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

Table 3 shows there is an association between attention and reproduction. Correlation analysis shows that there is a high significant association between attention and reproduction ($r=.696^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between attention and reproduction.

Table 4

Correlation between Attention and Retention

		TOTALMEAN ATTENTION	TOTALMEAN RETENTION
TOTALMEANATTENTION	Pearson Correlation	1	.617**
	Sig. (2-tailed)		.000
	N	122	122
TOTALMEANRETENTION	Pearson Correlation	.617**	1
	Sig. (2-tailed)	.000	
	N	122	122

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

Table 4 shows there is an association between attention and retention. Correlation analysis shows that there is a high significant association between attention and retention

($r=.617^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between attention and retention.

Table 5
Correlation between Attention and Motivation

		TOTALMEAN ATTENTION	TOTALMEAN MOTIVATION
TOTALMEANATTENTIO N	Pearson Correlation	1	.626 ^{**}
	Sig. (2-tailed)		.000
	N	122	122
TOTALMEANMOTIVATIO N	Pearson Correlation	.626 ^{**}	1
	Sig. (2-tailed)	.000	
	N	122	122

^{**}. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows there is an association between attention and motivation. Correlation analysis shows that there is a high significant association between attention and motivation ($r=.626^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between attention and motivation.

Table 6
Correlation between Motivation and Reproduction

		TOTALMEAN MOTIVATION	TOTALMEAN REPRODUCTI ON
TOTALMEANMOTIVATIO N	Pearson Correlation	1	.574 ^{**}
	Sig. (2-tailed)		.000
	N	122	122
TOTALMEANREPRODUC TION	Pearson Correlation	.574 ^{**}	1
	Sig. (2-tailed)	.000	
	N	122	122

^{**}. Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows there is an association between motivation and reproduction. Correlation analysis shows that there is a high significant association between motivation and reproduction ($r=.574^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive

correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between motivation and reproduction.

Table 7

Correlation between Motivation and Retention

		TOTALMEAN MOTIVATION	TOTALMEAN RETENTION
TOTALMEANMOTIVATIO N	Pearson Correlation	1	.603**
	Sig. (2-tailed)		.000
	N	122	122
TOTALMEANRETENTION	Pearson Correlation	.603**	1
	Sig. (2-tailed)	.000	
	N	122	122

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

Table 7 shows there is an association between motivation and retention. Correlation analysis shows that there is a high significant association between motivation and retention ($r=.603^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between motivation and retention.

Conclusion

Summary of Findings and Discussion

This study examined the Social Learning Strategies (SLT) used by students in a Malaysian Public university in learning a foreign language. Few interesting findings emerged from the study. Firstly, students used all the four components in the SLT, attention, retention, reproduction and motivation, to help them in their learning process. As mentioned by (Ranjan and Philominraj, 2020) it was found that social and metacognitive strategies are the most likely utilized by the students in comparison with memory strategies. The students, for example, used subcategories in SLT, rehearsal and organization to help them in memorizing and organizing their learning process. Secondly there is a strong positive correlation between all the variables in SLT, attention and reproduction, attention and retention and also attention and motivation. There is also a strong positive correlation between motivation and reproduction and also motivation and retention. As supported by (Hakan, Aydin and Bulent (2015), there is a significant positive correlations among all the components of language learning strategies. The findings are applicable for all students, regardless of gender and language levels.

Pedagogical Implications and Suggestions for Future Research

Knowing the different strategies used by students are primordial for teachers, as this will help them to adapt their teaching to the students need, thus optimizing the learning experience and knowledge gain for the students. As mentioned by (Hou Y.A, 2018) the right strategies help students learn more efficiently and effectively. Therefore, teachers should help students to be aware of the different type of strategies available, and which are suitable for them for effective learning.

The future study should look into the perspective of teachers awareness and readiness in language learning strategies to provide the teachers point of view in Language learning strategies.

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