

## **ABSTRACT**

### **Thesis Title: Factors Affecting the Use of Language Learning Strategies of University Students Learning Chinese Language in Pakistan**

The interest in “learning strategies” actually originated in the 20th century, highlighting a shift in focus from behaviorism to cognitivism. The cognitive approach has changed our perception of the teaching-learning process and shifted attention to learner-centered principles and practices in both traditional and innovative digital environments. Research in second language learning reveals that appropriate use of language teaching helps the language learners to become independent learners and facilitate the language learning process to develop communicative competence and improve the overall second/foreign language proficiency. Previous researchers have identified various factors that influence the choice of language learning strategies of learners. This study is an attempt to investigate the reported choice of language learning strategies of university students of Chinese language and to identify the factors affecting their choice of language learning strategies. These factors included gender, age, academic major, duration of learning, proficiency level, and motivation.

The information related to the choice of language learning strategies and the factors affecting their choice of language learning strategies was collected from various resources such as research papers, international journals, technical reports, conference papers, websites, etc. Primary data for this quantitative research survey was collected by using a questionnaire adapted from the Strategy Inventory for Language Learning (SILL) designed by REBECCA L. OXFORD, (1990). The convenience sampling technique was used to collect data because of the time and cost constraints. 350 questionnaires were distributed among students who were learning the Chinese language at Confucius Institute and the Chinese department (Main campus NUML) during March 2019-June 2019.

The data were analyzed through the SPSS version 20 software package. Descriptive statistics technique was used to calculate the frequencies, percentages, mean scores, and standard deviation of the analyzed data to determine whether the participants were low, medium, or high strategy users based on the means obtained. Pearson correlation coefficient was utilized to analyze the relationship between gender, age, academic major, duration of learning Chinese language, proficiency level, motivation level, and the use of six language learning strategies.

The results of the first question reveal that Pakistani CFL learners are “medium” strategy users overall, while with regard to strategy categories, they used social and metacognitive strategies with a high frequency; and affective, cognitive, compensation, and memory strategies with a medium frequency. The analysis of the second question shows that motivation, duration of learning, and proficiency level are the most significant factors that affect the choice of the strategies. Gender, age, and academic major on the other hand do not have a significant correlation with their choice of language learning strategies.

The present study is valuable for educational planners and researchers to help formulate policies related to second/foreign language acquisition and pedagogy. The results of the study will provide reference and baseline information to future Chinese language teachers to improve the effectiveness of Chinese language teaching and learning in the context of Pakistan. At the same time, it will empower students to become independent learners beyond the classroom.

### **Key words**

Language learning strategies, Chinese as a foreign language, Strategy inventory for language learning SILL, direct Strategies, indirect Strategies, metacognitive strategies, affective strategies, and cognitive strategies