STRATEGIES USED BY CHINESE STUDENTS TO LEARN ENGLISH FOR COMMUNICATIVE PURPOSE

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ABSTRACT

This research concerns the Chinese students’ views on Language Learning Strategies towards learning English for communicative purpose. The study aims to find out the most preferable, least preferable and useful Learning Strategies. It also looks at influence of the first language and Chinese educational system for their choices of learning strategies. The research employed qualitative approach by investigating eight Chinese Nationals who are currently studying in UCSI University. There were two participants from each of the four majors, Business Administration, Finance and Accounting, Mass Communication, English Language and Communication. A two-part self-designed interview schedule was used to collect the data. The first part was a checklist of Oxford’s six Language Learning Strategies to all the participants and the second part was an in-depth interview conducted to four participants with eleven questions. The findings showed that Cognitive Strategy was the most frequent strategy while Affective Strategy was the least frequent strategy used by Chinese students in UCSI University. The participants also identified Cognitive Strategy, Meta-cognitive Strategy and Social Strategy as useful strategies in improving different aspects of English proficiency. Chinese students’ first language influence of their English speaking and writing through direct translation way. However, Chinese educational system lacked communicative environments, it forces students to repeat the knowledge to get high marks rather than value Social Strategy.