A Comparative Study of the Language Learning Strategies Used by the Students of Formal and Non-Formal Systems of Education in Pakistan

Aijaz Ahmed Gujjar, Ph.D. Scholar
Bushra Naoreen, Ph.D. Scholar
Saima Aslam, M.A.

Abstract

Formal and Non-Formal education differ in many ways. Whereas in the formal settings the learner learns through face to face interaction with a teacher, in the Non-Formal system the learner has to learn independently of the classroom. The learner, in a Non-Formal education programme, depends on the sent material and the workshops arranged by the institution. There is also the use of the information technology in Non-Formal education. Thus Non-Formal education throws new challenges and a wide array of opportunities to the students. This would be especially so as far as language learning in Non-Formal education is concerned, because of the fact that the learners have more chances to have experiment with their language.

The present study attempts to compare the language learning strategies of formal and non-formal graduate students. It is descriptive in nature. In order to get the desired end, four hundred graduate students. Two hundred each from Formal and Non-Formal systems of education were selected as sample and a questionnaire with fifty items was constructed (Likert Scale) and pilot tested. The reliability of the research tool was 0.990 (Cornbach's Alpha).

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The questionnaire was divided into seven parameters: memory strategies, cognitive strategies, compensatory strategies, meta-cognitive, affective strategies, social strategies and overall strategies.

The study reports that there is a statistically significant relationship between reported frequency of language learning strategy use and the system of education. The students from non-formal system of education are significantly better on using the compensatory strategies and the students from formal system of education are significantly better on use of social strategies. On the remaining parameters, namely, memory strategies, cognitive strategies, meta cognitive strategies, affective strategies and overall strategies, no significant difference was found between the students from both the systems. The Non-formal education (Distance education) students reported the use of more language learning strategies than their counterparts in the Formal settings.

Introduction

With the onset of the post-modern age, there has been a shift in the educational theories and practices throughout the world towards learner-centeredness. It is observed that successful learning depended, to a good extent, on catering to the needs and interests of the learners. For instance, Chickering and Gamson (1991, p.21) reported that "Faculty who show regard for their students' unique interests and talents are likely to facilitate student growth and development in every sphere--academic, social, personal, and vocational."

What are the Language Learning Strategies (LLS)?

Different authors have come up with their definitions of LLS. However, "there is no consensus on what constitutes a learning strategy in second language learning or how these differ from other types of learner activities" (O'Malley et al, 1985). For Rubin, strategies are "the techniques or devices which a learner may use to acquire knowledge" (1975, p.43). In Weinstein and Mayer's terms, the LLS may be defined as "behaviours and thoughts that a learner engages in during learning" which are presumably "intended to influence the learner's encoding process" (1986, p.315). Cohen (1998, p.4) added the important ingredient of choice or consciousness in defining the strategies and thus asserted that "the element of consciousness is what distinguishes strategies from those processes that are not strategic".

A comprehensive definition is provided by Oxford (2001, p.166) who believes that the strategies are in fact

> …operations employed by the learner to aid the acquisition, storage, retrieval and use of information; specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more efficient, and more transferable to new situations.

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Many of the researches on LLS suggest that the strategies which the good and successful language learners employ are different from those of the bad learners. In fact, the good learners not only employ more strategies but also employ them in a more appropriate manner than the weaker ones (Chamot and Kupper 1989).

There has also been a suggestion that there is a positive relationship between Language Learning Strategies and communicative competence (Stern, 1992; Lessard-Clouston, 1997 and Oxford, 1990).

There has been extensive discussion on the types of LLS that the learners employ for successful learning. O'Malley et al., Wenden and Rubin, Stern and Oxford have classified LLS in many categories. However, most of these classifications have striking similarities. Some have categorized them into Learning, communication and Social strategies, others into the cognitive and meta-cognitive and socioaffective strategies (O'Malley et al. 1985) and a few others have added the element of management, planning and interpersonal elements to the discussion (Stern, 1992).

The most comprehensive categorization has been done by Oxford (1990). She has classified the LLS into six broad categories and in each category she has outlined a number of sub-categories. Broadly speaking, these categories include Memory related, Cognitive, Compensatory, Meta-cognitive, Affective, and Social strategies.

Language Learning in Formal and Non-formal Systems of Education

In conjunction with the changing roles of the teacher and the taught, there has been a concurrent realisation on the part of the educational institutions to "reach new audiences or to retain their market share. All this means that distance learning opportunities are becoming an increasingly visible part of educational provision" (White 2003, p.1). There are thousands of courses in language learning alone that are offered on the web (ibid). This change has been brought about by the use of distance education to complement the formal system of education (Brown and Constantin, 1992).

Garrison and Shale (1987, pp10-11) outline the gist of distance education in these terms:

a) Distance education implies that the majority of educational communication between teacher and student occurs non-contiguously.
b) Distance education involves two-way communication between teacher and student for the purpose of facilitating and supporting the educational process.
c) Distance education uses technology to mediate the necessary two-way communication.

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As against it, Eraut (2002) describes five features of the formal or traditional education system

a) a prescribed learning framework
b) an organised learning event or package
c) the presence of a designated teacher or trainer
d) the award of a qualification or credit
e) the external specification of outcomes. (Eraut's 2000, p.12)

Distance education is different from the formal system not only in terms of scope but also in its objectives and implementation. Whereas the Formal education takes place in the traditional classroom settings whereby the teacher and the taught meet in an organised manner, the Distance system survives the physical separation of the teachers and the students. Tutorials do take place but they are not as frequent as in the Formal system.

Teacher and Student

Though there has been a shift of focus from the teacher to the student in the Formal classroom, the teacher still occupies a key position in terms of decision making about the class organisation and lesson development. In a Distance Language learning programme the learner enjoys autonomy and independence sometimes denied even in the most liberal of the classrooms. This independence affords him opportunities to choose the learning environment and the time that he pleases to devote to his studies (Shelly, 2000).

Student in the Formal setting has the opportunity to interact with his peers and the teacher. This interaction is quite different in the Distance settings. As for Distance learning, interaction that was earlier on confined to post and broadcasting corporations, has now gained new momentum with the advent of teleconferencing powered by the fourth generation internet-based real-time technology and has thereby helped in fostering communication (Wang and Sun 2001). Computer Assisted Language Learning (CALL) has therefore come up as an essential ingredient of a Distance Language Learning Programme.

Purpose of the Study

To compare the language learning strategies as used by the graduate students of Formal and Non-Formal systems of education in Pakistan.

Research Question

Is there a statistically significant difference in the use of language learning strategies in different dimensions of the language learning strategy scale?

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Research Methodology

As the study was descriptive in nature, it used the survey approach. 50-item version of the Strategy Inventory of Language Learning (SILL) for speakers of other languages learning English (Oxford, 1990) was used to collect data from the respondents.

Population and Sampling

All the Pakistani graduate students learning English constituted the population for the study. four hundred undergraduate students, two hundred each from The Islamia University Bahawalpur and the Allama Iqbal Open University, were considered as sample for the study.

Data Analysis

The data collected through questionnaire was coded and analyzed through SPSS XII in terms of mean scores and independent sample t- test.

Findings

Data collected through the questionnaire was analyzed in terms of mean scores and independent sample t-test was applied. The findings drawn out from the data analysis are given below.

Table: 1 showing the mean difference between students of formal and non formal systems of education on different parameters of memory strategies.

S. No	Statement	Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
1	I remember a new English word by making a mental picture of a situation in which the word might be used.	Formal	200	1.69	1.002	.100	.000	1.00
		Non-Formal	200	1.69	1.002	.100		
2	I use rhymes to remember new English words.	Formal	200	1.66	1.320	.132	-2.106	.036
		Non-Formal	200	2.08	1.495	.150		
	I use flashcards to remember new English	Formal	200	1.02	.141	.014	-4.820	.000

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#	Statement		N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
3	words.	Non-Formal	200	1.67	1.341	.134		
4	I physically act out new English words.	Formal	200	1.34	.855	.086		
		Non-Formal	200	1.16	.615	.061	1.709	.089
5	I review English lessons often.	Formal	200	3.47	1.049	.105		
		Non-Formal	200	2.80	1.627	.163	3.461	.001
6	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	Formal	200	3.99	1.105	.111		
		Non-Formal	200	2.26	1.260	.126	10.32	.000

It is evident from above table that there is a significant difference between the mean scores of formal and non-formal learners and the formal learners are significantly better than non-formal learners on "I review English lessons often and I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign." The non-formal learners are significantly better than formal learners on "I use rhymes to remember new English words and I use flashcards to remember new English words." While learners from both the systems of education are equal on "I remember a new English word by making a mental picture of a situation in which the word might be used and I physically act out new English words."

Table: 2 Showing the mean difference between the students of formal and non-formal system on the overall memory strategies of the language learning

Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Formal System	200	13.1700	4.45869	.44587	1.884	.061
Non -Formal	200	11.6600	6.65790	.66579		

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The above table shows that there is no significant difference between the students from formal and non-formal systems of education on overall memory strategies of language learning. So, it is concluded that the students from both the systems are using the same memory strategies in language learning.

Table: 3 showing the mean difference between students of formal and non formal systems of education on different parameters of cognitive strategies.

Sr. No	Statement	Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
1	I say or write new English words several times.	Formal	200	3.33	1.484	.148	6.495	.000
		Non-Formal	200	2.07	1.249	.125		
2	I try to talk like native English speakers.	Formal	200	1.72	1.055	.105	-1.204	.230
		Non-Formal	200	1.90	1.059	.106		
3	I practise the sounds of English.	Formal	200	1.66	1.165	.117	1.095	.275
		Non-Formal	200	1.50	.882	.088		
4	I use the English words I know in different ways.	Formal	200	3.59	1.564	.156	1.839	.067
		Non-Formal	200	3.17	1.664	.166		
5	I start conversation in English.	Formal	200	1.21	.769	.077	-3.037	.003
		Non-Formal	200	1.57	.902	.090		
6	I watch English language TV shows spoken in English or go to movies spoken in English.	Formal	200	3.20	1.385	.139	2.376	.018
		Non-Formal	200	2.72	1.471	.147		
7	I read for pleasure in	Formal	200	3.17	1.364	.136	.186	.853

#	Statement	Group	N	Mean	SD	Std. Error	t	Sig.
	English	Non-Formal	200	3.13	1.662	.166		
8	I write notes, messages, letters or reports in English.	Formal	200	3.34	1.622	.162	.661	.059
		Non-Formal	200	3.21	1.113	.111		
9	I first skim an English passage (read over the passage quickly) then go	Formal	200	3.67	1.240	.124	10.29	.000
		Non-Formal	200	1.81	1.316	.132		
10	I look for words in my own language that are similar to new words in English.	Formal	200	1.09	.379	.038	-3.633	.000
		Non-Formal	200	1.43	.856	.086		
11	I try to find patterns in English	Formal	200	1.52	1.105	.111	-.942	.347
		Non-Formal	200	1.67	1.146	.115		
12	I find the meaning of an English word by dividing it into parts that I understand.	Formal	200	1.54	.858	.086	-1.763	.079
		Non-Formal	200	1.81	1.269	.127		
13	I try not to translate word-for-word.	Formal	200	1.91	1.357	.136	-5.155	.000
		Non-Formal	200	2.90	1.360	.136		
14	I make summaries of information that I hear or read in English.	Formal	200	2.12	1.274	.127	-4.376	.000
		Non-Formal	200	3.01	1.586	.159		

It is evident from above table that there is a significant difference between the mean scores of formal and non-formal learners. The formal learners are significantly better than non-formal learners on "I say or write new English words several times, I watch English language TV shows spoken in English or go to movies spoken in English, I first skim an English passage (read over the passage quickly) then go."

The non-formal learners are significantly better than formal learners on "I start conversation in English, I look for words in my own language that are similar to new words in English, I try not to translate word-for-word, and I make summaries of information that I hear or read in English," while learners from both the systems of education are equal on "I try to talk like native English speakers, I practise the sounds of English, I use the English words I know in different ways, I read for pleasure in English, I write notes, messages, letters or reports in English, I try to find patterns in English and I find the meaning of an English word by dividing it into parts that I understand."

Table: 4 Showing the mean difference between the students of formal and non-formal system on the cognitive strategies of the language learning

Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Formal System	200	33.0700	14.58812	1.45881	.538	.591
Non Formal	200	31.9000	16.10289	1.61029		

The above table shows that there is no significant difference between the students from formal and non-formal systems of education on over all cognitive strategies of language learning. So, it is concluded that the students from both the systems are using the same cognitive strategies in language learning.

Table: 5 showing the mean difference between students of formal and non formal systems of education on different parameters of compensatory strategies

Sr. No	Statement	Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
1	To understand unfamiliar English words, I make guesses.	Formal	200	4.05	1.373	.137	4.118	.000
		Non-Formal	200	3.24	1.408	.141		

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No.	Statement	Group	N	Mean	Std. Dev	Std. Error	t	Sig.
2	When I can't think of a word during a conversation in English, I use gestures.	Formal	200	1.77	1.230	.123	6.386	.000
		Non-Formal	200	3.07	1.622	.162		
3	I make up new words if I do not know the right ones in English.	Formal	200	1.49	1.010	.101	8.260	.000
		Non-Formal	200	2.87	1.331	.133		
4	I read English without looking up every new word.	Formal	200	3.97	1.617	.162	.357	.721
		Non-Formal	200	3.89	1.550	.155		
5	I try to guess what the other person will say next in English.	Formal	200	1.87	1.098	.110	2.952	.004
		Non-Formal	200	2.42	1.505	.151		
6	If I can't think of an English word, I use a word or phrase that means the same thing.	Formal	200	2.92	1.733	.173	3.095	.002
		Non-Formal	200	3.66	1.647	.165		

It is evident from the above table that there is a significant difference between the mean scores of formal and non-formal learners and the formal learners are significantly better than non-formal learners on to understand unfamiliar English words, "I make guesses." The non-formal learners are significantly better than formal learners on "When I can't think of a word during a conversation in English, I use gestures, I make up new words if I do not know the right ones in English, I try to guess what the other person will say next in English and If I can't think of an English word, I use a word or phrase that means the same thing." While learners from both the systems of education are equal on "I read English without looking up every new word."

Table: 6 Showing the mean difference between the students of formal and non-formal system on the compensatory strategies of the language learning

Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Formal System	200	16.0700	6.82428	.68243	-2.811	.005
Non Formal	200	19.1500	8.56983	.85698		

The above table shows that there is a significant difference between the students from formal and non-formal systems of education on over all compensatory strategies of language learning. So, It is concluded that the students from non-formal system are using the better compensatory strategies in language learning.

Table: 7 showing the mean difference between students of formal and non formal systems of education on different parameters of meta-cognitive Strategies

Sr. No	Statement	Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
1	I try to find as many ways as I can to use my English.	Formal	200	2.35	1.617	.162	-4.586	.000
		Non-Formal	200	3.41	1.652	.165		
2	I notice my English mistakes and use that information to help me do better.	Formal	200	3.22	1.750	.175	.136	.892
		Non-Formal	200	3.19	1.331	.133		
3	I pay attention when someone is speaking English.	Formal	200	3.43	1.094	.109	3.499	.001
		Non-Formal	200	2.77	1.536	.154		
4	I try to find out how to be a better learner of	Formal	200	4.10	1.115	.111	-3.648	.000

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No	Statement	System	N	Mean	Std. Dev	Std. Error Mean	t-value	Sig.
	English.	Non-Formal	200	4.58	.699	.070		
5	I plan my schedule so I will have enough time to study English	Formal	200	3.62	1.543	.154	5.087	.000
		Non-Formal	200	2.53	1.487	.149		
6	I look for people I can talk to in English.	Formal	200	2.06	1.448	.145	-3.360	.001
		Non-Formal	200	2.82	1.737	.174		
7	I look for opportunities to read as much as possible in English.	Formal	200	3.10	1.396	.140	4.567	.000
		Non-Formal	200	2.18	1.452	.145		
8	I have clear goals for improving my English skills.	Formal	200	2.80	1.484	.148	-4.393	.000
		Non-Formal	200	3.72	1.478	.148		
9	I think about my progress in learning English.	Formal	200	2.78	1.541	.154	-1.080	.282
		Non-Formal	200	3.00	1.333	.133		

It is evident from above table that there is a significant difference between the mean scores of formal and non-formal learners and the formal learners are significantly better than non-formal learners on "I pay attention when someone is speaking English, I plan my schedule so I will have enough time to study English and I look for opportunities to read as much as possible in English." The non-formal learners are significantly better than formal learners on "I try to find as many ways as I can to use my English, I try to find out how to be a better learner of English, I look for people I can talk to in English and I have clear goals for improving my English skill." While learners from both the systems of education are equal on "I notice my English mistakes and use that information to help me do better and I think about my progress in learning English."

Table: 8 Showing the mean difference between the students of formal and non-formal system on the meta cognitive strategies of the language learning

Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Formal System	200	31.5600	13.18885	1.31889	-.674	.501
Non Formal	200	32.7800	12.40852	1.24085		

The above table shows that there is no significant difference between the students from formal and non-formal systems of education on over all meta-cognitive strategies of language learning. So, it is concluded that the students from both the systems are using the same meta-cognitive strategies in language learning.

Table: 9 showing the mean difference between students of formal and non formal systems of education on different parameters of affective Strategies

Sr. No	Statement	Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
1	I try to relax whenever I feel afraid of using English.	Formal System	200	2.87	1.412	.141	1.881	.061
		Non-Formal	200	3.25	1.445	.145		
2	I encourage myself to speak English even when I am afraid of making a mistake.	Formal	200	1.76	1.046	.105	9.481	.000
		Non-Formal	200	3.32	1.270	.127		
3	I give myself a reward or treat when I do well in English.	Formal	200	3.00	1.035	.103	2.922	.004
		Non-Formal	200	2.55	1.140	.114		
4	I notice if I am tense or nervous	Formal	200	3.50	1.337	.134	4.584	.000

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	when I am studying or using English.	Non-Formal	200	2.57	1.526	.153		
5	I write down my feelings in a language learning diary.	Formal	200	1.53	.881	.088		
		Non-Formal	200	1.16	.368	.037	3.873	.000
6	I talk to someone else about how I feel when I am learning English.	Formal	200	4.00	1.435	.144		
		Non-Formal	200	2.30	1.382	.138	8.532	.000

It is evident from above table that there is a significant difference between the mean scores of formal and non-formal learners and the formal learners are significantly better than non-formal learners on "I give myself a reward or treat when I do well in English, I notice if I am tense or nervous when I am studying or using English, I write down my feelings in a language learning diary and I talk to someone else about how I feel when I am learning English." The non-formal learners are significantly better than formal learners on "I encourage myself to speak English even when I am afraid of making a mistake, While learners from both the systems of education are equal on, I try to relax whenever I feel afraid of using English."

Table : 10 Showing the mean difference between the students of formal and non-formal system on the affective strategies of the language learning

Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Formal System	200	16.6600	6.41214	.64121	1.637	.103
Non Formal	200	15.1500	6.63382	.66338		

The above table shows that there is no significant difference between the students from formal and non-formal systems of education on over all affective strategies of language learning. So, it is concluded that the students from both the systems are using the same affective strategies in language learning.

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Table: 11 showing the mean difference between students of formal and non formal systems of education on different parameters of social strategies

Sr. No	Statement	Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
1	If I do not understand something in English, I ask the other person to slow down or say it again.	Formal	200	2.66	1.387	.139	5.875	.000
		Non-Formal	200	1.61	1.127	.113		
2	I ask English speakers to correct me when I talk.	Formal	200	2.27	1.613	.161	3.096	.002
		Non-Formal	200	1.67	1.074	.107		
3	I practise English with other students.	Formal	200	3.20	1.456	.146	7.540	.000
		Non-Formal	200	1.74	1.276	.128		
4	I ask for help from English speakers.	Formal System	200	1.02	.141	.014	1.421	.157
		Non-Formal Education/Non Formal	200	1.00	.000	.000		
5	I ask questions in English.	Formal	200	2.33	1.111	.111	3.756	.000
		Non-Formal	200	1.69	1.293	.129		
6	I try to learn about the culture of English speakers.	Formal	200	1.80	1.110	.111	-5.016	.000
		Non-Formal	200	2.81	1.680	.168		

It is evident from above table that there is a significant difference between the mean scores of formal and non-formal learners and the formal learners are significantly better than non-formal learners on "If I do not understand something in English, I ask

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the other person to slow down or say it again, I ask English speakers to correct me when I talk, I practise English with other students and I ask questions in English." The non-formal learners are significantly better than formal learners on "I try to learn about the culture of English speakers." While learners from both the systems of education are equal on, I ask for help from English speakers.

Table: 12 Showing the mean difference between the students of formal and non-formal system on the social strategies of the language learning.

Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Formal System	200	13.2800	6.41979	.64198	3.143	.002
Non Formal	200	10.5200	5.99070	.59907		

The above table shows that there is a significant difference between the students from formal and non-formal systems of education on over all social strategies of language learning. So, It is concluded that the students from formal system of education are using more social strategies in language learning.

Table : 13 Showing the mean difference between the students of formal and non-formal system on the overall   language learning strategies

Status of Student	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Formal System	200	128.0600	53.51537	5.35154	.392	.696
Non Formal	200	124.9700	57.92671	5.79267		

The above table shows that there is no significant difference between the students from formal and non-formal systems of education on over all language learning strategies. So, it is concluded that the students from both the systems are using the same over all language learning strategies.

Discussion

- On different parameters of memory in learning strategies, it is evident by the results that students of formal system are significantly better in memorizing the lessons by reviewing them regularly and they are in habits of memorizing the words by their location as they are used on page, board or any sign board. They can save the picture of the words as it is on their mind screen. But, on the other hand, the students of non- formal system of education need flash

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cards to remember the words. They can use properly the cards as compared to the students of formal systems of education. But both the students are equal in acting out the words as they are used in any situation. Both are equal in saving the picture of that situation on their mind screens. As the results show there is no difference between the both regarding this parameter of memory in learning strategies (table.1).

- On overall memory strategies of language learning, there is no significant difference between the students of both the systems. Both types of students are equal in using the same language learning strategies to learn or memorize the words or lessons (table. 2).

- Formal students learn English by writing words again and again. They watch English movies and shows to enhance their capability in language. They also use to use skim technique while learning English as compared to non- formal students who are not good in these techniques comparatively. Non-formal students learn language by using the technique of summarizing the given information. They do not try to translate English word to word. According to the results non- formal students are significantly better in these techniques as compared to formal students. On many other parameters of cognition in language learning strategies, both types of students use the same techniques. For example: they try to apply the words in different ways. They focus on sounds also. They happily practice English by writing the letters passages and reports. They understand the words by dividing them into parts and think that its more easy to understand the words as compared to memorize as a whole. In above mentioned techniques there is no significant difference between both types of the students (table. 3).

- Overall results show that there is no significant difference between the mean scores of the students on cognitive strategies of learning language. Both types of students do almost the same mental activity or their pattern of learning is almost same while learning English (table.4).

- Formal learners are significantly better than non- formal students in using the guess strategy. If they don't know the new word in English they do not bother about it they can guess of it. Non- formal students are significantly better than formal students in many compensatory strategies of learning English. During conversation if they don't know the meaning of any word they can understand by gestures. They can use new words in the place where they don't know the exact word to be used. They can try to guess the trend of the people while conversation. What would be used by the people next in English. If they don't know the word in English they can use the other word having same meaning in place of that word. These are some of the strategies in which the students of

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non- formal system are better than the students of formal system of education (table. 5).

- Overall mean score shows that students of non- formal system are better in using the compensatory strategies while learning language as compared to formal system of education (table.6).

- There is a significant difference between the mean score of the students of formal and non- formal system of education on different parameters of Meta cognition strategies. Results show that formal learners pay more attention when somebody is speaking English and they find enough time in their time table to study English. They seem to be more active in learning English as the results indicate that they look for the opportunities to read about English as compared to non- formal learners. Non- formal learners also have some better strategies of Meta cognition than the formal learners. They try to find out the ways in which they can use their language properly as compared to formal learners. They also seem to be active to be a better learner in English. They seem to be more serious in learning than the formal students as they search for the people speaking English because they are having more clear goals for the improvement of their language skills as compared to formal students (table. 7).

- Overall results show that the students of both the systems think about their progress in learning English. As they find any mistake in their language they try to improve their condition by using almost same strategies. So it can be said that both types of students are cautious about their language skills and practices (table. 8).

- As far affective strategies of learning language are concerned, formal students are significantly better in some of the affective strategies. They appreciate their own effort when they see that they have done well in their learning. In this way they are self motivated for learning. But when they see that they have difficulty in learning something and they are tensed and nervous about this situation then they try to discuss with others about their feelings or they note them down in a diary. These techniques are used by the formal learners in better ways as compared to non- formal students. But students of non- formal system are significantly better on one parameter of affective strategies of learning language. They use the strategy of encouraging themselves adequately as compared to formal students. They encourage themselves even when they think that they will make a mistake. They are not afraid of making mistakes and they try to speak even if an individual feels relaxation in any situation of learning. It means they can develop themselves and enhance their learning. Here the results show that learners from both the systems of education are equal in: when they are afraid of using English they make themselves satisfied in that situation and relax (table. 9).

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- Overall mean score on affective strategies of language learning shows that both types of students use same types of strategies while learning language as there is no significant difference between the scores of the respondents (table. 10).

- Formal learners are significantly better than non-formal learners on some parameters of social strategies of language learning. They do not feel shy to ask others to say it again or revise it slowly. Even when they feel any difficulty or speak wrong they can take help from others by saying them to correct their language. They also use a very good strategy of learning English doing practice with others. They do practice and improve their English and remove their mistakes while speaking in a group. Non- formal students are significantly better than formal students in inquiring about the culture of the English speakers. In this way learners can have good knowledge of any language. But both types of the students are in search of English speakers and try to get help from them. According to the results both types of the students are same in having the interest of looking for the English speakers (table. 11).

- Regarding social strategies of learning language, overall results show that there is a significant difference between the both. It seems that formal students are more confident in using social strategies. And they are more social in learning language. They can seek any type of help from their social circle as compared to non- formal students (table.12).
- There are different types of strategies which are used by the students to learn English as a second language. Here overall results on language learning strategies show that both types of the students of formal and non- formal, use same types of language learning strategies because there is no significant difference between the mean score of the respondents. Both types of the students have same patterns of language learning (table. 13).

Conclusion

- Students save the picture of any situation regarding learning English on their mind screen.

- Both types of the students use same strategies to memorize words/ lessons of English.

- Formal students focus more on English movies/discussions/ show of English speakers to enhance their capability of speaking English.

- Non-formal students learn language by using the technique of summarizing the given information. They do not focus on word to word translation.

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- Both types of students have intention to learn English. They practice it by writing letters/passages/reports.

- Non- formal students are better in using compensatory strategies as compared to formal students. When they feel any difficulty in using words. They try to use the new words in place of those where they don't know the exact word.

- Both types of students are cautious about their language skills and practices. They try to find out the opportunities to eliminate their weakness.

- Students do not bother about their mistakes while speaking/writing. They get relaxed and try to motivate themselves for improvement.

- Formal students are more confident in using social strategies. And they are more social in learning language. They can seek any type of help from their social circle as compared to non- formal students.

Recommendations

- Students should not focus on memorizing word to word. They should understand the meanings of the word to apply it in different situations.

- Non- formal students have more time for study than formal students. They should watch English movies/ shows and discussions on media.

- Formal students seem to memorize the lessons. It is better if they try to summarize them in their own words. In this way learning will be more effective.

- Students should try to use alternative word in place of that where they don't know the exact word to be used. In this way they can save their time while writing and even speaking. For the purpose they need to do practice.
- Non- formal students should try to increase their social circle like formal students. Group interaction is a best strategy to learn a language. In this way they can remove the mistakes of each other in their group.

- Second language always needs practice. Both types of students should do practice of their writing and speaking to improve their skills.

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Aijaz Ahmed Gujjar, Ph.D. Scholar
Department of Education
Federal College of Education
H-9, Islamabad
seek_to_learn@yahoo.com

Bushra Naoreen, Ph.D. Scholar
Department of Education
G. C. University
Faisalabad
Pakistan
naoreen.gcuf@yahoo.com

Saima Aslam, M.A.
Department of Education
G. C. University
Faisalabad
Pakistan.
saimaaslam333@yahoo.com

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