

Table 2.
Learner strategies

Strategies																						
Type of strategies	Student No																					Frequency (% of students)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1. Increasing input e.g. listening to the radio, TV, interacting with native speakers, etc.	v	v	v	v	v	v	v	v		v	v	v	v	v	v	v	v	v	v	v	v	95.2
2. Repetition, practice through numerous repetition	v	v	v	v		v	v	v	v	v	v	v			v	v	v	v	v	v	v	90.4
3. Dictionary use: referring to international phonetic symbols	v	v	v		v		v	v		v	v		v		v			v	v	v	v	66.6
4. Practising target items in language use, e.g. speaking, writing	v	v			v	v	v		v			v	v	v	v	v		v	v		v	66.6
5. Memorisation	v			v	v	v	v		v	v	v		v			v	v	v		v		61.9
6. Association (relate new items to familiar ones in L1 or L2		v	v	v	v	v	v	v		v			v	v		v		v	v			61.9
7. Seeking assistance of teacher/peer students		v		v	v	v		v	v	v		v		v	v	v			v	v		61.9
8. Intuition	v		v		v	v	v			v	v				v	v	v	v	v		v	61.9
9. Isolating difficult items to practice	v	v				v	v	v	v	v	v		v			v	v	v			v	61.9
10. Auditory self-assessment	v					v	v	v		v	v		v		v	v	v	v				52.3
11. Silent reading	v	v		v	v	v					v	v					v	v		v	v	52.3
12. Writing down words or seeing words written down to retain their pronunciation		v	v			v	v		v	v		v		v			v	v	v			52.3
13. Guessing- referring to L1 or L2 knowledge	v						v	v	v		v		v	v		v		v			v	47.6
14. Exposure to authentic language use and usage	v						v	v			v	v		v	v			v	v		v	47.6

15. Comparison		v	v	v					v			v		v		v		v		v	42.8
16. Silent repetition		v	v				v	v			v		v		v		v				38.1
17. Practising correct pronunciation	v						v			v	v	v			v					v	33.3
18. Using a personal phonetic spelling		v			v					v	v	v		v	v						33.3
19. Identify areas where target items are frequently used	v							v			v						v	v			23.8
20. Self-correction	v						v				v						v	v			23.8
21. Creating a relevant context for practising difficult items e.g. singing songs	v									v				v		v	v				23.8
22. Repetition after correction by teacher/peer students				v	v	v											v		v	v	28.6
23. Increasing production i.e. communication	v		v	v				v						v	v						28.5
24. Monitoring of speed and pronunciation	v						v				v	v						v			23.8
25. Being corrected by teacher/peer students								v	v	v				v							19.0
26. Using a diary						v	v									v		v			19.0
27. Conscious phonological transfer from L1						v		v								v				v	19.0
28. Referring to transcription			v				v		v			v									19.0
29. Oral self-correction										v											4.8
Total	17	12	10	9	10	14	18	14	11	10	16	11	12	9	13	14	14	18	11	7	12

- very good
 - good
 - fair