LASSI Inventory insights: Exploring EFL learning and teaching through student feedback in Kosovo

Laura Naka
University "Fehmi Agani" in Gjakova, Kosovo

The Learning and Study Strategies Inventory (LASSI) is a widely recognised tool for assessing students' learning processes by measuring key components of their study behaviours and attitudes. This research explores the interplay of three components of the LASSI inventory, skill, will, and self-regulation, and their collective impact on English as a foreign language (EFL) learning improvement. By analysing data from 97 student respondents, my study highlights how these components interdependently influence their English as a foreign language learning. The questionnaire as an instrument was distributed to students of the Faculty of Education at the University "Fehmi Agani" in Gjakova (UFAGj), in Kosovo. The results suggest that strong motivation (will), advanced cognitive strategies (skill), and effective self-regulation are closely associated with notable enhancements in academic achievement. Conversely, deficiencies in one area often hinder the effectiveness of the others. The research underscores the importance of integrating targeted interventions and teaching practices to strengthen these dimensions in educational contexts. Practical implications for educators and policymakers include the development of curricula and support systems that foster holistic learning strategies, equipping students with the necessary tools to thrive academically and beyond.

Introduction

A key goal for teachers is to give their students as much knowledge as possible when messaging in an appropriate way regarding teaching methods. To achieve this goal, both the teacher and students need to conduct research into understanding how they learn, which can highlight their strengths and weaknesses, and evaluate the strategies they use in the learning process. By undertaking diagnostic tests to extract this information, teachers can more readily offer advice that students can rely on to better manage their learning. One of the useful mechanisms to achieve this goal is the *Learning and Study Strategies Inventory* (LASSI). Previous researchers such as Stephan et al. (2021) have shown positive outcomes from incorporating LASSI scores and descriptions of the dimensions into assignments throughout the semester, thereby improving learning across several domains.

The *Learning and Study Strategies Inventory* (LASSI) has been published by Weinstein and colleagues in various editions, initially as a version tailored for high school students (Weinstein et al., 1987). This version was developed "in response to the need to assess skills that are critical for academic success at the high school level, but that are also instrumental for making a successful transition into a college setting" (p. 5). Subsequently, the inventory was updated, leading to the publication of other editions (Weinstein & Palmer, 1990; Weinstein, Palmer & Acee, 2016). The LASSI has been extensively used to assess students' awareness, application of learning techniques, and

study strategies across areas of skill, motivation, and self-regulation, which are essential for strategic learning. The second edition consisted of 10 scales, each containing 8 items, aligned with these components. In 2016, the third edition of the LASSI user's manual was released, introducing several changes. These revisions included a reduction in the total number of items from 80 to 60 and a compression of each scale to 6 items (Weinstein, Palmer & Acee, 2016). To extract data on these three components, my current research designed a questionnaire requesting responses from respondents to three questions for each scale of the LASSI inventory. The questions were modified but still referred to the items of the LASSI 3rd edition.

The invention of the LASSI mechanism was based on three components. The LASSI is a 10-scale, 60-item assessment of students' awareness about and use of learning and study strategies related to *skill, will*, and *self-regulation* components of strategic learning (Weinstein, Palmer & Acee, 2016). According to Cook et al. (2021) "LASSI is an invaluable educational tool that serves to help academic administrators identify struggling students and provide help where it is needed most" (p.6).

The paper aims to understand each learner's preferred ways of studying and tailor English materials and activities to align with these styles. Also, during the analysis of the results, the paper will seek to highlight strategies for effective time management, helping learners allocate time for English practice alongside other subjects. Through this modified LASSI inventory, the researcher can provide valuable insights into learners' strengths and areas for improvement in their study habits and learning strategies. It is anticipated that these results provide an overview that will help students improve their EFL in several ways, as shown in Figure 1.

Encourage learners	to set specific, achievable goals for their English learning, which can help increase motivation and focus
Introduce effective study techniques	such as summarisation, note-taking, and self-testing, that can enhance their comprehension and retention of English material
Foster self-motivation	by helping learners recognise their intrinsic motivations for learning English and how to sustain it
Provide guidance	on test-taking strategies that can help learners perform better in English assessments
Emphasise	the importance of seeking feedback on their English skills and using it constructively for improvement

Figure 1: Learners' strengths and areas for improvement in EFL learning

By focusing on these areas, EFL teachers can create a supportive environment that encourages learners to develop their English skills more effectively. The research in the Australian undergraduate context conducted by Marland, et al. (2015) has investigated

the confidence that users may reasonably have in the consistency of the LASSI and in its effectiveness in measuring what it claims to measure: cognitive, behavioural and attitudinal study skills and strategies that are relevant to successful study in a university context. In the conclusion of Marland et al. (2015), "The results of this study and its earlier companion study have suggested that the LASSI has a high degree of test-retest reliability in the Australian undergraduate contexts in which the studies were conducted" (p. 43). As O'Connell et al. (2023) emphasised, "The Learning and Study Strategies Inventory (LASSI) is an itemized assessment of personal attributes regarding a student's characteristic behaviors and attitudes toward educational topics" (p.3).

Literature review

Language learning strategies have been studied and proposed by numerous scholars for decades since the 1970s to help ESL and EFL learners improve their English language skills around the globe (John Peter & Hashim, 2023). Studies included in the research by Cook et al. (2021) on academic intervention help define LASSI as a powerful measure used to assess real change in student study strategies. The paper conducted by Hulick and Higginson (1989) that used the Learning and Study Strategies Inventory (LASSI, 1987) developed by Weinstein and Palmer as an instrument, concluded that the results suggest that those students who use learning strategies are more successful in terms of grade point average than those who are not aware of learning strategies or who use such strategies infrequently. Furthermore, the positive impact of using learning strategies demonstrates their role in EFL learning improvement. According to Zhang et al. (2024), where the LASSI 3rd edition was used as a research instrument, the findings underscore the importance of integrating learning strategy components into educational interventions and the potential benefits of creating supportive learning environments.

The implementation of learning strategies necessarily creates favourable conditions for an effective learning environment. In a meta-analysis of 158 studies on the relationship between learning and study strategies, Fong et al. (2021) generalised that LASSI subscales and the total LASSI score were significantly and positively associated with most students' academic outcomes. In addition, Yilmaz (2017) emphasised that "Educators must not assume that university students already have skills and habits; they should help and teach them" (p.161). The research carried out by Khalil, Williams and Hawkins (2019) concluded that anxiety, motivation, and test strategies were scales with a significant relationship since the lack of motivation, lack of test strategies, and high anxiety were associated with poor academic performance of the research population. Individuals with strong self-regulated learning skills, characterised by the ability to plan, manage, and control their learning process, can learn faster and outperform those with weaker self-regulated learning skills (Kizilcec et al., 2017).

Three components of LASSI

According to Weinstein, Palmer, and Acee (2016), there are ten scales of LASSI's inventory: anxiety, attitude, concentration, information processing, motivation, selecting

main ideas, self-testing, test strategies, time management, and using academic resources. These scales are placed into the three strategic learning components: skill, will, and self-regulated learning.

Component 1: Skills of strategic learning

Information processing

Students often receive information while focusing more on the facts and what they read than on the meaning and thought the information intends to convey. Many factors influence the learning abilities of each student, as an individual. After the study of Fourie and Schlebusch (2022) showed several elements of learning ability, recommendations to teachers on how to facilitate efficient information processing first and foremost include having a basic understanding of how humans learn, for example, "how the brain processes information" (p.120). Some of the guiding principles summarised by Hoy, Miskel and Tartere (2013) on teaching applications of the cognitive approach are: Guide perception and attention by previous knowledge; Help students focus on the most important information; Help students make connections between new information and what they already know; Help students organise information in meaningful chunks; Ensure students have the declarative knowledge needed to understand new information, (p. 70-71).

Selecting main ideas

In reading skills, according to Fuqaha and Wartim (2023), "Obtaining information and knowledge of the text was called the main idea", which is the most important one in a paragraph (p. 101). Elashhab (2013) shows that "problem-solving strategies include deciding what to focus on, getting back on track when concentration weakens, and monitoring comprehension" (p. 125). As one of the most necessary skills of the 21st century for problem solving, critical thinking should be taught and included in the curriculum of those schools in which inclusivity towards all their students is a priority (Latorre-Cosculluela et al., 2021). Moreover, it showed that support strategies such as note-taking and underlining keywords or ideas that involve organising the information of the text into levels of importance and main idea identification led to more successful task performance (Elashhab, 2013).

Test strategies

Tests are still the most common assessment tools in almost all educational contexts due to their practical and time-saving features (Tunaz & Tüm, 2019). The test strategies scale on the LASSI assesses how students prepare for examinations depending on the course and if they adequately review areas of weakness (Saxena et al., 2024). Similarly, in his research, Amer (1993) listed several components for test-taking strategies, such as: to read the instructions carefully, to schedule their time appropriately, to make use of clue words in the questions, to delay answering different questions, and to review their work to check their answers. Therefore, test taking strategies are known as the methods that test takers use as an alternative aimed at attaining correct answers on a specified form of language assessment (Singh et al., 2021).

Component 2: Will of strategic learning

Anxiety

Anxiety is a key factor contributing to learners' hesitation in acquiring a foreign language, particularly in speaking, as it undermines their motivation and inhibits their willingness to participate actively in the learning process. Test-taking can be a significant source of anxiety for learners, impacting their performance and overall educational experience, and effective test-taking strategies are essential for students to enhance their performance and manage anxiety during assessments (Al-Sukaini et al., 2025). Since anxiety is common in educational settings, anxious students can have trouble understanding, transforming their thoughts, and even indicating their information during a presentation (Liu & Wang, 2023). According to Workie (2020), foreign language learners often prompt feelings of stress, nervousness or anxiety while learning to speak the target language and claim to have a mental block against learning. Another strategy that emerged to lower foreign language learning anxiety, in the study conducted by Adelian et al. (2024), was increasing opportunities for interaction in the target language. Saxena et al. (2024) claim that early identification of students experiencing increased levels of anxiety in the academic environment can be a starting point for providing support. Therefore, as Liu and Wang recommended, FL teachers need to know about the sources of FL learners' anxiety to employ effective strategies in FL classes to help language learners overcome anxiety (2023).

Attitude

Students' perspectives on learning English are closely linked to their ability to attain desired outcomes. These attitudes are shaped by internal and external influences, including personal, professional, educational, and economic factors. According to Imsa-Ard (2020), most students thought that English as a language played a role in the world, and it would allow them to meet and converse with more and varied people as well as to be able to travel abroad, and they wished that they could have many native English-speaking friends. Stimulating positive student attitudes towards the target language is also a key factor that can be achieved through a variety of strategies (Alshenqeeti, 2018).

Motivation

Students facing difficulties in EFL learning because of a range of factors and issues are often demotivated to learn (Alshenqeeti, 2018). As Elmahdi et al. (2024) emphasised, motivation refers to the drive or desire that learners have to learn and engage with the material being taught by teachers. Therefore, Meng (2021) claimed that teachers are reflected as the most noteworthy figure of any scholastic organisation, and the positive rapport between students and teachers is significant for learners' state motivation. As Al-Munawwarah (2018) confirmed, "without motivation, there is no effort for learners to do something proficiently (p. 107).

Component 3: Self-regulation of strategic learning

According to Dianati et al. (2022), Self-regulated learning examines how one regulates one's own learning without interference from external factors. As such, self-regulation of

learning is an essential variable in university students' educational process and integral development, especially in the first semesters (López-Angulo et al., 2024).

Concentration

Concentration is one of the most important aspects determining second language learners' success and performance during language learning (Yuliana et al., 2024). Li and Xue (2023) believed that student engagement plays an important role in shaping educational achievement in the higher education system, and factors influencing student engagement may have profound and long-lasting implications for student performance and learning outcomes. Eventually, the atmosphere of the learning environment is an incentive for students to concentrate more on learning (Simbolon & Simbolon, 2022). However, maintaining students' focus is both a challenge and a motivation for teachers to change themselves if needed for the better (Le, 2021).

Self-testing

Self-testing is an effective learning strategy that involves actively recalling information to assess understanding and retention. Unlike passive review methods like rereading, self-testing actively engages the brain, improving critical thinking and identifying knowledge gaps. In the self-reflection phase, learners evaluate their learning progress based on the information derived from cognitive monitoring in the performance phase and the feedback they are given (Hong et al., 2021). Incorporating self-testing into study routines fosters deeper learning and boosts long-term retention, making it a powerful tool for academic success.

Time management

Time management is a critical learning strategy that enhances academic performance by enabling students to allocate their time effectively across various tasks and responsibilities. Time management can help the student learning process become easier, more focused, organised, and fun (Mariam et al., 2020). It involves prioritising activities, setting realistic goals, and creating structured schedules to optimise productivity. Students can reduce stress, meet deadlines, and balance academic and personal commitments by managing time efficiently. This strategy fosters self-discipline and promotes better planning, allowing learners to focus on high-priority tasks and allocate sufficient time for study, reflection, and revision, ultimately contributing to long-term academic success.

Study aids/resources

Study aids and resources are essential tools for enhancing learning by providing students with additional support and opportunities to deepen their understanding of course material. Accessing reliable resources also fosters independent learning, enabling students to address gaps in their understanding and build confidence in their academic abilities. Factual knowledge includes the technical vocabulary used in a discipline and the details extracted from reliable sources of information (Tofade et al., 2013).

Method

This study adopts a quantitative research approach, utilising a structured questionnaire to collect and analyse data. Utilising standardised data collection methods and *Statistical Package for the Social Sciences* (SPSS) for statistical analysis, this approach ensures objectivity and enhances the generalisability of the findings derived from the respondents. The study sought to examine the perspectives of students from the Faculty of Education at UFAGj (University "Fehmi Agani" in Gjakova) regarding the three components of LASSI: will, skill, and self-regulated learning strategies. Specifically, the research aimed to analyse data to identify the characteristics of students with strategies they employ for EFL learning within these components. The findings are expected to illuminate the students' strengths and weaknesses, providing valuable insights for EFL teachers to address students' needs and enhance their English language learning outcomes. Students of the Faculty of Education at UFAGj were selected to ensure that these learning strategies not only increase their proficiency in EFL learning but also serve as a foundation for future application in their teaching practices. By integrating these strategies, pre-service teachers can effectively address the learning needs of their learners when they pursue their careers as teachers.

Participants and instrument

The research population is 96 students from the Faculty of Education at UFAGj, encompassing second, third, and fourth-year students. Specifically, 28 are fourth-year students, 31 are third-year students, and 37 are in their second academic year. Generally, teacher education programs are predominantly attended by females, with minimal exceptions. Accordingly, the population includes 5 male and 91 female students. The primary education program contains three English language courses within its curriculum. The first course, *English Language I*, carries 5 ECTS credits, which equate to approximately 125 hours of student workload, and is offered during the first semester of studies. This course focuses on developing basic English language skills at an elementary level. The second course, *English Language II*, also carries 5 ECTS credits and is designed to provide intermediate-level English proficiency. It emphasises more complex vocabulary expressions and phrases. Both courses are mandatory. In the third year of studies, students are offered an elective course, *English Language for Teachers,* which, based on past practices, has been frequently chosen by students. This course is taught in the third year, carries 4 ECTS credits, and focuses on the methodology of EFL teaching. The primary education program includes three courses of English as a foreign language, which students are required to complete over the academic years of their studies. The importance lies in the fact that young learners, starting from the first grade, learn English as a foreign language. Therefore, a considerable number of student teachers choose to specialise in English language teaching methodology to become English teachers for grades 1 to 5 of the primary cycle.

This ensures that all students have completed at least two English courses, while some have attended all three, and this enabled the instrument to be administered in English language. Therefore, a brief explanation of the questionnaire as a research instrument was

sufficient for students to understand its importance. Participation in the study was entirely voluntary, and students were invited to respond to the questionnaire at their discretion. Participants completed a modified structured questionnaire designed to collect data, comprising close-ended questions based on a Likert scale ranging from 1 (*not at all typical of me*) to 5 (*very much typical of me*), taken out as outlined in the *User's Manual of LASSI, 3rd edition* (Weinstein et al., 2016, p. 35). The questionnaire contained 30 questions. Each scale of the LASSI inventory consists of three questions, ultimately providing data on the three components of the inventory: *skill, will,* and *self-regulation* as learning strategies. Regarding the modification of the instrument, it is important to clarify that the questionnaire used in this study includes the 10 scales of the three categories of the LASSI inventory, but the modification was made by reducing the questions, from six to three for each scale, as well as adapting the questions with a special emphasis on learning the English language.

Data collection and analysis

Following the development of the questionnaire, based on the scales of the LASSI components outlined by Weinstein et al. (2016), the instrument was piloted. After addressing and clarifying certain ambiguities identified by a small group of students (five participants), the final version of the questionnaire was designed. The questionnaire was distributed to students in the Faculty of Education during the fifth week of the winter semester of the 2023/2024 academic year. The data collected from the questionnaire were analysed using SPSS software. The results are presented separately for the three components and individually for each LASSI scale. The analysis focuses on identifying students' strengths and weaknesses, which will inform the implementation of appropriate teaching methods to improve EFL learning.

Although the Faculty of Education currently offers only primary and preschool education, this structure reflects historical and institutional priorities within our context. The Faculty has traditionally focused on preparing teachers for early and primary schooling, where demand for qualified educators has been highest. Currently, the medium of instruction is Albanian, but students are required to complete several pedagogical courses in conjuction with their EFL studies.

Unfortunately, detailed information about these parallel units was beyond the scope of this study and was not explored in depth. This limits the extent to which our findings can be interpreted in relation to students' broader academic experiences. A valuable direction for future research would be a comparative analysis of student motivation, satisfaction, or learning behaviours across all subjects in the same semester or year. Such an approach could reveal whether students feel more, less, or equally motivated in English compared with other areas. Instruments such as the LASSI inventory may offer useful insights for such comparative work, helping to illuminate differences in learning strategies and motivational patterns across subjects.

Findings

Skill category

The results have been interpreted separately for each category. However, in the conclusions, the results or the data that have differences or similarities among components are generalised. The first category contains the levels of learning skills strategies (Tables 1 to 3).

Table 1: Skill - information processing (N=96)

	Mean	SD
I elaborate on the text's important information for future lessons.	3.85	0.94
I don't burden myself with things I won't need for assessment, as exam grades are.	3.62	1.48
I remember the information I learn in a story and use it for other occasions when I need it.	3.50	1.64

As shown in Table 1, the largest percentage of responses to the first question are from students who declare that it is *fairly typical of me* (45%) and *very much typical of me* (34%) that they elaborate on important information for the future in the text. Over 40% of students do not burden themselves with things that do not require evaluation, for example, exam grades, while dominating the percentage on the third question, where around 46% remember the information they learn in a story and use it for other occasions when they need it.

Table 2: Skill - selecting main ideas (N=96)

	Mean	SD
While reading stories, I forget to get the message by focusing on details that I often don't need but are interesting to me.	2.95	0.92
When I read a story, I focus on the meaning of unfamiliar words, so I lose track of the story's content.	3.45	0.98
I focus on getting the right information from reading passages based on their titles.	3.62	1.02

Regarding the first question in Table 2, it is *not typical* for around 44.8% to focus on getting the message from the lesson rather than on things that interest them. Whereas, *somewhat typical* (14.6%) and *fairly typical* (40.6%) forget to get the message while reading by searching for the parts that interest them. In the second question of this category, around 64.4% find themselves *somewhat typical* or *fairly typical* as they focus on unknown words, and curiosity makes them lose focus on what the lesson is about. Meanwhile, in the third question, 61.4% of the participants declared that they are fairly or very much focused on getting the right information from reading passages based on the title.

Table 3: Skill - test strategies (N=96)

	Mean	SD
I focus on the instructions given by the teacher when taking tests, or for any class or homework activity.	4.22	0.74
I strive to maintain a sense of calmness during tests and examinations.	4.04	0.67
I practice the tasks we did in class or exercises from the previous tests/exams.	3.25	1.46

The results in the Table 3 show it is *fairly typical* for around 39.6% and *very much typical* for 41.7% that focus on the instruction given by the teacher when taking tests, or for any class or homework activity, while it is *somewhat typical* for 18.8% regarding this statement. In the second question, there is no data on whether they succeed or not, but about 54.2% of the participants try fairly enough to maintain a sense of calmness during tests and examinations. And also, about 61.4% practice the tasks of the preliminary exams in the classroom.

Will category

The research seeks to identify a lack of confidence in speaking English during class, which may indicate issues related to language proficiency or fear of making mistakes. It also expects to highlight social anxiety or fear of being judged by peers, and provide data on test-related anxiety, particularly the stress and panic that students feel during exams, which may affect their focus and performance. According to the LASSI tool, learning strategies are categorised under the scales of the category "Will". Therefore, the following tables show findings revealed from respondents, regarding anxiety, attitude and motivation.

Table 4: Will - anxiety (N=96)

	Mean	SD
I don't have the confidence to take the initiative to speak English in class.	3.15	1.12
I experience stress about participating in activities during English class due to concerns about possible judgment from my peers.	2.70	1.09
I struggle to stay focused during the exam because of feelings of panic about the possibility of making mistakes.	3.91	1.08

For about 40.6% of the participants, it is *not very typical* to not have the confidence in taking the initiative to speak English, while others have little, enough, or no confidence to speak English in class. Regarding the fear of being ridiculed or judged by their classmates, around 70% declare they have stress/worry, while only 20% do not find themselves typical in this question. In response to the third question, it is *not very typical* to 20.8%, 45.8% is *fairly typical*, and 33.3% is *very much typical* for them in struggling to stay

focused during the exam because of feelings of panic about the possibility of making mistakes.

Table 5: Will - attitude (N=96)

	Mean	SD
Learning English is closely linked to my goal of studying abroad and securing a job.	2.88	1.62
I learn English only to pass the exam and get a grade.	2.93	1.57
I consider English as something I am asked to learn, rather than a necessary/important language.	4.04	1.14

The findings in Table 5 appear to show a discrepancy between the participants' responses on their attitude towards EFL learning. For about 35.4%, EFL learning is closely linked to their intention to continue their studies abroad, while for 44.8% it is *not very typical*, and 18.8% is *not at all typical*. However, it does not mean that students learn EFL just to pass the exam, as more than 50% of the participants do not have this attitude, which is in line with the third question, since again over 50% of them learn English because they consider it an important and necessary language for them.

Table 6: Will - motivation (N=96)

	Mean	SD
I practise English every day because I want to get a high grade.	3.90	.89
I like to communicate in English because it is a beautiful and international language.	3.91	1.19
I will achieve my goals for further studies through English.	3.01	1.62

Students are motivated by the desire to achieve good grades, as shown in Table 6. In response, 44.8% of participants indicated that this desire is *somewhat typical* of them, 19.8% found it *fairly typical*, and 35.4% deemed it *very typical* concerning their aspiration for high grades in the EFL course. Furthermore, 75% of respondents reported that it is either *fairly typical* or *very typical* for them to appreciate English as a beautiful and international language, reflecting a positive attitude toward communication in English. Additionally, the majority believe that proficiency in English is essential for reaching their professional and academic goals.

Self-regulated

The self-regulated category has four scales, as presented in Tables 7 to 10: concentration, self-testing, time management and using academic resources.

Table 7: Self regulation - concentration (N=96)

	Mean	SD
During lectures, I sometimes find myself distracted, thinking about other things instead of paying attention to the lesson.	3.48	1.16
I pay attention to learning in class.	3.68	1.16
From time to time, I get something out of the lesson, but I can't interrupt/ask while others are listening or discussing.	2.89	1.57

According to the participants, the answers to the first question leave much to be desired, as 44.8% think that they are quite typical of the question posed and 19.8% are very typical of those who during lectures, 'sometimes find myself distracted, thinking about things'; none declare that the question is *not at all typical* for them, and only 35% claim that it is *not very typical* for them. On the other hand, more than 50% of the participants declare they listen attentively in class, whereas 45.8% admit that it is *not very typical* for them to be sufficiently concentrated during the lesson.

A significant proportion of students (35.5%) reported that self-regulation and concentration issues in class are *not at all typical* of them, suggesting that over one-third of the students generally do not struggle with maintaining focus or regulating their behaviour during lessons. However, the remaining 64.5% of students identified these issues as being present to varying degrees: 19.8% found it *somewhat typical*, 25% said it was *fairly typical*, and 18.8% found it *very much typical* of them. This indicates that nearly two-thirds of the student population experiences some level of difficulty with self-regulation and concentration in class, highlighting the need for targeted support strategies to enhance focus, engagement, and classroom management.

Table 8: Self-regulation - self-testing (N=96)

	Mean	SD
I review all my notes in advance to make sure I've solved everything correctly.	3.73	1.14
I compare my answers and results with those of others before submitting them.	2.57	1.04
I present the project several times at home before I go and present in front of my classmates in the classroom.	3.17	1.16

The results indicate that students exhibit varied habits when using their class notes to verify homework accuracy. While 43.8% of students reported that this behaviour is either *fairly typical* (25%) or *very much typical* (18.8%) of them, a comparable portion (38.6%) indicated that it is either *somewhat typical* (19.8%) or *not very typical* (18.8%). This indicates that although many students use their notes to support homework completion, a considerable portion may not be making full use of this approach. These findings point to an opportunity for educators to emphasise and model effective note-checking and self-monitoring strategies as part of fostering students' independent learning and academic responsibility. The findings reveal that most students do not consistently

compare their answers with others before submitting assignments. A combined 40.7% reported that this behaviour is either *not at all typical* (21.9%) or *not very typical* (18.8%) to them, while only 19.8% found it *fairly typical*. The largest group, 39.6%, indicated it is *somewhat typical*, suggesting occasional use of peer comparison. Eventually, the data points to limited engagement in peer-based verification strategies, highlighting the potential value of promoting collaborative learning and peer review practices to support accuracy and confidence in student work. The results show that while 35.4% find it *fairly* or *very much typical* to practice presentations at home, a larger group (40.6%) report this behaviour as only *somewhat* or *not very typical*. This suggests a need to encourage more consistent rehearsal habits to improve students' preparedness and confidence in class presentations.

Table 9: Self-regulation - time management (N=96)

	Mean	SD
I dedicate myself to exam preparation a week before the exam date.	3.28	1.35
I plan my study schedule for each day.	3.53	1.16
I can't start class without having coffee with my friends.	5.00	.00

The data indicates a divided approach to exam preparation among students, with 44.8% stating it is *not very typical* for them to begin studying a week in advance, while 36.5% consider it *very much typical*. This suggests that although a significant group adopts early preparation habits, nearly half may be at risk of last-minute studying, pointing to the importance of promoting time management and study planning skills. If participants plan their schedule, the results show that while 36.4% of students regularly plan their daily study schedules, the largest group (44.8%) only do so *somewhat*, and 18% rarely engage in this practice. This indicates that although many students recognise the value of planning, there is room to strengthen daily study habits through improved organisational and time management strategies. Not surprisingly, students (100%) identified having coffee with friends before class as *very much typical* of them, highlighting the strong social component of their daily routine. This suggests that peer interaction plays a significant role in pre-class preparation and overall academic experience.

Table 10: Self regulation - using academic resources (N=96)

	Mean	SD
I practise a lot from the workbook.	2.45	1.02
I just figure out how to find the answer, regardless of who tells me or where I find the answer.	4.40	.78
I use online tests on the Internet to learn.	3.73	1.14

The data shows that a majority of students (66.7%) find practising from the workbook only *somewhat* or *not very typical* of their study habits, while just 14.6% consider it *fairly typical*. This indicates limited engagement with workbook practice, suggesting a need to encourage more consistent use of this resource to reinforce learning. The results show

that a strong majority of students (81.3%) view independently finding answers, regardless of the source, as *fairly* or *very much typical* of them. This suggests a high level of resourcefulness and self-directed learning among students, reflecting positively on their problem-solving and adaptability skills. The results indicate that 56.3% of students use online tests as a learning tool, with 36.5% considering it *very much typical* and 19.8% finding it *fairly typical*. However, 43.7% of students either rarely or never engage with online tests, suggesting that while some students utilise this resource, there is an opportunity to encourage broader adoption of digital learning tools.

Discussion and conclusion

Based on the skill component, the results indicate that most students actively engage with important information and elaborate on such details for future use. More than 40% of respondents demonstrate a selective focus, avoiding unnecessary cognitive load by not concerning themselves with less evaluative elements such as exam grades. This trend of purposeful engagement is further supported by responses to the third question of the first category, since almost half of the sample report remembering information better when it is presented in a narrative form and can be applied to different contexts. These findings suggest that students adopt meaningful learning strategies, focusing on relevant content and integrating it into broader knowledge frameworks.

The data reveal a nuanced pattern in students' reading and learning behaviours. While a majority report that they elaborate on key information for future use, a notable number admit to occasionally overlooking the main message by concentrating on parts that personally interest them. Furthermore, students acknowledge being distracted by unknown words due to curiosity, which detracts from comprehension of the lesson. Nevertheless, students report aligning their focus with the titles of reading passages to extract relevant information, indicating a strategic approach to comprehension. Combined, these results suggest that while students often demonstrate intentional and meaningful engagement with texts, they are challenged in maintaining focus.

Regarding test strategies, a strong majority focus on the instructions provided by the teacher during tests, classwork, or homework activities, highlighting a high level of instructional adherence and task engagement. Although the second item did not measure outcomes directly, it is notable that students reported a conscious effort to maintain emotional composure during assessments, suggesting an awareness of the importance of emotional regulation in academic settings. Therefore, findings collectively emphasise that students adopt strategic and effortful learning behaviours and demonstrate readiness to manage their academic responsibilities through cognitive and emotional self-regulation.

The findings indicate that students exhibit varying levels of confidence and emotional regulation in language learning and assessment contexts. While 40.6% report that they do not lack confidence in initiating English speech in class, a considerable number still experience hesitation, with many indicating only moderate or low self-assurance. Many

participants express anxiety about being judged or ridiculed by peers. Additionally, exam-related stress is a significant concern, struggling with focus during exams due to the fear of making mistakes. These results suggest that despite some confidence, many students face emotional challenges that may hinder their academic performance and communicative engagement, thus highlighting the need for supportive strategies that address both psychological and linguistic aspects of learning.

The results reveal diverse attitudes of students toward EFL learning, since some view EFL learning as closely tied to their intention to pursue further studies abroad, and others declare something else. Findings indicate that, while motivations for learning English may vary, a significant portion of students recognise the value of the language beyond immediate academic goals. According to Wangdi and Dhendup (2024), it is evident that a significant number of non-native English-speaking countries now embrace English as a second or foreign language.

The findings suggest that students are strongly motivated to achieve good grades, but also because they consider English a beautiful and international language, which underscores their appreciation for its global significance. Additionally, the majority recognise English proficiency as important for their academic and professional success. Results highlight academic motivation and a growing recognition of English as an essential tool for future opportunities. The results of the first question of the self-regulated category dedicated to concentration show that students occasionally experience attention deficits during lectures, confirming a moderate tendency for students to become distracted from focus or sometimes disconnected during class. At the same time, in the second question, students generally report paying attention to learning in class. Both items share the same standard deviation (1.16), suggesting a similar variability in student responses. This suggests individual differences in students' attention spans, emphasising the role of teachers in fostering greater engagement. In this sense, a research on factors affecting the concentration of university students, Le (2021) concludes that teachers' professional competencies, teaching techniques in class, and teachers' attitude are also factors that equally affect students' ability to concentrate (p. 10).

Regarding the self-testing scale, the results reveal inconsistent student engagement with key academic self-regulation strategies. While many students refer to their notes to verify homework, a substantial portion do not fully utilise this approach. Likewise, most students only employ peer comparison and presentation rehearsal techniques infrequently. These patterns suggest a need for educators to more explicitly promote effective study habits, collaborative learning, and preparation strategies to strengthen students' academic responsibility and performance.

Due to time management, the findings reveal a mixed pattern in students' self-regulated learning behaviours. While some students demonstrate proactive exam preparation and schedule planning, a notable percentage rely on less structured approaches. The high rate of social interaction, evidenced by all students reporting pre-class coffee with

friends as typical, underscores the importance of peer engagement in their daily routines. These insights highlight the need to reinforce effective time management and study planning skills while recognising the potential of social contexts to support academic motivation and routine-building.

Regarding academic resources, results show a mixed approach to independent study strategies among students. While a strong majority demonstrate self-directed learning by actively seeking answers through various sources, workbook use remains limited, with most students engaging with it occasionally or not at all. Similarly, although over half of the students regularly use online tests to support their learning, others still underutilise digital resources. Analysing the responses will help determine specific emotional or psychological challenges that students face in EFL classrooms, allowing for targeted interventions such as confidence-building activities, stress management strategies, and creating a more supportive and inclusive classroom culture.

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Dr Laura Naka is an Associate Professor in the Faculty of Education, University of Gjakova, Kosovo. She teaches English as a foreign language for primary education. She has also served in the university's management as Vice-Rector for quality assurance and academic development, and as an expert in the implementation of standards for the accreditation of study programs. Her field of expertise is EFL teaching methodology, diversity in EFL classes, and teachers' professional development through different strategies. She has published several scientific papers with topics focused on the methodology of teaching English as a foreign language.
Website: https://edukimi.uni-gjk.org/en/stafi/22/prof-asoc-dr-laura-naka
Google Scholar: https://scholar.google.com/citations?user=zJHc4d4AAAAJ&hl=en
ORCID: https://orcid.org/0000-0002-9175-8575
Email: laura.naka@uni-gjk.org

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