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**AN EXPLORATION OF EFL LEARNING STRATEGY USE
THE CASE OF HIGH AND LOW
ACHIEVING STUDENTS**

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**An Exploration of EFL Learning Strategy Use
The Case of High and Low
Achieving Students**

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**By
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LIST OF ACRONYMS AND ABBREVIATIONS

ELT: English Language Teaching

EFL: English as a Foreign Language

HA: High Achieving Students

LA: Low Achieving Students

LLS: Language Learning Strategy

SILL: Strategy Inventory for Language Learning

SFLL: Second or Foreign Language Learning

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language

OPERATIONAL DEFINATIONS OF TERMS USED IN THE STUDY

Achievement: Learners' English language cumulative score at the end of the first term or semester of 2001 EC academic Year

Language Learning Strategies: "Operations employed by the learners to aid the acquisition, storage, retrieval and use of information." (Oxford, 1990)

High Achievers: Students who cumulatively scored \geq (greater or equal to) 80% in English language in the first term/semester of 2001 E.C Academic year.

Low Achievers: Students who cumulatively scored \leq (less or equal to) 49% in English language in the first term/semester of 2001 E.C Academic year.

Abstract

This study was undertaken with the objectives to see whether there were EFL learning strategy use and preference differences between the high and low achieving students coupled with identifying the extent of the differences. It also aimed at exploring the relationship between achievement and EFL learning strategy uses.

To this end, a total sample of ninety students (40 from high and 50 from low achieving) students were selected using random sampling method. A slightly modified Oxford's Strategy Inventory for Language Learning (SILL) version 7.0 for ESL/EFL with 45 items and interviews were used to collect data from the two sample groups.

The data gathered through the self-report questionnaire were then analyzed using Statistical Package for Social Sciences (SPSS) version-15. The average points of the ratings by the high and low achievers for each item were first computed and discussed in comparison. The means of the two groups for each SILL category were also further subjected to statistical independent t-test to determine the significance of the differences. The data obtained through the interviews were used for cross-checking and discussed qualitatively. Pearson product moment correlations were also computed to see the relationship between achievements and EFL learning strategy uses of the two groups.

The Results generally revealed considerable differences between the high and low achieving students in using EFL learning strategies making the high achieving students more often users of the EFL learning strategies, with more varieties, and more appropriately than the low achieving students. In addition, it was found out that there was a strong relationship between achievement and EFL learning strategy uses. The findings in general lead to the conclusion that EFL learning strategies play a significant role in enhancing success in learning English as a foreign language. In addition, it can also be concluded that the frequency and type of EFL learning strategies used significantly influence success in EFL learning; the more frequently with yet more varieties the strategies are used, the more successful to be in EFL learning.

Finally, it is recommended that EFL teachers should provide trainings on developing the skills of how to learn (LLS), which are most important to be successful in EFL learning, as part of the activities to support the low achieving students. Syllabus designers and text book writers are also advised to include EFL learning strategies with sufficient variety and appropriate frequency in the students' learning materials so as to help them be successful in their EFL learning.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

It is obvious that success in second or foreign language learning (SFLL) depends on a number of factors such as learner motivation, learning style, age and so on. One of these factors is the ways by which learners' approach and handle their language learning tasks known as Language Learning Strategies (LLS). Language Learning Strategies (LLS) have been recognized as important tools to be successful in learning a second or foreign language since the pioneering works of Stern (1975) and Rubin (1975) that identified a close relationship between success in Second or Foreign Language Learning and the specific techniques or procedures (LLS) that learners use to go with their language learning tasks.

Subsequent studies that have been carried out by scholars such as O'Malley (1987); Oxford (1989); Oxford (1990); Wenden (1991); Cohen (1998); Bremner (1999) and Chamot (2001) have also confirmed the strong tie between LLS and success in language learning underlining the high potentials of Language Learning Strategies to enhance second or foreign language learning.

Williams and Burden (1997:10), in emphasizing the importance and potentials of LLS to enhance second or foreign language learning, also state "conscious use of strategies can significantly enhance learning". Similarly, O'Malley and Chamot (1990) also underscore as LLS have been found to be effective in second/foreign language learning.

The findings that showed close relationship between LLS and success in language learning have in general laid the ground to recognize LLS as important instruments to be successful in learning second or foreign language and consequently to let them have a central and growing place in the area of Second/ Foreign language learning and more specifically in the area of Teaching English as a Second or Foreign Language.

With the light of their importance and growing recognition of their instrumentality to enhance SFLL therefore further researches into LLS have intensively continued from various directions since the pioneering works of Stern and Rubin. One of the areas in which studies concentrated was thus the investigation of the type and frequency of LLS used by successful (high proficient) and unsuccessful (less proficient) learners of the language with the intention to have more insights about LLS.

However, though many of the findings of the studies that explored the relationships have been found consistent and as a result magnified the necessities of LLS to be successful in second/foreign language learning and paved the way for further researches, the studies that have been carried out to investigate the type and frequency of LLS employed by successful (high proficient) and unsuccessful (low proficient) learners to have more insights about Language learning strategies, have come up with somewhat mixed and diversified results.

1.2 Statement of the Problem

As already stated, studies that have been carried out to specifically investigate the type and frequency of LLS used by successful (high

proficient) and unsuccessful (less proficient) learners have come up with mixed outcomes.

A study carried out by Naiman et al (1978), Green and Oxford (1995) as cited in Cohen (1990), in terms of proficiency, for instance, has come up with the finding that higher proficiency learners use more strategies than lower-proficiency ones. Similarly, Green and Oxford (1995) discovered and reported that higher proficiency level students used language learning strategies of all kinds more frequently than the lower proficiency level students did.

A study conducted by O'Malley and Chamot (1990) in terms of effectiveness revealed that, in general, more effective students used a great variety of strategies and used them in ways that helped them complete the language tasks successfully. Similarly, the findings of other researchers such as Bialystok (1981); Chamot and Kupper (1989); Gan, Humphereys, and Lyons (2004); Hung and Van Naerssen, (1987); O'Malley et. al. (1985) also revealed that successful learners use strategies more often, with more varieties, and more appropriately than unsuccessful learners. Added to this, Pavia (1997) reported that more successful learners were found to have used cognitive, compensation and social strategies more frequently than the unsuccessful ones.

On the other hand, however, a study conducted by Cohen (1990) revealed that low proficiency learners used more LLS strategies than the high proficiency learners did. Other studies done by Van Naersson (1985) and Gillette (1986), as cited in Linguagen & Ensino (2002), have found no significant differences between high and low proficiency groups on the use of specific strategies.

As mentioned earlier, the findings are in general somewhat mixed and inconsistent though they have produced some interesting insights in the area. In explaining the possible reasons for the variation of the outcomes, Griffiths (2003:44) says "Possible reasons for this lack of unity might include the different contexts of the studies, the differing research methods used, or the varying nature of the language learners themselves".

Thus, as there was little or no consensus on the type and frequency of LLS used by the successful and unsuccessful learners possibly because of context, subjects of study and methodology variations, and at the same time the context and nature of students in Ethiopian is a different one, the researcher has been interested to see what the trend would look like in our context (investigate EFL learning strategy uses by our high and low achieving students) hypothesizing that the observed achievement variations between the two groups could be at least partly due to the EFL learning strategy use differences between the two groups.

In doing so, the researcher attempted to review studies that have been carried out in the Ethiopian context on this specific topic. However, no study that specifically focused on the investigation of EFL learning strategies by high and low achieving students was found as far as the current researcher's knowledge is concerned. Only a study by Endaweke Abebe (2008) that focused on EFL strategy use in relation to gender (between male and female) was found. In his finding, Endaweke reported that no significant difference was found between the female and male students in using all types of LLS. Of course, there are studies carried out on specific skills such as on vocabulary

learning strategies by Abebe G/Tsadik (1997), Jeylan Aman (1999), Setegn Mayew (2007), and Getnet Gidey (2008). There are also similar studies on reading, speaking and the other skills.

Driven therefore by these inconsistencies and by the motivation to see what the trend would look like in our situation as the context and nature of students is a different one and at the same time no study is so far done in the area, the researcher has been initiated to investigate EFL learning strategy use by high and low achieving students. To this effect thus the researcher formulates the following research questions.

1. Are there EFL learning strategy use differences between the high and low achieving students? What is the extent of the differences if any?
2. Which EFL learning strategies are more frequently used by the high and low achieving students?
3. Is there any correlation between EFL learning strategy use and students' achievement?

1.3 Purpose of the Study

The main objective of this study was to investigate EFL learning strategy uses by the high and the low achieving students and the relationship between EFL learning Strategy use and students' achievement. In doing so, the study was, therefore, expected to adequately address the research questions already stated in the statement of the problem. To be more specific, the study targets:

1. To investigate EFL learning strategy use differences between the high and low achieving students and the extent of the differences if any.

2. To identify more frequently used EFL learning strategies by the high and low achieving students.
3. To see the relationship between EFL learning strategy use and students' EFL learning achievements.

1.4 Significance of the Study.

As researches in the area of ELT basically aim at coming up with findings (Theories, Methods, Strategies, etc) that improve or enhance Second language Acquisition (SLA), the findings of this study too, which focuses on the investigation of the type and frequency of EFL learning strategies used by the high and low achieving students, is also hoped to provide the following contributions in learning or teaching English as Foreign Language (TEFL). Thus the findings may help:

- Teachers identify the extent to which the frequency of EFL learning strategy use and learners' preferences of these strategies influence the success of learning English as a second/foreign Language.
- Teachers to focus more on LLS than language teaching methods understanding "Learning begins with the learner" Nyickos and oxford (1993).
- Teachers to "Individualize classroom instruction based on the strategy uses of different students" (Oxford and Burry-Stock, 1995:6).
- Teachers understand the potential usefulness of LLS in enhancing TESL/TEFL.



- To raise students' and teachers' consciousness regarding the use of EFL learning strategies.
- Policy makers, curriculum developers, syllabus designers to included EFL strategy trainings into the syllabus which may empower teachers with the implication of the proverb “Give a man a fish and he eats for a day. Teach him how to fish and he eats for a life time”.
- Learners to identify the appropriate EFL learning strategies and make use of them to improve their English.
- Teachers Training Institutes in that it can give them an insight in to the students state of awareness and use of EFL learning strategies and thereby notifying them to include trainings on LLS.

1.5 Scope of the Study

The setting of this study is generally delimited to Grade Nine students of Kokebe Tsebah Secondary government school located here in Addis Ababa. In addition, the study has been confined to investigating EFL learning strategy uses by the high and low achieving students and the relationship between students' EFL learning strategy use and their achievement variables.

Moreover, as students' EFL learning strategy use might depend on their respective learning styles, motivation, gender, cultural background, types of tasks, attitude and beliefs, and the like, this study is, however, narrowed to the investigation of the aforementioned variables only.

1.6 Limitations of this Study

This study examined EFL learning Strategy use differences between the high and low achieving students and the relationship between achievement and use of LLS in terms of Oxford's strategic inventory of Language learning (SILL). However, as SILL is not the only list of language learning strategies and the learners may employ other strategies, the findings are attributed mainly to the SILL. In addition, the result is also confined to the participants' self-rated use of the strategies. The participants of this study were also grade nine students of Kokebe Tsebah Secondary school. Thus, the findings reflect EFL learning strategy use of only these students.

1.7 Organization of the Study

This study is organized under five chapters. The first chapter discusses background of the research problem, the objectives, significance of the study, scope and limitations of the study. Chapter two, as a whole, talks about the reviewed literature. It briefly assesses what have been done so far in the area, the extent and the gap this study is trying to fill in. The third chapter discusses the design of the study. Thus, it discusses about the settings of the study, the subjects, the samples and sampling procedures, the instruments and procedures of data collection and finally how the data are organized and analyzed. Chapter four presents the discussion of the analyzed data and the findings. Both the qualitative and the quantitative analysis of the data coupled with their respective findings are presented here. Finally chapter five summarizes the major findings and sums up the whole work by providing conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Meaning of Language Learning Strategies

As the center of methodological gravity shifts from teacher centeredness to student centeredness in English Language Teaching (ELT), language learning strategies (LLS) are gaining great momentum these days by many scholars, researchers and teachers. This is so because cognitivists' approach to language learning sees language learners as active participants who attempt to identify the system of the language or to understand the new language in the learning process using his/her cognitive competence as opposed to the behaviorists approach that regards learners as passive recipients, not capable and responsible for their own learning. According to the cognitivists' approach thus, this attempt leads the learners to develop various devices or techniques to cope with the language learning tasks/process.

Based on this contemporary approach to language learning thus, a number of scholars defined language learning strategies in different but closely related ways. Rubin (1987) and O'malley and Chamot (1990), for instance define language learning strategies as any set of actions, plans, tactics, thoughts or behaviors that the learners employ to facilitate the comprehension, storage, retrieval, and use of information. Similarly, to Williams and Burden (1997), language learning strategies are techniques used by learners to help them make their language learning be more effective and increase their

independence and autonomy as learners. In a more explicit way, Willing (1988:7) as cited in Gardner and Miller (1999) states language learning strategies as “ specific mental procedures for gathering, processing, associating, categorizing, rehearsing and retrieving information and patterned skills”.

According to these scholars, language learning strategies are special ways to enhance comprehension via information processing which contribute to the development of the language system which the learners construct and affect learning directly.

Other scholars have also attempted to define language learning strategies. Ellis (1997), for instance, defines Language learning strategy as an aid for developing communicative skills while Gardner and McIntyre, (1993) define LLS as determinators of second language proficiency that account for individual differences. Dickinson (1987) phrases it as “an enhancement of learner autonomy”

Oxford (1990), who is the most prominent figure in the area, has also defined language learning strategies as specific actions taken by a language learner to make his/her learning adjustable to various situations so as to make language learning simple (as cited in Richards and Lockhart, 1996).

It can generally be inferred from the above definitions that language learning strategies have explicit goals of assisting learners in improving their knowledge in a target language. They can be employed by learners to assist them with the storage of information, the construction of language rules and the application of these rules as well.

As Language learning strategies are also intentional behaviors and thoughts that learners make use of during learning to help them understand, learn or remember new information, the strategies may include focusing on certain aspects of new information, analyzing and organizing information during learning to increase comprehension and evaluating learning when it is completed to see whether further action is needed. As Richards (1992) writes, these strategies may be applied to from simple tasks such as learning a list of new words up to more complex tasks involving language comprehension and production.

Generally speaking, the meaning or concept of language learning strategies is constructed, as Stern (1992:261) explains, “based on the assumption that learners consciously engage in activities to achieve certain goals that they exercise choice procedure, and that they undertake.”

2.2 Taxonomy of Language Learning Strategies

It is so far discussed that Language learning strategies are used with the explicit goal of helping learners improve their knowledge and understanding of a target language. It is also said that they are the conscious thoughts and behaviors used by students to facilitate language learning tasks and to personalize the language learning process. And as these strategies are so vast and so variable as a result of natural variations among learners, a number of scholars have attempted to classify these learning strategies in to different categories and sub categories. Rubin (1981) for instance identified two kinds of learning strategies: those which contribute directly to learning, and those which contribute indirectly to learning.

Rubin further divides the direct learning strategies into six types as clarification/verification, monitoring, memorization, guessing/ inductive inferencing, deductive reasoning and practice), and the indirect learning strategies into two types such as creating opportunities for practice and production tricks.

O'Malley (1990) and his colleagues on the other hand developed a taxonomy of their own. They first identified twenty-six strategies and then divided them into three categories. These are the cognitive, metacognitive and social categories. The cognitive category is differentiated from the metacognitive in that the metacognitive focuses on knowing about learning while the cognitive focuses on the specific or distinct learning activities. According to O'Malley, the metacognitive and cognitive categories correspond approximately to Rubin's indirect and direct strategies. The important step in the O'Malley's and et al categorization of the strategies is the addition of the social category which reveals the importance of interactional strategies in language learning.

As a development to what the above scholars have identified and categorized, Chamot (1987) and Oxford (1990) differentiated Language learning strategies into four distinct categories: the cognitive, the metacognitive, the social, and the affective categories. Here again, the affective category is included as an additional Language Learning Strategies.

The most comprehensive and most widely used definition and classification for language learning strategies however are those of O'Malley and Chamot (1990) and Oxford (1990) of which the latter

one, of Oxford, is the one really used in most investigations and the most recent and most consistent with learner's strategy use (Hsiao and Oxford, 2002). In fact both O'Malley et al and Oxford (1990) provided similar classification but Oxford's is an all-embracing scheme for learning-strategies. It is based on virtually all the previous works and used in developing standard Strategy Inventory for Language Learning (SILL). In addition, Oxford's (1990) scheme is more comprehensive, detailed and more systematic in the sense that it links individual strategies as well as strategy groups with each of the four language skills.

Oxford generally identified sixty-two strategies and she divided them into two main categories: The Direct Category Strategies and the Indirect Category Strategies. These two main divisions are further classified into three subcategories each, and finally resulted in six standard categories. The strategies used directly in dealing with a new language are called Direct Strategies while those that deal indirectly, or used for general management of learning, are called Indirect Strategies. The three groups that belong to the direct strategies are Memory, Cognitive, and Compensation strategies. And the indirect strategies include the remaining three strategies known as the metacognitive, the affective, and the social strategies. A brief introduction of Oxford's (1990) classification of each group is presented as follows.

2.2.1 Direct Strategies

According to Oxford (1990), the direct strategies are generally beneficial to the students because they help them store and

recover information. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the target language in a new context or environment.

2.2.1.1 The Cognitive Category

According to Oxford (1990), the Cognitive category strategies include skills that involve manipulation or transformation of the language in some direct way. They enable learners to understand and produce new language items. This strategy uses various techniques such as practicing the language in some way, receiving and sending messages by focusing on the main idea of a message, analyzing and reasoning various expressions and creating structures for input and output such as taking notes that enable learners to make their language meaningful and understandable.

According to Oxford, of all the techniques, practicing is the most important one as it provides learners with the opportunity to communicate in a real sense to achieve their goal. Practicing can be achieved by repeating, working with sounds and writing, and using patterns as Oxford states. When learners try to find the main idea through skimming and scanning for instance, the tools of receiving and sending messages can be employed. It is clear that it is not necessary to check every word according to Oxford. Adult learners commonly use analyzing and

reasoning strategies for example. These are generally used to understand the meaning and expression of the target language. They are also used to make new expressions.

2.2.1.2 The Memory Category

Again Oxford (1990) describes the Memory strategies as specifically tailored to help learners store new information in the memory and retrieve it for later use. They are used based on simple principles such as putting things in order, Creating or making association between and among things and reviewing things as well. Mainly, these principles are used when learners encounter challenges in learning vocabulary. In elaborating, Oxford says that visual images can be associated to the words and phrases that are to be learnt in order to easily understand them, store and retrieve them for later use or communication. In addition to the use of visual images, some other learners may find it easy to connect words and phrases with sounds, motions and the like as memory strategy.

According to Oxford, the use of memory strategies are most frequently applied or used in the beginning process of language learning. Memory strategies are mentioned very little as the learners advance to higher level of proficiency. This is so because the awareness of memory strategy use becomes less though the use never ceases.

2.2.1.3 The Compensation Strategy

Oxford (1990) says that the Compensation strategies, as the name implies, are used to compensate for missing knowledge of some kind. This may include inferring or guessing while listening or reading etc.

Learners can also use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. These strategies can be used to fill in the gap of grammar and vocabulary problems. Guessing the meaning is common when learners do not know new words and expressions. Learners employ their own life experiences to interpret data by guessing. Compensation strategies are also used in production when grammatical knowledge is incomplete.

2.2.2 Indirect Strategies

Indirect Strategies are primarily used to help learners regulate the learning process. These strategies are helpful to the learner in supporting and managing language learning without direct engagement. Because there is no direct engagement, they are also referred to as indirect strategies. These language learning strategies, of course, work together with the direct strategies (Oxford 1990).

2.2.2.1 Metacognitive Strategies

Metacognitive strategies are the behaviors used for centering, arranging, planning and evaluating one's

learners gain better control over their emotions, attitude, and motivations related to language learning.

These affective factors such as emotion, attitude, motivation, and values strongly influence learning in an important way. Affective strategies include three sets of strategies. These are: - Lowering Anxiety, Encouraging Self, and Taking Emotional Temperature. Most of the time good language learners are capable of controlling their attitudes and emotions about learning and understand that negative feelings retard learning. Controlling these affective factors can be strengthened through helping learners develop positive feelings in classes by giving them more responsibility, increasing the amount of natural communication, and teaching affective strategies (Oxford, 1990).

2.2.2.3 Social Strategies

The last group is Social strategies. These are the actions that involve other people in language learning processes. Questioning, cooperating with peers and developing empathy are some of the examples. Social strategies are very important in learning a language. This is so because language is used in communication and communication occurs between and among people. Three sets of strategies are identified in this group. These are: - Asking Questions, Cooperating with others, and empathizing with others. Asking questions is felt to be the most helpful among the

three and comes close to understanding the meaning. It is also helpful to initiate and keep on conversation by generating response from the partner. It is also important to shows interests and involvements as well (Oxford, 1990).

Cooperation with others is important to eliminate competition and instead helps to bring about group spirits. It is identified that cooperative learning results in higher self-esteem, increased confidence, and rapid achievement. However, because of the emphasis put on competitions by educational institutions, learners find it difficult to apply cooperative strategies as competition eliminates cooperation. It is, therefore, important to help learners change their attitudes from confrontation and competition to cooperation.

Empathy is the other variable of the affective group strategies. It means that it is putting oneself in someone else's situation to understand that person's point of view.

2.3 Researches into Language Learning Strategies

The literature shows that there are several studies that have been carried out around second language learning strategies. The studies have attempted to investigate the use of second language learning strategies in relation to many different factors. Some of these include the investigation of the uses of language learning strategies between successful and unsuccessful (less successful) learners; the use of language learning strategies across the different levels of learners;



specific language skills such as speaking, vocabulary, reading etc versus language learning strategies; the use of language learning strategies between male and female learners; factors that affect or contribute to the selection and use of specific language learning strategies and the like. All these studies are carried out in different times and in different settings. This section of this study therefore presents the summary of the findings of some of the aforementioned studies pertinent to this study.

2.3.1 Studies about successful and unsuccessful Language Learners

There are a few studies that have been carried out in the area of the successful and unsuccessful language learners in relation to their uses of language learning strategies. In addition to being a few, the findings of these studies that have been carried out to investigate the uses of language learning strategies between successful and unsuccessful learners are also somewhat variable and inconsistent. And it is this variability or inconsistency of the findings coupled with the deep felt potentials of language learning strategies to enhance language learning and the quite different setting that this research is intended to be carried out that initiated the researcher to focus on this topic as it is indicated in the statement of the problem.

As mentioned earlier, the various studies that have attempted to investigate into language learning strategy uses versus learners' success in language development have produced mixed results. A note by O'Malley et al and Ellis (1994) reveals that most of

these studies have been cross-sectional and correlational in nature. A study carried out by Naiman et al (1978), Green and Oxford (1995) as cited in Cohen (1990) suggested that higher proficiency learners in general use more strategies than lower-proficiency ones.

However, there are also studies that indicate just the opposite in which low proficiency learners used more strategies than the high proficiency learners (Chen, 1990). Chen's investigation was on a small-scale study in which it was found that the higher-proficiency learners used fewer communication strategies when communicating concrete and abstract concepts to native speakers. Chen also commented that though higher-proficiency learners used fewer strategies, they used these strategies more effectively than the lower-proficiency learners.

O'Malley and Chamot (1990), on the other hand, found out that, in general, more effective students used a great variety of strategies and used them in ways that helped the students complete the language tasks successfully. According to this study, less effective students not only used fewer strategy types but also used strategies that were inappropriate to the tasks or that did not lead to successful task completion.

Other studies by Van Naersson (1985); Gillette (1986), cited in Linguagen & Ensino (2002) have found no differences between high and low proficiency groups on specific strategies. Contrary to this, however, Paiva (1997) cited again in Linguagem & Ensino (2002) revealed that more successful learners used more

strategies than less successful ones. In addition to these, more successful learners were found to have used cognitive, compensation and social strategies more than less successful ones according to Pavia (1997).

Researchers such as Bialystok (1981); Chamot and Kupper (1989); Gan, Humphereys, and Lyons (2004); Hung and Van Naerssen, (1987); O'Malley, et. al. (1985) have also found that successful learners use strategies more often, with more varieties, and more appropriately than unsuccessful learners.

Wong (1982), on the other hand discovered, the importance of social strategies employed by good language learners. She reported that the good language learners "spent more time than they should have during class time socializing and minding everyone else's business.....they were constantly involved in the affairs of their classmates" (p.163). Similarly, O'Malley *et al* (1985) discovered and reported that students at all levels used an extensive variety of learning strategies. However, the metacognitive strategies, the strategies that are used by students to manage their own learning, are mostly used by higher level students. According to O'Malley *et al* (1985), this finding led them to conclude that the more successful students are probably able to exercise greater metacognitive control over their learning.

This conclusion, however, is somewhat inconsistence with the results of the studies by Bialystok (1981) and by Huang and Van Naerssen (1987). The study of these scholars shows that

strategies related to functional practices were associated with proficiency or high performances. Similarly, Ehrman and Oxford (1995) have also discovered that cognitive strategies such as looking for patterns and reading for pleasure in the target language were the strategies used by successful students in their study. They did their study to investigate the relationship between end-of-course proficiency and a number of variables including language learning strategies. According to their study, the cognitive strategies were also found to have a significant positive relationship with success in learning language.

On the Contrary, Green and Oxford (1995) discovered and reported that higher level students used language learning strategies of all kinds more frequently than did lower level students. This is really somewhat in contrast with the above findings that identified one or other type of strategy as being more responsible than others for success in language learning.

Griffiths (2003), summarizes the possible reasons for the inconsistency of the findings in the literature as follows.

Although the research into language learning strategies used by successful and unsuccessful language learners and the context of their use has produced some interesting insights, the picture which emerges is far from unified. Possible reasons for this lack of unity might include the different contexts of the studies, the differing research methods used, or the varying nature of the language learners themselves. (p.44)

2.3.2 Studies about Different Levels of Learners

According to Griffiths (2003), a study was conducted on the learners of the Japanese to investigate the extent to which the frequency and the choice of language learning strategy use differs across the varying levels of learners of Japanese. And the results generally showed that the frequency of strategy use did not vary among the different levels of learners based on the mean score of the result of strategic inventory of language learning. According to the study, therefore, the learners of Japanese use social strategies most frequently and then compensation strategies, followed by cognitive and metacognitive strategies regardless of their levels. In addition to this, the study also revealed that memory and affective strategies are used least frequently for all learners of Japanese.

However, although the frequency remained similar across different levels, the study also revealed that the choice of the strategy use significantly varies among the different levels of learners according to the ranking of the 80 point SILL strategies. Thus, the results suggest that as the learners' levels become higher, the learners tend to choose more strategies which are reflective of their autonomous and active learning indicating that language learning strategy use may influence learners' autonomy or vice versa.

Contrary to the above findings, however, research on strategy use in different levels of learners argues that advanced learners use strategies more often and more effectively, and they employ

different strategies in different learning stages. According to the study made by Chamot and Cupper's (1989) on high school learners of Spanish, they found that beginning learners relied mostly on the cognitive strategies, such as repetition, translation, and transfer. Their study also found out that intermediate and advanced learners employed more inference strategies in addition to using repetition and translation which is somewhat contrary to the beginning learners (Chamot and Cupper, 1989).

Another study again showed that intermediate level learners of English as a Second Language (ESL) tended to use metacognitive strategies more often than beginning level learners (O'Malley, et. al., 1985). O'Malley, et. al., (1985) generally comment that learners use different strategies in different levels and they show some general tendencies of strategy use according to levels.

2.3.3 Studies about LLS Training

Although more and more studies of language leaning strategies need to be done to decide on whether there are more effective strategies than others or not as pointed out by Ellis, Freitas, Lessard-Clouston (1997), there seems to be some indication that there is a relationship between language learning strategy uses and language proficiency or achievement, which, in my view, indicates the tendency to search for the more effective strategies after all.

Since recently, when studies on the benefits of strategy training have been evolving, there are again mixed reactions to the

language strategies training movement in the literature. This might be because there may be mainly few empirical studies to demonstrate that such training has “irrefutable benefits” (Cohen, 1990).

Perhaps one of the most important studies conducted around language learning strategies training is the one that was done in the University of Minnesota under the responsibility of Cohen, Weaver and Tao-of and Yan Li (Cohen, 1990).

The study primarily focused on examining the contributions of language learning strategies trainings or strategies based instruction to university level foreign language learners with a particular focus on the skill of speaking. The findings generally revealed that Strategies based instruction really makes a difference where, according to the study, the experimental group outperformed the comparison group in one of the tasks, and in the subscale measures of the same task.

Another study was conducted by Tang and Moore (1992) to research the effects of the teaching of cognitive and metacognitive strategies on reading comprehension in the classroom. From the study, the researchers have concluded that the cognitive strategy instructions such as title discussion, pre-teaching vocabulary improved comprehension scores. According to the study, the Metacognitive strategy instructions, which involve the teaching of self-monitoring strategies, were also found to improve comprehension ability. This finding indeed accords with the findings of O'Malley *et al* (1985) who researched

out that higher level students make more use of the metacognitive strategies, control over their learning, than the lower level students.

In a classroom based research conducted by Nunan (1995) to identify whether learner strategy training makes a difference in terms of knowledge, skills and attitudes, he identified and concluded that classroom language teaching should have a dual focus, teaching both content and an awareness of language processes. Nunan's study was conducted on 60 students for consecutive twelve weeks programme, as Nunan says, "designed to help them reflect on their own learning, to develop their knowledge of, and ability to apply learning strategies, to assess their own progress, and to apply their language skills beyond the classroom" (p.3). According to Nuna's findings, a negative result for the effectiveness of language learning strategy instruction was achieved.

Similarly, O'Malley et al (1987) conducted a research on two randomly assigned experimental and one control group students. The experimental groups each received trainings on the metacognitive, cognitive and socioaffective strategies, and the cognitive and socioaffective strategies respectively on listening, speaking and vocabulary acquisition skills. The control group received no special instruction in language learning strategies on the specified skills. And it was discovered that, among other findings, the control group for vocabulary skill actually scored slightly higher than the treatment groups.

keen to harness the potentials that language learning strategies would seem to have to enhance an individual's ability to learn language”.

Based on these theoretical backgrounds, therefore, the researcher attempts in this study to first investigate whether there are EFL learning strategy use differences between high and low achieving students coupled with the extent of the significance of the differences. In addition the researcher also aims to see the relationship between EFL learning strategy uses and students' EFL achievement. And it is the researcher's strong belief that the findings will help to enhance EFL learning significantly.

high achievers and 50 students from the low achievers were randomly selected using Excel random numbers generating program. The general information of the sample groups is presented as follows.

Group of Respondents	Sex	Age (average)	Frequency
High Achievers (HA)	Male	17	20
	Female	16	20
Low Achievers (LA)	Male	17	26
	Female	16	24
Total			90

Table 3.1 General Information of the Respondents

3.4 Data Gathering Tools and Procedures

3.4.1 The Self-rating Questionnaire

Oxford's (1989) Strategy Inventory for Language Learning (SILL) version 7.0 (for ESL/EFL learners) with 50 items (Appendix D) and semi structured interviews (Appendix C) were used as the primary data gathering tools. Oxford's SILL was slightly modified (Appendix A) to make it fit to our context and translated into Amharic (Appendix B) for ease of understanding during the rating by the target students. This Inventory was preferred for this study because it is the most widely and commonly used strategy around the world to assess language learning strategy use currently. It is also the most general and the most comprehensive compared to the other inventories such as of Cohen (1990), Stern (1975), and Rubin (1975). In addition, the validity, reliability and utility of SILL have also been checked

and proved on various studies, according to Oxford and Burry-Stock (1995).

Oxford's SILL has generally six main categories: Memory, Cognitive, Compensation, Metacognitive, Affective and Social strategies. It generally examines the frequency and type of L2 learning strategy usage through self-rating and is designed based on five a point Likert-scale (close-ended) that indicates the degrees as (1 = 'Never True of Me'; 2 = 'Usually Not True of Me'; 3 = 'Somewhat True of Me'; 4= 'Usually True of Me'; 5= 'Always True of Me'). The researcher then modified the inventory by canceling 5 items numbered 1, 6, 11, 24 and 26 from the original because of their cultural and ambiguity problems. Items numbered 46 and 48 are also modified in the Amharic version to avoid ambiguity. Totally, the modified inventory thus consisted of 45 items (7 items for memory, 12 items for cognitive, 5 items for metacognitive, 9 items for compensation, 6 items for affective and 6 items for social strategies).

3.4.2 Semi-structured Interview

In addition to the self-report questionnaire, a semi-structured interview was also prepared and used to gather more data on EFL strategy use. The data gathered through the interview were primarily used to cross-check the data obtained through the self-report questionnaire and at the same time to triangulate the findings. It was prepared based on the SILL so that it was similar to the questionnaire. The interview generally consisted of six general questions, one for each category.

The interview was also made in Amharic for ease of understanding and communication clarity.

3.4.3 Procedures of Data Collection

First, two interviews were made with totally ten selected students (5 from High achievers and 5 from Low achievers) in two different sessions. The interviews were held first with the intention to elicit students' own awareness and use of strategies before they are provided with a list of strategies (the questionnaire) to rate on.

A week after the interview, the two groups of sample students were made to gather in the school's auditorium with the help of the school's head of unit leaders. Then they were informed about the purpose of the questionnaire and asked for their consents to fill in the questionnaire. Fortunately, all students of both sample groups accepted the request and the researcher immediately oriented them on how to fill in the questionnaire and to ask if there is any thing not clear. With the help of the assistances then, the coded questionnaires were distributed and collected carefully.

3.5 Data Organization and Analysis

The data obtained through the questionnaire were tallied and organized first manually. Then, the organized data entered into and analyzed by the appropriate data analysis tool known as the Statistical Package for the Social Sciences (SPSS) application program on a computer. The analysis was made across each item

in line with the two categories of respondents (the high and the low achievers) and the six categories of strategies as well. The data gathered through the interview are described qualitatively by embedding it inside the analysis of the data from self-report questionnaire.

The descriptive statistics results of the analyzed data were then organized according to their category (as memory, cognitive, metacognitive, compensation, affective and social strategies) along with the two groups side by side. In doing so, the mean, standard deviation, standard error and frequency range of each item of each category were computed and organized in line with the high and low achieving students to help clearly see EFL strategy use differences between the two groups. In addition, a frequency table and a bar graph were also employed to summarize the general data and show the differences. Independent t-tests of the two sample means at $\alpha=0.05$ were also calculated and presented to determine the significance of the differences. The six categories of EFL strategies were also ranked in order with respect to each group to again clearly see most frequently used EFL strategies by both groups. Finally, the correlation of achievement and EFL strategy uses of both groups of respondents were calculated independently.

Note: For the sake of clarity of discussion, the mean scores rated by both groups of students for each item have been redefined as follows. Average scores (1.00 – 1.60 = Never); (1.70 – 2.30 = Rarely); (3.30 – 4.10 = Frequently); (4.10 – 5.0 = Always) and (2.40 – 3.20 = Sometimes).

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of the analyzed data gathered through the self-report questionnaire and the interviews in order to answer the research questions stated in the first chapter of this study. The findings and the discussions are thus presented hereunder in details following each research question.

4.1 Research Question One

- Are there differences in EFL learning strategy use between the high and low achieving students? And what is the extent of the differences if any?

The differences between the high and low achieving students in using EFL learning strategies were investigated from two angles: in terms of *frequency* of use of each strategy and in terms of more frequently used *types* of strategies in order. Findings on the more frequently used *types* of strategies also answer the second research question. The discussion thus presents first results of *frequency* of use variation of each item followed by more frequently used *types* of strategies by both groups of students.

4.1.1 Use of Memory Strategies

Items numbered 1 to 7 were designed and used to collect data on how often the high and low achieving students use the Memory Strategies. According to Oxford (1990), memory strategies are important for effective remembering. Table 4.1 presents the average responses of

both groups of respondents for each item. The table also shows the qualitative descriptions of the degrees of variations of strategy uses by high and low achievers as redefined in section 3.5 of this study.

Table 4.1 Average use of the Memory Strategies by High and Low Achieving Students

No.	Memory Strategies	Descriptive Statistics					
		High Achievers (HA) N=40			Low Achievers (LA) N=50		
		M	STD	DEG	M	STD	DEG
1	Using new English words in a sentence	2.73	1.301	Sts	2.38	1.227	Rar
2	Connecting the sound of an English word to an image or picture of the word	3.60	1.176	Usu	2.82	1.289	Sts
3	Remembering a new English word by making a mental picture of a situation it is used.	3.65	1.210	Usu	2.94	1.376	Sts
4	Using rhymes to remember new English words.	3.63	1.366	Usu	2.66	1.319	Sts
5	Acting out new English words physically.	3.20	1.418	Sts	2.00	1.143	Rar
6	Review English lessons often	3.70	1.181	Usu	2.40	1.309	Rar
7	Remember new English words or phrases by remembering their location	3.54	1.358	Usu	3.52	1.121	Usu

Note: - M=Mean; STD=Standard Deviation; DEG=Degree; Med=Medium
Rar= Rarely; Sts= Sometimes; Usu= Usually; Alw= Always

Table 4.1 shows that the high (HA) and low (LA) achieving students differ in 'using new English words in a sentence' so as to help them easily remember the words. The average ratings of the HA and LA for this strategy are 2.73 and 2.38 respectively. This shows that the LA use this strategy 'rarely' while the HA use it 'sometimes'. There are also similar variations between the two groups in 'Connecting the

sounds of an English word to an image or picture of the word'. The HA rated this strategy on the average to 3.60 points showing that they use it 'Usually' while the LA average rating (2.82) shows that they use it 'Sometimes'. The high achievers also said during the interview that they frequently use the new words in sentences or construct sentences with the words and associate them with related objects so as to help them easily remember. The LA however said that they sometimes write down the new words.

Similarly, regarding 'remembering new English words by making a mental picture of a situation in which the word might be used', and in 'using rhymes to remember new English words' the HA again made a better use of these strategies. The average points rated by the high and low achievers for these strategies are (3.85, 2.94) and (3.93, 2.66) points respectively. This means that the high achievers remember new English words by making mental picture of a situation in which a word is used and use rhymes to remember new English words more frequently than the low achieving students do. The LA remember new English words by making mental picture of the situation 'sometimes' while the HA use it 'usually'. There was also a similar trend in using rhymes to remember new English words between the two groups of respondents.

In 'Acting out new English words physically', and in 'Review English lessons often' there are also variations in frequency of use between the HA and LA. The average points rated by the HA and LA for these strategies are (3.20, 2.00) and (3.80, 2.40) respectively. The figures again indicate that the HA sometimes use the strategy 'Acting out new English words physically' while the LA use it rarely. The strategy

Similarly, it may also be inferred from the finding that the low achieving students need to be advised or trained to use the memory strategies more frequently so as to help them remember the words of English that they learn effectively and at the same time to score a better achievement in their EFL learning.

4.1.2 Use of Cognitive Strategies

Items numbered 8 to 19 were designed to collect data on how often the high and low achieving students use the Cognitive Strategies. According to Oxford (1990), cognitive strategies call on the use of mental processes. The Table 4.2 presents the average responses of both groups of respondents for each item. The table also shows the qualitative descriptions of the degrees of variations of strategy uses by high and low achievers as redefined in section 3.5 of this study.

Table 4.2 shows the average use of the cognitive strategies by high and low achieving students. Generally, there are variations between the HA and LA in using the cognitive strategies. There is a sufficient difference between the two groups in saying or writing new English words several times.

The average rating for this strategy by HA is 4.03 while it is 2.56 for the LA. This indicates that the low achievers use this strategy 'usually' while the LA use it 'sometimes'. Similarly, the HA said that they practice the sounds of English 'usually' by rating it to 3.68 points on the average while the use of the same strategy by the LA is confined to 'sometimes' through an average rating of 2.72. Information from the interview also reveals that the HA frequently try to write new words

conversations in English' also show that they use them with different frequencies. The HA reported that they use already known English words in different ways and start conversation in English 'usually' through their rated average points 3.65 and 3.28 while the responses of the low achievers for both strategies are 'sometimes' and 'rarely' through their average ratings 3.06 and 2.30 respectively.

In a similar manner, in 'reading articles written in English for pleasure', the HA claimed that they 'usually' use this strategy while the low achievers claim as using it 'sometimes'. In 'watching English language TV shows or movies spoken in English' however, both groups seem to use it in a similar frequency 'usually'. The mean scores rated by the high and low achievers for these strategies are (3.75, 3.80) and (2.30, 3.60) respectively. During the interview, the HA also said that they frequently try to read articles written in English and watch TV shows and movies. The LA, however, said that they sometimes try to read and communicate in English with friends. They also said that they sometimes watch TV programs broadcast in English.

With regard to 'writing note, messages, letters, or reports in English' as a cognitive strategy, the low achievers seem to be ignorant of this strategy as they asserted that they use it 'rarely' corresponding to the average rating point 2.46. The high achievers, however, reported that they use this strategy 'sometimes' with average score 3.33. The high achievers have also reported that they 'usually' skim an English passage first and then read it carefully as opposed to the LA that confirmed as using it 'sometimes'. The mean scores of the HA and LA are 3.68 and 2.78.

Again in using the cognitive strategies 'Looking for words in own languages similar to new words in English', both groups are similar that they reported as using it 'usually'. Their mean scores are 3.80 and 3.56 respectively. However, in 'Finding the meaning of an English word by dividing it into parts that can be understood', the two groups of respondents showed considerable differences. Though both groups of respondents experienced these strategies, the HA declared as they use these strategies 'usually' with average ratings 3.88 while the LA expressed as using these strategies 'sometimes' with 2.82 average.

The same also holds true for the strategy 'Trying not to translate word-for-word'. The average scores of the HA and LA for these strategy are 3.65 and 2.70 respectively. This again, just like the previous strategies, shows that the HA use this strategy 'usually' while the LA use it 'sometimes'. In 'Making summaries of information heard or read in English', the difference is, however, wider than the rest. As stated earlier, the low achievers seem to be ignorant of this strategy as they rated it on the average to 2.46 points that corresponds to 'rare' use of this strategy. The HA, on the contrary, reported that they use this strategy 'usually' with mean score of 3.80. Information from the interview also reveals that the HA frequently try to write down what they heard and read as well.

In conclusion, as stated in the beginning, there were also wide variations in the frequency of use of the cognitive strategies between the high and low achieving students just like as it was the same with the memory strategies. Collectively seen, the high achievers have been found using (83.3%) of the cognitive strategies 'usually' (with high frequency) while using the remaining (16.7%) of the strategies

'sometimes' (with medium frequency). Contrary to this, however, the low achievers have been found using only 16.7% of these strategies with high frequency, (50%) with medium frequency while they seem that they are totally ignorant or rarely aware of the rest of the strategies.

This finding may in general imply that the low achieving students are making only a little use of their cognitive or mental processes during their EFL learning. It can also be inferred that the low achievers are not regarding EFL learning as a cognitive or mental process. Instead, they may be regarding it as something that can be taken in and memorized for later use, just like other subjects, without calling on their mental processes. And if that is the case, it should be noted that a significant number of these students are losing the core methodology in learning English as a foreign language and at the same time doubling their EFL problem as they proceed in their academic career that requires sufficient use of English language to be successful in their endeavors.

Thus, the findings may also imply that the students need to be strictly advised and even trained when necessary to make use of the core methodology, the cognitive strategies to be successful in their EFL learning.

4.1.3 Use of Compensation Strategies

Items numbered 20 to 24 were designed to collect data on how often the high and low achieving students use the compensation Strategies. According to Oxford (1990), compensation strategies are important in

EFL learning to compensate for missing knowledge. Table 4.3 presents the average responses of both groups of respondents for each item. The table also shows the qualitative descriptions of the degrees of variations of strategy uses by high and low achievers as redefined in section 3.5 of this study.

Table 4.3 Average use of the Compensation Strategies by High and Low Achieving Students

No	Compensation Strategies	Descriptive Statistics					
		High Achievers (HA) N=40			Low Achievers (LA) N=50		
		M	STD	DEG	M	STD	DEG
20	Making guesses to understand unfamiliar English words.	4.03	1.121	Usu	2.22	1.148	Rar
21	Using gesture in case of lack of words during a conversation in English	3.75	1.276	Usu	3.66	1.423	Usu
22	Reading English without looking up every new word.	3.70	1.057	Usu	2.70	1.460	Sts
23	Trying to guess what the other person will say next	3.50	1.359	Usu	2.60	1.443	Sts
24	Using a word or phrase that means the same thing during lack of the right word	3.65	1.252	Usu	2.82	1.335	Sts

Note: - M=Mean; STD=Standard Deviation; DEG=Degree; Med=Medium
Rar= Rarely; Sts= Sometimes; Usu= Usually; Alw= Always

As table 4.3 indicates, high achieving students have been found 'usually' using the compensation strategy 'making guesses to understand unfamiliar English words'. The low achievers, however, seem to be unfamiliar to this strategy. The average response indicates that they use the same strategy 'rarely'. Both the HA and LA rated this strategy on the average to 4.03 and 2.22 points respectively. Differed from the above, however, in 'using gesture in case of lack of words during a conversation in English', both the HA and the LA reported as

using it 'usually' with average rating points of 3.75 and 3.66 respectively. Both the HA and LA said during the interview that they use gesture and body movements during lack of the right words. The HA have also said in addition that they try to guess from the context.

Again contradicting each other, the HA reported that they 'usually' read English without looking up every new word while the low achievers say that they use this strategy 'sometimes'. The mean scores the HA and LA rated for this strategy are 3.9 and 2.7 points respectively. This shows that the HA use this strategy with high frequency, but the low achievers use it with a medium frequency.

In using the compensation strategies, 'Trying to guess what the other person will say next' and 'Using a word or phrase that means the same thing during lack of the right word', the two groups of respondents have again differences. The HA 'usually' try to guess what other people will say next while the low achievers use it 'sometime'. Average points 3.50 and 2.60 are the mean scores rated by the HA and LA for this strategy respectively. Similarly, The HA and LA rated the 'use of words or phrases that means the same thing during lack of the right word' to 3.85 and 2.82 points on the average. This shows that the HA use this strategy 'usually' while the LA use it 'sometime'. The HA also said during the interview that they attempt to use equivalent words or phrases in the same language while the LA have mentioned nothing about the use of these strategies.

In conclusion, just like the others already discussed strategies, there is also a marked difference between the high and low achieving students in the use of the compensation strategies. All (100%) of the

compensation strategies are exercised by the high achieving students with high frequency, 'usually' while only (20%) these strategies are used by low achievers with high frequency. The rest 60% and 20% of these strategies are used by LA as 'sometimes' with medium frequency and 'rarely' low frequency respectively. As already discussed with the other strategies, similar implications may be inferred from this finding too. Oxford explains that compensation strategies are important to compensate for missing words or so in communication. However, the low achievers have been found being poor in using these strategies. This may indicate that the students are not well aware of the importance of these strategies and as result their EFL achievement has been low.

4.1.4 Use of Metacognitive Strategies

Items numbered 25 to 33 were designed to collect data on how often the high and low achieving students use the metacognitive Strategies. According to Oxford (1990), metacognitive strategies are important to organize and evaluate one's EFL learning. Table 4.4 presents the average responses of both groups of respondents for each item. The table also shows the qualitative descriptions of the degrees of variations of strategy uses by high and low achievers as redefined in section 3.5 of this study.

As Table 4.4 indicates, high achieving students were found 'trying to find as many ways as possible to use English' more frequently than the low achieving students. As the average ratings by the HA and LA indicate (4.10 and 3.10 respectively), the HA reported as using this strategy 'usually' while that of the LA response was 'sometime'. In a

similar manner, the HA ‘usually’ notice their English mistakes and use that information to do better the next time. The low achievers, however, do this ‘sometimes’. Their respective average rating points for this strategy are 4.28 and 3.12. During the interview, the HA also said that they try to find and make use of all the opportunities to speak in English while the LA said that they sometimes try to make use of opportunities to speak in English.

Table 4.4 Average Use of the Metacognitive Strategies by High and Low Achieving Students

No.	Metacognitive Strategies	Descriptive Statistics					
		High Achievers (HA) N=40			Low Achievers (LA) N=50		
		M	STD	DEG	M	STD	DEG
25	Trying to find as many ways as possible to use English.	4.10	1.105	Usu	3.10	1.329	Sts
26	Noticing self English mistakes and using that information to do better.	3.75	1.154	Usu	3.12	1.380	Sts
27	Paying attention when someone is speaking English	3.85	1.027	Usu	3.34	1.394	Sts
28	Trying to find out how to be a better learner of English	4.15	0.784	Usu	2.20	1.383	Rar
29	Planning schedules to have enough time to study English	4.00	1.155	Usu	3.24	1.318	Sts
30	Looking for people to talk to in English.	3.90	1.172	Usu	2.96	1.277	Sts
31	Looking for opportunities to read as much as possible in English	3.85	1.025	Usu	3.58	1.291	Usu
32	Having clear goals for improving self English skills.	4.13	1.187	Usu	3.22	1.489	Sts
33	Thinking about self progress in English.	3.88	0.810	Usu	2.18	1.438	Rar

Note: - M=Mean; STD=Standard Deviation; DEG=Degree; Med=Medium
Rar= Rarely; Sts= Sometimes; Usu= Usually; Alw= Always

Again, the HA have been found better in ‘paying attention when someone is speaking English’ than the low achievers. The HA said that

they 'usually' use this strategy with average rating point 4.35 while the LA reported as using it 'sometimes' with yet an average rating point 3.34. In 'trying to find out how to be a better learner of English', however, the gap between the two groups goes wider. The HA again reported that they 'usually' try to find out how to be a better learner of English with an average rating point of 4.48. But the low achievers' responses (rarely, 2.20) imply that they don't care at all for this strategy. This may again imply that the low achievers are not concerned about their EFL learning so that their achievements might have been lowered. The HA also said during the interview that they try to speak in English when they find someone speaking in English.

Similarly, the same holds true for the strategies 'Planning schedules to have enough time to study English' and 'Looking for people to talk to in English'. The HA say that they use both of these strategies 'usually' while the low achievers insisted in 'sometimes' in using the same strategies. The mean scores rated by the HA and LA for these strategies are (4.00, 3.90) and (3.24, 2.96) respectively. The HA also said during the interview that they sometimes schedule their time to study English and try to talk in English with relatives who speak better English. The LA however admitted that they rarely plan and look for people to talk to in English.

The gap between the HA and LA seems to be narrowed in 'Looking for opportunities to read as much as possible in English'. Both reported that they use this strategy 'usually' with average score points 4.23 and 3.58 respectively. The gap however continues with the other strategies. In 'Thinking about self progress in English' and in 'Having clear goals for improving self English skills', the HA are still doing

better. They responded that they use these strategies 'usually' while the other end responders preferred to stick to 'sometimes' for thinking about self progress and 'rarely' for having clear goal to improve self English skills. Both of the groups rated these strategies to (4.23, 4.40 HA) and (3.22, 2.18 LA). The HA also said during the interview that they try to improve their English by learning from their mistakes and errors they make during communications.

In conclusion, there are also differences between the high and low achievers in organizing and evaluating their EFL learning. All (100%) of the metacognitive strategies have been found being exercised by the high achieving students with *high frequency* while 11.1% of the same strategies tended to be used by the low achieving students with *high frequency*. While the LA reported to use 66.7% of the strategies with medium frequency, it seems that they are almost totally unfamiliar with the remaining 22.2 % of the metacognitive strategies.

As discussed with the other strategies, the findings of the metacognitive strategies may also imply that the low achievers are again very poor in organizing and evaluating their EFL learning as a partial result of which, it might be said that their EFL achievement has been far below the average. As it is known that ESL/EFL learning is immensely influenced by language learning strategies, these low achieving students need to be given special attention in helping them to be well aware and make use of the strategies appropriately.

4.1.5 Use of Affective Strategies

Items numbered 34 to 39 were designed to collect data on how often the high and low achieving students use the affective Strategies.

According to Oxford (1990), affective strategies are important to manage or control one's emotions in communications. Table 4.5 presents the average responses of both groups of respondents for each item. The table also shows the qualitative descriptions of the degrees of variations of strategy uses by high and low achievers as redefined in section 3.5 of this study.

Table 4.5 Average Use of the Affective Strategies by High and Low Achieving Students

No.	Affective Strategies	Descriptive Statistics					
		High Achievers (HA) N=40			Low Achievers (LA) N=50		
		M	STD	DEG	M	STD	DEG
34	Trying to relax whenever feeling afraid of using English	3.60	1.194	Usu	2.82	1.155	Sts
35	Encourage self to speak English even when afraid of making mistake	3.53	1.339	Usu	2.94	1.376	Sts
36	Giving self a reward or treat when doing well in English	3.53	1.320	Usu	2.94	1.284	Sts
37	Noticing if feeling tense or nervous when studying English	3.25	1.391	Sts	2.64	1.274	Sts
38	Writing down self feelings in a language-learning diary	3.33	1.403	Sts	2.04	1.417	Rar
39	Talk to some one else about self feeling when learning English	3.35	1.350	Sts	2.94	1.376	Sts

Note: - M=Mean; STD=Standard Deviation; DEG=Degree; Med=Medium
Rar= Rarely; Sts= Sometimes; Usu= Usually; Alw= Always

The affective strategies are important for helping control or manage one's emotions during communications, according to Oxford. As table 4.5 shows, in some of the affective strategies, that means, in 'Trying to relax whenever feeling afraid of using English'; in 'Encourage self to speak English even when afraid of making mistakes' and in 'Giving

self a reward or treat when doing well in English', the high achievers seem to be more concerned. According to their report, the HA 'usually' relax whenever feeling afraid of using English (3.90); encourage themselves to speak English even if they are afraid of making mistakes (3.53); and give themselves a reward or treat whenever they perform well in English (3.53). However, the responses of the low achievers show that they use all these strategies only 'sometimes' with a respective average ratings (2.83, 2.94 and 2.94). Both the HA and LA have also said during the interview that they try not to look at the audience to avoid their fear during communications. The LA however added that they do it 'sometimes or rarely' and prefer instead to turn their face from the audience until they get stabled.

Somewhat differed from what have been previously discussed, a slight similarity is however observable between the two groups in using the other two of the affective strategies. Both groups of respondents responded that they 'sometimes' notice if they feel tense or nervous when studying English and talk to some one else about self feeling when learning English though the high achievers rated both slightly higher. The rated mean scores are (3.25, 3.35) and (2.64, 2.54) respectively. There is however a wider difference trend between the HA and LA in 'writing down their feelings in a language-learning diary'. The HA rated as using it 'sometimes' with average points 3.33 while the LA responded as if they are not familiar with it with an average rating point of 2.04, 'rare' frequency.

In general, it can be said that there is a partial difference between the HA and LA in using the affective strategies. The HA seem more concerned for some (50%) of these strategies while the LA seem to be

reluctant to all. This may imply that the HA are partially aware of the importance of the affective strategies and make use of them while the low achievers have little awareness and as a result make little or no use of these strategies. Paying attention to self emotions during EFL learning or communicating in English is important to identify problems and act accordingly. But the low achievers seem that they aren't well aware of and make use of these strategies so that they are not well performing their EFL learning.

4.1.6 Use of Social Strategies

Items numbered 40 to 45 were designed to collect data on how often the high and low achieving students use the affective Strategies. According to Oxford (1990), affective strategies are important to manage or control one's emotions in communications. Table 4.6 presents the average responses of both groups of respondents for each item. The table also shows the qualitative descriptions of the degrees of variations of strategy uses by high and low achievers as redefined in section 3.5 of this study.

Social strategies are important to learn with or from others. As table 4.6 above shows, there are also differences between the HA and LA in using the social strategies except in a few of them. Both the HA and the LA said that they 'usually' ask the other person to slow down or say it again in cases of understanding difficulty. Thus, they are similar in the use of this strategy. However, while the LA do not much care for asking good English speakers to correct them when talking, the HA pay more attention to it. The mean score of the HA and the LA for these strategies are (3.80, 3.70) and (3.63, 2.76) respectively and confirm the above idea.

Table 4.6 Average Use of the Social Strategies by High and Low Achieving Students

No.	Social Strategies	Descriptive Statistics					
		High Achievers (HA) N=40			Low Achievers (LA) N=50		
		M	STD	DEG	M	STD	DEG
40	Asking the other person to slow down or say it again in cases of understanding difficulty.	3.60	1.400	Usu	3.70	1.359	Usu
41	Asking well English speakers to correct when talking.	3.63	1.234	Usu	2.76	1.364	Sts
42	Practicing English with other students.	3.63	1.254	Usu	2.84	1.299	Sts
43	Asking well English speakers for help	3.70	1.279	Usu	2.64	1.290	Sts
44	Asking questions in English	3.73	1.219	Usu	2.52	1.092	Sts
45	Trying to learn about the culture of English speakers.	4.10	1.355	Usu	2.20	1.195	Rar

Note: - M=Mean; STD=Standard Deviation; DEG=Degree; Med=Medium
Rar= Rarely; Sts= Sometimes; Usu= Usually; Alw= Always

In a similar manner, the HA reported that they ‘usually’ ask good English speakers for help and practice their English with other students while the responses of the low achievers indicate that they use these strategies ‘sometimes’. Both groups, the HA and LA, rated these strategies to (3.63, 2.84) and (3.83, 2.64) points respectively on the average. The same is also true for both groups in ‘asking questions in English’. The data from the interview also shows that the HA frequently try to practice their English through exchanging greetings with friends, families etc and trying to ask questions in English while the LA said that they rarely or some time try to exchange greetings with friends.

There is, however, a wider gap between the HA and LA in ‘Trying to learn about the culture of English speakers’. The high achievers responded

that they 'usually' try to learn about the culture of English speakers, while the low achievers seem almost totally not interested to do so.

In general, as were true with the other strategies, there is also a wide difference between the HA and LA in using the social strategies. While the HA use all (100%) of the social strategies with high frequency, the low achievers reported as using only 16.7% of these strategies with high frequency, 66.7% with medium frequency and the rest, not interested at all.

To sum up the overall discussion, the findings in general show that there are *wide differences* between the high and low achieving students in using EFL learning strategies. The high achieving students have generally been found as being far better aware of and far better users of the EFL learning strategies as opposed to the low achieving students that have been found as very low aware of and least users of the strategies. And from this result, it can be concluded that the extreme variation of the achievements between the HA and LA might at least be partial because of their EFL strategy use differences between the two groups.

4.1.7 Summary of the Discussion (In frequency)

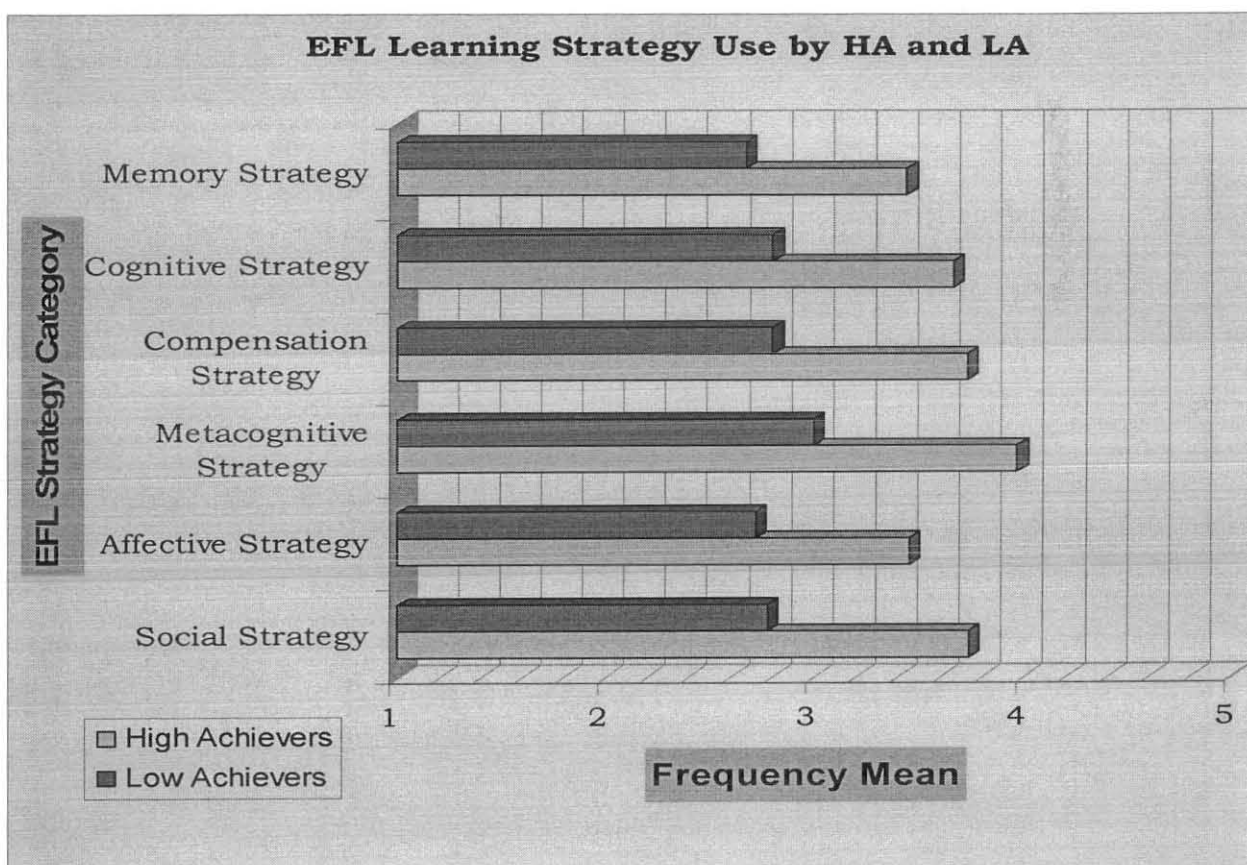
Table 4.7 summarizes the discussion so far made in terms of Oxford's (1990:291) SILL reporting method. According to Oxford, SILL is reported as:

- High use (if used *always or almost always* with mean of (4.5-5.00; or *usually* with a mean of 3.5-4.4)
- Medium use (if used *sometimes* with a mean of 2.5-3.4)
- Low use (if used *rarely or never* with a mean of 1.5-2.4).

Table 4.7 Summary of the Discussion (In frequency, F %)

No	Category	No. of SILL	High Achievers (HA)N=40			Low Achievers (LA) N=50		
			High	Med	Low	High	Med	Low
1	Memory	7	62.5	37.5	-	14.4	42.8	42.8
2	Cognitive	12	83.3	16.7	-	16.7	50	33.3
3	Compensation	5	100	-	-	20	60	20
4	Metacognitive	9	100	-	-	11.1	66.7	22.2
5	Affective	6	50	50	-	-	83.3	16.7
6	Social	6	100	-	-	16.7	66.7	16.6
Total		45	-	-	-	-	-	-

Graph -1 Graphical Summary of the Differences



4.1.8 Statistical Test of the Difference

So far it was in general found out and discussed that there were differences between the high and low achieving students in the use of EFL learning strategies. These differences are also further statistically tested to determine the significance. In doing so therefore, the skewness of the sets of scores was first computed to determine the extent of normality of the distributions. Accordingly, the standard errors of skewness of the distribution of the scores for the HA and LA have been found to be 0.337 and 0.374 respectively. As these figures are not thus statistically significant, independent samples t-test for significance of difference was employed. Table 4.8 thus presents summary of the results on the significance of the differences of EFL learning strategy uses between the high and low achieving students.

Table 4.8 Statistical Test of the Difference
Independent Sample T-test

	t-test for Equality of Means				
	t	df	*Sig. (2-tailed)	Mean Difference	Std. Error Difference
Memory Strategy	6.176	88	.000	.75786	.12272
Cognitive Strategy	8.433	88	.000	.85792	.10173
Compensation Strategy	6.980	88	.000	.90900	.13022
Metacognitive Strategy	8.262	88	.000	.96222	.11646
Affective Strategy	5.372	88	.000	.70917	.13200
Social Strategy	6.631	88	.000	.95250	.14364

*p<0.05

As table 4.8 shows, the use of EFL learning strategies by the high achieving students is significantly higher than that of the low achieving students. The use of the memory strategy by the high

on practicing their English after having well organized, their preference seems reasonably appropriate. The least frequently used strategy is the affective strategy which may indicate that the HA are not as such concerned for their emotions while learning English or they may not as such face such problems.

Table 4.10 Rank of EFL Strategy Use by Low Achieving Students

Low Achievers (LA) N=50			
	Category	Mean	Rank
Three Most	Metacognitive Strategy	2.993	1
Frequently	Compensation Strategy	2.816	2
used	Cognitive Strategy	2.798	3
Three least	Memory Strategy	2.674	6
Frequently	Affective Strategy	2.720	5
used	Social Strategy	2.777	4

Similar to the high achieving students, the LA also give priority to the metacognitive strategy. However there is a significant difference in the frequency of use of this strategy. While the high achievers use this strategy almost always, the low achievers use it almost sometimes. This may imply that though the LA know that learning is their responsibility, they don't as such care about it so that they become less successful. Thus, they need to be well advised and even trained if necessary to discharge their learning responsibilities appropriately.

The second and third most preferred strategies by the LA are the compensation and cognitive strategies. This may indicate that their preference is not as clear and reasonable as the high achieving

students. Their least preference is the memory strategy which may imply that they do not pay attention to what they hear and try to memorize them for later use. As words are building blocks of language, this strategy should not have been ignored to this extent. Thus, these students need be well advised on the use of EFL learning strategies.

In general, the differences between the high and low achieving students in using EFL learning strategy are both in frequency and type. While the high achievers use all the strategies with significantly more frequencies and with the order that appear to be reasonable, the low achieving students are however doing so almost inversely. Thus, this may also indicate that preferences have also their own shares in being successful or not in EFL learning.

4.3 Research Question Three

- Is there any correlation between EFL learning strategy use and students' achievement?

As discussed earlier in attempting to answer the research question number one, it was clearly shown through ample evidences and discussions that there were wide differences between the high and low achieving students in the use of all but few EFL learning strategies. In all these strategies, the high achievers have been found using them most frequently while the low achievers have also been found doing so much less frequently.

This by itself may indicate that there is a close relationship between EFL learning strategy use and EFL achievements. As it can be

observed from the tables and the discussions of section 4.1, students with high EFL achievements have been found using all EFL learning strategies with high frequency and with the orders that seem to be reasonable or appropriate. Contrary to this however, students with low achievements have also been found using a significant proportion of EFL learning strategies with medium and low frequencies. This clearly implies that there is association between achievements and the use of EFL learning strategies.

The computed statistical correlations of the students' EFL learning strategy use and their EFL achievements of both groups also strengthens what have been so far discussed. Accordingly, it was found out that the correlation of achievement and EFL learning strategy use of the high achievers was ($r=0.823$, $p<0.05$, $N=40$) and that of the low achievers was also ($r=0.711$, $p < 0.05$, $N= 50$). This in general shows that there is a strong relationship between EFL learning strategy use and achievement. This in turn calls for the appropriate use of the strategies to be successful in EFL learning in general.

- As studies also suggest that language learning strategies can be taught as a single subject (Williams and Burden, 1997), EFL teachers are advised to provide training on developing the skills of how to learn (LLS), which are most important to be successful in EFL learning, as part of the activities to support the low achieving students.

- Syllabus designers and text book writers are also advised to include EFL learning strategies with sufficient variety and appropriate frequency in the students' learning materials so as to help them to be successful in their EFL learning.

- Finally, as this study can not be perfect by itself due to various factors beyond control and some limitations, further studies on the same topic in different settings and on different subjects of study may be recommended. In addition, it may also be equally important to investigate factors that influence the choice and use of specific EFL learning strategies over the others so as to have a broader image and understanding about EFL Learning Strategies.

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	new words in English.					
17	I find the meaning of an English word by dividing it into parts that I understand.	1	2	3	4	5
18	I try not to translate word- for- word	1	2	3	4	5
19	I make summaries of information that I hear or read in English.	1	2	3	4	5
20	To understand unfamiliar English words, I make guesses.	1	2	3	4	5
21	When I cannot think of a word during a conversation in English, I use gesture.	1	2	3	4	5
22	I read English with out looking up every new word.	1	2	3	4	5
23	I try to guess what the other person will say next in English	1	2	3	4	5
24	If I cannot think of an English word, I use a word or phrase that means the same thing	1	2	3	4	5
25	I try to find as many ways as I can to use my English.	1	2	3	4	5
26	I notice my English mistakes and use that information to help me do better.	1	2	3	4	5
27	I pay attention when some one is speaking English	1	2	3	4	5
28	I try to find out how to be a better learner of English	1	2	3	4	5
29	I plan my schedule so that I will have enough time to study English	1	2	3	4	5
30	I look for people I can talk to in English.	1	2	3	4	5
31	I look for opportunities to read as much as possible in English	1	2	3	4	5
32	I have clear goals for improving my English skills.	1	2	3	4	5
33	I think about my progress in learning English.	1	2	3	4	5
34	I try to relax whenever I feel afraid of using English	1	2	3	4	5
35	I encourage myself to speak	1	2	3	4	5

	የቋንቋ መማሪያ ስልቶች	የአጠቃቀም ጊዜ				
		ፊ.ፅግም አልጠቀምም	አልፎ አልፎ አጠቀማለሁ	በከፊል አጠቀማለሁ	አብዛኛውን ጊዜ አጠቀማለሁ	ሁል ጊዜ አጠቀማለሁ
1	አዳዲስ ቃላትን ለማስታወስ እንድችል ዓረፍተነገር እስራባቸዋለሁ	1	2	3	4	5
2	አዳዲስ የእንገሊዝኛ ቃላት ድምፆችን ከምስሎች ወይም ከስእሮች ጋር በማያያዝ ለማስታወስ እሞክራለሁ	1	2	3	4	5
3	አዳዲስ የእንገሊዝኛ ቃላትን ለማስታወስ የተነገረበትን ሁኔታ በአይምሮዬ እስላለሁ	1	2	3	4	5
4	አዳዲስ የእንገሊዝኛ ቃላትን ለማስታወስ የቃሉ የመጨረሻ ድምፅ ቀደም ብዬ ከማውቀውና የመጨረሻ ድምጽ ተመሳሳይ ከሆነው ጋር በማያያዝ ለማስታወስ እጥራለሁ	1	2	3	4	5
5	አዳዲስ የእንገሊዝኛ ቃላትን ከአካላዊ እንቅስቃሴ ጋር በማያያዝ ለማስታወስ እሞክራለሁ	1	2	3	4	5
6	ሁል ጊዜ የእንገሊዝኛ ትምህርትን ከልሳለሁ	1	2	3	4	5
7	አዳዲስ የእንገሊዝኛ ቃላትን ለማስታወስ ቃላቱን ካገኘሁባቸው ቦታ ጋር አያይዛለሁ	1	2	3	4	5
8	አዳዲስ የእንገሊዝኛ ቃላትን ለማስታወስ ደጋግሜ እናገራቸዋለሁ ወይም እፅፋቸዋለሁ	1	2	3	4	5
9	የእንገሊዝኛ ድምፆችን ልምምድ አደርጋለሁ	1	2	3	4	5
10	የማውቃቸውን የተለያዩ የእንገሊዝኛ ቃላት በተለያዩ መልኩ እጠቀማቸዋለሁ	1	2	3	4	5
11	ንግግራን በእንገሊዝኛ እጀምራለሁ	1	2	3	4	5
12	በእንገሊዝኛ የሚተላለፉ የቲቪ ፕሮግራሞች ወይም በእንገሊዝኛ የተሰሩ ፊልሞችን እምለክታለሁ	1	2	3	4	5
13	አዝናኝ የሆኑ የእንገሊዝኛ ፅሁፎችን አነባለሁ	1	2	3	4	5

14	ሪፖርቶችን፣ መልእክቶችንና ደብዳቤዎችን በእንግሊዝኛ እፅፋለሁ	1	2	3	4	5
15	የእንግሊዝኛ ፅሁፎችን ሳነብ መጀመርያ ገረፍ ገረፍ አድርጌ በሁለተኛው ላይ በጥልቀት አነባለሁ	1	2	3	4	5
16	ለአዳዲስ የእንግሊዝኛ ቃላት ተመሳሳይ ቃላትን በአማርኛ እፈልግላቸዋለሁ	1	2	3	4	5
17	የእንግሊዝኛ ቃላትን ትርጉም ለማወቅ በሚገባኝ መልኩ ወደ ንኡስ ክፍሎች ከፍላጎቸዋለሁ። ለምሳሌ፡- 'unhappy' የሚለውን ቃል 'Un' ቅጥያ እና 'happy' ስር በማድረግ ሙሉውን ቃል ለመረዳት እሞክራለሁ።	1	2	3	4	5
18	የእንግሊዝኛ ቃላትን ቃል በቃል ላለመተርጎም እጥራለሁ	1	2	3	4	5
19	የሰማሁትን ወይም ያነበብኩትን ጠቀሰል አድርገው ለመጻፍ እሞክራለሁ	1	2	3	4	5
20	የማላውቃቸውን ቃላት ትርጉም በመገመት ለማወቅ እሞክራለሁ	1	2	3	4	5
21	በምናገርበት ወቅት ቃላት ሲያጥረኝ አካላዊ ምልክቶችን እጠቀማለሁ	1	2	3	4	5
22	በእንግሊዝኛ ሳነብ አዳዲስ ቃላት ሲያጋጥሙኝ አውደ ንባቡን (Context) በመጠቀም ትርጉሙን ለምረዳት እሞክራለሁ	1	2	3	4	5
23	በእንግሊዝኛ ከአንድ ሰው ጋር ሳወራ በቀጣይ ሊናገር ያሰበውን ቀድሜ ገምታለሁ	1	2	3	4	5
24	በንግግር ወቅት አንድ ቃል ሲጠፋብኝ ሃሳቡን ሊገልፁ የሚችሉ ሌሎች ቃላትን ወይም ሀረጎችን እጠቀማለሁ	1	2	3	4	5
25	በእንግሊዝኛ ቋንቋ ለመናገር በተቻለኝ መጠን አጋጣሚዎችን ለመፍጠር እጥራለሁ	1	2	3	4	5
26	እንግሊዝኛ ቋንቋን ስጠቀም ስህተት ስሰራ ስህተቱን ለቀጣይ እርማትነት እጠቀምበታለሁ	1	2	3	4	5

27	በእንግሊዝኛ ለሚናገር ሰው ትኩረት እስጣለሁ	1	2	3	4	5
28	ጥሩ የእንግሊዝኛ ቋንቋ ተማሪ ሲያደርጉኝ የሚችሉ መንገዶችን ሁሉ እፈልጋለሁ	1	2	3	4	5
29	እንግሊዝኛን ለማጥናት አቅዳለሁ (ጊዜ መድባለሁ)	1	2	3	4	5
30	በእንግሊዝኛ ለማነጋገር ሰዎችን እፈልጋለሁ	1	2	3	4	5
31	በእንግሊዝኛ የተጻፉ ፅሁፎችን ለማነበብ አጋጣሚዎችን ሁሉ እጠቀማለሁ	1	2	3	4	5
32	የእንግሊዝኛ ችሎታዬን ለማሻሻል ግልፅ አላማ አለኝ	1	2	3	4	5
33	በእንግሊዝኛ ቋንቋ ችሎታዬ ላይ እንዴት ማሻሻል እንዳለብኝ አስባለሁ	1	2	3	4	5
34	እንግሊዝኛን ስጠቀም ፍርሃት ሲያጋጥመኝ ዘና ለማለት እሞክራለሁ	1	2	3	4	5
35	ስህተት ልሰራ እችላለሁ ብዬ ስሰጋ እንኳን በእንግሊዘኛ ለመናገር እራሴን አበረታታለሁ	1	2	3	4	5
36	በእንግሊዝኛ ቋንቋ ችሎታዬ ላይ መሻሻልን ሳይ እራሴን እሸልማለሁ	1	2	3	4	5
37	እንግሊዝኛ ቋንቋን ስማር ወይም ስጠቀም እራሴን ይጨንቀኝ ወይም ጥሩ ስሜት አይሰማኝ እንደሆነ እራሴን ለማስተዋል እሞክራለሁ	1	2	3	4	5
38	እንግሊዝኛ ቋንቋ ስማር የሚሰማኝን ስሜት በፅሁፍ እይዛለሁ	1	2	3	4	5
39	እንግሊዝኛ ቋንቋ ስማር ምን እንደሚሰማኝ ለሌላ ሰው እነገራለሁ	1	2	3	4	5
40	በእንግሊዝኛ ከልላ ሰው ጋር ሳወራ መስማት ያልቻልኩትን እንዲደግምልኝ ወይም ቀስ ብሎ እንደናገር እጠይቀዋለሁ	1	2	3	4	5
41	በእንግሊዝኛ ሳወራ ጥሩ እንግሊዝኛ የሚናገሩ ሰዎች እንዲያርሙኝ እጠይቃቸዋለሁ	1	2	3	4	5
42	እንግሊዝኛን ከሌሎች ተማሪዎች ጋር					

APPENDIX – D

Oxford's Strategy Inventory for Language Learning

SILL, Version 7.0 (ESL/EFL)

Author: R. Oxford (1989)

1. *Never true of me*: also includes 'almost never true of me' – it does not happen very often in your learning behavior.
2. *Usually not true of me*: it happens occasionally in your learning behavior
3. *Somewhat true of me*: it happens in a fairly regular pattern in your learning behavior
4. *Usually true of me*: it happens regularly and represents an obvious pattern in your learning behavior
5. *Always true of me*: also includes 'almost always true of me'- it happens almost all the time and represents a strong pattern in your learning behavior

LANGUAGE LEARNING STRATEGIES		FREQUENCY OF USE				
No.	Memory Strategies	Never true of me	Usually Not true of me	Some what true of me	Usually true of me	Always true of me
1	I think of the relationships between what I already know and new things I learn in English.	1	2	3	4	5
2	I use new English words in a sentence so that I can remember them.	1	2	3	4	5
3	I connect the sound of an English word and an image or picture of the word to help me remember the word.	1	2	3	4	5
4	I remember a new English word by making a mental picture of a	1	2	3	4	5

	situation in which the word might be used.					
5	I use rhymes to remember new English words.	1	2	3	4	5
6	I use flashcards to remember new English words.	1	2	3	4	5
7	I physically act out new English Words.	1	2	3	4	5
8	I review English lessons often	1	2	3	4	5
9	I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign.	1	2	3	4	5
Cognitive Strategies						
10	I say or write new English words several times.	1	2	3	4	5
11	I try to talk like native English speakers.	1	2	3	4	5
12	I practice the sounds of English	1	2	3	4	5
13	I use the English word I know in different ways.	1	2	3	4	5
14	I start conversations in English	1	2	3	4	5
15	I watch English language TV shows spoken in English or go to movies spoken in English.	1	2	3	4	5
16	I read for pleasure in English.	1	2	3	4	5
17	I write note, messages, letters, or reports in English.	1	2	3	4	5
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	1	2	3	4	5
19	I look for words in my own languages that are similar to new words in English.	1	2	3	4	5
20	I try to find patterns in English	1	2	3	4	5
21	I find the meaning of an English word by dividing it into parts that I understand.	1	2	3	4	5
22	I try not to translate word- for- word	1	2	3	4	5
23	I make summaries of information that I hear or read in English.	1	2	3	4	5

Compensation Strategies						
24	To understand unfamiliar English words, I make guesses.	1	2	3	4	5
25	When I cannot think of a word during a conversation in English, I use gesture.	1	2	3	4	5
26	I make up new words if I do not know the write ones in English	1	2	3	4	5
27	I read English with out looking up every new word.	1	2	3	4	5
28	I try to guess what the other person will say next in English	1	2	3	4	5
29	If I cannot think of an English word, I use a word or phrase that means the same thing	1	2	3	4	5
Metacognitive Strategies						
30	I try to find as many ways as I can to use my English.	1	2	3	4	5
31	I notice my English mistakes and use that information to help me do better.	1	2	3	4	5
32	I pay attention when some one is speaking English	1	2	3	4	5
33	I try to find out how to be a better learner of English	1	2	3	4	5
34	I plan my schedule so that I will have enough time to study English	1	2	3	4	5
35	I look for people I can talk to in English.	1	2	3	4	5
36	I look for opportunities to read as much as possible in English	1	2	3	4	5
37	I have clear goals for improving my English skills.	1	2	3	4	5
38	I think about my progress in learning English.	1	2	3	4	5
Affective Strategies						
39	I try to relax whenever I feel afraid of using English	1	2	3	4	5
40	I encourage myself to speak English even when I am afraid of making mistake	1	2	3	4	5
41	I give my self a reward or treat when I do well in English	1	2	3	4	5
42	I notice if I am tense or nervous	1	2	3	4	5

	when I am studying or using English					
43	I write down my feelings in a language-learning diary	1	2	3	4	5
44	I talk to someone else about how I feel when I am learning English	1	2	3	4	5
Social Strategies						
45	If I do not understand something in English, I ask the other person to slow down or say it again.	1	2	3	4	5
46	I ask English speakers to correct me when I talk.	1	2	3	4	5
47	I practice English with other students.	1	2	3	4	5
48	I ask for help from English speakers.	1	2	3	4	5
49	I ask questions in English	1	2	3	4	5
50	I try to learn about the culture of English speakers.	1	2	3	4	5

Declaration

I, the undersigned, declare that this THESIS is my original work and has not been presented for a Degree in any University and that all sources of the materials used for this thesis have been duly acknowledged.

Name Dereje Teshome

Signature.....  _____

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Date June 29, 2009