

**An Exploration of Beliefs about Language
Learning and their Language Learning Strategy
Use of EFL Learners: Debre Markos University in
Focus**

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This is to certify that the thesis prepared by Niguse Mitiku, entitled “An Exploration of Beliefs about Language Learning and their Strategy Use of EFL Learners: Debre Markos University in Focus”, and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy (TEFL) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Declaration

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

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ABSTRACT

An Exploration of Belief about Language Learning and their Strategy Use of EFL Learners: Debre Markos University in Focus

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The purpose of this research is fourfold. The first is to examine the overall strategies and beliefs about language learning by EFL learners at university level. The second is to find out most/least common strategies used and beliefs held by EFL learners. The third is to investigate the correlation between EFL learners' beliefs about language learning and their strategy use. The final purpose is to examine the effect of background variables (gender, proficiency and academic major) on EFL learners' beliefs and their strategy use.

This study investigated the beliefs about language learning and their strategy usage of 402 university EFL students. Five instruments were used to measure students' belief and their strategy use: (1) Individual Background Questionnaire (IBQ), Strategy Inventory for Language Learning (SILL), Beliefs About Language Learning Inventory (BALLI), TOEFL model test, and focused group interview.

Descriptive analysis (frequencies, means and standard deviations), Pearson correlation analysis, a one way analysis of variance (ANOVA), a multivariate analysis of variance (MANOVA), and post hoc Tucky HSD test were performed at the 0.05 level of significance to answer research questions.

The findings indicated that EFL students at university level used a medium range of strategies. Metacognitive strategies were used most frequently where as memory strategies were used least frequently among university students.

Students had strong beliefs of motivation and expectation whereas they had least beliefs on foreign language aptitude. There was significant correlation between language learning strategies and belief variables indicating the impact of beliefs on strategy use. Gender, English language proficiency and academic major had significant effects on the overall strategy use, the six categories of strategies, and individual strategy items.

Gender and language proficiency did not affect overall beliefs, the five categories of beliefs, and the individual beliefs held by students. Academic major, on the other hand, had significant effects on overall belief, the five belief categories, and individual beliefs held by the students.

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List of Abbreviations and Acronyms

The following are the most widely used acronyms and abbreviations in this paper

ANOVA- Analysis of Variance

Apt- Aptitude

Affec- Affective

BALLI- Beliefs about Foreign Language Inventory

Cog-Cognitive

Comp-Compensation

Dff-Difficulty

DMU- Debre Markos University

EFL- English as a Foreign Language

ESL- English as a Second Language

FL- Foreign Language

IBQ- Individual Background Questionnaire

KG- Kindergarten

LS- Learning Strategy

LLS- Language Learning Strategy

MANOVA- Multivariate Analysis of Variance

Memo- Memory

Met- Metacognitive

SILL- Strategy Inventory for Language Learning

SL- Second Language

Soc- Social

TOEFL- Test of English as a Foreign Language

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Over the year's different methods and approaches to teaching and learning of English language to speakers of other languages, each with its own theoretical basis, have come and gone out of fashion. Most of these methods and approaches emphasize teaching rather than learning. However, in the last four decades, there has been a shift in focus in the field of second/foreign language acquisition from teaching method to learner characteristic (Oxford, 1990).

It has become clearer that much of the responsibility for success in language learning rests with the efforts of individual learners. Some of these changes can be attributed to learners' beliefs (Horwitz, 1987) and particular techniques and strategies (Oxford, 1990) that learners use to learn a target language. Since the late 1970s, how learners process new information and what kind of strategies they employ to understand, learn or remember that information has been one of the primary concerns of the researchers dealing with the area of foreign language learning (Cohen and Macaro, 2007). In line with this, there has been a prominent shift within the field of language education over the last four decades with a greater emphasis placed on learners and learning rather than on teachers and teaching. As learners gain a prominent place in second and foreign language acquisition research, there is also an increase in the attention given to the employed techniques and strategies they use to overcome learning difficulties. Among these techniques, language learning strategies have received much attention since the 1980s and their investigation has advanced our understanding of the processes that learners use to develop their language learning skills (Oxford, 1990). Strategies are defined by Oxford (1990) as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation"(p. 8).

Different research findings have shown the importance of language learning strategies in making language learning more efficient and in producing a positive effect on learner's language use. According to Oxford (1990), Grenfell and Hariss (1999) and Chamot (2005), language learning strategies are important for two reasons. First, by examining the language learning strategies used by EFL learners during the learning processes, we can gain insights into the metacognitive, cognitive, social and affective processes involved in foreign language learning. Second, less successful learners can be taught new strategies, so that they can become better language learners. Adding to this, Holec (1981) noted that learning strategies can foster learners' autonomy in language learning if they are taught accordingly.

Since the time language learning strategy got recognition, the primary concern of the researchers dealing with the area of language learning has been on "identifying what good language learners report they do to learn a second or foreign language or, in some cases, are observed doing while learning a second or foreign language" (Wenden & Rubin 1987:19). This shows that early studies focused on learners' behaviors and thought processes. For instance, Rubin (1975) and Stern (1975) suggested that a model of "the good language learners" could be constructed by looking special strategies used by successful learners, and these strategies used by the "good language learners" were thought to be consistent. However, in earlier studies, little attention was given to the relationship between language learning strategy use and success in language learning (Cohen and Apeh, 1980).

Recent studies have looked at how the choice of language learning strategies is affected by various learner characteristics such as gender (Ehrman and Oxford, 1989; Wharton, 2000), age (Purdie and Oliver,1999), second language proficiency (Park,1997;Peacock and Ho, 2003), cultural background (Oxford, 1996; Politzer and Mc Groanty, 1985), learning styles (Ehrman and Oxford, 1989), motivation (kim-Yoon, 2000; Oxford and Nyikos, 1989;Ramirez, 1986) and beliefs about language learning (Park, 1997, Yang,1999).

Among the variables underlying strategy choice, beliefs about language learning have steadily become a prominent research issue in the field of second/foreign language education. Different researches show that learners' beliefs about language learning have a major influence on how learners approach the language learning process.

According to Abraham and Vann (1987), for instance, language learners' beliefs may affect the variety and flexibility of the language learning strategies the learners use. In addition, Wenden (1987) examined what learners thought about how best to approach second language learning, and they found that their beliefs about language learning influenced their reported strategy use. For instance, learners who emphasized the importance of using language would often report using communication strategies, while those who emphasized the importance of learning about the language tended to use cognitive strategies. According to Wenden's argument, learners' beliefs about language learning may determine their approach to language learning.

Contrary to this, Yorio (1986) found that some beliefs about language learning may have a negative influence on language learning. Adding to this, Horwitz (1987) states that some preconceived beliefs are likely to restrict learners in the range of strategies they use. For example, some language learners believe that they should not say anything in the foreign language until they can say it correctly, and some believe that if beginners are permitted to make errors at the early stages of language learning, it will be difficult for them to speak correctly later.

Since the mid 1980s, a number of studies have focused on learner beliefs and learning strategies among university students engaged in learning various foreign languages (Horwitz, 1987, 1988). In the 1990s, Yang (1992), Park (1995), Truitt (1995), Oh (1996), Kim-Yoon (2000), and Hong (2006) have examined learners' beliefs as well as other variables such as strategies, motivation etc., among various groups. Horwitz (1999) evaluated the above studies and concluded that there is evidence that language learners' beliefs may vary with different learner characteristics. Another issue raised by Horwitz (1999) is that learners may have undergone changes to their beliefs as they advanced

through the levels of the language they were learning. This is to say learners' beliefs change as the level at which students learn advances.

However, as far as the knowledge of the researcher is concerned, research into the interrelationship of beliefs and strategies as well as the effect of background variables (gender, language proficiency and academic major) on beliefs and strategies is a less investigated area in Ethiopian context.

Thus, the main purpose of this study is to investigate beliefs about language learning and their language learning strategy use of Debre Markos University (DMU) EFL learners.

1.2 Statement of the Problem

Wenden (1987) stated that learners' prescriptive beliefs about how best to learn a second/foreign language represent their awareness of language learning process and have the potential for developing self-regulation. Adding to this, Cotterall (1995) stated that learner beliefs are indicators of their readiness for behavioral change toward autonomy. Such beliefs indicate that learners have begun to reflect on what they are doing in line with their goals, and this awareness may ultimately lead to self-regulation.

What learners believe about language learning is frequently influenced by the context in which they learn. These beliefs, in turn, influence their learning behaviors. Regarding this, Horwitz (1987) conducted a study on students who had diverse cultural backgrounds learning English as a foreign language at the University of Texas. According to the findings, learner beliefs about language learning varied according to cultural backgrounds and previous experiences. The interpretation of a learning task is closely related to the goals advocated within each learner's cultural context, for a learning strategy valued in one culture may be deemed inappropriate in another (Olivares-Cuhat, 2002; Wharton, 2000). A particular learning strategy can help a learner in a certain context to achieve learning goals that the learner deems important; whereas other learning strategies may not be useful for that learning goal.

Different studies to date have shown that effective learners use a greater variety of appropriate strategies for both receptive and productive tasks, whereas less effective

learners have a smaller repertoire of strategies and often do not choose appropriate strategies for the task (Rubin, 1975; Stern, 1975; Naiman et al., 1978 Reiss, 1985;).

Researches on second/ foreign language have disclosed that language learning beliefs and language learning strategies are both critical constituents of understanding how to learn a second or foreign language. Regarding this, Horwitz (1988) argued that knowledge of learner beliefs may be useful to educators to understand how learners approach language learning. The findings may clarify some misconceptions about language learning which lead language learners to use less effective strategies. Substantiating this, Freeman (2001) suggests that, in order to effect change in perception of the learner's role in the learning process, we need to discover more about what learners do to learn successfully.

We are increasingly living in a global world where the ability to communicate in English can be not just an added bonus but rather a true necessity. This is because English language is becoming a 'language of international communication' and the ability to communicate in the language would mean having an opportunity to be successful in education, science, business and other fields (Wharton, 2000).

These days, many countries have introduced English classes to elementary schools, and many adults study English even after graduating from universities. For example, in Ethiopia English is taught from grade one up to colleges and universities as a subject. Starting from grade nine (in some regions starting from grade seven) through universities, English serves as a medium of instruction nationwide. Besides these, all universities in the country use English as their working language. Universities produce documents, hold meetings, write minutes and reports, etc. in English.

Despite the status English has and the different efforts made to make students proficient in English language at schools and universities, students of different levels as well as graduates lack the expected command of English language almost in all skills. Regarding this, Teshome (2003) argued that the English language proficiency of most Ethiopian students in recent years is deteriorating. Substantiating this, Alemu (2004) and Mekasha (2005) showed that the level of students' English proficiency at all stages of learning has been found below the required level.

In addition to these findings, the researcher's teaching experience gave him insights that students at university level lack the required language proficiency in all skills i.e., listening, speaking, reading and writing. Most students at tertiary education have been observed facing difficulties in performing tasks and activities in English language. Moreover, most of the researcher's colleagues who have been teaching English in higher institutions are often heard complaining about the English language deficiency of students at universities.

There could be different factors attributed to the poor English language proficiency of students. However, the researcher feels that students' awareness about the use of language learning strategies, and the beliefs these students have about language learning could be the possible factors that affect their language proficiency. That is to say lack of awareness about the use of language learning strategies and inappropriate use of these strategies seems to contribute to the declining of students' proficiency. Besides, these students may have wrong beliefs about language learning which may affect their proficiency.

If students learn language with a major goal of developing communicative skills and if the effectiveness of these students' language skills is related to the strategies they use, language instruction should be geared towards helping students discover and employ relevant strategies to the given language tasks and activities (Williams and Burden, 1997).

As stated earlier, language learners will have the opportunity to develop different language skills effectively when they use appropriate language learning strategies which suit their learning purposes (Williams and Burden, 1997). Adding to this, Oxford (1990: 1) stated that language learning strategies are "especially important for language learning because they are tools for active, self directed movement, which is essential for developing communicative competence." The use of appropriate language learning strategies often results in improved proficiency or overall achievement in specific skill (Thompson and Rubin, 1996; Oxford et al., 1993). Particularly in the context of learning English as a foreign language (EFL), where exposure to the target language is limited,

effectiveness in using learning strategies will have significant effect on students' performance not only in English but also in other subjects. At tertiary level where a medium of instruction is English, the academic environment often requires that EFL students be prepared to use all the four language skills: writing, reading, speaking, and listening. Thus, teachers should identify the language learning strategies their students use to help them improve their language proficiency (Oxford, 1990).

On the other hand, identifying strategies learners use is only half of the job since language learning strategy use is affected by different variables (Oxford, 2002; Cohen and Macaro, 2007). Those variables might have profound effects on how learners approach language learning tasks and how successful they are (Cook, 2001). Thus, besides identifying strategies learners use, knowing the variables which affect language learning strategy use is important to help their students use language learning strategies to take responsibility for their own learning by enhancing learner autonomy, independence, and self direction (Oxford, 2002).

As far as the knowledge of the researcher is concerned, regarding learning strategy use, only few local studies are found in Ethiopia. For instance, Abebe (1997), in a study conducted on strategies of vocabulary learning of Addis Ababa University Freshman students learning English as a foreign language, reported that students used a range of vocabulary acquisition strategies. The other study conducted by Solomon (2000) on reading strategies of first year students at Mekelle University (the then Mekelle University College), concluded that successful reading results from knowing how appropriately and effectively the strategies are used in reading.

However, overall strategies EFL learners may use are not assessed. Besides, beliefs about language learning of Ethiopian EFL learners are not investigated. Moreover, another important dimension, i.e., the effects of variables (gender, academic major and proficiency) on language learning strategy choice and beliefs about language learning are not examined.

Thus, this study sought to answer questions related to patterns of reported language learning strategy use and beliefs about language learning of Ethiopian EFL students and

how these strategies and beliefs relate to learner variables such as gender, language proficiency and academic major.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to investigate the beliefs about language learning and language learning strategy use of EFL students at Debre Markos University. In addition, the study examined the influence of students' background variables on their English language learning beliefs and strategy use.

1.3.2 Specific Objectives

To achieve the above main objective of the study, this research specifically aimed to:

1. assess the types of language learning strategies used by EFL learners
2. assess the types of language learning beliefs held by EFL learners
3. determine the most or least common strategies and beliefs used by the students.
4. investigate the relationship between learners' beliefs about language learning and their strategy use.
5. examine the influence of background variables: gender, language proficiency and academic major on learners' beliefs about language learning and their use of language learning strategies.

1.3 Research Questions

In order to fulfill these purposes, the following research questions were designed:

1. What language learning strategies do EFL learners report holding? Which strategies are most common or least common among the participants?
2. What beliefs about language learning do EFL learners report holding? Which beliefs about language learning are most common or least common among the participants?
3. Are there any relationships between the learners' beliefs about language learning and their language learning strategy use?

4. What are the significant differences in the beliefs about language learning and the use of English language learning strategies by males and females?
5. Does language proficiency have any effect on EFL learners' language learning strategy use and beliefs about language learning?
6. Does academic major have any effect on EFL learners' language learning strategy use and beliefs about language learning?

1.4 Scope of the Study

The main purpose of the study is to assess beliefs about language learning and their strategy use of EFL learners. Thus, the study is:

1. Delimited to first year EFL learners, thus it may not be generalizable to other batches;
2. Concerned with assessing of EFL learners' beliefs about language learning and their strategy use at Debre Markos University.

1.5 Significance of the Study

Recent studies show how learner's choice of language learning strategies is affected by various learner characteristics, such as gender, age, language proficiency, cultural background, learning styles, social context, anxiety and language learning beliefs (Hong, 2006). These variables, in turn, might have profound effects on how the learners approach language learning tasks and how successfully they learn the language.

In order to be more effective, educators need to know who their students are and how they approach language learning. Hence, finding out about students' language learning beliefs and their choice of language learning strategies will offer better insights into what EFL students expect and how they go about learning English in the classroom. Knowing learners' strategies allows teachers, curriculum developers and textbook or module writers to understand which overall strategies are used by EFL students. Teachers will be able to reflect on whether or not their current teaching approach is compatible with the learners' overall strategies and different strategy uses by gender, proficiency and academic major which have been shown to be relevant to language learning. In addition,

teachers will become aware of the EFL learners' expectations of their English learning environments, which strategies should be incorporated to their English curriculum, and what tasks and learning materials must be provided to learners, taking the learners' contexts into consideration.

As many researchers have identified the correlation between a specific strategy instruction and English achievement, the importance of appropriate application of strategy instruction into the English curriculum has been widely recognized (Chamot, 2004, 2005; Chamot & Kupper, 1989; Oxford, 1990; Yang, 1996). By integrating the strategies into the English curriculum, teachers will be able to help learners become aware of how, where and when the strategies should be used in the process of English learning. This awareness will promote the learners' self-directed learning.

By involving strategy training in English class, teachers can also help EFL learners foster their own learning autonomy in English learning. According to Oxford (1990), language learning strategies are "tools for active, self-directed involvement which are essential for developing communicative competence" (p.9). The growing emphasis on learning the English language in Ethiopia has been a trend in which English language learning is a lifetime learning process to most Ethiopians. They have to develop autonomous or self-directed techniques or skills in learning English out of classroom. Oxford has placed great importance on the use of an effective language strategy in the sense that it helps learners to enhance their language learning performance. She also pointed out the values of language learning strategies from the self autonomy perspectives as "Language learning requires active self-direction on the part of learners; they cannot be spoon-fed if they desire and expect to reach an acceptable level of communicative competence" (p. 201).

As language learning beliefs can be culture-bound, knowledge of students' beliefs may help English teachers reduce potential classroom conflicts that may stem from inconsistencies between teacher and learner language beliefs. If students are found to hold unrealistic or wrong beliefs about language learning, teachers may attempt to modify the preconceived notions that may influence their choice of language learning

strategies. Therefore, discussing realistic expectations regarding tasks may help and engage students in more effective learning. Finally, this study may serve as a springboard for further research.

1.6 Limitations of the Study

The data collection and analyses were carried out with caution in order to ensure reliability and validity of the study. However, there were some limitations of the study. First, the findings of the study are limited in Debre Markos University and the 402 respondents; it may not be generalizable to all universities in Ethiopia. Second, the instruments used to assess students' beliefs and strategy use were mainly the BALLI and the adapted SILL questionnaires, respectively based on a 5-point Likert scale system; the characteristics of retrospective self-reported survey may be problematic. The adapted SILL and the BALLI self-reported questionnaires may not include the whole range of strategies and beliefs, respectively. In addition, requiring students to self report their behavior, questionnaire results may not reflect students' true beliefs and strategies they use, because the validity of the results of the study depends on the honesty, willingness, and ability to respond accurately to each question of the study. However, questionnaire administration is the most commonly used method for investigating beliefs and strategies (Horwitz, 1987, 1988; Oxford, 1990; Oxford and Burry-Stock, 1995). To counter the problem of questionnaires, of course, open-ended items were added at the end of SILL and BALLI questionnaires. Third, correlation analysis can indicate a relationship between two clusters of variables, yet it cannot indicate a causal relationship. Thus, the study results showed that associations between beliefs and strategy use exist, but they did not show whether beliefs influenced strategy use or vice versa. Finally, for measuring language proficiency, model TOFL test was employed. This was because obtaining original TOEFL test was difficult. Model TOEFL 2011 edition was used. Although it is recently published, items were designed carefully following the pattern of the original TOEFL, its reliability and validity may not be up to the desired level. As it is accessible to the market, some might have got it. However, before the administration of the test, the researcher asked whether any one has this sort of test, and confirmed that none of the subjects had seen the test.

1.7 Organization of the Paper

Chapter one presents background of the study, statement of the problem, purpose, significance, and limitation of the study. The remaining chapters are organized as follows: Chapter two reviews the related literature to this study. Chapter three describes the research design, participants, instrumentation, data collection, data analyses, and pilot study. Chapter four, reports the results of the study. Finally, chapter five discusses the findings of the study, provides conclusions, and suggests implications and recommendations for further research.

1.8 Definition of Terms

The key terms in this study are defined as follows:

Language learning strategies: are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations” (Oxford, 1990:8).

Beliefs about language learning: refers to learners’ perceived ideas or notions on a variety of issues related to second/foreign language learning (Horwitz, 1987).

Academic major: is the field of study which a student is studying

Language proficiency: refers to learners overall English language performance as measured by standardized test (TOEFL).

CHAPTER TWO: A REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature which focuses on beliefs about language learning and language learning strategies. The section on language learning strategies includes theoretical framework, studies on good language learners, definitions and classifications of language learning strategies, factors affecting language learning strategy use, and language learning strategy training. The section on beliefs about language learning consists of definitions, classifications of belief about language learning, research and studies on beliefs about language learning.

2.1 Language Learning Strategies

There has been a prominent shift within the field of language learning and teaching over the last forty years with great emphasis being put on learners and learning rather than on teachers and teaching. With this paradigm shift, how learners process new information and what kind of strategies they employ to understand, learn or remember the information has been the primary concern of the researchers dealing with the area of foreign/second language learning. Initially, studies on language learning focused on describing and identifying externally observable behaviors of language learners. Gradually, researches on language learning focused on identifying strategic behaviors learners use when learning a language. Following this, researchers address factors affecting learning strategies

2.1.1 Theoretical Framework of Language Learning Strategy

Second/foreign language learning refers to the subconscious or conscious processes by which a language is learned in a natural or tutored setting and the factors that influence those processes (Ellis, 1985). Second language acquisition research examines how communicative competence- the ability to interpret the underlying meaning of a message, understand cultural references, use strategies to keep communication from breaking down, and apply the rules of grammar that develops in a second language (Savignon, 1997).

Several theories have tried to explain second or foreign language acquisition/ learning. These theories are very closely related to first language acquisition theories. For example, Innatist theories (Bickerton, 1981; Krashen, 1985; Pinker, 1984) give primary importance to the learners' innate characteristics. Interactionist theories (McLaughlin, 1990) emphasize the essential role of the environment in shaping language learning. Another theory, i.e. constructivist theory (Long, 1996), highlights the learners' ability to construct internal representations as "mental pictures" of the target language.

These theories explain the process of language acquisition from a top-down perspective, where it is assumed, just as for first language acquisition, that given sufficient input, a second language system develops in the mind automatically.

However, second/foreign language learning process can be understood and explained if it is seen as a bottom-up and usage-oriented process. The cognitive theory of learning (Anderson, 1985; O'Malley, Chamot & Walker, 1987) provides this approach and lays the foundations for the theoretical framework behind language learning strategies. The cognitive theory of learning indicates that learning is an active and dynamic process. It is based on an information processing view of human thought and action. There are two fundamental principles underlying this theory. These are:

Behavior can best be explained by reference to how individuals perceive and interpret their experiences and the way in which individuals think and reason parallels the manner in which computers process information (Anderson, 1985).

In cognitive theory, individuals are said to process information, and the thoughts involved in this cognitive activity are referred to as mental processes. Ausubel (1968) cited in Elena (2010), contended that learning takes place in the human mind through a meaningful process of relating new events or items to already existing cognitive concepts or propositions. Meaning is not an implicit response, but a "clearly articulated and precisely differentiated conscious experience that emerges when potentially meaningful signs, symbols, concepts, or propositions are related to and incorporated within a given individual's cognitive structure on a no arbitrary and substantive basis" (Anderson & Ausubel, 1965) quoted in Elena (2010:33). This ability to relate accounts for a number of

phenomena: the acquisition of new meaning (knowledge), retention, the psychological organization of knowledge as a hierarchical structure, and the eventual occurrence of forgetting (ibid.).

Cognitive psychologists tend to see second/foreign language learning as the building up of knowledge systems that can eventually be called on automatically for speaking and understanding. At first, learners have to pay attention to any aspect of the language that they are trying to understand or produce. Gradually, through experience and practice, learners become able to use certain parts of their knowledge so quickly and automatically that they are not even aware that they are doing it. This frees them to focus on other aspects of the language that, in turn, gradually become automatic (McLaughlin, 1987). Thus, learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information (O'Malley & Chamot, 1990).

Weinstein and Mayer (1986) defined learning strategies (LS) broadly as "behaviors or thoughts that a learner engages in during learning that are intended to influence the learner's encoding process" (p. 315). Mayer (1988) more specifically defined learning strategies (LS) as "behaviors of a learner that are intended to influence how the learner processes information" (p. 11).

As mentioned earlier, language learning strategies (LLSs) are about processing information in an effective way in order to achieve successful outcomes for language learning. Whether it is learning strategies (LSs) in educational psychology or language learning strategies (LLSs) in second or foreign language acquisition, there is obviously a link between LLSs/LSs and information processing theory in cognitive science.

2.1.2 Studies on Good Language Learners

In most of the earlier research on language learning strategies, the primary concern has been on identifying what good language learners report they do to learn second or foreign language. Research into language learning strategies has an underlying assumption that all language learners have their own rate of learning success. Some learners are more

successful than others in learning language, and some others have their individual learning skills or behaviors where others do not.

A great number of empirical studies on language learning strategies have made attempts to identify common learning behaviors of good language learners, assuming that their certain learning skills are different from those of less successful learners (Ehrman, 1994; Ehrman & Oxford, 1995; Green & Oxford, 1995; Stern, 1975; Naiman et al, 1978; Green & Oxford, 1995; O'Malley & Chamot, 1990; Cohen, 2003). While many of these studies were exploratory in nature and thus lacked empirical rigor, they suggested that the characteristics of good language learners and the strategies used would provide some useful guidelines to those less successful ones. These studies on good language learners attempted to identify language learning strategies through language learners' behaviors. These studies yielded lists or taxonomies of language learning strategies used by successful language learners. Among these, studies conducted by Rubin (1975), Stern (1975) and Naiman et al. (1978) were the influential ones.

Based on Videotaped classroom observations, Rubin (1975), Stern (1975) and Naiman et al (1978) made initial understanding of successful language learners. Rubin, in her investigation came to observe that determining learners' strategies is a complicated task for language learning involving cognitive process which cannot be seen. Therefore, she gathered self reports by which she identified seven language learning strategies used by good language learners, namely, willingness and accurate guessers, have strong desire to communicate, not inhibited, attend to form, practice, monitor their own and the speech of others, and attend to meaning. The stated aim for Rubin's (1975) research was to enhance the success record of the less successful students by teaching them the strategies of the more successful learners.

Another major study by Stern (1975) identified a list of ten language learning strategies used by good language learners. Based on his experience as a teacher, a learner and his review of extant studies, Stern believed that the good language learner is characterized by the following language learning strategies:

1. A personal learning style or positive learning strategies
2. An active approach to the learning task
3. A tolerant and outgoing approach to the target language and empathy with its speakers
4. Technical know-how about how to tackle a language
5. Strategies of experimentation and planning with the object of developing the new language into an ordered system, and revising this system progressively
6. Constantly searching for meaning
7. Willingness to practice
8. Willingness to use the language in real communication
9. Self monitoring and critical sensitivity to language use
10. Developing the target language more and more as a separate learning system and learning to think in it (pp.311-316)

Subsequent to Rubin (1975) and Stern (1975), Naiman et al (1978) conducted a study on 34 good language learners. Naiman et al (1978:13) identified strategies for active involvement in the language task, for coming to hold with the language as a system, for using the language in real communication, for coming to terms with the affective demands of language learning and for coping with ambiguity.

The above studies were exploratory in nature and thus were not drawn from empirical data rather from intuitions and observations of the researchers. However, these studies paved the way for the successive research works conducted on language learning strategies.

Following the above studies about “good language learners”, different studies have been conducted to understand less successful language learners by investigating the language learning strategies used by this group of learners. These studies have compared language learning strategies used by the good language learners with those of the poor language learners.

Porte (1988) interviewed fifteen poor language learners to find the language learning strategies they used. The interviews showed that the strategies used by this group of

language learners were similar to the strategies used by good ones. However, Porte argued that poor language learners used strategies in a less sophisticated and less suitable way than good language learners did in their approach to particular activity. O'Malley and Chamot (1990) on their part undertook investigations comparing effective and ineffective learners in their use of language learning strategies. More effective learners used a greater variety of strategies in all the strategy groups, and used them in ways that helped them complete the language task successfully. Less effective students not only had fewer strategy types in their repertoires but also frequently used strategies that were inappropriate to the task or that did not lead to successful task completion. Chamot (2004), in her later study, altered the definition of good language learners as "Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet the task demands and their own learning strategies" (p. 14). Oxford (2003) argued that good language learners do not always employ the same strategies and they use a relevant orchestration of strategies at specific learning tasks.

Along the same line, Vann and Abraham (1990) observed the language learning behaviors of successful and unsuccessful language learners. According to their finding, the difference between good and poor language learners in terms of language learning strategies is not quantitative but qualitative. Poor language learners used as many strategies as good language learners. Nevertheless poor language learners often failed to use strategies appropriate to the task, owing to lack of "cognitive control" (p.184). The study concluded that although learners used many of the same strategies as successful language learners, the difference was in how effectively they matched the learning tool to the learning task.

In conclusion, language learners, successful or unsuccessful, have their own strategies and use them when needed for language tasks. The differences between more and less successful language learners are the management of their own strategies, the level of awareness they have of their own strategies, and the degree to which their strategies are efficiently applied to language learning tasks. Increasing research of good language learners will help teachers understand their behaviors and use of strategies. This in turn,

will guide teachers and their instruction when working with those who are less successful language learners.

2.1.3 Definition of Language Learning Strategies

There was no general consensus in the field of foreign/second language acquisition with respect to the appropriate ways of defining language learning strategies. Rubin (1975) defined language learning strategies as “any set of operations, steps, plans, or routines used by the learner to facilitate the obtaining, retrieval and use of information” (p.19). Tarone (198: 67) defined language learning strategy as “an attempt to develop linguistic and socio-linguistic competence in the target language to incorporate these into one’s inter-language competence”. This definition focuses on the linguistic competence, but does not emphasize the aspect of language learning. As for O’Malley and Chamot (1990) “learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (p.1). This definition consists of two things. First, it shows that language learning strategies can be either observable (behavior) or unobservable (thoughts). Second, it clearly spells out the goals (i.e. ...strategies are to help students achieve comprehension and learning new information).

Rubin (1978) clarifies her previous definition and writes that language learning strategies are strategies which directly or indirectly facilitate the development of the language system. Rubin (1978) further summarizes language learning strategies as follows:

1. Some language learners are more successful than others.
2. The learning process includes both explicit and implicit knowledge.
3. Consciousness rising is not incidental to learn.
4. Successful strategies can be used to good effect by less effective learners.
5. Teachers can promote strategy use.
6. Once trained, students become the best judge of how to approach the learning task.
7. Self-direction promotes learning both inside and outside the classroom.
8. Language learning is like other kinds of learning.

9. The success of learner training in other subjects is applicable to language learning.
10. The “critical” faculty used by all humans in communicating ideas is important in language learning (pp.15-19).

Rubin included not only aspects of motivation and engagement, but also suggested that strategies for more effective language learning can be learned and, thus, the language learning ability of individuals could be improved through strategy training.

While earlier definitions of learning strategies focused on products of learning and behaviors reflecting unobservable cognitive processes, definitions ultimately evolved into a clearer understanding of what learners think and do during language learning. Cohen’s (1998) recent work recognizes the element of consciousness as a key to distinguishing strategic from nonstrategic thinking processes. He explained that if learners are not able to identify any strategies associated with learning behavior, then the behaviors would simply be referred to as a process, not a strategy. For example, a learner may guess new words in context while reading for better comprehension. If the learner is conscious about why the guess is taking place, then it would be called a strategy. Cohen stated that learning strategies are “processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language” (1998:4).

One of the most frequently cited and applicable definitions of learning strategies to date is that of Oxford (1990), who defined language learning strategies as “...specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”(p.8). It reflects the intent of the learner and the specific actions the learner can take. She also includes how context plays a role in the language learning process. Oxford’s definition was comprehensive and includes most of the features of other definitions. Oxford’s (1990) definition thus, was adopted for this study.

2.1.4 Classification of Language Learning Strategies

Just as there has been a need for a good definition for language learning strategies, there has also been a logical requirement for the classification of learning strategies in order to categorize and describe strategic behaviors of language learning.

Language learning strategies have been classified by different scholars (Bialystok, 1978; Rubin, 1981; O'Malley et al, 1985; O'Malley and Chamot, 1990; Oxford, 1990). Considering social, biological and other factors, Bialystok (1978) classified language learning strategies into four categories:

- a. Functional practicing which refers to strategies used for a functional purpose, such as completing a transaction at a store.
- b. Formal practicing involves strategies employed for language practice in the classroom, such as verbal drills and noting errors.
- c. Monitoring involves conscious attempts made when practicing the language task.
- d. Inferencing means guessing meaning from contexts.

She provides a clear model which emphasizes both learning in a formal setting and in a real-life situation. It is obvious that she emphasizes the cognitive and metacognitive aspects of learning in her model.

Naiman et al.'s (1978) taxonomy contains five broad categories of strategies that they asserted to be used by all good language learners:

- a. an active task approach,
- b. realization of language as a system,
- c. realization of language as a means of communication and interaction,
- d. management of affective demands, and
- e. monitoring of second language performance.

Their classification scheme was built on data collected from interviews with a group of 34 proficient adult language learners. Following Rubin's line of research, their scheme characterizes many important traits and techniques used by these successful language

learners. However, there seems to be a lack of theoretical foundation in second language acquisition or cognition, according to O'Malley and Chamot (1990.)

Rubin (1981) on her part makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. Direct strategies, according to Rubin, are those that contribute directly to the learner's language learning and include:

- a. clarification/verification,
- b. monitoring,
- c. memorization,
- d. guessing/inductive reasoning,
- e. deductive reasoning, and
- f. practice.

Indirect strategies are those that benefit language learning indirectly:

- a) creating opportunities for practice, and
- b) using production tricks such as using circumlocutions, synonyms, or formulaic interaction.

Rubin's model was based on her observations of the learners, particularly the good language learners. As a pioneering researcher in the LLSs research, Rubin's model certainly makes contribution to outlining the important strategies used by successful language learners.

O'Malley et al. (1985:582-584) conducted a study concerning the range and frequency of learning strategies used by ESL learners. The study was conducted with 7 high schools and 22 teachers. Based on observation and interview they divided language learning strategies into three main categories.

- ❖ Meta-cognitive strategies: planning for learning, thinking about the learning process, monitoring ones production or comprehension, and evaluation.
- ❖ Cognitive strategies: repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word contextualization, elaboration are part of this strategy.

- ❖ Socio affective strategies: consists of cooperation, asking question for clarifications, interaction with others in learning.

Chamot and O'Malley (1996) on their part proposed a three-part strategy taxonomy based on data collection using interviews and think-aloud by ESL young adult learners.

- ❖ Metacognitive strategies: planning (advance organization, organizational planning, selective attention, self-management), monitoring (monitoring comprehension and production), and evaluating (self-assessment)
- ❖ Cognitive strategies: Resourcing (finding and using appropriate resources), grouping, note-taking, elaboration of prior knowledge, summarizing, deduction/induction, imagery, auditory representation and making inferences
- ❖ Social/affective strategies: questioning for clarification, cooperation and self talk.

O'Malley and Chamot's (1996) work draws theories in cognitive science, particularly in information processing theory. It is important to note that their classification was not only theory-based but also was fairly accepted by both teachers and researchers in the field.

All of these researchers made strenuous efforts in describing, interpreting and classifying various strategies. These taxonomies provide insights into the rich repertoire of potential LLSs. Even though these classifications were useful, there was a need to develop a more comprehensive classification system. Subsequently, Oxford (1990) classified language learning strategies based on the synthesis of earlier successive studies and factor-analytic, questionnaire-based studies of LLS among adult learners in general, and in relation to each of the four language skills of listening, speaking, reading and writing. Oxford proposed a comprehensive classification system of learning strategies using the two major groups given by Rubin's (1981) model: direct and indirect strategies. Each category was further divided into three (totally six) subcategories by Oxford. As in Rubin's classification, Oxford argues that each of the six subcategories of language learning strategies can be classified as either direct or indirect depending on the

involvement of the target language; however, Oxford's classification of direct and indirect strategies were different from Rubin's classification. Oxford classified in terms of their involvement with the target language rather than their contribution to language learning processes as Rubin suggested.

Oxford (1990) further argues that the six language learning strategies can be classified as either direct strategies (memory strategies, cognitive strategies and compensation strategies) or indirect strategies (metacognitive strategies, affective strategies and social strategies).

Each is further defined and illustrated with examples below.

Direct Strategies

These strategies directly contribute to learning language. They include memory, cognitive and compensation strategies. Each of these is discussed in the following sections.

a) Memory Strategies

Memory strategies are specific devices used by learners to make mental linkages that will allow new information, most often vocabulary, to enter and remain in long-term memory. Oxford (1990: 40) categorized memory strategies into four: creating mental linkages, applying images and sounds, reviewing well, and employing action.

Creating mental linkages strategies form the corner stone for the rest of the memory strategies by classifying and reclassifying language material into meaningful units, by associating or elaborating, and by placing new words into a context. *Applying images and sounds* strategies include using imagery, using key words, semantic mapping, and representing sounds in memory. *Reviewing well* strategy is done by reviewing carefully in spaced intervals. *Employing action* includes two ways, namely by using physical response or sensation and by using mechanical techniques.

Although memory strategies could easily be viewed as cognitive strategies, their purpose is limited to memorization and involves mostly surface processing (Biggs, 1988). Prior

research shows that memory strategies operate differently from many cognitive strategies in terms of frequency of use (Oxford, 1996; Lan & Oxford, 2003).

b) Cognitive Strategies

Cognitive strategies are typically found to be the most popular strategies with the language learners (Oxford, 1990). Cognitive strategies are defined by Rubin (1987) as “the steps, or operations used in problem solving that require direct analysis, transformation or synthesis of learning materials”. Compared to memory strategies, the purpose of cognitive strategies is not simply memorization but deeper processing and use of the language (Biggs, 1988).

There are four types of cognitive strategies, namely “practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output”. Oxford creates the acronym PRAC, as illustrated in her statement “Cognitive strategies are PRACTical for language learning” (Oxford, 1990: 202).

Practicing is the most important type of strategies that includes repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturally. Receiving and sending messages can be used by learners to extracting the new ideas by using a variety of resources for understanding or producing meaning. Analyzing and reasoning are concerned with the logical analysis and reasoning as applied to various target language skills. These strategies contain reasoning deductively, analyzing expressions, translating, and transferring. Creating structure for input and output combines three ways to create structure, namely taking notes, summarizing, and highlighting.

c) Compensation Strategies

Compensation strategies help learners when comprehending and producing the new language. Compensation strategies are classified into two, namely guessing intelligently in listening and reading, and overcoming limitations in speaking and writing. Oxford (1990:47) created acronym for this strategy GO as illustrated by her statement, “language learners can GO far with compensation strategies”. This strategy is useful when the

learners try to make educated guesses rather than become panic and tend to use whatever words they can find. In guessing strategies there are two strategies that can be used. The first one is ‘using linguistic clues’ (language based clues) and using other clues (non-language based clues). The second strategy is ‘overcoming limitations’, as applied in speaking and writing, such as switching to the mother tongue, getting help, using mime and gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using circumlocution or synonym.

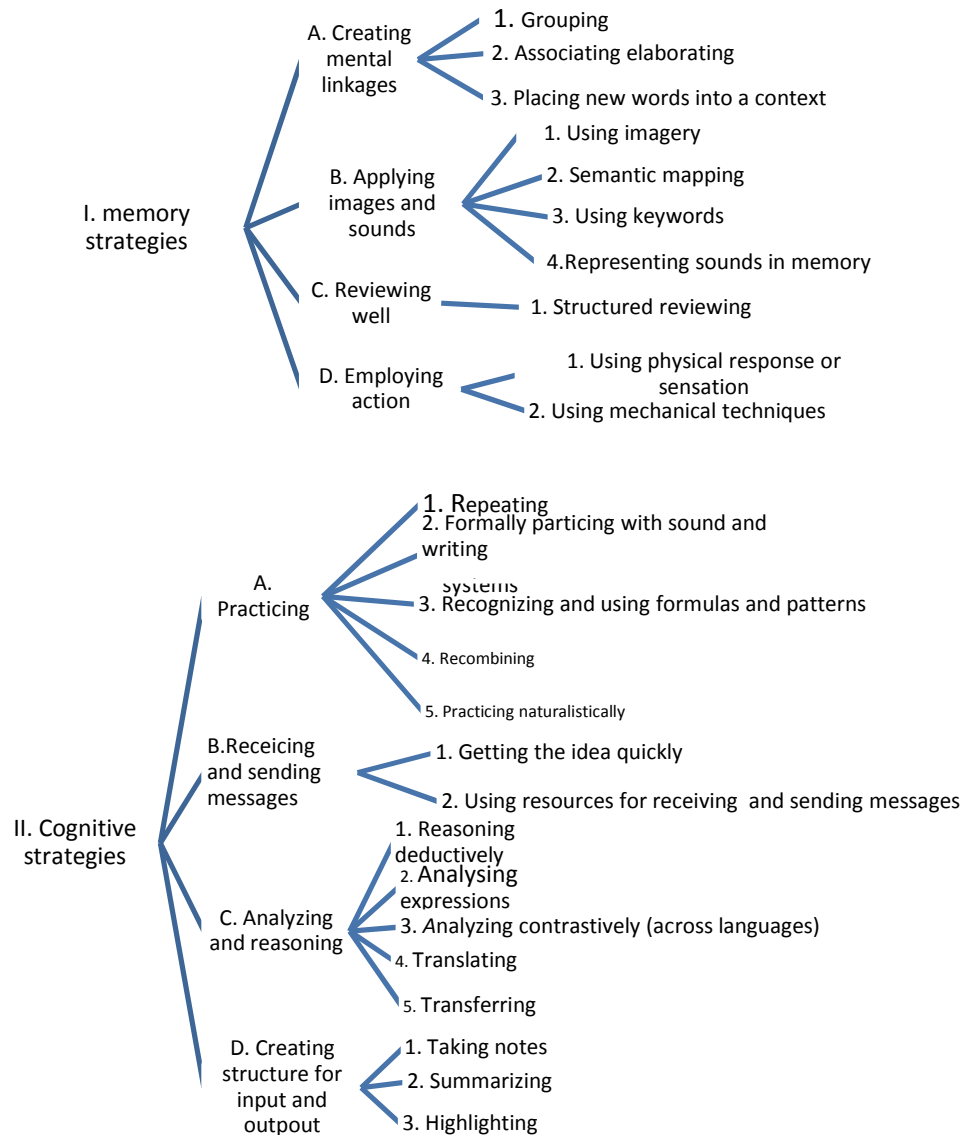


Figure 2.1 Diagram of Direct Strategies (Oxford, 1990)

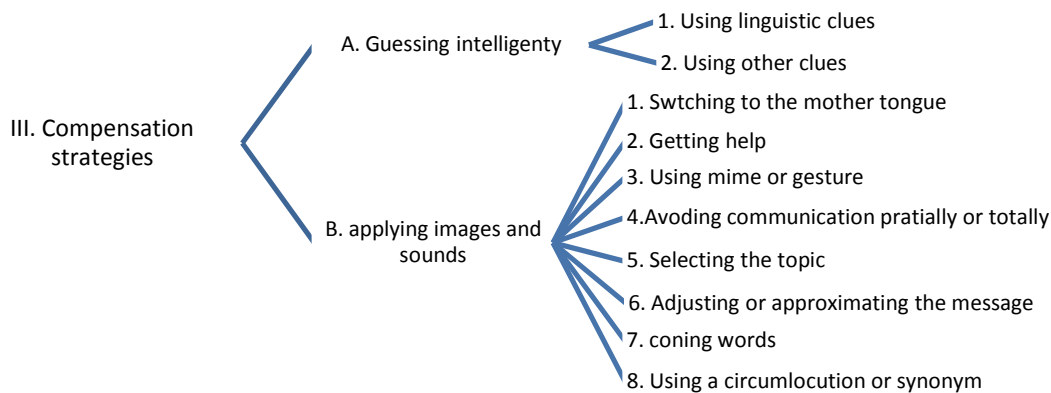


Figure 2.1 (continued)

Indirect Strategies

These are strategies that enable direct strategies to occur or help learners to use direct strategies in language learning. These are metacognitive, affective and social strategies. Detail explanations and illustrations are given as follows.

a) Metacognitive Strategies

Meta means “above” or “beyond,” so metacognitive means “beyond” the cognitive. These are strategies that go beyond the cognitive and the way learners manage their own learning process. Wenden (1987:25) listed several planning ways that learners use, to choose what and how they want to learn the language; then, they prioritize which part of the language they prefer to learn first and finally they could set up their own learning goals. Metacognitive strategies; therefore, facilitate learners to make self-control to their own learning process.

Oxford (1990:138) categorizes metacognitive strategies into three as centering your learning, arranging and planning your learning, and evaluating your learning. Centering your learning helps learners to keep focusing on certain language tasks, activities, skills, or materials. These strategies include activities such as overviewing and linking with already known material; paying attention to specific aspects of the language or situational details; and delaying speech production to focus on listening.

Arranging and planning your own learning include strategies used in finding out about language learning; organizing; setting goals and objectives; identifying the purpose of language task; planning for a language task; and seeking practice opportunities. Evaluating your own learning is self monitoring such as identifying errors in understanding or producing new language by evaluating ones progress.

b) Affective Strategies

Affective strategies refer to the learners' emotions, attitudes, motivations, and values towards their learning process. These strategies help learners deal with their own emotions, motivations and attitudes while learning English language. As the unstable emotions and motivations would influence the learners' effort during the learning process, "good language learners are often those who know how to control their emotions and attitudes about learning" (Savington, 1983; cited in Oxford, 1990:141).

There are three ways used by learners to maintain their affective personality: lowering your anxiety, encouraging yourself, and taking your emotional temperature (Oxford, 1990: 143). Lowering your anxiety can be applied by using progressive relaxation, deep breathing or mediation; by listening to music, or also by using laughter. Encouraging yourself includes activities like making positive statements, taking risks wisely, and rewarding yourself. Taking your emotional temperature consists of activities, like listening to one's body, using a checklist to discover feelings, attitudes, and motivations concerning language learning.

c) Social Strategies

Learning a new language requires a learner to be able to communicate in the new language in the community. Social strategies help learners when they engage in a conversation. Social strategies include activities such as asking questions, cooperating with others, and empathizing with others (Oxford, 1990:146).

Asking questions includes activities like asking for clarification by paraphrasing, slow down, give example; and asking for correction when the learner makes a mistake. Cooperating with others can be done with peers or with proficient users of the new

language. Empathizing with others is applied by developing cultural understanding and becoming aware of other's thoughts and feelings.

Social strategies refer to how learners interact with other people in the context of learning languages and related culture. Social strategies include, among others, asking someone to speak slowly, practicing with others and showing interest in learning about the culture of English-speaking countries. This category, sometimes combined with affective strategies, is often part of strategy research (Oxford, 1990, 1996). As noted in the model shown above, Oxford broke down the social/affective category of O'Malley and Chamot (1990) into two categories, social and affective, and included more strategies in these two categories. The O'Malley and Chamot model contained only a few strategies in the social/affective category, implying comparison with metacognitive and cognitive categories that social/affective strategies were not very important. The Oxford model's increased emphasis on social and affective strategies accorded with research from cognitive and educational psychology (Oxford, 1990). Furthermore, Oxford's model united the whole range of compensation strategies for making up for missing knowledge. Other LLS models had unsystematically scattered compensation strategies into categories such as cognitive strategies (O'Malley & Chamot, 1990), communication strategies (Bialystok, 1978), and language use strategies (Cohen, 1998).

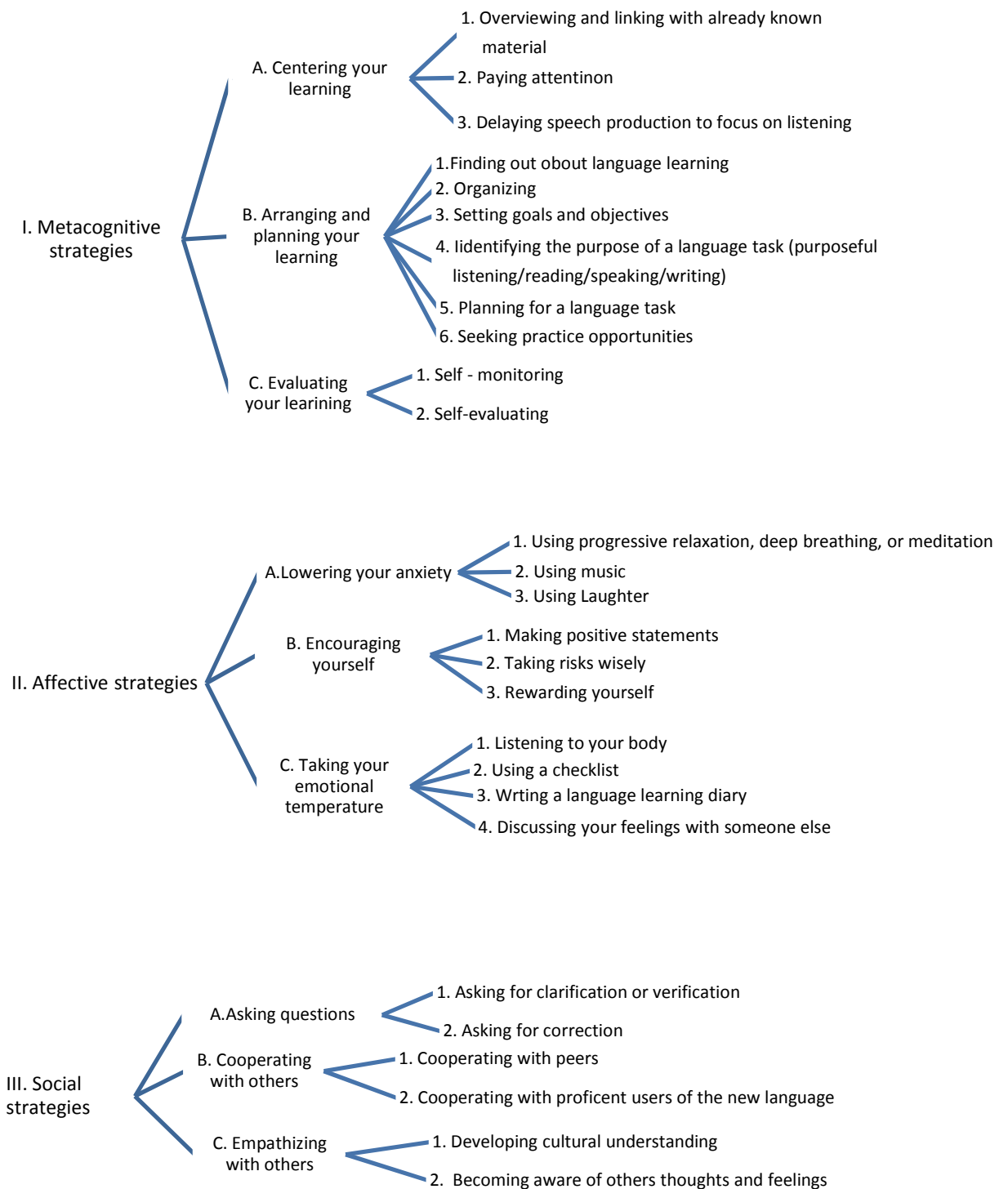


Figure 2.2 Diagram of Indirect Strategies (Oxford, 1990)

Despite any advances provided by this model, Oxford cautioned that “there is not complete agreement on how many strategies exist; how they should be defined, demarcated, and categorized: and whether it is – or ever will be – possible to create a real, scientifically validated hierarchy of strategies” (1990:17). Hsaio’s confirmatory factor analysis compared the six-category model to two other LLS models (O’Malley & Chamot, 1990; Rubin, 1981) and found that it explained significantly more of the variance in learners’ strategy use than did the other two models, as reported in detail in Hsaio and Oxford (2002). Oxford’s model has been used by researchers and teachers around the world. Her Strategy Inventory for Language Learning (1990), based on this model, has been translated into 23 languages and used in more than 120 dissertations and theses.

Ellis (1994) pointed out that Oxford’s (1990) system of language learning strategy classification was developed from strong theoretical bases and describe meta-cognitive and cognitive strategies more explicitly than other works.

As can be seen from the above attempts, categorization of learning strategies was a logical outgrowth of research which attempted to identify and define strategic behaviors of language learners. This not only helped to group strategies, but also it assisted in creating instructional framework.

2.1.5 The Role of Language Learning Strategies in Foreign Language Learning

Research has shown that second/foreign language learning strategies are important for four key reasons. First, appropriate learning strategies are related to successful language performance. Second, using appropriate learning strategies helps students to take responsibility for their own learning. Third, learning strategies are teachable. Fourth, addressing learning strategies in their program gives teachers an expanded role. Let us examine each of these statements more fully (Oxford, 1990).

a) Strong Relationship to Language Performance

Research comparing technical experts to novices indicates that experts use more systematic and useful problem-solving and comprehension strategies (Anderson, 1980; Larkin 1980). The same finding occurs with expert language learners. Successful language learners generally use appropriate strategies and these strategies help explain their outstanding performance (Rubin, 1975, 1981; Wenden, 1985). Whether or not they are aware of what they are doing, good language learners tend to use strategies that are appropriate to their own stage of language learning, personality, age, purpose for learning the language and type of language (Politzer & McGroarty, 1983). Just as strategies help explain the performance of good language learners, inappropriate learning strategies help explain the frequent failures of poor language learners and even the occasional weaknesses of good language learners (Hosenfeld, 1979; Reisa, 1983). If students and teachers know how learning strategies are most appropriately used, both groups can benefit greatly. Research provides us with numerous clues about how learning strategies enhance second language performance.

b) Shifting Responsibility of the Learner

Using appropriate learning strategies enables students to take responsibility for their own learning by enhancing learner autonomy and self-direction. Why is it important for language learners to be active and independent and to see themselves as such? One answer comes from findings in cognitive psychology. These findings show that all learning, especially language learning, requires to actively assimilating new information into their own existing mental structures creating increasingly rich and complete structure (Bates, 1972; Osgood, 1971). Active language learners develop their own understanding or models of the second language and its surrounding culture. As they work with the second language overtime, active language learners gradually refine their own linguistic understanding and with practice increase their proficiency in the second language. Appropriate learning strategies that encourage independent learning should be developed during classroom instruction. If this is done, the learner is able to keep on learning independently even when he or she is no longer taking formal language instruction.

c) Teachability of Learning Strategies

Learning strategies provide a basis for remediating many difficulties in second language learning and for improving the skills of all language learners; unlike most other characteristics of the learner, such as aptitude, attitude, motivation, personality and general cognitive style, learning strategies are teachable. While teachers cannot do much about some of the learner's other characteristics, research has shown that teachers can train students to use better learning strategies (Denny and Murphy 1986; O'Malley, 1984; O'Malley, Russo and Chamot, 1983). Students can also train themselves applying their own strategies through a variety of self-help materials.

d) An Expanded Role for Teachers

Shifting responsibility to the learner does not mean the teacher forfeits employment, importance, or prestige. On the contrary, it means that the teacher has an expanded role. That role not only includes imparting information, providing practice opportunities, and offering comprehension input to the learner, but also includes determining which strategies the learner is using, assessing how appropriate those strategies are, and teaching the learner how to use more appropriate strategies that foster self-directed learning. The teacher's role expands to encompass stronger encouragement of appropriate strategies that foster self-directed learning.

Generally, in this section, we have seen that learning strategies are important for four reasons. They improve language performance, encourage learner autonomy, are teachable and expand the role of the teacher in useful ways.

2.1.6 Factors Affecting Language Learning Strategy Use

Different research works on language learning strategies have often shown that a number of factors influence learners' language learning strategy use. These studies have attempted to investigate how the uses of language learning strategies are affected by specific learner-related variables such as gender, proficiency, national origin, cultural background, motivation, attitudes, learning styles, previous language learning experience, and beliefs about language learning (Ehrman & Oxford, 1989; Oxford & Burry-stock,

1995; Oxford & Nyikos, 1989; Yang, 1992; Wharton, 2000). Dornyei (2005) described these studies of influencing individual differences in language learning strategies as “the most fruitful research direction in the area of learning strategies” (p. 171). Ellis (1994) highlighted variables deemed as important determinants of learning strategies and put it as “individual learner differences together with various situational factors (the target language being studied, the nature of the instruction, and the specific tasks learners are asked to perform) determine the learner’s choice of learning strategies” (p. 529).

This study has focused on four primary variables that have often been thought of as the main factors affecting the different use of strategy: language proficiency, gender, academic major and beliefs about language learning.

2.1.6.1 Gender

Men and Women have distinct characteristics they bring into the classroom. The relationship between gender and learning has been the focus of many studies.

Research has demonstrated increasing evidence of sex differences in the use of language learning strategies. For example, Oxford and Nyikos (1989) carried out a large study with foreign language students on the influence of gender on strategy use. A factor analysis showed that female students displayed a greater use of form rule-related practice strategies, general study strategies and conversational input elicitation strategies.

Green and Oxford (1995) in a study conducted with 374 university students’ in Puerto Rico, found a greater use of learning strategies by women than by men. Substantiating this, Herman and Oxford (1989) found out that women used more general strategies, authentic language use, searching for and communicating meaning and self-management strategies than men. Vandergrift (1997) on her part showed that the use of language learning strategies was frequently higher in women compared to men.

Along the same line, Ching-Yi et al (2007), in a study conducted in Taiwan College students found out that female students showed greater use than did male learners in three of the six categories: cognitive strategies, meta-cognitive strategies and social strategies.

In contrast to these significant gender differences, there are also studies showing a less clear distinction in strategy use between males and females. For example, Ehrman and Oxford's (1989) study failed to discover any evidence of differing language learning strategy use between the two sexes. Wharton (2000) studied bilingual university students' strategy use in Singapore. The study indicates a greater use of strategies among male students, with more focus primarily on memory, meta-cognitive, and cognitive strategies. Still another research by Al-Otaibi (2004) found out that gender did not have a significant overall effect on the use of language learning strategies.

From overall research findings, it might be concluded, perhaps that although men and women do not always demonstrate difference in language learning strategy use, where differences are found, women tend to use more language learning strategies than men. Researchers agree that this difference in strategy use may result from other factors such as learning styles, verbal aptitude, socialization and life experience (Osanai, 2000; Wharton, 2000). Although most studies suggested that women tend to have greater strategy use, a decisive conclusion about gender and language learning strategies has not yet been reached.

2.1.6.2 Age

Learners of different ages approach language learning in different ways owing to their significance to psychological and social differences among them. Several studies showed that young learners tended to use social strategies more than other types of strategies, including discussing with and asking help from others (Lee, 2000; Oxford, 1996). In contrast, adult learners have shown high use of metacognitive strategies for planning, organizing and evaluating their own L2 learning (Oh, 1992; Toubas, 1992). Purdie and Oliver (1999) worked with bilingual primary school-aged children to explore the relationship between affective factors and learning strategies. It was found that this group preferred to use cognitive strategies while social strategies were not very popular. Griffiths (2003) conducted a study in New Zealand with 348 students from a wide age range from 21 different countries and found a significant difference between frequency of strategy use between advanced level and elementary level students.

Age does appear to have an influence on how learning strategies are used by learners but the findings from the studies reviewed do not point to any clear indication of how age impacts the use of strategies.

2.1.6.3 Language Proficiency

Researchers have investigated the correlation between language learning strategy use and the learners' language proficiency. These researchers have reported a strong relationship between the use of language learning strategies and the learners' language proficiency (Park, 1997; Akbari, 2000; Chou, 2002; Hong & Leavell, 2007).

Various studies employed different measures for gauging language learning proficiency including: standardized proficiency tests (Bremner, 1998; Griffiths, 2003; Park, 1997; Phillips, 1991), entrance and placement exams (Chou, 2002, Ku, 1995; Mullins, 1992) and self rated proficiency (Oxford & Nyikos, 1989; Wharton, 2000).

Green and Oxford (1995) explored the relationship between language proficiency and strategy use of 374 university students in Pure to Rico using achievement test. The study revealed that successful language learners use strategies in greater frequency and to a higher degree than less successful learners. Using standardized English proficiency test, Park (1997) found that Korean University students chose learning strategies differently according to their language proficiency. The findings showed that all six categories of strategies measured by the SILL were significantly correlated with the participants' TOEFL scores.

Similar findings have also been reported in other studies that address Asian EFL learners' patterns of language learning strategy use. Chou (2002), for instance, looked into English scores of Taiwanese students who took the entrance exam of Technology-Based College and compared it with their strategy use. In so doing, Chou found a strong linear correlation between the learners' proficiency and strategy use in favor of more proficient language learners.

Oxford and Nyikos (1989) explored the relationship between language learning strategies and self rated English proficiencies in reading, speaking and listening. The researchers

confirmed that learners' proficiency was highly correlated to their reported use of language learning strategies.

Wharton (2000), on his part, looked into the relationship between strategy use and self-rated language proficiency of university students. The study uncovered a strong correlation between the students' strategy use and their self-rated proficiency.

In contrast, some studies reported a negative relationship between L2 proficiency and strategy use. For instance, a study by Mullins (1992) used the scores of a Thai University entrance examination and an English placement test as English proficiency measures of 110 Thai students. The findings revealed that language proficiency did not strongly correlate with overall strategy use and reported a negative correlation between English proficiency and the use of effective strategies. In other words, the students with higher English proficiency showed lower scores on strategy use, especially in affective strategy use.

Phillips' (1991) study revealed a different relationship between strategy use and language proficiency. He found a curvilinear relationship between the use of learning strategies and language proficiency, including a higher use of strategies by students with intermediate language proficiency. The mid-range TOEFL scorers group reported significantly greater strategy use than either higher or lower proficiency groups.

In general, the relationship between strategy use and English language proficiency seems complex.

2.1.6.4 Learning Style

Students with different general learning styles often choose different kinds of strategies (Oxford, 1989). Ehrman and Oxford (1990) investigated the relationship between learning style and choice of language learning strategies.

They used the Myers-Briggs Type Indicator (MBTI) to measure students' learning styles and the SILL to assess students' use of language learning strategies and found some

statistically significant connection between them. The findings of this study are concluded in terms of eight learning styles:

- ❖ *Extroversion/Introversion*: Extroverts used more social strategies while Introverts preferred metacognitive strategies.
- ❖ *Sensing/Intuition*: Sensing students preferred memory strategies; whereas, intuitive students used mainly affective and compensation strategies. The latter preferred to use strategies for searching for and communicating meaning, authentic language use, and formal model building.
- ❖ *Thinking/Feeling*: Thinkers used more cognitive and metacognitive strategies, and feelers used more social strategies
- ❖ *Judging/Perceiving*: Judgers reported greater use of general strategies than perceivers, whereas perceivers reported greater use of strategies for searching and communicating meaning.

Ko's study (2002) investigated how 161 Taiwanese junior high school EFL students' learning strategies were affected by the students' perceptual learning style preferences. Results showed that students with a multiple style and students with a visual/nonverbal style had higher English achievement than students with other style preferences. Regarding overall strategy use, no significant difference was found among groups with different perceptual style preferences. Kinesthetic/tactile-style learners used significantly more memory-related, compensation, and social strategies than did other style groups. Visual/nonverbal and multiple-style learners used significantly more affective strategies than other style groups. However, students' strategy use was not at a high frequency level in general.

2.1.6.5 Academic Major

The research literature is sparse regarding the direct effect of academic major on success in second/foreign language learning. However, several studies have shown that academic major influences students' choice of language learning strategies.

For instance, Rong (1999) examined the use of language learning strategies at university students in China. The researcher invited 265 university students from three academic majors: science (31%), arts (35.5%) and English (32.8%). A questionnaire adapted from Oxford (1990) SILL was used. The findings from this study showed that students majoring in English used significantly more strategies in four strategy categories (cognitive, compensation, affective and social) than did science students who were learning English alongside their major subjects.

Similar findings were also reported in a study by Mochizuki (1999) in Japan. In this study, 44 English majors and 113 non-English majors at the faculty of science and agriculture were selected. Using Oxford's (1990), 80 item SILL, the study found that English majors used compensation, social and metacognitive strategies significantly more often than did non-English major students.

Chou (2002) on his part investigated language learning strategy use of 474 university students majoring various disciplines at five technological and vocational colleges in Taiwan. The study revealed that academic major had an effect on strategy use. Students majoring in foreign languages used significantly more strategies than did those majoring in nursing, industrial engineering, business, information management or education. This might have been because foreign language students' job was dependent on their language skills.

In addition to comparing language learning strategy use, difference between English majors and non-English majors, Peacock (2001) conducted a study with three academic majors: physics, mathematics and engineering in Hong Kong University. Peacock reported that physics students used significantly fewer cognitive strategies than students from other two disciplines, and mathematics students used significantly fewer metacognitive strategies.

Another large scale study conducted by Gu (2002) investigated academic major influences Chinese EFL students' use of vocabulary learning strategies. Although this study did not show conclusive evidence that arts students differed significantly from science students, some strategy differences in vocabulary learning were found between

arts and science majors. The study also found that science students demonstrated some characteristics of unsuccessful language learners (e.g., belief in memorization of words, focus on word form and relying on visual encoding) where as arts students appeared to have more extracurricular time for English learning (GU, 2002:48).

A recent study by Peacock and Ho (2003) investigated language learning strategies of 1,006 Hong Kong University students who were learning English as academic purposes. The study examined the strategy use of eight different majors: building and construction, computer science, engineering, science, mathematics, English, business, and education. The study revealed that English majors reported the highest overall strategy use, followed by education, business, mathematics, sciences, engineering and building and construction students. Computer science major students indicated the lowest overall strategy use among others. The information collected through interview showed that English majors reported the strong desire to do well in English and a great awareness of the importance of English language. On the other hand, computer science majors either did not see English as an important subject or lacked interest in using or learning English.

Although the above studies showed that academic major influences language learners' strategy use, there are findings that contradict with this. For instance, Wharton (1997) investigated the impact of academic major on language learning strategy use of 678 university students in Singapore. The research finding revealed that students' academic major had no significant effect on learners' language learning strategy use. According to Wharton, the absence of the effect of academic major on learners' strategy use may be attributed to the type and degree of motivation in learning foreign language in Singapore.

To conclude, although not conclusive, the studies above show that academic major has an effect on students' choice of language learning strategies. Students majoring in English, humanities and social sciences tend to use more strategies than students majoring in engineering and science. The difference in the use of language learning strategies between different academic majors may suggest that different career orientations and course structures result in different motivations to learn language, which in turn, will influence the use of language learning strategies.

2.1.7 Research on Language Learning Strategy Training

Based on the idea of trainability of language learning strategies, researchers have attempted to find training effects. For instance, O'Malley et al. (1985) conducted language learning strategy training with high school English students to determine whether the combination of strategies selected for language learning tasks would facilitate learning in a natural classroom setting. Their analysis of training effectiveness produced mixed findings, depending on the language learning strategies and tasks. In the speaking test, the metacognitive group outperformed the cognitive group, which in turn scored higher than the central group. The results of listening, however, did not distinguish between groups. In the vocabulary test, there were also no significant overall differences among the groups. In general, Hispanic students benefited from strategy instruction, but Asian students did not.

Another strategy training program was conducted by Cohen and Aphek (1980) to check the relationship between learners' use of association strategies and vocabulary learning. The training effect of this study was positive in that students used the associations formed during training in succeeding vocabulary learning tasks, and performance was better than that of the control group.

In another study Hosenfeld (1984) reports on two case studies in which attempts were made to teach two unsuccessful high school students the strategies that successful foreign language readers utilized. After introducing the strategies which help in obtaining meaning from text, through think-aloud and introspective/retrospective producers, it was observed that the two unsuccessful readers were able to utilize the language learning strategies used by successful readers in new reading tasks.

Prokop (1989) also examined the effect of strategy training on high and low achievers. He found that high achievers, who possessed very effective strategies from the beginning, increased their use of strategies over the experimental training. On the other hand, low achievers, who were found to possess ineffective strategies before training, changed their strategy use in desirable directions. Prokop (1989) concluded that learning strategy instruction appeared to give the greatest benefit to those low achievers.

Lindy (2003) conducts strategy training with 47 Taiwanese college students who were divided into an experimental group attended the strategy training course, while the control group participants did not receive the strategy training. The main findings address the effectiveness of strategy training on students' target language learning in terms of their improvement in strategy use, the affective domain, and proficiency levels.

Thus, according to Cohen (1998), strategy training aims to provide learners with the tools to do the following:

- a) Self diagnose their strengths and weaknesses in language learning
- b) Become aware of what helps them to learn the target language most efficiently
- c) Gets a broad range of problem solving skills
- d) Experiment with familiar and unfamiliar learning strategies
- e) Make decisions about how to approach a language task
- f) Monitor and self evaluate their performance, and
- g) Transfer successful strategies to new learning contexts

However, the effectiveness of all strategy training on language learning is not still conclusive. For instance, Wenden (1987) conducted strategy training with twenty three advanced students from various cultural backgrounds for a seven week program of English. The purpose of the training was to help students become familiar with: (1) comprehension exercise (2) class discussions, (3) out of class practice tasks, and (4) dairy writing. In this study, the training effects were so unsuccessful that less than 50% of the students agreed to the usefulness of strategy training, and only five students gave reasons for the usefulness of strategy training.

Bialystok (1983), on his part, investigated the relationship between strategy training and vocabulary acquisition, and found no significant relationship between the two variables.

According to Oxford (1993), strategy training studies which showed no or negative effects usually "revealed some methodological problems that might have obscured some potentially important findings" (p.181). In addition to this, the training content, training

time, skills, or data collection methods, previous studies covered could be other issues which might have damaged the reliability of training results.

To conclude, strategy training is important for foreign/ second language learners. Language learners should be encouraged to learn and use a broad range of language learning strategies that can be informed throughout the training process. The next section discusses strategy instruction-about its importance and the different training models.

2.1.8 Language Learning Strategy Instruction

Helping learners develop effective language learning strategies should be a major goal of language teaching. Teachers teaching language in the classroom have two goals: teaching learners 'what to learn' (the product), and teaching them 'how to learn' (the process). The good language teacher is the one who teaches learners 'how to learn, how to remember, how to think, and how to motivate themselves' (Weinstein & Mayer, 1986:315).

Most researchers have provided a rationale for strategy instruction. For example, Chamot and O'Malley (1987) stated that students who are taught to use strategies and are provided with sufficient practice in using them will learn more effectively than students who have had no experience with the learning strategies. Studying strategies used by learners provides teachers with the opportunity to know about how they perform tasks and process new input (Hismanoglu, 2000). It also helps them become more aware of their learners' needs and of how their teaching styles are appropriate to their learners' strategies (Oxford et al., 1990:210).

Strategy instruction is learner centered and based on active and self-directed learning. Strategy instruction helps learners become aware of learning strategies, find strategies appropriate for tasks given to them, be able to compare their strategies with those of good language learners, determine and apply strategies to tasks, and reflect on their strategies. Strategy instruction should not simply include training of language learning strategies but also facilitates learning how to manage their emotion and beliefs about being responsible for learning strategies. Regarding this Oxford (1990) stated the goal of strategy instruction as follows:

The general goals of [strategy] training are to make language learning more meaningful, to encourage a collaborative spirit between learners and the teacher, to learn about options for language learning, and to learn and practice strategies that facilitate self reliance. Strategy training should not be abstract and theoretical but should be highly practical and useful for students. (p. 20).

In addition, strategy instruction has the overall learning goals; to foster learners to be aware of learning strategies, to select and use relevant strategies at a new task, and to encourage learners to reflect on their learning strategy use with a post task (Dornyei, 2005). As learners become more aware of their preference for learning strategies, they may expand their repertoires of language learning strategies.

Strategy instruction, according to Oxford (1990) should be fun and motivating, practical and useful as informed training. Some researchers have presented classroom strategy instruction models. These models are given in the following table.

Table 2.1 Language Learning Strategy Instruction Model

No.	Name of The model
1	<p>Oxford (1990)- Steps in the Strategy Training Model</p> <ol style="list-style-type: none"> 1. Determine the learners' needs and the time available 1. Select strategies well 2. Consider integration of strategy instruction 3. Consider motivational issues 4. Prepare materials and activities 5. Conduct completely informed training 6. Evaluate strategy training 7. Revise strategy training (p. 240)
2	<p>O'Malley & Chamot (1990)- Cognitive Academic Language Learning Approach (CALLA)</p> <ol style="list-style-type: none"> 1. Preparation: identify objectives, elicit students' prior knowledge, develop vocabulary, and provide motivation 2. Presentation: present new information in varied ways, model process explicitly, explain learning strategies, and discuss connections to students' prior knowledge 3. Practice: use hands on/inquiry based activities, provide different cooperative learning structures, use authentic content tasks, and ask students to use strategies 4. Evaluation: students reflect on their own learning, evaluate themselves, and assess their own strategy use 5. Expansion: students apply information to first language knowledge(pp. 17-18)
3	<p>Macaro (2001)- Learner Strategies Training Cycle</p> <ol style="list-style-type: none"> 1. Raise the awareness of students 2. Exploration of possible strategies available 3. Modeling by teacher and/or other students 4. Combining strategies for a specific purpose or task 5. Application of strategies with scaffolded support 6. Initial evaluation by students 7. Gradual removal of scaffolding 8. Evaluation by students and by the teacher 9. Monitoring strategy use and rewarding effort (as cited in Dornyei, 2005, p. 177)

Regarding the methods of instruction, researchers have discussed the effectiveness of direct versus embedded instruction. Direct instruction involves learners being told the benefits of strategy instructions by participating in the practice of strategies. Embedded instruction provides learners with materials and tasks, which plan to elicit the use of strategies they have already learned without being informed about the values of strategy instruction. Most researchers put more credit on direct strategy instruction. Learners become aware of strategies applied in class, therefore; they are able to use the learned strategies in other language tasks outside of the classroom (Chamot, 2005; O'Malley & Chamot, 1990; Oxford, 1994).

2.2 Beliefs about Language Learning

Beliefs about language learning have become an interest of researchers in the field of second or foreign language learning because of the assumptions that “success depends less on materials, techniques, and linguistic analysis, and more on what goes on inside and between the people in the classroom” (Stevick, 1980:4). According to Stevick, what goes on inside learners, which includes learners’ beliefs seems to have a strong impact on learners’ learning process.

Researchers have long claimed that people possess some preconceived ideas about various issues and that these beliefs can influence their understanding of and reactions towards new information. Learners’ beliefs about language learning underlie their choice of language learning strategies (Wenden, 1986; Horwitz, 1987; Yang, 1993). In the following sections, definitions, classification, development of beliefs about language learning inventory, and studies on beliefs about language learning are given.

2.2.1 Definition of Beliefs about Language Learning

The term belief about language learning was not clearly defined by researchers in the field of language education. It seems either that the researchers assumed that the term can be understood intuitively or that it is too complex to be defined.

In most studies, the term beliefs about language learning is used as a known construct without providing further explanation while some studies define the term belief alone.

However, researchers do not seem to have reached consensus about the meaning of beliefs. Pajares (1992: 309) stated that “defining beliefs is at best a game of player’s choice”. Furthermore, he provided that an extensive list of words like the one below can be found in the literature as a reference of beliefs: attitudes, values, judgments, axioms, opinions, ideology, perception, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy (p.309).

Pajares pointed out that a confusion researchers have in defining the term beliefs is the distinction between beliefs and knowledge; some argue that they are the same, whereas others perceive that they are different. Pajares concluded that a distinction used commonly in most distinctions is that “belief is based on evaluation and judgment; knowledge is based on objective fact” (p.313). Consistently, the definitions used in studies on beliefs about language learning seem to reflect this argument.

The following are some definitions of beliefs used in previous studies. Beliefs about language learning refers to notions, perceived ideas, insights, perspectives, philosophies, opinions, assumptions of the nature of language learning (Hosenfeld, 1987; Omaggio, 1987; Horwitz, 1987). According to Victoria & Lockhart (1995) beliefs about language learning consists of “general assumptions that students hold about themselves as learners, about factors influencing language learning and about the nature of language learning and teaching” (p: 224). Richardson (1996:103) defines believes as “psychologically held understandings, premise, or propositions about the world”.

Wenden (1991), on her part, defines beliefs about language learning in terms of the characteristics of learners’ beliefs:

- stable (stored in long term memory),
- stateable (available to awareness activated through utterance),
- fallible (not always correct and empirically supported as some represent the outcome of a learner’s experience, and
- interactive (influence the outcome of a learning activity and learning tasks).

These beliefs have different origins. Some beliefs are influenced by students' previous (positive or negative) experiences as language learners (Gaoyin & Alvermann, 1995), while other beliefs are shaped by students' cultural backgrounds (Alexander & Dochy, 1995), family /home background (Dias, 2001), and individual differences such as personality (Abraham & Vann 1987; Furnham, Johnson & Rawels, 2002).

To sum up, the definitions given about beliefs of language learning share commonalities. The nature of language, the nature of language learning, factors affecting language learning and how best to learn a language, are the common themes found in each definition.

In the present study, beliefs about language learning is understood as personal knowledge about second or foreign language learning including issues such as who can learn a second or foreign language (who), the reasons why people should learn a second or foreign language (why), the best way to learn a second or foreign language (how), the learning tasks that should be included in the learning (what), and the best place or environment and time to learn the language (where and when). Furthermore, it is assumed that beliefs about language learning contain some personal value judgment about these issues not sole knowledge about the issues. In other words, beliefs about language learning are ideas that learners hold and think that they are true about language learning which may be different from the actual information the learners have received.

2.2.2 Classification of Beliefs about Language Learning

Wenden (1987), in a study conducted with 25 adults enrolled in a part-time advanced level class at an American University grouped the beliefs identified into three:

- Use of the language (for example, the importance of learning in a natural way);
- Beliefs related to learning about the language (for example, the importance of learning grammar and vocabulary); and
- The importance or personal factors (i.e., beliefs about the feelings that facilitate or inhibit learning, self concept, and aptitude for learning).

Benson and Lore (1999), on their part, distinguished beliefs into two: 'higher order' and 'lower order'.

Among researchers, Horwitz (1987) is considered the first who attempted to identify language learners' beliefs in a systematic way. Based on free recall tasks and focus group discussions with both foreign/second language students and teachers, she developed a 34 Likert scale questionnaire, named as Beliefs About Language Learning Inventory (BALLI). Using BALLI, she identified five major beliefs: foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivation and expectations. For this study, Horwitz's (1987) classification is adopted, for it is comprehensive and used in different second and foreign language studies. Horwitz's classification of beliefs into five categories is discussed in detail in the following section.

2.2.2.1 Beliefs about Foreign Language Aptitude

The belief that some people have a special ability to learn foreign language has been discussed in a few studies as possibly having negative effects on learners' language learning. However, little empirical evidence has been revealed. For instance, Horwitz constantly discussed the negative effects of beliefs about foreign language aptitude in her three studies (1985, 1987, and 1988). She argued that learners who believe in the existence of foreign language aptitude but do not think that they themselves have it risk negative effects on their own language learning. She further explained that "students who feel that they lack some capacity necessary to language learning by virtue of personal make up or group membership –probably doubt their own ability as language learners and expect to do poorly in language study"(p.288).

Mori (1999) found another risk that learners take when they believe in the existence of language learning aptitude. She explained that learners who perceived language learning ability as "uncontrollable" or "fixed" may not want to invest themselves in the learning. In her study, Mori found that the learners who believed that a foreign language learning ability was an innate ability and could not be improved tended to achieve less in language

learning than those who “perceive their own ability as controllable, increasable entity” (p.408).

2.2.2.2 Beliefs about the Difficulty of Language Learning

Beliefs about the relative difficulty of the target language have also been discussed and found to relate to language learning success.

First of all, beliefs about the difficulty of language learning were found to be associated with the language achievement. Mori (1999) found that learners who perceived the target language that they were learning as an easy language tended to do better than those who believed that they were dealing with a difficult task.

On the other hand, Horwitz (1989) and Truitt (1995) found that beliefs about language difficulty of the target language were associated with anxiety. Learners who perceived that the target language was relatively difficult were found to have higher anxiety than those who believed they were learning an easy language.

According to these findings, learners’ beliefs about the difficulty of language learning may contribute to success in language learning. Learners who perceive that they are dealing with an easy task may not be confronted with discomfort caused by anxiety. They can make efforts in their learning up to their potential, and thus attain ultimate success in their learning. In contrast, learners who are confronted with anxiety, though they have the potential to be successful in language learning, may avoid performing language tasks and lose opportunity to improve their language skills. Consequently, these learners may not perform well in language classes.

In order to prevent negative effects of beliefs about the difficulty of language learning, researchers encourage realistic estimation. They do not think that the notion that the target language is easy is more beneficial than the notion that it is difficult. Horwitz (1985, 1987), for example, has said that an underestimation of the difficulty of the target language will not lead to any positive consequences. Horwitz (1987) argued that learners’ judgments about language difficulty affect “their expectations for and time commitment of language learning” (p. 123). Therefore, learners who underestimate the difficulty of

their target language and believe that they are learning an easy language but cannot make as much progress as they expected can be discouraged and may withdraw from their learning. Peacock (1999) found supportive findings. Learners in his study who underestimated the difficulty of language learning tended to have lower proficiency than those who had a more realistic estimate.

2.2.2.3 Beliefs about the Nature of Language Learning

Two beliefs in this category have been discussed in studies on beliefs about language learning, about their negative effects on learners' success in language learning. These beliefs are beliefs about vocabulary learning and beliefs about grammar.

Horwitz (1987) claimed that learners who reported beliefs about the importance of vocabulary and grammar in language learning risk negative effects. She claimed that learners who possess these beliefs may spend a lot of time “memorizing vocabulary lists and grammar rules at the expense of other language learning practices” (p. 124).

Peacock (1999) found supporting evidence for Horwitz claims about the effect of beliefs about grammar instruction and vocabulary learning. Learners who agreed that learning a foreign language is a matter of learning grammar rules were found to be less proficient in English than those who believed otherwise.

On the other hand, Wen and Johnson (1997) suggested contrasted ideas about the effect of vocabulary learning. In their study of EFL students in China, they found positive effects of vocabulary learning strategies on English scores. Learners who reported practicing vocabulary learning strategies tended to have higher English scores than those who did not. Wen and Johnson suggested that vocabulary learning strategies might still be important for learners in an EFL context in which learners' exposure to the use of the target language is limited. They explained that in such a situation learners did not have much chance to “acquire” the target language in real life communication; therefore, for EFL learners, the practice of vocabulary in classes and on their own is still necessary and may possibly enhance learners' achievement, as found in their study.

The learning situation of EFL learners, as provided in Wen and Johnson (1997), seem to challenge the arguments and the findings about the negative relationships between beliefs about vocabulary and grammar and language proficiency. Considering the EFL classrooms are usually the main forum for EFL learners to learn and practice the use of English, the provision of grammar and vocabulary instruction may be necessary. It is not likely that beliefs about grammar and vocabulary would yield negative effects on learners' language learning, especially for EFL learners.

2.2.2.4 Beliefs about Learning and Communication Strategies

Several beliefs were found to be associated with the use of several learning and communication strategies (Huang, 1997; Yang, 1999). However, some beliefs have been discussed in terms of their negative influence on learner's learning. These beliefs include beliefs about correct pronunciation and beliefs about one's own self confidence in speaking English.

For beliefs about correct pronunciation, Horwitz (1987) claimed that learners who reported these beliefs may not be receptive to concepts of communicative approaches to language learning. However, no empirical study has been conducted to explore the effect of these beliefs. In another study, Horwitz (1989) asserted that learners who are concerned about correctness in their performance in language learning but do not have an ability to meet their own expectation are likely to experience anxiety.

Beliefs about self confidence in speaking, on the contrary, have been found to have negative effects on learners' language learning. Horwitz and Cope (1986) found that anxious foreign language students were not confident enough to speak the target language.

2.2.3 Developments of Beliefs about Language Inventory (BALLI)

To examine beliefs about language learning, researchers have employed several elicitation techniques including surveys, interviews, observations, journals, and reflective protocols. One of the most popular instruments is an inventory developed by Horwitz called the Beliefs about Language Learning Inventory (BALLI).

Horwitz first developed the BALLI to investigate “teachers’ opinions on a variety of issues and controversies related to language learning” (1985, p. 334). She explained that the inventory was developed for research and teacher training purposes. For the research purposes, the BALLI is used to: 1) find insights about the teachers’ decision making in choosing instruction methods and activities and 2) investigate any conflict between student and teacher beliefs. For the training purpose, the BALLI is used in teacher training programs to understand what beliefs prospective teachers have.

The first BALLI version for foreign language teachers consisted of 27 Likert-scale items with scales ranging from *strongly agree* to *strongly disagree*. The inventory assessed beliefs about language learning in four areas: foreign language aptitude, the difficulty of language learning, the nature of language learning, and language learning strategies.

Then, Horwitz modified the inventory to be used with other groups of participants. In total, the BALLI was developed in three different versions: a foreign language teacher version (Horwitz, 1985), an ESL version (Horwitz, 1987), and an English-speaking learners of a foreign language version (Horwitz, 1988). Horwitz did not develop the inventory to be used for EFL students in particular. Most studies that were conducted in an EFL context, then, used the ESL version of the inventory and modified it for those particular groups of students. The inventory was usually translated into the first language of the students to accommodate the students’ language ability levels. In the present study, the ESL version of the BALLI will also be used with certain modification.

In the ESL version, the BALLI consists of 35 Likert- scale items which are used to assess beliefs about language learning in five categories: beliefs about foreign language aptitude, beliefs about the difficulty of language learning, beliefs about the nature of language learning, beliefs about learning and communication strategies, and beliefs about motivations and expectations. To complete this inventory, the respondents were asked to respond to each statement using scales ranging from *strongly agree* to *strongly disagree*. The BALLI has been used widely as a research instrument and as a training instrument in the field of second language acquisition, as the author intended.

2.2.4 Studies on Beliefs about Language Learning

According to the assumptions about possible effects of beliefs, researchers have made various claims about how studies on beliefs about language learning may contribute to the second or foreign language learning. First, an understanding about learners' beliefs may help adjust learners' attitudes and behaviors (Benson and Lor, 1999). More specifically, Horwitz (1987) and Holec (1987) suggested that insights about learners' beliefs about language learning can help teachers prepare their learners to be receptive to new ideas and information by "de-conditioning" learners' prejudices or mistaken beliefs that may cause resistance to some instructional approaches or activities.

Horwitz(1987) claimed that second or foreign language learners may lose confidence in the instructional approach and their ultimate achievement can be limited when there is a mismatch between learners' preconceived ideas about learning and teachers' teaching approaches and/or instructional activities. Furthermore, learners may be less receptive to new information if their pre-existing beliefs conflict with the new information received from school, and that this conflict can prevent learners from learning the new information (Cotterall, 1995). Therefore, by refining learners' beliefs, it is hoped that teachers can promote learners' confidence in their teaching approaches and activities and will ultimately enhance learners' motivation and attempts in learning (Horwitz, 1987).

Secondly, insights about learners' beliefs may help promote the use of effective language learning strategies (Wenden, 1987; Rubin, 1987). Wen and Johnson (1997) claimed that learners' beliefs may be more influential to learners' use of language learning strategies than strategy training. In other words, learners who received strategy training may not employ appropriate language learning strategies when their beliefs do not accommodate the use of those strategies.

Finally, an investigation of learners' beliefs about language learning may help teachers design and prepare a course for particular purpose(s). For instance, Mantle-Bromley (1995) suggested using insights about beliefs to create "learner centered" programs that take into consideration learners' needs. What is more, an understanding about beliefs can help develop a language program that enhances learners' autonomy (Cotterall, 1995). It

was found that learners became more directed in their own learning after having some counseling sessions to refine their beliefs about language learning that were counterproductive to autonomy (Victoria & Lockhart, 1995).

In brief, these researchers concluded that an investigation of beliefs about foreign and second language learners is worthwhile and the insights gained from such study can help foreign and second language teachers enhance their students' capability in language learning. Some researchers suggest teachers to help refine students' beliefs, while others merely recommend teachers to raise students' awareness about their beliefs.

2.2.3.1 Studies on Beliefs in an ESL Context

In a series of studies, Wenden (1986) interviewed 34 adult learners and found that ESL learners had explicit beliefs about how to learn language. In another study, Wenden (1987) made semi-structured interview to 25 advanced level adult ESL learners asking about the social contexts in which they practiced, heard, and used English. The studies offered several explicit statements representing learners' beliefs and categorize those beliefs into three groups:

1. The importance of an active stance while speaking and listening,
2. The need to learn about grammar and vocabulary, and
3. The role of personal factors (i.e. affective factors, self concept and aptitude).

From her successive studies, Wenden concluded that the learners' beliefs identified in the studies can be inferred to represent their "theories-in- action". From this, it can be suggested that learners' listed beliefs about language learning can be used by teachers as a source of insight into learners' difficulties in learning a second language.

Horwitz (1987), on her part, conducted a study about learners' beliefs about language learning with 32 ESL learners having diverse cultural backgrounds at the intermediate level of the intensive English program at the University of Texas. She administered the Beliefs About Language Learning Inventory (BALLI) to identify students' beliefs about language learning. Responses to the BALLI revealed that beliefs about language learning varied according to learners' cultural backgrounds and previous experience.

2.2.3.2 Studies on Beliefs in an EFL Context

Yang (1992) investigated Chinese EFL learners' beliefs about language learning using BALLI. From the factor analysis of the learners' responses to the BALLI, Yang identified four categories of beliefs: self-efficacy and expectations, value and nature of learning spoken English, foreign language aptitude, and formal structure study.

Park (1995) investigated beliefs about language learning in 338 Korean EFL University learners using BALLI. Park identified four sets of beliefs Korean EFL students hold: motivational beliefs; beliefs about formal English, self efficacy; beliefs about social interaction and beliefs about spoken English; and beliefs about foreign language aptitude.

Similarly Truitt (1995) conducted an investigation on foreign language anxiety and beliefs about language learning on 204 Korean students regarding learning English in five sections: the value and nature of learning English, self efficacy in speaking English, the importance of correctness/ formal learning, the ease of learning English, and motivational factors. The students had strong instrumental motivation and focused on learning English in order to get a better job. However, the participants showed low self-efficacy. Truitt concludes that in spite of the students' immense desire to learn and speak the English language, lack of confidence about their own language learning capabilities may delay the bringing of the belief into practice.

Diab (2000) investigated beliefs about language learning of 284 Lebanese university students who were learning English as a foreign language using BALLI. Factor analysis identified four categories of beliefs: integrative motivation, difficulty of speaking and learning English, the importance of accuracy in speaking English, and the importance of learning English in Lebanon. The participants reported a variety of beliefs about foreign language, indicating that learning a foreign language seems to be related to the political and socio-cultural context of foreign language education in Lebanon.

In another study, Kim-Yoon (2000) administered a modified version of BALLI including additional questions to identify beliefs about language learning as well as the motivation relating to language learning of three groups of Korean EFL learners. Three categories of

beliefs about language learning were identified for the three groups: confidence in speaking, the nature of learning English, and formal learning. The author found that majority of the participants believed that English is a difficult language to learn. Formal learning of grammar, vocabulary, and translation, were reported to be strongly difficult. However, students reported greater confidence in speaking. The author concluded that even though the three groups shared the same socio-cultural background, differences in beliefs about language learning existed due to differences in learning stages and previous individual experiences.

Summary

This chapter has outlined detailed literature review of the findings of previous studies on learners' strategy use and their beliefs about language learning. While early studies on learning strategies focused on identifying strategic behaviors of good language learners, more recent studies have attempted to clarify taxonomies of learning strategies which were used by learners. Furthermore, definitions by key researchers on language learning strategies were provided. What is more, through numerous studies, researchers have found that the choice of learning strategies is associated with background variables such as gender, age, proficiency, academic major and learning styles.

A number of studies have demonstrated that language learners from different backgrounds and learning experiences hold different beliefs about language learning. Studies in second/foreign language have found that beliefs about language learning may constrain or facilitate learners' use of language learning strategies. Either way, beliefs about language learning have been identified as one of the variables influencing learners' choice and use of learning strategies. Because various studies have found that strategy use and beliefs about language learning influence learners' success in language learning, further research on strategy use and beliefs of learners about language learning from different backgrounds is necessary in order to provide a better understanding of language learning for specific groups of language learners.

While most studies on learners' beliefs and their use of language learning strategies have focused learners with various backgrounds, no study has been studying beliefs and

strategy use of Ethiopian students learning English as a foreign language. Therefore, there is clearly a need to assess how this group learns English and what they believe about language learning.

The following chapter provides the methodology of the current study, which contains the research design, participants, instruments, data collection, and data analysis.

CHAPTER THREE: RESEARCH METHODOLOGY

The current study investigated EFL learners' beliefs and their strategy use. It was first intended to explore the overall language learning beliefs and their strategy use. The study then identified the most common and the least common strategies EFL learners use and the beliefs they hold about language learning. It also examined the relationship between the learners' beliefs about language learning and their language learning strategy use. The study, finally, addressed such variables as gender, language proficiency and academic major to determine any relationship between the learners' use of language learning strategies and their beliefs about language learning.

This chapter provides a comprehensive description of the methodology of the study which consists of the research design, the participants, instruments, the data collection procedures, the pilot study, and data analysis techniques.

3.1 The Research Design

This study was designed to investigate EFL learners' language learning beliefs and their language learning strategy use. A survey method was used to obtain data from as many participants as possible. The study employed mixed method design, which includes both quantitative and qualitative research methods. Mixed method, according to Dornyei (2007:148) is "superior to investigations produced by either qualitative or quantitative research alone". Its superiority is for two reasons. Firstly, mixed method design helps the researcher to achieve an elaborate and comprehensive understanding of a complex matter, looking at it from different angles. Secondly, it is important to triangulate the results obtained through different methods. According to Patton (2002), each method has advantages and disadvantages. A quantitative research method can give broad, generalizable findings while a qualitative research method can yield in-depth, detailed information. Adding to this, Creswell (2003) stated that mixed method design is an inquiry strategy that is focused on "conveying or triangulating different quantitative and qualitative data sources" (p. 210). Such a design integrates both approaches, which complements each other to provide a much more detailed and comprehensive picture of what has been explored.

In order to gather information, the researcher used five instruments: three self report questionnaires (the SILL, the BALLI and the IBQ), TOEFL, and focused group interview. In this study, gender, academic major and language proficiency were independent variables. The mean scores of the overall SILL, the BALLI, the six strategy categories (memory, cognitive, compensation, metacognitive, affective and social), and the five belief subgroups (foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivation and expectation) were dependent variables.

Different statistical procedures were used to analyze the quantitative data. Coding techniques were then employed for analyzing the qualitative data obtained from open-ended questions and the focused group interview.

3.2 Participants of the Study

This study was conducted at Debre Markos University, in North Western part of Ethiopia. The participants of the study were first year students learning English as a foreign language in Debre Markos University in 2012 academic year. The rationale for considering first year students was their proximity in taking language courses. At the time of data collection, students had taken two language courses: Communicative English Skill and Basic Writing Skills. Thus, it was assumed that students could remember the strategies they might have used and the beliefs they might have held.

There are seven colleges in Debre Markos University. Using purposive sampling technique, the subjects of this study were taken from five colleges: Social Sciences, Natural Sciences, Health Sciences, Agriculture, and Business and Economics. The reason to select the subjects from the five colleges was the uniformity of the language courses and the similarity of delivery method of language courses in these colleges. The two courses (Communicative English Skills & Basic Writing Skills) are the common English courses given to these students. The delivery method for these courses in these five colleges was modular approach given in block manner. On the other hand, the English courses and the delivery method in the other two colleges were different.

To select the subjects of the study, first the researcher prepared a list of the departments in each of the five colleges. Then, using the list, two departments from each college were selected using systematic random sampling. From these departments, one section was again selected using systematic random selection technique. Finally, all the students from the ten selected sections were included in the study.

The total number of students in these sections was 480. Of these, 472 students completed the questionnaires; however, 402 questionnaires were considered valid and used for data analysis. Seventy questionnaires were found to be incomplete and were excluded from the study. Of the 402 participants, 227 were male and 175 were female.

In connection with gender, 56.5% of the respondents were male, and 43.5% were female. In terms of academic major, 81 (20.1%) of the participants majored in natural science, 75 (18.7%) majored in business, 82 (20.4%) majored in social science, 83 (20.6%) majored in agriculture, and 81 (20.1%) majored in health science. Regarding their proficiency level, 48 (11.9%) were high proficiency level, 252 (62.7%) were mid proficiency level and 102 (25.4%) were low proficiency level. Their ages range from 18 to 42 with an average age of 20 (see Appendix XIX).

3.3 Data Gathering Instruments

To gather data for the study, questionnaires, focused group interview, and proficiency test were utilized.

3.3.1 Questionnaires

The questionnaires used in this study were three: Individual Background Questionnaire (IBQ), adapted Strategy Inventory for Language Learning (SILL), and Beliefs About Language Learning Inventory (BALLI).

Literature on assessment of beliefs and language learning strategy use indicates that there are different ways of gathering data about the beliefs learners' hold and strategies these learners use. Some of the most important strategy and belief assessment techniques include interviews, note taking, diaries or journals, and self-report surveys (Oxford, 1990; Horwitz, 1987). Oxford (1990) and Cohen and Macaro (2007) point out that a number of

factors like the number of participants of the study may affect the appropriateness of a particular data gathering tool. As described earlier, the subjects of the study were 402 EFL learners from five different academic fields of study, questionnaire was found to be cost effective and practical way of data gathering tool from such a large sample. Thus, IBQ, SILL and BALLI were used in this study to assess background information, strategy use and beliefs of the learners, respectively.

3.3.1.1 Individual Background Questionnaire

Individual background questionnaire (IBQ) was developed by the researcher and used to gather additional information on individual characteristics of the participants of the study. The questionnaire elicited information about gender, age, academic major, mother tongue, local and foreign language learning experience, grade level at which they started learning English, etc. A self reporting demographic/background questionnaire has benefits in that it “can provide information from a large population and the information can be compared and interpreted objectively through statistical data analysis” (Park, 1997:212). On the other hand, demographic questionnaires have controversies in language learning strategy research (Dornyei, 2005). The controversy regarding the demographic questionnaires arises from the fact that subjects are not able to respond to questions accurately due to misunderstanding, inaccurate memory, low self confidence, and difference in participants’ cultural backgrounds (Griffiths, 2003). It should be noted that carefully designed and administered demographic questionnaires have the power to elicit important information about participants in a study. To check the clarity and validity of the IBQ, validity check was mad. Besides, IBQ was pilot tested.

3.3.1.2 The Strategy Inventory for Language Learning (SILL)

The Strategy Inventory for Language Learning (SILL) was first designed by Oxford (1986) as an instrument for assessing the frequency of use of language learning strategies by students at the Defense Language Institute in Monterey, California. Later, the SILL was revised by Oxford (1990) and was divided into two versions. The first SILL (5.1 version), which contains 80 items was designed for foreign language learners whose

native language is English. The second SILL (7.0 version) which contains 50 items was designed for speakers of other languages learning English as a second /foreign language.

The second SILL (7.0 version) was adapted for this study. Some of the items in the original SILL were modified, and 22 additional items were developed and added to the modified SILL by the researcher. Thus, 72 items were used to measure the strategy use of the participants of the study. Moreover, one open-ended item was added by the researcher. The open-ended item was used for any additional strategies or comments by the participants of the study.

The 72 item self-report questionnaire is grouped into six categories:

1. Memory strategies consist of 11 items, and are used for storage and retrieval of new information
2. Cognitive strategies consist of 23 items, and are used for improving understanding and the production of language through various channels
3. Compensation strategies consist of 12 items, and are used to compensate for missing target language knowledge
4. Metacognitive strategies consist of 10 items, and are used for organization of learning and self evaluation
5. Affective strategies consist of 8 items, and are used to regulate emotions and motivations
6. Social strategies consist of 8 items, and are used to build social interaction and learning with others

The SILL uses a five point Likert-scale as shown below for each strategy ranging from 1 to 5 (Oxford, 1990). The number indicates how often the learner uses strategies:

1. I never do this (i.e., the statement is very rarely true of you)
2. I seldom do this (i.e., the statement is true less than half the time)
3. I sometimes do this (i.e., the statement is true about half the time)
4. I usually do this (i.e., the statement is true more than half the time)
5. I always do this (i.e., the statement is true of you almost always)

The following indications based on the means derived for each item were used:

- (1) 1.0 to 1.49 indicates items that are never used;
- (2) 1.5 to 2.49 indicates items that are seldom used;
- (3) 2.5 to 3.49 indicates items that are sometimes used;
- (4) 3.5 to 4.49 indicates items that are usually used; and
- (5) 4.5 to 5.0 on SILL indicates items that are always used.

The average scores for groups of strategies for the above mean categories were interpreted based on the reporting scale established by Oxford (1990:300). This scale was divided into three levels and was specifically designed to inform students how often they use strategies for learning English:

1. High Usage= always used with a mean of 4.5 to 5.0 or usually used with a mean of 3.5 to 4.49
2. Medium Usage= sometimes used with a mean of 2.5 to 3.49
3. Low Usage= seldom used with a mean of 1.5 to 2.49 or never used with a mean of 1.0 to 1.49.

Rationale for Adapting SILL

Prior to pilot study, pre-pilot study was made in 2010 at Debre Markos University on twenty first year students to check the clarity of items. Besides, three English language instructors at DMU were given the original SILL to get them comment on the capability/coverage/ of the original SILL in investigating the learners' strategy use.

During the pre-pilot study, students were not clear with some of the SILL items, and with the degree of the scales. By the discussions made with these students, the researcher came to realize that the scales of measurement and the unclear items needed to be revised. For some items, changes were made at word, phrase and clause levels so that they would be clear. Thus, adaptation was made for 10 (items 3, 15, 21, 24, 2, 16, 20, 22, 65, 68) items of the original SILL (see section 3.6.3). In addition, with regard to the degree of scales, explanation was given on the cover page to make them understandable.

Moreover, after the three English teachers had commented the coverage of the original SILL, the researcher had discussions with them. Based on the discussions with these teachers, 22 strategy items that were not covered by the original SILL were identified. What is more, one open-ended question was added by the researcher in order to elicit any additional strategies by the subjects. Thus, the adapted SILL was made to have 72 items and one open-ended question.

Reliability and Validity of SILL

The SILL is the most widely used instrument for measuring the language learning strategy use to date. It is estimated that 40-50 major studies including dissertation and theses have been done employing the SILL (Oxford and Burry-Stock, 1995). The SILL appears to be the only language learning strategy instrument that has been checked for reliability and got validated in multiple ways (Oxford and Burry-Stock, 1995). Cronbach's alpha has been computed in several studies to determine the internal consistency for the SILL. The following table presents a summary of reliability coefficients for SILL, reported in different studies.

Table 3.1 Summary of Reliability of SILL in Different Studies

Author	Year	Number of subjects	Cronbach's alpha
Oxford & Nyikos	1989	1200 University students	0.96
Watanbe	1990	315 College students	0.92
Yang	1992	505 University students	0.94
Park	1997	332 University students	0.93
Lee	1998	337 college students	0.93

Bremner	1998	149 University students	0.92
Hong	2006	428 University Students	0.94

As can be seen from the above table, almost all the studies reported that reliability for SILL is above 0.90. SILL is also shown to be valid in different studies. For example, Oxford and Nyikos (1989) reported 0.95 between two raters who matched SILL items with strategies in the taxonomy on which it was based. In another study by Oxford (1990), the content validity was reported to be 0.95.

Besides its reliability and validity checks, SILL is chosen as the basic instrument because the data is “amenable to quantification” (Nunan, 1992:143) and less dependent on the researcher’s interpretations than may be the case with other data gathering tools; SILL questionnaires provide a relatively objective platform for launching further probes.

Internal consistency reliability checks were made for the SILL. Accordingly, Cronbach’s alpha coefficient was computed to determine the internal consistency reliability of the adapted SILL for 72 item responses to 41 participants in the pilot study was found to be .95. In the main study, Cronbach’s alpha coefficient was computed to determine the internal consistency reliability of the adapted SILL (72 closed-ended items) responses to the 402 participants, and was found .91.

In summarizing the attributes of questionnaires in relation to investigating the language learning strategies, Oxford (1996:33) concludes that they:

- are quick and easy to administer;
- may be the most cost effective mode of strategy assessment;
- are almost nonthreatening when administered paper and pencil under; conditions of confidentiality; and
- enable students to discover a great deal about themselves from taking strategy questionnaire and provide immediate learner feedback.

Before conducting the pilot study, the content and face validity of the questionnaire items were assessed by an expert in the field of measurement and two PhD TEFL students whose theme of research was related to strategy. The measurement expert mainly used to comment on the content validity of the questionnaire. For this purpose, questionnaire validation form, adapted from Chen (2002) was prepared and given to the measurement expert and to those two PhD students to comment on the items (see Appendix V).

Comments about the clarity and relevance of the items were received. Hence, based on the comments, the unclear items were reworded.

3.3.2 The Beliefs about Language Learning Inventory (BALLI)

The BALLI is a widely used instrument (e.g. Horwitz, 1987 & 1989, Park, 1995; Yang, 1999; Siebert, 2003; Kim-Yoon, 2000) to assess learner beliefs in relation to second or foreign language learning. BALLI was developed by Horwitz (1987) to assess students' opinions on a variety of issues and controversies related to language learning. BALLI contains 35 items to assess students' beliefs in five major areas:

1. Difficulty of language learning consists of 9 items
2. Foreign language aptitude consists of 6 items
3. The Nature of language learning includes 7 items
4. Learning and communication strategies consists of 8 items
5. Motivations and expectations consist 5 of items

Besides, one open-ended item was added by the researcher to elicit any additional beliefs or comments by the participants of the study.

BALLI employs a 5 point Likert scale:

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Among the 35 items in the BALLI, 33 items were scored on a five-point Likert-scale. Two items (items 4 and 15) were multiple choice items. Item 4 asks about the perceived degree of the difficulty of English language, and item 15 asks about the amount of time needed to learn a language.

Reliability and Validity of BALLI

Studies reporting reliability on the BALLI have noted levels ranging from .60 to .71 using Cronbach's alpha coefficients. This is summarized in the following table.

Table 3.2 Summary of Reliability of the BALLI in Different Studies

Author	Year	Number of subjects	Cronbach's alpha
Yang	1992	505 university students	.69
Park	1995	332 university students	.61
Kunt	1997	328 university students	.63
		235 university students	.71
Kim-Yoon	2000	227 university students	.60
Hong	2006	428 university students	.77

As shown in the table, the reliability scores are in the moderate range because of the nature of the instrument. This happens as responses to individual items show a wide variability, and items were designed to be interpreted individually based on the five-score scales (Yang, 1992; Park, 1995). Regarding the validity of the BALLI, the similarities among the factors of the BALLI found in different groups indicate its high potential construct validity (Yang, 1992).

In order to check the validity and clarity, BALLI was given to two PhD TEFL students and was evaluated prior to the pilot study. A questionnaire validation form, adapted from

Chen (2002) was prepared and given to those two PhD students to comment on clarity and validity of the item (see Appendix VI).

Internal consistency reliability checks were made for the BALLI. Accordingly, Cronbach's alpha coefficient was computed to determine the internal consistency reliability of the adapted BALLI for 35 items responses to 41 participants in the pilot study and responses to the 402 participants of the main study, and were found .85 and .71, respectively.

During the past three decades different studies in second and foreign language employed the BALLI as an instrument to assess learners' language learning beliefs. The need to use BALLI in this study arose from this recognition.

3.3.3 Test of English as a Foreign Language (TOEFL)

Test of English as a Foreign Language (TOEFL) is an internationally accepted standard of English that measures the English proficiency of non-native speakers of English. Griffin (2004) reported that the reliability of TOEFL between 2001 and 2004 falls between .70 and .95. TOEFL is required by many colleges, universities and licensing agencies in many countries because of the following reasons. Firstly, TOEFL is widely available and easily accessible. Secondly, it is regarded as the international standard and highly reliable. Finally, it is administered under secure condition. Due to these justifications, the researcher used model TOEFL 2011 version to measure EFL students' English language proficiency. To minimize the possible impact of culture related factors, the researcher selected an appropriate standardized model test which was not relatively culture bound. The model test consists of 50 listening items, 50 reading items, 40 structure and writing items.

3.3.4 Focused Group Interview

The purpose of using focused group interview in the study was to supplement the information collected through the questionnaires. Because there is no single approach that is universally accepted (Dornyei, 2007), a combination of questionnaires and interviews

can let the two methods complement each other to enhance the possibility of obtaining both quantitative and qualitative data.

For this study, structured interview was prepared and used by the researcher. This is because structured interview is flexible in the sense that the interviewer may change the questions if necessary. It may also help to make comparisons across participants.

For focused group interview, from each academic major, two students (totally 10) were selected. The students were selected from the three proficiency levels using systematic random sampling technique. To get relevant information, group interview was held with the selected 10 students. The appropriate size for one focused group interview is between 6-10 respondents (Dornyei, 2007). Dornyei (2007) stated that “fewer than 6 people would limit the potential of the collective wisdom whereas too large a size makes it difficult for everyone to participate” (p, 131).

In the focus group interview, general information about respondents’ language learning experience, their strategy use and language learning beliefs was collected. To help students express their ideas freely, Amharic was used as the medium of the interview. The interview was audio recorded with the consent of the interviewees and was transcribed. The interview was conducted by the researcher.

3.4 Data Collection Procedures

This section presents the procedures for administering the three types of questionnaires (IBQ, SILL, and BALLI), focused group interview, and proficiency test administration for the participants of the study.

Before using the questionnaires (SILL and BALLI), permissions from the developers of the SILL (R.L. Oxford) and the BALLI (E.K. Horwitz) were obtained through email (see appendices XVI & XVIII).

The researcher contacted Debre Markos University Management to get permission to conduct the study in the University. The class instructors were also contacted for permission to use their class time and get questionnaires completed.

Before administering the questionnaires, the researcher gave the students clear instruction on how to complete the questionnaires. The instruments were distributed during class time by the researcher in the presence of the classroom teachers, preceded by a brief explanation of the purpose and nature of the study. The questionnaires were filled and were returned on the same date of administration. Participants were informed that their participation in the study would be voluntary and that all their data would be kept confidential. It was also made clear to them that the responses of the questionnaires would not have any effect on their own result or grade. In addition, the researcher reiterated that there was no right or wrong answer on the IBQ, SILL and BALLI and that they should respond according to their own experience. Moreover, the benefits from participating in this study were explained to participants. The subjects were asked to respond honestly.

Data from the subjects were collected from 9-29 May 2012. The three questionnaires IBQ, SILL and BALLI were distributed to students in each class and were collected by the researcher and the classroom teachers. To fill the questionnaires, students were given 1:30 hours with 10 minutes break after completing each of the questionnaires.

To measure the proficiency level of students, TOEFL model test that consisted of listening, reading, writing, grammar and vocabulary was given to the subjects two weeks after they filled the questionnaire. The exam was administered on three days by the researcher together with one English teacher at the research site. Finally, focused group interview was conducted one week after the TOEFL was administered. The focused group interview was made by the researcher in the classroom out of class time.

3.5 Data Analysis Procedures

3.5.1 Quantitative Data Analyses

The results of the TOEFL were computed for each participant of the study. Then mean score and the standard deviation of the scores were calculated. The mean and the standard deviation of the TOEFL were then used as the cut off point for “high”, “mid”, and “low” proficiency levels. Based on the standard deviation obtained from the TOEFL model test scores, the participants were divided into three proficiency levels: “low”

(lower than one standard deviation below the mean), “mid” (scores falling in the range of + or-1 standard deviations above and below the mean), and “high”(higher than one standard deviation above the mean) (Oxford and Nyikos, 1989) . Accordingly, 102 (25.4%) were low; 252 (62.7%) were mid; and 48(11.9%) were high proficiency levels.

The Statistical Package for the Social Sciences (SPSS) for Windows version 20.0 was used to analyze the quantitative data. Descriptive statistics, correlation analysis, a one way analysis of variance (ANOVA), a multivariate analysis of variance (MANOVA), and post-hoc Tukey HSD tests were performed at the 0.05 level of significance to answer the research questions.

Descriptive statistics (percentages, means, and item response frequencies) were computed to perform the demographic data analyses: age, gender, academic major, mother tongue, local language knowledge, foreign language knowledge, amount of time spent studying English, level at which they started studying English, importance of English to them, and the skill most of the time they used.

Descriptive statistics including mean, frequency, and standard deviation were also computed to examine the overall strategy use, overall beliefs held, strategy use in the six categories, beliefs held in five categories, the most and the least used strategy items, and the most and the least held belief items. Oxford and Burry-Stock (1995) interpreted mean scores of the SILL and the BALLI in such a way that the range between 1.0 and 2.49 a low use, the range 2.5 to 3.49 a medium use, and the range 3.5 to 5.0 a high use

Pearson moment correlation analysis was employed to examine the relationship between language learning beliefs and the students’ language learning strategy use. According to Dornyei (2007), correlation analysis allows us to evaluate the strength and direction of the relationship of the two variables.

Analyses of variance (ANOVA) were used to examine the effect of background variables (gender, proficiency and academic major) on overall beliefs about language learning and overall strategy use by learners. To compare two or more groups’ means, analysis of variance (ANOVA), is the common procedure researchers use in applied linguistics

studies. Regarding this Lazaratov (2005), cited in Dornyei(2007: 198) stated that “ANOVA was the most frequently used statistical procedure accounting for over 40 percent of the analyses reported in the articles”. Multivariate analyses (MANOVA) were also used to examine the effect of background variables (gender, language proficiency and academic major) on the six strategy categories and on the five belief categories.

3.5.2 Qualitative Data Analyses

Qualitative data analyses were employed to analyze the data collected through open ended questions and focused group interview.

The responses to the open-ended questions in the SILL and BALLI were first coded into related themes. The second phase of the coding involved arranging the responses into any subcategories of the SILL and the BALLI. The coding process was made by the researcher together with two PhD candidates at Addis Ababa University who were working their theses in related themes.

Focused group interview was analyzed as follows. First, the audio recorded responses of students to the focus group interview were translated from Amharic to English verbatim by the researcher. Next, the transcripts of the students were coded and organized into themes. Finally, analysis was made thematically.

3.6 Pilot Study

A pilot study was conducted using the SILL, BALLI, IBQ, TOEFL test and focused group interview mainly to get insights for establishing appropriate design and procedures for the main study i.e., to check the appropriateness of the instruments, to determine overall procedures, and to make necessary revisions (if any) before they were used in the main study. This section presents setting and participants, procedures of data collection and lessons gained from the pilot study.

3.6.1 Setting of the Pilot Study

The pilot study was conducted on first year students at Debre Markos University (DMU) in 2011. The subjects were taken from four academic majors: Social Sciences, Natural

Sciences, Health Sciences, and Business and Economics. To select the subjects of the study, first the researcher prepared students list alphabetically for males and females independently. Then, using the list, 12 students from each section, totally 48 students (27 males and 21 females) were systematically selected.

All the selected students filled the questionnaires and took the proficiency test. However, 41 students (27 male and 14 female) properly filled and returned the two questionnaires. Seven female students missed some of the SILL and/or the BALLI items and were excluded from the study.

The reason to consider first year students was their proximity to the language courses. Because at the time of data collection, these students had already taken two language courses: Communicative English skills and College Writing Skills, consecutively.

3.6.2 Data Collection Procedures of the Pilot Study

The pilot study data were collected in February 2011. The researcher communicated and explained the course instructors the purpose of the study. After obtaining permission from the course instructors to include their students in the study and to use their class time for filling the questionnaires and test administration, the researcher scheduled the questionnaires and model TOEFL administration time.

Then SILL and IBQ were distributed during class time by the researcher in the presence of the classroom teachers preceded by a brief explanation of the purpose and nature of the study. The subjects were also told that they should ask for any clarification they might need as they filled in the questionnaires. The questionnaires were collected by the researcher on the same date of administration.

A week after SILL and IBQ were pilot tested, BALLI was administered using the same procedure. After the subjects filled the questionnaire, the researcher collected them.

Two weeks after BALLI was administered, model TOEFL consisting of listening, reading, writing, grammar and vocabulary was given to the subjects to measure the proficiency level of students. The exams were administered on three different days by the

researcher together with one English teacher at DMU. Finally, interview was conducted by the researcher two weeks after the TOEFL exam was administered.

3.6.3 Lessons Gained from the Pilot Study

From the pilot study, some important insights were gained about data gathering instruments and procedures to be maintained, revised, and added for the main study. Thus, the tools and procedures that were modified and included are presented as follows.

1) With regard to the SILL questionnaire

Regarding the SILL, although oral explanations were given about the differences among the scales: “Never true of me/almost never true of me”, “Generally not true of me”, “Somewhat true of me”, “Generally true of me”, and “Always/almost true of me”, students raised questions that they could not differentiate the scales. Hence, to solve this problem, the above terminologies of the scales were changed to familiar and understandable ones: “I never do this”, “I seldom do this”, “I sometimes do this”, “I usually do this”, and “I always do this”. Brief explanations about the meanings of these scales were also given on the cover page (see Appendix II).

Some of the items were also revised by adding words, phrases or clauses. For instance, on SILL items 3, 15, 21, and 24, the phrase “*In learning English...*” was added at the beginning of the items; in item 2, (*I use new English words in writing/speaking a sentence so I can remember them*), the words “*writing/speaking*” were included; item 16 (*When I meet my friends, I start conversations in English*), the clause “*When I meet my friends...*” was added; item 20 (*I first skim an English passage (read over the passage quickly, then go back and reread carefully)*) was changed to “*I first try to get the main idea of the reading passage quickly and go back and read more carefully*”; item 22 (*I try to find patterns (grammar) in English*) was changed to “*In learning English, I try to find the patterns (grammatical structures e.g. word order, the verb tense, active/passive voice, etc.)*”; item 65 (*If I do not understand something in English, I ask the other person to slow down or say it again*) was modified to “*I ask the speaker to slow down when I can’t understand what the speaker has said*”; item 68 (*I ask for help from others*) was revised as “*I ask for help from others when I face difficulty in learning English language*”.

The format of the questionnaires was somewhat confusing as some respondents were observed rambling from one item into another's alternatives. Besides this, respondents were also seen looking back the meaning of the numbers of each scale. What is more, some items were skipped during the pilot study. Thus, the format of the questionnaires for rating scale types was presented in tabular form so that respondents could easily match items and alternatives. Presenting questionnaires in tabular form also help to include the meaning of the numbers given in scales at the top margin of the table on each page so that respondents could easily see their meanings.

2. In relation to the BALLI questionnaires

With regard to the BALLI, some modifications such as changing words and adding words/phrases were made. For example, BALLI item 21 "*I feel timid speaking English with other people*" the word '*timid*' was found to be unknown to most students. Thus, it was changed into "*afraid*". In the BALLI items 18 "*It is important to repeat and practice a lot*" and item 26 "*It is important to practice with cassettes or tapes*" the phrase "*In learning English language...*" was added at the beginning of the two items; Item 34 "*It is easier to read and write English than to speak and understand it*" was changed to "*In learning English, reading and writing are easier than speaking and listening*"; item 25 "*It is easier to speak than understand a foreign language*" was changed to "*It is easier to speak than to understand what people say in English*".

3 Focused group interview

Some amendments were made with the focused group interview. To help participants easily understand the questions and to help them focus on the main point, the researcher gave a copy of the focused group interview items before the discussion to each discussant. This avoided rambling in the participants' speech, and saved time. During focused group interview, participants who were taking the last turn on a particular question were observed either being quiet or simply responding that their ideas have been said by others. Thus, to solve this problem in the main study, the researcher shifted the turn taking to speak for each question item.

Summary

This chapter presented the methodology which includes the research design, the subjects of the study, the instruments, the data collection procedures, the pilot study, and the data analysis. Chapter four presents results of the data analysis, and discussions.

CHAPTER FOUR: DATA ANALYSES AND DISCUSSIONS

4.1 Introduction

In this chapter, data collected using questionnaires, proficiency test, and focused group interview are analyzed and discussed quantitatively and qualitatively. The quantitative data are analyzed followed by qualitative analysis. Finally, discussions are made.

4.2 Quantitative Data Analyses and Findings

The results and discussions have been categorized as follows:

1. A descriptive analysis of the Individual Background Questionnaire (IBQ) items
2. A descriptive analysis of the Strategy Inventory for Language Learning (SILL) items
3. A descriptive report of the most and the least common strategies used by the EFL learners
4. A descriptive analysis of the Beliefs About Language Learning (BALLI) items
5. A descriptive report of the most common and least common beliefs endorsed by EFL learners
6. A correlation analysis of language learning strategies and beliefs about language learning and
7. ANOVA and MANOVA analyses to see the effect of background variables (Gender, language Proficiency and academic major) on EFL learners' overall and specific strategy use and beliefs about language learning.

4.2.1 Descriptive Analysis of Individual Background Questionnaire (IBQ)

The individual background Questionnaire (IBQ) solicited information about the participants' gender, age, mother tongue, academic majors, local language knowledge, foreign language knowledge, and hours of studying English.

Table 4.1 Demographic Information of the Participants

Category	Description	Number	% (Percentage)
Gender	Male	227	56.5
	Female	175	43.5
Academic major	Natural Sciences	81	20.1
	Business & Economics	75	18.7
	Social Sciences &	82	20.4
	Agriculture	83	20.6
	Health Science	81	20.1
Age	19 or under	64	15.9
	20-21	307	76.4
	22-23	23	5.7
	24-25	4	1.0
	Above 25	4	1.0
Mother tongue	Amharic	355	88.3
	Awigni	19	4.7
	Oromifa	13	3.2
	Tigrigna	8	2.0
	Others	7	1.7
Local language knowledge	1	319	79.4
	2	74	18.4
	3	8	2.0
	more than 3	1	0.2

Table 4.1 continued

Hours of studying English in a day	Less than 1 hr.	146	36.3
	1-2 hr.	140	37.8
	2-3 hr.	71	17.7
	More than 3 hr.	45	11.2
Level at which students started learning English	Kindergarten	31	7.7
	Grade one	358	89.1
	Grade 3	9	2.2
Importance of English	Very important	359	89.3
	Somewhat important	35	8.7
	Not important	4	1.0
	Cannot decide	4	1.0
Most used English language skill by participants	Writing	103	25.6
	Speaking	117	29.1
	Reading	155	38.6
	Listening	27	6.7
Foreign Language Knowledge	Yes	8	2%
	No	394	98%

Table 4.1 above shows percentages of the participants: male 227 (56.5%) and female 175 (43.5%). The Table also shows the range of the participants' age. The participants ranged in age from 18 to 42, with 20 being the average age. The majority (76.4%) of the respondents fall within the age range of 20-21 years. This is followed by 19 and below years. Regarding mother tongue, a higher percentage of respondents, (88.3%) reported

Amharic as their mother tongue, followed by Awigni (4.7%), Oromifa (3.2%), and Tigrigna (2.0%).

As shown in the table, most of the participants (79.4%) know and use only one local language, while 18.4% of them said they know and use two local languages. When asked about foreign language knowledge, only 8 (2%) learners reported that they know and use foreign languages other than the English language.

With regard to the level at which they started learning English as a subject, 89.1% of the respondents reported that they started learning English at grade one, while 7.7% of them said that they started learning English at kindergarten level. Participants were asked the estimated amount of time they spent studying English in a day. As shown in table 4.1, 36.3% of the respondents reported that they spent less than one hour in a day studying English. Nearly an equal proportion of them (34.8%) claimed that they used 1-2 hours a day studying English.

Concerning the importance of English language, the majority, i.e., 89.3% of the participants rated English as a very important language for their academic success as well as for their work after graduation. When asked the language skill they usually use, 38.6% of the respondents said they use reading, and 29.1% of them claimed that most of the time they use speaking. The least language skill learners used was reported to be listening (6.7%). This seems the subjects of the study misunderstood the time they spent in listening. In practice, most of the time learners spend their time listening lectures or presentations by their colleagues.

4.2.2 Descriptive Analysis and Findings of SILL

In general, subjects of this study reported using a variety of learning strategies to learn English. The following analysis of learning strategies is based on the descriptive analysis of the participants' responses to the SILL. The frequencies of responses (in percentages), means and standard deviations for all the SILL items are presented in this section.

Descriptive analyses of the participants' responses to the SILL were conducted for two reasons:

1. To examine the overall use of language learning strategies and
2. To investigate the strategies which were most or least frequently used by EFL learners when they learn English. The five point Likert scale items of the SILL range from (1) never to (5) always used. As a great deal of research on language learning strategy has been adopted, three frequency criteria were used when assessing the degree in which strategies were used: high frequency use (3.5-5.0), medium frequency use (2.5-3.49), and low frequency use (1.0-2.49) based on Oxford's (1990) criteria.

The SILL items are subdivided into six sub groups: (1) memory strategies (items 1 to - 11), (2) cognitive strategies (items 12-34), (3) compensation strategies (items 35-46), (4) metacognitive strategies (items 47-56), affective strategies (items 57-64), and social strategies (items 65-72).

4.2.2.1 Overall Strategy Use

As shown in Table 4.2, the descriptive statistics for overall strategy use (M=3.21, SD=.42) showed that the participants used a medium degree of strategy use. The statistics also indicated a medium use of each of the six strategy categories with mean statistics.

Table 4.2 The Six Categories of Strategy Use by Participants of the Study

Strategy category	N	M	SD	Remark
Metacognitive	402	3.51	.60	1
Compensation	402	3.30	.57	2
Cognitive	402	3.17	.46	3
Social	402	3.17	.63	3
Affective	402	3.00	.58	5
Memory	402	2.98	.54	6

As shown in table 4.2, five strategy categories in the current research were used at the medium use range. Only one strategy subgroup was used at the high frequency range. The most preferred strategies among the six strategies of English language learning strategies were metacognitive strategies ($M=3.51$, $SD=.60$), followed by compensation ($M=3.30$, $SD=.57$) strategies. Memory strategies were the most infrequently used category ($M=2.98$, $SD=.54$). Affective strategy was the second least used ($M= 3.00$, $SD=.58$). Low strategy use was not found in any of the six categories of language learning strategies in the current research.

4.2.2.2 Comparison of SILL Responses

In addition to the mean scores for overall strategy use, the following section reports the participants' use of individual strategies by category: memory, cognitive, compensation, metacognitive, affective and social strategies. The rationale for this is to elaborate any discrepancies or significant divergence among the groups. Closer examination of each SILL item suggested that the participants tended to employ certain strategies much more frequently than others.

Green and Oxford (1995) suggested the frequency in which language learning strategies are used as a means to interpret the descriptive statistics of language learning strategy use; if more than 50% of the participants responded with 4 or 5 for the strategy use, it would be concluded that it was a frequent use in the overall strategy use; if more than 20 to 49% of the participants responded with 4 or 5 for the strategy use, it would show a moderate use in the overall strategy use, if fewer than 20% of the participants responded with 4 or 5, it would be an infrequent use in the overall strategy use. This classification has been a popular statistical analysis of strategy use (Wharton, 2000). The criteria of the mean scores were adopted from Oxford (1990) as seen in table 4.3 in order to better understand the overall strategy use and strategy use in six categories.

Table 4.3 Oxford's (1990) Criteria of Mean Scores to Understand Language Learning Strategy Use

Frequency	Description	Range
High	Usually used or always used	4.5 to 5.0
		3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Seldom used or never used	1.5 to 2.4
		1.0 to 1.4

Table 4.4 through 4.9 below present the most and least used strategies of the six strategy categories.

4.2.2.2.1 Memory Strategy

Among strategies which were utilized by participants, memory strategies were ranked sixth (M=2.98).

Table 4.4 Memory Strategy Frequencies (%), Means and Standard Deviations

	Item	1	2	3	4	5	M	SD	Use
		Never	Seldom	Sometimes	Usually	Always			
1	I think of the relationship between what I already know and new things I learn in English	4.0	13.4	41.0	27.6	13.9	3.34	1.00	M
2	I use new English words in a sentence so I can remember them	6.2	15.4	38.6	30.6	9.2	3.21	1.01	M
3	In learning English, I connect the sound of a new English word and an image or picture of the word to help me remember the word.	10.7	18.4	32.3	29.9	8.7	3.07	1.12	M

Table 4.4 continued

4	I remember a new English word by making a mental picture of a situation in which the word might be used.	8.7	15.7	31.3	29.1	15.1	3.26	1.15	M
5	I use rhymes to remember new English words (e.g., know-no, nail-snail, cat-bat).	17.2	27.4	30.3	18.4	6.7	2.70	1.15	M
6	I use flashcards to remember new English words.	53.7	21.9	11.7	10.4	2.2	1.85	1.12	L
7	I physically act out new English words.	19.2	27.1	31.6	16.7	5.5	2.62	1.13	M
8	I review English lessons often.	8.7	20.6	34.3	25.6	10.7	3.08	1.11	M
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	7.2	14.4	29.6	32.6	16.2	3.36	1.13	M
10	I try to catch every word that the speaker uses	14.2	23.6	30.6	22.9	8.7	2.88	1.17	M
11	I memorize English grammar rules in order to apply them	6.0	14.2	32.3	33.3	13.9	3.34	1.07	M

As seen in table 4.4, the frequencies (%), means and standard deviations of memory strategies indicated the medium use of strategies with the exception of one strategy item; *"I use flashcards to remember new English words"* (M=1.85,SD=1.12). Seventy five percent of the participants reported that they never or seldom used flashcards to remember new English words. In addition, nearly half of the respondents (46.3%) stated that *"They never or seldom physically act out new English words"* (M=2.62, SD=1.13). Only 25.1% of the respondents reported that *"They use rhymes to remember new English words"* (M=2.70, SD=1.15). On the other hand, nearly half (48.8%) of the respondents responded that *"they remember new English words or phrases by remembering their location on the page, on the board, or on the street sign"* (M=3.36, DS=1.13).

Similar proportion (47.2%) of the participants reported that “*they memorize English grammar rules in order to apply them*” (M=3.34, SD=1.07).

4.2.2.2.2 Cognitive Strategies

Table 4.5 indicates the frequencies (%), means, and standard deviations of the cognitive strategies (items 12-34).

Table 4.5 Cognitive Strategy Frequencies (%), Means and Standard Deviations

	Item	1	2	3	4	5	M	SD	Use
		Never	Seldom	Sometimes	Usually	Always			
12	I say or write new English words several times.	6.0	16.2	32.1	29.6	16.2	3.33	1.10	M
13	I try to talk like native English speakers.	16.4	26.1	25.9	22.9	8.7	2.81	1.20	M
14	I practice the sounds of English	14.2	26.1	33.6	21.4	4.7	2.76	1.08	M
15	In learning English, I use the English words I know in different ways.	5.7	14.4	26.4	38.1	15.4	3.43	1.09	M
16	When I meet my friends, I start conversations in English	13.2	27.9	34.1	18.7	6.2	2.76	1.09	M
17	I watch English language television shows spoken in English or go to movies spoken in English	22.6	29.1	24.6	16.2	7.5	2.56	1.21	M
18	I read magazines, books, letters or reports written in English	14.7	28.4	30.1	18.9	8.0	2.77	1.15	M
19	I write notes, messages, letters or reports in English.	9.7	18.2	30.3	29.1	12.7	3.16	1.15	M

Table 4.5 continued

20	I first try to get the main idea of the reading passage quickly and go back and reread more carefully	3.0	8.7	27.1	37.3	23.9	3.70	1.02	H
21	In learning English, I look for words in my own language (mother tongue) that are similar to new words in English.	5.7	10.4	24.9	37.6	21.4	3.58	1.10	H
22	In learning English, I try to find the patterns (grammatical structures e.g. word order, the verb tense, active/passive voice, etc	4.0	15.2	34.6	30.6	15.7	3.38	1.04	M
23	I find the meaning of an English word by dividing it into parts that I understand.	8.5	18.4	36.8	28.9	7.5	3.08	1.05	M
24	In learning English, I try not to translate word-for-word.	22.9	24.9	24.4	19.4	8.5	2.65	1.25	M
25	I make summaries of information that I hear or read in English.	3.0	11.4	27.9	37.3	20.4	3.60	1.02	H
26	I reduce the message and use simple expressions in English	5.7	15.4	35.3	31.3	12.2	3.28	1.05	M
27	I ask for repetitions when I can't understand what the speaker has said	7.7	15.4	31.1	30.1	15.7	3.30	1.14	M
28	I don't use dictionary to understand unfamiliar words	46.8	15.9	20.9	9.7	6.7	2.13	1.28	L
29	I rehearse silently in English before speaking in English	7.2	12.2	38.1	29.4	13.2	3.29	1.07	M

Table 4.5 continued

30	When I listen to oral English, I identify individual elements of the message first one by one and then I put them together in my mind	7.7	17.9	29.9	31.1	13.4	3.24	1.13	M
31	I repeat what I read to enhance my comprehension	1.0	9.0	21.1	39.6	29.4	3.87	.96	H
32	I try to apply words or structures which I have just learned in paragraphs or in conversations	3.0	12.9	37.3	34.3	12.4	3.40	.96	M
33	I review notes taken during class so that it helps me remember words and ideas better	1.7	6.5	20.9	39.8	31.1	3.92	.96	H
34	In listening to taped conversation or in reading a text I take the overall meaning without picking out key words	16.7	23.9	27.4	22.1	10.0	2.84	1.22	M

Cognitive strategies in general, ranked third ($M=3.17$) in frequency. As high use of strategies, 70.9% of the participants reported that “*they review the notes they take during class*” ($M=3.92$, $SD=.96$); 69% of the respondents stated that “*they repeat what they read to enhance their comprehension*” ($M= 3.87$, $SD=.96$), and 61.2% of the participants responded that “*they usually or always first skim an English passage then go back and read carefully*” ($M= 3.70$, $SD=1.02$). In addition, 59% of the participants usually or always “*look for words in their own language that are similar to new words in English*” ($M=3.58$, $SD=1.10$), and 57.7% of them said that “*they usually or always make summaries of information that they hear or read in English*” ($M=3.60$, $SD=1.02$).

On the other hand, four cognitive strategies (items 32, 22, 27 and 12) were among the medium-high strategies used by the participants of the study. 46.7% of the respondents reported that “*they try to find the pattern or (grammar) in English*” ($M=3.38$, $SD=1.04$); 46.3% of them responded that “*they try to apply words or structures which they have*

learned in paragraphs or in conversation” (M=3.40, SD=.96); 45.8% of the respondents reported that *“they say or write new English words several times, to learn English”* (M=3.33, SD=1.10). The same proportion (45.8%) of them also stated that *“they ask for repetition when they can’t understand what the speaker has said”* (M=3.30, SD=1.14).

As low use of cognitive strategies, 62.7% of the respondents reported that they frequently use dictionary to understand unfamiliar words (M=2.13, SD=1.28); 51.7% of the participants never or seldom *“watch English language television shows spoken in English or go to movies spoken in English”* (M=2.56, SD=1.21), and 43.1% of them never or seldom *“read magazines, books, letters or reports in English”* (M=2.77, SD=1.15).

4.2.2.2.3 Compensation Strategies

Compensation strategies consist of eight strategies (items 35-46).

Table 4.6 Compensation Strategy Frequencies (%), Means and Standard Deviations

	Item	1	2	3	4	5	M	SD	Use
		Never	Seldom	Sometimes	Usually	Always			
35	To understand unfamiliar English words, I make guesses.	4.7	10.2	32.6	35.1	17.4	3.50	1.0	H
36	I use gestures and facial expressions if I cannot communicate	7.5	17.9	30.8	29.9	13.9	3.24	1.12	M
37	I make up new words if I don’t know the right ones	7.0	17.9	32.8	30.8	12.2	3.22	1.09	M
38	I read texts without looking every word	24.8	22.6	25.1	21.1	6.5	2.62	1.24	M
39	I try to guess what other person will say next	8.2	19.9	38.1	25.9	8.0	3.05	1.05	M

Table 4.6 continued

40	I try to use fillers when I cannot think of what to say	9.7	21.4	39.3	23.1	6.5	2.95	1.04	M
41	I guess the speakers intention by picking up familiar words	3.0	9.7	33.8	38.1	15.4	3.53	.96	H
42	I show continuous signals to show my understanding	7.5	16.9	30.8	31.1	13.7	3.26	1.12	M
43	I pay attention to the speaker's eye contact, facial expression and gestures	2.0	7.2	22.9	37.1	30.8	3.99	2.64	H
44	I try to make eye contact when I am talking	3.7	12.2	31.1	35.1	17.7	3.58	1.88	H
45	I don't give up easily	7.0	19.2	30.1	29.6	14.2	3.24	1.12	M
46	If I can't think of an English word, I use a word/phrase that means the same	7.0	13.7	29.9	34.3	15.2	3.37	1.10	M

Among the strategies which were most utilized by the participants, four out of 15 belonged to the compensation category as shown in table 4.6 above, and ranked second from the six subgroups. Specifically, compensation strategies involving “*guessing words from context*” (M=3.50) “*guessing speakers intention*” (M=3.53), “*paying attention to the nonverbal cues*” (M=3.99), and “*making eye contact*” (M=3.58) were highly used by the participants of the study. While 67.9% of the respondents reported that “*they pay attention to the speaker's eye contact, facial expression and gestures when making conversations*”, 53.5% stated that they usually or always “*guess the speakers intention by picking up familiar words he/she uses*”. They also reported that “*they try to make regular eye contact when talking to others*” (52.8%). Besides, 52.5% of them reported that “*they guess unfamiliar words by using any clue they find from the context*”. 49.5% of them answered that “*they use synonyms whenever they cannot think of the correct word or expression*”.

On the other hand, the least used strategies from this category were “*reading texts without looking every ward*”, and “*trying to use fillers*”. Forty eight percent of the participants said that “*they never or seldom read texts without looking every word*”. In

addition, 31.1% of the participants reported that “*they never or seldom use fillers when they cannot think of what to say in English during conversation*”.

4.2.2.2.4 Metacognitive Strategies

Overall use of metacognitive strategies showed a high use range.

Table 4.7 Metcognitive Strategy Frequencies (%), Means and Standard Derivations

	Item	1	2	3	4	5	M	SD	Use
		Never	Seldom	Sometimes	Usually	Always			
47	I try to find as many ways as I can to use my English.	4.7	14.2	30.8	36.3	13.9	3.40	1.04	M
48	I notice my English mistakes and use that information to help me do better.	2.0	10.9	25.1	38.6	23.4	3.70	1.00	H
49	I try to find out how to be a better learner of English.	2.7	9.0	26.1	38.6	23.6	3.71	1.01	H
50	I plan my schedule so I will have enough time to study English.	9.7	19.7	31.8	26.4	12.4	3.12	1.15	M
51	I look for people I can talk to in English	8.2	18.2	34.6	25.9	13.2	3.17	1.12	M
52	I look for opportunities to read as much as possible in English.	5.7	12.9	34.1	30.6	16.7	3.39	1.08	M
53	I have clear goals for improving my English skills.	2.7	10.9	26.1	34.8	25.4	3.69	1.05	H
54	I think about my progress in learning English.	3.7	11.7	27.1	34.6	22.9	3.61	1.07	H
55	I take my time to express what I want to say in English	4.5	14.4	37.3	34.1	9.7	3.30	.98	M
56	I think first in my native language and then construct the English one	4.7	13.9	25.9	34.1	21.1	3.54	1.13	H

As shown in table 4.7, items 47 to 56 belong to metacognitive strategies. Among the strategies which were most utilized by participants, five out of fifteen belonged to metacognitive strategies which ranked it first from the six categories. Majority of the participants (62%) reported that *“they usually or always notice their mistakes and use that information to help them do better”* (M=3.70, SD=1.00). Sixty percent of the respondents answered that *“they have clear goals to improve their English”*. They (57.5%) also usually or always *“think about their progress in learning English”*. Moreover, 55.2% of the participants *“first think in their native language and then construct the English version”*; more than half (55.2%) of the participants said that *“they usually or always try find out how to be a better learner of English”*, and 50.2% of them responded that *“they try to find as many ways they can to use English in the class as well as out of class”*.

4.2.2.2.5 Affective Strategy

In regards to affective strategies, (items 57 to 64), shown in table 4.8, one strategy showed a high use, and seven others showed medium use.

Table 4.8 Affective Strategy Frequencies (%), Means and Standard Deviations.

	Item	1	2	3	4	5	M	SD	Use
		Never	Seldom	Sometimes	Usually	Always			
57	I encourage myself to speak English	4.0	13.4	34.1	33.6	14.9	3.42	1.02	M
58	I try to relax whenever I feel afraid of using English.	6.5	12.7	31.6	33.8	15.4	3.39	1.09	M
59	I give myself a reward or treat when I do well in English.	5.7	11.4	27.1	32.6	23.1	3.55	1.13	H
60	I notice if I am tense or nervous when I am studying or using English.	7.5	14.7	29.6	29.4	18.9	3.37	1.16	M
61	It doesn't bother me to make mistakes when I speak	13.7	23.6	26.6	24.9	11.2	2.96	1.21	M
62	It bothers me if I don't understand a structure fully or a word	9.5	19.7	32.3	23.9	14.7	3.14	1.17	M
63	I write down my feelings in a language learning diary/ note book.	23.9	23.4	30.3	17.7	4.7	2.55	1.16	M
64	I talk to someone else about how I feel about learning English.	9.2	23.1	33.8	24.9	9.0	3.01	1.09	M

Fifty six percent of the respondents answered that “*they usually or always give themselves reward or treat themselves when they do well in English*” (M=3.55, SD=1.13). Nearly half (49.2%) of the participants “*try to relax themselves whenever they feel afraid of using English*” (M=3.39, SD=1.09), and 48.5% of them reported that “*they usually or always encourage themselves to speak English*” (M=3.42, SD=1.02). Moreover about half (48.3%) of the respondents most of the time “*notice whenever they are tense or nervous when they study or use English*”. However, 37.3% of the participants said that “*they never or seldom do not bother to make mistakes when they speak*” (M=2.96, SD=1.21), and 47.3% of them answered that “*they never or seldom*

write down their feelings in their language learning diary/note book” (M=2.55, SD=1.16).

4.2.2.2.6 Social Strategy

Social strategy (items 65-72) showed an overall medium strategy use with the mean scores from 3.40 to 2.71 as shown in table 4.9.

Table 4.9 Social Strategies Frequencies (%), Means and Standard Deviations.

	Item	1	2	3	4	5	M	SD	Use
		Never	Seldom	Sometimes	Usually	Always			
65	I ask the speaker to slow down when I can't understand what the speaker has said	8.0	14.7	38.6	28.1	10.7	3.18	1.06	M
66	I ask others to correct me when I talk.	7.0	17.7	33.3	28.1	13.9	3.24	1.11	M
67	I practice English with other students or native English speakers	8.2	21.6	40.8	22.1	7.2	2.98	1.02	M
68	I ask for help from others when I face difficulty in learning English language	5.5	14.9	33.8	30.8	14.9	3.34	1.07	M
69	I ask questions in English to other students or English speakers.	6.5	20.1	39.1	25.1	9.2	3.10	1.03	M
70	I try to learn about the culture of English speakers.	22.9	22.9	24.6	19.2	10.4	2.71	1.29	M
71	I respond in English if asked in English	4.0	13.7	34.8	33.3	13.9	3.40	1.03	M
72	I learn a lot by participating in small group discussion in English	4.7	13.4	33.6	33.3	14.9	3.40	1.09	M

Forty eight percent of the respondents reported that “they usually or always participate in small group discussion in English” (M=3.40, SD=1.09), and 47.2% of them responded that “they usually or always respond in English if they are asked in English” (M=3.40, SD=1.03). In addition, 45.7% of the participants answered that “they ask for help from others when learning English” (M=3.34), and 42% of them responded that “they ask their friends to correct them when they talk in English” (M=3.24).

On the other hand, 45.8% of the respondents said that “they never or seldom try to learn about the culture of English speakers” (M=2.71), and 29.8% of them reported that “they never or seldom practice English with their colleagues or with others” (M=2.98).

As shown in table 4.10, participants’ responses were based on a 5 point Likert scale. As a great deal of research on language learning strategy has been adopted, three frequency criteria were used when assessing the degree in which strategies were used: high frequency use (3.5-5.0), medium frequency use (2.5-3.49), and low frequency use (1.0-2.49) based on Oxford’s (1990) criteria.

Table 4.10 Differences in Overall Strategy Use

Usage	Frequency	
	No	%
High (M _≥ 3.5)	15	20.8%
Medium (2.5 _≤ M _≤ 3.4)	55	76.4%
Low (M _≥ 2.4)	2	2.8%

Accordingly, the responses of the participants strategy use categorized into three (high, medium, and low usage). Based on their overall mean scores and frequency of strategy used, most of the participants (i.e. 76.4%) fall into the medium use category. Twenty one percent of them were categorized under high use range. Only 2.8% of the participants were in low strategy use range.

The individual strategy use by the participants, based on their responses on the SILL, is shown in table 4.11 and 4.12. Table 4.11 presents strategy categories which fall into the high use range. Items 20, 21, 25, 31, 33 from cognitive strategy, items 35, 41, 43, 44 from compensation strategy, items 48, 49, 53, 54, 56 from metacognitive strategy and item 59 from affective strategy were among the most common strategies used by all the participants and used more than other strategies.

As indicated in table 4.11, strategies from cognitive, compensation, metacognitive and affective fall into the high use range.

Table 4.11 Reported Strategy Use Categorized by High Usage ($M \geq 3.5$)

Category	Item (Mean)
Cognitive	20(3.70), 21(3.58), 25(3.60), 31(3.87), 33(3.92)
Compensation	35(3.50), 41(3.53), 43(3.99), 44(3.58)
Metacognitive	48(3.70), 49(3.71), 53(3.69), 54(3.61), 56(3.54)
Affective	59(3.55)

Strategies that fall, into “high” use range were cognitive strategies (item 20) “*I first try to get the main idea of the reading more carefully*” (M=3.70); (item 21) “*In learning English, I look for words in my own language that are similar to new words in English*”(3.58); (item 25) “*I make summaries of information that I hear or read in English*” (M=3.60); (item 31) “*I repeat what I read to enhance my comprehension*” (M=3.87); and (Item 33) “*I review notes taken during class so that it helps me remember words and ideas better*” (M=3.92).

The compensation strategies that fall into the high use range were (Item 35) “*To understand unfamiliar words, I make up guesses*” (M=3.50), (Item 41) “*I guess the speakers intention by picking up familiar words*” (M=3.53), (Item 44) “*I try to make eye contact when I’m talking*” (M=3.58), (Item 43) “*I pay attention to speakers eye contact, facial expression and gestures*” (M=3.99).

The metacognitive strategies that were categorized under ‘high’ use were (Item 48) “*I notice my English mistakes*” (M=3.70), (Item 49) “*I try to find out how to be a better learner of English*” (M=3.71), (Item 53) “*I have clear goals*” (M=3.69), (Item 54) “*I purposefully think about my progress in learning English*” (M=3.61), and (Item 56), “*I think first in my native language and then construct the English one*” (M=3.54), affective strategy (Item 59) “*I give myself a reward when I do well*” (M=3.55).

As indicated in table 4.12, more strategy uses fall within the medium use range for the participants of this study. Items from all the strategy categories were found in this range. All items from social strategies were found within the medium use range.

Table 4.12 Reported Strategy Use Categorized by Medium Usage (M=2.5-3.4)

Category	Item (Mean)
Memory	8(3.08), 9(3.36), 10(2.88), 11(3.34) 1(3.34), 2(3.21), 3(3.07), 4(3.26), 5(2.70), 7(2.62)
Cognitive	12(3.33), 13(3.2), 14(2.76), 15(3.43), 16(2.76), 17(2.56), 18(2.77), 19(3.16), 22(3.38), 23(3.08), 24(2.65), 26(3.28), 27(3.30), 29(3.29), 30(3.24), 32(3.40), 34(2.84)
Compensation	36(3.24), 37(3.22), 38(2.62), 39(3.05), 40(2.95), 42(3.26), 45(3.24), 46(3.37)
Metacognitive	47 (3.40), 50(3.12), 51(3.17), 52(3.39), 55(3.30)
Affective	57(3.42), 58(3.39), 60(3.37), 61(2.96), 62(3.14), 63(2.55)
Social	64(3.18), 65(3.24), 66(2.98), 67(3.34), 68(3.10), 69(2.71), 71(3.40), 72(3.40)

Some of the strategies that fall into the medium-high (strategies whose mean is nearest to high use range) use range were: two cognitive strategies (items 15, and 32) “*I use the English words I know in different ways*” (M=3.43), and “*I apply words /structures which I learned*” (M=3.40); two metacognitive strategies (items 47 and 52) “*I try to find as many ways as I can to use my English*” (M=3.40), and “*I look for opportunities to read as much as possible in English*” (M=3.39); affective strategies (items 57 and 58), “*I encourage myself to speak English*” (M=3.42), and “*I try to relax whenever I feel afraid*”

of making mistakes” (M=3.39); and a social strategy (item 71) *“I respond in English if asked in English”* (M=3.40).

Some of the strategies that were found in the medium low (strategies whose mean is nearest to low use range) range were a memory strategy (item 7) *“I physically act out new English words”* (M=2.62); Cognitive strategies (Item 17), *“I watch English language television shows spoken in English”* (M=2.56), and (item 24), *“I try not to translate word for word”* (M=2.65); a compensation strategy; (item 38), *“I read texts without looking every word”* (M=2.62); and an effective strategy (item 63), *“I write down my feelings about learning English”*(M=2.55).

Only two strategies, memory strategy (item6) *“I use flashcards to remember new English words”* (M=1.85), and a cognitive strategy (item 28) *“I don’t use dictionary in learning English”* (M=2.13) were found in the low use range.

4.2.3 Descriptive Analysis and Findings of the BALLI

Table 4.13 through 4.21, present the frequency of students’ responses in percentages, means and standard derivations in each area of learners’ beliefs about language learning on the BALLI. Using Horwitz’s (1987) categories, they illustrate the five major areas in the BALLI: (1) the difficulty of language learning; (2) foreign language aptitude; (3) the nature of language learning; (4) learning and communication strategies; and (5) motivation and expectations. Descriptive statistics were computed on the students’ responses to the BALLI items.

4.2.3.1 General BALLI Responses

Table 4.13 shows the mean score of each subgroup of the BALLI items and its rank frequency.

Table 4.13 Five Categories of Beliefs

Beliefs	Mean	Standard Deviation	Rank
Motivation and Expectations	3.78	.77	1
The nature of Language learning	3.45	.62	2
Learning and communication strategies	3.31	.48	3
The Difficulty of Language learning	3.27	.50	4
Foreign Language Aptitude	3.11	.49	5

As shown from the above table, the highest mean belongs to “motivation and expectation” category followed by the “nature of language learning”. On the other hand, the lowest subcategory belongs to “foreign language aptitude”. Thus, learners had strong beliefs about motivation and expectation; however, they had low belief in beliefs of foreign language aptitude.

4.2.3.2 Comparison of BALLI Responses

4.2.3.2.1 Beliefs of Foreign Language Aptitude

The first category of beliefs, foreign language aptitude, concerns the general existence of special ability for language learning, and beliefs about the characteristics of successful learners.

Table 4.14 Beliefs of Foreign Language Aptitude: Frequencies (%), Means and Standard Deviations

	Item	1	2	3	4	5	M	SD
		SD	D	N	A	SA		
1	It is easier for children than adults to learn a foreign language.	4.7	8.7	4.7	48.7	33.7	3.97	1.07
6	People from my country are good at learning foreign languages	7.2	30.1	22.1	30.1	10.4	3.06	1.14
16	I have special ability to learn foreign language	14.2	27.6	19.9	29.9	8.5	2.90	1.21
10	It is easier for someone who already speaks a foreign language to learn another one.	13.4	29.9	19.2	27.6	10.0	2.90	1.22
11	People who are good at mathematics or science are not good at learning foreign languages.	34.3	38.1	11.2	12.4	3.7	2.16	1.29
2	Some people have special ability for learning foreign languages	10.2	13.7	12.7	42.5	20.9	3.50	1.24
19	Women are better than men at learning foreign languages.	34.8	25.1	24.6	9.0	6.5	2.27	1.21
30	People who speak more than one language are very intelligent.	8.7	16.7	13.4	39.8	21.4	3.48	1.23
33	Everyone can learn to speak a foreign language.	7.5	11.4	7.7	41.8	31.6	3.78	1.21

Note. 1(SD) = Strongly Disagree; 2(D) = Disagree; 3(N) = Neither agree nor disagree; 4(A) = Agree; 5(SA) = Strongly Agree

The percentages (%) have been rounded to the nearest tenths

Most participants (82.4%) felt that “*it is easier for children than adults to learn a foreign language*”. Majority of the respondents believed that “*everyone can learn to speak foreign language*” (73.4%). In addition, 63.4% of the participants agreed that “*some people have special ability for learning foreign languages*”, and similar proportion of the

participants (61.2%) agreed with the statement that *“People who speak more than one language are very intelligent”*.

On the other hand, 72.4% of the participants disagreed with the statement that *“people who are good at mathematics or science are not good at learning foreign languages”*. Majority of them (59.9%) also disagreed with the belief that *“women are better than men at learning foreign languages”*. Nearly, half (43.3%) of the respondents disagreed with the belief that *“it is easier for someone who already speaks a foreign language to learn another one”*.

4.2.3.2.2 Beliefs of the Difficulty of Language Learning

Difficulty of language learning concerns the general difficulty of learning a foreign language.

Table 4.15 Beliefs about the Difficulty of Language Learning Frequencies (%), Means and Standard Deviations

No	Item	1	2	3	4	5	M	SD
		SD	D	N	A	SA		
3	Some languages are easier to learn than others	5.0	16.2	8.2	49.0	21.6	3.66	1.13
4	English is:	6.2	20.1	49.0	20.4	4.2	2.96	.90
15	If someone spent one hour a day learning a language, how long would it take him/her to speak the language very well?	20.4	28.1	17.7	13.4	6.7	2.92	1.54
25	It is easier to speak than understand a foreign language.	14.2	31.8	16.2	30.1	7.7	2.85	1.21
34	It is easier to read and write English than to speak and understand it.	8.0	20.6	12.2	38.8	20.4	3.43	1.24
5	I believe that I will learn to speak English very well	3.0	11.7	12.7	46.3	26.4	3.81	1.04

Note. 1(SD) = Strongly Disagree; 2(D) = Disagree; 3(N) = Neither agree nor disagree; 4(A) = Agree; 5(SA) = Strongly Agree

The percentages (%) have been rounded to the nearest tenths

In the area of the difficulty of language learning (Table 4.15), a large number of students (70.6%) agreed that “*some languages are easier to learn than others*”. Majority of them (72.7%) also felt that “*they can learn to speak English very well*”. More than half (59.2%) also agreed that “*it is easier to read and write English than to speak and understand it*”.

When asked “*If someone spent one hour a day learning English language, how long would it take them to speak the language fluently?*”, their answers were less than a year (20.4%), one to two years (28.1%), two to three years (17.7%), three to five years (13.4%), and five to ten years (6.7%). On the other hand, almost half of the participants (46%) disagreed with the idea that “*it is easier to speak than understand a language*”.

4.2.3.2.3 Beliefs about the Nature of Language Learning

Table 4.16 shows frequencies, means and standard deviations of the beliefs about the nature of language learning.

Table 4.16 Beliefs about the Nature of Language Learning: Frequencies (%), Means and Standard Deviations

	Item	1	2	3	4	5	M	SD
		SD	D	N	A	SA		
8	It is important to know about English-speaking cultures in order to speak English.	8.5	23.6	13.4	32.6	21.9	3.35	1.09
12	It is best to learn English in an English-speaking country	7.7	15.9	8.7	37.6	30.1	3.66	1.26
17	The most important part of learning a foreign language is learning vocabulary words.	3.5	15.2	8.5	44.5	28.1	3.88	2.16
23	The most important part of learning a foreign language is learning the grammar.	8.5	25.9	10.4	35.6	19.7	3.32	1.28
27	Learning a foreign language is difficult than learning other academic subjects.	15.2	35.3	13.7	26.1	9.7	2.79	1.25
28	The most important part of learning English is learning how to translate from my native language to English or from English to my native language.	5.5	8.7	10.0	48.5	27.4	3.83	1.09
35	Language learning involves a lot of memorization.	10.2	20.9	12.9	35.6	20.4	3.35	1.29

On the subject of the nature of language learning (Table 4.16), majority of the participants showed their agreement except on the issue of viewing the learning of English more difficult than other subjects. Three quarter of them (75.9%) believed that “learning how to translate English in to their mother tongue or from their mother tongue to English is the most important issue in learning English”. Many also agreed that “the most important part of learning English is learning vocabulary words” (72.6%). Most of

the respondents also felt that “*learning English in an English speaking country*” (67.2%) and “*knowing the culture of that country are important to learn English*”.

4.2.3.2.4 Beliefs of Learning and Communication Strategies

Table 4.17 shows the frequencies, means and standard deviations of beliefs of learning and communication strategies.

Table 4.17 Beliefs about Learning and Communication Strategies; Frequencies (%), Means and Standard Deviations

	Item	1	2	3	4	5	M	SD
		SD	D	N	A	SA		
7	It is important to speak English with an Excellent pronunciation.	4.0	9.5	8.2	40.5	37.8	3.98	1.09
9	You shouldn't say anything in English until you can say it correctly	48.8	28.1	8.5	10.2	4.5	1.93	1.17
13	I enjoy practicing English with the native English speakers I meet	4.5	13.7	13.9	49.3	18.7	3.63	1.07
14	It's o.k. to guess if you don't know a word in English	5.2	12.7	16.9	52.5	12.7	3.54	1.03
18	It is important to repeat and practice a lot.	3.2	5.5	4.7	30.6	56.0	4.30	1.01
21	I feel afraid of speaking English with other people.	11.9	28.6	13.4	40.0	6.0	2.99	1.18
22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	29.9	27.9	8.7	21.9	11.7	2.57	1.40
26	It is important to practice with cassettes or tapes.	6.5	13.9	14.4	51.5	13.7	3.51	1.09

Note. 1(SD) = Strongly Disagree; 2(D) = Disagree; 3(N) = Neither agree nor disagree; 4(A) = Agree; 5(SA) = Strongly Agree

The percentages (%) have been rounded to the nearest tenths

Regarding learning and communication strategies, (Table 4.17) shows that (86.6%) of the participants felt that “*repetition and practice a lot is import to learn English*”, and

majority of them (78.3%) believed that *“excellent pronunciation is important to speak and communicate using English”*. More than half (68.6%) of the respondents agreed that *“they feel timid when they speak English with other people”*; and similar proportion (68%) of them *“enjoy practicing English with the native English speakers they meet”*. The same proportion of participants (65.2%) felt that *“they guess if they don’t know a word in English”* and *“it is important to practice with cassettes or tapes to learn English”*.

On the other hand, 76.9% of the participants disapproved the statement that states *“we shouldn’t say anything in English until we can say it correctly”*.

4.2.3.2.5 Beliefs about Motivation and Expectation

As indicated in table 4.18 below, BALLI items 20, 24, 29, 31 and 32 concern desires and opportunities the students associate with the learning of their target language.

Table 4.18 Beliefs about Motivation and Expectations; Frequencies (%), Means and Standard Deviations

	Item	1	2	3	4	5	M	SD
		SD	D	N	A	SA		
20	People in my country feel that it is important to speak English	6.5	16.9	18.7	44.5	13.4	3.41	1.11
24	I would like to learn English so that I can get to know native English speakers better and their cultures.	6.7	16.9	14.2	44.3	17.9	3.49	1.16
29	If I learn English very well, I will have better opportunities for a good job	8.5	15.7	13.7	36.1	26.1	3.55	1.26
31	I want to learn to speak English well.	2.2	4.5	4.5	36.8	51.7	4.41	2.22
32	I would like to have friends who speak English as a native language	3.7	7.7	7.5	42.8	38.3	4.04	1.05

Note. 1(SD) = Strongly Disagree; 2(D) = Disagree; 3(N) = Neither agree nor disagree; 4(A) = Agree; 5(SA) = Strongly Agree

The percentages (%) have been rounded to the nearest tenths

All participants showed their agreement for all motivation and expectation items. Almost all (88.5%) participants either agreed or strongly agreed that *“they want to learn to speak*

English well". Eighty one percent of the respondents also felt that *"they would like to have friends who speak English as a native language"*. The great majority of the participants (62.2%) believed that *"they would like to learn English in order to get to know native English speakers and their culture better"*, and *"if they learn English very well they will have better opportunities for a good job"*.

The responses of the individual belief items were categorized into three ranges; high, medium and low. Table 4.19 presents belief categories which fall in to the high range.

Table 4.19 Reported Beliefs Categorized by High Mean Range (M=3.5 or above)

Category	Item (Mean)
Apt	1(3.97), 2(3.50), 33(3.78)
Dff	3(3.66), 5(3.81)
Na	12(3.66), 17(3.88), 28(3.83)
LCS	7(3.98), 13(3.63), 14(3.54), 26(3.51)
MoE	29(3.55), 31(4.41), 32(4.04)

Note= Apt=Aptitude, Dff= Difficulty, Na= Nature of language learning, LCS= Learning and Communication Strategies

Items 31, 32, 7, 1, 17, and 5 from each category were among the most common beliefs by all participants and were held more than other beliefs. These beliefs were, beliefs of motivation and expectation (items 31 and 32) *"I want to learn to speak English well"* (M=4.41), and *"I would like to have friends who speak English as a native language"* (M=4.04); beliefs of learning and communication strategy (item 7) *" It is important to speak English with an excellent pronunciation (M=3.98); a foreign language aptitude (item 1) "It is easier for children than adults to learn foreign language" (M=3.97); a nature of language learning (item 17) "The Most important part of learning English language is learning vocabulary words" (M=3.88); and a difficulty of language learning (item 5) "I believe that I will learn to speak English very well" (M=3.18).*

More belief items fall within the medium range for the participants of the study (Table 4.20). More items from the three categories; foreign language aptitude, difficulty of language learning and the nature of language learning were in the medium range than other kinds of beliefs.

Table 4.20 Reported Beliefs Categorized by Medium Range (M=2.5-3.49)

Category	Item (mean)
Apt	6(3.06), 16(2.90), 10(2.90), 30(3.48)
Dff	4(2.96), 15(2.92), 25(2.85), 34(3.43)
Na	8(3.35), 23(3.32), 27(2.79), 35(3.35)
LCS	21(2.99), 22(2.57)
MoE	20(3.41), 24(3.49)

Some of the beliefs which fall within the medium-high rang were; beliefs of motivation and expectation (items 24 and 20) “*I would like to learn English so that I can get to know native English speakers better and their country*” (M=3.49) and “*people in my country feel that it is important to speak English*” (M=3.41); a foreign language aptitude (item 30) “*People who speak more than one language are very intelligent*” (M=3.48); a difficulty of language leaning (item 34) “*it is easier to read and write English than to speak and understand it*” (M=3.43); nature of language learning (items 8 and 35) “*It is important to know about English speaking cultures in order to speak English*” (M=3.35) and “*language learning involves a lot of memorization*” (M=3.35).

As shown in table 4.21 below, there are fewer items within the low range than high and medium range of beliefs. This shows more belief categories fall into either high or medium use range.

Table 4.21 Reported Beliefs categorized by low range (M= 2.49 or below)

Category	Item (mean)
Apt	11(2.16), 19(2.27)
Dff	-
Na	-
LCS	9(1.93)
MoE	-

Items 11, 19 and 9 from two categories: foreign language aptitude and learning and communication strategies were the least common beliefs held by participants. These were foreign language aptitude (items 11 and 19) “*people who are good in mathematics or science are not good at learning English*” (M=3.16), and “*Women are better than men at learning English*” (M=2.0) and a learning and communication strategy (item 9) “*You shouldn’t say anything in English until you can say it correctly*” (M=1.93). Interestingly, no item from the categories of “difficulty of language learning,” “Nature of language learning” and “Motivation and expectation” fall within the “low” belief range.

In order to investigate the relationship among EFL learners’ beliefs and their strategy use, Pearson correlation procedures were performed on a total of eleven variables: six strategy variables and five belief variables. The results of correlation coefficient tests of the six strategy categories and five categories of beliefs are presented in Table 4.22.

Table 4.22 Correlation of SILL and BALLI

Belief	Strategy	Memo	Cog	Comp	Met.	Aff	Soc
Apt	R	.139**	.164**	.183*	.157**	.078	.086
	Sig	.005	.001	.000	.002	.119	.84
Dff	R	.085	.175**	.103*	.152**	.133**	.064
	Sig	.087	.000	.038	.002	.007	.200
LCS	R	.083	.169**	.156**	.118*	-.002	.066
	Sig	.097	.001	.002	.018	.973	.185
Na	R	.081	.061	.119**	.101*	-.044	.088
	Sig	.106	.224	.017	.042	.382	.079
MoE	R	.053	.118*	.159**	.160**	.022	.035
	Sig	.294	.018	.001	.001	.657	.487

Table 4.22, shows the significant relationships among each of the six categories of language learning strategies and the five belief categories.

As can be seen from the table, beliefs about aptitude is correlated with four strategy categories; memory ($r=.139$, $p=0.005$); cognitive ($r=.164$, $p=0.001$); compensation ($r=.183$, $p=0.000$); and metacognitive strategies ($r=.157$, $p=0.002$). Beliefs about the difficulty of language learning had positive relationship with four strategy groups namely, cognitive ($r=.175$, $P=0.000$): compensation ($r=.103$, $p=0.038$): metacognitive ($r=.152$, $p=0.002$) and affective strategies ($r=.133$, $P=0.007$). Beliefs about learning and communication strategies had also relation with cognitive ($r=.169$, $P=.001$); compensation ($r=.156$, $P=0.002$), and metacognitive ($r=.118$, $p=.018$) strategies. Low and positive association was found among the beliefs of the nature of language learning and compensation ($r=.119$, $r=.017$), and metacognitive ($r=.101$, $P=.042$) strategies.

Finally, positive association was observed among beliefs of motivation and expectation and three strategy categories: cognitive ($r=.118$, $P=.018$): compensation ($r=.159$, $P=.001$) and metacognitive strategies ($r=.160$, $p=.001$).

Surprisingly, social strategy sub group had no any association with any of the belief categories. Memory strategy also had no any relationship with four belief categories, difficulty of language learning, learning and communication strategies, the nature of language learning and motivation and expectation.

4.2.4 Overall Strategy Use and Beliefs by Other Variables

4.2.4.1 Strategy Use by Other Variables

In order to determine overall strategy use by gender, academic major and language proficiency, means, standard deviations, ANOVA and MANOVA of the six strategy categories are presented in this section.

4.2.4.1.1 Use of Language Learning Strategies between Male and Female Students

Table 4.23 below presents learners' strategy use by males and females. The ANOVA result shows that there was statistically significant difference in overall strategy use by male and female students. Males ($M=3.26$) reported greater strategy use than did the females (3.07). The findings reported more overall use of strategies by males than females ($F=14.2$, $P=.000$).

Table 4.23 Overall strategy use by gender

Gender	Mean	SD	F	Sig
Male (n=227)	3.26	.43	14.2	.000
Female (n=175)	3.07	.40		
Total (n=402)	3.21	.43		

Table 4.24 presents the use of strategy categories by gender.

Table 4.24 Means and Standard Deviations of the Six Categories of Language Learning Strategies by Gender

Variables	Male		Female		F	Sig
	M	SD	M	SD		
Memory	3.01	.55	2.85	.49	6.5	.011
Cognitive	3.22	.44	3.02	.45	14.8	.000
Compensation	3.35	.59	3.13	.48	10.7	.001
Metacognitive	3.55	.60	3.35	.56	7.9	.005
Affective	3.19	.57	3.12	.58	1.3	.26
Social	3.22	.65	3.17	.63	8.5	.004
Mean of the Participants =3.21						

As can be seen in Table 4.24 above, there was a statistically significant difference between males and females on the combined dependent variables (six strategy categories): $F(6,395)=3.34, P=.003$; Wilks Lambda=.95; partial eta squared =.02. When the results of each of the six strategy categories were considered separately, five strategy categories showed statistical significance using alpha level of .05.

There was statistically significant difference between males and females on memory strategies $F(1,400)=6.5, P=.011$, cognitive strategies $F(1,400)=14.8, P=.000$, compensation strategies $F(1,400)=10.8, P=.001$, metacognitive strategies $F(1,400)=7.9, P=.005$, and social strategies $F(1,400)=8.5, P=.004$. An inspection of the mean scores of the above five strategy categories indicated that males reported slightly higher levels of strategies in memory, cognitive, compensation, metacognitive and social strategies than females. Female students were medium users of all the six strategy categories. Male students were medium users of the five strategy categories i.e. memory, cognitive, compensation, affective and social strategies. As opposed to this, they were high metacognitive users with the mean of 3.55. According to Oxford (1990), a mean score of participants in the range of 3.5-5.0 on SILL item is defined as 'high' use of that strategy, 2.5-3.49 as a medium use.

What is more, as shown in the table, male students' mean values in most (i.e. four strategy categories) strategy categories were higher than the sample mean (i.e. 3.21). The mean values of males ($M=3.26$) was higher than the mean scores of females ($F=3.07$). The result implies that male students surpassed female students in overall and in specific strategy use.

On the other hand, both male and female participants used metacognitive strategies more frequently than others. Similarly, both male and female participants used memory strategy with least frequency.

Although the mean scores of males was higher than females, there was no statistically significant difference between male and female participants in using affective strategies $F(1,400)=1.53, P=.26$. This indicates that male and female participants did not have any difference in using affective strategies.

Tables 4.25 and 4.26 indicate the most and least frequently used strategies by male students.

Table 4.25 The Most Frequently Used Strategies by Male Students

Rank		Item Strategy	M	SD	Use
1 st	Comp 43	I pay attention to the speakers eye contact, facial expression and gestures	4.12	2.95	H
2 nd	Cog 33	I review notes taken during class so that it helps me remember words and ideas better	3.95	.92	H
3 rd	Cog 31	I repeat what I read to enhance my comprehension	3.88	.94	H
4 th	Cog 20	I first skim an English passage (read over the passage quickly) then go back and read carefully	3.77	.96	H
5 th	Met 48	I notice my English mistakes and use that information to help me do better	3.77	.97	H
6 th	Met 49	I try to find out how to be a better learner of English	3.76	1.02	H
7 th	Met 54	I purposefully think about my progress in learning English	3.73	1.04	H
8 th	Comp 44	I try to make eye contact when I am talking	3.72	2.07	H
9 th	Met 55	I take my time to express what I want to say in English.	3.67	1.07	H

Note = H=high use range

Comp=compensation, met=metacognitive, cog= cognitive

As shown in the above table, male students reported a preference for using a strategy of “*paying attention to the speakers eye contact, facial expression and gestures*” (compensation strategy item 43; M=4.12, SD=2.29) versus “*using flashcards to remember new English words*” (Memory strategy item 6: M=1.82, SD=1.11). Male students reported that three cognitive strategies (item 20,31,and 33) , “*I first try to get the main idea of the reading passage quickly and go back and read more carefully*” (M=3.77,SD=.96), “*I repeat what I read to enhance my comprehension*” (M=3.95,SF=.92); two compensation strategies (Items 43 and 44), “*I pay attention to*

speaker's eye contact, facial expression and gestures" (M=4.12,SD=2.95), and *"I try to make eye contact when I am talking in English"* (M=3.72, SD=2.07); had a high range of usage.

On the other hand, two strategies had a low usage (Table 4.27): one memory strategy (Item 6) *"I use flashcards to remember new English words"* (M=1.82, SD=1.11); and one cognitive strategy (item 28); *"I don't use dictionary to understand unfamiliar words"* (M=2.18, SD=1.13).

Table 4.26 The Least Frequently Used Strategies by Male Students

Rank	Item	Strategy	M	SD	Use
72 nd	Memo 6	I use flashcards to remember new English words	1.82	1.11	L
71 st	Cog 28	I don't use dictionary to understand unfamiliar words	2.18	1.30	L
70 th	Cog 24	I try not to translate word-for-word	2.58	1.28	M
69 th	Aff 63	I write down my feelings about language learning in language learning diary/notebook	2.58	1.19	M
68 th	Cog 17	I watch English language television shows spoken in English or go to movies spoken in English	2.66	1.21	M
67 th	Memo 7	I physically act out new English words	2.67	1.13	M
66 th	Comp 38	I read texts without looking every word	2.68	1.23	M
65 th	Soc 71	I try to learn about the culture of English speakers	2.74	1.30	M
64 th	Cog 14	I practice the sounds of English	2.78	1.09	M
63 rd	Cog 34	In listening to taped conversation or in reading a text, I take the overall meaning without picking out key words	2.83	1.26	M

Note: L=low, M= mid

Memo= memory, cog= cognitive, comp= compensation, soc= social

Table 4.27 shows the most frequently used strategies by female students.

Table 4.27 Ten Most Frequently Used Strategies by Females Students

Rank	Item	Strategy	M	SD	Use
1 st	Cog 31	I repeat what I read to enhance my comprehension	3.84	1.03	H
2 nd	Cog 33	I review notes taken during class so that it helps me remember words and ideas better	3.80	1.08	H
3 rd	Comp 43	I pay attention to the speakers eye contact, facial expression and gestures	3.59	1.16	H
4 th	Met 48	I notice my English mistakes and use that information to help me do better	3.58	1.10	H
5 th	Aff 59	I give myself a reward or treat when I do well in English	3.57	1.23	H
5 th	Cog 25	I make summaries of information that I hear or read in English.	3.57	1.00	H
7 th	Met 49	I try to find out how to be a better learner of English	3.55	.95	H
8 th	Met 53	I have clear goals for improving my English skills	3.55	1.06	H
9 th	Aff 60	I notice if I am tense or nervous when I am studying or using English.	3.53	1.13	H

Note: H= high, cog= cognitive, met= metacognitive, affect= affective

With Female students, ten strategies had high usage range: three cognitive strategies, one compensation strategy, four metacognitive strategies, and two affective strategies; cognitive strategy (item31), *“I repeat what I read to enhance my comprehension”* (M=3.84,SD=1.03), cognitive strategy (item 33) , *“I review notes taken during class so that it helps me remember words and ideas better”* (M=3.80, SD=1.08); cognitive strategy (item 25), *“I make summaries of information that I hear or read in English”* (M=3.57, SD=1.00); compensation strategy (item 43), *“I pay attention to the speakers eye contact, facial expression and gestures”* (M=3.59,SD=1.16); three metacognitive

strategies (item 48), “*I notice my English mistakes and use that information to help me do better*” (M=3.58,SD=1.10), metacognitive strategy (item 49), “*I try to find out how to be a better learner of English*” (M=3.55,SD=.95), metacognitive strategy (item 53), “*I have clear goals for improving my English skills*” (M=3.55,SD=1.06), and affective strategy (item 59), “*I give myself a reward or treat when I do well in English*” (M=3.57, SD=1.23), and affective strategy (item 60), “*I notice if I am tense or nervous when I am studying or using English*” (M=3.53, SD =1.13) (see Table 4.28).

Table 4.28 The Least Frequently Used Strategies by Female Students

Rank	Item	Strategy	M	SD	Use
72 nd	Memo 6	I use flashcards to remember new English words	1.93	1.13	L
71 st	Cog 28	I don't use dictionary to understand unfamiliar words	1.98	1.23	L
70 th	Cog 17	I watch English language television shows spoken in English or go to movies spoken in English	2.27	1.16	L
69 th	Cog 16	When I meet my colleagues, I start conversations in English	2.42	1.05	L
68 th	Comp 38	I read texts without looking every word	2.43	1.25	L
67 th	Memo 7	I physically act out new English words	2.44	1.12	L
66 th	Cog 18	I read magazines, books, letters or reports in English	2.48	1.20	L
66 th	Aff 63	I write down my feelings in a language learning diary/ note book.	2.48	1.09	L
65 th	Cog 13	I try to talk like native English speakers	2.53	1.21	M
64 th	Soc 70	I try to learn about the culture of English speakers	2.61	1.26	M

Note: L= low, memo= memory, cog= cognitive, affect= affective, soc= social

The least preferred strategy use by female learners was memory strategy (item 6), “*I use flashcards to remember new English words*” (M=1.93, SD=1.13). Eight strategies showed a low usage (Table 4.28) ; memory strategies (item 6 and 7), “*I use flashcards to remember new English words*” (M=1.93, SD =1.13; and “*I physically act out new English words*” (M=2.44,SD=1.12); cognitive strategies (items 16,17,18 and 28), “*when I meet my friends, I start conversations in English*” (M=2.42, SD=1.05), “*I watch*

English language television shows spoken in English or go to movies spoken in English” (M=2.27,SD=1.16), *“I read magazines, books, letters or reports in English”* (M=2.48,SD=1.20), *“I don’t use dictionary to understand unfamiliar words”* (M=1.98,SD=1.23); compensation strategy (item 38), *“I read texts written in English without looking up every new word”* (M=2.43, SD=1.25); and affective strategy (item 63), *“I write down my feelings about language learning in language learning diary/ note book”* (M=2.48,SD=1.09).

4.2.4.1.2 Use of Language Learning Strategies by Language Proficiency

As shown in table 4.29, the results indicated that the use of language learning strategies by language proficiency in terms of the high, mid and low proficiency levels was significant. The MANOVA results with Wilks’ Lambda shows that there was significant difference between the three proficiency levels, on overall strategy use and the six strategy categories, Wilks’ Lambda=.97,F(2,788)=1.19, P<.05.

Table 4.29 Wilk’s Lambda Tests

Wilk’s Lambda	Value	F	Hypothesis Df	Error df	Sig	Partial eta squared
	.97	1.19	12	788	.02	.06

Since the difference as shown in the above table was significant, ANOVA test for the separate variables was calculated. As shown in Table 4.30 below, the ANOVA statistic summary showed that proficiency levels had significant effect on overall strategy use; F(2, 399)=1.07, p<.05, partial eta squared=.07.

Table 4.30 ANOVA Summary Table for Overall Strategy Use by Proficiency Level

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	.390 ^a	2	.195	1.07	.01	.07
Intercept	865.42	1	865.42	4.7	.000	.97
Proficiency	.390	2	.195	1.07	.01	.07
Error	72.643	399	.182			
Total	4228.954	402				
Corrected Total	73.033	401				

* P<.05

As shown in Table 4.31, the post-hoc Tuckey HSD tests showed a significant difference among high (M=3.41), mid (3.09), and low (2.72) proficiency levels.

Table 4.31 Tuckey HSD Test of Overall means by Proficiency Level

(I) Proficiency	(J) Proficiency	Mean Difference (I-J)	Std. Error	Sig.
Low	Mid	-.04*	.41	.009
	High	-.26*	.07	.004
Mid	Low	.04*	.41	.009
	High	.07	.06	.56
High	Low	.26*	.07	.004
	Mid	-.07	.06	.56

Table 4.32 MANOVA Summary for the Effects of Language Proficiency on the Six Strategy Categories

Dependent variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Memory	4.74	2	2.43	4.67	.01	.05
Cognitive	2.69	2	1.26	7.07	.02	.04
Compensation	3.97	2	1.49	3.56	.03	.02
Metacognitive	2.36	2	1.18	3.83	.02	.06
Affective	7.01	2	2.50	11.01	.00	.07
Social	.51	2	.25	5.04	.08	.002

MANOVA was conducted to examine the significant differences in the use of the six categories of strategies (i.e., memory, cognitive, compensation, metacognitive, affective and social strategies) by the three proficiency levels: low, mid and high proficiency levels. As indicated in Table 4.33 below, proficiency levels had significant effects on the five strategies: memory $F(2, 399)=4.67, p<.05$; cognitive $F(2, 399)= 7.08, p<.05$; metacognitive $F(2, 399)=3.38, p<.05$; compensation $F(2, 399)=3.56, p<.05$; and affective $F(2, 399)=11.01, p<.0$

As shown in Table 4.33, the mean differences in the six strategy categories among the three proficiency levels (i.e. low, mid and high) were reported with the post-hoc Tuckey HSD Test.

Table 4.33 Tuckey HSD Tests for Mean Differences between Proficiency Levels in the Six Strategy Categories

Strategiess	Proficiency (I)	Proficiency (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Memory	High	Mid	-.11	.08	.32	-.07	.30
		Low	.26	.18	.09	-.41	.05
	Mid	High	.11	.08	.32	-.07	.30
		Low	.32*	.07	.00	.15	.48
	Low	High	-.26	.18	.15	-.05	.41
		Mid	-.32*	.07	.00	-.48	-.15
Cognitive	High	Mid	.40	.07	.82	-.12	.20
		Low	.20*	.08	.05	.00	.39
	Mid	High	-.04	.07	.82	-.20	.12
		Low	.35*	.08	.03	.07	.46
	Low	High	-.20*	.08	.05	-.39	.00
		Mid	-.35*	.08	.03	-.46	-.07
Compensation	High	Mid	-.04	.07	.82	-.20	.12
		Low	.42*	.09	.01	.01	.40
	Mid	High	.04	.07	.82	-.12	.20
		Low	.08	.10	.68	-.33	.16
	Low	High	-.42*	.09	.01	-.40	.00
		Mid	-.08	.10	.68	-.13	.27
Metacognitive	High	Mid	-.11	.09	.47	-.31	.10
		Low	.26*	.08	.02	.06	.46
	Mid	High	.11	.09	.47	-.11	.32
		Low	.10	.08	1.0	-.19	.18
	Low	High	-.26*	.08	.02	-.42	-.06
		Mid	.002	.08	1.00	-.18	.19

Table 4.33 continued

Affective	High	Mid	-.06	.08	.75	-.26	.14
		Low	.28*	.05	.04	.02	.30
	Mid	High	.06	.08	.75	-.14	.26
		Low	.22*	.08	.00	.07	.46
	Low	High	-.28*	.05	.02	-.30	.00
		Mid	-.22*	.08	.00	-.46	-.07
Social	High	Mid	-.003	.09	.99	-.22	.22
		Low	.07	.11	.78	-.19	.35
	Mid	High	.003	.09	.99	-.22	.22
		Low	.08	.08	.60	-.11	.28
	Low	High	-.07	.11	.78	-.35	.19
		Mid	-.08	.08	.60	-.28	.11

The test showed that there were significant mean differences between low and high proficiency levels in the cognitive, compensation, metacognitive, and affective strategies (see Table 4.34). Significant mean difference was also observed between mid and low proficiency levels in the memory, cognitive, and affective strategies.

Table 4.34 MANOVA Results of Language Learning Strategy by Proficiency

Strategy	Low (48)		Mid (252)		High (102)		F	Sig
	M	SD	M	SD	M	SD		
Memory	2.67	.59	2.64	.66	3.21	.59	.01	.05
Cognitive	2.75	.49	3.25	.58	3.59	.57	.02	.04
Compensation	3.01	.53	3.21	.56	3.50	.83	.03	.02
Metacognitive	2.91	.64	3.31	.57	3.70	.91	.02	.06
Affective	2.46	.60	2.64	.66	3.38	.71	.00	.07
Social	2.43	.68	3.08	.87	3.30	1.03	.08	.002

The table above table shows means and standard deviations of the six categories of strategies. High and mid proficiency learners preferred to use metacognitive strategies most (M= 3.70 and M=3.31, respectively), and use memory strategies least (M=3.21 and M=2.64, respectively). Low proficient learners, on the other hand, preferred to use compensation strategies most (M=3.01) and social strategies least (M=2.43).

Table 4.35 and 4.36 indicate the most and least frequently used strategies by high proficiency level students.

Table 4.35 The Most Frequently Used Strategies by High Proficiency Level

Rank	Item	Strategy	M	SD	Use
1 st	Cog 33	I review notes taken during class so that it helps me remember words and ideas better	4.00	0.89	H
2 nd	Met 49	I try to find out how to be a better learner of English	3.93	0.86	H
3 rd	Comp 43	I pay attention to the speakers eye contact, facial expression and gestures	3.91	1.02	H
4 th	Cog 22	In learning English, I try to find the patterns (grammatical structure, e.g. word order, verb tense, active/passive voice, etc.) in English	3.87	0.89	H
5 th	Cog 23	I find the meaning of an English word by dividing it into parts that I understand	3.85	0.95	H
6 th	Cog 31	I repeat what I read to enhance my comprehension	3.83	1.03	H
7 th	Met 48	I notice my English mistakes and use that information to help me do better	3.83	0.95	H
7 th	Memo 1	I think of the relationship between what I already know and new things I learn in English	3.77	0.92	H
8 th	Met 53	I try to find out how to be a better learner of English	3.75	1.06	H

Note: met= metacognitive, com=compensation, cog= cognitive, memo= memory

As indicated in table 4.35, all the strategies were in high use range; one memory strategy (item 1) “*I think of the relationship between what I already know and new things I learn in English*” (M=3.77, SD=0.92); four cognitive strategies (items 22, 23, 31 and 33) , “*I find the meaning of an English word by dividing it into parts that I understand*” (M=3.85, SD=0.95); “*In learning English, I try to find patterns*” (M=3.87, SD=0.89), “*I repeat what I read to enhance my comprehension*” (M=3.83, SD=1.03), and “*I review notes taken during class so that it helps me remember words and ideas better*” (M=4.00, SD=0.89); one compensation strategy (item 43), “*I pay attention to the speaker’s eye contact, facial expression and gestures*” (M=3.91, SD=1.02); four metacongitive

strategies (items 48,49, and 53), “*I notice my English mistakes and use that information to help me do better*” (item 48;M=3.83,SD=0.95), “*I try to find out how to be a better learner of English*” (item 50;M=3.93,SD=0.89), and “*have clear goals for improving my English skills*” (item 54;M=3.75,SD=1.06)

Table 4.36 Shows the least frequently used strategies by students at the high proficiency level; two low frequency use (one memory strategy and one cognitive strategy, and eight medium degree of strategy use) (three memory strategies, three cognitive strategies, one compensation strategy, and one affective strategy).

Table 4.36 The Least Frequently Used Strategies by High Proficiency Levels

Rank	Item	Strategy	M	SD	Use
72 nd	Memo 6	I use flashcards to remember new English words	1.62	1.02	L
71 st	Cog28	I don't use dictionary to understand unfamiliar words	2.43	1.27	L
70 th	Memo 7	I physically act out new English words	2.54	1.12	M
69 th	Aff 63	I write down my feelings in a language learning diary/ note book	2.58	1.25	M
68 th	Cog 24	I try not to translate word-for-word	2.75	1.37	M
68 th	Cog 17	I watch English language television shows spoken in English or go to movies spoken in English	2.75	1.12	M
68 th	Comp 38	I read texts without looking every word	2.75	1.17	M
65 th	Memo 10	I try to catch every word that the speaker uses	2.77	1.24	M
64 th	Cog 34	In listening to taped conversation or in reading a text I take the overall meaning without picking out key words	2.77	1.24	M
63 rd	Memo 5	I use rhymes to remember new English words (e.g., know-no, nail-snail, cat-bat)	2.79	1.14	M

Note: memo= memory, cog= cognitive, affect= affective, comp= compensation

The least preferred strategy was the memory strategy (item6) “*I use flashcard to remember new English words*” (M=1.62, SD=1.02). Another strategy with low frequency of use (cognitive strategy item 28) was, “*I don’t use dictionary to understand unfamiliar words*” (M=2.43, SD=1.27). Among the 10 least favorite strategies, three memory strategies (items 5, 7 and 10) were included as a medium strategy use; “*I use rhymes to remember new English words*” (item 5; M=2.79, SD=1.14), “*I physically act out new English words*” (item7; M=2.54, SD=1.12), and “*I try to catch every word that the speaker uses*” (item 10; M=2.77, SD=1.24). Three cognitive strategies (items 17, 24 and 34) were included as a medium strategy use, “*I watch English language television shows spoken in English or go to movies spoken in English*” (M=2.75, SD=1.12), “*I try not to translate word for word*” (M=2.75, SD=1.37), and “*I rehearse silently in English before speaking in English*” (M=2.77, SD=1.24). One compensation strategy (item 38), “*I read texts written in English without looking up every new word*” (M=2.75, SD=1.17), and one affective strategy (Item 63), “*I write down my feelings about language learning in my diary/note book*” (M=2.58, SD=1.25) were also under the medium use strategies.

Table 4.37 shows the most frequently used strategies by mid proficiency level learners. All the nine strategies were in a high use range; four cognitive strategies, two compensation strategies and three metacognitive strategies.

Table 4.37 The Most Frequently Used Strategies by Mid Proficiency Levels

Rank	Item	Strategy	M	SD	Use
1 st	Comp 44	I try to make eye contact when I am talking	4.12	3.23	H
2 nd	Cog34	In listening to taped conversation or in reading a text I take the overall meaning without picking out key words	3.93	0.93	H
3 rd	Cog 32	I try to apply words or structures which I have just learned in paragraphs or in conversations	3.90	0.95	H
4 th	Met 49	I try to find out how to be a better learner of English	3.88	0.88	H
5 th	Comp 38	I read texts without looking every word	3.85	1.07	H
6 th	Cog 21	I look for words in my own language (mother tongue) that are similar to new words in English	3.76	.96	H
7 th	Cog 26	I reduce the message and use simple expressions in English	3.67	.98	H
8 th	Met 50	I plan my schedule so I will have enough time to study English	3.67	1.03	H
8 th	Met 54	I think about my progress in learning English	3.65	1.07	H

Cognitive strategies (items 21, 26, 32 and 34), “*I look for words in my own language that are similar to new words in English*” (M=3.76, SD=.96), “*I reduce the message and use simple expressions in English*” (M=3.67, SD=.98), “*I try to apply words or structures which I have just learn*” (M=3.90, SD=0.95), and in conversation or in reading, “*I take in the overall meaning without picking out key words*” (M=3.93, SD=0.93). Two compensation strategies (items 38 and 44), “*I read texts written in English without looking up every word*” (M=3.85, SD=1.07), and “*I try to make eye contact when I am talking in English*” (M=4.12, SD=1.07) were also among the most frequently used strategies by mid proficiency level students. Four metacognitive

strategies, “*I try to find out how to be a better learner of English*” (item 49; M=3.88, SD=0.88), “*I plan my schedule so that I will have enough time to study English*” (item 50; m=3.67, SD=1.03), and “*I think about my progress in English*” (item 54; M=3.65, SD=1.02).

Table 4.38 indicates the 10 least used strategies by mid proficient learners.

Table 4.38 Ten Least Frequently Used Strategies by Mid Proficiency Level

Rank	Item	Strategy	M	SD	Use
72 nd	Memo 6	I use flashcards to remember new English words	1.82	1.09	H
71 st	Cog 29	I rehearse silently in English before speaking in English	2.07	1.30	H
70 th	Cog 18	I read magazines, books, letters or reports in English	2.49	1.22	H
69 th	Aff 65	I talk to someone else about how I feel about learning English	2.52	1.14	M
68 th	Cog 25	I make summaries of information that I hear or read in English	2.60	1.24	M
67 th	Comp 39	I try to guess what other person will say next	2.61	1.26	M
66 th	Memo 5	I use rhymes to remember new English words (e.g., know-no, nail-snail, cat-bat)	2.71	1.13	M
65 th	Cog 15	I use the English words I know in different ways	2.72	1.11	M
64 th	Soc 71	I respond in English if asked in English	2.73	1.29	M
63 rd	Cog 17	I watch English language television shows spoken in English or go to movies spoken in English	2.74	1.10	M

Among the 10 least used strategies, three (one memory and two cognitive) strategies were from the low usage range, and seven were from the medium use range.

The least favored strategy was the memory strategy (item 6), “*I use flashcards to remember new English words*” (M=1.82, SD=1.09). Other strategies with low frequency of use were cognitive strategies (items 18 and 29), “*I read magazines, books, letters or*

reports in English” (M=2.49, SD=1.22) and *“I rehearse silently in English before speaking in English”* (M=2.07, SD=1.30).

Among the 10 least favored strategies, three cognitive strategies (items 15, 17 and three 25,) were included as medium strategy use, *“I use the English words I know in different ways”* (item 15; M=2.72, SD=1.11), *“I watch English language television shows spoken in English”* (item 17; M=2.74, SD=1.10), *“I make summaries of information that I hear or read in English”* (item 25; M=2.60, SD=1.24). One memory strategy (item 1), *“I use rhymes to remember new English words”* (M=2.71, SD=1.13), one compensation strategy (item 39), *“I try to guess what the other person will say next in English”* (M=2.61, SD=1.26), one affective strategy (item 64), *“I talk to someone else about how I feel about learning English”* (M=2.52, SD=1.14), and one social strategy (item 71), *“I respond in English if asked a question in English”* (M=2.73,SD=1.29) were also in the medium use range.

Table 4.39 indicates the most frequently used strategies by the students at the lower proficiency level; three cognitive strategies, five metacognitive strategies, one compensation strategy and one affective strategy.

Table 4.39 The Most Frequently Used Strategies by Low Proficiency Level

Rank	Item	Strategy	M	SD	Use
1 st	Cog33	I review notes taken during class so that it helps me remember words and ideas better	3.85	1.07	H
2 nd	Cog 31	I repeat what I read to enhance my comprehension	3.80	1.96	H
3 rd	Met52	I look for opportunities to read as much as possible in English	3.76	1.05	H
4 th	Met55	I take my time to express what I want to say in English	3.73	1.05	H
5 th	Comp43	I pay attention to the speakers eye contact, facial expression and gestures	3.70	1.06	H
6 th	Met49	I try to find out how to be a better learner of English	3.70	1.02	H
7 th	Met53	I try to find out how to be a better learner of English	3.67	1.02	H
8 th	Aff 57	I encourage myself to speak English	3.64	1.19	H
9 th	Cog25	I make summaries of information that I hear or read in English	3.58	1.03	H

All the nine strategies were under high use range. The most preferred strategy used by lower proficiency students was cognitive strategy item 31, “*I repeat what I read to enhance my comprehension*” (M=3.80, SD= 1.96). Other strategies most frequently used by low proficiency levels were cognitive strategy (item 33), “*I review notes taken during class so that it helps me remember words and ideas better*” (M=3.85, SD=1.07), four metacognitive strategies (items 49, 52, 53 and 55), “*I try to find out how to be a better learner of English*” (M=3.70, SD=1.02), “*I look for opportunities to read as much as possible in English*” (M=3.76, SD=10.05), “*I have clear goals for improving my English skills*” (M=3.67, SD=1.02), and “*I take my time to express what I want to say in English*” (M=3.73, SD=1.05), and one affective strategy (item 57), “*I try to relax whenever I feel afraid of using English*” (M=3.64, SD=1.19).

Table 4.40 shows ten least used strategies by the students at the low proficiency level; two low frequency of use (one memory strategy and one cognitive strategy), and eight medium degree of strategy use (two memory strategies, three cognitive strategies, one compensation strategy, one affective strategy and one social strategy).

Table 4.40 The Least Frequently Used Strategies by Low Proficiency Levels

Rank	Item	Strategy	M	SD	Use
72 nd	Memo 6	I use flashcards to remember new English words	2.02	1.21	L
71 st	Cog28	I don't use dictionary to understand unfamiliar words	2.15	1.23	L
70 th	Cog 18	I read magazines, books, letters or reports in English	2.55	1.13	M
69 th	Comp 38	I read texts without looking every word	2.56	1.23	M
68 th	Affect 61	It doesn't bother me to make mistakes when I speak	2.62	1.18	M
68 th	Memo 5	I use rhymes to remember new English words (e.g., know-no, nail-snail, cat-bat)	2.62	1.20	M
66 th	Cog 17	I watch English language television shows spoken in English or go to movies spoken in English	2.66	1.22	M
65 th	Cog 34	In listening to taped conversation or in reading a text I take the overall meaning without picking out key words	2.69	1.20	M
64 th	Memo 7	I physically act out new English words	2.71	1.19	M
63 rd	Soc 68	I ask for help from others.	2.72	1.32	M

The least preferred strategy was the memory strategy (item 6). “*I use flashcards to remember new English words*” (M=2.02, SD=1.21). Another strategy with low frequency of use (cognitive strategy item 28) was “*I don't use dictionary to understand unfamiliar words*” (M=2.15 SD=1.23). Among the 10 least favorite strategies two memory strategies (items 5 and 7), “*I use rhymes to remember new English words*” (item 5, M=2.69, SD= 1.20), and “*I physically act out new English words*” (item 7, M=2.71, SD=1.19), three cognitive strategies (item 17, 18 and 34), “*I watch English language television shows spoken in English or go to movies spoken in English*” (M=2.66, SD=1.22), “*I read magazines, books, letters or reports in English*” (M=2.55, SD=1.13), and

“in listening or reading, I take the overall meaning without picking out key words” (M=2.69, SD=1.20) were included as a medium strategy use. A compensation strategy (item 38), *“I read texts written in English without looking up every new word”* (M=2.56, SD=1.23) is also one of the least preferred strategies, affective strategy (item 61), *“it does not bother me to make mistakes when I speak English”* (M=2.62, SD= 1.18), and social strategy (item 69) *“I ask for help from others when I face difficulties in learning English”* (M=2.72, SD=1.32) were also among the least favored strategies used by low proficiency level students.

4.2.4.1.3 Use of Language Learning Strategies by Academic Major

This research examined differences in the use of English language learning strategies among the five academic majors: Social Sciences, Business and Economics, Natural Sciences, Health Sciences and Agriculture.

Table 4.41 Wilk’s Lambda Test

Wilks’ Lambda	Value	F	Hypothesis Df	Error df	Sig	Partial eta squared
	.77	4.36	24.00	1368	.000	.06

As shown in the above table, the MANOVA result with Wilks’ Lambda shows that there was significant difference among the five academic majors on overall and the six strategy uses, Wilks’ Lambda =.77, F(24,1368)=4.36, P=.000 (See Table 4.42).

Table 4.42 ANOVA Summary Table for Overall Strategy Use by Academic Major

Source	Type III sum of squares	Df	Mean square	F	Sig.	Partial eta squared
Corrected Model	5.16 ^a	4	1.29	7.54	.000	.07
Intercept	4151.03	1	4151.03	24278.66	.000	.98
Academic major	51.16	4	1.29	7.54	.000	.07
Error	67.88	397	.17			
Total	4228.95	402				
Corrected total	73.03	401				

A=R²=0.7 (Adjusted R²=.06)

B=Computed using alpha =.05

As shown in table 4.43, the ANOVA statistics summary reported that field of study had significant effect on overall strategy use, $F(4,397) = 7.54, P < 0.05$ eta squared .07.

Table 4.43 Tukey HSD Results of Overall Strategy Use by Academic Major

Department of Respondents	(J) Department of Respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence interval	
					Lower Bound	Upper Bound
Natural Sciences	Business and Economics	.0170	.06626	.999	-.1646	.1986
	Social Sciences	.2198*	.06478	.007	.0423	.3973
	Agriculture	-.1065	.06458	.467	-.2834	.0705
	Health Sciences	.1268	.06497	.292	-.0512	.3049

Table 4.43 continued

Business & Economics	Natural Sciences	-.0170	.06626	.999	-.1986	.1646
	Social Sciences	.2028*	.06607	.019	.0217	.3838
	Agriculture	-.1235	.06588	.333	-.3040	.0571
	Health Sciences	.1098	.06626	.462	-.0717	.2914
Social Sciences	Natural Sciences	-.2198*	.06478	.007	-.3973	-.0423
	Business & Economics	-.2028*	.06607	.019	-.3838	-.0217
	Agriculture	-.3262*	.06438	.000	-.5026	-.1498
	Health Sciences	-.0929	.06478	.606	-.2704	.0846
Agriculture	Natural Sciences	.1065	.06458	.467	-.0705	.2834
	Business & Economics	.1235	.06588	.333	-.0571	.3040
	Social Sciences	.3262*	.06438	.000	.1798	.5026
	Health Sciences	.2333*	.06458	.003	.0563	.4103
Health Sciences	Natural Sciences	-.1268	.06497	.292	-.3049	.0512
	Business & Economics	-.1098	.06626	.462	-.2914	.0717
	Social Sciences	.0929	.06478	.606	-.0846	.2704
	Agriculture	-.2333*	.06458	.003	-.4103	-.0563

As seen in Table 4.43, the post-hoc Tukey HSD tests showed a significant mean difference between Social Sciences ($M=3.04$) and three fields of study, i.e. Natural Sciences ($M=3.26$), Business and Economics ($M=3.24$), and Agriculture ($M=3.37$) in overall strategy use. Health Sciences ($M=3.14$) have also significant mean difference with Agriculture ($M=3.37$).

A one way Multivariate analysis of variance (MANOVA) was conducted to investigate differences in the use of the six strategy categories by five field of studies; Natural, Social Sciences, Agriculture, Business and Economics and Health Sciences.

Table 4.44 MANOVA Summary for the Effect of Academic Major on Five Categories of Strategy Use

Defendant variable	Type III sum of squares	Df	Mean square	F	Sig	Partial eta squared
Memory	10.77	4	2.69	9.99	.000	.09
Cognitive	3.32	4	.83	4.09	.003	.04
Compensation	11.26	4	2.81	9.24	.000	.09
Metacognitive	8.61	4	2.15	6.30	.000	.06
Affective	6.82	4	1.70	5.28	.000	.05

Table 4.44 indicates that field of study had significant effects on five categories of strategy use; memory strategies $F(4,397)=9.99, P=0.000$; cognitive strategies $F(4,397)=4.09, P=0.003$; compensation strategies $F(4,397)=9.24, P=0.000$; metacognitive strategies $F(4,397)=6.30, P=0.000$; and affective strategies $F(4,397)=5.3, P=0.000$. On the other hand, academic major did not have any effect on social strategy subgroup.

As shown in table 4.45 the mean differences in the six categories of strategies among five fields of studies were reported with the post-hoc Tukey HSD tests.

Table 4.45 Post hoc Tuckey HSD Test of the Six Categories of Strategies

Dependent Variable	Academic Major (I)	Academic Major(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Memory	NS	BE	.19	.08	.14	-.42	.03
		SS	.04	.08	.98	-.18	.26
		Ag	-.33*	.08	.000	-.55	-.11
		HS	.09	.08	.74	-.12	.32
	BE	NS	.19	.08	.14	-.03	.42
		SS	.24*	.08	.04	.01	.46
		Ag	-.14	.082	.43	-.37	.08
		HS	.29*	.083	.004	.07	.52
	SS	NS	-.04	.081	.99	-.26	.18
		BE	-.23*	.082	.038	-.46	-.01
		Ag	-.38*	.080	.000	-.59	-.15
		HS	.06	.081	.95	-.16	.28
	Ag	NS	.34*	.081	.000	.11	.56
		BE	.14	.082	.43	-.084	.37
		SS	.38*	.080	.000	.16	.59
		HS	.44	.081	.000	.21	.66
	HS	NS	-.09	.081	.74	-.32	.12
		BE	-.29	.083	.004	-.28	-.07
		SS	-.06	.081	.95	-.66	.16
		Ag	-.43	.081	.000		-.21

Table 4.45 continued

Cognitive	NS	BE	.06	.072	.92	-.14	.26
		SS	.21*	.070	.02	.02	.41
		Ag	-.05	.070	.93	-.25	.14
		HS	.06	.070	.89	-.13	.26
	BE	NS	-.05	.072	.92	-.26	.14
		SS	.15	.071	.21	-.04	.35
		Ag	-.11	.071	.49	-.31	.08
		HS	.004	.072	1.00	-.19	.20
	SS	NS	-.21*	.70	.02	-.41	-.02
		BE	-.15	.071	.21	-.35	.04
		Ag	-.27*	.070	.001	-.46	-.08
		HS	-.15	.070	.21	-.34	.04
	Ag	NS	.05	.070	.93	.13	.25
		BE	.11	.071	.49	-.08	.31
		SS	.27*	.070	.001	-.08	.46
		HS	.12	.070	.43	-.07	.31
	HS	NS	-.06	.070	.89	-.26	.13
		BE	.004	.072	1.00	-.20	.19
		SS	.15	.070	.21	-.04	.34
		Ag	-.12	.070	.43	-.31	.07
Compensation	NS	BE	.06	.088	.95	-.18	.30
		SS	.46*	.086	.000	.22	.69
		Ag	.05	.086	.97	-.18	.28
		HS	.17	.086	.26	-.06	.41
	BE	NS	-.06	.088	.95	-.30	.18

Table 4.45 continued

		SS	.40*	.088	.000	-.16	.64
		Ag	-.008	.087	1.00	-.25	.23
		HS	.11	.088	.70	-.13	.35
	SS	NS	-.46*	.086	.000	-.69	-.22
		BE	-.40*	.088	.000	-.64	-.16
		Ag	-.41*	.085	.000	-.64	-.17
		HS	-.29*	.086	.008	-.52	-.05
	Ag	NS	-.05	.086	.97	-.29	.18
		BE	.008	.087	1.00	-.33	.25
		SS	.41*	.085	.000	.17	.64
		HS	.12	.086	.62	-.11	.36
	HS	NS	-.17	.086	.26	-.41	.06
		BE	-.11	.088	.70	-.35	.13
		SS	.29*	.086	.008	.05	.52
		Ag	-.12	.086	.62	-.36	.11
	Metacognitive	NS	BE	.04	.093	.99	-.21
SS			.28*	.091	.019	-.3	.53
Ag			-.12	.091	.69	-.37	.13
HS			.21	.091	.14	-.04	.46
BE		NS	-.04	.093	.99	-.29	.21
		SS	.24	.093	.08	-.02	.49
		Ag	-.15	.093	.42	-.41	.09
		HS	.17	.093	.36	-.08	.42
SS		NS	-.28*	.091	.02	-.53	-.03

Table 4.45 continued

		BE	-.23	.093	.08	-.49	.02
		Ag	-.39*	.091	.000	-.65	-.15
		HS	-.07	.091	.94	-.32	.18
	Ag	NS	.12	.091	.69	-.13	.37
		BE	.16	.093	.42	-.09	.41
		SS	.39*	.091	.000	.15	.65
		HS	.33*	.091	.003	.08	.58
	HS	NS	-.21	.091	.14	-.46	.04
		BE	-.17	.093	.36	-.42	.08
		SS	.07	.091	.94	-.18	.32
		Ag	-.33*	.091	.003	-.58	-.080
Affective	NS	BE	.08	.091	.91	-.17	.33
		SS	.07	.089	.91	-.17	.32
		Ag	-.21	.088	.14	-.45	.04
		HS	.18	.089	.27	-.06	.42
	BE	NS	-.08	.091	.91	-.33	.17
		SS	-.003	.090	1.00	-.25	.24
		Ag	-.28*	.090	.02	-.53	-.03
		HS	.10	.091	.80	-.14	.35
	SS	NS	-.07	.089	.91	-.32	.17
		BE	.003	.090	1.00	-.24	.25
		Ag	-.28	.088	.02	-.52	-.04
		HS	.10	.089	.77	-.14	.35
		NS	.20	.088	.14	-.03	.45

Table 4.45 continued

	Ag	BE	.28*	.090	.02	-.04	.53
		SS	.28	.088	.02	.04	.52
		HS	.38*	.088	.000	.14	.63
	HS	NS	-.18	.089	.27	-.42	.06
		BE	-.100	.091	.80	-.35	.15
		SS	-.10	.089	.77	-.35	.14
		Ag	-.38*	.088	.000	-.63	-.14

The post-hoc Tucky HSD multiple comparison results in Table 4.45 confirmed that memory, cognitive, compensation, metacognitive and affective strategies showed significant differences based on academic major.

For memory strategies, there were significant mean differences (.38) between Agriculture and Social Science groups, as well as another significant mean difference (.34) between Agriculture and Natural Science groups, indicating that Agriculture students used memory strategies more frequently than Social Science and Natural Science students. With memory strategies, there were significant mean differences between Business and Economics and Health Science students (.29), and Business and Economics and Social Sciences (.24). This shows that Business and Economics majors used more memory strategies than Social Science and Health Science majors.

As for cognitive strategies, a mean difference (-.21) appeared between Social Science and Natural Science groups, and another difference (-.27) existed between Social Science and Agriculture groups. This suggests that Social Science majors used cognitive strategies less frequently than those of Agriculture and Natural Science majors.

For compensation strategies, mean differences existed between Social Science and Natural Science (-.46), Social Science and Business and Economics (-.40), Social Science and Agriculture (-.41), and Social Science and Health Science (-.29). This indicates that

Social Science major students used compensation strategies less frequently than other groups. However, there was no significant difference among other groups in using compensation strategies.

As for metacognitive strategies, there was significant mean difference (.28) between Natural Science and Social Science majors; and there were other differences between Agriculture and Health Science majors (.33) as well as Agriculture and Social Science majors (.39).

For affective strategies, the mean difference between Agriculture and Business and Economics (.28), and Agriculture and Health Science majors (.38) were statistically significant. This suggests that Agriculture major students used more affective strategies than those of Business and Health Science groups.

In short, students from the five academic majors show differences in using the five strategy categories. For most of the strategies, Social Science majors used fewer strategies in all the strategies than others. On the other hand, Agriculture majors used more strategies for most of the strategy categories.

Table 4.46 indicates that all the learners from the five fields of study preferred to use metacognitive strategies most and memory strategies least compared to other strategy categories.

Table 4.46 Means and Standard Deviations of the Six Categories of Strategy Use by Academic Major

Strategy	Natural Sciences		Business & Econ.		Social Sciences		Agriculture		Health Sciences		F	Sig
	M	SD	M	SD	M	SD	M	SD	M	SD		
Memory	2.90	.52	3.09	.47	2.85	.58	3.23	.47	2.80	.52	9.98	.000
Cognitive	3.22	.41	3.16	.39	3.01	.45	3.28	.46	3.16	.50	4.09	.003
Compensation	3.45	.71	3.39	.48	2.98	.50	3.39	.45	3.27	.55	9.24	.000
Metacognitive	3.59	.46	3.54	.56	3.30	.65	3.70	.55	3.37	.66	6.30	.000
Affective	3.20	.50	3.12	.53	3.12	.64	3.40	.46	3.02	.66	5.27	.000
Social	3.22	.55	3.20	.60	3.04	.67	3.28	.57	3.12	.72	1.78	.12

Table 4.47 shows the most frequently used strategies by Natural Science students. All the most frequently used strategies, were in a high use range: five cognitive strategies; two metacognitive strategies; one compensation strategy and one social strategy.

Table 4.47 The Most Frequently Used Strategies by Learners of Natural Sciences

Rank	Item	Strategy	M	SD	Use
1 st	Comp 43	I pay attention to the speakers eye contact, facial expression and gestures	4.45	5.5	H
2 nd	Cog 31	I repeat what I read to enhance my comprehension	4.04	.86	H
3 rd	Cog 20	I first try to get the main idea of the reading passage quickly and go back to read more carefully	3.91	.89	H
4 th	Cog 25	I make summaries of information that I hear or read in English	3.85	.96	H
5 th	Met 53	I have clear goals for improving my English skills	3.83	.84	H
6 th	Cog 33	I review notes taken during class so that it helps me remember words and ideas better	3.82	.90	H
7 th	Soc 72	I learn a lot by participating in small group discussion in English	3.81	.76	H
8 th	Cog 21	In learning English, I look for words in my own language/mother tongue that are similar to new words in English	3.75	.95	H
9 th	Met 49	I try to find out how to be a better learner of English	3.69	.87	H

Cognitive strategies (items 20, 21, 25, 31, and 33); *“I first try to get the main idea of the reading passage quickly and go back to read more carefully”* (M=3.91, SD=.89), *“I look for words in my own language that are similar to new words in English”* (M=3.75, SD=.95), *“I make summaries of information that I hear or read in English”* (M=3.85, SD=.96), *“I repeat what I read to enhance my comprehension”* (M=4.04, SD=5.5), and *“I review notes taken during class”* (M=3.82, SD=.90) were among the ten favored strategies by students of Natural Sciences. Two metacognitive strategies (items 49 & 53), *“I try to find out how to be a better learner of English”* (M=3.69, SD=.87), and *“I have clear goals for improving my English skills”* (M=3.83, SD=.84) one compensation strategy (item 43), *“I pay attention to speaker’s eye contact, facial expression, and gestures”* (M=4.54, SD=5.5), and one social strategy (item 72), *“I learn a lot by participating in small group discussion”* (M=3.81, SD=.70) were also preferred by this group of students.

Table 4.48 shows the least used strategies by the students in the field of Natural Sciences: four low frequency of use (two memory strategies and two cognitive strategies), and six medium degree of strategy use (two memory strategies two cognitive strategies, and two social strategies).

Table 4.48 The Least Frequently Used Strategies by Natural Sciences Students

Rank	Item	Strategy	M	SD	Use
72 nd	Memo 6	I use flashcards to remember new English words	1.70	1.11	L
71 st	Cog 28	I don't use dictionary to understand unfamiliar words	2.27	1.29	L
70 th	Memo 5	I use rhymes to remember new English words (e.g., know-no, nail-snail, cat-bat)	2.37	1.12	L
69 th	Cog 17	I watch English language television shows spoken in English or go to movies spoken in English	2.49	1.16	L
68 th	Cog 13	I try to talk like native English speakers	2.61	1.24	M
67 th	Memo 10	I try to catch every word that the speaker uses	2.67	1.12	M
66 th	Soc 70	I try to learn about the culture of English speakers	2.70	1.23	M
65 th	Cog 16	I start conversations in English	2.70	1.00	M
64 th	Aff 63	I write down my feelings in a language learning diary/ note book	2.74	1.09	M
63 rd	Memo 7	I physically act out new English words	2.76	1.02	M

The least preferred strategy was the memory strategy (item 6), “*I use flashcards to remember new English words*” (M=1.70, SD=1.11). Other strategies with low frequency of use were, memory strategy (item 5), “*I use rhymes to remember new English words*” (M=2.37, SD=1.12), cognitive strategies (items 17 and 28), “*I watch English language television shows or go to movies spoken in English*” (M=2.49, SD=1.16). Among the 10 least favorite strategies, two cognitive strategies (items 13 and 16), “*I try to talk like native English speakers*” (M=2.6, SD=1.24), and “*when I meet my friends, I start conversation in English*” (M=2.70, SD=1.00); two social strategies (item 63 and 70), “*I write down my feelings about language learning in my language learning diary*”

(M=2.74, SD=1.09), and “*I try to learn about the culture of English speakers*” (M=2.70, SD=1.23) were found.

Table 4.49 indicates the most frequently used strategies by students of Business and Economics: one memory strategy, five cognitive strategies, one compensation strategy, and three metacognitive strategies.

Table 4.49 The Most Frequently Used Strategies by Business and Economics Students

Rank	Item	Strategy	M	SD	Use
1 st	Met 49	I try to find out how to be a better learner of English	3.98	.86	H
2 nd	Met 55	I think about my progress in learning English	3.98	.92	H
3 rd	Cog 33	I review notes taken during class so that it helps me remember words and ideas better	3.93	.96	H
4 th	Cog 31	I repeat what I read to enhance my comprehension	3.86	1.03	H
5 th	Memo 9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign	3.85	.95	H
6 th	Cog 21	I look for words in my own language (mother tongue) that are similar to new words in English	3.85	.89	H
7 th	Cog 25	I make summaries of information that I hear or read in English	3.81	1.88	H
8 th	Cog 20	I first skim an English passage (read over the passage quickly) then go back and read carefully	3.78	1.91	H

The most preferred strategy used by Business and Economics students was a metacognitive strategy (item 49), “*I try to find out how to be a better learner of English*” (M=3.98, SD=.86). Other strategies with high use were one memory strategy (item 9), “*I remember new English words/phrases by remembering their location*” (M=3.85, SD=1.09); metacognitive strategy (54), “*I think about my progress in learning English*” (M=3.98, SD =.92); four cognitive strategies (items 21, 25, 31 & 33), “*I look for words in my own language that are similar to new words in English*” (M=3.85, SD=.89), “*I make summaries of information that I hear or read*” (M=3.81, SD=1.88), “*I repeat what*

I read to enhance my comprehension” (M=3.86, SD=1.03), and “I review notes taken during class” (M=3.93, SD=.96).

Table 4.50 The Least Frequently Used Strategies by Students of Business and Economics

Rank	Item	Strategy	M	SD	Use
72 nd	Memo 6	I use flashcards to remember new English words	1.81	1.03	L
71 st	Aff 63	I write down my feelings in a language learning diary/ note book	2.10	1.21	L
70 th	Cog 28	I don't use dictionary to understand unfamiliar words	2.14	1.28	L
69 th	Comp 38	I read texts without looking every word	2.30	1.13	L
68 th	Comp 39	I try to guess what other person will say next	2.48	1.25	L
67 th	Cog 17	I watch English language television shows spoken in English or go to movies spoken in English	2.49	1.22	L
66 th	Met 50	I plan my schedule so I will have enough time to study English	2.60	1.20	M
65 th	Cog 16	I start conversations in English	2.61	1.07	M
64 th	Soc 70	I try to learn about the culture of English speakers	2.68	1.22	M
63 rd	Cog 14	I practice the sounds of English	2.70	.99	M

As seen in table 4.50, Business and Economics students reported a low use range of one memory strategy (item6), two cognitive strategies (items 17 and 28), and one compensation strategy (item 38). Memory strategy (item 6), “*I use flashcards to remember new English words*” (M=1.81, SD=1.03), cognitive strategies (item 28 and 17), “*I don't use dictionary to understand unfamiliar words*” (M=2.14, SD=1.28), “*I watch English language television shows or go to movies spoken in English*” (M=2.49, SD=1.22), compensation strategies (items 38 and 39), “*I read texts written in English without looking up every new word*” (M=2.30, SD=1.13), “*I try to guess what the other person will say next in English*” (M=2.48, SD=1.25); and one affective strategy

(item 63), “*I write down my feelings about language learning in a notebook*” (M=2.10, SD 1.21) were the least used strategies by this group of students.

Table 4.52 indicates the most frequently used strategies by students from Social Sciences: three cognitive strategies, three compensation strategies, two metacognitive strategies, and one affective strategy.

Table 4.51 The Most Frequently Used Strategies by Students of Social Sciences

Rank	Item	Strategy	M	SD	Use
1 st	Cog 33	I review notes taken during class so that it helps me remember words and ideas better	3.96	.94	H
2 nd	Cog 31	I repeat what I read to enhance my comprehension	3.76	.97	H
3 rd	Aff 60	I notice if I am tense or nervous when I am studying or using English	3.67	1.26	H
4 th	Comp 44	I try to make eye contact when I am talking	3.64	1.22	H
5 th	Comp 45	I don't give up easily	3.60	1.02	H
5 th	Met 49	I try to find out how to be a better learner of English	3.60	1.07	H
7 th	Cog 22	I try to find patterns (grammar) in English	3.53	.93	H
8 th	Met 50	I plan my schedule so I will have enough time to study English	3.51	1.05	H
8 th	Comp 42	I show continuous signals to show my understanding	3.51	.98	H

As can be seen in Table 4.51, all the most frequently used strategies were in the high use range. Cognitive strategies were (Items 22, 31 and 33), “*I look for words in my own language that are similar to new words in English*” (M=3.53, SD=.93), “*I repeat what I read to enhance my comprehension*” (M=3.76, SD=.92), and “*I review notes taken during class*” (M=3.96, SD=.910). Three compensation strategies were found: item 42, “*when I listen oral English, I send continuous signals to show my understanding in order to avoid communication gaps*” (M=3.51, SD=.98), item 44, “*I try to make eye contact when I am talking in English*” (M=3.64, SD=1.22), and item 45, “*I don't give up easily*

even if the lesson gets quite hard” (M=3.60, SD=1.02). Two metacognitive strategies (items 49 and 50), “I try to be a better learner of English” (M=3.60, SD=1.07), and “I plan my schedule so that I will have enough time to study English” (M=3.51, SD=1.05); affective strategy (item 60), “I notice if I am tense/nervous when I am using English” (M=3.67, SD=1.26) were also among the most used strategies

As shown in table 4.52 below, Social Science students reported a low use range of six strategies of which four were cognitive strategies, one compensation strategy and one memory strategy.

Table 4.52 The Least Frequently Used Strategies by Social Science Students

Rank	Item	Strategy	M	SD	Use
72 nd	Cog 28	I don't use dictionary to understand unfamiliar words	1.93	1.27	L
71 st	Memo 6	I use flashcards to remember new English words	2.02	1.15	L
70 th	Cog 28	I don't use dictionary to understand unfamiliar words	2.28	1.20	L
69 th	Comp 38	I read texts without looking every word	2.35	1.19	L
68 th	Cog 34	In listening to taped conversation or in reading a text I take the overall meaning without picking out key words	2.39	1.12	L
67 th	Cog 13	I try to talk like native English speakers	2.47	1.12	L
66 th	Cog 17	I watch English language television shows spoken in English or go to movies spoken in English	2.57	1.25	M
65 th	Cog 18	I read magazines, books, letters or reports in English	2.60	1.14	M
64 th	Memo 5	I use rhymes to remember new English words (e.g., know-no, nail-snail, cat-bat)	2.65	1.14	M
63 rd	Memo 7	I physically act out new English words	2.68	1.23	M

Strategies least used were, memory strategy (item6), “I use flashcards to remember new English words” (M=2.02, SD=1.15), cognitive strategies (items 13, 24, 28 and 34), “I try to talk like native English speakers” (M=2.47, SD=1.12, “I try not to translate word for word” (M=2.28, SD=1.20), “I don't use dictionary to understand unfamiliar words”

(M=1.93, SD=1.27), and “*in listening to taped conversation or reading a text, I take in the overall meaning without picking out key words*” (M=2.39, SD=1.12), and compensation strategy (item 38), “*I read texts written in English without looking up every new word*” (M=2.35, SD=1.19). Two memory strategies (item 5 and 7) and two cognitive strategies (items 17 and 18) were in the medium use range (see Table 4.52).

Table 4.53 and Table 4.54 indicate the most and least frequently used strategies by students of Agriculture. All the strategies which were used most frequently were in the high use range.

Table 4.53 The Most Frequently Used Strategies by Students of Agriculture

Rank	Item	Strategy	M	SD	Use
1 st	Met 48	I notice my English mistakes and use that information to help me do better	4.02	.88	H
2 nd	Met 53	I try to find out how to be a better learner of English	3.96	1.00	H
3 rd	Aff 59	I give myself a reward or treat when I do well in English	3.95	.93	H
4 th	Cog 31	I repeat what I read to enhance my comprehension	3.93	.96	H
5 th	Cog 33	I review notes taken during class so that it helps me remember words and ideas better	3.93	1.05	H
6 th	Met 49	I try to find out how to be a better learner of English	3.93	.94	H
7 th	Met 54	I think about my progress in learning English	3.83	.98	H
8 th	Aff 60	I notice if I am tense or nervous when I am studying or using English	3.71	1.12	H

Of these strategies, metacognitive strategy (item 48), “*I notice my English mistakes and use that information to help me do better*” (M=4.02, .88) was the most frequently used strategy. Other metacognitive strategies include (items 49, 53 and 54), “*I try to find out how to be a better learner of English*” (M=3.93, SD=.94), “*I have clear goals for*

improving my English skills” (M=3.96, SD=1.00), and *“I think about my progress in learning English”* (M=3.83, SD=.98). Two cognitive strategies (items 31 and 33), *“I repeat what I read to enhance my comprehension”* (M=3.93, SD=.96) and *“I review notes taken during class”* (M=3.93, SD=1.05), were also included in this use range. Two affective strategies item 59, *“I give myself a reward or treat when I do well in English* (M=3.95, SD=.93), and item 60, *“I notice if I am tense or nervous when I am studying English”* (M=3.78, SD=1.12), and a compensation strategy 43, *“I pay attention to the speaker’s eye contact, facial expression and gestures”* (M=3.83, SD=1.07) were also among the most frequently used strategies by Agriculture students.

Table 4.54 The Least Frequently Used Strategies by Students of Agriculture

Rank	Item	Strategy	M	SD	Use
72 nd	Memo 6	I use flashcards to remember new English words.	2.12	1.30	L
71 st	Cog 28	I don’t use dictionary to understand unfamiliar words	2.15	1.32	L
70 nd	Memo 7	I physically act out new English words	2.54	1.14	M
69 th	Cog 24	I try not to translate word-for-word	2.72	1.30	M
69 th	Aff 63	I write down my feelings in a language learning diary/ note book	2.72	1.15	M
69 th	Comp 38	I read texts without looking every word	2.72	1.35	M
66 th	Cog 14	I practice the sounds of English	2.77	1.23	M
66 th	Cog 17	I watch English language television shows spoken in English or go to movies spoken in English	2.77	1.31	M
64 th	Cog 18	I read magazines, books, letters or reports in English	2.84	1.19	M
63 rd	Soc 70	I try to learn about the culture of English speakers	2.92	.97	M

As can be seen in table 4.54, Agriculture students reported two low use range of the strategies (one memory and one cognitive), items 6, *“I use flashcards to remember new English words”* (M=2.12, SD=1.30), and item 28, *“I don’t use dictionary to understand unfamiliar words”* (M=2.15, SD=1.32). Four cognitive strategies (items 14, 17, 18 and 24), one memory strategy (item 7), compensation strategy (item 38), one affective

strategy (item 63), and a social strategy (item 70) were in the medium use range used by students of Agriculture (see Table 4.54).

With Health Science students, all the most frequently used strategies had a high use range (two compensation strategies, four cognitive strategies, and four metacognitive strategies).

Table 4.55 The Most Frequently Used Strategies by Students of Health Sciences

Rank	Item	Strategy	M	SD	Use
1 st	Comp 43	I pay attention to the speakers eye contact, facial expression and gestures	4.09	.83	H
2 nd	Cog 33	I review notes taken during class so that it helps me remember words and ideas better	3.93	.96	H
3 rd	Comp 44	I try to make eye contact when I am talking	3.77	.96	H
4 th	Cog 31	I repeat what I read to enhance my comprehension	3.74	.99	H
5 th	Met 49	I try to find out how to be a better learner of English.	3.70	1.12	H
6 th	Cog 22	I try to find patterns (grammar) in English	3.69	.98	H
7 th	Met 48	I notice my English mistakes and use that information to help me do better	3.64	.97	H
8 th	Met 47	I try to find as many ways as I can to use my English.	3.59	.94	H
9 th	Cog 32	I try to apply words or structures which I have just learned in paragraphs or in conversations	3.52	.88	H

Of these strategies, compensation strategy (item 43), “*I pay attention to the speaker’s eye contact, facial expression and gestures*” (M=4.09, SD=.83) was the most frequently used strategy followed by cognitive strategy (item 33), “*I review notes taken during class*” (M=3.93, SD=.96). Other strategies most frequently used by Health Science students were compensation strategy (item 44), “*I try to make eye contact when I am talking in English*” (M=3.77, SD=.96), cognitive strategies (items 22,31 and 32), “*I try to learn the pattern/ grammar of English*” (M=3.69, SD=.98), “*I repeat what I read to enhance my*

comprehension” (M=3.74, SD=.99), and “*I try to apply words or structures which I have just learned in paragraphs or conversations*” (M=3.52, SD=.88).

There were three metacognitive strategies (items 47, 48, and 49) included in the high use range by Health Science students, “*I try to find as many ways as I can to use my English*(M=3.59, SD=.94), “*I notice my English mistakes and use that information to help me do better*” (M=3.64, SD=.97), and “*I try to find out how to be a better learner of English*” (M=3.70, SD=1.12) were the metacognitive strategies found in this use range.

As can be seen in Table 4.56 below, Health Science students reported a low usage for two memory strategies (items 6 and 7), two cognitive strategies (items 17 and 28), and one affective strategy (item 63).

Table 4.56 The Least Frequently Used Strategies by Learners of Health Sciences

Rank	Item	Strategy	M	SD	Use
72 nd	Memo 6	I use flashcards to remember new English words.	1.60	.88	L
71 st	Cog 28	I don't use dictionary to understand unfamiliar words	2.17	1.27	L
70 th	Memo 7	I physically act out new English words	2.30	1.06	L
69 th	Cog 17	I watch English language television shows spoken in English or go to movies spoken in English	2.49	1.09	L
69 th	Aff 63	I write down my feelings in a language learning diary/ note book	2.49	1.19	L
67 th	Memo 10	I try to catch every word that the speaker uses	2.51	1.18	M
67 th	Cog 16	I start conversations in English	2.51	1.09	M
65 th	Soc 70	I try to learn about the culture of English speakers	2.55	1.31	M
64 th	Memo 5	I use rhymes to remember new English words (e.g., know-no, nail-snail, cat-bat).	2.56	1.09	M
64 th	Memo 11	I memorize English grammar rules in order to apply them	2.56	.86	M

Memory strategies least used by Health Science students were, item 6, “*I use flash cards to remember new English words*” (M=1.60, SD=.88), and item 7, “*I physically act out new English words*” (M=2.30, SD=1.06). Cognitive strategies least used were also, item 17, “*I watch English language television shows spoken in English or go to movies spoken in English*” (M=2.49, SD=1.09), and “*I don’t use dictionary to understand unfamiliar words*” (M=2.17, SD=1.27). Affective strategy (item 63), “*I write down my feelings about language learning in a language learning diary*” (M=2.49, SD=1.19) was also from the least used range by students of Health Science. Other strategies which were among the ten least used strategies were in medium use range (see Table 4.56).

4.2.4.2 Interaction Effects of Independent Variables on Learners’ Strategy Use

As shown in table 4.57, the results of each independent variable indicated that the effects of gender $F(6, 374)=3.34, p=.016$ academic major $F(4, 374)=2.7, p=.029$, and language proficiency $F(2, 374)=1.07, p=.01$ on strategy use were significant. ANOVA was conducted to see the interaction effects of gender, academic major and language proficiency on overall strategy use.

Table 4.57 ANOVA Summary Results of Gender, Academic Major and Language Proficiency Effects on Overall Language Learning Strategy Use

Source	Type III sum of squares	Df	Mean square	F	Sig	Partial Eta squared
Corrected Model	11.121 ^a	27	.412	2.488	.000	.152
Intercept	693.292	1	693.292	4188.080	.000	.918
Proficiency	.390	2	.195	1.07	.01	.004
Gender	.974	1	.974	5.884	.016	.015
Academic Major	1.812	4	.453	2.737	.029	.028
Proficiency*Gender	.071	2	.035	.214	.807	.001
Proficiency* Academic Major	.779	8	.097	.588	.788	.012
Gender * Academic Major	.414	4	.104	.626	.644	.007

Table 4.57 continued

Proficiency * Gender * Academic Major	.752	6	.125	.7557	.604	.012
Error	61.912	374	.166			
Total	4228.954	402				
Corrected Total	73.033	401				

As indicated in Table 4.57, the ANOVA result showed that the main interaction effects of the independent variables (gender, academic major and language proficiency) on overall strategy use had no any statistical effect on the overall strategy use.

MANOVA was also conducted in order to investigate the significant influences of the main interaction effects of gender, academic major and language proficiency on the six language learning strategy categories as seen in Table 4.58 below.

Table 4.58 MANOVA Summary Results of the Interaction Effects of Gender, Academic Major and Language Proficiency on Six Categories of Language Learning Strategy Use

Source	Dependent variable	Type III sum of squares	Df	Mean square	F	sig	Partial Eta squared
Corrected Model	Memo	20.755 ^a	27	.769	2.961	.000	.176
	Cog	9.488 ^b	27	.351	1.762	.012	.113
	Comp	18.758 ^c	27	.695	2.291	.000	.142
	Met	19.461 ^d	27	.721	2.158	.001	.135
	Aff	19.050 ^e	27	.706	2.273	.000	.141
	Soc	11.332 ^f	27	.420	1.046	.405	.070
Intercept	Memo	595.803	1	595.803	2294.724	.000	.860
	Cog	673.699	1	673.699	3385.310	.000	.901

Table 4.58 continued

	Comp	700.830	1	700.830	2311.497	.000	.861
	Met	843.644	1	843.644	2526.129	.000	.871
	Aff	721.226	1	721.226	2323.070	.000	.861
	Soc	654.184	1	654.184	1629.966	.000	.813
Gender* Academic major	Memo	.551	4	.138	.530	.713	.006
	Cog	.361	4	.090	.453	.770	.005
	Comp	.465	4	.116	.384	.820	.004
	Met	.820	4	.205	.614	.653	.007
	Aff	2.675	4	.669	2.154	.074	.023
	Soc	.053	4	.013	.033	.998	.000
Gender* proficiency	Memo	.470	2	.235	.904	.406	.005
	Cog	.020	2	.010	.050	.951	.000
	Comp	.503	2	.252	.830	.437	.004
	Met	.156	2	.078	.233	.792	.001
	Aff	.005	2	.003	.009	.991	.000
	Soc	.388	2	.194	.484	.617	.003
Academic major* Proficiency	Memo	2.010	8	.251	.967	.461	.020
	Cog	1.048	8	.131	.658	.728	.014
	Comp	2.180	8	.272	.899	.518	.019
	Met	1.063	8	.133	.398	.922	.008
	Aff	3.655	8	.457	1.472	.166	.031

Table 4.58 continued

	Soc	.752	8	.094	.234	.984	.005
Gender* Academic major* proficiency	Memo	1.162	6	.194	.746	.613	.012
	Cog	.797	6	.133	.667	.676	.011
	Comp	.767	6	.128	.422	.864	.007
	Met	1.645	6	.274	.821	.554	.013
	Aff	2.700	6	.450	1.449	.195	.023
	Soc	2.388	6	.398	.992	.431	.016
Error	Memo	97.106	374	.260			
	Cog	74.428	374	.199			
	Comp	113.374	374	.303			
	Met	124.904	374	.334			
	Aff	116.113	374	.310			
	Soc	150.104	374	.401			

R squared = .176 (Adjusted R squared = .117)_a
R squared = .113 (Adjusted R squared = .049)_b
R squared = .142 (Adjusted R squared = .080)_c
R squared = .135 (Adjusted R squared = .072)_d
R squared = .041 (Adjusted R squared = .079)_e
R squared = .070 (Adjusted R squared = .003)

The main interaction of gender and academic major on the six learning strategy use was not significant with a small effect size; memory strategies, $F(4,27)=.53$, $P=.71$, eta squared = .006; cognitive strategies, $F(4,27)=.45$, $p=.77$, eta squared=.005; compensation strategies, $F(4,27)=.38$, $P=.82$, eta squared = .004; metacognitive strategies, $F(4,27)=.61$, $P=.65$, eta squared = .007; affective strategies, $F(4,27)=2.15$, $P=.07$, eta squared = .02; and social strategies, $F(4,27)=.03$, $P=.99$, eta squared = .000.

The main interaction effect of gender and proficiency had no any significant effect on the six learning strategy categories; memory strategies, $F(2,27)=.90$, $P=.40$, eta squared.005;

cognitive strategies $F(2,27)=.50$, $P=.95$, eta squared=.000; compensation strategies $F(2,27)=.83$, $P=.44$, eta squared =.004; metacognitive strategies, $F(2,27)=.23$, $P=.79$, eta squared =.001; affective strategy $F(2,27)=.009$, $P=.99$, eta squared=.000; social strategy $F(2,27)=.48$, $P=.62$, eta squared=.003.

Other interactions of the independent variables: the interaction effect of academic major and proficiency on the six language learning strategy groups and the interaction effect of gender proficiency and academic major on the six category strategy uses were found to be statistically not significant. This implies that the interaction of all the independent variables had no any effect on learners' language learning strategy use.

4.2.4.3 Language Learning Beliefs by Other Variables

To determine the overall beliefs and the five belief categories by gender, academic major and language proficiency, means, standard deviations, and one way ANOVA test of the five strategy categories are presented.

4.2.4.3.1 Beliefs about Language Learning between Male and Female Students

The overall strategy use between males and females is compared in Table 4.59. One way ANOVA was computed to see the impact of gender on overall beliefs held by students about Language learning. The result was not statistically significant ($F=3.12$, $P=.08$).

Table 4.59 Overall Beliefs by Gender

Gender	Mean	SD	F	Sig
Male (n=225)	3.37	.34	3.12	.08
Female (n=175)	3.29	.42		
Total (n=402)	3.35			

Table 4.60 presents five belief categories by gender. There was no a statistically significant difference between males and females on the combined dependent variables (belief categories): $F(5,369)=1.29$, $P=.27$, Wilk's Lambda=.98; partial eta squared=.02.

When the result of each of the five belief sub groups were examined separately, all the belief categories showed no statistical significance using alpha level of 0.05. As indicated in table 4.60 below, none of the belief categories showed statistical significance. As can be seen in the table 4.60 male students had slightly higher belief in all the categories than females. However, the difference is very small.

Table 4.60 Means and Standard Deviation of Language Learning Beliefs by Gender

Variables	Male		Female		F	Sig
	M	SD	M	SD		
Apt	3.12	.49	3.11	.51	.04	.85
Dff	3.29	.50	3.21	.51	1.96	.16
LCS	3.33	.45	3.24	.57	2.31	.13
Na	3.47	.55	3.41	.81	.65	.42
MoE	3.82	.77	3.65	.76	3.97	.05

Note: Apt=Aptitude, Dff= Difficulty, LCS= Learning & Communication Strategies, Na=Nature of Language Learning, MoE= Motivation & Expectation

Table 4.61 The Strongly Held Beliefs by Male Students

Rank	Item	Belief	M	SD	Use
1 st	MoE 29	If they learn English very well, they will have better opportunities for a good job	4.54	2.46	H
2 nd	LCS 18	It is important to repeat and practice a lot	4.39	.94	H
3 rd	Apt 30	People who speak more than one language are very intelligent	4.08	.101	H
4 th	Apt 1	It is easier for children than adults to learn a foreign language	4.03	1.05	H
5 th	Apt 6	People from my country are good at learning foreign languages	4.01	1.05	H
6 th	LCS 26	In learning foreign language, it is important to practice with cassettes or tapes	3.93	1.02	H
7 th	MoE 32	I would like to have friends who speak English as a native language	3.87	1.13	H

Table 4.61 continued

8 th	Dff 5	I believe that I will learn to speak English very well	3.86	.98	H
9 th	Apt 6	People from my country are good at learning foreign languages	3.78	1.11	H
10 th	Dff 3	Some languages are easier to learn than others	3.72	1.13	H

Although the effect of gender on overall belief and on each belief category was not statistically significant, it is important to see the most and least held beliefs by EFL learners. Table 4.61 and 4.62 indicates the 10 most and least held beliefs by male students.

As shown in the table above, male students reported that they held the highest belief that *“if they learn English very well, they will have better opportunities for a good job”* (beliefs of motivation and expectation item 29, $M=4.54$, $SD=2.46$). On the other hand, EFL learners have low beliefs with the statement *“It is important to know about English speaking cultures in order to speak English”* (item 8, $M=1.93$, $SD=1.22$). Other strongly held beliefs include, *“It is important to repeat and practice a lot”*, (LCS 18, $M=4.39$, $SD=.94$), *“people who speak more than one languages are very intelligent”* (aptitude 30, $M=4.08$, $SD=1.01$), *“It is easier for children than adults to learn a foreign language”* (aptitude1, $M=4.01$, $SD=1.05$), and *“people from my country are good at learning foreign languages”* (aptitude item 6, $M=4.01$, $SD=1.05$).

Other strongly held beliefs by male students were beliefs of motivation and expectation (item32), *“I would like to have friends who speak English as a native language”* ($M=3.87$, $SD=1.13$), beliefs of learning and communication strategy (item26), *“in learning foreign languages, it is important to practice with cassettes or tapes”* ($M=3.93$, $SD=1.02$).

Regarding the least held beliefs, there were three belief categories that were found in the low range.

Table 4.62 Ten Least Held Beliefs by Male Students

Rank	Item	Belief	M	SD	Use
35 th	Na 8	It is important to know about English speaking cultures in order to speak English	1.93	1.22	L
34 th	Apt 10	It is easier for someone who already speaks a foreign language to learn another language	2.16	1.34	L
33 rd	Apt 17	The most, important part of learning language is learning vocabulary	2.17	1.16	L
32 nd	LCS 26	In learning foreign languages, it is important to practice with cassettes or tapes	2.58	1.40	M
31 st	Na 27	Learning a foreign language is difficult than learning other academic subjects	2.77	1.25	M
30 th	Dff 25	It is easier to speak than understand a foreign language	2.83	1.23	M
29 th	Apt 10	It is easier for someone who already speaks a foreign language to learn another one	2.89	1.22	M
28 th	LCS 21	I feel afraid speaking English with other people	2.97	1.18	M
27 th	Apt 16	I have special ability for learn foreign languages			
26 th	Apt 6	People from my country are good at learning foreign languages	3.01	1.15	M

Beliefs about the nature of language learning (item 8), “*It is important to know about English speaking cultures in order to speak English*” (M=1.93, SD=1.22), beliefs about language aptitude (item 10), “*It is easier for someone who already speaks a foreign language to learn another language*” (M=2.16, SD=1.34), and beliefs about the nature of language learning (item 17), “*the most, important part of learning language is learning vocabulary*” (M=2.17, SD=1.16). Other beliefs were from medium use range.

Table 4.63 below shows the strongly held beliefs by female students.

Table 4.63 The Strongly Held Beliefs by Female Students

Rank	Item	Belief	M	SD	Use
1 st	Na 17	The most important part of learning a foreign language is learning vocabulary words	4.17	3.92	H
2 nd	Apt 16	<i>I have special ability for learning foreign languages</i>	4.04	1.16	H
3 rd	MoE 29	If I learn English very well, I will have better opportunities for a good job	4.04	1.16	H
4 th	Apt 30	People who speak more than one language are very intelligent	3.89	1.14	H
5 th	Apt 6	People from my country are good at learning foreign languages	3.88	1.21	H
6 th	Apt 3	It is easier for children than adults to learn a foreign language	3.78	1.13	H
7 th	Dff 5	I believe that I will learn to speak English very well	3.58	1.19	H
8 th	Apt 11	People who are good at mathematics or science are not good at learning foreign language	3.55	1.15	H
8 th	Apt 2	Some people have special ability for learning foreign languages	3.55	1.18	H
9 th	Na 28	The most important part of learning English is learning how to translate from my native language to English or from English to my native language	3.54	1.24	H

Regarding female students, all the 10 strongly held beliefs were under the high use range. Among the ten belief categories strongly held by female students, six were beliefs of aptitude; one was belief about the difficulty of language learning, one belief of motivation and expectation, and two were beliefs about the nature of language learning strategies. Beliefs about the nature of language learning (item 17) “*The most important part of learning a foreign language is learning vocabulary words*” (M= 4.17, SD= 3.92); beliefs of aptitude (item 16), “*I have special ability for learning foreign languages*” (M=4.04, SD=1.16), “*people who speak more than one language are very intelligent*”

(item 30, $M=3.89$, $SD=1.14$), “*people from my country are good at learning foreign languages*” (item 6, $M=3.88$, $SD=1.21$), “*It is easier for children than adults to learn a foreign language*” ($M=3.78$, $SD=1.13$), “*people who are good at mathematics or science are not good at learning foreign language*” ($M=3.55$, $SD=1.15$), and “*some people have special ability for learning foreign languages*” ($M=3.55$, $SD=1.48$), were also among the strongly held beliefs by females. Another strongly held belief was, motivation and expectation (item 29), “*if I learn English very well, I will have better opportunities for a good job*” ($M=4.02$, $SD =1.16$).

Table 4.64 The Least Held Beliefs by Female Learners

Rank	Item	Belief	M	SD	Use
35 th	Na 8	It is important to know about English speaking cultures in order to speak English	1.94	1.03	L
34 th	Apt 10	It is easier for someone who already speaks a foreign language to learn another one	2.16	1.13	L
33 rd	LCS 22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on	2.55	1.42	M
32 nd	Dff 4	English is	2.77	.92	M
31 st	Apt16	I have special ability for learning foreign languages	2.81	1.22	M
30 th	Na 27	Learning a foreign language is difficult than learning other academic subjects	2.85	1.24	M
29 th	Dff 25	It is easier to speak than understand a foreign language	2.91	1.16	M
28 th	Apt 10	It is easier for someone who already speaks a foreign language to learn another one	2.93	1.22	M
27 th	Na 7	It is important to know about English-speaking cultures in order to speak English	3.07	1.70	M

Table 4.64 shows the 10 least held beliefs by female students. Of these two were under low use range.

The least held beliefs were beliefs about learning and communication strategy (item 8), “*It is important to know about English speaking cultures in order to speak English*”

(M=1.94, SD=1.03), followed by beliefs of aptitude (item 10), “*It is easier for someone who already speaks a foreign language to learn another one*” (M=-2.16, SD=1.13). Other beliefs were under the medium use range.

4.2.4.3.2 Beliefs about Language Learning by Language Proficiency

This research examined differences in the beliefs about language learning held by different proficiency levels: high, mid and low levels. The MANOVA result with Wilks’ Lambda shows that there was no significant difference between the three groups (high, mid and low) proficiency levels on overall beliefs and five category beliefs, Wilks’ Lambda = .96, $F(10,790) = 1.7$, $P = .07$ see Table 4.65).

Table 4.65 Wilks’ Lambda Tests

Wilk’s Lambda	Value	F	Hypothesis df	Error df	Sig	Partial Eta squared
	.96	1.7	10.00	790.00	.07	.02

Table 4.66 shows that the means of the three proficiency levels were almost similar: high proficiency level (M=3.39, SD .38), mid proficiency levels (M=3.36, SD=.36), and low proficiency levels (M= 3.30, SD=.33).

Table 4.66 Overall Beliefs by Proficiency Level

Proficiency	M	SD
High (n=48)	3.39	.38
Mid (n=252)	3.36	.36
Low (n=102)	3.30	.33

In the four belief categories, there were no significant differences among the three proficiency levels, high, mid and low. Beliefs of aptitude were summarized, $F(2,399)=.92$, $p=.39$, beliefs about learning and communication strategies, $F(2,399)=1.43$, $p=.24$, beliefs about the nature of language learning, $F(2,399)=1.15$, $p=.32$, and beliefs about motivation and expectation, $F(2,399)=.74$, $p=.48$. However, there was significant difference in the beliefs held by the three proficiency levels on beliefs of the difficulty of language learning, $F(2,399) = 4.1$, $p= .02$. High, mid, and low proficiency level learners had different beliefs about the difficulty of language learning.

Table 4.67 Means and Standard Deviations of the Five Categories of Beliefs by Proficiency

Beliefs	High		Mid		Low	
	M	SD	M	SD	M	SD
Apt	3.04	.48	3.14	.51	3.09	.47
Dff	3.44	.40	3.27	.50	3.19	.55
LCS	3.39	.48	3.32	.49	3.25	.46
Na	3.43	.60	3.49	.64	3.38	.58
MoE	3.91	.32	3.76	.67	3.78	.66

As seen in Table 4.67, motivation and expectation was the strongest belief held by all the three proficiency levels. On the other hand belief of foreign language aptitude was the least held belief by all the three proficiency levels compared to other belief categories.

Table 4.68 through 4.73 present the ten strongly and least held beliefs by the three proficiency levels. Table 4.68 and Table 4.69 indicate the 10 strongly and least held beliefs by high proficiency level EFL learners.

Table 4.68 The Strongly Held Beliefs by High Proficiency Levels.

Rank	Item	Beliefs	M	SD	Level
1 st	MoE 31	I want to learn to speak English well	5.00	.96	H
2 nd	LCS 18	It is important to repeat and practice a lot	4.56	.96	H
3 rd	LCS 7	It is important to speak English with an Excellent pronunciation	4.22	1.11	H
4 th	Apt 1	It is easier for children than adults to learn a foreign language	4.16	1.01	H
5 th	Dff 5	I believe that I will learn to speak English very well	4.20	.94	H
6 th	MoE 32	I would like to have friends who speak English as a native language	4.06	.95	H
7 th	Dff 3	Some languages are easier to learn than others	4.00	.87	H
8 th	LCS 26	It is important to practice with cassettes or tapes	3.91	1.02	H
9 th	Apt33	Everyone can learn to speak a foreign language	3.77	1.20	H
9 th	LCS13	I enjoy practicing English with the native English speakers I meet	3.77	1.17	H

The strongly held beliefs by high proficiency levels were all from the high use range (mean ≥ 3.5). High proficiency level students had strong beliefs on beliefs of motivation and expectation (item 31), “*I want to learn to speak English well*” (M=5.00, SD=.96), beliefs of learning and communication strategies (items 18 & 7) “*it is important to repeat and practice a lot*” (M=4.56, SD =.96), and “*it is important to speak English with an excellent pronunciation*” (M=4.22, SD=1.11). Other strongly held beliefs by these proficiency levels were two beliefs of aptitude (items 1 and 33), two beliefs of the difficulty of language learning (items 5 & 3), two beliefs of learning and communication strategies (items 26 & 13), and one belief of motivation and expectation (item 32).

Table 4.69 The Least Held Beliefs by High Proficiency Levels

Rank	Item	Beliefs	M	SD	Level
35 th	LCS 9	You shouldn't say anything in English until you can say it correctly	1.79	1.18	L
34 th	Apt 11	People who are good at mathematics or science are not good at learning foreign languages	2.14	1.12	L
33 rd	Apt 19	Women are better than men at learning foreign languages	2.25	1.13	L
32 nd	LCS 22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on	2.43	1.51	L
31 st	Apt 16	I have special ability	2.50	1.12	M
30 th	Dff 23	It is easier to speak than understand a foreign language	2.58	1.16	M
29 th	Apt 6	People from my country are good at learning foreign languages	2.68	1.13	M
28 th	Apt 10	It is easier for someone who already speaks a foreign language to learn another one	2.70	1.12	M
27 th	Na 25	Learning a foreign language is difficult than learning other academic subjects	2.77	1.24	M

Table 4.69 presents the nine least held beliefs by high proficiency level students. Among the ten least held beliefs by this group, four were from the low use range (mean < 2.5). These were beliefs of learning and communication strategies (items 9 & 22) “*you shouldn't say anything in English until you can say it correctly*” (M=1.79, SD=1.18), and “*if beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on*” (M=2.43, SD = 1.51), and beliefs of aptitude (items 11 & 19) “*people who are good at mathematics or science are not good at learning foreign languages*” (M=2.14, SD=1.12), and “*women are better than men at learning foreign*

languages” (M=2.25, SD=1.13). Three beliefs of aptitude (items 16, 6 & 10), one belief of the difficulty of language learning (items 23), and beliefs of the nature of language learning (item 25) were the other least held beliefs by this group of students.

Table 4.70 The Strongly Held Beliefs by Mid Proficiency Levels.

Rank	Item	Beliefs	M	SD	Level
1 st	LCS 18	It is important to repeat and practice a lot	4.32	.97	H
2 nd	MoE 31	I want to learn to speak English well	4.27	.96	H
3 rd	MoE 32	I would like to have friends who speak English as a native language	4.07	1.01	H
4 th	LCS 7	It is important to speak English with an Excellent pronunciation	3.97	1.04	H
5 th	Na 17	The most important part of learning a foreign language is learning vocabulary words	3.95	.58	H
6 th	Apt 1	It is easier for children than adults to learn a foreign language	3.94	1.09	H
7 th	Dff 5	I believe that I will learn to speak English very well	3.86	1.00	H
8 th	Na 28	The most important part of learning English is learning how to translate from my native language to English or from English to my native language	3.86	1.10	H
9 th	Apt 33	Everyone can learn to speak a foreign language	3.79	1.20	H
10 th	Na112	It is best to learn English in an English-speaking country	3.69	1.21	H

With mid proficiency level students, all the ten beliefs had a high usage range (two beliefs of learning and communication strategies, two beliefs of motivation and expectation, two beliefs of learning and communication (item 18). “*It is important to repeat and practice a lot*” (M=4.32, SD=.97) belief of motivation and expectation (item 31) “*I want to learn to speak English well*” (M=4.27, SD=.96), belief of motivation and expectation (item 32), “*I would like to have friends who speak English as a native language*” (M=4.07, SD=1.01) were among the ten strongly held beliefs by mid proficiency levels. Other strongly held beliefs include learning and communication strategy (item 7), beliefs of the nature of language learning (items 17, 28 & 12), beliefs of foreign language aptitude (items 1 & 33), belief of the difficulty of language learning (item 5) (see Table 4.70).

Table 4.71 The Least Held Beliefs by Mid Proficiency Levels

Rank	Item	Beliefs	M	SD	Level
35 th	LCS 9	You shouldn't say anything in English until you can say it correctly	1.98	1.19	L
34 th	Apt 11	People who are good at mathematics or science are not good at learning foreign languages	2.19	1.39	L
34 th	Apt 19	Women are better than men at learning foreign languages	2.19	1.18	L
32 nd	LCS 22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on	2.57	1.43	M
31 st	Dff 15	If someone spent one hour a day learning a language, how long would it take him/her to speak the language very well?	2.82	1.50	M
30 th	Na 23	The most important part of learning a foreign language is learning the grammar	2.86	1.26	M
29 th	Dff 25	It is easier to speak than understand a foreign language	2.90	1.21	M
28 th	Dff 4	English is	2.94	.89	M
27 th	Apt 10	It is easier for someone who already speaks a foreign language to learn another one	2.97	1.22	M
26 th	Apt 16	I have special ability for learning foreign languages	2.99	1.18	M

Table 4.71 shows the ten least held beliefs, three from the low use range, belief of learning and communication strategy (item 9) “*you shouldn't say anything in English until you can say it correctly*” (M=1.98, SD=1.19), beliefs of aptitude (items 11 & 19), “*people who are good at mathematics or science are not good at learning foreign language*” (M=2.19, SD=1.39), and “*women are better than men at learning foreign language*” (M=2.19, SD=1.18). Other beliefs least held by this proficiency level were from mid usage range (M=2.5-3.49). These were learning and communication strategy (item 22), belief of the nature of language learning (item 27), beliefs of the difficulty of language learning (items 15, 25, & 4) and beliefs of aptitude (items 10 & 16) (see Table 4.71).

Table 4.72 The Strongly Held Beliefs by Low Proficiency Levels

Rank	Item	Beliefs	M	SD	Level
1 st	MoE 31	I want to learn to speak English well	4.29	.90	H
2 nd	LCS 18	It is important to repeat and practice a lot	4.14	1.11	H
3 rd	MoE 32	I would like to have friends who speak English as a native language	3.96	1.16	H
4 th	Apt1	It is easier for children than adults to learn a foreign language	3.95	1.07	H
5 th	LCS 7	It is important to speak English with an Excellent pronunciation	3.91	1.20	H
6 th	Na 28	The most important part of learning English is learning how to translate from my native language to English or from English to my native language	3.83	1.06	H
7 th	Na 17	The most important part of learning a foreign language is learning vocabulary words	3.80	1.13	H
8 th	Apt 33	Everyone can learn to speak a foreign language	3.76	1.26	H
9 th	MoE 24	I would like to learn English so that I can get to know native English speakers better and their cultures	3.71	1.05	H
10 th	Dff 3	Some languages are easier to learn than others	3.60	1.12	H

From the ten strongly held beliefs, belief of motivation and expectation (item 31) “*I want to learn to speak English well*” (M=4.29, SD=.90), followed by a belief of learning and communication strategy (item 18) “*It is important to repeat and practice a lot*” (M=4.14, SD=1.11) were the two most strongly held beliefs by low proficiency levels. Others were in the high usage range (M ≥ 3.5). These were two beliefs of motivation and expectation (items 32 & 24), two beliefs of aptitude (items 1 & 33), two beliefs of the nature of

language learning (items 28& 17), one belief of learning and communication strategy (item 7), and one belief of the difficulty of language learning (item 3).

Table 4.73 The Least Held Beliefs by Low Proficiency Levels

Rank	Item	Beliefs	M	SD	Level
35 th	LCS 9	You shouldn't say anything in English until you can say it correctly	1.89	1.13	L
34 th	Apt 11	People who are good at mathematics or science are not good at learning foreign languages	2.08	1.13	L
33 rd	Apt 19	Women are better than men at learning foreign languages	2.46	1.28	L
32 nd	LCS 22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on	2.64	1.30	M
31 st	Na 27	Learning a foreign language is difficult than learning other academic subjects	2.65	1.23	M
30 th	Dff 25	It is easier to speak than understand a foreign language	2.84	1.22	M
20 th	Apt 14	I have special ability for learning foreign languages	2.89	1.30	M
28 th	Dff 15	If someone spent one hour a day learning a language, how long would it take him/her to speak the language very well?	2.94	1.63	M
27 th	LCS 21	I feel afraid of speaking English with other people	2.98	1.22	M

From the ten least held beliefs by low proficiency levels, three were from the low usage range. These are, belief of learning and communication strategy (item 9) “*you shouldn't say anything until you say it correctly*” (M=1.89, SD=1.13), beliefs of aptitude (items 11 & 19), “*people who are good at mathematics or science are not good at learning foreign languages*” (M=2.08, SD= 1.13), and “*women are better than men at learning foreign*

languages” (M=2.46, SD=1.28). Other least held beliefs by this group of learners, as shown in Table 4.73, were in the medium usage range.

4.2.4.3.3 Beliefs about Language Learning by Academic Major

This research investigated the significant differences in the beliefs held by learners in terms of their field of study. The Wilk’s Lambda Multivariate F was used for interpreting ANOVA results. The Wilk’s Lambda=.70 is significant, $F(20,1304)=7.2$, $P<.05$, indicating that beliefs held by learners from different fields of study vary.

Table 4.74 Wilk’s Lambda Tests

Wilk’s Lambda	Value	F	Hypothesis Df	Error Df	Sig	Partial eta squared
	.70	7.2	20	1304	.000	.08

Since the difference was significant, Univariate F for the separate variables was calculated. As shown in Table 4.75, the ANOVA statistic summary reported that academic major had a significant effect on overall strategy use: $F(4,397)=21.2$, $P<.05$, partial eta squared=.18.

Table 4.75 ANOVA Summary Table for Overall Beliefs by Academic Major

Source	Type III sum of squares	Df	Mean square	F	Sig.	Partial eta squared
Corrected Model	9.18	4	2.29	21.2	.000	.18
Intercept	4520	1	4520	4175	.000	.99
Academic Major	9.18	4	2.29	21.2	.000	.18
Error	42.9	397	.11			
Consolidated total	52.16	401				

$R^2=.12$ (Adjusted $R^2=.11$)

As shown in table 4.76, the Tukey HSD tests showed a significant mean difference among the academic majors. Natural Sciences had the highest mean (M= 3.50) followed by Business and Economics. The least mean belonged to Social Science majors (M= 3.08).

Table 4.76 Tukey HSD Summary Results of Overall Beliefs by Academic Major

Academic major (I)	Academic major(J)	Mean Difference (I-J)	Std. Error	Sig.
Natural Science	Business & Economics	.012	.052	.16
	Social Science	.416*	.051	.000
	Agriculture	.122	.051	-.019
	Health Science	.177*	.052	.006
Business & Economics	Natural Science	-.012	.052	.99
	Social Science	.404*	.052	.000
	Agriculture	.109	.052	-.34
	Health Science	.165*	.052	.016
Social Science	Natural Science	-.416*	.052	.000
	Business & Economics	-.404*	.052	.000
	Agriculture	-.294*	.052	.000
	Health Science	-.239*	.051	.000
Agriculture	Natural Science	-.122	.051	.13
	Business & Economics	-.109	.052	.22
	Social Science	.294*	.051	.000

Table 4.76 continued

	Health Science	.055	.051	.82
Health Science	Natural Science	-.177*	.051	.006
	Business & Economics	-.165*	.052	.016
	Social Science	.239*	.051	.000
	Agriculture	-.055	.051	.82

P<.05

A multivariate analysis of variance (MANOVA) was conducted to investigate the significant differences of the five belief categories by learner's academic major. Table 4.77 indicates that academic major had significant effects on the five categories of beliefs: aptitude $F(4,397)=13.59, P<.05$; difficulty of language learning $F(4,397) 3.44, P<.05$; learning and communication strategy $F(4,389)=21.8, P<.05$; the nature of language learning $F(4,397)=9.56, P<.05$; and motivation and expectation $F(4,397)=4.32, P<.05$. This shows that learners' beliefs about language learning are different according to the field of study they are studying.

Table 4.77 MANOVA Summary for the Effects of Academic Major on Five Belief Categories

Dependent Variable	Type III sum of squares	Df	Mean square	F	Sig.	Partial eta squared
Apt	12.04	4	3.01	13.59	.000	.12
Dff	3.49	4	.87	3.44	.009	1.03
LCS	17.03	4	4.26	21.81	.000	.18
Na	13.97	4	3.49	9.56	.000	.09
MoE	10.03	4	2.51	4.32	.002	.04

As shown in tables 4.78 through 4.82 the mean differences in the five categories among the five academic majors of studies were reported with the post-hoc Tukey HSD tests. The results of the post-hoc Tukey HSD test showed that there were significant mean differences between Natural Science students and Social Sciences students in the following belief categories: beliefs about foreign language aptitude, beliefs about learning and communication strategies, beliefs about the nature of language learning, and beliefs about motivation and expectation (see Table 4.78). Natural Science students also had significant differences from Health Science students in the three belief categories; aptitude, learning and communication beliefs, and beliefs about the nature of language learning. This indicates that learners of Natural Sciences had stronger beliefs than the Social Sciences and Health Sciences students.

There was significant mean difference between learners from Business and Economics and Social Sciences in the belief categories; aptitude, learning and communication strategies, beliefs about the nature of language learning and beliefs about motivation and expectation. Business and Economics students are also different from Health Science students in the beliefs about foreign language aptitude and in beliefs about learning and communication strategies.

Health Science students had significant difference from Social Sciences in the beliefs held on the difficulty of language learning, learning and communication strategies and the nature of language learning.

Agriculture students showed statistical significance on the beliefs about learning and communication strategies from students of Social Sciences, Natural Sciences and Business and Economics.

Table 4.78 Tukey HSD Tests for Mean Differences among Academic Majors on the Five Belief Categories

Dependent Variable	Academic Major (I)	Field of Study(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Aptitude	NS	BE	-.16	.075	.18	-.37	.04
		SS	.31*	.073	.000	.11	.51
		Ag	-.04	.073	.97	-.24	.15
		HS	.01*	.073	.04	.004	.41
	BE	NS	.16	.075	.18	-.04	.37
		SS	.48*	.075	.000	.27	.68
		Ag	.12	.074	.48	-.08	.32
		HS	.37*	.07	.000	.16	.58
	SS	NS	-.31*	.07	.000	-.51	-.11
		BE	-.48*	.07	.000	-.68	-.27
		Ag	-.35*	.07	.000	-.56	-.16
		HS	-.11	.07	.59	-.31	.09
	Ag	NS	.04	.07	.97	-.15	.24
		BE	-.12	.07	.48	-.32	.08
		SS	.35*	.073	.000	.15	.55
		HS	.25*	.073	.006	.05	.45
	HS	NS	-.21*	.073	.04	-.41	-.004
		BE	-.37	.075	.000	.57	-.16
		SS	.11	.073	.59	-.09	.31
		Ag	-.25*	.073	.006	-.45	-.05

Table 4.78 continued

Difficulty of Language Learning	NS	BE	.14	.080	.39	-.08	.36
		SS	.20	.078	.08	-.013	.42
		Ag	.07	0.078	.89	-.14	.28
		HS	-.05	.079	.96	-.27	.16
	BE	NS	-.14	.080	.39	-.36	.08
		SS	.06	.080	.95	-.16	.28
		Ag	-.07	.080	.89	-.29	.15
		HS	-.05	.79	.96	-.27	.16
	SS	NS	-.20	.078	.08	-.42	.01
		BE	-.06	.080	.95	-.28	.16
		Ag	-.13	.078	.44	-.35	.08
		HS	-.26*	.078	.01	-.47	-.04
	Ag	NS	-.070	.078	.89	-.28	.14
		BE	.07	.080	.89	-.14	.29
		SS	.13	.078	.44	-.08	.34
		HS	-.12	.078	.51	-.34	.09
	HS	NS	.05	.079	.96	-.16	.27
		BE	.19	.080	.11	-.02	.42
		SS	.26*	.078	.01	.04	.47
		Ag	.12	.078	.513	-.09	.34

Table 4.78 continued

Learning & Communication Strategies	NS	BE	.01	.070	1.00	-.19	.19
		SS	.56*	.07	.000	.36	.75
		Ag	.28*	.07	.000	.09	.47
		HS	.23*	.069	.007	.04	.42
	BE	NS	-.01	.070	1.00	-.19	.19
		SS	.55*	.070	.000	.36	.74
		Ag	.28*	.070	.001	.08	.74
		HS	.23*	.070	.01	.03	.42
	SS	NS	.56*	.07	.000	-.75	-.37
		BE	-.55*	.070	.000	-.74	-.36
		Ag	-.27*	.068	.001	-.46	-.08
		HS	-.32*	.06	.000	-.51	-.13
	Ag	NS	-.28*	.069	.000	-.47	-.09
		BE	-.28*	.070	.001	-.47	-.08
		SS	.27*	.068	.001	.08	.46
		HS	-.05	.069	.95	-.24	.14
	HS	NS	-.23*	.069	.007	-.42	-.04
		BE	-.23*	.070	.01	-.42	-.03
		SS	.32*	.06	.000	.13	.51
		Ag	.05	.069	.95	-.14	.24
The Nature of Language Learning	NS	BE	.11	.096	.79	-.15	.37
		SS	.54*	.094	.000	.28	.80
		Ag	.15	.09	.49	-.11	.41
		HS	.27*	.09	.04	.01	.52

Table 4.78 continued

	BE	NS	-.11	.09	.79	-.37	.15
		SS	.43*	.09	.000	.17	.69
		Ag	.04	.096	.99	-.2	.31
		HS	.16	.09	.46	-.10	.42
	SS	NS	-.54*	.094	.000	-.80	-.28
		BE	-.43*	.09	.000	-.69	-.17
		Ag	-.39*	.094	.000	-.65	-.13
		HS	-.27*	.094	.03	-.53	-.01
	Ag	NS	-.15	.094	.49	-.41	.11
		BE	-.04	.09	.99	-.30	.22
		SS	.39*	.094	.000	.13	.65
		HS	.12	.094	.72	-.14	.37
	HS	NS	.27*	.094	.04	-.53	-.01
		BE	-.16	.069	.46	-.42	.10
		SS	.27*	.094	.03	.01	.53
		Ag	-.12	.094	.72	-.37	.14
Motivation & Expectation	NS	BE	.05	.12	.99	-.28	.38
		SS	.45*	.12	.002	.13	.78
		Ag	.18	.118	.56	-.15	.50
		HS	.18	.119	.57	-.15	.50
	BE	NS	-.05	.122	.99	-.38	.28
		SS	.40*	.121	.009	.07	.74
		Ag	.13	.121	.81	-.20	.46
		HS	.13	.122	.83	-.20	.46
SS	NS	.45*	.119	.002	-.78	-.12	

Table 4.78 continued

		BE	-.40*	.121	.009	-.74	-.07
		Ag	-.27	.118	.14	-.59	.05
		HS	-.27	.119	.14	-.60	.05
		NS	-.18	.118	.55	-.50	.14
	Ag	BE	-.13	.121	.81	-.46	.20
		SS	.27	.118	.14	-.05	.59
		HS	-.002	.118	1.000	-.33	.32
	HS	NS	-.18	.119	.57	-.50	.15
		BE	-.13	.122	.83	-.46	.20
		SS	.27	.119	.14	-.05	.60
		Ag	.002	.118	1.000	-.32	.33

Table 4.79 indicates that students in the five academic majors: Natural Sciences (M=3.96, SD=.54), Business and Economics (M=3.91, SD=.59), Social Sciences (M=3.50, SD=.71), Agriculture (M=3.78, SD=.68), and Health Sciences (M=3.78, SD=1.12) held strong beliefs about Motivation and expectation. Learners from the four academic majors: Natural Sciences (M=3.18, SD=.52), Social Sciences (M=2.86, SD=.53), Agriculture (M=3.22, SD=.45), and Health Sciences (M=2.97, SD=.39), held beliefs about foreign language aptitude least.

Table 4.79 Means and Standard Deviations of the Five Beliefs Categories by Academic Major

Variable	Natural Sciences		Business & Economics		Social Sciences		Agriculture		Health Sciences		F	Sig
	M	SD	M	SD	M	SD	M	SD	M	SD		
Apt	3.18	.52	3.34	.41	2.86	.53	3.22	.45	2.97	.39	13.6	.000
Dff	3.34	.48	3.20	.48	3.14	.52	3.27	.45	3.39	.49	3.4	.009
LCS	3.53	.42	3.52	.36	2.97	.51	3.25	.46	3.29	.41	21.8	.000
Na	3.67	.53	3.56	0.50	3.13	.82	3.52	.54	3.40	.55	9.6	.000
MoE	3.96	.54	3.91	.59	3.50	.71	3.78	.68	3.78	1.12	4.3	.002

Table 4.80 shows the 10 most strongly held beliefs by Natural Sciences learners. Among the 10 strongly held beliefs, four were beliefs of aptitude (item 33, 30 and 1), “*Everyone can learn to speak a foreign language*” (M=4.22, SD=.88), “*people who speak more than one language are very intelligent*” (M=3.86, SD=1.08), and “*It is easier for children than adults to learn a foreign language*” (M=3.98, SD=.1.05). Two beliefs were motivation and expectation (items 31 and 33), “*I want to learn to speak English well*” (M=4.55, SD=.66), and “*I would like to have friends who speak English as a native language*” (M=4.40, SD=.70). Beliefs about the nature of language learning item 17 (M=4.08, SD=1.00) and beliefs about foreign language aptitude item 30 (M=3.86, SD=1.08) were also among the ten strongly held beliefs by this group of students.

Table 4.80 The Strongly Held Beliefs by Natural Sciences Learners

Rank	Item	Belief	M	SD	Level
1 st	MoE 31	I want to learn to speak English well.	4.55	.66	H
2 nd	LCS 18	It is important to repeat and practice a lot	4.44	.86	H
3 rd	MoE 32	I would like to have friends who speak English as a native language	4.40	.70	H
4 th	Apt 33	Everyone can learn to speak a foreign language	4.22	.88	H
5 th	LCS 7	It is important to speak English with an Excellent pronunciation	4.16	.99	H
6 th	Na 28	The most important part of learning English is learning how to translate from my native language to English or from English to my native language	4.13	.81	H
7 th	Na 12	It is best to learn English in an English-speaking country	4.11	.79	H
8 th	Na 17	The most important part of learning a foreign language is learning vocabulary words	4.08	1.00	H
9 th	Apt 1	It is easier for children than adults to learn a foreign language	3.98	1.05	H
10 th	Apt 30	People who speak more than one language are very intelligent	3.86	1.08	H

Table 4.81 below shows ten least held beliefs by Natural Sciences learners. Among the ten least held beliefs, three were in low use range: one beliefs of the nature of language learning (item 27), “*Learning a foreign language is difficult than learning other academic subjects*” (M=3.07 ,SD=1.35), and five beliefs of aptitude (item 10, 11, 16, 19, & 6) , “*It is easier for someone who already speaks a foreign language to learn another one*” (M=2.96, SD=1.33), “*People who are good at mathematics or science are not good at learning foreign languages*” (M= 2.14, SD=1.80), “*I have special ability for learning foreign languages*” (M= 2.93, SD=1.15), “*Women are better than men at learning foreign languages*” (M=2.16, SD=1.31), and “*People from my country are good at learning foreign languages*” (M=3.08, SD=1.03). The other least held beliefs were three beliefs of the difficulty of language learning (item 4, 15 and 25), one belief of learning

and communication strategies (items 16), and one beliefs of the nature of language learning (items 27).

Table 4.81 The Least Held Beliefs by Natural Sciences Learners

Rank	Item	Belief	M	SD	Level
35 th	LCS 9	You shouldn't say anything in English until you can say it correctly	2.10	1.24	L
34 th	Apt 11	People who are good at mathematics or science are not good at learning foreign languages	2.14	1.80	L
33 th	Apt 19	Women are better than men at learning foreign languages	2.16	1.31	L
32 nd	Dff 4	English is	2.86	.98	M
31 st	Apt 16	I have special ability for learning foreign languages	2.93	1.15	M
30 th	Apt 10	It is easier for someone who already speaks a foreign language to learn another one	2.96	1.33	M
29 th	Na 27	Learning a foreign language is difficult than learning other academic subjects	3.07	1.35	M
29 th	Dff 25	It is easier to speak than understand a foreign language	3.07	1.09	M
27 th	Apt 6	People from my country are good at learning foreign languages	3.08	1.03	M
26 th	Dff 15	If someone spent one hour a day learning a language, how long would it take him/her to speak the language very well?	3.09	1.56	M

Table 4.82 indicates the ten strongly held beliefs by students of Business and Economics.

Table 4.82 The Strongly Held Beliefs by Business and Economics Students.

Rank	Item	Belief	M	SD	Level
1 st	LCS 18	It is important to repeat and practice a lot	4.49	.82	H
2 nd	MoE 32	I would like to have friends who speak English as a native language	4.24	.75	H
3 rd	LCS 7	It is important to speak English with an Excellent pronunciation	4.21	.88	H
4 th	Apt 1	It is easier for children than adults to learn a foreign language	4.20	.86	H
5 th	MoE 31	I want to learn to speak English well	4.18	.86	H
6 th	LCS 13	I enjoy practicing English with the native English speakers I meet	4.04	.79	H
7 th	LCS 14	It's o.k. to guess if you don't know a word in English	3.97	.91	H
7 th	Apt 33	Everyone can learn to speak a foreign language	3.97	.98	H
8 th	Na 28	The most important part of learning English is learning how to translate from my native language to English or from English to my native language	3.89	1.07	H
9 th	Na 23	The most important part of learning a foreign language is learning the grammar	3.84	1.20	H

Among these beliefs two were beliefs of aptitude (items 1 and 33), *“It is easier for children than adults to learn a foreign language”* (M=4.20, SD=.86), and *“Everyone can learn to speak a foreign language”* (M=3.97, SD=.98). Two beliefs of motivation and expectation (items 32 and 31), *“I would like to have friends who speak English as a native language”* (M=4.24, SD=.75), and *“I want to learn to speak English well”* (M=4.18, SD=.86); three beliefs of learning and communication strategies (items 18, 7, 13 and 14), *“It is important to repeat and practice a lot”* (M=4.21, SD=.88), *“I enjoy practicing English with the native English speakers I meet”* (M=4.04, SD=.79), and *“It's o.k. to guess if you don't know a word in English”* (M=3.97, SD=.91) and two beliefs of the nature of language learning (items 28 and 23), *“The most important part of learning English is learning how to translate from my native language to English or from English*

to my native language” (M=3.89, SD=1.07), and *“The most important part of learning a foreign language is learning the grammar”* (M=3.84, SD= 1.20)

Table 4.83 shows the 10 least held beliefs by the students of Business and Economics. Of these beliefs four were in low frequency range (three from the belief of the nature of language learning and one is aptitude of language learning), and six medium frequency (one difficulty of language learning, two foreign language aptitude, and one learning and communication strategy).

Table 4.83 The Least Held Beliefs by Business and Economics Students

Rank	Item	Belief	M	SD	Level
35 th	LCS 9	You shouldn't say anything in English until you can say it correctly	1.97	1.05	L
34 th	Apt 11	People who are good at mathematics or science are not good at learning foreign languages	2.29	1.29	L
33 rd	Dff 15	If someone spent one hour a day learning a language, how long would it take him/her to speak the language very well?	2.34	1.37	L
32 nd	Apt 19	Women are better than men at learning foreign languages	2.46	1.30	L
31 st	Na 27	Learning a foreign language is difficult than learning other academic subjects	2.61	1.07	M
30 th	LCS 22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on	2.88	1.31	M
29 th	Dff 25	It is easier to speak than understand a foreign language.	2.93	1.25	M
28 th	Dff 4	English is	3.02	.91	M
27 th	LCS 21	I feel afraid of speaking English with other people	3.12	1.11	M
26 th	Apt 10	It is easier for someone who already speaks a foreign language to learn another one	3.17	1.16	M

The least held belief was belief of the nature of language learning (item 9), *“You shouldn't say anything in English until you can say it correctly”* (M=1.97, SD=1.05). Other strategies with low frequency were beliefs of aptitude (item 11), *“People who are good at mathematics or science are not good at learning foreign languages”*

(M=2.29, SD=1.29), belief of foreign language aptitude item 19), “*Women are better than men at learning foreign languages*” (M=2.46 ,SD=1.30), and belief of the difficulty of language learning (item 15) “If someone spent one hour a day learning a language, how long would it take him/her to speak the language very well?” (M=2.34, SD=1.37).

Table 4.84 and 4.85 indicate the strongly and least held beliefs by Social Science students.

Table 4.84 The Strongly Held Beliefs by Social Science Students

Rank	Item	Belief	M	SD	Level
1 st	MoE 31	I want to learn to speak English well	4.09	1.12	H
2 nd	LCS 18	It is important to repeat and practice a lot	3.96	1.26	H
3 rd	Apt 1	It is easier for children than adults to learn a foreign language	3.63	1.26	H
4 th	LCS 7	It is important to speak English with an Excellent pronunciation	3.45	1.33	M
5 th	Na 28	The most important part of learning English is learning how to translate from my native language to English or from English to my native language	3.47	1.30	M
6 th	MoE 32	I would like to have friends who speak English as a native language	3.47	1.40	M
7 th	Na 23	The most important part of learning a foreign language is learning the grammar	3.35	1.90	M
7 th	MoE 20	People in my country feel that it is important to speak English	3.35	1.16	M
9 th	Dff 34	It is easier to read and write English than to speak and understand it	3.32	1.32	M
10 th	Apt 30	People who speak more than one language are very intelligent	3.23	1.34	M

Social Sciences students reported that they strongly agree with the statement “*I want to learn to speak English well*” (M=4.09, SD=1.12) versus their disagreement with the statement, “*You shouldn’t say anything in English until you can say it correctly*” (M=1.95, SD=1.07). Social Science students reported that five beliefs, one motivation and expectation belief (item 31), “*I want to learn to speak English well*” (M=4.09,SD=1.12), one beliefs about foreign language aptitude (1), “*It is easier for children than adults to learn a foreign language*” (M=3.63, SD=1.26) had a high range

of beliefs (Table 4.84), while five beliefs had a low frequency range (see Table 4.85); two beliefs about learning and communication strategies (items 9 and 22), “*You shouldn’t say anything in English until you can say it correctly*” (M=1.95, SD=1.07), and “*If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on*” (M=2.03, SD=1.11), two beliefs about foreign language aptitude (item 11 and 19), “*People who are good at mathematics or science are not good at learning foreign languages*” (M=1.97, SD=1.04), and “*Women are better than men at learning foreign languages*”(M=2.29, SD=1.11), one belief about the nature of language learning (item 27), “*Learning a foreign language is difficult than learning other academic subjects*” (M=2.24, SD=1.30).

Table 4.85 The Least Held Beliefs by Social Science Students

Rank	Item	Belief	M	SD	Level
35 th	LCS 9	You shouldn’t say anything in English until you can say it correctly	1.95	1.07	L
34 th	Apt 11	People who are good at mathematics or science are not good at learning foreign languages	1.97	1.04	L
33 rd	LCS 22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on	2.03	1.11	L
32 nd	Na 27	Learning a foreign language is difficult than learning other academic subjects	2.24	1.30	L
31 st	Apt 19	Women are better than men at learning foreign languages	2.29	1.11	L
30 th	Apt 16	I have special ability for learning foreign languages	2.60	1.26	M
30 th	Dff 25	It is easier to speak than understand a foreign language	2.60	1.21	M
28 th	LCS 21	I feel afraid speaking English with other people	2.67	1.23	M
27 th	Apt 10	It is easier for someone who already speaks a foreign language to learn another one	2.75	1.19	M
26 th	Dff 15	If someone spent one hour a day learning a language, how long would it take him/her to speak the language very well?	2.76	1.45	M

Table 4.86 shows the strongly held beliefs by Agriculture students. All the ten beliefs belong to the high use range ($M \geq 3.50$).

Table 4.86 The Strongly Held Beliefs by Agriculture Students.

Rank	Item	Belief	M	SD	Level
1 st	MoE 31	I want to learn to speak English well	4.22	1.03	H
2 nd	LCS 18	It is important to repeat and practice a lot	4.13	1.05	H
3 rd	MoE 32	I would like to have friends who speak English as a native language	4.08	.99	H
4 th	Apt 1	It is easier for children than adults to learn a foreign language	4.07	.99	H
5 th	Na 12	It is best to learn English in an English-speaking country	4.04	1.11	H
6 th	LCS 28	The most important part of learning English is learning how to translate from my native language to English or from English to my native language	3.87	.99	H
7 th	LCS 7	It is important to speak English with an Excellent pronunciation	3.83	1.07	H
7 th	Dff 3	Some languages are easier to learn than others	3.78	1.03	H
9 th	MoE 24	I would like to learn English so that I can get to know native English speakers better and their cultures	3.75	1.09	H
10 th	Apt 33	Everyone can learn to speak a foreign language	3.74	1.29	H

Beliefs of Motivation and Expectation (item 31), “*I want to learn to speak English well*” ($M=4.22$, $SD=1.03$), followed by beliefs about learning and communication strategies (item 18), “*It is important to repeat and practice a lot*” ($M=4.13$, $SD=1.05$), one belief about motivation and expectation (item 32), “*I would like to have friends who speak English as a native language*” ($M=4.08$, $SD=.99$), one belief about foreign language aptitude (items), “*It is easier for children than adults to learn a foreign language*” ($M=4.07$, $SD=.99$), and one belief about the nature of language learning (item 12), “*It is best to learn English in an English-speaking country*” ($M=4.01$, $SD=1.11$), were the strongest beliefs Agriculture students had. Other beliefs include two beliefs of learning and communication strategies (items 27 and 7), one belief of the difficulty of language learning (item 3), one belief of motivation and expectation (item 24), and one belief of foreign language aptitude (item 33) (see Table 4.86).

As can be seen in Table 4.87, three beliefs belong to the low use range: two beliefs about learning and communication strategy (item 9), “*You shouldn’t say anything in English until you can say it correctly*” (M=1.97, SD=1.30), two beliefs about foreign language aptitude (items 11 and 19), “*People who are good at mathematics or science are not good at learning foreign languages*” (M=2.16, SD=1.11), and “*Women are better than men at learning foreign languages*” (M=2.27, SD=1.23). Other beliefs used by Agriculture students were in the medium use range: two beliefs about foreign aptitude (items 10 and 16)), two beliefs about the difficulty of language learning (items 15 and 25), two beliefs about learning and communication strategies (items 22 and 21), and one belief on the nature of language learning (item 27).

Table 4.87 The Least Held Beliefs by Agriculture Students

Rank	Item	Belief	M	SD	Level
35 th	LCS 9	You shouldn’t say anything in English until you can say it correctly	1.97	1.30	L
34 th	Apt 11	People who are good at mathematics or science are not good at learning foreign languages	2.16	1.11	L
33 rd	Apt 19	Women are better than men at learning foreign languages	2.27	1.23	L
32 nd	LCS 22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on	2.77	1.39	L
31 st	LCS 21	I feel afraid speaking English with other people	2.84	1.16	M
30 th	Na 27	Learning a foreign language is difficult than learning other academic subjects	2.899	1.29	M
29 th	Dff 25	It is easier to speak than understand a foreign language	2.93	1.19	M
28 th	Apt 16	I have special ability for learning foreign languages	2.97	1.19	M
27 th	Apt 10	It is easier for someone who already speaks a foreign language to learn another one	3.08	1.27	M
27 th	Dff 15	If someone spent one hour a day learning a language, how long would it take him/her to speak the language very well?	3.081. 30	1.49	M

Table 4.88 and 4.89 show strongly and least held beliefs about language learning by Health science students.

Table 4.88 The Strongly Held Beliefs by Health Science Students

Rank	Item	Belief	M	SD	Use
35 th	MoE 31	I want to learn to speak English well	5.00	.98	H
34 th	LCS 18	It is important to repeat and practice a lot	4.51	.86	H
33 rd	LCS 7	It is important to speak English with an Excellent pronunciation	4.30	.88	H
32 nd	MoE 32	I would like to have friends who speak English as a native language	4.02	1.99	H
31 st	Apt 1	It is easier for children than adults to learn a foreign language	4.00	1.09	H
30 th	Dff 3	Some languages are easier to learn than others	3.95	1.01	H
29 th	Na 35	Language learning involves a lot of memorization	3.92	1.13	H
28 th	Na 28	The most important part of learning English is learning how to translate from my native language to English or from English to my native language	3.80	1.12	H
27 th	Apt 33	Everyone can learn to speak a foreign language	3.79	1.11	H
27 th	LCS 26	It is important to practice with cassettes or tapes.	3.76	1.04	H

Beliefs of motivation and expectation (item 31), “*I want to learn to speak English well*” (M=5.00, SD=4.56) followed by beliefs about learning and communication strategies (item 18), “*It is important to repeat and practice a lot*” (M=4.51, SD=.86), were the two strongest beliefs held by Health Science students. Two beliefs about learning and communication strategies aptitude (items 7, and 26), “*It is important to speak English with an Excellent pronunciation*” (M=4.30, SD=.88), and “*It is important to practice with cassettes or tapes*” (M=3.76, SD=1.04), two beliefs about the nature of language learning (items 35 and 28) “*Language learning involves a lot of memorization*” (M=3.92, SD=1.13), and “*The most important part of learning English is learning how to translate from my native language to English or from English to my native language*” (M=3.80,

SD=1.12); two beliefs about foreign language aptitude (items 1 and 33) “*It is easier for children than adults to learn a foreign language*” (M=4.00, SD=1.09), and “*Everyone can learn to speak a foreign language*” (M=3.79, SD=1.11); one belief about motivation and expectation (item 32), “*I would like to have friends who speak English as a native language*” (M=4.02, SD=1.99).

Table 4.89 The Least Held Beliefs by Health Science Students

Rank	Item	Belief	M	SD	Use
1 st	LCS 9	You shouldn't say anything in English until you can say it correctly	1.64	1.22	L
2 nd	Apt 11	People who are good at mathematics or science are not good at learning foreign languages	2.23	1.19	L
3 rd	Apt 19	Women are better than men at learning foreign languages	2.17	1.06	L
4 th	LCS 22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on	2.08	1.35	L
5 th	Apt 6	People from my country are good at learning foreign languages	2.50	.97	M
6 th	Apt 10	It is easier for someone who already speaks a foreign language to learn another one	2.58	1.08	M
7 th	Apt 16	I have special ability for learning foreign languages	2.64	1.14	M
7 th	Dff 25	It is easier to speak than understand a foreign language	2.71	1.28	M
9 th	Na 23	The most important part of learning a foreign language is learning the grammar	2.85	1.20	M
10 th	Na 27	Learning a foreign language is difficult than learning other academic subjects	2.85	1.17	M

Regarding the least held beliefs, four beliefs were reported as low use range. The least held belief was beliefs about learning and communication strategies (item 9), “*You shouldn't say anything in English until you can say it correctly*” (M=1.64, SD=1.12). Other beliefs in the low range were beliefs of aptitude (items 11 and 19), “*People who are good at mathematics or science are not good at learning foreign languages*”

($M=2.17$, $SD=1.06$), and “*Women are better than men at learning foreign languages*” ($M=2.23$, $SD=1.19$), and one belief about learning and communication strategy (item 22) “*If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on*” ($M=2.08$, $SD=1.35$).

As shown in table 4.90, the results indicated that the effect of academic major on language learning beliefs was significant, $F(4, 397)=5.4$, $P<.05$, where as the effect of gender $F(5,397)=2.04$, $P>.05$) and proficiency $F(4, 397)=.09$, $P>.05$) on students’ language learning beliefs were not significant. A one way multivariate analysis of variance (MANOVA) was conducted to see the interaction effects of gender, academic major and proficiency on overall beliefs learners held.

The MANOVA results for the interaction of gender and academic major showed that Wilks’ Lambda was not significant, Wilks’ Lambda =.93, $F(20,1228)=1.32$, $P=.16$.

Table 4.90 reported that all the main interactions: gender and academic major $F(4,374)=.04$, $P=.099$, partial eta squared =.000; gender and proficiency, $F(2,374)=.78$, $P=.46$, partial eta squared =.004; academic major and proficiency , $F(8,374)=.98$, $P=.45$, partial eta squared =.02; and gender, academic major and proficiency, $F(6,374)=.54$, $P=.78$, partial eta squared =.009 were not statistically significant.

Regarding the effect size, Cohen (1998) has suggested that the criteria for effect size as the following: a large effect size is .40 or over, a medium effect size is .25 to .39, and small effect size is .10 to .24. Based on Cohen’s criteria for the effect size, as shown in table 4.89, the effect sizes for all the interactions were small.

Table 4.90 MANOVA Summary Results of Gender, Academic Major and Proficiency Effects on Overall Beliefs about Language Learning

Source	Type III sum of squares	Df	Mean square	F	Sig	Partial eta squared
Corrected Model	11.59 ^f	27	.43	3.96	.000	.22
Intercept	741.34	1	741.34	6836.1	.000	.95
Gender	.22	1	.22	2.03	.15	.005
Academic major	2.32	4	.58	5.36	.000	.05
Proficiency	.02	2	.01	.09	.91	.001
Gender*Academic major	.016	4	.004	.037	.99	.000
Gender*proficiency	.17	2	.08	.78	.46	.004
Academic major* proficiency	.85	8	.11	.98	.45	.02
Gender* Academic major* proficiency	.35	6	.06	.54	.78	.009
Error	40.56	374	.11			
Total	4571.4	402				
Corrected Total	52.16	401				

R²=.166 (Adjusted R²=.106)

MANOVA was conducted in order to investigate the significant influences of the main interaction effects of gender, academic major and language proficiency on the five belief categories. The main interaction of gender and academic major on the five belief categories was not statistically significant with a small effect size; beliefs of aptitude, $F(2,1228)=2.09$, $P=.12$, $\eta^2=.01$; beliefs of difficulty of language learning, $F(2,1228)=.45$, $P=.64$, $\eta^2=.002$; beliefs of learning and communication strategies, $F(2,1228)=.76$, $P=.47$, $\eta^2=.004$; beliefs of the nature of

language learning, $F(2,1228)=2.28$, $P=1.04$, partial eta squared =.01; beliefs of motivation and expectation, $F(2,1228)=.04$, $P=.96$, partial eta squared =.000. The interaction effect of academic major and language proficiency was not also statistically significant with all the five belief categories; beliefs of aptitude, $F(8,1615)=1.23$, $P=.29$, partial eta squared=.03; beliefs of the difficulty of language learning, $F(9,1615)=1.29$, $P=.24$, partial eta squared =.027; beliefs of learning and communication strategies, $F(8,1615)=1.58$, $P=.13$, partial eta squared=.03; beliefs about the nature of language learning, $F(8,1615)=.67$, $P=.72$, partial eta squared=.01, beliefs of motivation and expectation $F(8,1615)=.82$, $P=.59$, partial eta squared =.017. The interaction effects of gender and proficiency was not statistically significant: beliefs of aptitude, $F(2,740)=2.09$, $P=.12$, partial eta squared =.01; beliefs of the difficulty of language learning, $F(2,740)=.45$, $P=.64$, partial eta squared =.002; beliefs of learning and communication strategies, $F(2,270)=.76$, $P=.47$, partial eta squared =.004; beliefs about the nature of language learning, $F(2,270)=2.28$, $P=.104$, partial eta squared =.01. The other main interaction, i.e. gender, academic major and language proficiency was not also statistically significant.

Table 4.91 MANOVA Summary Results of Gender Academic Major and Language Proficiency on Five Categories of Beliefs about Language Learning

Source	Dependent variable	Type III sum of squares	Df	Mean square	F	Sig	Partial Eta squared
Corrected Model	Apt	16.628 ^a	27	.616	2.765	.000	.166
	Dff	8.634 ^b	27	.320	1.250	.185	.083
	LCS	22.555 ^c	27	.835	4.342	.000	.239
	Na	21.674 ^d	27	.803	2.190	.001	.137
	MoE	25.995 ^e	27	.963	1.679	.020	.108
Intercept	Apt	654.712	1	654.712	2939	.000	.887
	Dff	712.783	1	712.783	2787	.000	.882
	LCS	734.057	1	734.057	3816	.000	.911
	Na	764.016	1	764.016	2085	.000	.848

Table 4.91 continued

	MoE	927.309	1	927.309	1618	.000	.812
Gender	Apt	.095	1	.095	.427	.514	.001
	Dff	.261	1	.261	1.019	.313	.003
	LCS	.300	1	.300	1.557	.213	.004
	Na	.957	1	.957	2.612	.107	.007
	MoE	.970	1	.970	1.692	.194	.005
Academic Major	Apt	4.532	4	1.133	5.086	.001	.052
	Dff	.525	4	.131	.513	.726	.005
	LCS	4.998	4	1.249	6.495	.000	.065
	NLL	3.412	4	.853	2.327	.056	.024
	MoE	1.929	4	.482	.841	.500	.009
Proficiency	Apt	.002	2	.001	.004	.996	.000
	Dff	.625	2	.313	1.223	.296	.006
	LCS	.160	2	.080	.415	.660	.002
	Na	1.332	2	.666	1.817	.164	.010
	MoE	1.902	2	.951	1.659	.192	.009
Gender* Academic Major	Apt	1.299	4	.325	1.457	.215	.015
	Dff	.847	4	.212	.828	.508	.009
	LCS	.203	4	.051	2.64	.901	.003
	Na	2.249	4	.562	1.534	.192	.016
	MoE	1.105	4	.276	.482	.749	.005
Gender*Proficiency	Apt	.935	2	.467	2.098	.124	.011
	Dff	.231	2	.116	.452	.637	.002
	LCS	.292	2	.146	.758	.469	.004
	Na	1.670	2	.835	2.278	.104	.012
	MoE	0.43	2	.021	.037	.963	.000

Table 4.91 continued

Academic Major * Proficiency	Apt	2.168	8	.271	1.217	.288	.025
	Dff	2.655	8	.332	1.297	.243	.027
	LCS	2.438	8	.305	1.584	.128	.033
	Na	1.950	8	.244	.665	.722	.014
	MoE	3.740	8	.468	.816	.589	.017
Gender* Academic Major *Proficiency	Apt	.620	6	.103	.464	.835	.007
	Dff	.878	6	.146	.572	.753	.009
	LCS	.658	6	.110	.570	.754	.009
	Na	1.795	6	.299	.816	.558	.013
	MoE	1.100	6	.183	.320	.927	.005
Error	Apt	83.316	374	.223			
	Dff	95.655	374	.256			
	LCS	71.953	374	.192			
	Na	137.070	374	.366			
	MoE	214.407	374	.573			

R squared =.166 (Adjusted R squared =.106)
R squared =.083 (Adjusted R squared =.017)
R squared =.239 (Adjusted R squared =.184)
R squared =.137 (Adjusted R squared =.074)
R squared =.108 (Adjusted R squared =.044)
Computed using alpha =.05

4.3 Qualitative Data Analysis and findings

The last items of the strategy inventory for language learning SILL (item 73) and the beliefs about language learning BALLI (item 36), were open-ended questions intended to elicit any additional strategies used and beliefs held by students concerning language learning. Besides the open ended items, focused group interview was conducted with the selected students to triangulate their responses given through questionnaire.

Thus, in this section qualitative data analyses of the two open-ended questions (SILL item 73 and BALL item 36) and the focused group interview are presented.

4.3.1 Analysis of the Open-ended Questionnaires

4.3.1.1 Analysis of Open-ended Questionnaire from the SILL

Ninety (90) students out of 402 responded to the SILL item 73. Through coding process, the responses of the students of the SILL open-ended question were grouped into the six categories of strategies; memory, cognitive, compensation metacognitive, affective and social strategies. While most students mentioned using learning strategies that were similar to items listed in the SILL, some students reported their own learning strategies (strategies that were not found in the SILL). The following section presents specific strategies that were not already on the SILL. As memory strategies, nine students commented that memorizing new words every day and writing them on their notebooks and trying to incorporate some of these words every day in conversation; memorizing phrases and sentences from texts (reported by four students); association of names of things with pictures.

Some cognitive strategies were reported by students, such as listening to songs and singing them as often as possible, writing down dialogue from movies; reading instruction, manuals, prescriptions, etc written in English; and trying to think in English during discussion. Some students reported that they use compensation strategies, such as using dictionary when finding unknown words and analyzing the prefix and suffix of the new words. Many of the students reported that they try to monitor the process of English learning and set a goal in learning English as well as expose themselves to learn English as much as possible.

Some students reported that they used social strategies that were not listed in the SILL. These were making debates in English with colleagues, using internet to chat with native speakers, participate in English clubs, and discussing issues with friends whenever they are alone in dormitory or anywhere outside class.

4.3.1.2 Analysis of Open-ended Question from the BALLI

The responses to the BALLI open-ended question were categorized in to the five belief subcategories: beliefs of aptitude, difficulty of language learning, communication and

learning strategies, the nature of language learning, and motivation and expectation. Eighty eight (88) students out of 402 commented the open ended BALLI item36.

Concerning beliefs of aptitude, most students felt that English is an important language without which one cannot be successful in the academics as well as outside the academics. As beliefs of motivation and expectation, some students felt that confidence is essential to learn English; teachers should encourage and motivate students to be engaged in the actual learning; to be employed, knowing English is important; and develop positive attitude towards English.

Many students also reported their beliefs about the nature of English language learning, such as the importance of practice, repetition and memorization to learn English; the importance of exposure to English language as frequently as possible, knowing as many vocabularies as possible, textbooks to be related to Ethiopian cultures, no need to give up learning English until one achieves proficiency. Some also commented that learning English should focus on communication rather than the language aspect (grammar).

4.3.2 Analysis of the Focused Group Interview

The students' focused group interview was audio-recorded, and translated from Amharic to English. Then the data were organized into a note based content summary for analysis. The analysis presented the responses of the focused group interview into subcategories; essentials to learn the English language, difficulty of learning English, most useful strategies they used in learning English, the nature of English language, the impact of background variables on strategies and beliefs, and the importance of the English language.

Concerning the essential requirement to learn English language, all the interviewees agreed that interest is important. They unanimously agreed that having positive attitude and motivation are important to learn the English language. The other thing they pointed out was practice. They agreed that language learners, to be successful, should make a lot of practice. Regarding this, one student stated, "mastering language is the result of 99% effort", believing that a high level effort or continuous practice is required to learn

English. They also emphasized that students should not be worried about mistakes whenever they practice the language showing that mistakes are inevitable and are signs of learning. Regarding the difficulty and the nature of learning English, interviewees gave mixed responses. Most felt English as a language of medium difficulty, some as easy and some as difficult language. Most of the interviewees felt that English is a language of medium difficulty; some said that it is a difficult language, and still some felt that it is easy. Most of them felt that they frustrate to speak English in front of people either in the class or outside class. They said that they are usually worried about making mistakes. They usually preferred to be silent. Most interviewees agreed that the cultural influence is the serious challenge not to practice English in and outside the class. They most of the time do not practice English for fear of being ridiculed by their colleagues/classmates. Anyone who tries to break this influence is usually ridiculed by his/her friends. The other difficulty they mentioned was lack of exposure to practice the language. They said that they only use English (even to the minimum level) in the class. As soon as they leave the class, they immediately switch to their mother tongue. The final reason given for the difficulty of English language was the teachers' teaching methodology. Most of the interviewees agreed that their teachers do not help them to become independent learners by informing them the different language learning strategies while strategies are important for one's language development.

The limited knowledge of words and not knowing how to pronounce even the known ones and the place of words in sentences were also the challenges students mentioned in learning English language.

When asked whether or not they had an exposure to the language learning strategies, all the interviewees said that they have not heard what they are and what their importance is. However, they reported that their teachers at high schools advised them how to be good in English language. For example, their high school English teachers encouraged them to make practice, avoid frustration; focus on communication, etc to be successful in English language. However, explicit training/instruction of strategies at high schools was not practical.

Students were asked which strategies they most of the time use while learning the English language. They gave mixed response. Most of the interviewees reported that they use metacognitive and compensation strategies most.

Regarding the effect of background variables (gender, language proficiency and academic major) on language learning strategy use and beliefs about language learning, mixed responses were given. All the interviewees reported that gender has no any effect on strategy use and beliefs about language learning. The difference, if there is any, is the cultural burden girls/women have. As women usually are overburdened in house work tasks, they seem different, but that is not a difference that comes as a result of being male and female. Of the 25 interviewees, eighteen believe that language proficiency affects the strategy use, and only fourteen felt that academic major has an impact on learners' strategy choice.

Regarding beliefs, only nine of them believe that proficiency affects students' beliefs while no interviewees said academic major affects student beliefs about language learning.

In relation to the importance of English language, all the interviewees unanimously agreed that English is an important language for their academic success as well as for communication tool outside the academics. They stressed that the success of students at universities, directly depends on one's English language ability. English is the medium of instruction with which lectures, notes, assignments, tests, project works, etc are given. Besides, reference materials, laboratory manuals, articles in print and in soft copy are written in English.

4.4 Discussions

Using research questions as framework, the following section discusses and interprets findings of the data analyses. Each section offers interpretations of findings based up on the analysis of the data sources (modified SILL, BALLI, the open ended questions and the focused group interview). The research findings of the current study are then compared with those found in previous studies.

Research Question 1

What language learning strategies do EFL learners report holding? Which strategies are most common and least common among the participants?

A. What language learning strategies do EFL learners report holding?

Based on the descriptive analyses of the adapted SILL, this study identified EFL learners' overall language learning strategies, strategy use in the six categories, and the most and least frequently used strategy items. The descriptive statistics for overall strategy use showed that the participants used a medium degree of strategy use ($M=3.18$, $SD=.56$). This indicates that this sample of EFL learners used language learning strategies at a moderate/average level.

The findings of this research was consistent with the results of the earlier researches conducted among EFL students by Oh (1992), Wharton (2000), Park (2005). On the other hand, the result of this study disagrees with some of the earlier researches conducted in EFL learning context. For example, in researches conducted by Green and Oxford (1995), Oxford and Burry-Stock (1995), Philips (1991), EFL learners reported a high frequency of strategy use in English learning.

With a limited exposure to English speaking situations, Ethiopian university EFL students seem to use different strategies from those of ESL learners. ESL learners tend to be more motivated to learn English for survival and to maximize their accessibility to authentic learning materials (Rao, 2006). However, Ethiopian learners seem to have fewer opportunities to interact directly with English speaking cultures and native speakers of English, despite their exposure to the mass media, films and the internet. Accordingly, indirect and limited contacts with English learning situations may not permit learners to use the same learning strategies as those ESL learners employ.

With regard to the six categories of strategies, the findings of this research also reported a medium frequency use of the five categories of strategies (memory, cognitive, compensation, affective and social) with a mean statistics within the range from 2.98 to 3.30. However, one strategy category (i.e., metacognitive strategy) falls into the high use

range. The order of strategy use as reported by respondents from the most used to the least used is as follows: metacognitive strategies (M=3.51, SD=.60), compensation strategies (M=3.30, SD=.57), cognitive strategies (M=3.17, SD=.46), social strategies (M=3.17, SD=.63), affective strategies (M=3.00,SD=.58), and memory strategies (M=2.98,SD=.54). Low range of strategy use was not found for each of the six strategy categories in the current study. Studies by Oh (1992), Yang (1994), and Wharton (2000) reported metacognitive strategies along with compensation strategies, as the most frequently used strategies, and memory strategies as least frequently used by adult EFL learners

The most preferred strategy by EFL learners in this study was metacognitive strategies. The preference for metacognitive strategies might be attributed to the age and educational level of the respondents. As the subjects of the study were first year university EFL learners, they might be aware of the pressure of university life and adjusted to their new environment by managing their learning. It may also be attributed to the belief that adult learners are more self-directed and that they recognize the importance of setting priorities. This further supports the claim that adult learners make use of planning strategies and adjustments as they would do in learning other skills and that older learners are more efficient than younger ones (Lightbown & Spada, 1999).

Metacognitive strategies are higher order executive skills which involve planning, organizing, monitoring and evaluating (O'Malley and Chamot, 1990). These students reported using metacognitive strategies to regulate or to control their learning, such as *thinking about their progress in learning English, seeking out ways to be a better learner, setting clear goals in learning English, and planning their schedule to study English*. Metacognitive strategies most preferred by the subjects of the study include *finding out how to be a better learner of English* (M=3.71, SD=1.01), *noticing their English mistakes and use that information to help them do better* (M=3.70, SD=1.00), *having clear goals for improving their English skills* (M=3.69, SD= 1.05), *thinking about their progress in learning English* (M=3.61, SD= 1.07), and *thinking first in their native language* (M= 3.54, SD= 1.13).

Metacognitive strategies help learners to make decisions toward language learning; namely planning, monitoring, and evaluating their language learning process. To make it specific, metacognitive strategies assist students in becoming aware of and setting their language learning goals, choosing language learning tasks, finding task-related English learning materials and resources, making decisions about which strategies are useful for the tasks, and evaluating their language learning process. Regarding this, Oxford (1990) pointed out that metacognitive strategies encourage learners to overcome the new experience of learning unfamiliar grammatical structure, unknown words, confusing writing systems, and seemingly “nontraditional approaches” (p. 136). Thus, Ethiopian EFL learners seem to determine that what they should learn, and how they overcome challenges in learning the English language, how to manage their learning, and how to evaluate their progress in learning English language.

The next most preferred strategies were compensation strategies. The majority of the students preferred to make guesses, use synonyms and gestures and look for words in their first language that are similar to the new English words to understand others or convey meaning. Some of the responses to the open ended questions in the modified SILL (item 73) also highlighted the use of strategies such as analyzing affixes (prefixes and suffixes) to learn the meanings of words, using dictionary when learning vocabulary, and guessing contents of the text which all would fall into compensation strategy categories. Compensation strategies most favored by the subjects of the study were, *paying attention to the speaker's nonverbal cues* (M= 3.99, SD= 2.64), *making eye contact when talking* (M= 3.58, SD= 1.88), *guessing the speaker's intention picking up a word* (M= 3.53, SD= .96), and *guessing unfamiliar words* (M= 3.50, SD= 1.0).

The preference for compensation strategies may indicate that students in this study tended to rely heavily on compensation strategies to process information. This may be due to their lack of overall language competence and knowledge. Regarding this, Oxford (1990) noted that compensation strategies are used to overcome learners' lack of linguistic knowledge of the target language. In addition, the high use of compensation strategies may reflect the methods of teaching and ways of learning English in Ethiopia both of which encourage students to use translation, gestures, clues, synonyms in order to

process information in the language learning classes. Compensation strategies are crucial for EFL learners to overcome their lack of English communicative language skills in the limited exposure to English language (Oxford, 1990).

The current study revealed memory strategies (M=2.98, SD= .54) as the least favorite strategies by the subjects of the study. Among memory strategies, least preferred strategy was *I use flashcards to remember new words* (M= 1.85, SD= 1.12). The memory strategies, *I physically act out the new words* (M= 2.62, SD= 1.13), *I use rhymes* (M= 2.70, SD= 1.15), and *connect words with images or sounds* (M= 3.07, SD= 1.12) were also other least used strategies. The low mean score for memory strategies agrees with the findings by Philips (1991), Lan & Oxford (2003); Lee (2001); Yang (1999), and Oh (1992).

Although, the finding of the study showed that memory strategies as least favored, they are important to remember new vocabulary or information (Oxford, 1990). This was also supported by the students' response for the BALLI item 17 which states as *the most important part of learning a foreign language is learning vocabulary* (M=3.88, SD= 2.16) (see Table 4.16).

A possible explanation for this may be that EFL learners used in this study do not appear to be using memory strategies that Oxford (1990) defines as memory strategies. This indicates that the participants of this research might not be familiar with the memory strategies suggested by Oxford, namely making a mental picture of situations, in which the word might be used; using rhymes to remember new words; and grouping new words into synonyms, antonyms, nouns or verbs. Another reason for not using memory strategies may be attributed to the level of the participants. According to Oxford (2001), memory strategies are usually attributed to strategies learners use at the beginning stage of language learning, but that once learners have developed a wide range of vocabulary and structures, automaticity then is expected.

In addition to memory strategies, affective strategies were reported to be the second least preferred strategies. All the affective strategies, except one strategy (item 59), were in the medium use range category. By using affective strategies, learners can manage negative

emotional factors that hinder their English learning. However, affective strategies which are helpful for learners in regulating emotions were under used by the participants of the study. The first reason for this may be these learners may not find themselves in situations that require spontaneous responses in the EFL situations. Another reason behind this might be due to the fact that these students may not be aware of the existence and the significance of affective strategies. English teachers at different levels may not help learners how to control their emotions during English classes.

However, there is a great demand for affective strategies for Ethiopian students to manage their emotions when learning English. This was attested by students during the focused group interview. Many students reported that they feel afraid to use English in the class as well as outside the class. This indicates that there is a need to use affective strategies. Earlier research findings by Philips (1991), Oh (1992), and Yang, (1999) showed agreement with the current research reporting affective strategies as least or second least used by EFL learners.

B. Which strategies are most common or least common among the participants?

In regard to learners' individual strategies, this study showed the 10 most favorite and 10 least favorite strategies. Learners' use of individual strategies in the adapted SILL is, in large part, in conformity with their use of the strategy categories reported above. In the current research, EFL students' most frequently used strategies were mainly from cognitive and metacognitive strategies. Of the 10 most frequently used individual strategies, five belong to metacognitive strategies, the category most frequently used by the subjects. One compensation strategy, which was second most preferred by the subjects, was also included in this list. Four cognitive strategies, which stood third from the strategy categories, were from the ten most frequently used strategies. All the ten strategies were in a high use range. These strategies, according to their order of frequency of use, were compensation strategy (item 43), "*I pay attention to the speakers eye contact, facial expression, and gestures*" (M=3.99, SD=2.64), cognitive strategy item 33, "*I review notes taken during class*" (M=3.92, SD=.96), cognitive strategy item 31, "*I repeat what I read to enhance my comprehension*" (M=3.87,SD=.96), Metacognitive

strategy item 49, *“I try to be a better learner of English”* (M=3.71, SD=1.01), metacognitive strategy item 48, *“I notice my English mistakes and use that information to help me do better”* (M=3.70, SD=1.00), cognitive strategy item 20, *“I first skim an English passage then go back and read carefully”* (M=3.70, SD=1.02), Metacognitive strategy item 54, *“I have clear goals to improve my English skills”* (M=3.69, SD=1.05), Metacognitive strategy item 55, *“I think about my progress in learning English”* (M=3.61, SD=1.07), and cognitive strategy item 25 *“I make summaries of information that I hear or read in English”* (M=3.60, SD=1.02). This indicates that learners in this sample of study preferred to use metacognitive and cognitive individual strategies most frequently than others to improve their English proficiency.

On the other hand, out of the 10 least frequently used strategies, two strategies showed a low range strategy use and eight strategies a medium use range. Memory strategy item 6, *“I use flashcards to remember new English words”* (M=1.85, SD=1.12), and cognitive strategy item 28, *“I don’t use dictionary to understand unfamiliar words”* (M=2.13, SD=1.28) were the two strategies that belonged to low range usage. EFL learners at university level did not seem to use flashcards in learning English language. However, despite being mechanical in nature, flashcards are useful strategies in learning listening, reading, and writing to remember what has been heard or read (Oxford, 1990). On the flashcard, the new word can be written on one side and the definition on the other. The other strategy in the low range usage was cognitive strategy item 28, *“I don’t use dictionary to understand unfamiliar words”* (M=2.13).

Research Question 2

What beliefs about language learning do EFL learners report holding? Which beliefs are most common and least common among the participants?

A. What beliefs about language learning do EFL learners report holding?

Based on the descriptive analyses of the BALLI, developed by Horwitz (1987), this study identified learners' beliefs about learning the English language. The overall beliefs held by the sample of this study was found to be moderate ($M=3.35$, $SD=.36$). This indicates that the participants of the study had moderate overall beliefs about learning English language. With regard to the five belief categories, the subjects reported that they held moderate beliefs about language learning on the belief categories, except for beliefs of motivation and expectation whose mean was significantly higher than the means of all belief categories. The mean for beliefs of "foreign language aptitude", on the other hand, was significantly lower than all other belief subgroups.

The mean scores of the five belief categories in order from highest to the lowest were; beliefs of motivation and expectation ($M=3.78$, $SD=.77$), the nature of language learning ($M=3.45$, $SD=.62$), learning and communication strategies, ($M=3.31$, $SD=.48$), difficulty of language learning ($M=3.27$, $SD=.50$), and foreign language aptitude ($M=3.11$, $SD=.49$).

In terms of frequency of beliefs about language learning, the subjects of this study held strong beliefs about motivation and expectations of learning English. Of these beliefs, the first two strongly held beliefs were: *They strongly want to learn to speak English well* ($M=4.41$, $SD=2.22$), and *they strongly expressed a desire to have friends who speak English as a native language* ($M=4.04$, $SD=1.05$). Majority of the respondents also believe that *if they learn English very well, they will have better opportunities for a good job* ($M=3.55$, $SD=1.26$). This may indicate that the subjects of this study have strong motivations for learning English. This was also supported by respondents during the focused group interview. Students participated in the focus group interview placed a high value on English proficiency and the role of English in Ethiopia, as an asset for their

academic success or getting a better job. In contrast to this, most of the subjects (74%) spent less than two hours a day to study English (see Appendix XVIII).

The strong beliefs about motivation and expectation of language learning are consistent with Yang's (1999) study in Taiwan. It seems that integrative motivation (motivation to use English for academic purpose) and instrumental motivation (motivation to use English to get job) are the most common reasons for students to learn English.

In spite of these strong beliefs about language learning, many of these students felt timid speaking English inside and outside class. Thus, these students may not be willing to practice English with others. This finding suggest that even though it is assumed that students' beliefs are related to use their use of language learning strategies (Park, 1995; Yang, 1992), this relationship may depend on the types of beliefs, language learning strategies, and individual characteristics of learners.

With respect to the nature of language learning, the second strongly held belief, students highly valued the importance of vocabulary, and translation from their native language to English and from English to their native language in learning English language. A good number of students also felt that it is best to learn English in an English speaking country. The importance of vocabulary in learning English was also emphasized in the focused group interview, in which most of the participants agreed on the significance of vocabulary to be proficient in English. Some of the students even attached their lack of fluency in English with the limited vocabulary they know.

Regarding "learning and communication strategies", most of the participants felt that it is important to repeat and practice when learning English language ($M=4.30$, $SD=1.01$). This belief is supported by previous research findings (Oh, 1996; Kuntz, 1996). However, unlike Oh's and Kuntz's findings, most of the participants of the current study agreed that it is important to speak English with excellent pronunciation. Over three quarter of the present study (80%) disagreed with the notion that they shouldn't say anything in English until they can say it correctly, and they said that it is O.K. to guess if they don't know a word in English.

With respect to the difficulty of language learning, most participants considered English as a language of medium difficulty, which can be learned and spoken fluently between three to five years. Participants of the study believe that they would ultimately learn to speak English well. A great number of the students believe that some languages are easier to learn than others.

Although the mean scores of beliefs about foreign language aptitude ranked fifth, some of the individual beliefs were strongly held by the subjects of the study. Most of the participants agreed that it is easier for children than adults to learn a foreign language, and also they agreed with the statement that *it is easier for someone who already speaks a foreign language to learn another one*. The results from Kern (1995) and Oh (1996) also supported this belief. Also, students from the above two studies shared the same belief that everyone can learn to speak a foreign language.

B. Which beliefs about language learning are most common and least common among the participants?

Based on the participants' responses on the BALLI, some of the individual items fall within the high mean range. These items show the most common language learning beliefs in each five category of beliefs among the participants of the study. Regarding foreign language aptitude, items 1, 2 and 31, were among the most common beliefs by all participants. These were; *It is easier for children than adults to learn a foreign language*, and *everyone can learn to speak a foreign language*. Concerning difficulty of language learning, items 3 and 5 scored high means. These were, *some languages are easier to learn than others* and *I believe that I will learn to speak English very well*. On the issue of the nature of language learning, items 12, 17 and 28 were reported as most common beliefs. These were, *It is best to learn English in an English speaking, country*; *the most important part of learning English is learning vocabulary*, and *the most important part of learning English is leaning how to translate from my native language to English or from English to my native language*.

Regarding learning and communication strategies, items 7, 13, 14 and 18 were highly scored. These include, *it is important to speak English with an excellent pronunciation*; *I*

enjoy practicing English with the native English speakers I meet; It is O.K. to guess if you don't know a word in English, and it is important to repeat and practice a lot. In relation to motivation and expectation, items 29, 31 and 32 were among the most strongly held beliefs which were, *If I learn English very well, I will have better opportunities for a good job, I want to learn to speak English well, and I would like to have friends who speak English as native language.*

On the other hand, based on the participants' responses to the BALLI, some of the individual belief items fall within the low mean range. These items show the least common language learning beliefs held by participants in each belief category. Regarding foreign language aptitude, items 11 and 19 scored low mean. These were, *people who are good at mathematics or science are not good at leaning foreign languages, and women are better than men at learning foreign languages.* Regarding learning and communication strategies, item 9 scored low, which was *you shouldn't say anything in English until you can say it correctly.*

Research Question 3

What are the relationships between the learners' beliefs about language learning and their language learning strategy use?

The current study found a close relationship between learners' overall beliefs about language learning and their overall strategy use. Besides, the study found out the relationship of the six strategy categories and the five belief subgroups. There were significant correlations between the overall beliefs and strategies and among the five belief categories and the six strategy categories. Learners' beliefs about foreign language aptitude are closely related to four categories of strategies; memory, cognitive compensation, and metacognitive strategies. All the correlations were moderate. This implies that learners who held a positive attitude toward foreign language aptitude were more likely to use memory, cognitive, compensation and metacognitive strategies. To make it more specific, students who believed in gender and age superiority in language learning, the existence of special ability for language learning, the possibility of anyone to learn to speak a foreign language and the advantage of knowing a foreign language for language learning liked to learn English through mnemonics, practice, feeling linguistic

gaps by gestures, synonyms, etc, and monitoring their learning. However they are less likely to interact with each other to practice English and control their emotion when learning English.

Beliefs about the difficulty of language learning were positively correlated with four strategy categories; cognitive, compensation, metacognitive and affective strategies. This relationship seems to suggest that learners whose beliefs about the difficulty of language learning is similar tended to use cognitive, compensation, metacognitive and affective strategies to meet their language learning goals. In other words, students who evaluated English language as of a medium difficulty, would more likely make continuous practice, fill their learning gaps, plan and monitor their language learning, and control their emotions.

Low but positive association was found between beliefs of the nature of language learning and two categories of strategies; compensation and metacognitive. Learners who believe in the importance of vocabulary, translation, English speaking cultures, and learning English in the English speaking country preferred to use compensation strategies such as guessing, using gestures and synonyms, and metacognitive strategies such as planning, monitoring, and evaluating their learning.

Learners' beliefs about motivation and expectation were closely associated with three strategies, namely, cognitive, compensation and metacognitive strategies. This result implies that students who were highly motivated instrumentally or integratively, tended to employ a variety of strategies, focusing on strategies for practicing, compensating their learning and regulating their learning. In other words, learners who have strong motivation are more likely to practice the language, use clues, make guesses, use gestures, use synonyms, and plan, monitor and evaluate their language learning.

Beliefs about learning and communication strategies were correlated with cognitive, compensation and metacognitive strategies. This implies that learners who believe in the importance of repeating and practicing language tended to use cognitive strategies such as practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input. Learners who have strong beliefs of learning and communication

strategies also use guessing and overcome limitations of language learning. These learners also tend to use metacognitive strategies such as centering their learning, arranging and planning, and evaluating their learning.

Social strategies had no any association with any of the belief categories. This indicates that the use of social strategies is not affected by any of the beliefs learners' may hold. In other words, students who have different beliefs about language learning had no any difference in using social strategies. This finding is consistent with Yang's (1999) finding.

Research Question 4

What are the significant differences in the use of learning strategies and beliefs about language learning between males and female students?

A. Strategy use by gender;

This research investigated the differences in the use of language learning strategies between male and female students. The research revealed that there were significant differences with the overall strategy use and with the four categories of strategies: cognitive, compensation, metacognitive and social strategies by males and females. Male students used more strategies than females. Male students had higher mean scores for overall and the five categories of strategies: memory, cognitive, compensation, metacognitive and social strategies. There are different studies that showed gender difference in strategy use (Ehrman and Oxford, 1990, Green and Oxford, 1995, Oxford & Nyikos 1989). However all these studies reported that females used more strategies than males. There are also different researches that showed no difference in the use of strategies by gender (Wharton, 2000; Al-Otabi, 2004; Oh, 1996).

The reason for this difference may be the cultural behaviors. Cultural situations, particularly in EFL learning, have a great impact on determining what and how a learner should learn (Green and Oxford, 1995). The researcher in his experience observed that females are usually reserved/quiet, in the class and outside the class. Besides, in communication, girls are not expected to be as interactive as males. In short, females' socialization seems limited. Regarding this Wharton (2000) suggested that incongruent

evidence from stereotypical findings of strategy use by gender was due to a socialization of learners in English learning contexts.

In the current study, although there was significant mean difference in their strategy use, both male and female students preference for most and least preferred strategy categories was almost similar. Both male and female students reported preferring to use metacognitive strategies most and memory strategies least. Looking at individual strategies used by male students, the high use of strategies were compensation strategies, *paying attention to the speaker's nonverbal cues*, and *making eye contact when talking*, metacognitive strategies such as *noticing their English mistakes and using that information*, *seeking ways to be good language learners*, and *thinking about their progress*, and three cognitive strategies, *skimming an English passage*, *repeating what they read*, and *reviewing notes*.

Female learners reported nine high range use of strategies; cognitive strategies (items 25, 31 and 33), compensation strategy (item 43), metacognitive strategies (items 48, 49, and 53), and affective strategies (items 59 and 60). Of these, five strategies (i.e. items 31, 33, 43, 48, and 49) were similar with those of male preferences. These were, cognitive strategies, *repeating what they read to enhance their comprehension*, *reviewing notes*, *paying attention to the speakers nonverbal cues*, *noticing their English mistakes and use that information for improvement*, and *trying to find ways to better language learners*. Although both male and female respondents used these five strategies most frequently, the mean score for males for the five strategies were higher than female mean scores

The least favorite strategy by males (i.e. with low use range) was the memory strategy item 6, *I use flashcards to learn vocabulary* followed by cognitive strategy item 28, *I don't use dictionary to find the meaning of new words*. In contrast, female students reported eight strategies as their least favorite (i.e. with a lower strategy use), memory strategies items 6, *I use flashcards to learn vocabulary*, and item 7, *I physically act out new English words*; cognitive strategies item 16, *I start conversation in English*, item 17, *I watch English language television shows*, item 18, *I read magazines, books, etc* and item 28, *I don't use dictionary*; compensation strategy item 38, *I read texts without*

looking every word, and affective strategy item 63 *I write down my feelings about learning English in a diary*.

Although some of the most frequently used strategies by both males and females were similar, the frequency of males was higher in both of these strategies. Regarding least preferred strategies, males reported using two strategies, memory strategy (item 6) *I use flashcards to remember new English words*, and cognitive strategy (item 28) *I don't use dictionary to understand unfamiliar words*.

On the other hand, females reported using eight strategies as least used. These were, memory strategy item 6, *I use flashcards to remember new English words*, cognitive strategy (item 28), *I don't use dictionary to understand unfamiliar words*, cognitive strategy (item 17) *I watch English language television shows spoken in English or go to movies spoken in English*, cognitive strategy (item 16) *In learning English, I start conversations in English*, compensation strategy (item 38) *I read texts without looking every word*, memory strategy (item 7) *I physically act out new English words*, cognitive strategy (item 18) *I read magazines, books, letters or reports in English*, and affective strategy (item 63) *I write down my feelings in a language learning diary/ note book*.

Thus, in terms of frequency and mean scores, it is possible to deduce that male students use more strategies than female students.

B. Beliefs by Gender

Regarding the gender difference in beliefs about language learning, the current study found that there was no statistically significant variation in the beliefs between the males and the females. This implies that female and male students held similar beliefs about language learning. This result is consistent with Truitt, (1995) and Hong (2006), both of which found no statistically significant difference between male and female students in beliefs about language learning. However, male students held slightly higher mean scores on beliefs of language learning in overall and the five categories of beliefs than female students.

With regard to the category of beliefs, both male and female students strongly held beliefs were beliefs of motivation and expectation. Beliefs about aptitude were least held beliefs by males and females in this study. Concerning individual beliefs, strongly held beliefs and least held beliefs by both males and females were indentified in this study. The first five strongly held beliefs by male students were; motivation and expectation belief item 31, *I want to learn to speak English well* (M= 4.54, SD=2.46), belief of learning and communication item 16 *It is important to repeat and practice a lot* (M=4.39, SD=.96), belief of motivation and expectation item 30, *“I would like to have friends who speak English as a native language* (M= 4.08, SD=.01), beliefs of foreign language aptitude items 1, *It is easier for children than adults to learn a foreign language* (M=4.03, SD=1.05), and belief of learning and communication strategy item 7, *It is important to speak English with an Excellent pronunciation* (M=4.01, SD=1.05). Other strongly held beliefs by male students were beliefs of learning and communication strategies (item 28), belief of foreign language aptitude item 5, and beliefs about the difficulty of language learning (items 3, 4, and 34).

From the strongly held beliefs by female students the first five were; beliefs of about the nature of language learning item 17 *The most important part of learning a foreign language is learning vocabulary words* (M=4.17, SD=3.92), belief about learning and communication strategies item 18, *It is important to repeat and practice a lot* (M=4.04, SD=1.16), beliefs about motivation and expectation item 31, *I want to learn to speak English well* (M=4.01 SD=1.16), beliefs about motivation and expectation item 32, *I would like to have friends who speak English as a native language* (M=3.89 , SD=1.14), and beliefs about learning and communication strategies item 7, *It is important to speak English with an Excellent pronunciation* (M= 3.88, SD=1.21). Beliefs about the difficulty of language learning items 3 and 4, beliefs about the nature of language learning items 12 and 28, and beliefs about foreign language aptitude item 2 were also the other strongly held beliefs by female learners (see Appendix VI).

Least held beliefs by male students (i.e. with low usage range) were three specific beliefs, beliefs about learning and communication strategies (item 9), *You shouldn't say anything in English until you can say it correctly* (M=1.93, SD=1.22), beliefs about the foreign

language aptitude item 11, *People who are good at mathematics or science are not good at learning foreign languages* (M=2.16, SD=1.34), and beliefs about foreign language aptitude item 19, *Women are better than men at learning foreign languages* (M=2.17, SD=1.16). Least held beliefs by female students were beliefs about learning and communication strategies (item 9), *you shouldn't say anything in English until you can say it correctly* (M=1.94, SD=1.03), and beliefs about the foreign language aptitude item 11, *People who are good at mathematics or science are not good at learning foreign languages* (M=2.16, SD=1.13).

Male and female EFL learners were similar with seven strongly held beliefs and with two least held beliefs. However, the mean scores and the order of these beliefs were different. High mean score belongs to male students.

Research Question 5

Does language proficiency have any effect on EFL learners' language learning strategy use and beliefs about language learning?

A. Strategy use by proficiency

This study investigated the relationship between strategy use and English proficiency assessed by a test. According to the findings, the study indicates a medium frequency level of strategy use by all participants, regardless of their proficiency level. According to the mean scores and the standard deviations calculated, there was significant difference in strategy use by the three proficiency levels. Strategy use by proficiency levels show increment from low to mid and from mid to high proficiency levels.

The current research showed that there was significant relationship between overall strategy use and the proficiency level of EFL learners. In addition, there was strong association between the five strategy categories, and language proficiency. Statistically significant mean value differences were found between high and low proficiency levels, as well as between mid and low proficiency levels in language learning strategy use. This implies that high and mid proficient learners' strategy uses were different from low proficient learners. This finding is consistent with the findings by Green and Oxford (1995), Oxford (1990), Su (2005), Wharton (2000), and Yang (2010).

Regarding their preference of the six strategy subgroups, high and mid proficiency levels favored metacognitive strategies most, while memory strategies least. On the other hand, low proficiency level learners used compensation strategies most, while social strategies least. This implies that high and mid proficiency levels preferred metacognitive strategies such as planning, monitoring and evaluating most, while memory strategies such as creating mental linkages, applying images and sounds, reviewing well and employing action favored least. Although least favored, memory strategies are important for storage and retrieval of new information they hear or read in the new language. Learners usually store new information and retrieve from memory when they need to use it for comprehension or production.

Low proficiency levels use compensation strategies most implies that these learners most of the time try to fill the linguistic and communication gaps by employing compensation strategies such as gestures, synonyms, paying attention to the nonverbal cues, trying to use fillers, etc. Social strategies were least favored strategies by low proficient learners. This may suggest that these students avoid making interactions, asking questions, participating in discussions, etc in English in the class as well as outside the class.

Overall, as the findings show, the mid and high proficiency students reported more use of strategies in almost all the strategies than the low proficiency levels.

With regard to the six strategy categories, the MANOVA summary showed that language proficiency had an effect on the five strategy categories: memory, cognitive, compensation, metacognitive, and affective. However, proficiency did not have any effect on learners' social strategy use. The post-hoc Tuckey HSD test showed that there were significant differences in using the five strategy categories by proficiency level. The low proficiency group showed significant differences with the mid and high proficiency groups in all the strategy groups except social strategies. The frequencies of using memory, cognitive, compensation, metacognitive and affective strategies for higher proficiency learners were found significantly higher (at $p < .05$) than they were for low proficiency students. This finding agrees with Park's (1997) study. Park (1997) found that higher proficiency students used cognitive, compensation, metacognitive, and

affective strategies more than low proficient ones. Mid proficiency students also used memory, cognitive and affective strategies more frequently than low proficiency groups. The finding of this study reveals that mid and high proficiency level students used strategies more frequently than the low proficient group except social strategy which didn't show difference by proficiency level.

Strategies most and least frequently used by the three proficiency levels: high, mid and low were also identified. Strategies most frequently used (i.e. with high usage range $M \geq 3.5$) by high proficiency learners were, three metacognitive strategies (items 49, 48 and 53), four cognitive strategies (items 33, 22, 23 and 31), compensation strategy (item 43), and memory strategy (item 1).

Of these cognitive strategy item 33, *I review notes taken during class so that it helps me remember words and ideas better* ($M=4.00$, $SD=.89$), metacognitive strategy item 49, *I try to find out how to be a better learner of English* ($M=3.93$, $SD=.86$), compensation strategy item 43, ($M=3.91$, $SD=1.02$) were among the three most frequently used strategies.

Strategies used high by mid proficiency levels were two compensation strategies (items 54 and 38), four cognitive strategies (items 34, 32, 21, and 26) and three metacognitive strategies (items 49, 50 and 54). Low proficiency level students used four metacognitive strategies (items 49, 52, 55, and 53), three cognitive strategies (items 33, 31 and 25), and a compensation strategy (item 43) in high use range (see Appendix III).

On the other hand, the least preferred strategies (i.e. with the low usage range) were: by high proficiency level students, memory strategy (item 6) and cognitive strategy (item 28); by mid proficient students, memory strategy (item 6) and cognitive strategies (items 18 and 29); by low proficient learners, memory strategy (item 6) and cognitive strategy (item 28). Memory strategy item 6 was least favored by both the three proficiency levels (see Appendix II).

B. Beliefs by Proficiency

Concerning the effect of proficiency on beliefs about language learning, the current study revealed that there was no significant difference on overall beliefs by high, mid and low proficiency levels. Similarly, the three proficiency levels had no any difference in the four belief categories: beliefs of aptitude, learning and communication strategies, the nature of language learning, and motivation and expectation. However, the three proficiency levels were different in the beliefs held about the difficulty of language learning.

The strongly held beliefs for the three proficiency levels were beliefs about motivation and expectation and the least held beliefs were beliefs about foreign language aptitude. Regarding individual beliefs, strongly held beliefs and least held beliefs by the high, mid, and low proficiency levels were identified in the study. Six individual beliefs, two from beliefs of motivation and expectation, two from learning and communication strategies, and two from aptitude were strongly held beliefs by the three proficiency levels. These were beliefs of motivation and expectation (items 31 and 32) *I want to learn to speak English well*, and *I would like to have friends who speak English as a native language*, beliefs of learning and communication strategies (items 18 and 7) *It is important to repeat and practice a lot*, and *It is important to speak English with an Excellent pronunciation*, and beliefs of aptitude (items 1 and 33), *It is easier for children than adults to learn a foreign language*, and *Everyone can learn to speak a foreign language*.

Similarly, least held beliefs by the three proficiency levels were similar. Seven individual beliefs were least held beliefs by the three proficiency levels. These were two beliefs of learning and communication strategies (items 9 and 22), *You shouldn't say anything in English until you can say it correctly*, and *If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on*, three beliefs of aptitude (items 11, 19 and 16), *People who are good at mathematics or science are not good at learning foreign languages*, *Women are better than men at learning foreign languages*, and *I have special ability to learn foreign languages*, one belief of the difficulty of language learning (item 25), *It is easier to speak than understand a foreign*

language, and one belief of the nature of language learning (item 27) Learning a foreign language is difficult than learning other academic subjects.

The similarity of the three proficiency levels on the strongly and least held beliefs shows that language proficiency does not have any effect on the learners' beliefs about language learning.

Research Question 6

Does academic major have any effect on EFL learners' language learning strategy use and beliefs about language learning?

A. Strategy use by academic major

The results of this study revealed that the frequency and use of language learning strategies by different academic majors were different. This finding is consistent with findings reported in many of the previous studies (e.g. Yang, 1992; Oxford & Nyikos, 1989; Chou, 2002; Osani, 2000). On the other hand, this study disagrees with some of the previous studies such as Lee (1998), and Wharton (2000) both of which reported the absence of any significant relationship between academic major and strategy use.

Considering overall strategies, students from Agriculture tended to use more strategies ($M=3.37$) than others, while students from Social Sciences used the least ($M=3.04$). A one way multivariate analysis of variance (MANOVA) showed that academic major had significant effect in the use of the five categories of strategies: memory, cognitive, compensation, metacognitive and affective strategies.

The current study showed that Natural Science and Agriculture students used more memory, cognitive and metacognitive strategies than Social Science major students. This shows that natural and agriculture students seemed to be more interested in strategies connected with creating mental images and reviewing well, practicing and analyzing, planning, monitoring and evaluating their language learning than social science students. A possible explanation for the finding is that the background of students in science fields might have affected the frequency of use of learning strategies. Natural Science and Agriculture students' approach to language learning, course structure, and career interest

might have contributed for this variation (Biggs, 1993). Social science majors used less compensation strategies than other fields of studies. Social Science majors used guessing, gestures, and synonyms to fill the gap of learning language less than students from other fields of studies. On the other hand, students from the five academic majors did not have any difference in the use and frequency of social strategies. This indicates that students' use of social strategies is not different for all the students in different academic majors. A possible reason for the absence of variation in the frequency and use of social strategies may be attributed to the similarity of exposure the students in different academic majors have.

Regarding frequency of use of the strategy categories by academic major, all the five fields of studies preferred to use metacognitive strategies most and memory strategies least. Most and least frequently used strategies by students of different academic majors were also identified. Natural Science majors' most preferred strategies were all in high use range ($M \geq 3.5$). These were five cognitive strategies (items 20, 21, 25, 31 and 33), two metacognitive strategies (items 49, and 53), one compensation strategy (item 43) and one social strategy (item 72). On the other hand, these students least preferred strategies (i.e. in the low use range) were two memory strategies (items 5 and 6), and two cognitive strategies (items 17 and 28) (see Appendix II).

Business and Economics majors most used strategies were two metacognitive strategies (items 53 and 54), five cognitive strategies (items 20, 21, 25, 31 and 33), and one memory strategy (item 9). On the other hand, these students' least preferred strategies were memory strategy (item 6), social strategy (item 63), cognitive strategies (items 28 and 17), and compensation strategies (items 38 and 39) (see Appendix II).

Students of Social Sciences favored three cognitive strategies (items 33, 31 and 22), affective strategy (item 60), three compensation strategies, (items 44, 45 and 42), and two metacognitive strategies (items 49 & 50) most, while memory strategy (item 6), four cognitive strategies (items 28, 13, 34, and 24), and compensation strategy (item 38) were least used (see Appendix II).

Most used strategies by Agriculture students were four metacognitive strategies (items 49, 48, 53, and 54), two affective strategies (items 59 and 60), two cognitive strategies (items 31 and 33), and compensation strategy (item 43). Memory strategy item 6 and cognitive strategy item 28 were the least used strategies by Agriculture major students (see Appendix II).

Health Science major students used two compensation strategies (items 43 and 44), four cognitive strategies (items 33, 31, 22 and 32), and three metacognitive strategies (items 49, 48 and 47) most frequently. On the other hand, these students used two memory strategies (items 6 and 7), two cognitive strategies (items 28 and 17), and affective strategy (item 64) less frequently (see Appendix II).

The above analyses show that EFL learners' strategy use varies according to their field of study. Only four strategy items (two most frequently used and two least frequently used) were common across all the fields of study. These were cognitive strategies (items 31 & 33), "*I repeat what I read to enhance my comprehension*", and "*I review notes taken during class so that it helps me remember words and ideas better*" were most frequently used by students from all fields of study. Similarly, memory strategy (item 6), "*I use flashcards to remember new English words*", and cognitive strategy (item 28), "*I don't use dictionary to understand unfamiliar words*" were least frequently used ones across all disciplines.

B. Beliefs by Academic Major

The current study revealed that there were significant differences in beliefs about language learning by academic major. In other words, academic major was the factor influencing beliefs about language learning. Regarding overall beliefs, Natural Science and Business and Economics majors had more regard for overall beliefs than Agriculture, Health Sciences, and Social Science majors. Social Science majors had the least beliefs of the other academic majors.

Learners from all academic majors had strong beliefs of motivation and expectation and least beliefs about foreign language aptitude. This indicates that all the EFL learners had

strong motivation (integrated and instrumental) to learn English. On the other hand, EFL learners, regardless of their field of study, had a greater tendency to reject the concept of foreign language aptitude.

MANOVA test was also used to examine the effect of academic major on the five categories of beliefs. The result showed that academic major had significant effect on learners' beliefs about language learning. Regarding foreign language aptitude, Natural Science, Agriculture and Business and Economics majors had more regard for beliefs of foreign language aptitude than Social Sciences and Health Sciences majors. Social Science majors' beliefs about the difficulty of language learning were less than that of other academic majors.

Concerning beliefs of learning and communication strategies, Business and Economics and Natural Science majors had stronger beliefs than Social Sciences, Health Sciences and Agriculture majors. Beliefs held about the nature of language learning were also different among academic majors. Students from Business and Economics and Natural Sciences had more mean scores than Social Sciences, Health Sciences and Agricultures majors. Social Science majors had low mean score than others.

Regarding beliefs of motivation and expectation, learners from all academic majors had high mean scores with slight differences. Social Science majors' beliefs about motivation and expectation were less than other academic majors. A possible reason for the varied findings on the effect of academic major on overall and specific beliefs about language learning may be the degree of involvement of English language in their education or the importance of English language they expect for their future job.

This study was consistent with the studies conducted by Truitt (1995), Yang (1992), and Kim-Yoon (1992). However studies by Hong (2006) showed that academic major had no any effect on EFL learners' beliefs about language learning.

The interaction effects of the independent variables on the dependent variables were also investigated. The interaction effects of the independent variables, gender, language proficiency and academic major on language leaning strategy use was not statistically

significant. Likewise, the interaction effect of these independent variables on learners' beliefs was not statistically significant. This indicates that interaction of the three independent variables; gender, proficiency and fields of study had no any effect on language leanings strategy use and beliefs held by EFL learners.

Summary

This chapter presented analyses of data and results of the current study. Descriptive statistics, frequencies, means and standard deviations were computed in order to analyze the demographic data: gender, age, academic major etc. 402 students participated in this study: 227 male students and 175 female students. Data collected through SILL was analyzed with descriptive statistics (means, frequencies, standard deviation, etc) in order to get the statistical analysis of overall strategy use, strategy use in the six categories, and the most frequent and least frequently used strategy items.

The descriptive statistics for overall strategy use showed that the participants used a medium degree of strategy use ($M=3.18$, $SD=.56$). The descriptive statistics also showed that a medium use of each of the five strategy categories except metacognitive strategy that falls in high use range. Metacognitive strategies were used most ($M=3.51$, $SD=1.60$), followed by compensation strategies ($M=3.30$, $SD=.57$), cognitive strategies ($M=3.18$, $SD=.46$), social strategies ($M=3.17$, $SD=.63$), affective strategies ($M=3.00$, $SD=.58$), and memory strategies ($M=2.98$, $SD=.54$).

Descriptive statistics also indicated that SILL response fall into three categories high, mid and low use range. Most (76.4%) of the respondents responses fall into the medium use range; 20.8% of them were categorized under the high use range; and only 2.8% of them were reported to be in the low use range.

Compensation strategy (item 43), *I pay attention to the speakers eye contact, facial expression and gestures*, etc ($M=3.99$, $SD=2.64$) was one of the high use range strategy. The least favorite strategy was memory strategy (item 6), *I use flashcards to remember new English words* ($M=1.85$, $SD=1.12$).

Descriptive statistics was also used to investigate the five belief categories. The statistics indicated that the highest mean belongs to the beliefs of motivation and expectation ($M=3.78$, $SD=.77$), followed by the nature of language learning ($M=3.45$, $SD=.62$). The least mean belongs to foreign language aptitude ($M=3.11$, $SD=.49$). Of the 35 BALLI items, 15 were from the high use range ($M=3.5$ or above). From these belief categories, beliefs of motivation and expectation (item 31), *I want to learn to speak English well* ($M=4.41$, $SD=2.22$) followed by another belief of motivation and expectation (item 32), *I would like to have friends who speak English as native language* ($M=4.04$, $SD=1.05$) belong to the highest means. Sixteen of them were in the medium use range where as three items were from the low use range. The belief that had low mean was (item 9), *you shouldn't say anything in English until you can say it* ($M=1.93$, $SD=1.17$), indicating that students do not believe with this statement.

The correlation of overall beliefs and strategies and the five belief categories and the six strategy subcategories were examined. Pearson's r correlation indicated that there was significant correlation between overall beliefs and strategies. Pearson r correlation also indicated significant correlations among some of the five belief categories and the six strategy subgroups. All the correlations were found to be moderate.

This research investigated the significant differences in the use of English learning strategies by male and female students. A one way ANOVA statistics reported that there was significant difference by males and females in overall strategy use as well as in five strategy subcategories. Males ($M=3.26$) reported greater strategy use than did the females ($M=3.07$). The analysis of variance (ANOVA) showed that of the six strategy subcategories, four of them showed statistical significance using alpha level of .05. There was statistical significant difference between males and females on memory strategies $F(1,400)=6.5$, $p=.011$, cognitive strategies $F(1,400)=14.8$, $P=.000$; compensation strategies $F(1,400)=10.8$, $P=.001$; metacognitive strategies $F(1, 400)=7.9$, $p=.005$, and social strategies, $F(1,400)=8.5$, $P=.004$.

ANOVA result showed that language proficiency has significant effect on overall strategy use $F(2, 399)= 1.07$, $p=.01$. Language proficiency had also significant effect on

the five strategy categories, namely: memory, cognitive, compensation, metacognitive, and affective strategies. High and mid proficiency groups had higher mean scores in overall and the five strategy categories than lower proficiency group. This indicates that language proficiency is one of the predicator of language learning strategy use.

One way ANOVA test indicated that students, academic major has significant effect on overall strategy use, $F(4,379)=7.54$, $P=.000$. MANOVA test also showed that academic major had significant effect on the five strategy categories; memory strategies, cognitive strategies compensation strategies, metacognitive strategies, and affective strategies.

The impact of background variables (Gender, proficiency and academic major) on learners' beliefs was examined. One way ANOVA indicated that there were no significant differences by males and females on overall beliefs and the five categories of beliefs: aptitude, difficulty of language learning, the nature of language learning, learning and communication strategies and motivation and expectation. Academic major, on the other hand, had significant main effect on overall beliefs and the five categories of beliefs indicating that students, from different academic majors had different overall beliefs and specific beliefs about language learning. However, language proficiency had no any effect on learners overall and specific beliefs.

MANOVA was also conducted to see the interaction effects of gender, proficiency and academic major on learners' beliefs and their strategy use. The statistics showed that there were no any interaction effects of the independent variables, on overall beliefs and the five categories of beliefs, and the overall strategies and the six categories of strategies.

Chapter 5 presents conclusions and implications of the current study and recommendations for future research.

CHAPTER FIVE: CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

The mixed method study investigated the beliefs and learning strategy use of university students learning English as a foreign language. The research investigated the most and least frequently used strategies and held beliefs by students. It also investigated the relationship between the learners' beliefs about language learning and their learning strategy use. The study also explored the influence of background variables (i.e. gender, academic major and language proficiency) on the learners' beliefs about language learning and their use of language learning strategies.

In order to investigate learners' strategy use and their beliefs, three questionnaires were distributed to 402 students; the modified SILL (Oxford, 1990), the BALLI (Horwitz, 1987), and IBQ. One open ended question was added at the end of both the SILL and the BALLI to elicit if there were any additional learning strategies and beliefs not covered in the questionnaires. Moreover, focused group interview was used to triangulate the information collected through the questionnaires.

The quantitative data were analyzed by using different statistical techniques such as descriptive analyses, Pearson r correlation, ANOVA, MANOVA and Tukey HSD post-hoc tests.

The responses from the open ended questions and the focused group interview were analyzed using coding techniques. The final chapter presents conclusions, implications and recommendations for future research.

5.2 Conclusions

The current study was the first research attempt to investigate what university EFL learners in Ethiopia believe about learning language and what kind of language learning strategies they use. This study presented empirical evidence reflecting the interaction between learners' beliefs about language learning and their use of learning strategies. In

addition, evidence of the relative influence of background variables (e.g. gender, proficiency and academic major) on the frequency of strategy use and learners' beliefs about language learning has also been provided. This study investigated 402 students' beliefs about language learning and their strategy use using three questionnaires, model TOEFL test and focused group interview.

Based on the findings of the study, conclusions are drawn as follows:

The findings indicated that the participants of this study employed a variety of language learning strategies when learning English. The learners at university level used a medium range of strategies. This implies that EFL learners in this study use language learning strategies sometimes when they learn English. They do not use strategies as often as possible. The learners used metacognitive strategies most frequently but they used memory strategies least frequently. High, and mid ranges of strategy use were found for each of the six strategy categories in the current study. This indicates that EFL learners adopted a variety of the six categories of learning strategies.

This study investigated the most and least common language learning strategies used by EFL learners. By means of descriptive analyses of the SILL, this study indicated 15 items to be the most common strategies used by all participants and used more frequently than others; whereas, 2 items were among the least common strategies (low use range) used by all participants and were used less than other strategies. Most of the strategies (i.e. 55 items) fall in the medium usage range. No strategies from memory and social categories of strategies fall into the high range usage. The highest mean belonged to items 43 and 33. These were *I pay attention to the speakers eye contact, facial expression and gestures*, and *I review notes taken during class so that it helps me remember words and ideas better*, respectively. The lowest mean belonged to item 6 and item 28 which were, *I use flashcards to remember new English words*, and *I don't use dictionary in learning English*, respectively.

The current study indicated that university EFL students reported, holding various beliefs about language learning inventoried by BALLI and the focus group interview. Students of this study reported that they hold strong beliefs of motivation and expectation. These

students were highly motivated for learning English integratively and instrumentally. For instance, they believed that learning English language is very important because it enables them to understand reference materials, do exams successfully, would speak English well, make friends who speak English as a native language and get better opportunities for a good job.

This study also investigated the most and least common beliefs held by university students learning English as a foreign language. By means of descriptive analyses and the focused group interview, the study found 15 items as the most common beliefs held by all participants and were held more than other beliefs; 3 items were among the least common beliefs held by all the participants and were held less than other beliefs. The highest mean belonged to items 29 and 30. These were, *I want to learn to speak English well*, and *I would like to have friends who speak English as a native language*, respectively. The lowest mean belonged to item 9, which was, *you shouldn't say anything in English until you can say it correctly*.

Based on the result of Pearson correlation analysis, the current study displays a moderate association between participants' beliefs about language learning and their use of learning strategies. When each subcategory of the BALLI and the modified SILL was examined, the result of the Pearson correlation also indicated a significant association in each subcategory of the BALLI and the SILL. Most of the belief categories had associations with most of the strategy categories. However, the association was not that much strong. The associations were between low and moderate.

Beliefs of aptitude had association with four categories of strategies: memory, cognitive, compensation and metacognitive strategies. This indicates that learners who hold strong beliefs of aptitude tend to use more` memory, cognitive, compensation and metacognitive strategies than those who do not hold strong beliefs of aptitude.

Beliefs concerning the difficulty of language learning significantly correlated with four strategy groups: cognitive, compensation, metacongitive and affective strategies.

Beliefs about learning and communication and motivation and expectation were also significantly associated with cognitive, compensation and metacognitive strategies. This indicates that the higher the students beliefs about motivation and expectation, and learning and communication, the higher the frequency of cognitive, compensation and metacognitive strategies. Beliefs about the nature of language learning were significantly associated with compensation and metacognitive strategies.

Social strategies had no any association with any of the belief categories. This indicates that learners' social strategy use is not affected by learners having different beliefs about language learning.

Although beliefs and strategies had different associations, caution is needed when interpreting this relationship. It is possible that learners' beliefs may cause their use of strategies, and that learner's use of strategies may lead to their beliefs.

Learners' strategy use differed according to three background variables, i.e., gender, language proficiency and learners' academic major. The study revealed that gender had an effect on learners' strategy choice and frequency. Specifically, males had greater use of overall and particular strategy categories than females.

The present research found that language proficiency was statistically significant on the overall strategy use of the learners; the six categories of strategies, and individual strategy use. It can be concluded that the difference in language proficiency had a significant effect on language learning strategies. The strategies used by mid and high proficiency level learners were different from that of low proficiency levels. The higher a learner's EFL proficiency, the more frequent use of learning strategies, and the lower a person's EFL proficiency, the less frequent use of learning strategies. This may indicate that the low proficiency EFL learners reported insufficient strategy use.

High and mid proficient EFL learners used metacognitive strategies most and memory strategies least. This may indicate that the more proficient learners under investigation employ more executive control on their EFL learning to achieve a better proficiency. The lowest association between high/mid proficiency level and memory strategy use shows

that the subjects surveyed realized the importance of memory strategies in their EFL learning, yet they did not use to employing this strategy to a higher extent.

On the other hand low proficient EFL learners in this study used compensation strategies most and social strategies least. This indicates that low proficient learners usually try to fill the linguistic and communication gaps by using compensation strategies such as using gestures, synonyms, gap fillers, etc. The least use of social strategies may indicate that this group of learners usually does not interact with their colleagues and teachers using the English language.

Academic major was also the other background variable that affects learners' strategy use. Learners from different academic majors differed in their overall and specific strategy category usage. Academic major had significant effect on the five categories of strategies: memory, cognitive, compensation, metacognitive and affective while it had no any effect on social strategy usage. Generally, students from science (natural science, agriculture and health science) differed from social sciences and business and economics. The course nature, career interest, and approaches to language learning may influence the way students learn English, which in turn, might have affected the frequency and use of language learning strategies.

From the six strategy categories, metacognitive strategies were the most frequently used strategies by all the fields of study and memory strategies were the least used.

The findings of the current study revealed that background variables (gender, and proficiency) did not affect learners' beliefs about language learning. Variables of gender, and language proficiency were not essential factors that affect learners' beliefs about language learning. On the other hand, learners' academic major had an influence on EFL learners' beliefs about language learning. Learners from different academic major differed in their overall beliefs, five belief categories, and individual beliefs. Academic major is an essential factor that affects their beliefs about English language learning.

5.3 Implications and Recommendations

In Ethiopia, English language has been considered as one of the key components in keeping up with the globalization trends. Therefore, English has been a compulsory subject in the Ethiopian educational curriculum, and knowledge of the English language is considered priority in general for all Ethiopian students, in particular for students at higher education institutions where every subject is taught and learned through English.

However, as English is taught and learned as a foreign language, learners receive input in the target language in the classroom and have to go out of their way and find stimulation and input in the target language. This suggests that Ethiopian EFL learners experience a degree of social deprivation concerning English. Often the classroom is the only opportunity for these learners to come into contact with language and culture. Thus, this situation demands developing effective and efficient learning and teaching methods in English.

The findings of the current study have both theoretical and pedagogical implications for research on foreign or second language teaching and learning and the practice of English education in Ethiopia. This study found variety in the strategy use and beliefs about language learning of these EFL learners as well as a close correlation between their beliefs and strategy use.

Theoretically, this study explored language learning strategies and beliefs about language learning of EFL learners. It has been argued that learners' beliefs about how best to learn a foreign/second language represent their awareness of language learning and have the potential for developing self-regulation. Such beliefs indicate that learners have begun to reflect on what they are doing in line with their goals, and awareness may ultimately lead to self regulation. The findings of the previous studies in second or foreign language teaching and learning suggested close association between learners' existing opinions about language learning and their choice of strategy use and approaches to learning languages (Kim, 2001; Park, 1995; Yang, 1999; Hong, 2005; Mokhtari, 2007). Thus, educators and curricula developers should take into account the findings of the current study when devising curricula and placing students in a certain stage of learning.

Pedagogically, the findings of the study suggest that teachers should be aware of learners' language learning beliefs and their strategy use to assist less successful learners to be successful and maintain their students' motivation and confidence in learning English. The knowledge of learners' beliefs and learning strategies may help to explain why students hold particular notions about language learning and use the strategies. This helps English language teachers to adjust themselves when teaching English in the classroom. English language teachers in Ethiopia should go beyond their traditional role of instruction to help learners learn English more effectively and are recommended to explore students' language learning beliefs and their strategy use. Finding out about EFL learners' language learning beliefs and their choice of language learning strategies will offer new insights as to what they expect and how they go about learning English in the classroom.

This study found out that EFL learners language learning strategy use in overall and in the five strategy categories were moderate. This is to say learners use language learning strategies sometimes when they learn language. This shows that EFL learners' use of language learning strategies was far from sufficient. Therefore, English teachers are expected to teach various types of language learning strategies in English classes as the beneficial effects of strategy instruction have been shown in many studies.

In the current research, university EFL learners favored using metacognitive strategies followed by compensation, cognitive, affective, social, and memory strategies. This results showed that memory and social strategies are the least used strategies by the participants of the study. However, it is known that memory strategies help language learners to cope with remembering the large amounts of vocabulary necessary to achieve fluency. They also enable learners to start verbal material and then to retrieve it when needed for communication. Social strategies are also important to interact and co-operate each other when learning language. Thus, memory and social strategies can be powerful contributors for language learning. Therefore, teachers should give appropriate instruction in employing these powerful tools which come to the aid of the learner in language performance.

The findings of the study revealed that language learning strategy had close association with beliefs about language learning. Thus, examination of learners' beliefs should be combined with strategy training conducted in a regular language classroom in order to ultimately assist students to develop more effective learning strategies and practical ideas for their learning. Strategy training should be combined with belief training to increase training effects. In order to maximize training effects in large groups, teachers should identify more effective learning strategies for specific groups of students and focus on teaching these strategies to the students. In addition, if the students are found to hold unrealistic beliefs about learning English, instructors may attempt to modify the preconceived notions that may influence their choice of language learning strategies. Discussing realistic expectations regarding language learning task may also help and engage students in more effective learning.

What is more, teachers should design language activities that should require their students to make use of a variety of strategies. After the completion of the task, they should hold a discussion session with them talking about the strategies they make use of and whether these strategies proved to be useful or not. Furthermore, English teachers should create opportunities to their students so as to make them self-evaluate their strategy use and decide which is better for them or learn an alternative way of doing a particular task.

The study indicated that background variables (gender, proficiency and academic major) had significant effect on the frequency and use of language learning strategies. Language learning strategy use between males and females was different. Language learning strategy use by low, mid and high proficiency levels was also found to be different. What is more, language learning strategy use among different academic majors was different. Thus, language teachers should consider these variables when instructing students to use language learning strategies.

In order to help their students, English teachers should be equipped with varieties of language learning strategies that they will be able to train and propose students to use in language learning. To instruct language learning strategies, teachers need to be trained.

Thus, teacher training institutes, college and universities in Ethiopia should include language learning strategies in their curricula and offer language teachers about language learning strategies so that they can be efficient and effective in training language learning strategies to their students.

Based on the findings of the study, the current study also recommends the following areas for future research. First it is recommended that a replication of this study be done wherein

- (a) other methodologies such as observation, diaries, think aloud protocol or longitudinal procedures need to be used in order to provide more comprehensive understanding on beliefs of the Ethiopian EFL students in the current study about language learning and their strategy use.
- (b) Incorporating more universities and students from other batches and beyond higher education would allow the findings to be compared and contrasted.

Second, studies using variables influencing on learners' beliefs and their strategy use other than these used in the current study, such as cultural backgrounds, anxiety, learning styles, age, linguistic background, etc need to be carried out for better understanding of individual differences in beliefs and strategy use.

Third, studies comparing EFL learners' beliefs as well as their strategy use with English language instructors need to be conducted. It would be interesting to see how students beliefs and strategy use match or discrepant from English teachers. Such studies will provide us with understanding about the influence of teachers' beliefs and strategy use on students.

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APPENDICES

Appendix I: Individual Background Questionnaire (IBQ)

Direction

Please choose (only one) or write the answer that is appropriate to you after reading each statement.

1. Age _____
2. Sex: Male _____ Female _____
3. Department _____
4. How many hours do you study English outside of class per day?
A. Less than an hour C. 2-3 hours
B. 1-2 hours D. more than 3 hours
5. At which level did you start learning English in school? (put an X on the space)
A. Kindergarten _____ C. Secondary level Grade _____
B. Primary level: Grade _____ D. Other, please specify _____
6. How important is it for you to become proficient in English?
A. Very important
B. Somewhat important
C. Not important
D. Cannot decide
7. Which language skill you most of the time use in English? (Put X on The spaces provided)
A. Writing _____ C. Reading _____
B. Speaking _____ D. Listening _____
8. Why do you want to learn English?

9. What is your first language/mother tongue?

10. How many local languages do you know and use? _____
11. Do you know foreign languages other than English? Please specify

Appendix II: Adapted Strategy Inventory for Language Learning Questionnaire

Direction: The Strategy Inventory for Language Learning (SILL) is designed to gather information about how you, as a student of a foreign language, go about learning English. On the following pages, you will find statements related to learning a foreign language (English). Please read each statement and choose one answer (1,2,3,4,5) that tells how true the statement is in terms of what you actually do when you are learning and put (X) on your choice. Do not answer how you think you should be, or what other people do. There are no right and wrong answers to these statements.

Thank You,

Remember: numbers have the following meanings:

1. I never do this (means the statement is **very rarely** true of you)
2. I seldom do this (means the statement is true **less than half** the time)
3. I sometimes do this (the statement is true **about half** the time)
4. I usually do this (means the statement is true **more than half** the time)
5. I always do this (means the statement is true of you **almost always**)

No.	Item	I never do this 1	I seldom do this 2	I sometimes do this 3	I usually do this 4	I always do this 5
1	I think of the relationship between what I already know and new things I learn in English					
2	I use new English words in writing/speaking a sentence so I can remember them					
3	In learning English, I connect the sound of a new English word and an image or picture of the word to help me remember the word.					

No.	Item	I never do this 1	I seldom do this 2	I sometimes do this 3	I usually do this 4	I always do this 5
4	I remember a new English word by making a mental picture of a situation in which the word might be used					
5	I use rhymes to remember new English words (e.g., know-no, nail-snail, cat-bat).					
6	I use flashcards to remember new English words.					
7	I physically act out new English words.					
8	I review English lessons often.					
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign					
10	I try to catch every word that the speaker uses					
11	I memorize English grammar rules in order to apply them					
12	I say or write new English words several times					
13	I try to talk like native English speakers					
14	I practice pronouncing the sounds of English					
15	In learning English, I use the English words I know in different ways.					
16	When I meet my friends, I start conversations in English					
17	I watch English language television shows spoken in English or go to movies spoken in English					

No.	Item	I never do this 1	I seldom do this 2	I sometimes do this 3	I usually do this 4	I always do this 5
18	I read magazines, books, letters or reports in English					
19	I write notes, messages, letters or reports in English.					
20	I first try to get the main idea of the reading passage quickly and go back and read more carefully					
21	In learning English, I look for words in my own language (mother tongue) that are similar to new words in English.					
22	In learning English, I try to find the patterns (grammatical structures e.g. word order, the verb tense, active/passive voice, etc.)					
23	I find the meaning of an English word by dividing it into parts that I understand.					
24	When learning English, I try not to translate word-for-word.					
25	I make summaries of information that I hear or read in English.					
26	I reduce the message and use simple expressions in English					
27	I ask for repetition when I can't understand what the speaker has said					
28	I don't use dictionary to understand unfamiliar words					
29	I rehearse silently in English before speaking in English					
30	When I listen to oral English, I identify individual elements of the message first one by one and then I put them together in my mind					

No.	Item	I never do this 1	I seldom do this 2	I sometimes do this 3	I usually do this 4	I always do this 5
31	I repeat what I read to enhance my comprehension					
32	I try to apply words or structures which I have just learned in paragraphs or in conversations					
33	I review notes taken during class so that it helps me remember words and ideas better					
34	In listening to taped conversation or in reading a text I take in the overall meaning without picking out key words					
35	To understand unfamiliar English words, I make guesses.					
36	I use gestures and facial expressions if I can't communicate how to express myself in English					
37	I make up new words if I do not know the right ones in English.					
38	I read texts written in English without looking up every new word.					
39	I try to guess what the other person will say next in English					
40	I try to use fillers when I cannot think of what to say in English					
41	I guess the speaker's intention by picking up familiar words					
42	When I listen oral English, I send continuation signals to show my understanding in order to avoid communication gaps					
43	I pay attention to the speaker's eye contact, facial expression and gestures					

No.	Item	I never do this 1	I seldom do this 2	I sometimes do this 3	I usually do this 4	I always do this 5
44	I try to make eye contact when I am talking in English					
45	I do not give up easily even if the lesson gets quite hard and requires a lot of thought and/or practice					
46	If I can't think of an English word, I use a word or phrase that means the same thing.					
47	I try to find as many ways as I can to use my English					
48	I notice my English mistakes and use that information to help me do better.					
49	I try to find out how to be a better learner of English					
50	I plan my schedule so I will have enough time to study English					
51	I look for people I can talk to in English					
52	I look for opportunities to read as much as possible in English					
53	I have clear goals for improving my English skills					
54	I purposefully think about my progress in learning English.					
55	I take my time to express what I want to say in English					
56	I think first of what I want to say in my native language and then construct the English sentence					
57	I try to relax whenever I feel afraid of using English					
58	I encourage myself to speak English even when I feel afraid of making a mistake					
59	I give myself a reward or treat when I do well in English					
60	I notice if I am tense or nervous when I am studying or using English.					

No.	Item	I never do this 1	I seldom do this 2	I sometimes do this 3	I usually do this 4	I always do this 5
61	It does not bother me to make mistakes when I speak English, even in front of others					
62	It bothers me if I don't understand a structure fully or a word					
63	I write down my feelings about language learning in a language learning diary/ note book.					
64	I talk to someone else about how I feel about learning English.					
65	I ask the speaker to slow down when I can't understand what the speaker has said					
66	I ask others to correct me when I talk					
67	I practice English with other students or native English speakers.					
68	I ask for help from others when I face difficulty in learning English language					
69	I ask questions in English to other students or English speakers.					
70	I try to learn about the culture of English speakers.					
71	I respond in English if asked a question in English					
72	I learn a lot by participating in small group discussions or conversations in English					

Open ended question

73 Describe any language learning strategies you use other than those listed above

Appendix III: Strategy Inventory for Language (SILL) (Oxford, 1990)

Directions

The strategy Inventory for Language Learning (SILL) is designed to gather information about how you, as a student of a foreign language, go about learning English. On the following pages, you will find statements related to learning a foreign language (English). Please read each statement and choose one answer (1,2,3,4,5) that tells how true the statement is in terms of what you actually do when you are learning. Do not answer how you think you should be, or what other people do. There are no right and wrong answers to these statements.

Remember: numbers have the following meanings:

1. Never true of me (means the statement is **very rarely** true of you)
2. Almost never true of me (means the statement is true **less than half** the time)
3. Some what true of me (the statement is true **about half** the time)
4. Almost always true of me (means the statement is true **more than half** the time)
5. Always true of me (means the statement is true of you **almost always**)

1. I think of the relationship between what I already know and new thing is learn in English

1 2 3 4 5

2. I use new English words in a sentence so I can remember them

1 2 3 4 5

3. I connect the sound of a new 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 station in which the word might be used.

1 2 3 4 5

- 5 I use rhymes to remember new English words (e.g., know-no, nail-snail, cat-bat).
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 new English words phrases by remembering their location on the page,
on the board, or on a street sign.
1 2 3 4 5
- 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 words 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 television shows spoken in English or to go to movies
spoken in English
1 2 3 4 5
- 16 I read magazines, books, letters or reports in English
1 2 3 4 5
- 17 I write notes, 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 language (mother tongue) that are similar to new words in English.
1 2 3 4 5
- 20 I try to find patterns (grammar) 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
- 24 To understand unfamiliar English words, I make guesses.
1 2 3 4 5
- 25 When I can't think of a word during a conversation in English, I use gestures.
- 26 I make up new words if I do not know the right ones in English.
1 2 3 4 5
- 27 I read English without 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 can't think of an English word, I use a word or phrase that means the same thing.
1 2 3 4 5
- 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 someone 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 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
- 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 feel afraid of making a mistake.
1 2 3 4 5
- 41 I give myself a reward or treat when I do well in English.
1 2 3 4 5
- 42 I notice if I am tense or nervous when I am studying or using English.
1 2 3 4 5
- 43 I write down my feelings in a language learning diary/ note book.
1 2 3 4 5
- 44 I talk to someone else about how I feel about learning English.
1 2 3 4 5
- 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 others to correct me when I talk.

1 2 3 4 5

47 I practice English with other students or native English speakers.

1 2 3 4 5

48 I ask for help from others.

1 2 3 4 5

49 I ask questions in English to other students or English speakers.

1 2 3 4 5

50 I try to learn about the culture of English speakers.

1 2 3 4 5

Appendix IV: Beliefs about Language Learning Inventory (BALLI)

Directions

Below are some beliefs that people have about learning foreign languages. Read each statement and then decide if you: (1) strongly disagree (2) Disagree (3) neither agree nor disagree (4) agree (5) strongly agree. There is no right or wrong answer. We are simply interested in your opinions. Mark each answer on the answer sheet. Questions 4 and 15 are slightly different and you should mark them as indicated.

Remember: numbers have the following meanings

- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
- (4) Agree
- (5) Strongly agree

No.	Item	Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5
1	It is easier for children than adults to learn a foreign language					
2	Some people have a special ability for learning foreign languages					
3	Some languages are easier to learn than others					
5	I believe that I will learn to speak English very well					
6	People from my country are good at learning foreign languages					

No.	Item	Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5
7	It is important speak English with an Excellent pronunciation					
8	It is important know about English-speaking cultures in order to speak English					
9	You shouldn't say anything in English until you can say it correctly					
10	It is easier for someone who already speaks a foreign language to learn another one					
11	People who are good at mathematics or science are not good at learning foreign languages					
12	It is best to learn English in an English-speaking country					
13	I enjoy practicing English with the native English speakers I meet					
14	It's o.k. to guess if you don't know a word in English					
16	I have special ability for learning foreign languages					
17	The most important part of learning a foreign language is learning vocabulary words					
18	It is important to repeat and practice a lot					
19	Women are better than men at learning foreign languages					
20	People in my country feel that it is important to speak English					
21	I feel afraid of speaking English with other people					

No.	Item	Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5
22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on					
23	The most important part of learning a foreign language is learning the grammar					
24	I would like to learn English so that I can get to know native English speakers better and their cultures					
25	It is easier to speak than understand a foreign language					
26	It is important to practice with cassettes or tapes					
27	Learning a foreign language is difficult than learning other academic subjects					
28	The most important part of learning English is learning how to translate from my native language to English or from English to my native language					
29	If I learn English very well, I will have better opportunities for a good job					
30	People who speak more than one language are very intelligent					
31	I want to learn to speak English well					
32	I would like to have friends who speak English as a native language					
33	Everyone can learn to speak a foreign language					
34	It is easier to read and write English than to speak and understand it					
35	Language learning involves a lot of memorization					

4. English is:

- (1) A very difficult language
- (2) A difficult language
- (3) A language of medium difficulty
- (4) An easy language

(5) A very easy language

15. If someone spent one hour a day learning a language, how long would it take him/her to speak the language very well?

(1) Less than a year

(2) 1-2 years

(3) 2-3 years

(4) 3-5 years

(5) 5-10 years

(6) You can't learn a language in 1 hour a day

Open ended question

36. Describe any ideas about learning foreign languages you have other than those listed above

Appendix V: Adapted SILL Validation Form

Dear _____,

I am currently in the process of checking the face and content validity of an adapted SILL I am going to collecting data for my PhD thesis entitled '*An Exploration of Language Learning Beliefs and their Strategy Use of EFL Learners: the Case of Debre Markos University*'.

The main purpose of this study is to investigate *Language Learning Beliefs and their Strategy Use of EFL Learners: the Case of Debre Markos University*'.

To assess learners' strategy use, therefore, adapted SILL will be used. The questionnaires will be administered to first year EFL students. This inventory requires students to answer 72 item questionnaires on their language learning strategy use on a five point Likert-scale ranging from 1 to 5. In addition, one open-ended question to elicit any additional strategy, used by participants

I have attached a special form for your use in commenting on the survey items. As you review the proposed items, please feel free to comment based up on the following criteria:

Face Validity- *Does the instrument "look like" it is measuring what it is supposed to measure?*

Content Validity- *Are the items representative of concepts related the dissertation topic?*

Clarity- *Is each item in the instrument clear? Is the language/wording appropriate clear?*

Other- *Please make any additional suggestions you feel appropriate.*

Sincerely,

Niguse Mitiku, TEFL Doctoral Student

1. I think of the relationship between what I already know and new things I learn in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
2. I use new English words in writing/speaking a sentence so I can remember them
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
3. In learning English, I connect the sound of a new English word and an image or picture of the word to help me remember the word
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
4. I use rhymes to remember new English words (e.g., know-no, nail-snail, cat-bat)
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
5. I use flashcards to remember new English words
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
6. I physically act out new English words
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
7. I review English lessons often
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
8. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
9. I try to catch every word that the speaker uses
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
10. I memorize English grammar rules in order to apply them
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
11. I say or write new English words several times
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
12. I try to talk like native English speakers
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
13. I practice pronouncing the sounds of English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
14. In learning English, I use the English words I know in different ways
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
15. When I meet my friends, I start conversations in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
16. I watch English language television shows spoken in English or go to movies spoken in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
17. I read magazines, books, letters or reports in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
18. I write notes, messages, letters or reports in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----

19. I first try to get the main idea of the reading passage quickly and go back and read more carefully
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
20. In learning English, I look for words in my own language (mother tongue) that are similar to new words in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
21. In learning English, I try to find the patterns (grammatical structures e.g. word order, the verb tense, active/passive voice, etc.)
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
22. I find the meaning of an English word by dividing it into parts that I understand
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
23. When learning English, I try not to translate word-for-word
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
24. I make summaries of information that I hear or read in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
25. I reduce the message and use simple expressions in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
26. I ask for repetition when I can't understand what the speaker has said
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
27. I don't use dictionary to understand unfamiliar words
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
28. I rehearse silently in English before speaking in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
29. When I listen to oral English, I identify individual elements of the message first one by one and then I put them together in my mind
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
30. I repeat what I read to enhance my comprehension
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
31. I try to apply words or structures which I have just learned in paragraphs or in conversations
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
32. I review notes taken during class so that it helps me remember words and ideas better
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
33. In listening to taped conversation or in reading a text I take in the overall meaning without picking out key words
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
34. To understand unfamiliar English words, I make guesses
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
35. I use gestures and facial expressions if I can't communicate how to express myself in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----

36. I make up new words if I do not know the right ones in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
37. I read texts written in English without looking up every new word
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
38. I try to guess what the other person will say next in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
39. I try to use fillers when I cannot think of what to say in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
40. I guess the speaker's intention by picking up familiar words
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
41. When I listen oral English, I send continuation signals to show my understanding in order to
 avoid communication gaps
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
42. I pay attention to the speaker's eye contact, facial expression and gestures
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
43. I try to make eye contact when I am talking in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
44. I do not give up easily even if the lesson gets quite hard and requires a lot of thought and/or practice
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
45. If I can't think of an English word, I use a word or phrase that means the same thing
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
46. If I can't think of an English word, I use a word or phrase that means the same thing
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
47. I try to find as many ways as I can to use my English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
48. I notice my English mistakes and use that information to help me do better
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
49. I try to find out how to be a better learner of English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
50. I plan my schedule so I will have enough time to study English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
51. I look for people I can talk to in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
52. I look for opportunities to read as much as possible in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
53. I have clear goals for improving my English skills
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----

54. I purposefully think about my progress in learning English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
55. I take my time to express what I want to say in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
56. I think first of what I want to say in my native language and then construct the English sentence
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
57. I try to relax whenever I feel afraid of using English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
58. I encourage myself to speak English even when I feel afraid of making a mistake
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
59. I give myself a reward or treat when I do well in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
60. I notice if I am tense or nervous when I am studying or using English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
61. It does not bother me to make mistakes when I speak English, even in front of others
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
62. It bothers me if I don't understand a structure fully or a word
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
63. I write down my feelings about language learning in a language learning diary/ note book
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
64. I talk to someone else about how I feel about learning English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
65. I ask the speaker to slow down when I can't understand what the speaker has said
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
66. I ask others to correct me when I talk
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
67. I practice English with other students or native English speakers
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
68. I ask for help from others when I face difficulty in learning English language
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
69. I ask questions in English to other students or English speakers
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
70. I try to learn about the culture of English speakers
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
71. I respond in English if asked a question in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
72. I learn a lot by participating in small group discussions or conversations in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----

Appendix VI: BALLI Validation Form

Dear _____,

I am currently in the process of ascertaining the face and content validity a survey questionnaire I am going to use collecting data for my doctoral study. My research topic is “*An Exploration of Language Learning Beliefs and their Strategy Use of EFL Learners: the Case of Debre Markos University*”. I really appreciate your willingness to help determine the face and content validity of my data collection instrument.

The questionnaire will be administered to first year Debre Markos University EFL students. The main purpose of this study is to investigate *Language Learning Beliefs and their Strategy Use of EFL Learners: the Case of Debre Markos University*’.

I have developed a special form for your use in commenting for the items of the BALLI. As you review the proposed items, please feel free to comment based up on the following criteria:

Face Validity- *Does the instrument “look like” it is measuring what it is supposed to measure?*

Content Validity- *Are the items representative of concepts related the dissertation topic?*

Clarity- *Is each item in the instrument clear? Is the language/wording appropriate clear?*

Other- *Please make any additional suggestions you feel appropriate.*

Sincerely,

Niguse Mitiku, TEFL Doctoral Student

1. It is easier for children than adults to learn a foreign language
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
2. Some people have a special ability for learning foreign languages
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
3. Some languages are easier to learn than others
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
4. I believe that I will learn to speak English very well
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
5. People from my country are good at learning foreign languages
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
6. It is important to speak English with an excellent pronunciation
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
7. It is important to know about English-speaking cultures in order to speak English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
8. You shouldn't say anything in English until you can say it correctly
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
9. It is easier for someone who already speaks a foreign language to learn another one
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
10. People who are good at mathematics or science are not good at learning foreign languages
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
11. It is best to learn English in an English-speaking country
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
12. I enjoy practicing English with the native English speakers I meet
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
13. It's o.k. to guess if you don't know a word in English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
14. I have special ability for learning foreign languages
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
15. If someone spent one hour a day learning a language, how long would it take him/her to speak the language very well?
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
16. The most important part of learning a foreign language is learning vocabulary words
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
17. It is important to repeat and practice a lot
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
18. Women are better than men at learning foreign languages
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----

19. People in my country feel that it is important to speak English
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
20. I feel afraid of speaking English with other people
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
21. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
22. The most important part of learning a foreign language is learning the grammar
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
23. I would like to learn English so that I can get to know native English speakers better and their cultures
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
24. It is easier to speak than understand a foreign language
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
25. It is important to practice with cassettes or tapes
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
26. Learning a foreign language is difficult than learning other academic subjects
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
27. The most important part of learning English is learning how to translate from my native language to English or from English to my native language
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
28. If I learn English very well, I will have better opportunities for a good job
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
29. People who speak more than one language are very intelligent
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
30. I want to learn to speak English well
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
31. I would like to have friends who speak English as a native language
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
32. Everyone can learn to speak a foreign language
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
33. It is easier to read and write English than to speak and understand it
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----
34. Language learning involves a lot of memorization
 APPROPRIATENESS? Yes/No CLEAR? Yes/No
 Comment (if any)-----

Appendix VII: Students Focused Group Interview Questionnaires

1. What are the essential (s) to learn English language?
2. What challenges do you face when learning English?
3. Which language learning strategies you most of the time use?
4. What is the role of English language for your academic success?
5. Do you think the strategies you use have been affected by your
 - (a) Gender
 - (b) Language proficiency
 - (c) Academic major
6. Do you think your beliefs about language learning have been affected by your
 - (a) Gender
 - (b) Language proficiency
 - (c) Academic major

Appendix VIII: Responses for Students Focused Group Interview

Welcome students thank you very much for your cooperation for the interview.

I kindly request you to freely and genuinely forward your opinion to the points. I am going to raise one by one.

1. What do you think are the essential points in learning foreign language?

S1= To learn foreign language personal interest or motivation is important using that language in day to day communication with confidence is important.

S2= Interest is important. Not being worried about mistakes, making practice is important.

S3= To learn foreign language better, the learner should learn that language is widely spoken/ used having interest and interacting with others through that language facilitates learning.

S4= To learn a language, there should be internal motivation. Wherever we are, we need to use that language.

S5= To learn language, one should practice a lot. Attending television films, radio, reading books, news papers, etc. help learn foreign language.

S6= personal interest is essential

S7= to learn language practice is important; If we practice a lot, we can improve much.

S8= The essential issue in learning foreign language is teacher's ability to attract students. As teachers play crucial role in making students be proficient in language, much of one's success is attached to teachers' ability.

S9= Interest and practice are important elements to learn language.

S10= reference materials like books, cassettes, etc are important

2. (a) what have you found most difficult about learning English?

(b) Which strategies have you used to help overcome these difficulties?

S1= The most difficult thing is learning English is inability to use new words in our day to day communication. The culture we Ethiopians have made us not to use the language for fear of ridiculing by our colleagues. I try to be confidential to use English I learn whether it is vocabulary or any other in the actual communication

S2= Writing is difficult as our background at lower levels is poor.

S3= English is not difficult language but other things make it difficult, like teachers ability, lack of reference materials, etc.

S4= English is not that much difficult, but the way we have been taught made us to be passive. At lower levels we didn't get chances to practice the target language, hence, English becomes difficult for us.

S5= Not knowing where a word needs to be used is the problem. Accenting a word properly is another problem. To avoid the second problem, I usually focus how teachers pronounce, listen to the media, and I sometime use dictionary.

S6= My problem is usually feeling afraid of speaking in front of people. And I do not know enough amounts of words. I am trying to think about the sentence and the message before I speak to know more vocabulary, I try to know ten words a day and use them.

S7= Writing is more difficult than others, because choosing appropriate words, keeping the grammar, using appropriate punctuation marks, etc is challenging. To avoid such problems, practice is essential.

S8= Choosing appropriate diction and forming sentence is difficult in learning English language.

S9=Speaking is more challenging for me. I frustrate to say anything in front of my colleagues for fear of being ridiculed by them. I sometimes try to practice by myself assuming I'm talking to someone.

S10=limited knowledge of vocabulary is difficult for me. As a solution, I try to know more vocabulary from dictionary.

3. Which language learning strategies have you found most useful for learning English (key strategies)

S1= Cognitive strategies such as writing new words several times and practicing the sound of English expressions most useful.

S2= memory and cognitive strategies are useful as to my opinion. From these, I usually use the place where I saw a word to remember its meaning; I usually think of the relationship of what I know with the new one; I say or write English words several times, and I practice the sounds of English are the strategies I think useful.

S3=I can't judge these are useful and those are not useful. All are equally important as to my understanding.

S4=Some are more useful than others. For me cognitive, memory and affective strategies are more useful than others.

S5= All the strategies have their own uses for learning language. So I don't think we can say some are useful and some are not.

S6= I agree with S5

S7= I think metacognitive strategies are crucial for they help us think about our progress in language learning, and other strategies can be implemented if one uses metacognitive strategies.

S8= Metacognitive and compensation are important; because the former helps us to plan, monitor and evaluate our learning and the latter helps us fill the gap.

S9= All the strategies are important, however; metacognitive , compensation and cognitive are important ones.

S10= Metacognitive and cognitive are important strategies.

4. What is the role of English language for your academic success?

S1= It is important because it is an international language

- S2= English is a medium of instruction, thus we need to know English
- S3= We learn everything in English so that we have to be keen in English
- S4= English becomes world language by which all the people around the world use to communicate
- S5= Every material is written in English; teachers lecture using English; thus it is important for our academic success.
- S6= The same as S5
- S7= The same as S5
- S8= It is important for our academic success as well as our future job success.
- S9= My answer agrees with S8
- a. S10= English is a language of international communication, diplomacy, science and technology, etc.
 - (b) Do you think the strategies you use have been affected by your
 - (a) Gender
 - (b) Language proficiency
 - (c) Academic major
- S1= Gender does not have any effect. Language proficiency and academic major may matter the strategy we use.
- S2= Gender does not have any effect on our language learning strategies use. However, language proficiency and academic major have effect on students strategy use.
- S3= Gender do not have any effect, however; academic major, proficiency may have influence on strategy choice.
- S4= Academic major may have effect on language learning strategy choice, but language proficiency and gender do not have any effect on strategy use.
- S5= Gender does not matter strategy choice. However, proficiency and academic major have many have an influence.
- S6= the same response as S5
- S7= Language proficiency has an effect on language learning strategy choice, however; academic major and gender have effect on language learning strategy choice
- S8= I don't think gender, language proficiency and academic major affect language learning strategy choice. The practice one makes affect the learner's strategy use and frequency but not the above variables.

S9=My response is the same as S8

S10= Only language proficiency affects language learning strategy use, but not others.

5. Do you think your beliefs about language learning have been affected by your
- (a) Gender
 - (b) Language proficiency
 - (c) Academic major

S1= I think academic major can affect our belief about language learning but others do not affect.

S2= Language proficiency and academic major affect the beliefs about language learning, gender, does not affect it.

S3= Gender and proficiency do not affect ones beliefs about language learning, however academic major does.

S4= Proficiency may affect, but others may not affect.

S5= Academic major affect ones language learning belief; however, gender and proficiency do not affect.

S6= I don't think gender, proficiency and academic major have any effect on language learning beliefs. I feel that all these do not have any impact.

S7= The same as S6

S8=Proficiency and academic major may have impact but gender may not have any effect on one's belief.

S9=All the three do affect one's belief

S10= Gender may not have an effect on learner's beliefs, however; academic major and proficiency do have possible impact on learners' beliefs.

Appendix IX: Reading comprehension TOEFL Model Exam

Time allowed for this section 55

Directions: in this section you will read several passages. Each one is followed by several questions about it. For this section, you are to choose the one best answer, (A), (B), (C), or (D) to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all the questions following a passage on the basis of what is stated or implied that passage.

Read the following passage.

One of the most successful communal experiments in the New World was that of the shakers, a sect that fled from England to New York state in 1774 in order to escape religious bigotry. In America, they adopted the name shaker, once used derisively by the English to describe the dance they performed when in a state of religious ecstasy. (5) At the movement's peak, in the decade prior to the Civil War, there were 6,000 shakers in 18communities throughout the eastern states. Since then, however, the Shakers have almost dwindled away. Today only two active Shaker communities remain, with a total membership of eighteen, all female. The Shakers, resigned to the death of their sect, have never believed that everyone could be persuaded to share (10) their beliefs.

Example I:

Where did the shaker movement begin?

- (A) The eastern states
- (B) The New York World
- (C) New York
- (D) England

Sample Answer

(A) (B) (C)

The passages states that the Shaker sect fled from England to New York state in 1774.

Therefore, you should have chosen answer.

Example II

At present, the Shakers are represented by

- (A) 6,000 worldwide members
- (B) 18 active communities
- (C) two remaining all-female communities
- (D) two female members

Sample Answer

(B) (B) (D)

According to the passage only two active Shaker communities remain, with a total membership of 18, all female. Therefore you should have chosen answer(C).

Now begin work on the questions.

Questions 1-12 refer to the following passage.

The reason for the extinction of species and for the rapid rates of change in our environment are currently the focus of much scientific research. An individual species susceptibility to extinction depends on at least two things: the taxon (the biological group- kingdom, phylum, class, order, family, or genus) to which a species belongs, (5) and the overall rate of environmental change. Fossil evidence shows that more mammals and birds become extinct than do mollusks or insects. Studies of the extinction of the dinosaurs and other reptiles during the Cretaceous period show that a changing environment affects different taxa in different ways. Some may be dramatically affected, others less so.

(10) The best way to answer the question of what causes an extinction is to combine fields of inquiry and a variety of viewpoints. Using the fossil record and historical documentation, the different rates of the extinction of various taxa and different responses to environmental change can be detected.

Then the evolutionary development of the different species can be compared, and (15) reties that may be disadvantageous can be singled out. Finally researchers can use mathematical formulate to determine whether a populations likely to adapt itself to the

changing environment or disappears. as more of this information is collected, specialists in different fields- e.g. physiological and behavioral ecology, population ecology community ecology, evolutionary biology and systematic, bibliography, (20) and paleobiology- will work together to make predictions about the broader changes that might occur in the ecosystem.

1. which of the following is the main topic of passage?
 - (A) Assessment of the work of specialists concerned with ecology
 - (B) A discussion of possible causes of extinction, and of ways to make predictions about environmental change.
 - (C) The changing aspects of our environment.
 - (D) A comparison of the extinctions rates of different taxa
2. The word *susceptibility* in line 3 is closest in meaning to
 - (A) Insensitivity
 - (B) Receptiveness
 - (C) Immunity
 - (D) Vulnerability
3. An example of a taxon would be
 - (A) A phylum
 - (B) The rate of environmental change
 - (C) A fossil
 - (D) Studies of extinction
4. The author compares mammals and birds to
 - (A) Mollusks and insect
 - (B) Phylum and class
 - (C) Dinosaurs and reptiles
 - (D) Ecologists and biologists

5. It can be inferred from the passage that a significant event to the Cretaceous period was
- (A) The appearance of many taxa
 - (B) The dramatic effect of the dinosaur on the environment
 - (C) The extinction of birds
 - (D) The extinction of dinosaur
6. It can be inferred from the passage that dinosaurs
- (A) Included species that were mammals
 - (B) Were better represented in the fossil record than other species
 - (C) Possessed disadvantageous traits
 - (D) Were not susceptible to extinction
7. The word *dramatically* in lines 9 means
- (A) Strongly
 - (B) inspiringly
 - (C) flimsily
 - (D) visually
8. The word *fields* in line 11 is closest in meaning to
- (A) areas
 - (B) meadows
 - (C) studies
 - (D) careers
9. from the passage it can be inferred that disadvantageous traits are
- (A) occurring at different rates
 - (B) a contributing cause of extinction
 - (C) adaptable
 - (D) learned by mathematical formulas
10. The expression singled out in lines 15 is closest in meaning to
- (A) Isolated
 - (B) Blamed
 - (C) Seen
 - (D) Divided

11. According to the passage, the likelihood of a population becoming extinct can be
- (A) Lessened by the efforts of a few concerned specialists
 - (B) Unaffected by environmental change
 - (C) Determined by mathematical formulas
 - (D) Almost impossible to ascertain
12. The word broader in line 20 is closest in meaning to
- (A) Fatter
 - (B) Extra
 - (C) Wider
 - (D) Many

Questions 13-23 refer to the following passage.

The Quakers, also called the Society of Friends are a Christian group that arose in the mid-seventeenth century in England and the American colonies. Quakerism came into being in England in or around 1652, when George Fox began to organize converts to preach his doctrine of “God in every man.” The friends were silent at their (5) meetings, waiting for the “inward light.” They believed people should sense God inside of themselves (without church buildings, appointed preachers, written liturgy, or many of the outward trappings associated with Christianity).

The Society of friends is part of the left wing of the seventeenth-century English puritan movements: in America, Quakers were persecuted by puritans. Quakers (10) experienced much official persecution, including imprisonment and execution, for their belief that the worship of God should be very personal. The term “Quaker” may refer to their penchant for “quaking” during religious services, or it may be a derogatory reference to supposed Quaker cowardliness and belief in pacifism.

Quakerism in the American colonies existed mainly in the Northeast. The (15) American Quaker population surged after 1682 when Quaker William Penn founded the state of Pennsylvania as a haven for Quakers and as a “holy experiment” in religious toleration. Quakers were prominent and powerful in the Pennsylvania as a haven for Quakers and as a “holy experiment” in religious toleration.

(20) Quakers were prominent and powerful in the Pennsylvanian state government in the period before the American Revolution. During and after the revolution, friends concerned themselves with the plight of Native Americans. They also worked with escaped slaves and for the abolition of slavery. They continue to be known for their efforts in social reform.

13. In which of the following publication would this passage be most likely to appear?
- (A) An anthology of English literature
 - (B) An introductory American history book
 - (C) A book about Eastern religious
 - (D) A basic math textbook
14. The word *their* in line 4 refers to
- (A) Trappings
 - (B) Preachers
 - (C) Religious services
 - (D) The Friends
15. The word *persecuted* in lines 9 is closest in meaning to
- (A) Scrutinized
 - (B) Lauded
 - (C) Harassed
 - (D) Believed
16. Where in the passage does the author give an example of Quaker involvement in social issues?
- (A) Lines ____
 - (B) Lines ____
 - (C) Lines ____
 - (D) Lines ____

17. Which of the following would be an example of “the put ward trapping associated with Christianity” referred to in lines 6-7?
- (A) Clergy
 - (B) Silent, leaderless worship
 - (C) Concern for social reform
 - (D) The doctrine of “God in every man”
18. It can be inferred from the passage that early Quakers experienced official persecution because
- (A) They were known for “quaking” during religious services.
 - (B) They helped found the state of Pennsylvania
 - (C) They came to America from England
 - (D) Their religious beliefs were considered subversive
19. Why does the author mention execution in lines 10?
- (A) It is an example of the persecution Quakers faced
 - (B) It is an outward trapping of Christianity
 - (C) This serves as an example of William Penn’s policies
 - (D) Many religious were concerned with this issue.
20. The paragraph after this passage would most likely be about
- (A) The decline of the Quaker population since world war I
 - (B) The similarities and differences between Quakers and Puritans
 - (C) Ways in which Quakers today show concern for others.
 - (D) Social reforms enacted by Quakers during the American Revolution
21. From the passage it can be inferred that the puritans were
- (A) Friends
 - (B) Persecuted
 - (C) Intolerant
 - (D) Executed

22. The word *penchant* in line 12 most nearly means
- (A) Appreciation
 - (B) Propensity
 - (C) Disinclination
 - (D) Proposition
23. Why did the American Quaker population surge after William Penn founded Pennsylvania?
- (A) Pennsylvania tolerated the Quaker religion
 - (B) Pennsylvania forbade religious other than Quakerism
 - (C) The Pennsylvania government tried to help escaped slaves
 - (D) Social reform was important to most Americans

Questions 24-31 refer to the following passage.

The appearance and character of a hardened lava field depend on numerous factors. Among the key variables are the chemical nature of the magma and the degree of viscosity of the liquid rock once it begins to flow.

Since the ultimate nature of lava is influenced by chemical composition, it is possible (5) to predict certain aspects of the final appearance of the field a sample of the molten fluid. The main components of lava are silica and various oxides, including those of potassium, iron, calcium, magnesium, sodium and aluminum. Magnesium and iron oxides are found in high concentrations in the dark-colored basic basalt, while silica, soda and potash preponderate in the lighter-colored, acidic felsite rocks.

(10) The viscosity of the liquid rock helps to determine the appearance of the hardened field's surface. When it issues, the lava is red or even white-hot. It soon begins to cool, and the surface darkens and crusts over. In extremely viscous flows, the under part may yet be in motion as the surface solidifies. The crust breaks up (15) into a mass of jagged blocks of rock that are carried as a tumbling, jostling mass on the surface of the slowly moving stream. When the stream eventually rough and difficult to traverse. On the other hand, highly liquid lava may harden with much smoother surfaces that exhibit ropy, curved, wrinkled and wavelike forms.

24. The degree of viscosity in newly issued lava is a critical determination of
- (A) The chemical nature of the magma
 - (B) Whether the lava will be red or white hot
 - (C) The ultimate nature of the hardened lava field
 - (D) The viscosity of the liquid rock
25. The chemical composition of a hardened field
- (A) Has nothing to do with the viscosity of the liquid rock
 - (B) Will cause the crusting phenomena common in hardened lava
 - (C) Is important in shaping the ultimate appearance of the field
 - (D) Depends upon the degree of viscosity of the original liquid rock
26. In line 11, the word issues most nearly means
- (A) Is dormant
 - (B) Heats up
 - (C) Traverses
 - (D) Comes out
27. Knots of surface rocks are characteristic of
- (A) All types or ultimate lava fields
 - (B) The initial stage of some lava field formation
 - (C) The end result of some highly viscous flows
 - (D) Only highly liquid, wavelike lava forms.
28. If the hardened lava presents a smoother, wavelike surface it is likely that.
- (A) It was not initially a highly liquid lava
 - (B) It results from a highly lava
 - (C) Its final form will be rough and difficult to traverse
 - (D) At issue, it was red-hot
29. The primary function of this passage is to
- (A) Explain the primary chemical components of lava, including silica and oxides
 - (B) Predict when volcanic lava will appear
 - (C) Warn of the limitation of viscosity and chemical analysis
 - (D) Discuss two crucial determinants of a hardened lava fields character

30. The word exhibit in line 18 is closest in meaning to
- (A) Give off
 - (B) Put on
 - (C) Show
 - (D) Cause
31. This passage would most likely appear in which type of publication?
- (A) An introductory college textbook on geography
 - (B) The national events section of a local newspaper
 - (C) An introductory college textbook on geology
 - (D) A tourist brochure for a volcanic region.

Questions 32-42 refer to the following passage.

The period of the American Revolution was a time of contrasts in American fashion. In urban centers, women enjoyed a wide range of expression in the fashions available to them, even though shortages might force a young lady to wear an outfit made from the bright red uniform of her British beau. The patriots, however, tended to scorn (5) fashion as frivolous in time of war. In remote areas, patriotic groups led boycotts of British goods and loomed their own woolen cloth.

In selecting cloths, stylish American ladies depended on “fashion babies”—foot-high dolls illustrating the latest Paris styles. This infatuation with the fashion trends of the “continent” remained intact well into the twentieth century. Indeed, even today, (10) New York’s fashion industry has not fully escaped the tyranny of French design.

Mourning garments were almost impossible to obtain since black cloth had to be imported from England: black arm bands were introduced as a substitute. Gauze, indispensable for petticoats, aprons and ladies headgear, was also in short supply. There was also a taste for outlandish accessories and fanciful detailing features in (15) hats, elaborate buttons, and gaudily patterned fabrics. These excesses were called “macaroni” and are immortalized in the song Yankee Doodle.

32. Which of the following is the most appropriate title for this passage?
- (A) A Revolution in Fashion
 - (B) Clothing Shortage of the Revolution
 - (C) Clothing styles in Revolutionary America
 - (D) Conflict in the Fashion Industry
33. The word *beau* in line 4 is closest in meaning to
- (A) Male friend
 - (B) Husband
 - (C) Father
 - (D) Son
34. Which of the following can be inferred from the passage about people's attitudes toward fashion?
- (A) They varied according to political beliefs
 - (B) They were determined mainly by geography
 - (C) They corresponded to a person's social standing
 - (D) They were a matter of personal taste.
35. The word *loomed* in line 6 is closest in meaning to
- (A) Grew bigger
 - (B) Wove
 - (C) Picked
 - (D) Quilted
36. What were cloths made from in rural areas?
- (A) Home-made wool
 - (B) Imported British goods
 - (C) Cloth stolen from the British
 - (D) Gauze
37. "Fashion babies" were
- (A) dolls for children
 - (B) 12 inch figures used to display cloths
 - (C) Life-sized models dressed in current styles
 - (D) Illustrations from fashion magazines

38. The word tyranny in line 10 is closest in meaning to
- (A) Domination
 - (B) Bossiness
 - (C) Importance
 - (D) Evilness
39. Which of the following can best be said about the Paris fashion industry?
- (A) It has come to the forefront only recently, compared to New York.
 - (B) It has long exerted a powerful influence on American fashion.
 - (C) It retains its taste for gaudy, “macaroni” type excess.
 - (D) It is unable to break from New York’s influence.
40. Black armbands were worn to show
- (A) The tyranny of Paris fashions
 - (B) Imported cloth from England
 - (C) Fanciful detailing
 - (D) Mourning
41. The word elaborate in line 15 is closest in meaning to
- (A) Gay
 - (B) Vulgar
 - (C) Intricate
 - (D) Square
42. It can be inferred from the passage that “macaroni”
- (A) Was named because of its resemblance to the continent of Europe
 - (B) Was a very short-lived and ill-conceived fashion trend
 - (C) Had a more mundane application to petticoats and aprons
 - (D) Was not the fashion style of avowed patriots.

Questions 43-50 refer to the following passage.

Sapphire and the slave Girl was the last novel of Willa Cather’s illustrious literary career. Although the story takes place in 1856 well before her own birth, she drew heavily on both vivid childhood memories and tales handed down by older relatives to describe life in rural northern Virginia in the middle of the nineteenth century.

(5) Of Cather's novels, *Sapphire and the Slave Girl* is the most concerned with providing an overall picture of day-to-day life in a specific era, it would seem, are included in the story only because they are representative of the types of people found in 19th century rural Virginia: indeed, a few of them play no part whatsoever in the unfolding of the plot. For instance, we are introduced to a poor white woman, Mandy (10) Ringer, who is portrayed as intelligent and content, despite the fact that she has no formal education and must toil constantly in the fields.

The title, however, accurately reflects that the novel is mainly about slavery. Cather's attitude toward this institution may best be summed up as somewhat ambiguous. On the one hand, she displays almost total indifference to the legal and political aspects (15) of slavery when she misidentifies certain crucial dates in its growth and development. She never really offers a direct condemnation of slavery. Yet the evil that was slavery gets through to use in her typically subtle ways. Characters like Mrs. Blake who oppose the institution are portrayed in a sympathetic light. Furthermore, the suffering of the slaves themselves and the petty nasty and often cruel behavior of (20) the slave owners are painted in stark terms.

43. What is the main topic of this passage?
- (A) Cather's and anti-slavery stance
 - (B) The backdrop of Cather's last novel.
 - (C) Cather's strongly titled novel
 - (D) Life in the Virginia country
44. The author refers to *Sapphire and the Slave Girl* as
- (A) A heroic rate of the Civil war
 - (B) A sweeping epic of the old south
 - (C) Using Cather's personal recollections
 - (D) A political treatise on slavery.
45. The word *vivid* in line 3 is closest in meaning to
- (A) Disturbing
 - (B) Buried
 - (C) Forgotten
 - (D) Clear
46. What is NOT true of many Ringer?
- (A) She is a slave
 - (B) She is intelligent
 - (C) She is uneducated

- (D) She is poor
47. In the paragraph, the author mentions Mandy Ringer in order to emphasize which point?
- (A) The novel displays Cather's mixed feelings about slavery
 - (B) The characters are based on Cather's childhood friends.
 - (C) One of the novel's purposes was to paint a portrait of life in nineteenth century rural Virginia.
 - (D) The novel's characteristics are shown in a positive light because Cather was a supporter of the Old south.
48. According to the author, why is Cather's attitude toward slavery somewhat ambiguous?
- (A) She was knowledgeable about the legal and political aspects of slavery
 - (B) She did not denounce slavery directly, only in indirect ways.
 - (C) She identified equally with slaves and slaveholder.
 - (D) She was unable to fashion a firm opinion on the issue.
49. One can infer that the author would probably
- (A) Like Cather if the author met her
 - (B) Consider the character of Mandy Ringer irrelevant to the plot
 - (C) Oppose the academic study of Cather's other novels.
 - (D) Have no appreciation of the novel's merits.
50. Which of the following would be the best title for the passage?
- (A) Sapphire and the slave Girl: fact Versus Fiction
 - (B) Willa Cather: Racist or Abolitionist?
 - (C) Some comments on the final Novel of Willa Cather
 - (D) Willa Cather's Depiction of Nineteenth- century Virginians

Appendix X: STRUCTURE AND WRITTEN EXPRESSION TOEFL Model Exam

Time allowed for this section: 25 minutes.

Directions: Structure and Written Expression Section

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section with special directions for each type.

PART A

Directions: Questions 1-15 are incomplete sentences. Beneath each sentence, you will see four words or phrases, marked (A),(B),(C) and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer grid, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Example I:

Geysers have often been compared to volcanoes -----

They both emit hot liquids from below the earth's

Surface.

A) Due to

(B) because

(C) in spite of

(D) regardless of

Sample Answer

(A) (C) (D)

The sentence should read, “Geysers have often been compared to volcanoes because they both emit hot liquids from below the earth’s surface”. Therefore, you should choose answer (B).

Example II

During the early period of ocean navigation, ---- any

Need for sophisticated instruments and techniques

- (A) So that hardly
- (B) When there was hardly
- (C) Hardly was
- (D) There was hardly

Sample answer

(A) (B) (C)

The sentence should read, “During the early period of ocean navigation. There was hardly any need for sophisticated instruments and techniques. “Therefore, you should choose answer (D).

Now begin work on the questions below

1. _____Jane has an excellent resume. She hasn't found a job yet.
 - (A) However
 - (B) Yet
 - (C) That
 - (D) Although

2. -----several universities that have excellent engineering schools.
 - (A) There are
 - (B) The
 - (C) There is a lot of
 - (D) Some of

3. Many Middle Eastern diplomats still feel that the United States in intent ____ the ultimate police in the region.
 - (A) So being
 - (B) Being
 - (C) Be
 - (D) On being

3. Woodrow Wilson believed the United states entry into world War I would put a _____to the war in months.
 - (A) To stop
 - (B) Stop
 - (C) Stopping
 - (D) Will had stopped

4. _____of New York's Erie Canal greatly enhanced trade in the upstate region.
 - (A) The complex
 - (B) Completing
 - (C) A completing
 - (D) The completion

5. A leech, after--- the skin, is best removed by the application of either salt or heat.
- (A) it attaches itself to
 - (B) Attaching it
 - (C) its attaching to
 - (D) where it attaches to
6. --- east of the Mississippi River.
- (A) Indigo was grown usually
 - (B) Usually grown was Indigo
 - (C) Indigo usually grown
 - (D) Indigo was usually grown.
7. ----wrote the operetta babies in Tayland, Drawn from the childhood characters of Mother Goose.
- (A) That was victor Herbert who
 - (B) Victor Herbert who
 - (C) Since it was Victor Herbert
 - (D) It was Victor Herbert who
8. Some of the oldest and most widespread creation myths are----involving the all-giving "Earth Mother."
- (A) those
 - (B) them
 - (C) they
 - (D) Their
9. In-----, compact disc technology has made record albums almost obsolete.
- (A) The decade from
 - (B) The decade since
 - (C) The past decade
 - (D) Decade ago the

10. In the first few months of life, an infant learns how to lift its head, smile, and ----.
- (A) Parents to recognize
 - (B) recognize its parents
 - (C) recognizing its parents
 - (D) the recognizing of its parents
11. Juana Inez de la Cruz -----Mexico's greatest female poet.
- (A) Considered
 - (B) Considered to be
 - (C) Is considered to be
 - (D) Is consideration
12. Because the metal mercury----- in direct proportion to temperature, it was once used as the indicator in common thermometers.
- (A) Is expanding
 - (B) Expands
 - (C) Is expanded
 - (D) Expanded
13. ----- what is now San Salvador, Christopher Columbus believed that he had found Japan.
- (A) He reached
 - (B) When did he reach
 - (C) Having reached
 - (D) Whether he reached
14. The principal purpose of aviation medicine is -----by people aboard an aircraft in flight.
- (A) To study the stress experienced
 - (B) Study the experienced stress
 - (C) To study stress experiencing
 - (D) Study the stress experience

PART B

Directions: in questions 6-40, each sentence has four underlined words or phrases. The four underlined part of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be grammatically correct. Then, on your answer grid, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Guppies <u>are</u> sometimes <u>call</u> rainbow fish <u>because of</u> the
A B C
<u>Males'</u> bright colors.
D
Sample answer (A) <input checked="" type="checkbox"/> (B) (C) (D)

Example 1:

e sentence should read, "Guppies are sometimes called rainbow fish because of the males bright colors."Therefore: you should choose (B).

Serving several term in Congress, Shirley Chisholm
A B C
<u>Became an</u> important united states <u>politician.</u>
D
Sample answer <input checked="" type="checkbox"/> (A) (B) (C) (D)

Example II.

The sentence should read,"Serving several terms in Congress, Shirley Chisholm became an important United states politician."Therefore, you should choose answer (A)

Now begin work on the question

26. Marie Curie won two Nobel prizes for Their discoveries of radioactivity and Radioactive elements.
 A B C
 D
27. The developing of the submarine was hindered by the lack of a power source That could propel an underwater vessel.
 A B C
 D
28. Although humans have highly develop brains, most animals have more acute senses than them.
 A B C
 D
29. The movement of the stars was first noticed by early travelers, who used the stars to guide its way across the sea.
 A B C
 D
30. Those who have seen what is believed to be Noah's Ark say it is the largest than a modern battleship.
 A B C D
31. It is implicit in the Constitution of the United States that everyone has a right to their privacy.
 A B C
 D
32. Although scientists have been successful About finding treatments for cancer, they Haven't yet discovered a cure.
 A B
 C D
33. In the 18th century, standard college Curricula included a heavy emphasis on Classical mathematics, and religion.
 A B
 C D
34. As the numbered of nonnative speaker rises, the demand for teachers of English As a second language increases.
 A B C
 D
35. There is much bird migration above the equator, where the pole star can be seen, than below the equator, where it cannot be seen.
 A B
 C D

Appendix XI: Listening Skills TOEFL Model Exam

In this test you will have an opportunity to demonstrate your ability to understand spoken English. There are two parts in this test, with special directions for each part.

Part A

Directions: for each question in part A, you will hear a short statement. The statements will be spoken just one time. They will not be written out for you, and you must listen carefully to understand what the speaker says.

After you hear a statement, read the four sentences in your test book, marked A, B, C and D, and decide which one is closest in meaning to the statements you heard. Then on your answer sheet, find the number of the question and write the letter of the answer you have chosen in the space provided.

Example I

You will hear:

You will read: A. John does better in his studies than James
B. James is bigger than his brother John.
C. John has only one brother.
D. The teacher likes James better than John.

Sentence A “John does better in his studies than James.” Means most nearly the same as the statement “John is a better student than his brother James.” Therefore, you should choose answer A.

Example II

You will hear.

You will read: A. The traffic isn't bad today
B. The trucks weigh a lot.
C. There are a lot of trucks on the high way
D. The highway has been closed to heavy trucks.

Sentence C “there are a lot of trucks on the high way.” Is closet in meaning to the sentence “The truck traffic on this highway is so heavy I can barely see where I' m going.” Therefore, you should choose answer C.

1. A. The patient told the doctor that he didn't like milk.
B. The doctor paid for his milk.
C. The doctor doesn't drink much milk.
D. The doctor told the patient that he shouldn't drink milk.
2. A. I don't mind if you help me.
B. Could you help me carry these books?
C. Please remind me to read this book.
D. Do you have a heavy course load this term?
3. A. Rose left teaching to work for a drug company.
B. Rose misses her friend since she got a new job.
C. Rose doesn't know who will teach Chemistry.
D. Rose's company doesn't have a chemist to test new drugs.
4. A. The man wants two pieces of meat.
B. The group will meet at two o'clock.
C. There will be two swim meets.
D. Someone else will meet it, too.
5. A. Do you think you'll get hungry?
B. You should chew your sandwich well.
C. I have some food in case you become hungry.
D. I'm hungry even though I ate a lot.
6. A. Are the apartments far away?
B. Why not rent an apartment from us?
C. Rents are expensive around here.
D. Housing costs are variable in this area,

7. A. My friends often argue over politics.
B. People tend to argue more in hot weather.
C. My friends are looking for a good discussion topic.
D. We all know which politician to pick.
8. A. Charlie hasn't finished sewing the clothes.
B. You and Charlie didn't get good grades.
C. It's too bad Charlie couldn't go fishing.
D. Charlie wasn't quite able to complete school.
9. A. After buying the shirt, Edward tried it on.
B. Edward was too tired to shop for a shirt.
C. Edward got something on his new shirt.
D. When he put the shirt on, Edward liked it.
10. A. My pictures are also of California.
B. Doris would like to see your pictures as well as mine.
C. We'd both like to see your pictures.
D. We're looking forward to our trip to California.
11. A. Henry will want them tomorrow.
B. I can't imagine how Henry will do it.
C. Henry probably won't want my notes.
D. I don't think Henry has a good imagination.
12. A. One person was absent.'
B. Everyone was present to take the test.
C. He missed one test when he was absent.
D. The test lasted more than a single day.
13. A. May be you could find a new boat on sale.
B. A sailboat took first place in the race.
C. You will have to pay the full price for a new boat.
D. Whoever wins the race gets a new boat.
14. A. The president spoke for more than four hours.
B. The president's previous speeches were shorter.
C. The president was still talking before the group.
D. The president spoke louder than any previous president.

15. A. Some people still can't stand to travel by air.
B. The old airport building is still standing.
C. Planes weren't able to fly in the storm.
D. The supplies were brought in by plane.
16. A. Can you hear what he says?
B. What are the census results?
C. Do you know the sequence?
D. Are you aware of what could happen?
17. A. It cannot be repaired.
B. It doesn't need repairing.
C. It is going to be repaired.
D. It has already been repaired.
18. A. The performance was well received.
B. The students got some newspapers.
C. The students were interviewed.
D. The concert drew a good crowd.
19. A. He must accept the truth.
B. His case has been affected.
C. He has all the information.
D. His facts are false.
20. A. Lester used to study very hard.
B. Lester doesn't find it difficult to study,
C. Lester is accustomed to studying less.
D. Lester isn't studying as much as he used to.

Part B

Directions: In part B you will hear short conversations between two speakers. At the end of each conversation, a third voice will ask a question about what was said. The question will be spoken just one time. After you hear a conversation and the question about it, read the four possible answers in your test book and decide which one is the best answer to the question you heard. Then on your answer sheet, find the number of the question and write the letter of the answer you have chosen in the space provided.

Example

You will hear:

You will read: A. Read a book.

B. Write a composition.

C. Talk about a problem.

D. Listen to the radio.

From a conversation you know that the assignment is to listen to a radio program and be ready to talk about it. The best answer, then, is D "Listen to the radio." Therefore, you should choose answer D.

21. A. He isn't feeling well.

B. His apartment isn't warm enough.

C. His travel plans were changed by the weather.

D. He wants to know who called him.

22. A. At an art museum

B. In a cafeteria.

C. On a college campus.

D. At a zoo

23. A. Call a friend.

B. Work on his car.

C. Take a taxi.

- D. Walk to work.
24. A. Bill has a lot of cats.
- B. Bill was brave.
- C. Bill enjoys climbing.
- D. Bill took the right equipment.
25. A. Go across the bridge.
- B. Repeat the experiment.
- C. Come to the bridge game.
- D. Wait and see what happens.
26. A. Joan will give out the assignments.
- B. Joan will speak in the seminar.
- C. Joan won't be present at the seminar.
- D; Joan won't sign the petitions.
27. A. Feel asleep early.
- B. Watched television.
- C. Discussed inflation.
- D. Attended a special program.
28. A. He wouldn't like to see the new stamps.
- B. He agrees that the price is too high.
- C. He wants to know what the price will be.
- D. He needs to mail some letters now.

29. A. Borrow ten cents.
B. Use the man's phone.
C. Look for a phone nearby.
D. Pay the man's phone bill.
30. A. He tasted the last cake she made.
B. He took the very last piece of cake.
C. He didn't have any cake.
D. He didn't like the cake.
31. A. It is too late for the man to go to the concert.
B. The man must wait for two hours to buy a ticket.
C. People have already been standing in line for two hours.
D. The man can buy a standing- room ticket tomorrow.
32. A. He has arranged to take the exam next year.
B. He is pleased, since the woman offered to help him.
C. He has reason to be happy, despite the exam.
D. He actually did very well on the exam.
33. A. It was given away.
B. It was made smaller.
C. It was put on display.
D. It was taken to the cleaner's.
34. A. It is the only novel on the reading list.
B. The course requires a lot of reading.
C. This novel is longer than the others.
D. She's just read one novel so far.
35. A. She'd like to come along.
B. She knows her way around the harbor.
C. The warm weather is quite pleasant.
D. The ride will take all day.

Listening Skills Test

In this test you will have an opportunity to demonstrate your ability to understand spoken English. There is only one part in this test.

Part B

Directions: In this part of the test, you will hear several short talks and conversations. After each talk or conversation, you will be asked some questions. The talks and questions will be spoken just one time. They will not be written out for you, so you will have to listen carefully to understand what the speaker says. After you hear a question, read the four possible answers in your test book and decide which one is the best answer to the question you heard. Then on your answer sheet, find the number of the question and write the letter of the answer you have chosen in the space provided.

Listen to this talk

You will hear:

Now look at the following *example*.

You will hear:

You will read: A. By plane.

B. By ship.

C. By train.

D. By bus.

The best answer to the question "How did people generally arrive at Ellis Island?" is "B" By ship."Therefore, you should choose answer B.

Now look at the *next example*.

You will hear:

You will read: A. New immigrants.

B. International traders.

C. Fishermen.

D. Tourists

The best answer to the question "Who visits Ellis Island today?" is D "Tourists." Therefore, you should choose answer D.

36. A. Jane.

B. Jane's aunt.

C. Jane's sister.

D. Jane's brother.

37. A. At Jane's house.

B. At Jane's aunt house.

C. At Jane's sister house.

D. At Jane's brother house.

38. A. She typed a paper.

B. She visited her aunt.

C. She went to bed.

D. She tried to study history.

39. A. She was worried about the birthday party.

B. She finds this history course very challenging.

C. She thought her term paper might be late.

D. She has a very hard time sleeping.

40. A. Playa birthday party.

B. Sleep during the day.

C. Type his own term papers.

D. Work well under pressure.

41. A. They were relatively independent of other people.

B. They were very unfriendly people.

- C. They had very little to eat.
 - D. They were too old to take care of themselves
42. A. In the early 1930's.
- B. During his childhood.
 - C. Three years ago.
 - D. When he was twenty-two.
43. A. Seen a train
- B. Been in a log cabin.
 - C. Had a friend visit her.
 - D. Seen a sheep.
44. A. He learned how to build log cabins
- B. He learned to depend on other people
 - C. He learned the techniques of farming.
 - D. He learned the value of self-sufficiency.
45. A. Glass manufacture.
- B. Eyeglasses.
 - C. Crystals.
 - D. Molecular order.
46. A. At an industrial site
- B. At a department store.
 - C. In a classroom.
 - D. In a skyscraper

47. A. Pharmacist.
B. Salesperson.
C. Guide.
D. Engineer.
48. A. How long the show will last.
B. How to avoid lead poisoning.
C. How the skyscraper was built.
D. How glass and crystal differ.
49. A. It's used in making skyscrapers.
B. It's hard to make.
C. Its atoms are arranged in a
D. specific way
50. A. It's poisonous.
B. It makes fine glassware.
C. It makes glass less expensive.
D. It forms crystals.

Appendix XII: Responses for the Open-ended SILL Item

No	Response	Frequency	Category
1.	Listening to English radio program	9	cognitive
2.	Listen to English songs	4	cognitive
3.	Sing English songs	2	cognitive
4.	Watching English language Tv and movies	7	cognitive
5.	I read English novels	3	cognitive
6.	Use internet to chat with native speakers	4	social
7.	I make a self dialogue as if I'm talking to another person	2	cognitive
8.	Making debates in English	5	social
9.	Participate in English clubs	6	social
10.	Discussing issues with friends in dormitories	8	social
11.	Writing down dialogues from movies	1	cognitive
12.	Reading instructions, manuals, prescriptions, etc written in English	9	cognitive
13.	Trying to think in English during discussion	4	memory
14.	Using Dictionaries	10	cognitive
15.	Memorizing new words every day	9	memory
16.	Memorizing phrases, clauses and sentences	4	memory
17.	Associations of nouns with pictures	3	memory

Appendix XIII: Responses for the Open-ended BALLI Item

No	Response	Frequency	Category
1.	English an important language for their academics and for future work	17	aptitude
2.	Confidence is essential to learn language	9	motivation
3.	Teachers should encourage students	5	motivation
4.	Positive attitude towards English is important	3	motivation
5.	Textbooks should reflect Ethiopian culture	2	nature
6.	Practice is important	11	learning & communication
7.	Memorization of words is important	7	learning & communication
8.	Language learning should focus on communication	2	learning & communication

Appendix XIV

Learners' Result on the TOEFL

Code	Average Result	Code	Average Result	Code	Average Result	Code	Average Result	Code	Average Result	Code	Average Result	Code	Average Result
1	65	22	60	43	40	64	45	85	60	106	80	127	75
2	50	23	40	44	55	65	70	86	60	107	65	128	70
3	60	24	45	45	40	66	55	87	60	108	60	129	40
4	45	25	40	46	55	67	55	88	70	109	70	130	55
5	65	26	55	47	45	68	50	89	80	110	60	131	60
6	55	27	60	48	50	69	55	90	70	111	70	132	70
7	50	28	60	49	55	70	45	91	60	112	55	133	70
8	45	29	45	50	60	71	50	92	75	113	90	134	55
9	45	30	60	51	60	72	60	93	75	114	55	135	65
10	35	31	45	52	60	73	45	94	65	115	55	136	70
11	40	32	60	53	50	74	55	95	70	116	65	137	85
12	50	33	60	54	55	75	55	96	70	117	55	138	45
13	40	34	30	55	40	76	55	97	60	118	70	139	80
14	35	35	50	56	35	77	60	98	70	119	60	140	35
15	40	36	40	57	50	78	50	99	70	120	60	141	35
16	55	37	55	58	55	79	60	100	70	121	45	142	70
17	50	38	55	59	50	80	55	101	50	122	55	143	65
18	55	39	45	60	60	81	30	102	75	123	60	144	55
19	55	40	60	61	55	82	50	103	80	124	80	145	70
20	50	41	60	62	30	83	55	104	70	125	90	146	50
21	45	42	55	63	50	84	30	105	60	126	65	147	50

148	45	173	55	198	45	225	55	250	65	275	80	301	45
149	60	174	50	199	50	226	70	251	55	276	60	302	50
150	55	175	55	200	30	227	55	252	70	277	65	303	70
151	55	176	45	201	50	228	70	253	60	278	80	304	55
152	55	177	35	203	45	229	55	254	60	279	60	305	40
153	50	178	55	204	60	230	70	255	45	280	50	306	60
154	50	179	50	205	50	231	65	256	70	281	75	307	60
155	65	180	60	206	60	232	60	257	55	282	50	308	50
156	55	181	40	207	45	233	80	258	60	283	75	309	45
157	65	182	60	208	50	234	55	259	65	284	65	310	50
158	65	183	35	209	55	235	65	260	55	285	60	311	60
159	60	184	65	210	45	236	40	261	40	286	50	312	50
160	40	185	45	211	30	237	50	262	45	287	35	313	65
161	60	186	45	212	45	238	50	263	45	288	45	314	65
162	50	187	50	213	50	239	45	264	60	290	50	315	60
163	30	188	60	214	50	240	25	265	50	291	45	316	40
164	65	189	50	215	45	241	55	266	40	292	50	317	50
165	30	190	50	216	35	242	75	267	25	293	55	318	60
166	50	191	50	217	45	243	50	268	50	294	60	319	50
167	35	192	60	218	75	244	40	269	55	295	40	320	45
168	50	193	60	219	55	245	40	270	55	296	60	321	40
169	50	194	35	220	60	246	55	271	45	297	40	322	50
170	45	195	45	221	30	247	35	272	40	298	45	323	60
172	35	197	40	223	40	249	60	274	50	300	50	325	55

326	45	337	65	348	50	359	55	370	50	381	40	392	75
327	80	338	45	349	65	360	45	371	40	382	50	393	55
328	65	339	65	350	40	361	45	372	50	383	65	394	70
329	55	340	50	351	45	362	55	373	45	384	50	395	55
330	30	341	35	352	50	363	40	374	80	385	40	396	70
331	40	342	45	353	55	364	45	375	55	386	50	397	40
332	35	343	50	354	55	365	50	376	30	387	55	398	55
333	65	344	35	355	40	366	60	377	35	388	70	399	65
334	45	345	60	356	65	367	35	378	45	389	45	400	55
335	40	346	50	357	55	368	45	379	40	390	65	401	40
336	50	347	55	358	50	369	75	380	35	391	60	402	40

Appendix XV

Request Letter to Use SILL

From: niguse mitiku <nigusem@yahoo.com>

Subject: Request for Use of Questionnaire (SILL)

To: rebecca_oxford@yahoo.com

Date: Tuesday, March 22, 2011, 5:02 AM

22 March 2011

Dear Dr. Oxford,

I am a doctoral student at Addis Ababa University of Ethiopia, Africa. My reason for writing to you is to request your permission to use your survey instrument, Strategy Inventory for Language Learning (SILL) 7.0 version. The tentative title for my dissertation is "An Exploration of Beliefs About Language Learning and Their Strategy Use of Ethiopian EFL Students". This study will identify beliefs about language learning and language learning strategy use of Ethiopian university students learning English as a foreign language.

I would greatly appreciate your consent to my request. Any question can be directed to the above address. I look forward to hearing from you at your convenience, regarding providing permission to use your instrument in my dissertation. Any suggestions and information will also be appreciated.

Sincerely,

Niguse Mitiku

P.O.Box 269

Telephone: 251587716002/251918767102

Debre Markos

Ethiopia

Appendix XVI

Permission Given to Use SILL

Re: Request for Use of Questionnaire (SILL)

Tuesday, April 5, 2011 12:21 PM

From:

This sender is DomainKeys verified

"Rebecca Oxford" <rebecca_oxford@yahoo.com>

Add sender to Contacts

To:

"niguse mitiku" <nigusem@yahoo.com>

Dear Niguse,

You have my permission to use the SILL, version 7.0, for your research.

All best wishes,

Dr. Oxford

Rebecca L. Oxford, Ph.D.

Professor of Language Education and Research

Language Department

U.S. Air Force Culture and Language Center

Building 836, Air University

Maxwell Air Force Base, AL 36112

Office phone: 334/953-8034

Also:

Professor Emerita, Program in Second Language Education and Culture

University Distinguished Scholar-Teacher

2311 Benjamin Building

University of Maryland

College Park, MD 20742

Appendix XVII

Request Letter to Use BALLI

April 19, 2011

Dr. Elaine K. Horwitz

Curriculum and Instruction

Foreign Language Education

University of Texas

Austin, TX. 78712

Dear Dr. Horwitz:

I am a doctoral student at Addis Ababa University here in Ethiopia, East Africa for the partial fulfilment of the requirement for the Doctor of Philosophy degree. My reason to write to you is to request your permission to use your survey instrument, the Beliefs About Language Learning (BALLI) ESL/EFL version. The tentative title of my dissertation is "An Exploration of the Language Learning Beliefs and their Strategy Use of Ethiopian EFL Students with special Focus on University Students". This study will identify language learning beliefs and their strategy use of EFL students here in Ethiopia.

> I would greatly appreciate your consent to my request. I look forward to hearing from you at your convenience, regarding providing permission to use your instrument in my dissertation. Any suggestions and information will be appreciated.

Sincerely,

Niguse Mitiku

Debre Markos University

Appendix XVIII:Permission Given to Use BALLI

Wednesday, April 20, 2011 5:29 PM

From:

This sender is DomainKeys verified

"horwitz@mail.utexas.edu" <horwitz@mail.utexas.edu>

Add sender to Contacts

To:

"niguse mitiku" <nigusem@yahoo.com>

It's nice to meet you, and I appreciate your interest in my work.

Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Beliefs about Language Learning Inventory in your research. Specifically, you must acknowledge my authorship of the BALLI in any oral or written reports of your research. I also request that you inform me of your findings.

Best wishes on your project.

Sincerely,

Elaine K. Horwitz

Elaine K. Horwitz

Director, Graduate Program in Foreign Language Education

Professor of Curriculum & Instruction

The University of Texas at Austin

Foreign Language Education, D6500

<http://www.edb.utexas.edu/education/programs/fle/studentinfo/pstudents/faq/>

Appendix XIX: Demographic Information of the Participants

Category	Description	Number	% (Percentage)
Gender	Male	227	56.5
	Female	175	43.5
Academic major	Natural Sciences	81	20.1
	Business & Economics	75	18.7
	Social Sciences &	82	20.4
	Agriculture	83	20.6
	Health Science	81	20.1
Age	19 or under	64	15.9
	20-21	307	76.4
	22-23	23	5.7
	24-25	4	1.0
	Above 25	4	1.0
Mother tongue	Amharic	355	88.3
	Awigni	19	4.7
	Oromifa	13	3.2
	Tigrigna	8	2.0
	Others	7	1.7
Local language Knowledge	1	319	79.4
	2	74	18.4
	3	8	2.0
	more than 3	1	0.2
Hours of study English	Less than 1 hr.	146	36.3
	1-2 hr.	140	37.8
	2-3 hr.	71	17.7

	More than 3 hr.	45	11.2
Level at which students started learning English	KG	31	7.7 =
	Grade one	358	89.1
	Grade 3	9	2.2
Importance of English	Very important	359	89.3
	Somewhat important	35	8.7
	Not important	4	1.0
	Cannot decide	4	1.0
Language use	Writing	103	25.6
	Speaking	117	29.1
	Reading	155	38.6
	Listening	27	6.7
TOEFL result	High	48	11.9
	Mid	252	62.7
	Low	102	25.4