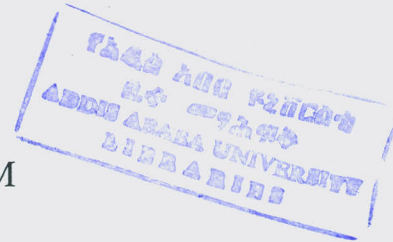




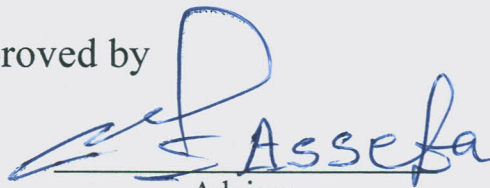
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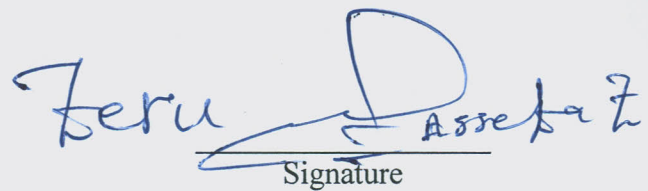
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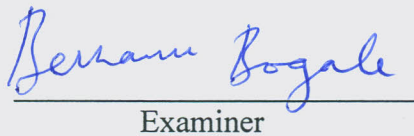
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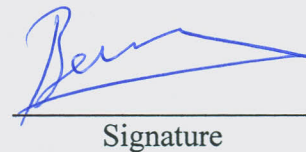


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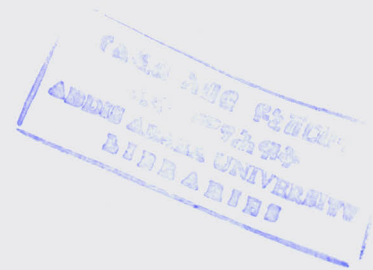
  
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LANGUAGE LEARNING STRATEGIES USE: THE CASE OF HIGH  
AND LOW ACHIEVERS AT MEKELLE COLLEGE OF TEACHER  
EDUCATION

BY

SEYOUM ABRAHAM



A Thesis Submitted to the Department of Foreign Languages and Literature  
(DFLL) in Partial Fulfillment of the Requirements for the Award of the Degree of  
Masters of Arts (M.A) in Teaching English as a Foreign Language (TEFL)

**JUNE 2009**  
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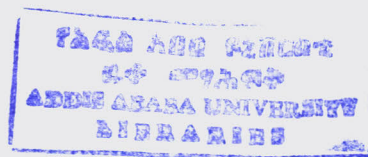
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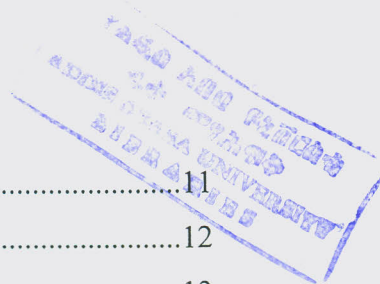
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# TABLE OF CONTENTS

<b>Contents</b>	<b>Pages</b>
AKNOWLEDGEMENTS .....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES .....	vii
ABSTRACT.....	viii
CHAPTER ONE	
INTRODUCTION .....	1
1.1 Statement of the Problem.....	1
1.2 Objectives of the Study .....	3
1.2.1 Major Objective .....	3
1.2.2 Specific Objectives .....	3
1.3 Research Questions.....	3
1.3.1 Main Research Question .....	3
1.3.2 Specific Research Questions .....	3
1.4 Significance of the Study.....	4
1.5 Scope of the Study .....	4
1.6 Limitations of the Study .....	4
1.7 Organization of the Thesis.....	5
1.8 Conclusions.....	5
CHAPTER TWO	
REVIEW OF RELATED LITERATURE.....	6
2.1 Introduction.....	6
2.2 Definitions and Concept of Language Learning Strategies .....	6
2.3 Categories of Language Learning Strategies .....	7
2.3.1 Memory Strategies .....	8
2.3.2 Cognitive Strategies .....	8
2.3.3 Compensation Strategies.....	9
2.3.4 Metacognitive Strategies.....	9
2.3.5 Affective Strategies.....	9
2.3.6 Social Strategies.....	10



2.4 Characteristics of Language Learning Strategies .....	11
2.5 The Role of Language Learning Strategies .....	12
2.6 An Overview of Related Works.....	13
2.7 Conclusion .....	15
CHAPTER THREE	
RESEARCH DESIGN AND METHODOLOGY .....	17
3.1 Introduction.....	17
3.2 Sampling .....	17
3.2.1 Selection of the College .....	17
3.2.2 Selection of the Department.....	17
3.2.3 Selection of the Students.....	18
3.2.4 Selection of the Teachers .....	19
3.3 Instruments .....	19
3.3.1 The Self-Report Questionnaire .....	19
3.3.2 Interviews.....	20
3.3.3 Observation .....	20
3.4 Data Collection Procedures .....	20
3.5 Data Organization and Analysis Procedures .....	21
3.5.1 Quantitative Analysis.....	21
3.5.2 Qualitative Analysis.....	22
3.6 Conclusion .....	22
CHAPTER FOUR	
ANALYSIS AND INTEPRETATION OF DATA .....	23
4.1 Introduction.....	23
4.2 Analysis of the Students' Questionnaire.....	23
4.2.1 Background of the participants .....	23
4.2.1.1 Sex of Respondents.....	23
4.2.1.2 Age of Respondents .....	24
4.2.2 Use of Memory Strategies .....	24
4.2.2.1 Creating Relationships between Words .....	25
4.2.2.2 Using of Words in a Sentences .....	26
4.2.2.3 Connecting Sounds and Pictures of Words .....	26

4.2.2.4 Making a Mental Picture of Words .....	26
4.2.2.5 Using Rhymes .....	26
4.2.2.6 Using Flashcards to Remember New English Words.....	27
4.2.2.7 Physically Acting out New English Words .....	27
4.2.2.8 Reviewing English Lesson .....	27
4.2.2.9 Remembering Words by Location.....	28
4.2.3 Use of Cognitive Strategies .....	28
4.2.3.1 Saying or Writing New Words .....	29
4.2.3.2 Trying to Talk like Native .....	30
4.2.3.3 Practicing the Sounds of English .....	30
4.2.3.4 Using Words .....	30
4.2.3.5 Starting Conversation .....	30
4.2.3.6 Watching TV shows .....	31
4.2.3.7 Reading for Pleasure.....	31
4.2.3.8 Writing in English .....	31
4.2.3.9 Skimming to Read .....	32
4.2.3.10 Looking for Words.....	32
4.2.3.11 Trying to Find Patterns in English.....	32
4.2.3.12 Finding the Meaning by Dividing the Word.....	32
4.2.3.13 Trying Not to Translate .....	33
4.2.3.14 Making Summaries.....	33
4.2.4 Use of Compensation Strategies .....	33
4.2.4.1 Making Guess .....	34
4.2.4.2 Using Gestures .....	34
4.2.4.3 Using Synonyms .....	35
4.2.4.4 Using Dictionary .....	35
4.2.4.5 Guessing What Others will Say Next .....	35
4.2.4.6 Using a Word that Means the Same Thing.....	36
4.2.5 Use of Metacognitive Strategies.....	36
4.2.5.1 Trying to Find Opportunities to Use English.....	37
4.2.5.2 Using Mistakes to Do Better in the Future .....	38
4.2.5.3 Paying Attention when Others Speak .....	38

4.2.5.4 Attempting to Find out How to Be a Better Learner .....	38
4.2.5.5 Using Plan to Improve English Language .....	38
4.2.5.6 Looking for People to Talk to in English .....	39
4.2.5.7 Looking for Opportunities to Read in English.....	39
4.2.5.8 Having Clear Goals .....	39
4.2.5.9 Thinking about Their Progress .....	39
4.2.6 Use of Affective Strategies .....	40
4.2.6.1 Trying to Relax .....	40
4.2.6.2 Encouraging Oneself to Speak English .....	41
4.2.6.3 Giving Oneself a Reward or Treat .....	41
4.2.6.4 Noticing if they are Anxious.....	41
4.2.6.5 Writing down Feelings in a Diary.....	42
4.2.6.6 Talking to Someone .....	42
4.2.7 Use of Social strategies.....	42
4.2.7.1 Asking for Repetition in English .....	43
4.2.7.2 Ask Correction.....	43
4.2.7.3 Practicing English .....	44
4.2.7.4 Asking for Help .....	44
4.2.7.5 Asking Questions .....	44
4.2.7.6 Trying to Learn the Target Culture.....	44
4.2.3 Open-Ended Questions' Responses .....	45
4.2.4 High and Low Achievers Main Strategy Preferences.....	47
4.2.5 Summary of the Major Findings from Students' Questionnaire.....	48
4.3 Analysis of Data from Interviews .....	48
4.3.1 Data from Students' Interview .....	48
4.3.1.1 Remembering New English Word.....	49
4.3.1.2 Improving English Language.....	49
4.3.1.3 Failing to Remember .....	50
4.3.1.4 Improving English Learning Progress .....	50
4.3.1.5 Controlling Anxiety .....	51
4.3.1.6 Involving others in Language .....	51
4.3.1.7 Summary of the Findings from the Students' Interview.....	52

4.3.2 Data from Teachers' Interview .....	52
4.3.2.1 Improving English Language .....	52
4.3.2.2 Failing to Remember .....	53
4.3.2.3 Coordinating English Learning .....	53
4.3.2.4 Controlling Anxiety .....	54
4.3.2.5 Social Strategies.....	54
4.3.2.6 Summary of the Findings from Teachers' Interview .....	54
4.4 Analysis of Data from Classroom Observation .....	55
4.4.1 Trying to Talk Like Native English Speakers .....	55
4.4.2 Starting Conversation in English .....	56
4.4.3 Using Gestures .....	56
4.4.4 Controlling Anxiety .....	56
4.4.5 Asking Others to Say it Again .....	58
4.4.6 Asking Questions in English.....	58
4.4.7 Summary of the Findings from Classroom Observations.....	58
4.5 Differences in Using Language Learning Strategies .....	59
4.6 Relationship between LLS and English Language Achievement .....	60
4.7 Conclusion .....	61
CHAPTER FIVE	
CONCLUSIONS AND RECOMMENDATIONS .....	62
5.1 Conclusion .....	62
5.2 Recommendations .....	63
BIBLIOGRAPHY .....	64
APPENDICES	
Appendix: A Students' Questionnaire .....	67
Appendix: B Students' Interview Questions .....	74
Appendix: C Teachers' Interview Questions.....	75
Appendix: D Observation Checklist .....	76
Appendix: E English Version of Students' Interview Responses.....	77
Appendix: F Teachers' Interview Responses .....	82
Appendix: G Students' Achievement Scores.....	85
Appendix: H Oxfords' Strategy Inventory for Language Learning .....	86

## Lists of Tables

<b>Tables</b>	<b>Pages</b>
Table 1: Sex of Respondents .....	23
Table 2: Age of Respondents.....	24
Table 3: Memory strategies Used by High and Low Achievers.....	25
Table 4: Cognitive Strategies Used by High and Low Achievers .....	29
Table 5: Compensation Strategies Used by High and Low Achievers.....	34
Table 6: Metacognitive strategies Used by High and Low Achievers .....	37
Table 7: Affective Strategies Used by High and Low Achievers.....	40
Table 8: Social Strategies Used by High and Low Achievers.....	43
Table 9: The Summary of Open-ended Questions Responses.....	45
Table 10: Main Strategies Use of High and Low Achievers .....	47
Table 11: The Summary of Observed Language Learning Strategies.....	55
Table 12: Group Statistics.....	59
Table 13: Independent Sample t-test .....	59
Table 14: Relationship between Language Learning Strategies and English Language Achievement .....	60

## ABSTRACT

*This study was conducted with the main purpose of investigating the language learning strategies use of high and low achievers. In order to investigate the above, a large and representative sample was chosen from Mekelle College of Teacher Education. The sample taken for the analysis comprised 44 2<sup>nd</sup> year language department students and all of their English language teachers (N=4). The necessary data was collected using quantitative and qualitative instruments such as self-rating questionnaire, interviews, and classroom observations. Quantitative data were analyzed using SPSS version 1.14 while qualitative data were treated qualitatively. The findings showed that higher levels of use of language learning strategies were found among most of the high achievers than that of the low achievers. From the six main language learning strategies, metacognitive strategies were found to be the most popular by both achievement groups, but with different frequency levels. That is high achievers use metacognitive strategies with high frequency range while low achievers use them moderately. With both achievement levels, there was a significant difference in the overall mean strategies. The study also found that there was a significant positive correlation between the overall scores of language learning strategies and the scores of English achievements. Finally, the findings show that students should be made aware of the broad range strategy options available to them.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Statement of the Problem

There are many factors that make students successful or unsuccessful in language learning. These factors have been identified which are thought to have a considerable influence on language learning. Such findings have over the years encouraged the development of methods. The most important paradigm shift ever made is the roles that learners contribute in language learning and teaching process. This shift of responsibility from teachers to learners has brought a significant change in curriculum design towards a more learner-centered learning. This shift of focus is expressed many years ago by Hosenfeld's (1976:128) remark (quoted by McDonough 1999:14) that "too often our focus has been on what students should be doing; we must begin by asking what students are doing".

Along with this, language learning strategies are believed to play a vital role in learning a foreign language, as they may assist learners in mastering the language items that are necessary for reception or production in the target language and thus affect achievement. Researchers in the area such as (Green and Oxford, 1995) suggest that more proficient language learners use more types of strategies than less proficient language learners. Similarly, in another study, it was found that successful learners use effective language learning strategies; and language learning strategies are teachable. Therefore, it is possible to teach these effective strategies to less successful students (O'Malley and Chamot, 1990).

The role of investigating language learning strategies in foreign language setting parallel to achievement is a crucial issue which requires attention especially in developing countries like Ethiopia where learners EFL proficiency is said to be low. Based on the above discussion, there is an implication that language learning strategies and language learning achievement are intricately interwoven so that they tune and affect each other.

Therefore, it appears that they are among the current areas of research emphasis that to be investigated for further refinement in order to improve EFL learning. In line with the above framework, this study attempt to investigate strategy use of successful and unsuccessful students in Ethiopian context.

There are high achiever students who are successful in language learning. On the other hand, there are less achievers and unsuccessful language learners. Although there are many factors that make students successful or unsuccessful in language learning, being users of a number of language learning strategies frequently or not might be one among them. Thus investigating language learning strategy use of students in relation to their achievement may lead to uncover the camouflage behind the strategy use of effective language learners.

In an attempt to assess researches on language learning strategies in Ethiopian context, many studies have been observed to ignore the investigation of language learning strategies as a whole. If there are some studies on language learning strategies, the studies have been tried to investigate only discrete language skills strategy use. For instance, Berhanu Bogale (1993), Girma Gezahegn (1994) and Abebe Gebretsadik (1997) investigated the listening strategy, reading strategy, speaking strategy and vocabulary learning strategy respectively. So, in the local scenario no study has been found to investigate the language learning strategy use of college students as a whole. But at a preparatory school level, there is one work by Endaweke Abebe (2008) which is focused on gender difference in using learning strategies. According to his findings “there was no significant difference between male and female in using the six main language learning strategies” (2008: viii). Hence, studying this ignored but crucial area is worthwhile. Based on the above discussion, the researcher of this study is interested to identify the use of EFL learning strategies of high achiever and low achiever students.

## **1.2 Objectives of the Study**

### **1.2.1 Major Objective**

The main objective of this study is to identify the use of EFL learning strategies of high achiever and low achiever students.

### **1.2.2 Specific Objectives**

Specific objectives of this research are to:

- identify the type of language learning strategies used by high achiever and low achiever students,
- make out the frequency level of language learning strategies used by high and low achievers,
- determine the differences between high and low achievers in using the overall language learning strategies, and
- investigate the relationship between the overall language learning strategies and scores of the English language achievement

## **1.3 Research Questions**

### **1.3.1 Main Research Question**

Based on the above objectives this research attempts to answer the following main research question:

- What language learning strategies do high and low achievers use?

### **1.3.2 Specific Research Questions**

- What language learning strategies do high and low achievers use?
- How frequently do high and low achievers use language learning strategies?
- Is there a significant difference between high and low achievers in the overall language learning strategies use?
- Do scores of language learning strategies as a whole relate to scores of English language achievement?

Thus, this study aims at identifying EFL learning strategies use of high and low achievers.

## **1.4 Significance of the Study**

It is hoped that the findings of this study help EFL curriculum developers and text book writers to consider effective language learning strategies in their design. As a result, they are able to take into consideration as to how strategy training should be given to learners of various achievement groups.

Moreover, English teachers may benefit from the findings of the research. In the first place, the research outcomes may help them develop support teaching materials that incorporate the training of language learning strategies. Secondly, the results may help teachers plan courses by building language learning strategies into their plans. Besides, the out comes could help teachers manage their classrooms in ways that encourage their students to engage in activities.

Finally, this study can serve as a stepping-stone for other researchers interested in this area under different contexts.

## **1.5 Scope of the Study**

Though other colleges are available in Mekelle, the study is confined to one college. This research has been undertaken at Mekelle College of Teacher Education. The subjects comprise very limited number of students, a sample population of second year regular diploma students drawn from two sections. However, the outcomes of the study may have an implication of the existing realities in many colleges in this region and other parts of the country.

## **1.6 Limitations of the Study**

The study has some important limitations that can affect its generalizability. The present study used the sample from the same college in the same context so that comparisons are not made. The number of sample student is very limited. Other potentially influential variables, such as attitude, anxiety, motivation, which have been considered to influence language achievement, are not included in this study. Further study is needed to obtain a more comprehensive picture of language learning strategies use and its relation with language achievement. Thus, caution should be taken in generalizing the results to other samples and contexts.

## **1.7 Organization of the Thesis**

This thesis is organized into five chapters. Chapter One introduces the problem under investigation, the objective, the purposes, the significance, limitation and delimitation including its overall organization. Chapter Two looks at issues concerning the definitions, taxonomy, characteristics and role of language learning strategies. It also reviews related works of language learning strategies. Chapter Three describes the methodology used for data collection. It provides a description of data analysis procedures which is followed in the analysis and discussion of the data collected. Chapter Four reports some major results, pointing at strategy-types identified in various data, strategy use pattern of the whole of the sample population and variability between two types of students in the use of the strategy. Chapter Five is an account of interpretations and discussion of some of the major results as well as implications that can be drawn for pedagogy.

## **1.8 Conclusions**

In this chapter the statement of the problem, the objectives of the study, the research questions the significance of the study, the scope and limitations of the study have been discussed. The next chapter expounds the review of related literature.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

As it has been pointed out in chapter one, the objective of this study is to identify language learning strategies used by EFL students learning at college level. In other words, this study is based on views about language learning strategies. The present chapter, therefore, is directed at the review of the literature and related works.

#### 2.2 Definitions and Concept of Language Learning Strategies

Different scholars in different periods define language learning strategies in a variety of ways. Early scholars' definitions of language learning strategies (LLS) are broad and somewhat related to cognitive science. For instance, Rubin (1987:22) states, "LLS are strategies which contribute to the development of the language system which the learner constructs and affects learning directly." By the same token, Weinstein and Mayer (1986:315) as cited in O'Malley and Chamot (1990:43) define LLS broadly as "behaviors and thoughts that learners engage in during learning which are intended to influence the learner's encoding process."

On the other hand, recent scholars define LLS in a rather simple way and as information processing. For instance, O'Malley and Chamot (1990: 1) define LLS as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information." Though it is similar to the above, Oxford (1990:18) describes them in a more explicit way as "specific actions taken by the learner to make learning easier, faster, more enjoyable to new situations."

Recently, a language learning strategy is defined as "like a tactic used by a player. It is a series of skills used with a particular learning process in mind" (Williams and Burden 2002:145).

More recently, learning strategies are defined as procedures that facilitate a learning task. To this end, strategies are most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task. Once a learning strategy becomes familiar through

repeated use, it may be used with some automaticity, but most learners will, if required, be able to call the strategy to conscious awareness (Chamot, 2005). As to Brown (2007: 119) cited in (Saricoban and Saricaodulu.2008), strategies are defined as the specific methods of approaching a problem or task, the modes of operation for achieving a particular end and the planned designs for controlling and manipulating certain information (Brown, 2007:119).

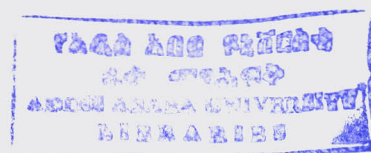
Therefore, early scholars have defined language learning strategies in rather general perspectives; where as the recent ones point out what the learner does to develop his/her foreign language competence. Thus, LLS are actions, behaviors or operations that learners use while they are striving to achieve their second or foreign language. As Rubin (1975) notes, the research on second language learning strategies has been concerned with what characterizes the successful language learners and what strategies they use. As a result, these questions will be used in this paper to see the LLS use of the subjects in learning EFL.

### **2.3 Categories of Language Learning Strategies**

A number of scholars have classified different learning strategies that can be listed. Rubin (1981) as referred in Oxford (1989) identified two types of strategies namely: direct and indirect. The first type includes strategies such as inductive inferencing, practice, and memorization; while the second category comprises: creating practice opportunities and using production tricks.

Naiman et al. (1975) as referred in Oxford (1989) named six categories: selecting language situations that allow one's preferences to be used; actively being involved in language learning; seeing language as both a rule system and a communication tool; extending and revising one's understanding of the language; learning to think in the language; and addressing the affective demands of language learning.

The taxonomy of O'Malley et al. (1985) includes cognitive, metacognitive and social/affective strategies which is different from the others.



The classification used in most of the studies is the classification of Oxford (1990). She has developed a more comprehensive and detailed list of language learning strategies in her taxonomy. It is, the one favored in this study, also more systematic because it links individual strategies, as well as strategy groups, with each of the four language skills, listening, reading, speaking and writing. She divides LLS into two broad types: direct and indirect. These are subdivided into a total of six groups such as memory, cognitive and compensation strategies are grouped as direct LLS, "which directly involve the subject matter" (p.71). However, the later support the learner's language acquisition without directly involving the target language. Strategies such as metacognitive, affective and social are included under the indirect one. These six categories are used in this study in identifying language learning strategy use of high achiever and low achiever students. Each main strategy is discussed hereunder.

### **2.3.1 Memory Strategies**

During language learning process, it is obvious that learners receive new information such as words or grammar rules. But as to how students store this new information in memory and later retrieve it back in need of using? The answer is to use simple principles like putting things in order, grouping, making association, and reviewing. These principles are employed when students faces difficulty of learning vocabulary. The vocabulary can be associated with visual images that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words with sound, motion or touch. These strategies are known as memory strategies which "aid in entering information into long-term memory and retrieving information when needed for communication"(Oxford, 1990: 71).

### **2.3.2 Cognitive Strategies**

These are perhaps the most popular strategies with language learners. They are skills that involve manipulation or transformation of the language in some direct way through reasoning, analysis, note taking, functional practice in naturalistic settings, formal practice with structures and sounds, etc. As examples of practicing, Oxford (1990:45) lists repeating, formally practicing with sounds and writing system, recognizing and using formulas and patterns, recombining and practicing naturalistically. Practicing is the most important in this group

which can be achieved by repeating, working with sounds and writing, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. It is not necessary to check every word.

### **2.3.3 Compensation Strategies**

Learners use compensation strategies for comprehension of the target language when they have inadequate knowledge of the target language. These strategies make up for the deficiency in grammar and vocabulary. As to Oxford (1990: 71), compensation strategies "are needed to overcome any gaps in knowledge of the language". Thus, they are behaviors used to compensate for missing knowledge of some kind such as inferencing (guessing) while listening or reading, or using synonyms or circumlocution while speaking or writing.

### **2.3.4 Metacognitive Strategies**

Metacognitive strategies are grouped under indirect strategies according to Oxford's taxonomy. Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning. They are behaviors such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating one's progress, and monitoring errors (Oxford 1996).

### **2.3.5 Affective Strategies**

Affective strategies are also categorized under indirect LLS. These are techniques, related to language learning, like self-reinforcement ( lowering anxiety, encouraging oneself, taking one's emotional temperature) and positive self-talk which enable learners gain better control over their emotions, attitudes, and motivations. Affective LLS enable learners to control feelings, motivations, and attitudes related to language learning (Oxford and Crookall 1989).

The affective factors like emotion, attitude, motivation, and values influence learning in an important way. Three sets of strategies are included in this group: lowering your anxiety, encouraging yourself, and taking your emotional temperature. Good language learners control their attitudes and emotions about learning and understand that negative feelings retard learning. (Ibid)

### **2.3.6 Social Strategies**

Social strategies are very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: asking questions, cooperating with others, and empathizing with others (Oxford and Crookall, 1989). Among the three, asking questions is the most helpful and comes closest to understanding the meaning. It also helps in conversation by generating response from the partner and shows interest and involvement. (Ibid)

Cooperation with others eliminates competition and in its place brings group spirit. Studies show that cooperative learning results in higher self-esteem, increased confidence, and rapid achievement. Learners do not naturally apply cooperative strategies because of strong emphasis put on competition by educational institutions. Sometimes competition brings a strong wish to perform better than others, but it often results in anxiety and fear of failure. It is important to help learners change their attitudes from confrontation and competition to cooperation. (Ibid)

Empathy is very important in communication. Empathy means to put oneself in someone else's situation to understand that person's point of view. Learners can use social strategies to develop cultural understanding and become aware of thoughts and feelings of others (Ibid).

Learners can apply the strategy of cooperating with others by doing something together in the language they are learning. Daily telephone conversation with a friend in the target language is an example to practice listening and speaking skills. (Ibid)

To conclude, the taxonomy of LLS is composed of direct and indirect language learning strategies. These two types complement each other. Learners need to apply both for effective

language learning. Introduction of these strategies into language classes by teachers would help students to become more efficient learners.

## **2.4 Characteristics of Language Learning Strategies**

According to Lassard-Clouston (1997), Characteristics of language learning strategies can be classified into two - generally accepted and uniformly less accepted. To list from the former, first, they are derived from the learner that is learner oriented. They are also steps taken by language learners. Second, they enhance language learning and help develop language competence such as grammatical, sociolinguistics, discourse and strategic competences. Third, language learning strategies are observable like behaviors, steps, technique etc. or unobservable such as thoughts, mental process. Fourth, language learning strategies involve both information and memory (vocabulary knowledge, grammar rules etc.) (Ibid)

On the other hand, there are other characteristics of language learning strategies which are uniformly less accepted. According to Oxford (1990a) cited in Lassard-Clouston (1997), there are twelve key language learning strategies features. From these, Lassard-Clouston (1997) identifies the following as less accepted characteristics of LLS.

To begin with, they allow learners to become more self-directed. This means that they help learners to take control of their own learning. They also expand the role language teachers take and are problem oriented which are used in response to a particular problem. Besides, they involve many aspects of the learner, not just the cognitive strategies. This means they also involve affective and social aspects as well support learning both directly and indirectly. In addition to these, they can be taught and are flexible such that learners exert choice over the way they use, combine and sequence strategies. Above all, they are influenced by a variety of factors, for example, stages of learning, task requirement, age, sex, and nationality, general learning style, motivation and purposes for learning the language. (Ibid)

To sum up, all in all there are twelve characteristics of LLS out of which five are widely accepted where as the rest are uniformly accepted. The implication of the characteristics of

LLS is to provide the comprehensive nature of strategies and to confirm the teachability of them.

## **2.5 The Role of Language Learning Strategies**

Learning a second or a foreign language without using appropriate and adequate strategies is impossible. It is also difficult if one could not strive to use a number of strategies frequently. Nevertheless, effective use of language learning strategies has an invaluable contribution to language learning.

As to Oxford (1990:1), language learning strategies are particularly useful because they are the means for active, self directed involvement in the process of learning. As one could not clap with one hand, learning could not be effective without active participation of students. In this modern period, much more is expected from the students. In other words, they should take the lion's share by using different language learning strategies frequently in helping the process to be effective and fruitful. Therefore, students should be active participant in the process of language learning such as memorizing a new word, guessing what the speaker next say, practicing for presentation or analyzing a text etc.

Besides enabling students to actively involve in the teaching and learning process, appropriate language learning strategies, according to Oxford (1990:1), results in improved proficiency and greater self-confidence. For instance, among language learning strategies, one is controlling anxiety in using the target language. This may give much more room to the students to practice the language at any situation. It may also enable them to use different compensation strategies such as guessing intellectually, using synonyms, etc. As a result, students can achieve greater proficiency and self confidence.

Finally, appropriate use of language learning strategies create conducive atmosphere to students to work and help themselves outside classroom. In accomplishing this, through language learning strategies, learners might gain the ability to shoulder responsibility and, hence, promote autonomous learning. To this end, as Oxford (1990) puts it nicely, language

Griffiths (2003) also discovered a positive correlation between course level and reported frequency of language learning strategy use. He found that language learning strategies were significantly more frequently used by advanced students than by elementary students. According to an examination of the patterns of language learning strategy use which emerged from the data, higher level students reported highly frequent use of strategies.

Similarly, as to Green and Oxford (1995:269), "Students who were better in their language performance generally reported higher levels of overall strategy use of a greater number of strategy categories" On the other hand, O'Malley et al. (1985) discovered that, higher level students reported greater use of metacognitive strategies leading the researchers to conclude that the more successful students are probably able to exercise greater metacognitive control over their learning. This conclusion, however, is somewhat at variance with the results of a study by Ehrman and Oxford (1995) who investigated the relationship between achievement and a number of variables including language learning strategies. The results of this study indicated that cognitive strategies such as looking for patterns and reading for pleasure in the target language were the only kinds of strategies which had a significant positive relationship with success in learning language.

Kouraogo (1990:170) states "I did not find interesting statistically significant differences between the 'good' and 'weak' students in the strategies they claim to be using." His findings about language learning strategies in input-poor environment show that the test -retest administration of the questionnaire revealed that the "good" students give more stable answers, which indicates that they are more clearly aware of the strategies they use than the "weak" students who tend to give different answers to the same item from one administration to the next.

An interesting contrast to the findings of all of the previous studies of language learning strategies is that by Vann and Abraham (1990). They administered four activities (an interview, a verb exercise, a cloze passage, and a composition) to investigate the strategies employed by two unsuccessful learners with the help of think-aloud protocols and task products. They concluded that unsuccessful learners in contrast to the claim that they are inactive. However,

the researchers ascertained that these learners were active strategy users, though they sometimes applied strategies inappropriately.

Regarding locally done researches, to the knowledge of the present researcher, no study has been conducted so far at the college level with an intention to investigate language learning strategies at this level claim to use in approaching their EFL learning. However, at preparatory school level, there is a study done by Endaweke Abebe (2008). The findings of his study show that, there was no significant difference between male and female in using the six main language learning strategies.

The present study is different in many ways from Endaweke Abebe's (2008). For one thing, he has developed a modified strategy inventory for language learners (MSILL) with forty items while this research uses the SILL with fifty items. Second, he also used a semi-structured interview, but this research attempts to employ interviews and observations as well. Third, his subjects were grade eleven preparatory students but the subjects in this study were college level language department students in Teacher College. All in all, his main target was to identify gender based strategy use while the present study focused on strategy use of high and low achiever students.

## **2.7 Conclusion**

From the reviews and research findings discussed so far, one may conclude the following points in relation to the questions initially raised.

- Successful language learners tend to select strategies that work well together in a highly orchestrated way.
- More advanced or more proficient students use strategies more frequently.
- Good students are more clearly aware of the strategies they use than the weak students
- Effective learners actively associate new information with existing information.
- Higher level students reported greater use of metacognitive strategies
- Low achievers were active strategy users, though they sometimes applied strategies inappropriately.
- A positive correlation between course level and reported frequency of language learning strategy use.

In general, it should be noted that, supplementary evidences to some of the above reports and review conclusions are rare. In addition, some of the aforementioned research findings seem to be conflicting; there is little knowledge on some of the relations between language learning strategies and achievement. These problems, therefore, suggest the need for further investigation in the area.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter deals with the research design and the methodology used for data collection. It provides the sampling techniques used to select the college and the respondents. It also provides the instruments used to collect data. Finally, data collection procedure and data organization and analysis procedures are discussed in the realm of this chapter.

#### 3.2 Sampling

##### 3.2.1 Selection of the College

The Mekelle College of Teacher Education found in the town of Mekelle, Tigray Regional State, was selected for two reasons. First, it was felt that college students are more aware of using strategies than high school students. As the sample college is teacher's training college, the researcher felt that students must have got the training of language learning strategies so that they could help themselves as well as teaching their prospective students. The second reason is that for the sake of familiarity to the place and the staff. Hence, the selection was made purposively.

##### 3.2.2 Selection of the Department

There are three departments in the college namely Natural Science, Social Science and Language. Language department was selected because it was sensed that language learning strategies were offered exhaustively to English major students than to the others. I said this because departments like Natural Science were taught only one English course with two credit hours while Language department offered three English courses with ten credit hours during the previous three semesters.

Following this, second year language department students were chosen from the college for the following reasons. First, it was sensed that year two language department students are more aware and more matured than first year students as they spent two years in the college. Second, as there was no third year class in the college, the researcher was convinced to chose 2<sup>nd</sup> year language department students. Therefore, second year language department students of the year 2008/9 were selected as representative of college students for this study.

### **3.2.3 Selection of the Students**

For selecting the subjects to be included in the study, students lists were obtained from the registrar of the college. Then the grade point letters of the three English courses that all the students got in three semesters were changed to percentiles.

The next step was to place the target population scores (N=80) in rank order from the highest score to the lowest. Then, following the procedure adapted by Oller (1979: 250), count off from the top down to the score that falls at 82½ percentile. This means that the researcher count down to the students that falls at the 22<sup>nd</sup> position down from the top of the scores on the list. These 22 students were designated as the High Achievers. This group contained 27 ½ % of the population.

Then, in similar fashion the researcher counted up from the bottom of the list remaining to position number 58 to obtain the group that was designated as Low Achievers. The low achievers contained exactly 27 ½ % of the population who achieved scores ranking at the bottom of the list.

The samples were distinguished between 27 ½ % of the students (N=22= male 17 and female 5) who got the highest scores and the 27 ½ % of the students (N=22 = male 4 and female 18) who got the lowest score on the three English courses. A total of 44 (male 21 and female 23) students 55% were included as a sample of this study from the population 80 (male 37 and female 43). Hence, the sampling was made purposive.

Using top 27 ½ % and bottom 27 ½ % method overcame the dilemma where to cut the scores of the high achievers as it was observed in some researches 80% and above taken intuitively as the boarder that distinguish high achievers from medium and for others the point of demarcation was 70% etc. Second, it enabled the researchers to involve a large enough number of subjects to ensure a good sampling of the true representative of the target population as a whole.

### **3.2.4 Selection of the Teachers**

In order to complement the data obtained from the students, the study included four English language teachers those teaching the respondents. They were selected because it was felt that teachers could observe the strategies that their students might not aware of.

## **3.3 Instruments**

### **3.3.1 The Self-Report Questionnaire**

In order to measure students' language learning strategies, Oxford's (1990) Strategy Inventory for Language Learners (SILL) was taken as the main instrument for this study. The SILL is the most widely used around the world to assess learners' strategy use. For instance, about 49-50 major studies including other dissertations and theses have been conducted using this inventory. The utility, reliability and validity of the instrument have also been recognized on various studies (Green and Oxford 1995:268).

The items in Strategy Inventory for Language Learning (SILL) are grouped systematically into six main categories of strategies: memory, cognitive, compensation, metacognitive, affective and social in which they enable to identify EFL learning strategies. Each item is stated clearly under each main category and designed based on five point Likert-scales (closed-ended) which indicate the frequency ( as 1= 'I Never do this' ; 2= 'I Rarely do this'; 3= ' I Sometimes do this' ; 4= ' I Often do this' ; 5= ' I Always do this ) use of language learning strategies. Therefore, the researcher of this study has found this inventory inevitably indispensable to conduct his study.

On this ground, a slight modification was done on the SILL. The main reason for modifying was to make the instrument more users friendly. One of the modifications was changing its format instead of using a very long (50 items) list of table, 6 very short tables with their introductions of each category seemed interesting and easy to access. Second, three open-ended questions were also added at the end of the SILL to get some qualitative data to the research purposes.

### **3.3.2 Interviews**

Semi-structured interviews were conducted with students and teachers. 10 students were selected randomly 5 from the high achieving and 5 from the low achieving groups. From six teachers in the department four volunteers were interviewed. All the questions of both interviews were taken from the SILL questionnaire so that to cross check students' responses.

### **3.3.3 Observation**

A series of observation sessions were made in order to check and triangulate the data found from the self-rating instrument. The observations were focused on both high and low achievers in using LLS while learning the course English Language in Use IV. The researcher first prepared an observation checklist that is taken from the SILL which can be easily observed. From the two sections, section two was selected randomly to observe high and low achievers use of language learning strategies.

## **3.4 Data Collection Procedures**

Respondents identified as high and low achievers were asked to fill out questionnaire during their free time. Participation was voluntary and subjects were guaranteed anonymity. The actual items were read aloud to the students, although they had copies of the questionnaire. The procedure insured that all students completed the task at the same time, thus facilitating class control and reducing any effect of poor reading skills and it was felt that an immediate feedback on any confusion could increase the validity of the responses.

In each main category, high and low achievers' preference for each item was computed by mean. For the sake of simplicity, the five point Likert-Scales were collapsed into the following use of frequency range as Low = 1.0- 2.49, Medium = 2.5 – 3.49 and High = 3.5 – 5.0. Then, frequency level and rank also put to compare the strategy used between the two groups. Means were used in comparison of preferences on the six main strategies by high and low achievers.

Next to see the statistical significance difference of the overall mean strategies used, independent t-test was computed at  $P < 0.05$  by high and low achievers.

Finally, Pearson correlation was computed to see the relationship between scores of overall language learning strategies and students' average scores on English language achievement.

### **3.5.2 Qualitative Analysis**

Qualitative analysis has been carried out to analyze the data gathered via the open-ended items of the questionnaire, interviews, and observation. In the questionnaire, there are open-ended items which seek most and least preferred main strategies for the respondents' additional comments or ideas. These were collected and treated qualitatively. The responses obtained from the interviews have been recorded and transcribed. A qualitative analysis of them has been made. The observation responses have been analyzed qualitatively and frequencies of responses have also been used in this part.

### **3.6 Conclusion**

The aim of this chapter is to provide the research design and the methodology used for data collection. To this end, sampling techniques, instruments used, data collection procedure and data organization procedures are discussed.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Introduction

Based on the quantitative and qualitative data derived from questionnaire, interviews and observations, this chapter will analyze, interpret and discuss the data obtained via these instruments. The discussion will elaborate the major findings of this study and draw lessons from the data collected.

#### 4.2 Analysis of the Students' Questionnaire

##### 4.2.1 Background of the participants

##### 4.2.1.1 Sex of Respondents

Table 1: Sex of Respondents

Sex	Responses	
	Frequency	Percentile
a. Male	21	47.73
b. Female	23	52.27
Total	44	100

As the data in Table 1 show above, 21 respondents (47.73%) of this study were male; and 23 respondents (52.27) were female. Thus 44 (100%) respondents were the total sample population of this study. This implies that sex of respondents was represented in the sample population almost in similar ratio.

#### 4.2.1.2 Age of Respondents

Table 2: Age of Respondents

Age	Response	
	Frequency	Percentile
a) 15-17	2	4.55
b) 18-20	23	52.27
c) 21-23	16	36.36
d) 24-26	3	6.82
e) Above 26	-	-
Total	44	100

As depicted in Table 2 above, the majority of the participants 23 (52.27 %) of this study were between 18-20 years old; next to them, 16 respondents (36.36 %) were with in the interval of 21-23; only 3 (6.82 %) students ticked 24-26 as their age; 2 students were found to be with in the interval 15-17 years old; however, no students reported to be above 26 years old. This implies that 88% of the respondents whose age ranges from 18 to 23 years old were at normal age of college 2<sup>nd</sup> year students that might be expected to have.

#### 4.2.2 Use of Memory Strategies

Items 1.1 to 1.9 were designed to collect data on how often high and low achievers use memory strategies (see Appendix A). Table 3 below presents their responses.

Table 3: Memory strategies used by High and Low Achievers

	Item	High Achievers N =22		Low Achievers N = 22	
		Mean	Std. Deviation	Mean	Std. Deviation
1.1	I think of relationships between what I already know and new things I learn in English.	3.41	1.333	3.45	1.299
1.2	I use new English words in a sentence so I can remember them.	3.23	1.343	3.09	1.269
1.3	I connect the sound of a new English word and an image or picture of the word to help me remember the word.	3.14	1.246	3.05	1.327
1.4	I remember a new English word by making a mental picture of a situation in which the word might be used.	3.32	1.393	3.14	1.082
1.5	I use rhymes to remember new English words.	2.73	1.202	2.91	1.342
1.6	I use flashcards to remember new English words.	2.05	1.046	2.82	1.296
1.7	I physically act out new English words.	3.18	1.181	2.59	1.221
1.8	I review English lessons often.	3.82	1.220	3.41	1.532
1.9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.36	1.399	3.73	1.162

#### 4.2.2.1 Creating Relationships between Words

Item 1.1 was designed to gather data on how often high and low achievers in this study create relationships between the words they already know and the new words they learn. As depicted in Table 3 above, high and low achievers were almost similar in creating relationships between words. Table 1 shows that high and low achievers are found to be  $\bar{x} = 3.41$  and  $\bar{x} = 3.45$  respectively. This implies that both groups' creation of relationship between words is moderate as the frequency level falls between the scales ( $\bar{x} = 1.0 - 2.49 = \text{Low}$ ,  $\bar{x} = 2.5 - 3.49 = \text{Medium}$ ,  $\bar{x} = 3.5 - 5.0 = \text{High}$ ).

#### **4.2.2.2 Using of Words in Sentences**

In Item 1.2, respondents were asked to report how often they use new words in a sentence in order to remember them. Data in Table 3 show that high and low achievers are found to be  $\bar{X} = 3.23$  and  $\bar{X} = 3.09$  respectively on using new English words in a sentence in which words might be used to remember them. This means that high achievers use new words in sentences more frequently than low achievers do. However, both groups frequency level is medium as their mean scores fall between  $\bar{X} = 2.5- 3.49$ .

#### **4.2.2.3 Connecting Sounds and Pictures of Words**

Item 1.3 asked the target population to indicate how often they connect sounds of English words and their respective pictures in order to remember them. As depicted in Table 1 above, the results of data analysis show that the mean scores of high and low achievers are  $\bar{X} = 3.14$  and  $\bar{X} = 3.05$  each. This implies that high achievers connect sounds and pictures almost as equal as low achievers do. The mean values of both groups show that they are medium users of this particular strategy.

#### **4.2.2.4 Making a Mental Picture of Words**

In the same way, Item 1.4 asked the respondents to show how regularly they make a mental picture of situations in which words might be used to remember them. The data in the above table prove that high achievers' mean score is  $\bar{X} = 3.32$  and low achievers' is  $\bar{X} = 3.14$ . This means that high achievers make mental picture more often than low achievers do. These numeric value also suggest that both respondent groups fall into medium frequency level which means the range is between  $\bar{X} = 2.5- 3.49$ . Therefore, one can learn that both high and low achievers are medium users of visualizing words to remember.

#### **4.2.2.5 Using Rhymes**

Similarly, Item 1.5 was prepared to ascertain data on how frequently high and low achievers use rhymes to remember a new English word. Data in Table 3 show that low achievers use rhyming more frequently ( $\bar{X} = 2.91$ ) than high achievers ( $\bar{X} = 2.73$ ) do. The mean values also

reveal that both high and low achievers employ rhyming in medium range which means the scores fall in a scale  $\bar{x} = 2.5- 3.49$  =medium. This is to mean that high achievers use rhymes more frequently with moderate range than low achievers do.

#### **4.2.2.6 Using Flashcards to Remember New English Words**

The purpose of Item 1.6 was to determine how frequently respondents use flashcards to remember new English words. As the data in Table 3 depict, both groups differ in using the strategy. The data show that high and low achievers are found to be  $\bar{x} = 2.05$  and  $\bar{x} = 2.82$  respectively. The mean values show that low achievers are medium users while high achievers are low users since the frequency level fall in between 1.0- 2.49. We can also learn that most high and low achievers rated 'Never' and 'Always' respectively in the five points Likert-scale. This may imply that low achievers use more frequently with moderate frequency than their counterparts do.

#### **4.2.2.7 Physically Acting out New English Words**

Item 1.7 designed to sort out whether students physically act out new English words so that help them remember the words. As it shown in Table 3 above, high achievers were found to be reluctant to physically act out new English words than low achievers do. As the data show, high achievers and low achievers are found to be  $\bar{x} = 3.18$  and  $\bar{x} = 2.59$  respectively. The mean values of both groups fall in a scale between 2.5 - 3.49 that is medium. We can also learn that most high and low achievers rated 'Sometimes' and 'Never' respectively in the five points Likert-scale. This is to mean that high achievers use this particular strategy more frequently than their counterparts do.

#### **4.2.2.8 Reviewing English Lesson**

In Item 1.8 the respondents were asked to report how often they review English lessons. Data in Table 3 show that both groups seem to differ in reviewing their English lesson frequently. High achievers use this strategy with ( $\bar{x} = 3.82$ ) high frequency level whereas low achievers with ( $\bar{x} = 2.41$ ) low range i.e. infrequently. This implies that high achievers review English lesson more frequently than low achievers do.

#### **4.2.2.9 Remembering Words by Location**

Item 1.9 was designed to make sure how often respondents in this study remember new English words or phrases by remembering their location on the page, on the board, or on the street sign. Data in Table 3 prove that, low achievers use locations to remember more frequently (3.73) than high achievers (3.36). This implies that low achievers remember words with high level frequency whereas high achievers use it with medium range.

To conclude, in using memory strategies, high achievers use four of the memory strategies more frequently than low achievers while low achievers use only three. On the other hand, both high and low achievers use item 1.1 and 1.3 almost equally. Similarly both groups are in favor of Items 1.8 and 1.9 with high frequency level respectively. On the other hand, item 1.6 was least preferred strategy for high achievers. This may mean that high and low achievers use memory strategies with medium frequency level and both use the strategies in a fairly equal manner.

#### **4.2.3 Use of Cognitive Strategies**

Items 2.1 - 2.14 were designed to collect data on how frequently both respondent groups in this study use cognitive language learning strategies. Table 4 below presents their responses.

Table 4: Cognitive Strategies Used by High and Low Achievers

	Item	High Achievers N =22		Low Achievers N = 22	
		Mean	Std. Deviation	Mean	Std. Deviation
2.1	I say or write new English words several times.	3.59	1.141	3.36	1.136
2.2	I try to talk like native English speakers.	3.23	1.270	2.45	1.101
2.3	I practice the sounds of English.	3.64	1.465	2.95	1.362
2.4	I use the English words I know in different ways.	2.95	1.214	3.09	1.306
2.5	I start conversations in English.	3.00	1.069	2.55	1.101
2.6	I watch English language TV shows spoken in English or go to movies spoken in English.	2.73	1.202	3.14	1.390
2.7	I read for pleasure in English.	2.55	.963	2.77	1.270
2.8	I write notes, messages, letters, or reports in English.	3.23	1.066	2.64	1.136
2.9	I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.91	1.065	3.55	1.101
2.10	I look for words in my own language that are similar to new words in English.	2.95	1.253	3.32	1.211
2.11	I try to find patterns in English.	3.59	1.221	3.64	1.293
2.12	I find the meaning of an English word by dividing it into parts that I understand.	2.50	1.058	2.82	1.402
2.13	I try not to translate word for word.	2.73	1.352	2.91	1.477
2.14	I make summaries of information that I hear or read in English.	3.23	1.412	3.41	1.221

#### 4.2.3.1 Saying or Writing New Words

As shown in Table 4, high and low achievers differ in using Item 2.1 as their mean scores fall in different frequency level. That is, in this study high achievers use with  $\bar{X} = 3.59$  high frequency level in saying or writing new English words whereas low achievers use it with  $\bar{X} = 3.36$  medium level as it falls in between  $\bar{X} = 2.5 - 3.49$ . This implies that a number of high achievers are greater users of this sub category cognitive strategy.

#### **4.1.3.2 Trying to Talk like Native**

Item 2.2 was designed to check how often the respondents try to talk like native English speakers. As Table 4 depict, the high and low achievers are found to be  $\bar{x} = 3.23$  and  $\bar{x} = 2.45$  respectively. This implies that high achievers were better in trying to talk like native speakers of English as compared to their counterparts do. In other words, most high achievers rated 'Often' while low achievers marked 'Sometimes' in the five points Likert-scale.

#### **4.2.3.3 Practicing the Sounds of English**

According to Table 4 above, mean score results of (3.64) and (2.95) were computed for Item 2.3 of high and low achievers' responses respectively. Most high achievers rated 'Always', but most low achievers marked 'Sometimes' in the five points Likert-scale. This implies that high achievers' practicing the sounds of English with high range; whereas the frequency is medium for low achievers as their means fall between (2.5 - 3.49). Most high achievers rated 'Always' while low achievers marked 'Sometimes' in the five points Likert-scale.

#### **4.2.3.4 Using Words**

Item 2.4 was designed to see how often respondents in this study use the English words they know in different ways. Table 4 shows that high achievers and low achievers are found to be  $\bar{x} = 2.95$  and  $\bar{x} = 3.09$  respectively. This implies that low achievers use words they know better than high achievers do although both groups' frequency levels are medium.

#### **4.2.3.5 Starting Conversation**

Item 2.5 was prepared to compare how often respondents start conversation in English. As depicted in Table 4, the result of data analysis show that the mean scores of high and low achievers are  $\bar{x} = 3.00$  and  $\bar{x} = 2.55$  each. On the five point type Likert-scale most high achievers rated 'Often' while most unsuccessful students marked 'Sometimes'.. This would imply that high achieves start conversation in English more often than low achievers do.

Similarly, the data found from interviews agree with the data obtained through the questionnaire. Some high achievers were also observed in classroom starting conversation in English. However, most low achievers tend to start conversation in their first language.

#### **4.2.3.6 Watching TV shows**

Item 2.6 was developed to see how often high and low achievers watch TV shows spoken in English or go to movies spoken in English. The data in Table 4 show that high achievers watch TV less frequently (2.73) than low achievers (3.14) do. Both groups frequency level is medium as the mean scores fall in between 2.5 - 3.49. It can be conclude that low achievers watch television spoken in English more frequently than high achievers do. This is to suggest that high achievers might think watching TV or going to movies as wasting their study time.

#### **4.2.3.7 Reading for Pleasure**

To Item 2.7, high achievers ( $\bar{x} = 2.55$ ) and low achievers ( $\bar{x} = 2.77$ ) responded to reading for pleasure in English. Both groups frequency level is medium as it falls between  $\bar{x} = 2.5-3.49$ . We can also learn that most high achievers rated 'Rarely' while most low achievers rated 'Sometimes' in the five point type Likert-scale. This implies that low achievers read more frequently than high achievers do. This might also suggest that reading texts written in English other than course books or exercise notes might be taken as unimportant act to high achievers.

#### **4.2.3.8 Writing in English**

In response to Item 2.8, the majority of high achievers rated 'Often', and 'Always' with the mean value of 3.23. On the other hand, low achievers reported that they write notes, messages, letters or reports in English and most of them rated "Sometimes" and 'Often' with the mean value of 2.64. However, both groups mean scores fall in between 2.50-3.49 which means medium users in writing notes, messages, letters, or reports in English. This may mean that successful students write in English better than low achievers do.

#### **4.2.3.9 Skimming to Read**

As Table 4 shows both high and low achievers seem to have the experience of this strategy. They first skim an English passage then go back and read carefully. Both groups use of this strategy (Item2.9) is high as their means value 3.91 and 3.55 respectively falls in the range of  $\bar{x} = 3.5-5.0$ . This would imply that both groups use the strategy with high level of frequency. It can be concluded from the above description that high achievers use skimming to read more frequently than low achievers do.

#### **4.2.3.10 Looking for Words**

Item 2.10 was designed to see how often respondents look for words in their own language that are similar to new words in English. As Table 4 depicts, the high and low achievers are found to be  $\bar{x} = 2.95$  and  $\bar{x} = 3.32$  respectively. This implies that low achievers were better in looking for words in their own language that are similar to new words in English than their counterparts do. Looking the five point Likert scale, the majority of high and low achievers rated 'Rarely' and 'Often' respectively.

#### **4.2.3.11 Trying to Find Patterns in English**

Item 2.11 was prepared to see how often respondents of this study try to find patterns in English. Both groups reported high frequency level use of this particular strategy. The mean score of high achievers is 3.59 while low achievers' is 3.64. This could imply that both groups used the strategy almost equally.

#### **4.2.3.12 Finding the Meaning by Dividing the Word**

Most low achievers reported that they were better at finding the meanings of English words by separating them into parts that they understand. In this regard, high achievers responded with 2.50 mean value whereas low achievers with 2.82. Looking at the five point likert-scale, exactly half of the number of high and low achievers rated ('rarely', 'never') and ('Often', 'Sometimes') respectively. This implies that both groups use the strategy in medium range although a substantial number of low achievers use the strategy better than their counterparts do.

#### **4.2.3.13 Trying Not to Translate**

Item 2.13 asked the respondents how often they never translate word for word. In responses to this item, high and low achievers are found to be  $\bar{x} = 2.73$  and  $\bar{x} = 2.91$  respectively. Though both groups mean fall in moderate range, a number of low achievers reported to have used the strategy better than high achievers do.

#### **4.2.3.14 Making Summaries**

The last Item in Table 4 asked the respondents how often they make summaries of what they hear or read in English. In making Summaries, the mean score of high achievers is 3.23 whereas the mean score of unsuccessful students is 3.41. Thus, both are medium users of this strategy as their mean scores fall in between 2.5-3.49. This implies that, however, low achievers make summaries more frequently than high achievers.

With respect to cognitive strategies, we can understand that low achievers use greater number of (seven of cognitive strategies among fourteen listed) strategies more frequently than high achievers do. However, it is possible to learn that high achievers are in favor of employing four strategies ( Items 2.1,2.3,2.9 and 2.11) with high frequency level whereas low achievers use only two (Items 2.9 and 2.11) with high range. There is also an interesting thing that the most ( Item 2.9 ) and least ( Item 2.2) frequently used cognitive strategies are found to be corresponding to high and low achievers respectively. This could mean that high achievers use cognitive strategies more frequently than low achievers since four of the strategies are favored by them with high frequency range.

#### **4.2.4 Use of Compensation Strategies**

Items 3.1-3.6 were designed to collect data on how frequently high and low achievers use compensation strategies. Table 3 below presents their responses.

Table 5: Compensation Strategies Used by High and Low Achievers

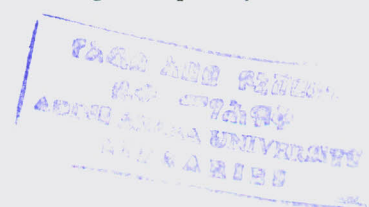
	Item	High Achievers N =22		Low Achievers N = 22	
		Mean	Std. Deviation	Mean	Std. Deviation
		3.1	To understand unfamiliar English words, I make guesses.	3.18	1.435
3.2	When I can't think of a word during a conversation in English, I use gestures.	3.36	1.255	3.68	1.323
3.3	I make up new words if I do not know the right ones in English.	3.09	1.477	2.86	1.320
3.4	I read English without looking up every new word.	3.14	1.390	2.77	1.602
3.5	I try to guess what the other person will say next in English.	3.05	1.290	3.05	1.253
3.6	If I can't think of an English word, I use a word or phrase that means the same thing.	3.73	1.162	3.18	1.435

#### 4.2.4.1 Making Guess

Item 3.1 was developed to determine how often high and low achievers of this study make guess to understand unfamiliar English words. Data in Table 5 depicts that high achievers ( $\bar{x} = 3.18$ ) make guess more often than low achieves ( $\bar{x} = 2.82$ ) do which suggest with the assumption that both groups are found to be medium users in a scale ( $\bar{x} = 2.5-3.49$ ). The mean values also suggest that most high achievers rating scale was 'Always' and 'Often' but some of high achievers was 'Sometimes'; whereas most low achievers marked 'Often' and very few students rated 'Sometimes'. Although both groups frequency fall in medium level, their mean scores may imply that a substantial number of high achievers make guess more frequently than low achievers do.

#### 4.2.4.2 Using Gestures

In the same way, Item 3.2 was designed to find data on how often high and low achievers attempt to use gestures during conversation to avoid interruption. The analysis results in Table 5 above reveal that the responses of high and low achievers are found to be  $\bar{x} = 3.36$  and  $\bar{x} = 3.68$  respectively. This implies that low achievers differ from high achievers in the level of frequency in using gestures which suggest that low achievers use with high frequency level



whereas their counterparts use with low frequency in as scale (  $\bar{x} = 3.5-5.0 =$  High and  $\bar{x} = 2.5-3.49 =$  Medium ). It can be concluded that low achievers use gestures more frequently than high achievers do.

#### **4.2.4.3 Using Synonyms**

The aim of Item 3.3 was to acquire data on how often respondents of this study try to use synonyms to replace the words they can not think of during conversation. The data in Table 5 above indicate that high achievers use synonyms more frequently  $\bar{x} = 3.09$  than low achievers do  $\bar{x} = 2.86$  which also mean that both respondents use synonyms with medium frequency level as the mean fall between 2.5-3.49. This is to mean that high achievers might use synonyms far better than low achievers do though both groups use it with medium level of frequency.

#### **4.2.4.4 Using Dictionary**

In item 3.4, the respondents were asked to report how often they use dictionary in order to know words. Data in Table 5 above prove that high achievers  $\bar{x} = 3.14$  use dictionary more frequently than low achievers  $\bar{x} = 2.77$  do which suggest with the assumption that both high and low achievers are found to be medium users in a scale  $\bar{x} = 2.5-3.49$ . The mean values also suggest that most high achievers rating scale was 'often' whereas most low achievers marked on 'Never'. Therefore, it might mean that high achievers use dictionary more frequently than low achievers do.

#### **4.2.4.5 Guessing What Others will Say Next**

In the same way, item 3.5 asked the subjects to rate how often they try to guess what the other person will say next during conversation in English. The data in Table 5 above interestingly dictate that both high and low achievers use the strategy similarly. The mean scores of high achievers (3.05) and low achievers (3.05) are equal. The means that high achievers try to guess what the other person will say next is as frequently (3.05) as the low achievers do which also suggest that both respondents use this strategy with medium frequency level. Therefore, high

and low achievers might employ similar frequency level in trying to guess what the other person will say next.

#### **4.2.4.6 Using a Word that Means the Same Thing**

The aim of Item 3.6 was to get data that show how often respondents of this study use a word or phrase that means the same thing when they missed the word. As Table 5 depicts, high achievers use this strategy more often ( $\bar{X} = 3.73$ ) than low achievers do ( $\bar{X} = 3.18$ ) which also mean that high achievers use this particular strategy with high frequency whereas low achievers use it with medium level. We can understand from the research result that high achievers with a mean score 3.73 are high users of using a word that means the same thing and low achievers with a mean score 3.18 are medium users. Therefore, we can understand from the research result that high and low achievers use of frequency fall into different frequency range which favor high achievers as high users of the strategy. Thus, high achievers might use the strategy, with high frequency, more frequently than low achievers do.

In general, it is possible to point out that high achievers use greater number of compensation strategies (four out of six) more frequently than their counterparts do. Interestingly, both groups responded to Item 3.5 with similar mean value 3.05. The most (Item 3.6) and the least (Item 3.4) frequently used cognitive strategies are found to be corresponding to high and low achievers respectively.

#### **4.2.5 Use of Metacognitive Strategies**

Nine items were designed that ask respondents how often they use metacognitive strategies. Table 6 below shows the responses to these items.

Table 6: Metacognitive strategies Used by High and Low Achievers

	Item	High Achievers N =22		Low Achievers N = 22	
		Mean	Std. Deviation	Mean	Std. Deviation
		4.1	I try to find as many ways as I can to use my English.	3.41	1.221
4.2	I notice my English mistakes and use that information to help me do better.	3.55	1.371	2.82	1.402
4.3	I pay attention when someone is speaking English.	3.86	1.125	3.09	1.109
4.4	I try to find out how to be a better learner of English.	3.68	1.249	3.41	1.297
4.5	I plan my schedule so I will have enough time to study English.	3.73	1.202	3.05	1.253
4.6	I look for people I can talk to in English.	3.36	1.329	2.86	1.424
4.7	I look for opportunities to read as much as possible in English.	3.23	1.066	3.09	1.269
4.8	I have clear goals for improving my English skills.	3.18	1.259	2.91	1.342
4.9	I think about my progress in learning English.	3.82	1.220	3.64	1.217

#### 4.2.5.1 Trying to Find Opportunities to Use English

Item 4.1 was designed to determine how often high and low achievers of this study attempt to find opportunities in which enable them to use English. As shown in Table 6 above, the results show that high achievers with a mean score 3.41 and low achievers with 3.32 are found to be medium users of devising opportunities. This may mean that both high and low achievers employ various opportunities in a fairly equal manner.

#### 4.2.5.2 Using Mistakes to Do Better in the Future

In order to obtain data on how often high and low achievers use their own mistakes to do better in the future, Item 5.2 was prepared. As presented in Table 6 above, the results of analysis show that the mean scores of high achievers and low achievers are 3.55 and 2.82 each. This means that high achievers use their mistakes to learn more frequently than low achievers do which also would mean that high achievers use their mistakes to learn more with high level of frequency; whereas low achievers use it with medium level.

#### **4.2.5.3 Paying Attention when Others Speak**

The respondents were asked Item 4.3 to rate how often they pay attention when someone is speaking in English. As depicted in table 6 above, the research results show that high achievers pay special attention when some other persons speak in English more frequently ( $\bar{x} = 3.86$ ) than low achievers do ( $\bar{x} = 3.36$ ) which also imply that both high and low achievers pay attention with high and medium frequency that is in scales (Low= 1.0-2.49, Medium= 2.5-3.49, High = 3.5-5.0). From the mean values, we can also learn that most high achievers marked 'Always'. However, most low achievers rated 'sometimes' in the five point type rating scales. Thus, this is to mean that high achievers pay more attention when others speak in English more frequently than that low achievers do.

#### **4.2.5.4 Attempting to Find out How to Be a Better Learner**

In the same way, Item 4.4 was also made to obtain statistics how often respondents trying to discover the way to be a good language learner. As shown in Table 6 above, the data reveal that high achievers attempting to search the way to be successful language learner more often ( $\bar{x} = 3.68$ ) than low achievers do ( $\bar{x} = 3.41$ ). This implies that high achievers' mean score fall into high frequency level. Thus, it may be concluded that there was greater use of this strategy among high achievers than low achievers.

#### **4.2.5.5 Using Plan to Improve English Language**

Attempt was made on Item 4.5 to get data on how frequently respondents of this study use plan to improve their English language. The results of the analysis in Table 6 reveal that high achievers differ from low achievers in using plan to improve English language. The result show that high achievers use the strategy with high frequency mean value 3.73 while low achievers employ the strategy with medium mean score 3.05 in planning to schedule their study time. This would mean that high achievers use the strategy more frequently (with higher frequency range) than low achievers do.

#### **4.2.5.6 Looking for People to Talk to in English**

In order to get data on how frequently respondents look for people they can talk to in English, Item 4.6 was designed. Accordingly, the data in table 6 show that high achievers are in favor of looking for people whom they can talk to. Their mean value accounted for 3.36 while those of low achievers tend to be 2.86. This implies that both high and low achievers are found to be medium users. We can also learn from five point rating scale that most high achievers rated 'Sometimes' and some rated 'Often' whereas most low achievers marked 'Sometimes' and 'Never'.

#### **4.2.5.7 Looking for Opportunities to Read in English**

The aim of Item 4.6 was to ask respondents how often they look for opportunities to read as much as possible in English. The data in the table show that high achievers show endeavor to read in English more frequently ( $\bar{x} = 3.23$ ) than low achievers do ( $\bar{x} = 3.09$ ) which also suggest that both high and low achievers use this strategy with medium frequency level. This implies that high achievers are relatively better in devising whatever mechanisms to read in English.

#### **4.2.5.8 Having Clear Goals**

In the same way, Item 4.8 was also made to obtain statistics on how often high and low achievers formulate clear goals to improve their English skills. As the data depict, high and low achievers are found to be  $\bar{x} = 3.18$  and  $\bar{x} = 2.91$  respectively. In this regard, high achievers have reported to use the strategy better than low achievers although both groups are medium users.

#### **4.2.5.9 Thinking about Their Progress**

The subjects were asked Item 4.9 to rate how often they think about their progress in learning English. As indicated in Table 6 above, the data reveal that high achievers think about their progress more frequently ( $\bar{x} = 3.82$ ) than low achievers do ( $\bar{x} = 3.64$ ). That is both high and low achievers responses fall into high frequency which means they are high users. It can be

concluded that high achievers are relatively better in thinking about their progress in learning English than their counterparts.

In general, high achievers use almost all metacognitive strategies more frequently than low achievers. From these, they use Item, 4.2, 4.3, 4.4 4.5 and 4.9 with high frequency level. To low achievers, almost all metacognitive strategies fall in medium frequency level except Item 4.9 which falls in the range of high frequency. We might say that there was greater uses of metacognitive strategies among high achievers than low achievers do.

#### 4.2.6 Use of Affective Strategies

To see the affective strategies use of the sample groups, Items 5.1-5.6 were designed (see Appendix A). Table 7 below shows respondents responses.

Table 7: Affective Strategies Used by High and Low Achievers

	Item	High Achievers N =22		Low Achievers N = 22	
		Mean	Std. Deviation	Mean	Std. Deviation
		5.1	I try to relax whenever I feel afraid of using English.	3.00	1.272
5.2	I encourage myself to speak English even when I am afraid of making a mistake.	2.91	1.477	2.68	1.323
5.3	I give myself a reward or treat when I do well in English.	3.41	1.469	2.91	1.231
5.4	I notice if I am tense or nervous when I am studying or using English.	2.86	1.356	2.73	1.077
5.5	I write down my feelings in a language learning dairy.	3.32	1.359	2.50	1.136
5.6	I talk to someone else about how I feel when I am learning English.	2.86	1.393	2.64	1.364

##### 4.2.6.1 Trying to Relax

The aim of Item 5.1 was to get data on how often the respondents of this study try to relax when they feel afraid of using English. As the data in Table 7 show, high and low achievers are found to be  $\bar{x} = 3.00$  and  $\bar{x} = 2.82$  respectively. Both groups frequency level fall in between

$\bar{x} = 2.50-3.49$ . This implies that both groups are moderate users. Despite being moderate users, a fairly number of high achievers attempt to relax more frequently than their counterparts do.

#### **4.2.6.2 Encouraging Oneself to Speak English**

Item 5.2 was designed to see how frequently high and low achievers of this study encourage themselves to speak in English when they are afraid of making mistakes. As the data in the table above depict, the high achievers mean score is 2.91 and the low achievers accounted for  $\bar{x} = 2.68$ . This would imply that the high achievers encourage themselves to speak in English even by the time they are afraid of making mistakes quite better than the low achievers do. Both groups are found to be medium users since their mean scores fall in between 2.50 and 3.49.

#### **4.2.6.3 Giving Oneself a Reward or Treat**

The high and low achievers of this study were asked Item 5.3 to indicate how often they give themselves a reward or treat when they do well in English. The result of the analysis in Table 7 above reveal that the high achievers use more frequently ( $\bar{x} = 3.41$ ) than the low achievers ( $\bar{x} = 2.91$ ) do. This implies that both groups frequency rate fall in medium level though high achievers use the strategy fairly better than low achievers.

#### **4.2.6.4 Noticing if they are Anxious**

The purpose of Item 5.4 was to find statistics on how frequently respondents of this study notice if they are tense or nervous when they use English. The results in the table show that high achievers' responses are found to be 2.86 whereas low achievers mean score is 2.73 i.e. both use it with moderate frequency levels. This might mean that both groups relatively use this particular strategy in a fairly similar way.

#### **4.2.6.5 Writing down Feelings in a Diary**

The respondents were asked in Item 5.5 to see how often they write down their feelings in a language diary. The results of the analysis in Table 7 above dictate that high achievers use this strategy more frequently ( $\bar{x} = 3.32$ ) than low achievers ( $\bar{x} = 2.5$ ) do. We can also learn that most high achievers rated 'Often' while low achievers marked 'Rarely'. This means that high achievers write their feelings in a language learning diary more frequently than low achievers do.

#### **4.2.6.6 Talking to Someone**

Item 5.6 was developed to see how often respondents talk to someone else about how they feel when they are learning English. In this regard, high and low achievers are found to be  $x = 2.68$  and  $x = 2.64$  respectively. Similarly, their responses on the five point Likert –scale show that most of the respondents in the two groups rated 'Rarely' and 'Never'. This implies that though the mean score of high achievers show fairly higher than low achievers, both groups talk to someone else about how they feel when they are learning English with moderate frequency level.

In using affective strategies, we may conclude that high achievers use affective strategies more frequently than low achievers. Although the mean scores of high achievers seem to be higher than low achievers, both groups use these strategies with moderate frequency level.

#### **4.2.7 Use of Social strategies**

Items 6.1 to 6.6 were designed to find out data on how frequently the respondents of this study use social learning strategies (see Appendix A). Table 8 summarizes their responses.

Table 8: Social Strategies Used by High and low Achievers

	Item	High Achievers N =22		Low Achievers N = 22	
		Mean	Std. Deviation	Mean	Std. Deviation
6.1	If I do not understand something in English, I ask the other person to slow down or say it again.	2.82	1.181	2.64	1.329
6.2	I ask English speakers to correct me when I talk.	2.68	1.041	2.45	1.335
6.3	I practice English with other students.	3.09	1.019	2.41	1.098
6.4	I ask for help from English speakers.	2.91	1.269	2.68	1.323
6.5	I ask questions in English.	2.86	1.125	2.77	1.270
6.6	I try to learn about the culture of English speakers.	2.55	1.184	2.55	1.224

#### 4.2.7.1 Asking for Repetition in English

The aim of Item 6.1 was to obtain statistics on how frequently respondents ask repetition in English when they do not understand what the other person says. As depicted in Table 8 above, high achievers ( $\bar{x} = 2.82$ ) and low achievers ( $\bar{x} = 2.64$ ) are found to be moderate users in asking for repetition. Therefore, despite their being moderate users of this strategy, high achievers employ it relatively more frequently than low achievers.

#### 4.2.7.2 Ask Correction

Item 6.2 was prepared to see how often high and low achievers ask English speakers to correct them when they talk. As the data show in Table 8 above, high and low achievers differ in using this strategy. High achievers are found to be  $\bar{x} = 2.68$ . Whereas low achievers' mean score is 2.45. This implies that high achievers ask correction with moderate frequency level while low achievers do it infrequently. This can also be confirmed by looking at their responses on the five points Likert-scale that most high achievers rated 'Sometimes' while most low achievers rated 'Rarely' and 'Never'. Therefore, we can say that effective students use this strategy more frequently than the unsuccessful ones.

#### **4.2.7.3 Practicing English**

The purpose of Item 6.3 was to get data on how often respondents practice English with other students. The data in Table 8 reveal that high achievers ( $\bar{x} = 3.09$ ) practice English more frequently than low achievers ( $\bar{x} = 2.41$ ) do. This shows that there is a gap in using this particular strategy that high achievers are moderate users whereas their counterparts are low level users. It can be concluded that high achievers practice English with other students more frequently than their counterparts do.

#### **4.2.7.4 Asking for Help**

Item 6.4 was designed to see how often respondents ask for help from English Speakers. As the data in Table 8 depicts, high and low achievers are found to be  $\bar{x} = 2.91$  and  $\bar{x} = 2.68$  respectively, both high and low achievers are moderate users since their mean scores fall in between 2.50-3.49. Even though both groups frequency level fall in medium range, still high achievers are in favor of using this strategy than low achievers.

#### **4.2.7.5 Asking Questions**

High and low achievers were asked to respond on Item 6.5 which seeks how often they ask questions in English. The results of the analysis in Table 8 reveal that high and low achievers are found to be  $\bar{x} = 2.86$  and  $\bar{x} = 2.77$  respectively. This implies that both high and low achievers ask questions in English in a fairly equal manner.

#### **4.2.7.6 Trying to Learn the Target Culture**

The Purposes of Item 6.6 was to get data on how frequently respondents try to learn the culture of English speakers. As Table 6 above depicts, the mean score of both high and low achievers are found to be  $\bar{x} = 2.55$ . This implies that both are moderate users in attempting to learn the target culture.

To sum up, high achievers use social strategies more frequently than low achievers do. This is to mean that out of six strategies, four are in favor of high achievers with medium level of frequencies. Only a strategy on Item 6.6 is equally employed by the respondents. On the other hand, two of the six strategies were reported to be used with low level of frequency by the low achievers.

### 4.2.3 Open-Ended Questions' Responses

Three open-ended questions were designed in order to get qualitative data. Table 9 below summarizes their responses.

Table 9: The Summary of Open-ended Questions Responses

Categories of Strategies	High Achievers N =22		Low Achievers N = 22	
	Frequency		Frequency	
	Most	Least	Most	Least
Memory	3	3	3	4
Cognitive	4	2	4	3
Compensation	3	1	2	3
Metacognitive	6	2	5	1
Affective	3	3	4	3
Social	3	11	4	8

Item 7 was prepared to check respondents' responses to their most preferable categories of strategies. As the data depicts in the above table, high achievers most preferred group of strategies is metacognitive that is six students favored it and followed by cognitive. The rest categories of strategies attract three students each.

Similarly, five low achievers also reported metacognitive strategies as their most preferable strategies; and followed by cognitive, affective and social which attract four students each. We can understand from the analysis of the data that both groups of respondents preferred metacognitive strategies as their most favored strategies. This result, therefore, confirms the data from closed –ended questions.

Item 8 was also prepared to check students' responses to the least preferred category of strategies. As the data shown in Table 9 above, both groups preference to least favored strategies are Social strategies. 11 high and 8 low achievers choose social strategies as their least preferred ones which are followed by memory and affective strategies for three high achievers as their second to the least whereas to low achievers memory strategies only were the second from the least. This implies that social strategies are the least preferred strategies for the two groups of respondents. Thus, the data obtained through open –ended items confirms the data obtained through closed–ended questions that is both respondents groups had similar preferences for most and least categories of language learning strategies.

Finally, respondents were asked to forward anything that they add regarding LLS. Some students reported to use strategies such as:

- debating,
- self testing,
- rehearsing silently before speaking and
- asking others to test them what he or she memorized in English.

Some of the respondents claimed to use the above strategies as their own which are not mentioned in the SILL to improve their EFL learning.

#### 4.2.4 High and Low Achievers Main Strategy Preferences

Table 10 summarizes the six main strategies use of high and low achievers.

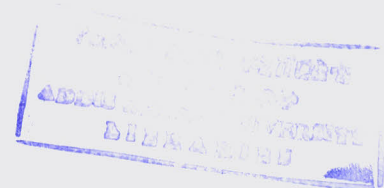
Table 10: Main Strategies Use of high and Low Achievers

Main Strategies	High Achievers N =22			Low Achievers N = 22		
	Mean	Rank	Frequency Level	Mean	Rank	Frequency Level
Memory	3.14	3	Medium	3.13	2	Medium
Cognitive	3.13	4	Medium	3.04	4	Medium
Compensation	3.26	2	Medium	3.06	3	Medium
Metacognitive	3.54	1	High	3.16	1	Medium
Affective	3.03	5	Medium	2.74	5	Medium
Social	2.81	6	Medium	2.58	6	Medium

With an average of 3.54 and 3.16 metacognitive strategies are preferred most by high achievers and low achievers respectively. This means that although the frequency levels are different, both high and low achievers in this study benefit most from the same kinds of strategies.

Similarly, regarding their least preference, respondents of both groups show akin liking towards the categories of LLS. As the data in Table 10 depicts, high and low achievers opt social strategies as their least preferred category of strategies among the six main strategies. Interestingly, the same parallelism shows itself also on the 4<sup>th</sup> and 5<sup>th</sup> ranked categories of strategies. Looking at the above table, respondents had similar preferences towards the indirect learning strategies such as metacognitive, affective and social. This might mean that the high and low achievers are learning English in an EFL context might be a reason to show similar liking to wards the aforementioned LLS.

Regarding frequency levels, high achievers used metacognitive strategies with high level of frequency; where as the remaining strategies were employed with moderate level of frequency. On the other hand, low achievers used all the main strategies with medium range of frequency.



This leads us to the conclusion that in foreign language learning, both high and low achievers make use of metacognitive strategies more than the other strategies. This may mean that respondents in both groups more frequently used metacognitive strategies. This might happen because they are learning EFL; and they may not have much exposure to the target language and this may hinder them not to get chance to consciously pick up the target language. That may be a reason why their preferences adhered to indirect language learning strategies.

#### **4.2.5 Summary of the Major Findings from the Students' Questionnaire**

In summary of strategies used by high and low achievers, of all the strategies used 12 strategies showed greater strategy use by more high achievers with high levels of frequency. Only five items showed greater strategy use by low achievers. We may conclude that high achievers used a substantial number of strategies with high frequencies more frequently than low achievers.

On the other hand, of all strategies used by low achievers three showed least strategy use i.e. low level of frequency. However, only one item showed least strategy used by high achievers: Item 1.6, using flashcard to remember new English words.

Regarding the respondents' preferences of LLS, both high and low achievers reported to use metacognitive and social strategies as their most and least preferred strategies respectively.

Among the six main strategies, high achievers used metacognitive strategies with high levels of frequency whereas the other categories of LLS were employed by the successful groups with medium range. Low achievers, however, used all categories of LLS with medium levels of frequency.

### **4.3 Analysis of Data from Interviews**

#### **4.3.1 Data from Students' Interview**

This tool is employed to be able to validate the information solicited through questionnaire. Ten respondents five from each group were asked different questions; their responses are summarized below.

#### **4.3.1.1 Remembering New English Word**

Item 1 asked what sorts of techniques the high and low achievers use that helps them remember a new English word. In their responses, three high achievers claimed that they remember new words by creating relationship between the new word and the existing one while another student preferred to connect the sounds of the new English word and its image. However, a student said, "I say the word to myself again and again so that I can remember it."

Similarly, low achievers were asked the same questions. Four of them preferred to remember the new word by connecting it with the existing knowledge while a student only tries to make a mental picture of the word.

This implies that low achievers were better in creating relationships between the words. However, it might be concluded that high achievers use different strategies to remember a new English word whereas low achievers use few memory strategies for a given task.

#### **4.3.1.2 Improving English Language**

Item 2 was designed to get data on how frequently respondents use techniques to improve their English language. Two high achievers preferred to practice to speak English both in classroom and outside classroom. Other two students liked to read anything written in English. However, a student liked to use the English words he knows in different ways.

Three low achievers, on the other hand, preferred to study their English course modules or note books. The others two reported that they always practice the sounds of English to improve their spoken English.

In using cognitive strategies, high achievers again use different strategies as compared to low achievers. This implies that high achievers employ various strategies in their attempt to improve their English than low achievers do.

#### **4.3.1.3 Failing to Remember**

Similarly, Item 3 was prepared to get data on what strategies they use when they fail to remember something in English. Two low achievers have reported to use gestures when they can not think of a word during conversation. However, the other two students claimed to use synonyms instead of gestures. A student from the same group responded that he sometimes preferred to use his mother tongue instead of pausing.

In reply to the same question, four high achievers have reported that they use synonyms when they can not think of a word during conversation in English. However, a student said that he preferred to use gestures.

Regarding using gestures, this would implies that low achievers use the strategy more frequently than high achievers do while, on the other hand, high achievers preferred to use synonyms. The results seem to agree with the data obtained through questionnaire.

#### **4.3.1.4 Improving English Learning Progress**

In the same way, Item 4 asked respondents what strategies they employ to improve their English learning progress. The analysis of data show that three low achievers look for people they can talk to in English. However, in response to similar question, the remaining two low achievers responded that they had well organized plan so that they could effectively study English.

Two high achievers have reported that they tried to find whatever opportunities to use their English. They also attempted to find how to be better English students. The rest three reported that they had clear goals for improving their English skills which was precisely planned a head of time and also evaluated their English learning progress.

This may be concluded that high achievers use different metacognitive strategies than low achievers do and a number of high achievers also are found to be better in planning and evaluating their English than low achievers do. The data from interview confirm the data

obtained through questionnaire that high achievers are high level of frequency users of metacognitive strategies.

#### **4.3.1.5 Controlling Anxiety**

Respondents were asked Item 5 as to how they control their anxiety when they speak in front of people such as during presentation. Three high achievers have reported that before presentation they encouraged themselves by talking to themselves (self talk) to control the very beginning stage fright that normally exist. The rest two gave themselves a reward or treat when they do well in English.

However, three low achievers have reported that they felt afraid of eye contacting during presentation. For instance one female student said, “...during my presentation ah... first I send my eyes to the opposite wall and then gradually try to eye contact from back seat to the front ah... this is what I usually do to avoid my anxiety.” Another respondent similarly added, “Before I begin my presentation, I tried to clean the board or arrange my papers just to send the evil inside me which usually disturb me during the beginning of any presentation.” However, the rest two claimed that they gave themselves a reward when they do well in English.

This would imply that high achievers are better than low achievers in controlling anxiety. The data obtained through questionnaire agree with the data obtained through interview.

#### **4.3.1.6 Involving others in Language**

Interviewees were asked how often they ask questions in English. All high achievers (N=5) have reported that they always ask questions in English while two low achievers claimed that they never asked questions in English. This implies that high achievers by far ask questions in English more frequently than low achievers do.

Respondents were also asked other strategies that help involve other people in the language learning process. Three high achievers reported that they have a habit of asking for repetition when they do not understand something in English. That of two high achievers claimed that

they practiced English with other students. However, all the low achievers have reported that they never ask for repetition in English. In response to the practice that they do with other students, one interviewee from the low achievers responded that he practiced English with his classmate. Thus, this implies that high achievers are in favor of involving others in speaking more frequently than low achievers. This result agrees with the data obtained through the questionnaire.

#### **4.3.1.7 Summary of the Findings from Students' Interview**

To sum up, interviewees' responses to most of the items show that high achievers are more frequently users of language learning strategies as we compared those of low achievers responses to interview questions. In addition, data obtained through the interview agree with data obtained via questionnaire.

#### **4.3.2 Data from Teachers' Interview**

In order to supplement the data obtained from the students, interview was conducted with four teachers of the respondents. Teachers' responses to interview questions are summarized below.

##### **4.3.2.1 Improving English Language**

Interviewees were asked what strategies and how often their students use to improve their English language. Three respondents have reported that high achievers were better in attempting to talk like native English speakers. In his response, a teacher confirmed, "*Some high achievers try to talk like native ah... while the unsuccessful do not attempt at all. I think high achievers are encouraged to do since there are two expatriate teachers in our department.*" Respondents were also asked the reading strategies their students in the two groups employ to improve their English. Four of them agreed that high achievers were better users of reading strategies such as skimming and scanning while these strategies were common problems for low achievers. It might be concluded from the responses of the interviewees that high achievers use cognitive strategies more frequently than low achievers do. The data obtained from questionnaire also confirm the above conclusion.

#### **4.3.2.2 Failing to Remember**

Respondents were asked what strategies their students in the two groups employed when they missed the exact word during conversation in English. Similarly, all the teachers ascertained that high achievers were observed frequently using synonym and sometimes using gestures and making up new words while their counterparts low achievers used only gestures when they can not think of a word during conversation. In this regard, one teacher said, "...using gesture in pausing is rare for high achievers but it is common for the low achievers."

This implies that high achievers use a number of strategies while low achievers use only a strategy. Thus, high achievers use more frequently than low achievers do when they miss a word during conversation in order to avoid interruption. The data obtained through this interview and the data obtained through the students' interview and questionnaire agree in regard to using gesture.

#### **4.3.2.3 Coordinating English Learning**

Teachers were asked whether their successful or unsuccessful students are aware of making mistakes and use it to help them do better. To this question, all teachers have reported that high achievers were usually observed in understanding their mistakes and they were not seen committing the same mistakes at other time. However, those unsuccessful were vulnerable to this problem since they did not understand their mistakes. From this we may concluded that high achievers use this strategy more frequently than that of low achievers.

Interviewees were also asked which groups of their students attempt to find as many ways as they can to use their English. In their responses, three teachers confirmed that though their numbers were very few, high achievers attempted to use their English better than low achievers. However, one teacher disagreed with the above idea and argued that there were some low achievers who also seek a number of possibilities to use their English. From this one can conclude that high achievers are better in trying to talk like native speakers. This is confirmed as the data obtained from both students' questionnaire and interview dictate similar

findings. Thus, we may say that high achievers use metacognitive strategies more frequently than low achievers do.

#### **4.3.2.4 Controlling Anxiety**

Item 4 asked respondents as to what strategies their students use to control their anxiety when they speak in front of people during presentation. One interviewee reported, “...most of my high achiever students try to relax during their presentations. They do not show any sign of anxiety.” However, another respondent opposed this claim and said, “Most high achievers use eye contact method and are confident but not low achievers position.” Similarly, one female teacher has also urged, “High achievers have confidence never feel shy.” Finally, a teacher concluded that his successful students used his advices such as inhaling too much oxygen, to know that is a common phenomenon among people etc so they were good at controlling anxiety. Therefore, it might be possible to say that high achievers are good in controlling anxiety than low achievers do.

#### **4.3.2.5 Asking Questions**

Respondents were asked which groups of their students ask questions in English. All agree that high achievers frequently ask questions in English in classroom as well as out side classroom. Low achievers rarely ask questions in English in classroom. This implies that high achievers use this strategy more frequently than low achievers. Data from questionnaire also support data obtained through interviews.

#### **4.3.2.6 Summary of the Findings from Teachers’ Interview**

In general, respondents’ responses to all the above interview questions show that high achievers use language learning strategies more frequently than low achievers do. Besides, the data obtained via questionnaire also confirm data obtained through interviews.

because students might be afraid to talk native like English in the presence of the researcher. I said this because one of the interviewee teacher said, “the presence of two native peace core teachers may encourage high achievers to try to talk like them.” Though the observed behavior is very rare, the result seems to agree with the findings of the questionnaire.

#### **4.4.2 Starting Conversation in English**

Relatively, Starting conversation in English was substantially observed behavior of the respondents. High achievers were observed 15 times starting conversation in English. Most low achievers, however, tend to start conversation in their first language. They manifested the target behavior for only 7 times. The data obtained through questionnaire and interviews agree with the data obtained from observation. This implies that high achievers may use this strategy more frequently than those of students in the low achieving group.

#### **4.4.3 Using Gestures**

Two low achievers were seen using gesture instead of a missing word during presentations at day four and day eight. On the fourth day of observation, in narrating a story to the class about ‘Why Chickens Can not Fly’ a student missed the word ‘scraped’ or ‘scratched’ in his sentence “...then the hen \_\_\_\_\_ the ground using its claws ...” then he used gesture to compensate the lack of the exact verb in his sentence. Similarly, at the eighth day one female student from the lower achieving group employed the strategy during her presentation. This implies that low achievers may be highly users of gestures as high achievers have not been observed. This result confirms the data obtained through questionnaire and interviews.

#### **4.4.4 Controlling Anxiety**

In order to check respondents’ method of controlling anxiety, the fourth behavior was observed in classroom for two weeks time. During these times, five behaviors were observed from these one high achiever and four low achievers were observed feeling anxious in presenting their speech. Their anxiety was clearly manifested during presentation. For instance, one of the low

achievers said “Good morning” instead of saying good afternoon. As a result, his presentation interrupted many times. Eventually, he stopped his presentation.

Another student from the lower group has also manifested nervousness during his presentation. He was reading his note-book without eye contacting his audience throughout the course of his presentation.

On the fourth day, one female and one male student showed similar anxiety during their presentations. There was similarity in their voice-it was inaudible. During the presentation, the paper that the female students held exposed her that she was shaking since the paper was terribly vibrating. The teacher also recognized her and interrupted her twice to speak confidently and loudly, but without any improvement her presentation was completed. Similarly, the male low achiever voice was also very low, it might seem that he used his whisper like voice as if to escape from the presentation, may be for fearing committing mistakes or speaking in front of a stranger. He looked very frowning till the end of the presentation. Thus, we can understand that these students could not use any strategies that overcome the debilitating effects of anxiety.

However, the student from the high achieving group at the early beginning of his presentation his pitch was not natural. Meanwhile, he could not retrieve what he wanted to say next then a long pause was followed with streaming of sweating around his face. After that he said, “Sorry,... *for the technical breakdown.*” Immediately the whole class exploded with great hilarity. Then he sent his hand to his pocket and brought a piece of paper. He appeared confident and with very relaxed manner completed his presentation.

It may be concluded that only the high achiever student gradually controlled his anxiety and brought his presentation to the end. Therefore, this could suggest that high achievers are better in trying to relax during presentation than low achievers. The results obtained from questionnaire as well as interviews agree with the result obtained via observation.

#### **4.4.5 Asking Others to Say it Again**

The fifth behavior on the checklist was designed to see how frequently respondents ask for repetition. On the third and sixth day a high achiever student was observed asking his instructor for repetition. Unfortunately, low achievers were not seen or heard asking their teacher for clarification or repetition. Though the data obtained is very rare, in this regard, it seems to agree with the data obtained through questionnaire that high achievers use it more frequently than low achievers.

#### **4.4.6 Asking Questions in English**

Finally, respondents were observed whether they ask questions in English in classroom. As the data in Table 11 show, the target behavior is observed seven times out of which 4 by high achievers and the rest by low achievers. The data obtained through observation confirmed with the data obtained via questionnaire and teachers' interviews. This implies that both groups use the strategy with almost equal frequency level.

#### **4.4.7 Summary of the Findings from Classroom Observations**

In general, the two groups were observed to use the listed behavior differently. That is high achievers were observed using almost all strategies better than their counterparts do.

Looking at the frequencies of observed strategies, starting conversation in English was observed relatively more frequently than the others. However, to talk like native English speakers, using gestures, asking others to say it again, were the strategy manifested very rarely by the respondents.

Finally, all the results obtained through observations seem to agree with the data obtained via interviews and questionnaire, hence, high achievers use language leaning strategies more frequently than low achievers.

## 4.5 Differences in Using Language Learning Strategies

In order to answer research question 3, the overall mean scores of the respondents were computed to see the significance difference of means of the two groups using SPSS 1.14. The tables below summarize the group statistics and the significance difference.

### Group Statistics

Table 12: Group Statistics

	groups	N	Mean	Std. Deviation	Std. Error Mean
Overall Mean Strategy	High Achievers	22	3.1700	.19555	.04169
	Low Achievers	22	2.9900	.13060	.02784

As the group statistics above displays, there is a mean score difference. The mean score of high achievers is  $x = 3.1700$  while the mean score of low achievers is 2.9900. As a result, high achievers' mean score is greater than low achievers'. From this, we can say that high achievers use language learning strategies relatively better than low achievers with moderate frequency level.

Table 13: Independent Sample t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
Overall Mean Strategies	Equal variances assumed	4.365	.043	3.590	42	.001	.18000	.05013	.07883	.28117
	Equal Variances not assumed			3.590	36.626	.001	.18000	.05013	.07838	.28162

To see the significant difference between high and low achievers, independent sample t-test was computed. As depicted in Table 13 above, the significant level (0.001) is lower than the usual threshold level (0.05); and the 95% Confidence Interval of the difference which ranges from 0.07883 to .28117 is also reveals that there is significant difference in using the overall language learning strategies of the two groups. Since the 95% Confidence Interval dose not include the value 0. This means that there is a significance difference between high and low achievers in using language learning strategies.

#### 4.6 Relationship between Language Learning Strategies and English Language Achievement

Table 14: Relationship between LLS and English Language Achievement

		Overall Language Learning strategy	English Language Achievement
Overall Language Learning Strategy	Pearson Correlation	1	.714(**)
	Sig. (2-tailed)		.000
	N	44	44
English Language Achievement	Pearson Correlation	.714(**)	1
	Sig. (2-tailed)	.000	
	N	44	44

\*\* Correlation is significant at the 0.01 level (2-tailed).

As the data in the above table depicts, the Pearson correlation between Scores of the overall language learning strategies and scores of English language achievement is 0.714. As the table depicts, the relationship is significant at P-value < 0.01 level (2-tailed). This implies that there is a significant positive relationship between English language achievement and the scores of the overall language learning strategies. This may mean that the more successful a student is, the more strategies he or she uses.

## **4.7 Conclusion**

This chapter begins describing the background information of the respondents then following the data from questionnaire, students' interview, teachers' interview and classroom observations are analyzed and discussed. Comparing the overall strategies preference of respondents, high achievers use the strategies more frequently than low achievers. Both groups are found to be high users of metacognitive strategies with a mean score of 3.54 and 3.16 high and low achievers respectively. Findings show that there is a significant difference between the overall means of high and low achievers in using language learning strategies. The findings also reveal that there is a positive relationship between language learning strategies and English language achievement with Pearson's correlation coefficient 0.714.

- Metacognitive strategies were popular among the six main language learning strategies for both high and low achievers. However, high achievers reported to use it with high level of frequency. This seems to agree with the research findings by O'Malley et al. (1985) that, higher level students reported greater use of metacognitive strategies that they are probably able to exercise greater metacognitive control over their learning.
- Both high and low achievers were found to be medium users of the overall LLS
- There was a significant difference in using the overall language learning strategies between high and low achievers.
- There was a significant positive correlation between the scores of the overall language learning strategies and the scores of English language achievement.

## **5.2 Recommendations**

Based on the above results, the study recommends the following classroom applications of the result.

- In order to provide permanent and effective learning, teachers should make use of language learning strategies in their lessons. To achieve this, it is important for teachers to recognize that some strategies may be more suited to some learners than to others. Thus, teachers should acknowledge individual differences that exist in the classroom. Such knowledge is mandatory to plan lessons so that students with varied strategies can receive what they need.
- Teachers should also examine their teaching materials and approaches and methods in terms of their appropriateness for language learning strategies so that they should inform to their students about the value and applications of language learning strategies and the strategies should be integrated into the lessons (Lessard-Clouston, 1997 , Chamot, 2004).
- To strengthen the students' social and affective strategies, group activities can be prepared for both high and low achievers who enjoy cooperation, working and taking responsibility with peers and for their active participation in the lesson.

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## **Appendix: A**

### **Students' Questionnaire**

Addis Ababa University  
Institutes of Language Studies  
Departments of Foreign Languages and Literature  
Graduate Studies Programme

Dear students,

This questionnaire is designed to gather relevant data for a research purpose on English language learning strategy use. The findings of the study are hoped to contribute to various purposes of the teaching and learning of English. The truthfulness of your responses will make the requisite contributions to the validity of the study. You are, therefore, cordially requested to provide accurate information and to be honest in your responses. Please do not write your name. I would like to let you know that any information you provide in this questionnaire will be kept strictly confidential. It will be used only for this study.

Thank you in advance.

Seyoum Abraham  
MA TEFL student

### General Instruction

There are two parts in this questionnaire. The first part is about background information and the second is the main questionnaire.

- i. Please read out each item and put a tick [✓] mark against your option/s of your choice/s in the first part of the questionnaire.
- ii. In the second part of the questionnaire, circle one of the numbers which is true for you. For instance, circle like this



- iii. Where extended response is demanded, please write it in the space provided.

**Part One:** Complete the following Background Information by putting a [✓] mark.

1) Sex

- |           |     |     |     |     |     |
|-----------|-----|-----|-----|-----|-----|
| a) Female | ... | ... | ... | ... | [ ] |
| b) Male   | ... | ... | ... | ... | [ ] |

2) Age

- |             |     |     |     |     |     |
|-------------|-----|-----|-----|-----|-----|
| i) 15-17    | ... | ... | ... | ... | [ ] |
| ii) 18-20   | ... | ... | ... | ... | [ ] |
| iii) 21-23  | ... | ... | ... | ... | [ ] |
| iv) 24-26   | ... | ... | ... | ... | [ ] |
| v) Above 26 | ... | ... | ... | ... | [ ] |

### Part Two

There are six tables in this second part, please, read carefully and answer accordingly.

1. **Circle** the number in the chart underneath to show how often you described memory English learning strategies in accordance with the frequency you use which is indicated as follow:

- 1= I never do this
- 2= I rarely do this
- 3= I sometimes do this
- 4= I often do this
- 5= I always do

2. **Read** the following sentences and **encircle your** responses that show how often you described cognitive learning strategies according to the scale given.

	Item	Response				
		Never	Rarely	Some times	Often	Always
2.1	I say or write new English words several times.	1	2	3	4	5
2.2	I try to talk like native English speakers.	1	2	3	4	5
2.3	I practice the sounds of English.	1	2	3	4	5
2.4	I use the English words I know in different ways.	1	2	3	4	5
2.5	I start conversations in English.	1	2	3	4	5
2.6	I watch English language TV shows spoken in English or go to movies spoken in English.	1	2	3	4	5
2.7	I read for pleasure in English.	1	2	3	4	5
2.8	I write notes, messages, letters, or reports in English.	1	2	3	4	5
2.9	I first skim an English passage (read over the passage quickly) then go back and read carefully.	1	2	3	4	5
2.10	I look for words in my own language that are similar to new words in English.	1	2	3	4	5
2.11	I try to find patterns in English.	1	2	3	4	5
2.12	I find the meaning of an English word by dividing it into parts that I understand.	1	2	3	4	5
2.13	I try not to translate word for word.	1	2	3	4	5
2.14	I make summaries of information that I hear or read in English.	1	2	3	4	5

3. **Circle** the number in the chart below to show how often you described compensation English learning strategies in accordance with the frequency you use which is indicated as follow:

	Item	Response				
		Never	Rarely	Some times	Often	Always
3.1	To understand unfamiliar English words, I make guesses.	1	2	3	4	5
3.2	When I can't think of a word during a conversation in English, I use gestures.	1	2	3	4	5
3.3	I make up new words if I do not know the right ones in English.	1	2	3	4	5
3.4	I read English without looking up every new word.	1	2	3	4	5
3.5	I try to guess what the other person will say next in English.	1	2	3	4	5
3.6	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

4. The following table is about metacognitive English learning strategies. So, decide and rate in accordance with the frequency you use.

	Item	Response				
		Never	Rarely	Some times	Often	Always
4.1	I try to find as many ways as I can to use my English.	1	2	3	4	5
4.2	I notice my English mistakes and use that information to help me do better.	1	2	3	4	5
4.3	I pay attention when someone is speaking English.	1	2	3	4	5
4.4	I try to find out how to be a better learner of English.	1	2	3	4	5
4.5	I plan my schedule so I will have enough time to study English.	1	2	3	4	5
4.6	I look for people I can talk to in English.	1	2	3	4	5
4.7	I look for opportunities to read as much as possible in English.	1	2	3	4	5
4.8	I have clear goals for improving my English skills.	1	2	3	4	5
4.9	I think about my progress in learning English.	1	2	3	4	5

5. **Rate** your affective English learning strategies based on the scale given below.

	Item	Response				
		Never	Rarel	Some times	Often	Alwa
5.1	I try to relax whenever I feel afraid of using English.	1	2	3	4	5
5.2	I encourage myself to speak English even when I am afraid of making a mistake.	1	2	3	4	5
5.3	I give myself a reward or treat when I do well in English.	1	2	3	4	5
5.4	I notice if I am tense or nervous when I am studying or using English.	1	2	3	4	5
5.5	I write down my feelings in a language learning dairy.	1	2	3	4	5
5.6	I talk to someone else about how I feel when I am learning English.	1	2	3	4	5

6. **Circle** the number in the chart underneath to show how often you described social English learning strategies in accordance with the frequency you use from the given scale.

	Item	Response				
		Never	Rarely	Some times	Often	Alway
6.1	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
6.2	I ask English speakers to correct me when I talk.	1	2	3	4	5
6.3	I practice English with other students.	1	2	3	4	5
6.4	I ask for help from English speakers.	1	2	3	4	5
6.5	I ask questions in English.	1	2	3	4	5
6.6	I try to learn about the culture of English speakers.	1	2	3	4	5

7. Which group of strategies do you think is the most preferable to you?

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8. Which group of strategies do you think is the least preferable to you?

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9. Please, I would appreciate anything you would like to add regarding your English language learning strategy use.

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Thank you very much for your help.

## **Appendix: B**

### **Students' Interview Questions**

Addis Ababa University  
Institutes of Language Studies  
Departments of Foreign Languages and Literature  
Graduate Studies Programme

1. What techniques do you use to remember a new English word? How often do you use these?
2. What sort of techniques do you use to improve your English language? How often?
3. When you fail to remember the exact word during conversation in English, what kinds of devices do you employ? How often?
4. To improve your English learning progress, what strategies do you employ?
5. What kinds of devices do you employ to control your anxiety when you speak in front of people such as during presentation? How often do you use?
6. What sort of strategies do you employ in involving other people in the language learning process?

## Appendix: C

### Teachers' Interview Questions

Addis Ababa University  
Institutes of Language Studies  
Departments of Foreign Languages and Literature  
Graduate Studies Programme

1. What are the devices that your successful and unsuccessful students use to improve their English language? How often?
2. When your students fail to remember the exact word during conversation in English, what kinds of devices do they employ? How often do you use?
3. To improve their English learning progress, what strategies do your students employ?
4. What kinds of devices do you think your students employ to control their anxiety when they speak in front of people such as during presentation?
5. Which group of your students do you think ask questions in English? How often?

## Appendix: D

### Observation Checklist

Addis Ababa University  
Institutes of Language Studies  
Departments of Foreign Languages and Literature  
Graduate Studies Programme

Date of observation: \_\_\_\_\_

Time: \_\_\_\_\_

Section: \_\_\_\_\_

Number of students: \_\_\_\_\_

Purpose: To see the language learning strategy use of high and low achieving students.

	Strategies to be observed	Frequency of Observations	
		High Achievers	Low Achievers
1	Try to talk like native English speakers		
2	Start conversations in English		
3	Uses gestures to compensate lack of a word		
4	Shy or feel anxious in speaking		
5	Ask the other person to slow down or say it again.		
6	Asks questions in English		

## Appendix: E

### English Version of Students' Interview Responses

1. Researcher: What techniques do you use to remember a new English word? How often do you use?

Student1: Well. To remember a new English word, I preferred to relate the new word with something that I already know.

Researcher: How often do you use this technique?

S1: Always.

S2: When I get a new English word Ah...I like to relate the sound of the new English word with its image. I do this almost always.

S3: Ah...I say the word to myself again and again so that I can remember it.

R: How often do you use this?

S3: I always do this as a habit.

S4: I always relate a new English word with the one that I know

S5: The technique that I use most of the time is relating the new English word with the existing one.

S6: Most of the time, I memorize a new word by drawing a mental picture of the word  
This means, I create an image for that particular word. Then I associate the picture with the word.

S7: My way of remembering a new English word is by relating the word with words that I have already known.

S8: I always connect it with the word that I know.

S9: I always like to connect the new word with the existing one.

S10: Ah... well. As a habit, I connect the new word with the old one to remember it in using.

2. Researcher: What sort of techniques do you use to improve your English language?  
How often?

S1: In order to improve my English language, I always practice Speaking in English in classroom outside classroom.

S2: There are different techniques that help me improve my English language. One is just to read aloud and read everything written in English Ah...because these help me to get new words, to practice the sounds of English etc.

S3: I always like to use the new word that I know in different ways. This is the method that I use to improve my English.

S4: I always like to read in English to improve my English language because I believe through reading I can learn more about the language.

S5: Well Ah...The technique that I use Ah...to improve my English language is Ah... I speak with my classmates and friends in English language.

S6: The technique that helps me to improve my English language is by practicing the sounds of the English language.

S7: My way of improving the English language is mainly through reading my exercise book and my English courses modules. I read them always so as to get good grades in English courses.

S8: I always practice the sounds of the English language to improve my English.

S9: I always like to read my English course modules and my note books to improve my English language.

S10: To improve my English, I always study my English note book and modules.

3. R: When you fail to remember the exact word during conversation in English, What kinds of devices do you employ? How often do you use?

S1: In order to continue my speech that was interrupted due to missing the exact word, I always attempt to use similar word that means the same.

S2: The way that I fill the gap because of the exact word is to use synonym. This is what I always do.

S3: I sometimes use synonyms when I can not remember the word during conversation.

S4: I always prefer to use gestures when I miss the exact word that I want to say during conversation.

S5: Well...I always use synonym words instead the missing word that I can not think of during conversation.

S6: In case of missing a word during conversation, I prefer to use my first language instead of pausing. I do not like to be interrupted trying to retrieve the word that fit to my sentence. So. I usually insert my mother tongue if the exact English word does not

come spontaneously.

S7: Most of the time, I use gestures when I can not think of the exact word during conversation.

S8: I always use gestures in the place of the missing word when I speak in English.

S9: I tried to find similar words incase of missing the exact word during conversation in English.

S10: I like to use synonym words instead of the missing one when I can not think of it during conversation.

4. R: To improve your English learning progress, what strategies do you employ?

S1: Ah... I always look for opportunities to use my English. I tried to use first with my classmates and my friends and sometimes I attempt to talk with my teachers outside classroom to improve my English learning progress.

S2: In order to improve my English learning progress, I always employ different mechanisms to use my English. I also seek different opportunities to become a better English student.

S3: To improve my English learning progress, I set clear goals that guide me to achieve learning the English language. Besides, I usually attempt to evaluate my progress in learning the language based on the goals.

S4: To keep my progress in learning English, first and foremost, I have goals that I need to achieve. Second, I also try to evaluate my progress in learning the language. I am doing these carefully to meet my goals.

S5: I have clear goals to be achieved regarding the language because I did get benefit in doing so. Besides, I tried to check whether my goals are being achieved or not. This is what I always do it becomes my way of life.

S6: Regarding my English learning progress, I look for people that I can talk to in English. I do believe that speaking is the main problem to me so to be effective user of the language I have to use it in daily basis. To achieve this, I have to look for people that I can talk to in English.

S7: I have already planned when I joined this college to use the language for day to day use. Therefore, it becomes my usual practice to look for people that I can talk to in English.

S8: The way that I use to improve my English learning progress is mainly targeting on

finding someone that I can talk to in English. When I decided to become an English teacher, I have already decided to become fluent speaker of English. So, to achieve this I have to initiate people around me to speak in English since there is no native speaker around.

S9: Ah... I have a well organized schedule to study in English. I think this guides me to become effective <sup>in</sup> English.

S10: I plan my schedule so that I will have enough time to study English.

5. R: What kinds of devices do you employ to control your anxiety when you speak in front of people such as during presentation? How often do you use?

S1: At the very beginning of my presentation, I always encourage myself to avoid stage fright.

S2: I always speak to my self to be courageous and not to show any sign of nervousness.

S3: Encouraging my self becomes my usual habit when I speak in front of the class.

S4: After any presentation, I gave my self a reward when I do well. I say to my self you have done it nicely.

S5: When I do well in presentation, I said to my self excellent, very good etc.

S6: I really feel afraid during presentation because I have poor eye contacting skills. So to encourage my self during presentation ah... I send my eyes to the opposite wall and then gradually try to eye contact from the back seat to the front. Ah... this is what I usually do to avoid my anxiety.

S7: I Feel nervousness during any presentation. Before I begin my presentation I tried to clean the chalk board or arrange my papers just to send the evil inside me which usually disturb me during the beginning of any presentation.

S8: If I do well during any presentation, I gave my self a reward.

S9: At the end of presentation, I usually evaluate my talk. Then, if it is ok, Ah... I said well done to my self If not Ah... I assured my self to improve it next time.

S10: I always try to avoid eye contacting the audience during presentation. I try to look down my note book only or send my eyes to the walls.

6. R: What sort of strategies do you employ in involving other people in the language learning process?

S1: I always ask questions in English.

R: what other strategies do you use that help you involve other people in the language learning process?

S1: When I do not understand something in English, I ask the speaker to say it again in English.

S2: I ask for repetition if I do not understand. Besides I always ask questions in English.

S3: I always ask questions in English both in classroom and out side classroom. I also practice English with my friends.

S4: I always ask questions in English. In addition to this I ask for repetition.

S5: I always ask questions in English. I also practice English with my friends.

S6: No I do not have any strategy that helps me involve others to speak in English and never ask questions in English

S7: No. I do not have any.

R: Do you ask questions in English?

S7: Most of the time, I want to ask Questions in English but I did not utter it out.

S8: I practice with other students, but I never ask question to my classmates.

S9: I never ask questions in English. But I am very good in answering questions.

S10: No.

R: Do you ask questions in English?

S10: I did not remember through out my life asking questions in English.

## Appendix: F

### Teachers' Interview Responses

1. Researcher: What are the devices that your successful and unsuccessful students use to improve their English language? How often?

T1: Well to improve their English, most of the high achievers are better in trying to talk like native speakers than low achievers.

R: Do your students use reading strategies? If you say yes what are the strategies they use? How often?

T1: Of course yes. I think high achievers are again better in using both skimming and scanning reading strategies. To speak relatively I mean high achievers use these strategies more frequently than low achievers.

T2: Some high achievers try to talk like native you know but the unsuccessful ah... they do not attempt at all. I think high achievers are encouraged to do since there are two expatriate teachers in our department.

R: Do your students use reading strategies? If you say yes what are the strategies that they use? How often?

T2: Absolutely. I think high achievers are good users of both skimming and scanning to improve their reading skills.

T3: My students use different strategies to improve their English language skills. One of the strategies that they use is I mean they attempt to talk like native speakers I have observed them that they try to pronounce sounds that normally do not exist in their local language.

T4: High achievers are better in attempting to pronounce native like English. In using reading strategies, high achievers are better

2. R: When your students fail to remember the exact word during conversation in English, what kinds of devices do they employ? How often do you use?

T1: I think... most of the high achievers use synonyms in the place of the missing word during conversation. But sometimes they are also observed using gestures. In as far as low achievers are concerned, most of them attempt to use gestures rather than other strategies during pausing.

T2: They struggle to use similar words most high achievers use synonyms instead of the missing word ok, but sometimes some high achievers make up new words ah... the low achievers use only gestures when they fail to express exactly you know.

T3: When sometimes students pause they use synonyms. This is very common with the high achievers. You know using gestures in pausing is rare for high achievers but it is common for low achievers.

T4: well... high achievers use synonyms during pausing while low achievers never use synonyms but sometimes they use gestures instead of the missing word. So, using gesture in pausing is rare for high achievers but it is common for the low achievers.

2. R: To improve their English learning progress, what strategies do your students employ?

T1: To improve their English learning progress, I think high achievers are by far better than low achievers in recognizing their mistakes because they were observed that most of the times they try to correct their mistakes by themselves. But low achievers are not even aware whether they commit mistakes after all.

T2: high achievers understand their mistakes and they make use of their mistakes to help them do better because once they commit mistakes they never violate similar mistakes. This shows that they make use of their mistakes better than their counter parts.

T3: The successful students are better in recognizing their mistakes to help them do better in the future.

R: Which group do you think use English better ?

T3: High achievers. They use their English in asking questions or answering questions. I have also observed that high achievers are better in using new words in their sentences than low achievers.

T4: I think, most of the high achievers attempt to use their English more than what low achievers do.

4. R: What kinds of devices do you think your students employ to control their anxiety when they speak in front of people such as during presentation?

T1: Well...High achievers are better in controlling their anxiety than low achievers because most high achievers use eye contact method and are confident but not low achievers position.

T2: High achievers use different strategies so they have confidence never feel shy.

T3: In controlling anxiety, most of my high achiever students try to relax during their presentations. They do not show any sign of anxiety

T4: In controlling anxiety, high achievers are better. Because they follow my advice that I gave them. I always advise them that inhaling too much oxygen decreases the nervousness, besides, knowing that it is a common problem among people etc are very important. Therefore, high achievers make use of my advice and never show nervousness during presentation.

5. R: Which groups of your students do you think ask questions in English? How often?

T1: I think most high achievers are observed frequently ask questions in English both in classroom and out side classroom. I can say, they ask questions in English better than low achievers.

T2: To me, both high and low achievers ask questions you know but high achievers ask both in class and outside class where as low achievers rarely ask in classroom.

T3: High achievers ask questions in English than low achievers.

T4: Similar to what I said earlier, high achievers are better in asking questions than low achievers.

## Appendix: G Students' Achievement Scores

S. No	ID. No	Scores %	Achievement Group
1.	LANG-R-1004/2000	100	High Achievers English Result
2.	LANG-R-1005/2000	95	
3.	LANG-R-1006/2000	100	
4.	LANG-R-1019/2000	100	
5.	LANG-R-1021/2000	80	
6.	LANG-R-1024/2000	90	
7.	LANG-R-1025/2000	100	
8.	LANG-R-1026/2000	100	
9.	LANG-R-1034/2000	80	
10.	LANG-R-1035/2000	100	
11.	LANG-R-1036/2000	75	
12.	LANG-R-1045/2000	80	
13.	LANG-R-1048/2000	90	
14.	LANG-R-1049/2000	75	
15.	LANG-R-1063/2000	100	
16.	LANG-R-1064/2000	90	
17.	LANG-R-1066/2000	75	
18.	LANG-R-1072/2000	90	
19.	LANG-R-1075/2000	80	
20.	LANG-R-1080/2000	90	
21.	LANG-R-1422/2000	75	
22.	LANG-R-1435/2000	95	
23.	LANG-R-1002/2000	50	Low achievers English Result
24.	LANG-R-1003/2000	50	
25.	LANG-R-1009/2000	40	
26.	LANG-R-1012/2000	40	
27.	LANG-R-1023/2000	45	
28.	LANG-R-1029/2000	40	
29.	LANG-R-1030/2000	40	
30.	LANG-R-1031/2000	35	
31.	LANG-R-1037/2000	35	
32.	LANG-R-1043/2000	35	
33.	LANG-R-1046/2000	45	
34.	LANG-R-1050/2000	50	
35.	LANG-R-1052/2000	40	
36.	LANG-R-1058/2000	35	
37.	LANG-R-1059/2000	45	
38.	LANG-R-1060/2000	45	
39.	LANG-R-1068/2000	40	
40.	LANG-R-1069/2000	40	
41.	LANG-R-1070/2000	40	
42.	LANG-R-1073/2000	45	
43.	LANG-R-1077/2000	40	
44.	LANG-R-1079/2000	45	

## Appendix: H

### Oxfords' Strategy Inventory for Language Learning (SILL)

Learning Strategy Inventory for Language Learners

Version 7.0 (ESL/EFL)

Author: R. Oxford (1990)

1. Never or almost never true of me
2. Usually not true of me
3. Some what true of me
4. Usually true of me
5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

		Never True of me	Usually not true of me	Some what true of me	Usually true of me	Always true of me
1	I think of relationships between what I already know and new things I learn in English.	1	2	3	4	5
2	I use new English words in a sentence so 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 situation in which the word might be used.	1	2	3	4	5
5	I use rhymes to remember new English words.	1	2	3	4	5
6	I use flashcards to remember new English words.	1	2	3	4	5
7	I physically act out new English words.	1	2	3	4	5
8	I review English lessons often.	1	2	3	4	5



9	I remember new English words or 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 TV shows spoken in English or go to movies spoken in English.	1	2	3	4	5
16	I read for pleasure in English.	1	2	3	4	5
17	I write 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 that are similar to new words in English.	1	2	3	4	5
20	I try to find patterns in English.	1	2	3	4	5
21	I find the meaning of an English word by dividing it into parts that I understand.	1	2	3	4	5
22	I try not to translate word for word.	1	2	3	4	5
23	I make summaries of information that I hear or read in English.	1	2	3	4	5
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.	1	2	3	4	5
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 am 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.	1	2	3	4	5
44	I talk to someone else about how I feel when I am learning English.	1	2	3	4	5
45	If I do not understand something in English, I ask the other person to slow down or say it again.	1	2	3	4	5
46	I ask English speakers to correct me when I talk.	1	2	3	4	5
47	I practice English with other students.	1	2	3	4	5
48	I ask for help from English speakers.	1	2	3	4	5
49	I ask questions in English.	1	2	3	4	5
50	I try to learn about the culture of English speakers.	1	2	3	4	5

## Declaration

I, the undersigned, declare that the 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 this thesis have been duly acknowledged.

Name: Seyoum Abraham

Signature 

Place: Institute of Language Studies

Department of Foreign Languages and Literature

Addis Ababa University

June, 2009.