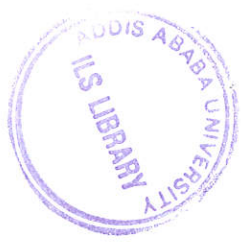


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Addis Ababa University
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Literature

An Investigation of the Language Learning Strategies
Used by High and Low Achievers of Grade Twelve
Students at Kombolcha General Preparatory School



BY
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May 2012
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School of Graduate Studies

This is to certify that the thesis prepared by Hanna Moges entitled: *An Investigation of the Language Learning Strategies Used by High and Low Achievers of Grade Twelve Students at Kombolcha General Preparatory School* and submitted in partial fulfillment of the requirements for the degree of Degree of Master of Arts in TEFL (Teaching English as a Foreign Language) complies with the regulations of the university and meets the accepted standards with respect to originality and quality.



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Abstract

An Investigation of the Language Learning Strategies Used by High and Low Achievers of Grade Twelve Students at Kombolcha General Preparatory School

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Addis Ababa University, 2012

The main purpose of this study is to investigate the language learning strategies of high achiever and low achiever students. The focus was to see similarities and differences between high achiever and low achiever students' use of various types of learning strategies.

To this end, fifty students were selected (25 high achievers and 25 low achievers) using purposive sampling. To measure the students' language learning strategy use, Oxford's Strategy Inventory for Language Learning (SILL) was employed with some modification. This 49 item questionnaire was administered for the selected sample students. Interview was also conducted with ten of the sample students.

Data obtained through the questionnaire were analyzed using Statistical Package for Social Sciences (SPSS) version-20. The descriptive statistics such as mean values, standard deviations, and Independent T-test were considered in discussion. The t-test (with significant difference level $P < 0.05$) was applied to check if there was a statistically significant difference between high and low achievers in using the main learning strategies. During discussion, data obtained through the self-report questionnaire were cross checked using the data obtained through interviews.

The finding of the study shows that there was a relationship between direct (memory, cognitive and compensation) learning strategies use and language learning achievement. The more successful language learners (i.e. high achievers) are also found to use all the main learning strategies more than the less successful learners (i.e. low achievers).

On the basis of this finding, it was recommended that awareness rising should be made to enhance students' use of various strategies at higher frequency and the low achievers must be trained and encouraged to use the language learning strategies more frequently.

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List of Abbreviations Used in the Study

SPSS - Statistical Package for Social Sciences

SILL - Strategy Inventory for Language Learning

S.D- Standard Deviation

N.R - No Rank

Chapter One

Introduction

1.1 Background of the Study

In the history of language learning, students showed different level of performance, achievement and success. Some were successful learners or 'good language learners' as some scholars like Rubin and Stern call them, and others were unsuccessful. Several researchers like Rubin were very interested in finding out what successful students did to succeed in language learning, since they suspected that there were special techniques that the successful students used that the unsuccessful students didn't. As a result, the notion that special learner techniques or strategies might assist second language acquisition developed a concern among researchers for identifying the characters of effective learners. This in turn led the scholars in the field to identify these set of procedures and mental steps that learners use to facilitate learning, as what became known as language learning strategy.

Several researches have been conducted at different times relating learning strategies with different variables such as gender, achievement, proficiency level etc. and each have come up with different conclusions. Among these studies, Green and Oxford (1985) found greater use of language learning strategies by more successful students at the university of Puerto Rico; Van and Abraham (1990) found that unsuccessful learners often used the same strategies used by successful learners but applied them less flexibly, Chamot and El-Dinary (1999) found no differences in total strategies used by high-rated and low-rated students in elementary immersion programs and Tajareh and Tahririran (2003) found no significant sex-related differences in using language learning strategies. In an investigation by Nunan (1991), more effective learners differed from less effective ones in their greater ability to reflect on and articulate their own language learning processes. In a study

of learners of English in Puerto Rico, more successful students used strategies for active involvement more frequently than did less successful learners (Green and Oxford, 1995). The same researchers also commented that the number and type of learning strategies differed according to whether the learner was in a foreign language environment or a second language setting. In their review of the research literature, Green and Oxford discovered that second language learners generally employed more strategies (with a higher frequency) than did foreign language learners (Oxford, 2003).

These studies are only few of the many studies that are conducted on the area. Scholars have tried to establish a connection between learning strategies, and positive learning outcomes, and many of them agree that LLS affects achievement positively. Zimmerman & Pons (1986) emphasize this and say;

“In light of this remarkable association between learning strategy use and positive learning outcomes, it is not surprising that students who frequently employ learning strategies enjoy a high level of self-efficacy, i.e., a perception of being effective as learners”

(Zimmerman & Pons, 1986)

It this study, the researcher has investigated, which learning strategies are most practiced and most used by high achiever students, and vice versa, i.e. which are usually practiced by low achievers. If significant differences are noticed in the reported use of LLS by high and low achievers at the end of data analysis, the researcher also intends to infer possible connection between the reported use of certain learning strategies with level of achievement.

1.2 Statement of the Problem

It is very well known that English is becoming essential and determinant in many aspects of our lives from time to time. Given the importance it has, it is essential for almost everyone, especially students to learn the language successfully. Successful language learning therefore, is very important. Among the various factors that contribute to successful learning is for students to use variety of language learning strategies because learning strategies are known to play a very important role in language learning.

Due to the importance language learning strategies have in facilitating language learning, a high number of international researches have been conducted at different times. For instance, Lee and Oxford (2008) investigated Korean EFL learning strategies and reported that their strategy use was closely tied to strategy awareness and English-learning self-image; Van and Abraham (1990) found out that unsuccessful learners often used the same strategies used by successful learners but applied them less flexibly, Green and Oxford (1985) found greater use of language learning strategies by more successful students at the university of Puerto Rico; and Chamot and El-Dinary (1999) found no differences in total strategies used by high-rated and low-rated students.

However, this important subject hasn't been addressed in local researches as it should have been considering the importance it has in language learning and teaching. As far as the researcher's knowledge is concerned, there are few local studies conducted in the area, and from these studies, very few addresses the issue of high school students use of learning strategy. One of them is the research done by Atakilti Gebru in 2011. He investigated the current strategy used by grade eleven EFL students at Addishihu secondary school, and found out that the students were employing the six learning strategies at a medium frequency level. Girma (1994) focused on AAU first

year students and reported that the students were not aware of the concept of strategy use. Endaweke Abebe (2008) investigated the EFL learning strategy use of male and female students. The focus was to attain the type and range of strategy they use and frequency level to assess the difference in using the EFL learning strategies by male and female students and he reported that there were no significant differences between male and female students in using the six LLS.

The few studies done in this area have tried to show different student's use of language learning strategy at different level of education and several of them only showed the language learning strategy use of the subject students. However, there is no local research that shows the learning strategies use of high school students with different achievement level. Therefore, the absence of a local research that shows the learning strategies used by students with different level of achievement has inspired the researcher to conduct an investigation on this issue. Since the literature shows that learning strategies might affect students' performance, it appears very likely that high and low achiever students might use different learning strategies. Therefore, the researcher wants to fill this gap by investigating the language learning strategies used by high school students with very different achievement (high and low), and find out whether there is any difference in use of language learning strategies between them,

1.3 Objectives of the study

1.3.1 General Objective

The general objective of the study is to identify the language learning strategies that are used by high and low achiever students.

1.3.2 Specific Objectives

The specific objectives are to;

- Identify the frequently used LLS by high achiever and low achievers
- Identify the difference (if there are any) in LLS use between these students,
- Find out possible connections between the students' strategy use and their achievement level.

1.4 Research Question

1.4.1 Main Research Question

The main research question that the researcher intends to generate answer at the end of this research is;

- What type of learning strategies do the students under investigation (high achievers and low achievers) use?

1.4.2 Specific Research Questions

The research also answers the following specific research questions.

- Of the six strategies, which language learning strategies are most frequently used by high achiever and low achiever students?
- Is there any difference in the language learning strategy use of students with different achievement level?
- If there is a difference, is there possible connection between the reported language learning strategy use and level of achievement?

1.5 Significance of the Study

Since the learning strategy used by high and low achiever students IS identified, this might give an insight to teachers to encourage and train the low achiever students to use the language learning strategies that the high achievers use. This in turn benefit students a lot, since the low achievers can be motivated to use the language learning strategies the high achiever

students use, and the high achievers would be encouraged to recognize the language learning strategies they use and to continue using them. Therefore the best beneficiaries of this research are students.

Curriculum developers and material designers might also find this research useful since it gives them the insight about the current use of language learning strategies by students with different level of achievement. This may help teachers to get more insights into how students learn, encourage their students, and create a more suitable learning environment for them in which they can identify those strategies which work best for them.

Furthermore, the research is would serve as a stepping stone and reference for other future researchers interested in the area of study.

1.6 Scope of the Study

This study identifies the learning strategy used by students with high and low achievement level, implying possible connection with the learning strategy use of students and their achievement in English. The participants of the study are samples taken from Grade twelve students at Kombolcha General Secondary and Preparatory School in the 2004 E.C. academic year.

1.7 Limitation of the Study

Because of financial and time constraints, the study is limited to showing the learning strategy used by high and low achiever students. It doesn't include the students at the middle level. Due to the above mentioned factors, the size of the study participants is limited to samples of 50 students. The researcher believes that the study might have been more reliable if it was possible to increase the size of the sample population since the larger the sample size, the better the reliability is. Because of such limitations, the results of this study might not apply to all high school students in Ethiopia; however the researcher believes that it will give an insight into the current use of LLS by high school EFL learners.

Chapter Two

Review of Related Literature

2.1 Definition of Strategies

The word strategy comes from the ancient Greek word *strategia*, which means steps or actions taken for the purpose of winning a war. The warlike meaning of *strategia* has fortunately fallen away, but the control and goal directedness remain in the modern version of the word (Oxford, 1990). In the context of language learning, strategy has various definitions which are listed below.

Brown (2007) notes that strategies are those specific “attacks” that we make on a given problem, and that vary considerably within each individual. According to him, they are the moment-by-moment techniques that we employ to solve “problems” posed by second language input and output. Chamot (2005) defines strategies quite broadly as “procedures that facilitate a learning task... strategies are most often conscious and goal driven.” Schemeck (1988) also stated that strategy is the implementation of a set of procedures (tactics) for accomplishing something. To sum up, it is noted that all definitions of strategies imply conscious movement toward a language goal.

Brown (2007) points out that the field of second language acquisition has distinguished between two types of strategy, learning strategy and communication strategy. The former relates to input-to processing, storage, and retrieval, that is to taking in messages from others, and the later pertain to output, how we productively express meaning, how we deliver messages to others.

Since the concern of the study is learning strategy, the other type of strategy, that is communication strategy, is not discussed further here. Therefore, the

definition, background, importance, and etc. of learner strategy are discussed below.

2.2 A Brief Historical Background of Learner's Strategy

The more successfulness of some second language learners than their peers has always inspired scholars and researchers in the field of second language learning and teaching. Over the past few decades, researchers and language teachers started to consider that no research finding or teaching method could guarantee absolute and predicable success in second or foreign language (L2/FL) teaching. Some learners seem to be successful in second or foreign language regardless of teaching methods or techniques. Brown (2007) puts it as

“As the knowledge of second language acquisition increased markedly during the 1970s, teachers and researchers came to realize that no single research finding and no single method of language teaching would usher in an area of universal success in second language.”

Therefore, a considerable number of researchers have shifted their focus from teaching methods or techniques to language learning strategy use. Tajareh and Tahririan (2003) say that the learners of a language who achieve satisfactory levels of proficiency and who are successful achievers were believed to have their own “special ways of doing it”, and such learners were thought to be capable of helping others with both understanding more about the nature of language learning and facilitating language learning for others.

O'Malley and Chamot (1990) notes that the literature on learning strategies in second language acquisition has emerged in the research literature over the past 20 years from a concern for identifying the characters of effective learners, since the notion that special learner techniques or strategies might assist second language acquisition.

It is also said that research into language learning strategies began in the 1960s. Particularly, developments in cognitive psychology influenced much of the research done on language learning strategies (Williams and Burden 1997:149). Hismanoglu (2000) says that in 1966, Aaron Carton published his study entitled *The Method of Inference in Foreign Language Study*, which was said to be the first attempt on learner strategies. After that, Rubin started doing research focusing on the strategies of successful learners and stated that, once identified; such strategies could be made available to less successful learners. Rubin (1975) classified strategies in terms of processes contributing directly or indirectly to language learning. Many other scholars also studied strategies used by language learners during the process of foreign language learning.

2.3 Language Learning Strategies Defined

Within L2/FL education, a number of definitions of LLS have been used by key figures in the field.

O'Malley and Chamot (1990) say "Learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Wenden and Rubin (1987:19) define learning strategies as "... Any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." Wenden (1991) notes that learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so. Richards and Platt (1992:209) state that learning strategies are "Intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information." Claus and Casper (1983:67) stress "A learning strategy is an attempt to develop linguistic and sociolinguistic competence in the target language". According to Stern (1992:261), "The concept of learning strategy is dependent on the

assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques." All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. When language learners face new input and difficult tasks given by their instructors, they attempt to find the quickest or easiest way to do what is required, which means that using language learning strategies is inevitable (Hismanoglu, 2000).

Lessard-Clouston (1997) notes that after the various definitions of LLS by many scholars, and, building on work in her book for teachers, Oxford (1992/1993) finally provides specific examples of LLS and this helpful definition:

Language learning strategies are specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

(Oxford, 1992/1993:18).

She has also defined learning strategies as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information".

This definition is further expanded to include "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990:8).

2.4 The Strategies and Characteristics of ‘Good Language Learners’

In most of the research on language learning strategies, the primary concern has been on "identifying what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language." (Rubin and Wenden, 1987). The observation that certain people appeared to be endowed with abilities to succeed; while others lacked those abilities, has led significant researchers like Rubin (1975) and Stern (1975) to describe "good" language learners in terms of personal characteristics, styles and strategies. Rubin has summarized the characteristics of good language learners as the following. Rubin notes that good language learners;

1. Find their own way, taking charge of their learning
2. Organize information without language
3. Are creative, developing a "feel" for the language by experimenting with its grammar and words
4. Make their own opportunities for practice in using the language inside and outside the classroom
5. Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word
6. Use mnemonics and other memory strategies to recall what has been learned
7. Make errors work for them and not against them
8. Use linguistic knowledge, including, knowledge of their first language, in learning a second language
9. Use contextual cues to help them in comprehension
10. Learn to make intelligent guesses
11. Learn chunks of language as wholes and formalized routines to help them perform beyond their competence.

12. Learn certain tricks that help to keep conversation going
13. Learn certain production strategies to fill in gaps in their own competence
14. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

Such lists are said to have inspired many researchers to try to identify characteristics of successful and even unsuccessful learners and such research led others (Rubin & Thomson, 1982) to offer advice to would be students of foreign language on how to become better learners (Brown, 2007).

However, Oxford (2003) points out that though early studies determined that such learners consistently used certain types of learning strategies, such as guessing meaning from the context, later studies found out that there was no single set of strategies always used by good language learners.

2.5 Learning Styles and Learning Strategies

Below, what learning style is, how it is related, and in what ways it differs from LLS is discussed. Learning styles are closely connected to learning strategies. Scholars point out that language learning styles and strategies are among the main factors that help determine how –and how well – students learn a second or foreign language. Information about language learning styles and strategies is also valid regardless of what the learner's first language is (Oxford, 2003).

As cited in Lassard-Clouston (1997), language learning strategies are distinct from learning styles, which refer more broadly to a learner's "natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills" (Reid, 1995), though there appears to be an obvious

relationship between one's language learning style and his or her usual or preferred language learning strategies.

Brown (2007) defines learning styles generally by saying "Learning styles are general characteristics that differentiate one individual from other." On the same basis, Oxford (2003) defines learning style as the general approaches – for example, global or analytic, auditory or visual –that students use in acquiring a new language or in learning any other subject. These styles are "the overall patterns that give general direction to learning behavior" (Cornett, 1983:9). Dunn and Griggs (1988) have also said "Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others".

Oxford puts four aspects of learning style: sensory preferences, personality types, desired degree of generality, and biological differences. Furthermore, Ehrman and Oxford (1990) cited nine major style dimensions relevant to L2 learning, although it is said that many more style aspects might also prove to be influential. They add that dimensions of learning style that are likely to be among those most strongly associated with L2 learning are: sensory preferences, personality types, desired degree of generality, and biological differences.

Learning strategies, on the other hand, are noted to be more specific than learning styles. Brown (2007) stresses, "If styles are general characteristics that differentiate one individual from another, then strategies are those specific attacks that we make on a given problem, and that vary considerably within each individual."

Generally, learning styles and strategies are closely related factors that influence students significantly in different ways. Furthermore, Oxford (2003) emphasizes that learning styles and strategies of individual students

can work together with –or conflict with –a given instructional methodology and she also notes that strategy use often relates to style preferences. This shows us the strong relationship that exists between learning strategy and learning style.

2.6 Characteristics of LLS

There are a number of basic characteristics in the generally accepted view of LLS. Oxford summarizes her view of LLS by listing twelve key features. She states that LLS:

- are learner generated; they are steps taken by language learners to facilitate language learning
- enhance language learning and help develop language competence, as reflected in the learner's skills in listening, speaking, reading, or writing the L2 or FL.
- may be visible (behaviors, steps, techniques, etc.) or unseen (thoughts, mental processes)
- involve information and memory (vocabulary knowledge, grammar rules, etc.)
- allow learners to become more self-directed
- expand the role of language teachers
- are problem-oriented
- involve many aspects, not just the cognitive
- can be taught
- are flexible
- are influenced by a variety of factors

(Oxford, 1990:9)

So far, the LLS language learners use during the act of processing the new information and performing tasks have been identified and described by

researchers. In the following section, how various researchers have categorized language learning strategies will be shortly summarized.

2.7 Classification of Language Learning Strategies

Language Learning Strategies have been classified by many scholars (Wenden and Rubin 1987; O'Malley et al. 1985; Oxford 1990; Stern 1992; Ellis 1994, etc.). However, most of these attempts to classify language learning strategies are said to reflect more or less the same categorizations of language learning strategies without any radical changes. The following are Rubin's (1987), Oxford's (1990), O'Malley's (1985), and Stern's (1992) taxonomies of language learning strategies as cited in Hismanoglu (2000).

2.7.1 O'Malley's (1985) Classification of Language Learning Strategies

O'Malley et al. (1985:582-584) divide language learning strategies into three main subcategories:

- Metacognitive Strategies
- Cognitive Strategies
- Socioaffective Strategies

Metacognitive Strategies

It can be stated that metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.

Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

Socioaffective Strategies

The socioaffective strategies represent a broad grouping that involves either interaction with another person or ideational control over effect (O'Malley, Chamot, 1990). It can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socioaffective strategies (Brown 1987:93-94).

2.7.2 Rubin's (1987) Classification of Language Learning Strategies

Rubin, who is noted to have pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are:

- Learning Strategies
- Communication Strategies
- Social Strategies

Learning Strategies

They are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner:

- Cognitive Learning Strategies

- Metacognitive Learning Strategies

Cognitive Learning Strategies

They refer to the steps or operations used in learning or problem-solving that requires direct analysis, transformation, or synthesis of learning materials. Rubin identified six main cognitive learning strategies contributing directly to language learning:

- Clarification / Verification
- Guessing / Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring

Metacognitive Learning Strategies

These strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritizing, setting goals, and self-management.

Communication Strategies

They are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

Social Strategies

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly

to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden, 1987:23-27).

2.7.3 Stern's (1992) Classification of Language Learning Strategies

According to Stern (1992:262-266), there are five main language learning strategies. These are as follows:

- Management and Planning Strategies
- Cognitive Strategies
- Communicative - Experiential Strategies
- Interpersonal Strategies
- Affective Strategies

Management and Planning Strategies

These strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own programme when he is helped by a teacher whose role is that of an adviser and resource person. That is to say that the learner must:

- decide what commitment to make to language learning
- set himself reasonable goals
- decide on an appropriate methodology, select appropriate resources, and monitor progress,
- evaluate his achievement in the light of previously determined goals and expectations (Stern 1992:263).

Cognitive Strategies

They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. Some of the cognitive strategies are exhibited as follows:

- Clarification / Verification
- Guessing / Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring

Communicative - Experiential Strategies

Communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern 1992:265).

Interpersonal Strategies

They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture (Stern 1992: 265-266).

Affective Strategies

It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern 1992:266).

2.7.4 Oxford's (1990) Classification of Language Learning Strategies

Another taxonomy of learning strategies that is very popular and has been used in many studies is Oxford's (1990) language learning strategy classification. She divided learning strategies into six categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Oxford (1990:9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into six groups.

The strategies used directly in dealing with a new language are called direct strategies. The three groups that belong to the direct strategies are memory, cognitive, and compensation. The indirect strategies are used for general management of learning. The three groups belonging to this category are metacognitive, affective, and social strategies. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. The following brief introduction of each group is shown here as presented by D.K. Samida on (www.libro.do-bunkyo-dai.ac.jp/research/pdf/treatises05/01Samidaa.pdf).

2.7.4.1 Direct Language Learning Strategies

The direct strategies are beneficial to the students because they help store and recover information. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the new language.

2.7.4.1.1 Memory Strategies

Memory strategies are based on simple principles like laying things out in order, making association, and reviewing. These principles are employed when a learner faces challenge of vocabulary learning. The words and phrases 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 and phrases with sound, motion or touch.

The use of memory strategies are most frequently applied in the beginning process of language learning. As the learners advance to higher level of proficiency memory strategies are mentioned very little. It is not that the use ceases, but the awareness of its use becomes less.

2.7.4.1.2 Cognitive Strategies

These are perhaps the most popular strategies with language learners. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output. 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. The adult learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and

expression of the target language. These are also used to make new expressions.

2.7.4.1.3 Compensation Strategies

Learners use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. These strategies make up for the deficiency in grammar and vocabulary. When learners do not know new words and expressions, they guess the meaning.

A learner brings own life experience to interpret data by guessing. Compensation strategies are also used in production when grammatical knowledge is incomplete. When a learner does not know the subjunctive form of verb, a different form may be used to convey the message.

2.7.4.2 Indirect Language Learning Strategies

Indirect language learning strategies work together with the direct strategies. They help learner regulate the learning process. These strategies support and manage language learning without direct engagement and therefore called indirect strategies.

2.7.4.2.1 Metacognitive Strategies

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. Three sets of strategies belong to this group and they are: centering your learning, arranging and planning your learning, and evaluating your learning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps

learners with problems like monitoring errors and evaluation of progress. Research has found that compared to cognitive strategies metacognitive strategies are used less consistently by the learners.

2.7.4.2.2 Affective Strategies

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. Teachers can help generate positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching affective strategies.

2.7.4.2.3 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. 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.

Below, a very brief summary of Oxford's (1990:17) taxonomy of language learning strategies is presented as cited on Hismangolu (2000).

- **DIRECT STRATEGIES**

- I. **Memory**

- A. Creating mental linkages
 - B. Applying images and sounds

- C. Reviewing well
- D. Employing action

II. Cognitive

- A. Practicing
- B. Receiving and sending messages strategies
- C. Analyzing and reasoning
- D. Creating structure for input and output

III. Compensation Strategies

- A. Guessing intelligently
- B. Overcoming limitations in speaking and writing

• INDIRECT STRATEGIES

I. Metacognitive Strategies

- A. Centering your learning
- B. Arranging and planning your learning
- C. Evaluating your learning

II. Affective Strategies

- A. Lowering your anxiety
- B. Encouraging yourself
- C. Taking your emotional temperature

III. Social Strategies

- A. Asking questions
- B. Cooperating with others
- C. Empathizing with others

As Atakilti Gebru (2011) in his thesis indicates that a recent research article provides empirical data into how best to clarify language strategies. He notes that fifteen strategy classifications were developed and tested based on classification systems proposed by Oxford (1990), Rubin (1981) & O'Malley and Chamot (1990). The research findings support the classification of second language learning strategies into six distinct categories as classified above by Oxford. The six categories correspond to Oxford's six dimensions of strategy classification for the strategy inventory for language learning (SILL), which is noted to be the most frequently used inventory for collecting research data on L2 learning strategies.

2.8 Assessing Learner's Use of Learning Strategies

Many assessment tools exist for uncovering the strategies used by L2 learners. Self-report surveys, observations, interviews, learner journals, dialogue journals, think-aloud techniques, and other measures have been used (Oxford, 2003). Each one of these has advantages and disadvantages, as analyzed by Oxford (1990) and Cohen and Scott (1996). The most widely used survey; the Strategy Inventory for Language Learning has been translated into more than 20 languages and used in dozens of published studies around the world (Oxford, 2003).

2.9 The Strategy Inventory for Language Learning (SILL)

Oxford's The Strategy Inventory for language Learning (SILL) is noted to be the most widely used instrument for learners to identify strategies. Two revised versions of the SILL exist, one for foreign language learners whose native language is English (80 items) and the other for learners of English as a second or foreign language (ESL/EFL, 50 items) (Chang, Liu and Lee, 2007). Having been translated into several languages and tested in many countries, the SILL appears to be the only one language learning strategy instrument that has been extensively checked for reliability and validated in multiple ways (Oxford & Burry-Stock, 1995:4). Major studies including,

many dissertations and theses are noted to have been done using the SILL. In this current study, the ESL/EFL 50 items version 7.0 of SILL is employed as an instrument to investigate EFL learners' use of language learning strategies. The researcher strongly believes that she can effectively identify the learning strategy of sample students, as the SILL is emphasized by many scholars as a reliable way of identifying or assessing one's LLS.

According to Oxford (1990), the version 7.0 of SILL contains 50 items, and is designed to collect data on the following six categories of LLS.

- Memory strategies (items 1 to 9)
- Cognitive strategies (items 10 to 23)
- Compensation strategies (items 24 to 29)
- Metacognitive strategies (items 30 to 38)
- Affective strategies (items 39 to 44)
- Social strategies (items 45 to 50)

These SILL 50 items are evaluated on a five-point Likert scale ranging from 1 to 5.

The number indicates how often the learner uses the strategies.

Never or almost never true of me =1

Generally not true of me =2

Somewhat true of me =3

Generally true of me =4

Always or almost always true of me =5.

2.10 The Importance of LLS in Language Teaching and Learning

Hismanoglu (2000) notes that Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning

strategies, while non-observable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom (Hismanoglu, 2000). Scholars agree that the language learners capable of using a wide variety of language learning strategies appropriately can improve their language skills in a better way.

Language learning strategies are also said to contribute to the development of the communicative competence of students. As Oxford (1990:1) states, language learning strategies "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence."

Oxford (2003) says that a given strategy is neither good nor bad and it is essentially neutral until the context of its use is thoroughly considered. She therefore adds some points that make a strategy positive and helpful for a given learner. Furthermore, she points out that a strategy is useful if the following conditions are present:

- The strategy relates well to the L2 task at hand,
- The strategy fits the particular student's learning style preferences to one degree or other
- The student employs the strategy effectively and links it with other relevant strategies.

Strategies that fulfill these conditions "make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990:8). Learning strategies can also enable students to become more independent, autonomous, lifelong learners (Allwright and Little, 1990; 1991).

Chapter Three

Research Methodology

3.1 Research Design

The research design of this study is both qualitative and quantitative. Analyzing the interview constitutes the qualitative aspect of the study, while the numerical analysis and interpretation of the data collected from the close ended questionnaire items constitutes the quantitative aspect.

3.2 Research Setting

The school called Kombolcha General Secondary and Preparatory School, which is found in the town Kombolcha; South Wollo, is purposefully selected due to its convenience to the researcher. Conducting the research there enabled the researcher to reduce some possible problems that could arise from unfamiliarity with place and community. This helps to obtain and collect the data more effectively, compared to working at other preparatory school.

3.3 Sample Size

There are eight sections of Grade twelve students at Kombolcha General Secondary and Preparatory School. Each section contains 40-50 students, and the number of Grade twelve students is 367. From these, the researcher took 25 students who achieved higher than the rest of the students, and another 25 subjects who achieved lower than the others on the basis of their three consecutive semester English results. Therefore, there is a sample of 50 students out of 367 students, which means the samples are approximately 14% of the total population of Grade twelve students.

The researcher believes this number of sample is appropriate since for a descriptive research, it is noted that ten to twenty percent of the total population is said to be often enough (Singh, 2007).

3.4 The Sampling Technique

Purposive sampling is noted to start with a purpose in mind and the sample is thus selected to include people of interest and exclude those who do not suit the purpose. It is also noted that the main goal of purposive sampling is to focus on particular characteristics of a population that are of interest and which will best enable the researcher to answer his/her research questions (<http://dissertation.laerd.com/articles/purposive-sampling-anoverview.php>). Similarly, since the purpose of this study is to find out the learning strategy that is used by high and low achiever students, the sampling that was found to be appropriate for this study is purposive because this enables the researcher to take the appropriate samples that represent not the entire Grade twelve students, but those who achieved high and low in English.

The measure that is used to identify the subject students' achievement is as follows. The students were identified as high and low achievers on the basis of their English exam result. During purposefully selecting samples, the researcher took the average of the last three semester English results to avoid relying upon the result of only one semester exam, which might not be strong enough to show students real achievement and therefore, might decrease the reliability of the research. The researcher went through the English exam results of the students from the previous year, including the result of their first semester result at Grade twelve. Therefore their three consecutive semester results were calculated, and the researcher took the average. Depending on the average result, 25 students who scored high and 25 students who scored low were selected. Therefore, there are sample of 50 students which makes around 14% of the total population of Grade twelve students.

3.5 Target Population

Since Grade twelve students are at their last year of high school education, the writer of this research believes that they are the most matured and experienced and, are also supposed to be able to identify and report the learning strategies they use better than the lower grade levels. The researcher therefore took samples from the Grade twelve students at Kombolcha General Secondary and Preparatory School in the academic year of 2004 EC. The researcher believes that the information obtained from these students could show representative features of learning strategies high and low achiever high school students use.

3.6 Data Collection Instruments

3.6.1 Questionnaire

Oxford's Strategy Inventory for Language Learning (SILL) is the most widely used instrument for learners to identify strategies. It has been translated into several languages and tested in many countries, and the SILL appears to be the only one language learning strategy instrument that has been extensively checked for reliability and validated in multiple ways (Oxford & Burry-Stock, 1999:4).

Major studies including, many dissertations and theses are noted to have been done using the SILL. In this current study, the version 7.0 of SILL is employed as an instrument to investigate EFL learners' use of language learning strategies, since the researcher strongly believes that she can effectively identify the learning strategy of sample students, as the SILL is emphasized by many scholars as a reliable way of identifying or assessing one's LLS.

The version 7.0 of SILL is consisted of 50 items, and is designed to collect data on the six categories of LLS, namely; memory strategies, cognitive

strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies. These SILL 50 items are evaluated on a five-point Likert scale ranging from 1 to 5 which indicate the frequency (1= 'Never or almost never true of me', 2= 'Generally not true of me', 3= 'Somewhat true of me', 4= 'Generally true of me', and 5= 'Always or almost always true of me').

In order to avoid lack of information due to language difficulty, the questionnaire was translated into Amharic, which is the first language of the students, before administering it to the subjects. In fact, it is customary to allow second language learners to respond in their native language in describing their learning strategies (O'Malley, Chamot, 1990).

The researcher has tried as much as possible to keep all the 50 items in the SILL. However, due to language difference, one item was excluded as it was assumed that it would be vague to the respondents. Item 20 in the SILL, (I try to find patterns in English) was found to be rather difficult to translate it into Amharic without changing the original meaning of the English version. Due to this, the researcher has excluded this item and used a modified 49 item questionnaire. Some items have been modified so as to make the questionnaire as clear as possible.

3.6.2 Interview

In this study, interview is employed in order to enrich the data obtained through questionnaire. This helps to crosscheck and obtain more information about the kinds of learning strategies students use. Semi-structured interview is designed on the basis of the questionnaire. Therefore, the content of the interview is the same as that of the questionnaire. Five top achievers and five low achievers were selected for the interview using stratified sampling. The students are interviewed in Amharic in order to let the respondents express their ideas freely.

3.7 Data Organization and Analysis Procedure

The data obtained through the questionnaire were organized and one questionnaire from the high achiever group wasn't returned to the researcher while one questionnaire from the low achievers was incomplete. Two questionnaires were therefore excluded, and the organized data from the 48 questionnaires was entered into computer to be analyzed using the Statistical Package for the Social Sciences (SPSS).

The result obtained from SPSS analysis was categorized into the six main strategies along with their respective items and descriptive statistics. Then analysis was made for each single item.

In each main category, high and low achiever students' preference for each item was computed by mean. Then high and low achievers' main strategy use was put in a rank order on the basis of the respective mean scores of the six strategies in order to compare high and low achievers' use of the six main strategies.

Finally, independent T-test (SPSS program) was computed to see if there is a statistical significant difference between high and low achievers in using learning strategies. 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. The statistical significant difference was computed at the p-value < .05 of this study and discussed at the final part of the analysis.

Chapter Four

Data Presentation, Analysis and Discussion

4.1 Use of Memory Strategies

Items 1-9 in the SILL questionnaire were designed to collect data on how often high and low achiever students use memory strategies.

Table 1 below presents their responses

Table 1: Memory Strategies Use of High and Low Achievers

Sub strategies	High achievers (N=24)			Low achievers (N=24)		
	Mean	S.D	STD. Error Mean	Mean	S.D	STD. Error Mean
Item 1	3.38	.647	.132	3.21	0.779	.159
Item 2	3.29	.908	.185	2.75	0.897	.183
Item 3	3.54	1.141	.233	2.42	1.213	.248
Item 4	3.67	1.09	.223	2.63	.970	.198
Item 5	3.13	1.154	.236	2.79	1.141	.233
Item 6	2.25	1.359	.277	2.50	1.474	.301
Item 7	2.00	.885	.181	2.13	1.329	.271
Item 8	2.42	.830	.169	2.83	1.373	.280
Item 9	3.33	.761	.155	3.17	.963	.197

4.1.1 Creating Relationships between Words

Item 1 was designed to gather data on how often high and low achiever students create relationships between the words they already know and the new words they learn. Table 1 shows that high and low achiever students were found to be Mean=3.38 and Mean=3.21 respectively. This shows that both high and low achievers' creation of relationships between what they already know and the new things they learn in English is medium since their mean score (3.38 and 3.21) falls between scales (1.0-2.49 = Low, 2.5 – 3.49= Medium, 3.5-5.0=High). Table 1 also shows that although both groups' mean value falls in the medium

scale, high achievers create relationship between words more often than low achievers, as 3.38>3.21.

4.1.2 Using New Words in a Sentence

In item 2, the students were asked how often they use new English words in a sentence so they can remember them. The high achievers' mean score was found to be 3.29 and low achievers mean score was 2.75. This implies that high achievers use new words in a sentence more often than low achievers. The table also shows that both high achievers and low achievers are medium users in using new words in sentences since their mean score falls between 2.5-3.49. Data from interview supports this data. Four out of five high achiever participants reported that they use this moderately while the other one reported to use this frequently. The low achiever participants on the other hand, reported that they practice this sometimes.

4.1.3 Connecting Sounds and Picture of Words

In this item, students were asked how often they connect the sound of a new English word and an image or picture of the word to help remember the word. As depicted in table 3 above, high achievers connect sound and picture or image of words more frequently (Mean=3.54) than the low achievers, whose mean score was found to be Mean= 2.42, which means that high achievers connect sounds and picture of words at a high level as their mean score falls between 3.5-5.0 (high scale) while low achievers connecting sounds and picture of words at medium level.

4.1.4 Making a Mental Picture of Words

Item 4 was designed to find out how often students remember a new English word by making a mental picture of a situation in which the word might be used. Data in table 1 shows that high achievers' mean score is 3.67 while low achievers mean is found to be 2.63. Their mean value clearly shows that to remember new words high achievers make a mental picture of situation in

which the word might be used more frequently than the low achievers do. Table 1 also shows that high achievers use this (making a mental picture of words) at a high level since their mean score falls between 3.5-5.0 while low achievers practice this at a medium level as their mean value is between 2.5-3.49. Data from interview also shows that the majority of high achiever interviewees usually make a mental picture of situation to remember words, while the majority of the low achiever interviewees said that they sometimes do this.

4.1.5 Using Rhymes to Remember Words

In item 5, the students were asked to report how often they use rhymes to remember new English words. The data in the above table reveals that high achievers' mean score is 3.13 and low achievers' is 2.79. Their mean value shows that high achievers use rhymes to remember words more often than low achievers do. Still, the mean value of both groups fall between 2.5-3.49, which indicates that both high and low achiever students use rhymes to remember words at medium level.

4.1.6 Using Flashcards to Remember Words

In item 6, students were asked to report how often they use flashcards to remember new English words. As depicted in table 1, high and low achievers mean score was found to be 2.25 and 2.50 respectively. This implies that low achievers use flash cards to remember words at medium level (2.50-3.49) while high achievers mean value shows that they use flashcards less frequently and at low level (1.0-2.49) than the low achievers. During interviewing however, the low achievers reported that they do not usually use flashcards to remember words. One high achiever reported that she usually use this method of remembering words while the rest of high achievers reported that they usually don't.

4.1.7 Acting out Words Physically

Item 7 was designed to get data on how often students physically act out new English words. Data from table 1 shows that high and low achievers' mean value was 2.00 and 2.13 respectively. The mean values suggest that although low achievers act out words more frequently than the high achievers, both high and low achievers use acting out words physically at a low level as their mean value falls between 1.0-2.49.

4.1.8 Reviewing English Lessons

In this item, students were asked how often they review English lessons. As depicted in table 1, high achievers mean was found to be 2.42 and low achievers mean was 2.83. This means that low achievers review English lessons more frequently than high achievers do. It also means that low achievers review English lessons at a medium level while the high achievers practice the same thing at low level. Data from interview shows the following. The majority of both high and low achievers reported that they sometimes review their English lessons. The data from the questionnaire however shows that the majority of high achievers do not usually review their English lessons i.e. the majority rated 'rarely true of me'.

4.1.9 Remembering Words by Remembering their Location

Item 9 asked the students how often they remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. As shown in the above table, high and low achievers' mean score on this item was 3.33 and 3.17 respectively. This data implies that high achievers remember words by remembering their location more frequently than low achievers do. Their mean scores also show that both high and low achievers practice remembering words by remembering their location at a medium level.

From the above discussion and the data in the table above, it can be understood that high achievers use memory strategies more frequently than low achievers although both groups are medium users of this strategy.

4.2 Use of Cognitive Strategies

Items 10-22 in the questionnaire were designed to find out the use of cognitive strategies among students. The following table shows how often high and low achievers use/employ cognitive strategy.

Table 2 Cognitive Strategies Use of High and Low Achievers

Sub strategies	High achievers, (N=24)			Low achievers, (N=24)		
	Mean	S.D	STD. Error mean	Mean	S.D	STD. Error mean
Item 10	3.96	.806	.165	3.38	1.096	.224
Item 11	3.50	.978	.200	3.13	1.361	.278
Item 12	3.75	.944	.193	3.71	.955	.195
Item 13	3.75	.737	.150	3.75	.989	.202
Item 14	2.75	1.032	.211	2.58	1.100	.225
Item 15	4.13	.992	.202	3.63	1.408	.287
Item 16	3.00	1.216	.248	2.25	.847	.173
Item 17	3.42	1.100	.225	2.96	.859	.175
Item 18	3.75	.737	.150	3.58	1.176	.240
Item 19	3.42	.929	.190	3.17	1.090	.223
Item 20	3.33	.816	.167	3.08	1.060	.216
Item 21	3.21	1.179	.241	3.00	1.216	.248
Item 22	3.04	1.083	.221	3.08	1.176	.240

4.2.1 Saying or Writing Words Several Times

This item asked students how often they write or say new English words repeatedly in order to remember them. Table 2 reveals that high achiever and

low achiever students differ in saying or writing words several times. As shown in the table, high achiever students mean value is 3.96 while the low achievers mean is 3.38. This indicates that high achievers more frequently say or write new words several times to remember them than low achievers do. Their mean value also tells that high achievers employ this in a high rate while the low achievers say or write new words at medium level. Data from interview supports the data from questionnaire. The majority of high achiever interviewees reported to practice this usually, while the low achievers said they practice this sometimes and two of them said that they rarely do this.

4.2.2 Trying to Talk Like Native English Speakers

In item 11, an attempt is made to find out how often students try to talk like native English speakers in order to develop their speaking skill. As depicted in table 2, high achievers and low achievers mean score is 3.50 and 3.13 respectively. This data indicates that there is a difference between high and low achievers practice of trying to talk like native English speakers. The high achievers practice this more frequently than the low achievers. Besides, high achievers try to talk like native speakers in high rate while low achievers practice this at medium level.

4.2.3 Practicing the Sounds of English

The aim of item 12 is to find out data on how often students practice the sounds of English in order to improve their English language skills. As depicted in table 2 above, high achievers practice the sounds of English more frequently (Mean=3.75) than low achievers do (Mean= 3.71). This result also imply that both high and low achievers practice the sounds of English at high frequency level as their mean scores are in a scale (3.50-5.0=high).

4.2.4 Using Words in Different Ways

In item 13, the students were asked to report how often they use the English words they know in different ways. Data in table 2 reveals that both high and

low achievers are Mean=3.75 on using the English words they know in different ways. This means that both high and low achievers employ equal frequency level, which is high as the average mean falls between 3.5-5.0 in using words in different ways.

4.2.5 Starting Conversations in English

Item 14 asked the students to report how often they start conversations in English. As depicted in table 2, high and low achievers are found to be Mean=2.75 and Mean=2.58 respectively. This implies that high achievers start conversations in English more often than low achievers do. Their mean score also tells that both high and low achievers start conversations in English at medium level since their average mean falls between 2.50-3.49.

4.2.6 Watching TV Shows or Movies Spoken in English

An attempt was made in item 15 to know how often students watch English language TV shows spoken in English or go to movies spoken in English. Data in table 2 shows that high achievers watch TV shows or movies spoken in English more frequently (Mean= 4.13) than low achievers (Mean=3.63). The figures also show that both high and low achievers watch TV shows and movies spoken in English at high rate as their average mean are between 3.50-5.0. Data from interview corresponds with data obtained through the questionnaire. Almost all of high achiever participants and the majority of low achiever participants affirmed that they usually watch TV programs and movies in English.

4.2.7 Reading for Pleasure

In item 16, students were asked how often they read for pleasure in English. As shown in table 2, it can be seen that there is a difference in the practice of reading for pleasure among high and low achievers. Table 2 reveals that high achievers read for pleasure in English more often (Mean=3.00) than the low achievers (Mean=2.25). It can also be understood that high achievers read for

pleasure in English at medium level while low achievers practice of reading for pleasure is low. Data from interview matches the data from questionnaire. Most of the high achiever interviewees reported that they sometimes read for pleasure, while one of them responded that she practices this usually. The low achievers reported that they do not usually read for pleasure.

4.2.8 Writing Notes, Messages, Letters, or Reports

The respondents were asked in item 17 how often they write notes, messages, letters, or reports in English in order to improve their writing skill. From the data in table 2, it can be seen that high achievers write notes, messages, letters and reports more frequently (Mean=3.42) than low achievers do (Mean= 2.96). From their mean score, it can be seen that both high and low achievers write notes, messages, etc. at medium level. During interview, the majority of the high achiever interviewees reported that they usually write notes, messages and reports in English while participants from the low achievers asserted that they usually don't write notes except for academic purposes in the classroom. Therefore the interview result seems to disagree a little from the side of the high achievers because their quantitative result shows they write notes, messages, etc. at medium level while the interview result implies that they do that frequently.

4.2.9 Skimming Skill

The purpose of item 18 was to find out how often the subject students use skimming skill when reading passages in English. Table 2 depicts that the mean score of high and low achievers is 3.75 and 3.58 respectively. The data clearly shows that high achievers use skimming skill more frequently than the low achievers do, and both high and low achievers use skimming skill during reading English passage at high level.

4.2.10 Searching for Similar Words in First Language

This item was designed to find out respondents' answer on how often they look for words in their own language that are similar to new words in English. Data in table 2 reveals that high achiever students look for words with similar meanings in their own language more frequently (Mean=3.42) than low achievers (Mean=3.17). the mean results also reveal that both high and low achievers look for words in their own language that are similar in meaning to new words in English at medium level as their respective mean scores range between 2.50-3.49.

4.2.11 Finding the Meaning of Words by Dividing them into Parts

Item 20 asked the students how often they find the meaning of an English word by dividing it into parts that they understand. According to the result in table 2, high achiever and low achievers are found to be Mean=3.33 and Mean=3.08 respectively. From this data one can see that high achievers find the meaning of words by dividing them in to parts they understand more frequently than low achievers. However, since the mean scores of both groups falls between 2.50-3.49, both high and low achievers practice finding meaning of words by dividing them into parts at medium level.

4.2.12 Translating English

This item was designed to extract data on how often students try not to translate English word-for-word. As depicted on table 2, high achievers try not to translate English word-for-word more often (Mean=3.21) than the low achievers (Mean=3.00). The data from the same table also reveals that both high and low achievers try not to translate English word-for-word at medium level as their mean scores fall in the range 2.50-3.49.

4.2.13 Summarizing Information

The respondents were asked in item 22 to report how often they make summaries of information that they hear or read in English in order to improve their writing skill

in English. The analysis results in Table 2 above reveal that the responses of high and low achievers are found to be Mean=3.04 and Mean=3.08 respectively. This implies that both high and low achievers make summaries of information in English in a fairly equal frequency level which suggests medium frequency level.

Generally, both high and low achievers use cognitive strategies at medium frequency level although high achievers still utilize these strategies more often than low achievers do.

4.3 Use of Compensation Strategies

Items 23-28 in the questionnaire were designed to find out the use of compensation strategies among students. The following table shows how often high and low achievers use/employ compensation strategies.

Table 3: Compensation Strategies use of High and Low Achievers

Sub strategies	High achievers, N=24			Low achievers, N=24		
	Mean	S.D	STD. Error Mean	Mean	S.D	STD. Error Mean
Item 23	3.96	1.083	.221	3.50	1.022	.209
Item 24	3.63	1.135	.232	2.88	1.191	.243
Item 25	2.17	1.167	.238	2.67	1.239	.253
Item 26	3.54	1.021	.208	2.71	1.334	.272
Item 27	3.33	.816	.167	2.67	1.404	.287
Item 28	4.08	.881	.180	3.88	1.116	.228

4.3.1 Making Guesses to Understand Unfamiliar Words

The purpose of item 23 was to find out how often students make guesses in order to understand unfamiliar English words. As shown in table 3, high achievers make guesses more frequently (Mean=3.96) than low achievers

(Mean=3.50). these mean scores also reveal that both high and low achievers make guesses to understand unfamiliar words at the same frequency level which is high, as their respective mean value falls between 3.50-5.0. The data from interview is in agreement with the data obtained through questionnaire. Both high and low achiever interview participants reported that they usually make guesses to understand unfamiliar words.

4.3.2 Using Gestures during Conversation

This item asked students to mark how often they use gesture to avoid interruption during conversation. As depicted in table 3 above, high achievers use body language more frequently (Mean=3.63) than the low achievers (Mean=2.88) which also means that high achievers use gestures during conversation with high level of frequency whereas low achievers use this with medium frequency. The data from interview also supports this. The majority of both high achiever and low achiever participants asserted that they usually use gestures during conversation.

4.3.3 Making up New Words

The aim of this item is to get data about how often subject students make up new words if they do not know the right ones in English. The data in table 3 indicates that high and low achievers differ in making up new words. The mean score of high achievers on this item is 2.17 and low achievers' is 2.67. This means that low achievers make up new words if they do not know the right ones in English more often than high achievers do which also means that low achievers do this with medium frequency whereas high achievers rarely make up new words as their mean score falls in the low frequency level.

4.3.4 Reading without Looking up Every New Word

Item 26 was designed to obtain data about how often respondents read English without looking up every new word. As shown on table 3 above, high and low achievers differ in reading without looking up every new word. Data

shows that high achievers read English without looking up every new word on the dictionary more often (Mean=3.54) than low achievers (Mean=2.71). The mean results also indicate that high achievers do this with high frequency level than low achievers who practice this at medium level. This shows that high achievers usually don't look up for every new word while low achievers looks up every new words from dictionary more frequently while reading in English. Data from interview matches with the quantitative data. Four of the high achiever participants reported that they read English without looking every word while one of them said that he does this sometimes. The majority of low achievers on the other hand reported that they usually look up in the dictionaries when they come across unfamiliar words.

4.3.5 Trying to Guess Next Conversation

This item asked the students how often they try to guess what the other person will say next during conversation in English. Data from the above table indicates that high achievers try to guess what the other person will say next during conversation more often (Mean= 3.33) than low achievers (Mean=2.67). This also indicates that both high and low achievers try to guess what other people will say next with medium level of frequency.

4.3.6 Using Words or Phrases with Similar Meanings

Item 28 was designed to acquire data about how often students, use 'synonyms' so as to replace the words they miss. Analysis results from the above table reveal that high and low achiever students are found to be (Mean=4.08) and (Mean=3.88) respectively. This means that high achievers use synonyms or words with the same meanings so as to replace the words they miss in English more frequently than low achievers do. It also means that both high and low achievers practice this with high level of frequency. The data from interview corresponds with data from the questionnaire. Both

high and low achiever participants reported that they usually use synonyms in order to replace the words they miss.

Generally speaking, high achievers practice compensation strategies more frequently than the low achievers although the mean scores of both groups of compensation strategies still fall in the same frequency level which is medium.

4.4 Use of Metacognitive Strategies

In order to acquire data about the students' use of metacognitive strategy, items 29-37 were designed. The table below shows subject students' response on the use of metacognitive strategies.

Table 4: High and Low Achievers Use of Metacognitive Strategies

Sub strategies	High achievers N=24			Low achievers, N=24		
	Mean	S.D	STD. Error Mean	Mean	S.D	STD. Error Mean
Item 29	4.17	.702	.143	3.75	1.225	.250
Item 30	4.13	.741	.151	3.50	1.180	.241
Item 31	4.21	.833	.170	3.67	1.090	.223
Item 32	4.42	.717	.146	3.88	.900	.184
Item 33	2.50	1.142	.233	3.17	1.308	.267
Item 34	2.92	.974	.199	2.54	1.103	.225
Item 35	3.46	.884	.180	3.21	1.103	.225
Item 36	4.50	.659	.135	4.21	.932	.190
Item 37	4.29	.690	.141	3.96	1.083	.221

4.4.1 Finding Many Ways to Use English

In this item students were asked to report how often they try to find as many ways as they can to use their English. The data from table 4 shows that high achievers try to find as many ways as they can to use their English more

frequently (Mean=4.17) than low achievers (Mean=3.75). It also means that both high and low achiever students try to find as many ways as they can to use their English with high frequency level. The data obtained from the interview however, seems to contradict the quantitative data. Three of the low achiever interviewees reported that they seldom try to find ways to use their English while the high achievers reported that they sometimes do this. As shown above, both high and low achievers in the questionnaire reported that they find ways to use English frequently (at high rate).

4.4.2 Using Mistakes to do better

The aim of item 30 was to find out how often respondents notice their English mistakes and use that information to help them do better. As depicted in table 4, high achievers notice their mistakes and use them to do better more often (Mean=4.13) than low achievers (Mean=3.50). From this data one can understand that both high and low achievers use mistakes to do better with high frequency level.

4.4.3 Listening Attentively

This item asked students how often they pay attention when someone is speaking to improve their listening skill. As shown in table 4, high achievers mean score was found to be 4.21 and low achievers' was 3.67. This implies that high achievers more frequently pay attention and listen attentively when someone is speaking than low achievers do. It can also be inferred from the data that both high and low achievers pay attention when someone is speaking with the same frequency level which is high. During interview, most interviewees from both groups affirmed that they usually try to listen attentively while people speaks in English, although one low achiever participant reported that he sometimes do this. Therefore, data from questionnaire and interview go in harmony.

4.4.4 Trying to be Better Learner

Item 32 was designed to obtain data about how often students try to find out how to be a better learner of English. The data in table 4 reveals that high achievers try to find out how to be a better learner of English (Mean=4.42) than low achievers do (Mean=3.88) which also implies that both high and low achievers try to find out how to be a better learner of English with high frequency level.

4.4.5 Planning Schedule to Study English

The aim of this item was to acquire data about how often students plan their schedule so they will have enough time to study English. Data on the above table implies that low achievers plan their schedule to study English more frequently (Mean=3.17) than the high achievers (Mean=2.50) which also means that both high and low achievers plan their schedule to study English with the same frequency range which is medium. There is a mismatch between data from Interview and the quantitative data however. During interview, the majority of the high achiever participants reported that they usually plan their schedule to have time to study English while their response from the questionnaire implies that they do this moderately. The low achiever participants on the other hand reported that they plan their schedules' to study English sometimes.

4.4.6 Looking for People to Talk to in English

In this item students were asked how often they look for people they can talk to in English in order to enrich their speaking skill. As presented in table 4 above, high achievers look for people they can talk to in English more often (Mean=2.92) than low achievers (Mean=2.54) which also reveals that both high and low achievers are found to be medium users of looking for people to talk to English.

4.4.7 Looking for Opportunities to Read in English

This item asked students to report how often they look for opportunities to read as much as possible in English in order to improve their reading skill. Data from the table shows that high and low achievers have mean score of 3.46 and 3.21 respectively which means that high achievers look for opportunities to read in English more often than low achievers do. It also means that both high and low achievers are found in the medium level frequency when it comes to looking for opportunities to read in English.

4.4.8 Having Goals for Improving English

Item 36 was used to find data about how often respondents have clear goals for improving their English skills. It is shown in table 4 that high achievers are found to be (Mean=4.50) whereas low achievers are (Mean=4.21). This result clearly implies that, both high and low achievers have clear goals for improving their English skills in fairly equal level which is high.

4.4.9 Thinking about Progress in English

The aim of this item is to obtain data on how often students think about their progress in learning English. Table 4 above reveals that high achiever and low achiever students' mean scores are Mean=4.29 and Mean=3.96 respectively. This shows that high achievers more frequently think about their progress in English than low achievers. However, since the mean scores of both groups fall in the high scale (3.5-5.0) both high and low achievers think about their progress in English highly.

Generally, metacognitive strategies were found to be the highly practiced strategies by both high and low achiever students.

4.5 Use of Affective Strategies

In the questionnaire, items 38-43 were designed to find out how often the subject students use affective strategies. In the following table, the use of affective strategy by high and low achiever students is shown.

Table 5: Affective Strategies Use of High and Low Achiever Students

Sub strategies	High achievers, N=24			Low achievers, N=24		
	Mean	S.D	STD. Error mean	Mean	S.D	STD. Error mean
Item 38	3.92	.830	.169	3.75	1.225	.250
Item 39	4.13	.850	.174	3.54	1.141	.233
Item 40	4.83	.381	.078	4.08	1.060	.216
Item 41	2.38	1.096	.224	2.75	1.189	.243
Item 42	1.54	.721	.147	2.00	1.142	.233
Item 43	2.33	1.274	.260	2.75	1.152	.235

4.5.1 Trying to Relax when Using English

This item was designed to know how often students try to relax whenever they feel afraid of using English. As can be seen in table 5, high achievers try to relax when using English more frequently (Mean=3.92) than the low achievers (Mean=3.75). The respective mean scores imply that both high and low achievers try to relax whenever they feel afraid of using English with high frequency level.

4.5.2 Speaking Freely without Worrying about Errors

In item 39, students were asked how often they encourage themselves to speak English even when they are afraid of making mistakes. As table 5 above shows, high achiever and low achiever students' mean score is 4.13 and 3.54 respectively. This means that high achievers encourage themselves to speak English even when they worry about making mistakes more often than low

students. It also means that both high and low achievers encourage themselves to speak English even when they are afraid of making mistakes with high level of frequency. During Interview, the majority of the high achiever participants confirmed that they usually overcome their fear of making mistakes although two of them reported that they sometimes do this. The low achiever interviewees, however reported that they do not usually encourage themselves to speak English for fear of making mistakes. Therefore, there is some mismatch between the qualitative and quantitative mismatch.

4.5.3 Self-appreciation when Doing Well in English

The purpose of this item was to find out how often respondents reward or appreciate themselves when they do well in English. Table 5 reveals that high achievers appreciate themselves and feel good when they do well in English (Mean=4.83) than low achievers (Mean=4.08), which also means that both high and low achievers appreciate themselves when they do well in English with high level of frequency.

4.5.4 Noticing Emotion when Studying English

In item 41, an attempt was made to find out how often students notice if they are tense or nervous when they are studying or using English. In the above table, it can be seen that High and low achievers differ in noticing their emotions. High achievers less frequently notice if they are tense or nervous when they are studying or using English (Mean=2.38) than low achievers (Mean=2.75). This means that low achievers notice their nervousness or tenseness with medium frequency while high achievers do this with low level of frequency. It also means that low achievers are conscious of their emotions during using or studying English more than the high achiever ones.

4.5.5 Writing down Feelings

This item was designed to obtain data about how often students write down their feelings in a language learning diary in order to improve their writing skill. As table 5 shows, high achievers less frequently write down their emotion (Mean=1.54) whereas low achievers do this more often (Mean=2.00) than the high achievers. All in all, both high and low achievers write down their emotions with the same frequency level which is low.

4.5.6 Discussing Emotions with People

Item 43 asked students how often they talk to someone else about how they feel when they are learning English. The result in table 5 indicates that low achievers discuss their feelings more often (Mean=2.75) than high achievers (Mean=2.33). This means that high achievers discuss their feelings with others with low frequency level while low achievers do this with medium level.

4.6 Use of Social Strategies

The last part of the questionnaire (items 44-49) was designed to obtain data about respondents' use of social strategies. The following table is consisted of subject students' response about their social strategies use.

Table 6: Social Strategies Use of High and Low Achiever Students

Sub strategi es	High achievers, N=24			Low achievers, N=24		
	Mean	S.D	STD. Error mean	Mean	S.D	STD. Error mean
Item 44	3.71	.908	.185	3.21	1.285	.262
Item 45	3.58	1.060	.216	3.38	1.377	.281
Item 46	2.96	1.268	.259	2.92	1.139	.232
Item 47	3.25	1.189	.243	3.33	1.049	.214
Item 48	3.42	.881	.180	2.67	1.090	.223
Item 49	3.33	1.308	.267	2.96	1.301	.226

4.6.1 Asking for Repetition or Clarification during Conversation

The aim of this item was to find out how often students ask people to slow down or repeat what they said if they do not understand something during conversation in English. Table 6 reveals that high and low achievers are found to be Mean=3.71 and Mean=3.21 respectively. This shows that high achievers more frequently ask people to slow down or repeat what they said if something is not clear during conversation than low achievers do. The mean scores of both groups also imply that high achievers ask for repetition or clarification with high level whereas low achievers do this moderately (with medium level).

4.6.2 Asking for Correction

In this item, an attempt was made to get data about how often students ask people with good English language skill to correct them when they talk in order to develop their speaking skill of the language. Table 6 above shows that high and low achiever students' mean scores are (Mean=3.58) and (Mean=3.38) respectively. This indicates that high and low achievers differ in asking for correction which means that high achievers ask people with good English proficiency to correct them more frequently than low achievers do. This also means that high achievers are found in the high scale category when it comes to asking for correction while low achievers are in the medium. Data from interview supports the data obtained through questionnaire. The high achiever interviewees reported that they usually ask people with proficient English language skill to correct them while the low achiever participants said they do this sometimes.

4.6.3 Practicing English with Others

Item 46 asked students to show their rating scale how frequently they practice English with other students. In table 6, the result of the analysis shows that high and low achiever students' average mean score are 2.96 and 2.92 respectively. This implies that both high and low achievers are in

medium category with fairly equal rating scale which is medium. It means that both high and low achievers practice English with others moderately.

4.6.4 Asking for Help from People

The aim of this item was to obtain statistics on how often high achiever and low achiever students ask for help from people with high English proficiency. Table 6 reveals that both high (Mean=3.25) and low achievers (Mean=3.33) are moderate on asking for help from people with high English proficiency. The figures also indicate that low achievers ask for help a little more often than the high achiever ones.

4.6.5 Asking Questions in English

This item was designed to find out how frequently students ask questions in English. As shown in table 6, high achievers ask questions in English more frequently (Mean=3.42) than low achievers (Mean=2.67). The mean scores of both groups also indicate that both high and low achiever students ask questions in English with medium frequency level.

4.6.6 Learning about the Culture of English Speakers

Finally, this item asked students about how frequently they try to learn about the culture of English speakers. Table 6 clearly shows that high achievers try to learn about the culture of English speakers more frequently (Mean=3.33) than low achievers (Mean=2.96). The mean scores of both groups also imply that both high and low achievers try to learn about the culture of English speakers moderately (with medium frequency level).

4.7 Analysis of the Interview

In item one, the selected interviewees were asked what types of techniques they use to improve their English. the majority of the high achiever participants reported that to improve their English, they use techniques such as planning their schedule to study English, asking questions in English, and asking other people with good skill of the language to help them. The low achiever participants on the other hand reported that they also do those, but it was found that they used the above techniques less frequently than the high achiever participants.

When the interviewees were asked what opportunities they use to utilize their English language in item two, watching and listening TV programs and movies in English, and asking questions in English were the opportunities the participants mentioned. Almost all of high achiever participants and the majority of low achiever participants affirmed that they usually watch TV programs and movies in English. When it comes to asking questions in English, three of the high achiever interviewees reported that they usually do this while two of them said they do that always. The majority of the low achiever participants however responded that they do that sometimes when one low achiever interviewee reported that he does that usually.

In item three, the interviewees were asked how often they write in English, and for what purpose. During interview, the majority of both high and low achiever interviewees reported that they usually write for academic purposes. The high achiever participants asserted that they also write notes and messages in English usually while the majority of the participants from the low achievers asserted that they usually don't write notes except for academic purposes.

In item four, the interviewees were asked what techniques they use to remember and not to forget new English words. Using new words in a sentence, making a mental picture of situations, saying words several times and using flash cards were the techniques they reported they used. Using new words in a sentence four out of five high achiever participants reported that they use this moderately while the other one reported to use this frequently. The low achiever participants on the other hand, reported that they practice this sometimes. The majority of high achiever interviewees said they usually make a mental picture of situation to remember words, while the majority of the low achiever interviewees said that they sometimes do this. When it comes to using flash cards, all the low achiever participants reported that they do not use flashcards to remember words. One high achiever reported that she usually use this method of remembering words while the rest of high achievers reported that they usually don't. As to saying or writing words several times, the majority of high achiever interviewees reported to practice this usually, while the low achievers said they practice this sometimes and two of them said that they rarely do this.

In item five, students were asked what they do when they come across unfamiliar words during reading. The majority of both high and low achiever interview participants reported that they usually make guesses to understand unfamiliar words during reading. When they were asked how frequently they used dictionaries when they come across unfamiliar words however, four of the high achiever participants reported that they read English without looking every word in dictionaries while the majority of low achievers reported that they usually look up in the dictionaries when they come across unfamiliar words.

In item six, the participants were asked what they do when they can't think of an English word to get their message across. The majority of both high achiever and low achiever participants asserted that they usually use

gestures and synonyms to express their idea when they miss words during conversation.

When the interviewees were asked how much and for what purpose they read in English in item seven, most of the participants from both high and low achievers reported that they usually read in English for academic purposes. When they were asked whether they read for pleasure, the majority of the high achievers interviewees said that they sometimes read for pleasure, while one of them responded that she practices this usually. The low achievers interviewees reported that they do not usually read for pleasure.

In this item (item eight), the interviewees were asked what techniques they employ to develop their listening skill. Most interviewees from both groups affirmed that to improve their listening skill, they usually try to listen attentively while people speak in English, including lectures. Listening to programs in English was also another technique that was mentioned, and the majority of the interviewees from both groups reported that they usually try to listen to programs in English.

In item nine, participants were asked what techniques they used to develop their speaking skill. Asking questions in English, asking for correction, speaking in classrooms in English and practicing with peers, were the techniques the interviewees reported. The majority of the high achiever interviewees reported that they usually practice the first technique (asking questions in English) while three of the low achiever participants reported that they sometimes practice this while one of them said he rarely do this and the other one said he does that usually. As to asking for correction, the high achiever interviewees reported that they usually ask people with proficient English language skill to correct them while the low achiever participants said they do this sometimes.

When it comes to the last two techniques mentioned, the majority of both high and low achiever interviewees said that they do those sometimes.

In this last item of the interview (item 10), the interview participants were asked what they do when they feel anxious to use English. Three of the high achiever participants confirmed that they usually try to overcome their fear of making mistakes although two of them reported that they find this somewhat difficult. The low achiever interviewees, however reported that they do not usually encourage themselves to speak English for fear of making mistakes while one of them affirmed that she usually tries to overcome her fear of making mistakes.

The data from interview usually supports the data found through the questionnaire. As it can be seen above, high achiever and low achiever interview participants' responses to the questions were slightly different and sometimes mismatched the quantitative data. However, like the data from questionnaire shows, the interview also shows that high and low achievers were somewhat different in applying learning strategies. On the next few pages, we will find out whether these differences are significant or insignificant.

4.8 Summary of High Achievers' Main Strategy Use

The following table shows the high achievers' use of the six main strategies with their rank order.

Table 7: A Summary of High Achievers' Use of the Six Main Strategies.

No	Strategy	Mean	Level of frequency	Rank
1	Metacognitive	3.84	High	1
2	Cognitive	3.46	Medium	2
3	Compensation	3.45	Medium	3
4	Social	3.37	Medium	4
5	Affective	3.19	Medium	5
6	Memory	2.99	Medium	6
	Total	3.38		N.R

*N.R= no rank

As depicted in table 7, high achievers most frequently use metacognitive strategies with high level of frequency (Mean=3.84) closely followed by cognitive, compensation and social strategies. On the other hand, memory strategy is found to be the least practiced strategy among high achiever students with (Mean=2.99).

4.9 Summary of Low Achievers' Main Strategy Use

The following table shows the low achiever students' use and practice of the six main strategies with their rank order.

Table 8: A Summary of Low Achievers' Use of the Six Main Strategies.

No	Strategy	Mean	Level of frequency	Rank
1	Metacognitive	3.54	High	1
2	Cognitive	3.17	Medium	2
3	Affective	3.15	Medium	3
4	Social	3.07	Medium	4
5	Compensation	3.04	Medium	5
6	Memory	2.71	Medium	6
	Total	3.11		N.R

Table 8 above shows that the most frequently used strategy by low achiever students among the six strategies is metacognitive strategy with high level of frequency (Mean=3.54) closely followed by cognitive, affective and social strategies while memory strategies were found to be the least used by low achievers with medium frequency level of (Mean=2.71).

4.10 Analysis of Comparison Concerning Main Strategy Uses by High Achievers and Low Achievers

Table 9 shows high and low achiever students' comparison concerning main strategies use and practices.

Table 9: High and Low Achievers' Use of the Main Strategies

		High achievers	Low achievers
No	Strategy	Mean	Mean
1	Memory	2.99	2.71
2	Cognitive	3.46	3.17
3	Compensation	3.45	3.04
4	Metacognitive	3.84	3.54
5	Affective	3.19	3.15
6	Social	3.37	3.07
	Total	3.38	3.11

As depicted in table 9 above, metacognitive strategies were found to be the most frequently practiced and used strategy among both high achievers and low achievers with high frequency level (Mean=3.84) and (Mean=3.54), while cognitive strategies hold the second place with medium level of frequency (Mean=3.46) and (Mean=3.17). From this, one can understand that the first two main strategies that are most frequently used by high achievers and low achievers were similar. On the third place, high achievers use compensation strategies with medium frequency level (Mean=3.45) while low achievers use affective strategies at medium level of frequency (Mean=3.15).

Therefore, it can be inferred that high and low achievers show some similarity on the use of some of the six main strategies. Still, it can be seen that high achievers practice all the six strategies more often than the low achievers.

4.11 Analysis on Significance Difference of the Six Main Strategies by High Achiever and Low Achiever Students

Table 10: Independent Samples Test on Significance Difference on Strategies Use by High Achievers and Low Achievers

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Memory	Equal variances assumed	.017	.898	2.080	46	.043	.286	.137	.009	.562
	Equal variances not assumed			2.080	45.513	.043	.286	.137	.009	.563
Cognitive	Equal variances assumed	3.204	.080	2.062	46	.045	.290	.141	.007	.573
	Equal variances not assumed			2.062	41.971	.045	.290	.141	.006	.574
Compensation	Equal variances assumed	5.085	.029	2.194	46	.033	.40250	.18349	.03316	.77184
	Equal variances not assumed			2.194	36.081	.035	.40250	.18349	.03040	.77460
Metacognitive	Equal variances assumed	12.200	.001	1.715	46	.093	.300	.175	-.052	.653
	Equal variances not assumed			1.715	33.933	.095	.300	.175	-.056	.656
Affective	Equal variances assumed	3.880	.055	.247	46	.806	.041	.167	-.295	.378
	Equal variances not assumed			.247	37.007	.806	.041	.167	-.297	.380
Social	Equal variances assumed	3.388	.072	1.362	46	.180	.29792	.21880	-.14250	.73834
	Equal variances not assumed			1.362	42.608	.180	.29792	.21880	-.14345	.73929

In order to see whether there is significant statistical difference between high and low achievers in using the six main learning strategies, the t-test, inference was made and the mean scores were exposed to inferential statistics. The study significance p-value is < 0.05 with degree of freedom (df=46).

As shown on the independent sample test table above, the statistical significance difference value of memory strategies is 0.043. This means that there is significant difference in using memory strategies between high and low achievers since $0.05 > 0.046$ (the study significant t-value is greater than the statistical significance difference of memory strategy). This implies that there is a relationship between memory strategies use and students' achievement i.e. high achiever students use these strategies more frequently than low achievers do and besides this, the result shows that high achievers not only use these strategies more frequently, but with significant difference with the low achievers use of the same strategies.

In case of cognitive strategies, the statistical significance value was found to be 0.045. This statistical significance value is less than the significance p-value ($0.045 < 0.05$). This implies that there is significant difference in using these strategies between high achiever and low achiever students. This shows that there is a relationship between the use of cognitive strategies and achievement which means that high achievers practice these strategies more significantly than the low achievers.

Table 10 shows that compensation strategies have a statistical significance value of 0.033. This value is also less than the significance p-value ($0.033 < 0.05$). This clearly shows that there is a significant difference in using these strategies between high and low achievers, which also means that a relationship exists between the use of compensation strategies and achievement.

When it comes to metacognitive strategies, it is depicted in the independent sample test table above that their statistical significance value is 0.93. This value however, is greater than the significance p-value ($0.93 > 0.05$). This means that there is no significant difference in using these strategies between high achiever and low achiever students, which also means that there is no relationship between the use of metacognitive strategies and achievement.

As to the affective strategies, the statistical significance value was found to exceed the significance p-value ($0.806 > 0.05$) which implies the absence of a relationship between the use of affective strategies and students' achievement as there is no significant difference in using these strategies between high achievers and low achievers.

In the same way, it was found that there is also no significant difference in the use of social strategies between high achievers and low achievers. This is because the statistical significance value of social strategies (see table 10) too, is greater than the significance p-value ($0.180 > 0.05$) which indicates the absence of a relationship between the use of these strategies with achievement.

Chapter Five

Conclusions and Recommendations

5.1 Conclusions

From data analysis and discussion, the following conclusions have been made:

- Both high achiever and low achiever students use the six strategies in the range from medium to high frequency level.
- High achievers were found to use all the six strategies more frequently than the low achievers.
- Although memory strategies came in the last place of rank when it comes to their practice by high and low achievers, and though both high and low achievers use them at medium level of frequency, (still used more frequently by high achievers), the independent samples test table shows that there was a significant difference on the use of these strategies between high and low achievers, which means that memory strategies were found to have relationship with achievement.
- It was also discovered that there was significant difference between high achievers and low achievers use of direct strategies. Although high achievers exceeded the low achievers in the use of all the six strategies, the direct strategies which are memory, cognitive and compensation are indeed discovered to have a particular relationship with students' achievement. This proves the existence of a relationship between direct learning strategies (memory, cognitive and compensation) and achievement.
- There was no significant difference between high and low achievers use of indirect learning strategies (metacognitive, affective and social). This shows that no relationship was found between the uses of indirect strategies with achievement.

5.2 Recommendations

Based on the above conclusions the following recommendations have been made.

- Low achiever students are found to use the six learning strategies less frequently than the high achievers. High achievers on the other hand, use learning strategies more often which implies a positive relationship between frequent use of strategy with learning outcome. Therefore, awareness rising should be done to enhance students' use of various strategies at higher frequency.

- Teachers should also give special support to low achiever students to use learning strategies more frequently like the high achievers do in order to develop their English language skill.

- Curriculum designers should also consider the language learning strategies to be used when preparing materials.

- Further research is recommended to investigate the learning strategies use of students with different achievement levels (high and low) to arrive at more reliable conclusion.

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Appendix A

Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)

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

Language learning strategies Part A	Frequency				
	Never True Of me	Usually Not true Of me	Some What True Of me	Usually True of me	Always True Of me
1. I think of the relationships between what I already know and new things I learn in English.	1	2	3	4	5
2. I use new English words in a sentence so I can remember them.	1	2	3	4	5
3. I connect the sound of an English word and an image or picture of the world 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. Review English lessons often.	1	2	3	4	5

9. I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign.	1	2	3	4	5
PART B					
10. I say or write new English words several times.	1	2	3	4	5
11. I try to talk like native English speakers.	1	2	3	4	5
12. I practice the sounds of English.	1	2	3	4	5
13. I use the English word I know in different ways.	1	2	3	4	5
14. I start conversations in English.	1	2	3	4	5
15. I watch English language TV shows spoken in English or go to movies spoken in English.	1	2	3	4	5
16. I read for pleasure in English.	1	2	3	4	5
17. I write note, messages, letters, or reports in English.	1	2	3	4	5
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	1	2	3	4	5
19. I look forwards 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
PART C					
24. To understand unfamiliar English words, I make guesses.	1	2	3	4	5
25. When I cannot think of a word during a conversation in English, I use gesture.	1	2	3	4	5
26. I make up new words if I do not know the write ones in English.	1	2	3	4	5
27. I read English 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 cannot think of an English word, I use a word phrase that means the same thing.	1	2	3	4	5

PART D					
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 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 English.	1	2	3	4	5
PART E					
39.I try to relax whenever I feel afraid of using English.	1	2	3	4	5
40.I encourage myself to speak English even when I am afraid of making mistake.	1	2	3	4	5
41.I give 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 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
PART F					
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 my 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

Appendix B አዲስ አበባ ዩንቨርሲቲ

የቋንቋዎች ጥናት ተቋም

በተማሪዎች የሚሞላ መጠይቅ

ወደ ተማሪ;

በመጀመሪያ ይህን መጠይቅ ለመሙላት ፍቃደኛ በመሆን/ሽ በባላዎ አመሰግናለሁ። የመጠይቁ ዋና አላማ እንግሊዘኛን ለመማር የምትጠቀሙባቸውን/የምትጠቀሙባቸውን ስትራቴጂዎች ለማወቅ ነው። የምትሰጠው/ጭው እውነተኛ እና ትክክለኛ መልስ ይህን ጥናት ስኬታማ ለማድረግ ትልቅ ጠቀሜታ አለው። በመሆኑም የምትጠቀሙባቸውን/ሚባቸውን ቴክኒኮች/ስትራቴጂዎች ትክክለኛውን ብቻ በመመለስ መጠይቁን በጥንቃቄ ሙሉ/ይህ ይህ መጠይቅ እንጅ ፈተና ስላልሆነ ከወጤት/ሽ ጋር ምንም ግንኙነት ስለሌለው አንተን/ችን ብቻ የሚመለከት መልስ ለመስጠት ሙሉ በሙሉ ነፃ ነህ/ሽ። መልስህ/ሽም ለጥናቱ ወሳኝ በመሆኑ ትልቅ ግምት ይሰጠዋል።

አመሰግናለሁ

መመሪያ

ከዚህ በታች በሰንጠረዥ ውስጥ የቀረቡትን የመማሪያ ስልቶች በጥሞና አንብብ/ሲ። ከአያንዳንዱ ጎን በተደረገው ቁጥሮች አማካይነት የተገለጸውን የመማሪያ ስልት ምን ያህል እንደምትጠቀሙበት/ሚበት በሚከተለው የድግግሞሽ አገላለፅ መሰረት መልስህን/ሽን አክብብ/ሲ።

- 1= በፍጹም አላደርግም
- 2= ብዙ ጊዜ አላደርግም
- 3= አንድ አንድ ጊዜ አደርጋለሁ
- 4= ብዙ ጊዜ አደርጋለሁ
- 5= ሁል ጊዜ አደርጋለሁ

ምሳሌ ፣ ጥያቄዎችን በእንግሊዘኛ የምትጠይቀው/ቁወደው አንዳንድ ጊዜ ከሆነ በሚከተለው ሁኔታ ትመልሳለህ/ሽ ማለት ነው።

	በፍጹም አላደርግም (1)	ብዙ ጊዜ አላደርግም (2)	አንዳንድ ጊዜ አደርጋለሁ (3)	ብዙ ጊዜ አደርጋለሁ (4)	ሁል ጊዜ አደርጋለሁ (5)
ጥያቄዎችን በእንግሊዘኛ እጠይቃለሁ	1	2	3	4	5

ክፍል አንድ	በፍቃድ አላደርገም (1)	1 ብዙ ጊዜ አላደርገም 2. (2)	አንዳንድ ጊዜ አደርጋለሁ (3)	ብዙ ጊዜ ደርጋለሁ (4)	ሁል ጊዜ አደርጋለሁ (5)
1. እንግሊዘኛ በምናደርገው ጊዜ አስቀድሜ በማወቃቸውና አዲስ በማወቃቸው ነገሮች መካከል ያለውን ዝምድና አገናኝባለሁ	1	2	3	4	5
2. አዳዲስ የእንግሊዘኛ ቃላትን ሳውቅ ሁል ጊዜ እንዳስታውሳቸውና እንዳልረ ሳቸው እንዲረዳኝ በአረፍተ ነገር ወስጥ አጠቀምባቸዋለሁ	1	2	3	4	5
3. አዲስ ቃል ለማስታወስ ቃሉ የሚወክለውን ነገር እና ቃሉን በምናጤ አያይዛለሁ	1	2	3	4	5
4. አዲስን ቃል ለማስታወስ እንድችል ቃሉ በጥቅም ላይ የሚውልበትን (ቃሉ የሚገባበትን) ሁኔታ በምናጤ አስላለሁ	1	2	3	4	5
5. ያወካቸውን አዳዲስ ቃላት እንዳስታውስ ከቃሉ ጋር በድምፅ የሚመሳሰል ሌላ የማወቀው ቃል ጋር አመሳሰላለሁ፣ ለምሳሌ፣ rest የሚለውን ቃል ለማስታወስ h test ጋር ማመሳሰል	1	2	3	4	5
6. አዳዲስ ቃላትን ለማስታወስ እንድችል በካርድ ላይ በመጻፍ ደጋግሜ ያቸዋለሁ	1	2	3	4	5
7. የአዳዲስ ቃላትን ትርጉም እንዳልረሳ በተግባር እገልጻቸዋለሁ፣ ለምሳሌ dance የሚለውን ቃል በሚገባ ለማስታወስ መደነስ	1	2	3	4	5
8. አብዛኛውን ጊዜ በእንግሊዘኛ ክፍለ ጊዜ የተማርኩትን እክልሳለሁ	1	2	3	4	5
9. አዲስ ቃልን ለማስታወስ ቃሉን ያየሁበትን ቦታ (ለምሳሌ በምንባብ ወስጥ ያለበትን ቦታ) አያይዣዬ አስታውሳለሁ	1	2	3	4	5
ክፍል ሁለት					
10. ያወካቸውን አዳዲስ ቃላት በሚገባ እንዳስታውሳቸው በመደጋገም በቃል እናገራቸዋለሁ ወይም እፅፋቸዋለሁ	1	2	3	4	5
11. የእንግሊዘኛ ተናጋሪዎች ወይም በእንግሊዘኛ በጣም ጥሩ ችሎታ ያላቸው ሰዎች እንደሚናገሩት አድርጌ ቋንቋውን ለመናገር እሞክራለሁ	1	2	3	4	5
12. እንግሊዘኛን በቃሌ በመናገር አለማመዳለሁ	1	2	3	4	5
13. የማወቃቸውን ቃላት በተለያዩ መንገድ አጠቀምባቸዋለሁ	1	2	3	4	5
14. ከጓደኞቼ ወይም ከሌሎች ጋር በእንግሊዘኛ እነጋራለሁ	1	2	3	4	5
15. በእንግሊዘኛ የሚተላለፉ የቴሌቪዥን ፕሮግራሞችን ወይም ፊልሞችን አከታተላለሁ	1	2	3	4	5
16. ራሴን ለማዘናናት ስል በእንግሊዘኛ የተጻፉ ምንባቦችን አነባለሁ፣ (ለጥናት ወይም ለትምህርት ብቻ ሳይሆን ራሴን ለማዘናናትም ጭምር በእንግሊዘኛ አነባለሁ፣ ለምሳሌ አጫጭር ልቦለዶችን)	1	2	3	4	5
17. የፅሁፍ መልእክቶችን፣ ማስታወሻዎችን፣ ደብዳቤዎችን እና የመሳሰሉትን በእንግሊዘኛ እፅፋለሁ	1	2	3	4	5
18. የእንግሊዘኛን ምንባብ በመጀመሪያ በፍጥነት አየት አየት /skimming ካረከት በኋላ እንደገና በጥሞና አነበዋለሁ	1	2	3	4	5
19. አዲስ ለምሳሌ የእንግሊዘኛ ቃል ተመሳሳይ የሆነ ቃል በአፍ መፍቻ ቋንቋዬ አፈልጋለሁ	1	2	3	4	5
20. የአንድን ቃል ትርጉም ለማወቅ የቃሉን ቅጥያዎች በማወጣት የቃሉን አጠቃላይ ፍቺ ለማግኘት እሞክራለሁ፣ ለምሳሌ unbreakable ፍቺ ለመረዳት፣ un-break-able በማድረግ ትርጉሙን መገመት	1	2	3	4	5
21. እንግሊዘኛን ቃል በቃል አልተረጉምም	1	2	3	4	5
22. ከንባብ ወይም ከማዳመጥ የማገኛቸውን መረጃዎች አጠር ድርጊት/አጠቃላይ በእንግሊዘኛ አፅፋለሁ	1	2	3	4	5
ክፍል ሶሥት					
23. የማላወቃቸው ቃላት ሲያጋጥሙኝ ትርጉማቸውን እገምታለሁ	1	2	3	4	5

24. በእንግሊዘኛ እየተነጋገርኩ ወይም እየተወያየሁ ባለሁበት ጊዜ ሀሳቤን የሚገልፅ ቃል ከጠፋብኝ በእጅ ምልክት/body language/gesture በመጠቀም ሀሳቤን እንልግለሁ/አስተላልፋለሁ	1	2	3	4	5
25. ሀሳቤን የሚገልፅ ቃል ሲጠፋብኝ በራሴ አዲስ ቃል እፈጥራለሁ	1	2	3	4	5
26. በማነብበት ጊዜ አዳዲስ ቃላት ባጋጠሙኝ ቁጥር መዝገበ ቃላትን አልጠቀምም (መዝገበ ቃላት ሳልጠቀምም የአንዳንድ ቃላትን ትርጉም ለመረዳት እሞክራለሁ)	1	2	3	4	5
27. ከሰዎች ጋር በእንግሊዘኛ በምነጋገርበት ጊዜ ቀጥለው ምን ሊናገሩ እንደሚችሉ ለመገመት እሞክራለሁ	1	2	3	4	5
28. ትክክለኛውን ቃል ማስታወስ ካልቻልኩ ተመሳሳይ ትርጉም ያለውን ሌላ ቃል እጠቀማለሁ፣ ለምሳሌ Big የሚለውን ቃል ካሳስታወስኩ Large የሚለውን መጠቀም	1	2	3	4	5
ክፍል አራት					
29. የእንግሊዘኛ ቋንቋ ችሎታዬን ለማዳበር የሚያስችሉኝን አጋጣሚዎች ለማግኘት እሞክራለሁ	1	2	3	4	5
30. እንግሊዘኛን ስጠቀም የምሳሳታቸውን ስህተቶች የቋንቋውን ችሎታዬን የበለጠ ለማሻሻል እጠቀምባቸዋለሁ	1	2	3	4	5
31. ሌሎች በእንግሊዘኛ በሚነጋገሩበት ወቅት በትኩረት አዳምጣቸዋለሁ	1	2	3	4	5
32. በእንግሊዘኛ የተሻለኩ እንደሆነ የሚያስችሉኝን መንገዶች ለማወቅ እሞክራለሁ	1	2	3	4	5
33. እንግሊዘኛን ለማጥናት በቂ ጊዜ እንዲኖረኝ አስቀድሜ ፕሮግራሞቼን አቅዳለሁ	1	2	3	4	5
34. በእንግሊዘኛ ላናግራቸው የምችለውን ሰዎች ለማግኘት እሞክራለሁ	1	2	3	4	5
35. የእንግሊዘኛ ምንባቦችን በቻልኩት መጠን ለማንበብ የሚስችሉኝን አጋጣሚዎች እፈልጋለሁ/ለማግኘት እሞክራለሁ	1	2	3	4	5
36. የእንግሊዘኛ ቋንቋ ክሊሎቼን የማሻሻል ግልፅ አላማ አለኝ	1	2	3	4	5
37. በእንግሊዘኛ ትምህርቴ ስለማሳያቸው መሻሻሎች አስባለሁ	1	2	3	4	5
ክፍል አምስት					
38. እንግሊዘኛን ለመጠቀም በምፈራበት ጊዜ ራሴን ለማረጋጋት እሞክራለሁ	1	2	3	4	5
39. በእንግሊዘኛ በማወራበት ወቅት ልሳሳት እንደምችል ባስብም ቋንቋውን ለመናገር ራሴን አበረታታለሁ	1	2	3	4	5
40. በእንግሊዘኛ ጥሩ ወጤት ሳመጣ ወይም የቋንቋውን ችሎታዬን ሳሻሽል በራሴ እደሰታለሁ	1	2	3	4	5
41. እንግሊዘኛን በምማርበት ወይም በማጠናበት ወቅት የሚሰማኝን ስሜት አስተውላለሁ፣ ለምሳሌ ፍርሀት ወይም ጭንቀት ይሰማኝ እንደሆነ	1	2	3	4	5
42. የሚሰሙኝን ስሜቶች በማስታወሻ እፅፋለሁ	1	2	3	4	5
43. እንግሊዘኛ በምማርበት ወቅት ስለሚሰማኝ ስሜት ከሌሎች ጋር (ለምሳሌ ከጓደኞቼ ጋር) እወያያለሁ	1	2	3	4	5
ክፍል ስድስት					
44. በእንግሊዘኛ ከሌላ ሰው ጋር እየተነጋገርኩ እያለ ያልገባኝ ነገር ካለ፣ የሚያነጋግረኝ ሰው ወይ በቀስታ እንዲናገር ወይ በድጋሚ እንዲናገር እጠይቃለሁ	1	2	3	4	5
45. እንግሊዘኛ በምናገርበት ወቅት ጥሩ የእንግሊዘኛ እውቀት ያላቸው ሰዎች ከተሳሳትኩ እንዲያርሙኝ እጠይቃለሁ	1	2	3	4	5
46. ከሌሎች ተማሪዎች ጋር እንግሊዘኛን አለማመዳለሁ	1	2	3	4	5
47. በእንግሊዘኛ ጥሩ ችሎታ ያላቸውን ሰዎች አንዳንድ ነገር እንዲረዱኝ እጠይቃለሁ	1	2	3	4	5
48. ጥያቄዎችን በእንግሊዘኛ እጠይቃለሁ	1	2	3	4	5
49. ስለ እንግሊዘኛ ተናጋሪ ህዝቦች (ለምሳሌ ስለ አሜሪካኖች፣ እንግሊዘኛ) ባህል ለማወቅ እሞክራለሁ	1	2	3	4	5

APPENDIX C

Interview Questions

1. What types of techniques do you use to improve your English language?
2. What opportunities do you use to utilize your English language? How often?
3. How often do you write in English? For what purposes?
4. To remember new English words, or not to forget them, what techniques do you use?
5. When you come across unfamiliar words during reading, what do you do?
6. What do you do when you can't think of an English word that explains your idea to get your message/idea across?
7. How much do you read in English? For what purpose?
8. What techniques do you employ to develop your listening skill?
9. What techniques do you employ to develop your speaking skill?
10. What do you do when you feel anxious to use your English?

Declarations

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

Name HANNA MOGES

Signature 

Date 21/06/2012