

**AN EXPLORATION OF THE PROMOTION
OF LEARNER AUTONOMY IN THE EFL
TEACHING/LEARNING PRACTICES AT
AAU FRESHMAN LEVEL**

**A THESIS
PRESENTED TO
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTER OF ARTS IN
TEFL**

**BY
ATAKILT TEKELEHAIMANOT**

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ABSTRACT

This study set out to explore the existence of conditions that lead to the promotion of learner autonomy in the EFL teaching/learning practices at AAU Freshman level. To answer this general question the investigation tried to find out: (i) whether and how learner training/strategy training is being conducted in EFL classroom, and (ii) whether the instructors are prepared to incorporate learner training into their regular English language teaching programmes.

This second aspect of the investigation is focused on describing the instructors' preparedness in terms of their orientation in language learning strategies as well as in the instructional techniques to implement the training.

The study was made on twelve AAU instructors currently teaching English at Freshman level. They were selected based on purposive sampling technique. Four classroom video-recordings, two classroom observations and a set of instructors' questionnaire were made use of in this study.

The results of the study revealed that some types of language learning strategies are taught embedded in the language learning tasks and activities. There are also some indications of dealing with students' attitudes and views regarding their roles in language learning. However, the occurrences of such elements of learner training are sporadic during the language teaching/learning processes and explicit or informed training seems to be lacking.

The results also seem to suggest that the instructors in the study lack the necessary preparation in the implementation of learner training to be able to help their students 'learn how to learn' English.

In sum, the findings from the study suggest that there are some indications of the existence of learner training/strategy training in the aforementioned classroom settings, but that the training is not given in a systematic way.

Finally, on the basis of the above findings, some recommendations have been forwarded pointing to the need for pre-service and in-service teacher trainings in matters of learner training for the promotion of learner autonomy. It has also been suggested that English textbooks include explicit or direct strategy training/learner training sections other than the embedded practices such as those found in College English Coursebook (Vols. I and II) - a current coursebook for first year students.

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ABBREVIATIONS

1. AAU - Addis Ababa University
2. EFL - English as a Foreign Language
3. FLEN - Foreign Language - English
4. TEFL - Teaching English as Foreign Language
5. CALLA - Cognitive Academic Languages Learning Approach

CHAPTER ONE

INTRODUCTION

1.1 Statement of the Problem

The English language plays a decisive role in the academic life of students in situations such as that of Ethiopia where it serves as a medium of instruction. This is true right from the junior secondary school onwards. Especially in colleges and universities of Ethiopia, a student is seldom successful in his/her academic pursuit without a commendable proficiency in English. The overall English language proficiency of college or university students should be such that it would enable them to effectively manage the high academic demands required of them at this level. Students at this level are expected to read textbooks and other reference materials on content area subjects. They have to listen to lectures, take notes, write academic essays and present oral or written reports.

However, such high academic demands cannot be met with by students who are confined to conventionally structured EFL classrooms. The English language teaching/learning at this level, at least, should aim at preparing learners who can continue to learn on their own in the absence of teacher/instructor, be it in the classroom or outside. In other words, such students should be helped to begin to self-direct their own learning. Legutke and Thomas (1991) make a sharp observation along this point:

No school or university can provide its students with all the knowledge and skills to deal with the requirements and challenges of their adult lives. For this reasons, it is imperative

that students are equipped to continue learning beyond school without the help of teachers and “specially structured” learning environments (p.270).

It is obvious that we cannot expect such self-directed learning from students who are “constantly left emotionally and intellectually dependent on teachers and course materials” (Ellis and Sinclair 1989). Indeed, much of the English language teaching practice in the EFL classroom in our country seems to be basically teacher-centred and leaves little room whereby the learner would exercise and develop some degree of responsibility for his/her own learning. The argument here is that English language teachers should also give the necessary attention to the process of learning, instead of focusing solely on imparting the language items and skills.

William and Burden (1997) complain:

In language teaching, ... we have often tended to focus on teaching the form of the target language by presenting pieces of the language in carefully graded steps at the cost of teaching people ‘learn how to learn’ the language (p.14).

Following the above arguments, one can see that the teaching/learning of English should be organised in ways that enable students to adopt a more independent approach to learning. Side by side to the aim of helping students to gain improved language skills, classroom practices as well as course materials should strive for the promotion of autonomous learning. This can be fostered through incorporating learner training elements in the EFL classroom. In other words, efforts must be made to help students to start to ‘learn how to learn’ English so that they will become “more autonomous as learners” (Wenden, 1991:2).

But apart from the vast literature about the importance of learner training and the viability of learner autonomy, it seems that little is being done on the part of our institutions as well as teachers along this line. Even if there are some signs of including learner training, it seems that “it is not implemented in a systematic and principled way” (Ellis and Sinclair, 1989).

In light of this, an attempt has been made in this study to explore the existence of teaching/learning practices in the EFL classroom at Freshman Programme that may lead to the promotion of learner autonomy. The focus, here, is more on the teaching practices of instructors from the perspective of the provisions of learning strategy instruction in the classroom.

1.2 Aim of the Study

To the best of the researcher’s knowledge, no research work has been done in Ethiopia to explore whether the EFL teaching/learning practices are helping the learners to become more autonomous in their language learning. In other words, no systematic study that deals with learner training endeavours in the EFL classroom seems to have been attempted. What have been ventured, so far, revolve around investigating students’ ‘awareness’ and ‘use’ of language learning strategies in general, or in connection with any one of the four language skills. M. A. theses by Birhanu Bogale (1993), Fassil Demissie (1992), Girma Gezahegn (1994) and Tsegay Taffere (1995) can be cited as research studies along this line.

In none of the above research studies was due attention given to investigate

whether and/or how learner training is being incorporated in the EFL classroom. This study sets out by hypothesising that not enough learner training to help learners become autonomous in their English language learning is being provided at AAU Freshman level. It, therefore, attempts:

1. to explore whether or not the EFL (FLEN) instructors of Freshman programme are incorporating learner training components in the regular English language classroom. The study is focused more on investigating the training of students in the application of learning strategies to the different language skills;
2. to find out how instructors implement strategy instruction (if at all) in the EFL classroom; and
3. to describe the preparedness of the instructors in question to implement learner training for learner autonomy. This encompasses the acquisition by teachers/instructors of appropriate instructional techniques, as well as their willingness, to promote learner autonomy.

The study, finally, tries to come out with some conclusions and relevant recommendations.

1.3 Significance of the Study

Research studies as has been attempted here are expected, in their own way, to add to a better understanding of the language classroom. This again may lead to the improvement of language teaching/learning practices.

It is, therefore, hoped that the findings from this study will contribute towards getting a better insight into the EFL classroom practices in view of their promotion of learner autonomy. When we talk of learner autonomy we do not just mean helping learners to acquire appropriate techniques and strategies for language learning. It also means making sure that they (the learners) experience “a change of psychological attitude towards what learning is” (Holec, 1981).

The instructors'/teachers' own motivation, willingness and preparedness to implement learner training in the English language classroom is also critical for the promotion of learner autonomy.

Hence, the findings from the study are expected to provide the following pedagogical contributions:

1. It is hoped that results from the study will shed some light on the orientation of teachers in the instructional techniques for implementing strategy instruction in the EFL classroom.

2. The results may provide useful insight to teacher educators by pointing to the need for giving the necessary training to teacher trainees as regards the viability of learner autonomy and the implementation of learner training to induce learner autonomy.

3. The results from the study may point to the need for conducting extensive staff development activities whereby teachers/instructors will be equipped with appropriate instructional techniques for implementing learner training.

4. EFL material designers and writers may draw on the results from the study to review current English course/textbooks in the light of the inclusion of learner training elements along with the language teaching/learning component. In other words, it may point to the need to develop instructional materials that provide learner training contents for the promotion of learner autonomy.

5. Finally, the findings from the study may serve as a spring board for further research endeavours along this line.

1.4 Limitations of the Study

The purpose of this study was not to investigate students' "awareness" and "use" of language learning strategies, nor did it intend to find out the learners' own endeavours to self-direct their learning. The major focus of the study was on exploring the inclusion of learner training contents by EFL instructors in the regular English language programme in order to promote learner autonomy. There was no intention during the study of engaging in content analysis of the current English coursebook for Freshman Programme. There was also no intention of investigating the learners' endeavours to self-direct their English language learning.

The title of the paper only signifies the fact that teaching practices are inseparably linked to learning practices in the classroom. Otherwise, one would be embarking on a quite different research direction, probably with a different approach, if one were to look for the learning practice as well, in the promotion of

learner autonomy. Thus, in this study, the researcher has approached this area of research from the perspective of teachers'/instructors' contribution to the enhancement of students' autonomous learning.

Again, it is the belief of the researcher that it would have been more productive if a longitudinal study had been conducted for one or possibly two semesters of an academic year. However, owing to constraints of time and money, the study has been limited to investigating the teaching behaviours of twelve Freshman programme English language instructors. Video-recordings of four EFL classroom sessions (on two-instructors), two classroom-observations with the help of observation checklists (on other two instructors) and a questionnaire (on all the twelve subjects) have been employed for data collection. Using the above three research tools, this study has tried to describe the teaching/learning processes (with special emphasis to the teaching behaviours) in EFL classrooms at AAU Freshman programme setting.

1.5 Definitions of Terms

1. **Self-Directed Learning:** describes an attitude to learning in which the learner accepts responsibility for his/her learning, but does not necessarily carry out courses of action independently in connection with it. ... A learner may be self-directed and yet follow a conventional teacher-led class (Dickinson, 1987: 12).

2. **Self-Instruction:** is a neutral term referring generally to situations in which learners are working without the direct control of the teacher (Dickinson, 1987:11).
3. **Study Skills:** are usually overt behaviours, such as taking notes, writing summaries, and using reference materials that are intended to enhance learning.
4. **Direct Training:** learning strategy instruction in which students are informed about the value and purpose of learning strategies (O'Malley and Chamot, 1990: 229).
5. **Embedded Training:** guidance in the use of learning strategies that is embedded in the task materials but not explicitly defined to the learner as strategy instruction (O'Malley and Chamot, 1990:230).
6. **Attitude Towards Autonomy:** a willingness on the part of the learners to take responsibility for their language learning and the self-confidence to do so (Wenden, 1991:163).
7. **Metacognitive Knowledge** refers to the stable, stable(although sometimes incorrect) knowledge that learners have acquired about language learning and the language learning process (Wenden, 1991: 163).
8. **Psychological Preparation:** is a gradual "deconditioning" process through which the learner can free himself from many kinds of assumptions and prejudices about learning strategies (Holec, 1981: 27).

1.6 Symbols Used for Transcribing the Video-Recordings

There seems to be no uniform set of symbols for transcribing video-recordings of classroom interactions such as the ones employed in this study. For the purpose of this study, however, transcription symbols suggested in Van Lier (1988) and Allwright and Bailey (1991) were adopted. The following symbols were used in this study because the researcher found them to be most convenient:

- x : unintelligible or indistinguishable word
- xx : incomprehensible item of phrase length
- (()) : double brackets indicates commentary of any kind (verbal and non-verbal)
- “ “ : indicates item read directly from a text
- ., .., ..., etc. : indicates pauses; one dot approximates one second (these dots are separated from the preceding word by a space
- : hyphen indicates an incomplete word.
- [: Over lap of two channels - e.g. verbal and non-verbal
- T : Teacher/Instructor
- S : an unidentified student
- S₁ : an identified student during group/pair work
- S₂ : another identified student during group/pair work
- S₃ : a third identified student in small group work

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Learner Autonomy

2.1.1. An Overview

Following the development of learner-centred teaching methods since the early seventies, there has been a growing focus on the “enhancement of the role of the learner in the language learning process” (Wenden, 1991: xi). Such shift of interest to the learner rests on humanistic approaches to language teaching/learning, one direction of which emphasizes “the centrality of the learner rather than the supremacy of the subject matter or the teacher”. (Stevick, 1982: 27).

Again, the question of learner differences and differences in learning preferences is now gaining greater attention. This calls for the need to introduce greater flexibility into institutions and language classrooms (Dickinson, 1987). The concern of research in second/foreign language learning and teaching is, thus, shifting from the method of teaching to ways of changing the learner as a learner.

As Boud (1981a :7) observes; “One important educational aim should be to produce students who will eventually be capable of functioning independently of their teachers and their set texts.” Moreover, even from practical point of view, the language input we (teachers) provide and the time allotted for language teaching/learning programme in the teacher-centred classroom is far less than adequate. On this point Dickinson (1987) argues as follows:

A language course can only deal with a small fraction of the foreign language; therefore, one objective of language courses should be to teach learners how to carry on learning independently (p.136).

Proponents of such an approach to learning, therefore, advocate the need for helping learners learn how to learn, so that they will become capable in self-directing their own learning. In other words, teachers and institutions are expected to make efforts to help their students become more autonomous “by including learner autonomy as an objective in language programmes” (Wenden 1991:2). But, the notion of learner autonomy is not without oppositions. There are arguments levelled against independent learning. Some of the views aired against learner autonomy have been summarized by Cornwall (1981):

- (i) Left to themselves students could work at a low level and standard would drop.
- (ii) It is more efficient and much quicker to use teacher-directed learning than to allow students to find out for themselves.
- (iii) Students are capable of working independently.
- (iv) Students do not know what they ought to study.
- (v) Most students prefer to be taught.
- (vi) You can't properly assess flexibility, adaptability and other such questions.
- (vii) Most teachers would not be able to work in this way (pp.252-257).

2.1.2. Defining Learner Autonomy

Different terms have been used to refer to the concept of 'learner autonomy' or autonomy in language learning. Brookes and Grundy (1988) and Wenden (1987a) prefer to use 'autonomous learning' and 'self-directed learning' interchangeably. Holec (1987) takes learner autonomy to be the 'counterpart' of self-directed learning.

In the work of Knowles (1975) the same concept has been referred to as self-direction, self-instruction, self-planned learning, self-education, self-study and autonomous learning. Dickinson (1987) views self-direction as an "attitude", and self-instruction and autonomy as "modes" of learning. According to Holec (1981), on the other hand, autonomy describes an "attitude", and self-direction a "mode" of learning. Holec also sees self-direction as a means - end relationship with autonomy (Wenden 1987a: 13).

Dickinson (1987:11) defines autonomy (in learning) as: "... the situation in which the learner is totally responsible for all the decisions concerned with his/her learning." He makes a distinction between "full autonomy" and "semi-autonomy". For Dickinson (1987), "semi-autonomy" is the stage at which learners are preparing for autonomy. To Boud (1981b: 23) autonomy is an "approach" to learning. He writes: "The main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instructions" (p.23).

Higgs (1981: 41) also writes; "To me, autonomous learning within the context of a learning situation is a process in which the learner works on a learning

task or activity and is largely independent of the teacher who acts as a manager of the learning programme and as resource person.”

Most of the writers regarding the notion of learner autonomy seem to have come out with some common characteristic features of this particular mode or attitude or approach to learning. For the purpose of this study, therefore, Boud’s (1981b) description of autonomy has been adopted. According to him, autonomy in learning involves “taking initiative” in one or all of the following:

- i. identifying learning needs,
- ii. setting goals,
- iii. planning learning activities,
- iv. finding resources needed for learning,
- v. working collaboratively with others,
- vi. selecting learning projects,
- vii. choosing where and when to learn,
- viii. using teachers as guidance and counsellors rather than instructors,
- ix. opting to undertake additional non-teacher-directed work,
- x. engaging in self-assessment, and
- xi. reflecting on their learning process (Boud, 1981b:23).

The notion of learner autonomy stresses that learners should assume greater degree of responsibility for their learning. This doesn’t however, over-rule the assistance of the teacher/instructor, especially at the beginning of the learner’s

journey towards self-direction. The idea being entertained here is, therefore, that type of “autonomous learning within instructional settings” (Higgs, 1981: 41). As Higgs (Ibid.) observes, the picture is potentially one of “interdependence with all parties”, that is, teacher(s), institutions and other learners.

2.2 Learner Training and Learner Autonomy

2.2.1 Defining Learner Training

According to its proponents, autonomy is best promoted in the form of helping learners “learn how to learn” (Dickinson, 1987). He goes on to describe learning how to learn as follows: “It is a matter, first, of developing knowledge about oneself as a learner, secondly of planning and thirdly of discovering and then using appropriate and preferred strategies” (Dickinson, 1987: 34).

This again calls for the inclusion of learner training elements in language teaching/learning plans in order to equip learners with the skills of self-directing their learning. Wenden (1991) defines learner training as:

... the learning activities organized to help language learners improve their skills as learners; includes learning to use strategies, knowledge about the language learning process and attitude development to support the autonomous use of the strategies and knowledge (p. 163).

According to Dickinson, (1988) learner training means; “ ...training in all the those (potentially conscious) self-instructional processes, strategies and activities which may be used in autonomous learning or in a conventional classroom” (p.49).

The idea of the usefulness of including learner training in the language teaching/learning programme rests, for one thing, on the assumption that individuals learn in different ways and may use different strategies (Ellis and Sinclair, 1989). These same proponents of the idea agree that "... the more informed learners are about language and language learning, the more effective they will be at managing their own learning" (Ibid. p. 21). This may also be related to an old proverb by Confucius which goes as follows: "If you give a man a fish you feed him for a day; if you teach a man how to fish, you feed him for a lifetime."

The whole purpose of learner training is, thus, to prepare the learner to work autonomously, to be, in effect, his own teacher (Brookes and Grundy, 1988). The shift of emphasis becomes on starting the learners on their own journey to self-knowledge and self-reliance.

Learner training does not imply that the teacher would always direct the learning and that he would prescribe techniques and strategies learners should follow. Ellis and Sinclair (1989) argue that learner training should be partly "teacher-directed". It is true that the teacher provides much of the input about language and language learning. He is expected to give the learner a variety of language learning strategies and activities to experiment with.

But again, the teacher is not to be prescriptive. In other words, he should not tell the learners to use certain strategies and to abandon others. The approach should be to "camouflage the new strategies, or introduce them very gradually paired with strategies that learners already know and prefer" (Oxford, 1990: 208). The learners,

in the final analysis, should be in a position to select the strategies that suit them best, once they are aware of the alternative strategies with which they had practised and experimented. As Ellis and Sinclair (1989:10) note; “It is the learner who decides which alternatives to adopt or reject.” This is the “learner-centred” side of learner training.

2.2.2 Categories of Learner Training Content

Wenden (1991) in her discussion recommends three categories or kinds of learner training content to be included in plans to promote autonomy. They are:

- i. aspects of metacognitive knowledge,
- ii. learner attitudes towards autonomy, and
- iii. learning strategies (or strategy training).

She argues that these three categories of learner training should be “integrated” during plans to promote autonomous learning. By “integration” is meant that “in the act of learning, strategies, knowledge and attitudes are all taken into account” (Wenden, 1991: 136). Oxford (1990), however, argues that these three categories of learner training can be delivered to students to learn and practise in the form of language learning strategy training.

2.2.2.1 Metacognitive Knowledge about Language and Language

Learning

Metacognitive knowledge about language and language learning is one

type of learner training content for the development of learner autonomy. This includes “beliefs, insights and concepts that learners have acquired about language and language learning processes” (Wenden 1991: 34).

The need for including this element in learner training is paramount because many learners appear to be accustomed to being “spoon-fed” by their teachers and are passive in the classroom. Arguing for the need to train students in metacongnition, Wenden (1991) writes:

To be in more control of their learning, they (students) need to be made aware of the knowledge they have already acquired and be given opportunities to reflect upon it in order to revise or reject what is inappropriate and to acquire new insights (p.49).

O’Malley and Chamot (1990:8) also observe that; “students without metacongnitive approach are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions.” Oxford (1990) believes that this aspect of learner training is subsumed in the language learning strategy instruction, that is, in training students to use metacognitive strategies such as self-monitoring, self-evaluating or gauging their language progress, or finding out about language learning.

2.2.2.2 Learner Attitudes Towards Autonomy

Learner attitudes towards autonomy is another kind of learner training content (Wenden, 1991: 53). The attitudes that learners hold about their role in

the language learning process are crucial to the development of learner autonomy. Wenden (1991) summarizes such attitudes as follows:

- i. Willingness to take on responsibility, and
- ii. confidence in their ability as learners.

According to Wenden (1991:53); "Autonomous learners are willing to take on responsibility for their learning, and are self-confident learners." Hence this important element of learner training aims at changing any false or negative attitudes that students hold, especially regarding theirs and their teachers' roles in the language teaching/learning practices.

As has been described above, Oxford (1990) prefers to include or subsume the above two categories of learner training content within the training of the third category, namely language learning strategy instruction. Both aspects are duly considered during instructions in and practice with some of the strategies. For example, strategies like finding out about language learning, organizing, setting goals and objectives, seeking practice opportunities, self-monitoring and self evaluation (all metacognitive strategies), obviously contribute to the development of learners' positive views and attitudes about themselves as learners, and about language learning (see Table2). Practice and experimentation with such strategies will eventually lead to appropriate role changes in the teaching/learning process.

'Social' and 'affective' strategies also subsume aspects of learners' feelings, beliefs and attitudes in language learning. For example, strategies like

co-operating with peers (during group or pair work), and asking for clarification and verification (both social strategies) can help the language learners to revise their false assumptions about their roles in learning. Dickinson (1987) stresses the importance of encouraging students to work in pairs or small groups as follows; “Such well-know activities as group and pair work, and the use of project work ... are all useful in giving the learner the opportunity to take greater responsibility for his own learning” (p. 132).

‘Strategy Training Models’ such as that developed by Oxford (1990) also include aspects of changing students’ views and attitudes about language learning. Not only are such ‘models’ developed to train students in learning strategy application but also to cater for appropriate change of the learners’ views and attitudes. Oxford (1990) adds to this point:

The best strategy training not only teaches language learning strategies but also deals with feelings and beliefs about taking on more responsibility and about the role change implied by those learning strategies (p.201).

2.2.2.3 Learning Strategies

Learning strategies are one type of learner training content that should be included in plans to promote learner autonomy (Wenden 1991:18). Recent researches on cognition have indicated the importance of language learning strategies in gaining command over second languages skills (O’Malley et al., 1985b: 557). Oxford (1990: 10) also contends that “language learning strategies encourage greater overall self-direction.”

As one of the most important learner training content, some of the steps in conducting strategy training are summarized by Dornyei (1995), as follows:

- i. awareness training,
- ii. identification of strategies students already use (through student think-aloud procedures, as well as questionnaires and interviews),
- iii. encouragement of strategy use in general,
- v. direct explanation of the use and importance of new strategies,.
- v. initial demonstration, naming and modelling of the new strategy by the teacher,
- vi. guided in-class practice of the new strategies,
- vii. explanation of the significance of the strategy, and the evaluation of the degree of success with it,
- viii. students' identification of additional strategies and their potential application (Dornyei, 1995: 65).

2.3. Learning Strategies as the Main Content of Learner Training

2.3.1 Definitions and Features of Learning Strategies

Several scholars have proposed different definitions of learning strategies. However, there seems to be not much consensus among researchers in second language acquisition regarding what strategies are. In some of the literature, strategies are referred to as 'techniques' or 'tactics'. In others, they are taken as

'learning skills', 'functional skills', 'cognitive abilities', 'basic skills', 'problem solving procedures', and 'language learning behaviours' (Wenden 1991: 18).

According to O'Malley and Chamot (1990:1), "Learning Strategies are special ways of processing information that enhance comprehension, learning or retention of information." Wenden (1991:18) defines learning strategies as "mental steps or operations that learners use to learn a new language".

Oxford's (1990: 8) 'expanded definition' goes as follows: "Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed and more transferable to new situations" (p. 8).

Rubin (1987) defines the term as follows:

Learner strategies include any set of operations, steps, plans, routines by the learner to facilitate the obtaining, storage, retrieval and use of information, that is what learners do to learn and to regulate their learning (p:19).

All the above definitions seem to point to some common characteristics of learning strategies. Here is a summarized list of "features" of language learning strategies. According to Oxford (1990), language learning strategies:

1. contribute to the main goal, communicative competence,
2. allow learners to become more self-directed,
3. expand the role of teachers,
4. are problem-oriented,
5. are specific actions taken by the learner,
6. involve many aspects of the learners, not just the cognitive,
7. support learning both directly and indirectly,

8. are not always observable,
9. are often conscious,
10. can be taught,
11. are flexible, and
12. are influenced by different factors (p. 9).

2.3.2 Classification of Language Learning Strategies

Different researchers in the field of second language acquisition have tried to classify language learning strategies in different ways. The works of Rubin (1987), Naiman et al, (1978), O'Malley et al. (1985a) etc. have been cited in O'Malley and Chamot (1990). For the purpose of this study, however, Oxford's (1990) "New system of Language Learning strategies" has been adopted for reasons of its suitability and relative lucidity of classification.

According to Oxford (1990), strategies are divided into two "major classes"- DIRECT STRATEGIES, and INDIRECT STRATEGIES.

I. **DIRECT STRATEGIES** are those language learning strategies "that directly involve the target language"(Oxford, 1990: 37). The three groups of strategies that come under this class are:

1. Memory strategies,
2. Cognitive strategies,
3. Compensation strategies (Ibid., p. 38).

Other sub-groups or “sets” of strategies are also listed under each group (See Fig. 2).

II. **INDIRECT STRATEGIES** are those strategies “which support and manage language learning without (in many instances) directly involving the target language” (Oxford, 1990: 135). The three groups of strategies under this class are:

1. Metacognitive strategies,
2. Affective strategies,
3. Social strategies,

Other Sub-groups or sets of strategies are listed under each group (See Fig. 2).

There are, therefore, nineteen sets of strategies listed under the six groups with a total of sixty-two strategies in the entire “language learning strategy system” suggested by Oxford (See Fig. 2).

Figure 2

Oxford's (1990) Strategy Classification System

CLASS OF STRATEGY	GROUPS OF STRATEGIES	SETS OF STRATEGIES	EXAMPLES/APPLICATION OF STRATEGIES	
I D I R E C T	1. MEMORY STRATEGIES	A. CREATING MENTAL LINKAGES	<ul style="list-style-type: none"> i. Grouping ii. Associating/elaborating iii. Placing new words into a context iv. Using memory strategies for retrieval (e.g. using ACRONYMS) 	
		B. APPLYING IMAGES AND SOUNDS	<ul style="list-style-type: none"> i. Using images ii. Using key words iii. Representing sounds iv. Semantic mapping 	
		C. EMPLOYING ACTION	<ul style="list-style-type: none"> i. Using physical response ii. Using mechanical techniques 	
		D. REVIEWING WELL	<ul style="list-style-type: none"> i. structured reviewing 	
	2. COGNITIVE STRATEGIES	A. PRACTISING	<ul style="list-style-type: none"> i. Repeating ii. Recombining iii. Practising naturalistically iv. Formally practising with sounds and writing systems 	

CLASS OF STRATEGY	GROUPS OF STRATEGIES	SETS OF STRATEGIES	EXAMPLES/APPLICATION OF STRATEGIES
D I R E C T		B. RECEIVING AND SENDING MESSAGES	<ul style="list-style-type: none"> i. Getting the idea quickly ii. Taking notes iii. Recognising and using formulae and patterns iv. Using resources for receiving and sending messages
		C. CREATING STRUCTURE FOR INPUT AND OUTPUT	<ul style="list-style-type: none"> i. Summarising (writing a summary) ii. High - lighting
		D. ANALYSING AND REASONING	<ul style="list-style-type: none"> i. Reasoning deductively ii. Translating iii. Transferring (Directly applying previous knowledge to facilitate new knowledge in target language)
T	3. COMPENSATION STRATEGIES	<u>A. GUESSING INTELLIGENTLY</u>	<ul style="list-style-type: none"> i. Using linguistic clues (suffixes, prefixes, word order etc.) (using previously gained knowledge of target language or the learner's own language) ii. Using other clues (e.g. Using forms of address)
		B. OVERCOMING LIMITATIONS IN SPEAKING AND WRITING	<ul style="list-style-type: none"> i. Getting help ii. Using mime or gesture iii. Selecting the topic iv. Adjusting or approximating the message v. Coining words vi. Using circumlocution or synonyms vii. Avoiding communication totally or partially viii. Switching to the mother tongue

CLASS OF STRATEGY	GROUPS OF STRATEGIES	SETS OF STRATEGIES	EXAMPLES/APPLICATION OF STRATEGIES
II I N D I R E C T	4. METACOGNITIVE STRATEGIES	A. CENTRING YOUR LEARNING	<ul style="list-style-type: none"> i. Delaying speech production to focus on listening ii. Over-viewing and linking with already known materials iii. Paying attention
		B. ARRANGING AND PLANNING YOUR LEARNING	<ul style="list-style-type: none"> i. Finding out about language learning ii. Organising iii. Setting goals and objectives iv. Identifying the purpose of a language task v. Planning for a language task vi. Seeking practice opportunities <p>e.g. :- Listening to popular songs on the T. V., radio, etc. - Seeking new friends from native speaker</p>
		C. EVALUATING YOUR LEARNING	<ul style="list-style-type: none"> i. Self-Monitoring (notice and correct one's own error) ii. Self-Evaluating <p>- gauging either general language progress or progress in any of the four skills</p>
	5. AFFECTIVE STRATEGIES	A. LOWERING YOUR ANXIETY	<ul style="list-style-type: none"> i. Using progressive relaxation, deep breathing or meditation ii. Using music iii. Using laughter
		B. ENCOURAGING YOURSELF	<ul style="list-style-type: none"> i. making positive statements ii. taking risk wisely iii. rewarding yourself

CLASS OF STRATEGY	GROUPS OF STRATEGIES	SETS OF STRATEGIES	EXAMPLES/APPLICATION OF STRATEGIES
		C. TAKING YOUR EMOTIONAL TEMPERATURE	<ul style="list-style-type: none"> i. Listening to your body ii. Using a check-list iii. Writing a Language-learning Diary iv. Discussing Your Feelings with Someone Else
	6. SOCIAL STRATEGIES	A. ASKING QUESTIONS	<ul style="list-style-type: none"> i. Asking for clarification or verification (not by hesitation) - Asking more proficient speakers to slow down, paraphrase, repeat, explain or clarify what he/she said
		B. CO-OPERATING WITH OTHERS	<ul style="list-style-type: none"> i. Cooperating with peers - games, simulation, groups/pairs ii. Cooperating with proficient users of the New Language
		C. EMPATHISING WITH OTHERS	<ul style="list-style-type: none"> i. Developing cultural Understanding ii. Becoming Aware of Others' Thoughts and Feelings

Taken from Oxford (1990) Language Learning Strategies: What Every Teacher Should Know

2.4 Learner Training and Strategy Instruction

2.4.1 An overview

In the literature, learner training and strategy training are used interchangeably. Oxford (1990:200) writes; “Training of language learning strategies is called many things: ‘strategy training’, ‘learner training’, ‘learning-to-learn training’, ‘learner methodology training’, and ‘methodological initiation for learners’.” In this study, the terms ‘strategy training’ and ‘learner training’ are used interchangeably. This is because what Wenden (1991) calls the three categories of learner training contents are subsumed in the “general scope of strategy training” (Oxford 1990: 201).

According to Dickinson, (1987) learner training or training in learning how to learn comprises:

- (i) developing knowledge about learning and about oneself (the learner) as a learner,
- (ii) planning (for language learning), and
- (iii) discovering and using appropriate and preferred strategies to achieve the objectives specified by the plans (p.34).

We can thus see that instruction in language learning strategies is the major part of learner training content. The importance of learning strategy instruction is based on the proposition that:

- (i) mentally active learners are better learners;
- (ii) strategies can be taught;
- (iii) learning strategies transfer to new tasks, and that

(iv) academic language learning is more effective with learning strategies (O'Malley and Chamot 1990:196).

On this point Larsen-Freeman and Long (1991:213) quote Dansereau (1978); "Evidence that learners can benefit from explicit coaching in language learning strategies has led to proposals that such instruction be incorporated into instructional programmes."

2.4.2 Approaches and Issues in Language Learning Strategy Instruction

There are several unresolved issues in the literature regarding language learning strategies instruction. Some of these are extensively discussed in O'Malley and Chamot (1990). The major issues are (a) whether instruction should focus only on learning strategy training or should be integrated with classroom instruction in the language or content subject; and (b) whether the actual training (be it separate or integrate) should be "direct" or "embedded".

2.4.2.1 Separate Versus Integrated Training

By "separate" is meant, here, that the strategy instruction should be delivered in isolation from the language or other subjects during the teaching programme. Advocates of separate instruction advance their beliefs that "students will learn strategies better if they can focus all their attention on developing strategic processing skills rather than try to learn content at the same time" (O'Malley and Chamot 1990:152 quoting Jones et al, 1987). Those who

support 'integrated' instruction say that "learning in context is more effective than learning separate skills" (O'Malley and Chamot, 1990:152, quoting Wenden 1987). Here, the argument for giving integrated instruction is that "practising strategies on authentic academic and language tasks facilitates the transfer of strategies to similar tasks ..." (Campione and Armbruster 1985; Chamot and O'Malley 1987, as quoted in O'Malley and Chamot 1990: 152).

However, it is also suggested that both separate and integrated instruction can be developed and used in the language classroom (Weinstein and Underwood 1985, as cited in O'Malley and Chamot 1990).

2.4.2.2 Direct Versus Embedded Instruction

Another major issue is the question of whether to deliver direct/informed instruction or an embedded one (be it in separate training or integrated training, as discussed above). By 'direct' is meant that students are informed of the value and purpose of the strategies and the training itself (O'Malley and Chamot 1990). Wenden (1991:105) argues on this issue that "the purpose of the training should be made explicit and its value brought to the student's attention". Oxford (1990) also stresses the advantage of 'informed' strategy instruction over the "embedded" one: "Strategy training is most effective when students learn why and when specific strategies are important, how to use these strategies and how to transfer them to new situations" (p.12).

In 'embedded' instruction, on the other hand, students are presented with activities and materials structured to elicit the use of strategies being taught, but are not informed of the reasons why this approach to learning is being practised (O'Malley and Chamot 1990:153). The advantage of embedded training is that "little teacher training is required" (Jones 1983, as cited in O'Malley and Chamot, 1990), because the strategy training is woven into the language training material itself. The teacher/instructor just gets the students to work on exercises and activities whereby "they learn to use the strategies that are cued by the textbook" (O'Malley and Chamot, 1990:153).

The shortcomings of embedded training is that there will be little transfer of the strategies to new tasks. It is argued that students who are not aware of the strategies they are using do not develop independent learning strategies and have "little opportunity of becoming autonomous learners" (Wenden, 1987:10).

The general proposition seems that instruction in learning strategies be 'direct' than 'embedded'. Another alternative is that direct instruction be added to curricular or instructional materials designed with embedded strategies (Derry and Murphy, 1986, as cited in O'Malley and Chamot 1990).

2.4.2.3 Pre-Service and In-Service Teacher Training and Implementation of Strategy Instruction

O'Malley and Chamot (1990: 154) note that the most important factor in the implementation of strategy instruction is "developing in teachers the

understanding and knowledge for delivering effective learning strategy instruction to students". According to Oxford, (1990: 20) the two issues to be considered as a teacher prepares for conducting strategy training are: (i) (the teachers') knowledge of language learning strategies, and (ii) attitude about role change. Teachers should be ready to revise their "traditional" roles of a parent, director, manager, controller, judge, leader, instructor, and even doctor who must "cure the ignorance of students (Oxford, 1990: 10). She suggests that teachers should be convinced of their "new functions" as facilitators, helpers, guides, co-ordinators, diagnosticians and co-communicators (Ibid.).

On this point, Dickinson (1987) writes:

It is not the learners only that need to be weaned away from false assumptions and prejudices in language learning and teaching. ... it is also possible that teachers harbour wrong views, especially regarding their roles and the roles of their pupils (p.133).

Oxford (1990: 10) enumerates what she calls "new teaching capacities" such as: (i) identifying students' learning strategies, (ii) conducting training on learning strategies, and (iii) helping learners become more independent. The point here is that teachers/instructors are not to give up their "managerial" and instructional tasks, but that these elements of teacher roles become much less dominant.

But, O'Malley and Chamot (1990:15) complain that "little attention has been given to training in which teachers are familiarised with the techniques for learning strategy instruction": A general recommendation forwarded by these two researchers (O'Malley and Chamot 1990) is that "extensive staff

development activities” should be provided where teachers participate in training activities, frequent workshops, collaborative planning and classroom observation with peers.

2.4.3 Projects and Models of Strategy Instruction for the Promotion of Learner Autonomy

The following are some of the “projects” and “sequences” of learner training for the promotion of learner autonomy tried out by different researchers in this specific field:

A. Project For Experiential Learning of English and Finnish in Finish Schools

It was a four-year “project” in experiential teaching of Finnish and English, launched in 1984. The initiator of the project was Viljo Kohonen (1987). The project aims at enabling the learner “to become increasingly self-directed and responsible for his own learning” (Kohonen 1987: 50). The project included learner training as one of the main objective of foreign language education. It also piloted the pedagogical possibilities of doing it in practice. Here, student teachers were introduced to autonomous and experiential learning during their graduate learning. The teacher-trainees participated in workshops and seminars offered by the department of teacher education.

B. A Program in the University of Toronto School of

Continuing Studies

This program adopted a “strategy-based” approach to methodology, teaching strategies as options that students may use to acquire and use their language skills with fluency. Learner training is also incorporated into the language training syllabus. Workshops were organized and conducted by the director and other faculty members self-trained in the field of learner strategies to prepare teachers who had no background in the strategy-based methodology (Wenden, 1991).

The objectives of the programme include: (1) awareness raising of strategies that students already use in their native language, (2) facilitating transfer of these strategies to their second language, (3) provision of information and discussion on various aspect of the learning process, and (4) providing for students’ preferred ways of learning (Wenden, 1991: 154).

C. A “Sequence Framework” for Learning Strategy Instruction

This was designed by Jones et al. (1987), as quoted in O’Malley and Chamot (1990: 158).

The sequences are:

(1) Assessing Strategy Use With:

- think- aloud procedures
- interviews

- questionnaires
- (2) Explaining strategy by:
- naming it
 - telling how to use it step by step
- (3) Modelling strategy by:
- demonstrating it
 - verbalising own thought process while doing task
- (4) Scaffolding instruction by:
- providing support while students practise
 - adjusting support to student needs
 - phasing out support to encourage autonomous strategy use
- (5) Developing Motivation by:
- providing successful experiences
 - relating strategy use to improved performance

D. CALLA or Cognitive Academic Language Learning Approach (USA)

It was designed by Anna Uhl Chamot and J. Michael O'Malley (1987) based on cognitive theory and on (their own) research with second language learning strategies. According to Chamot and O'Malley (1987: 239); "The CALLA model uses language learning strategy instruction as an approach to teaching the content based language development curriculum."

This 'model' embeds training in learning strategies within activities for

developing both language skills and content area skills. The learning strategy component of CALLA;

- shows students how to apply strategies,
- suggests a variety of strategies for different tasks,
- provides examples throughout the curriculum to enhance transfer,
- shows how teachers' prompting of strategies can gradually be reduced,

In CALLA, learning strategies are embedded in sample lesson plans in the areas of science, mathematics and social studies (O'Malley and Chamot 1990: 190).

.E. Oxford's (1990) "Eight-step Model" for Strategy Training

This model focuses on the teaching of learning strategies, and is "usually tied to regular language learning" (Oxford 1990: 203). The following is a summary of Oxford's "Eight-step Model" (Oxford 1990:203-209):

Step 1: Determine the Learners' Need and the Time Available:

The questions the teacher should ask himself are:

- Are they children, adolescents, college students, graduate students? etc... .
- What are their abilities and weakness?
- What learning strategies have they been using?
- Do they take responsibility (for their own learning) or will you (the teacher) need to help them change their attitude about language learning?
- Are you pressed for time? etc.

Step 2: Select Strategies Well

- That is, select strategies which are related to the needs and characteristics of your learners.
- Choose more than one kind of strategy to teach.
- Think of this training process as more than just teaching metacongnitive or cognitive strategies (Include other kinds of strategies-memory, compensation, affective and social strategies).

Step 3: Consider Integration of Strategy Training

- That is, integrate strategy training with the tasks, objectives and materials used in the regular language learning programme.

Step 4: Consider Motivational Issues

- In order to induce motivation among the language learners the following methods have been suggested by Oxford (1990): (i) giving grades or partial course credit for attainment of new strategies, (ii) letting students have some say in selecting the tasks and activities, and (iii) letting students choose the strategies they will use (pp. 206-207).

Step 5: Prepare Materials and Activities

- Choose language activities and materials that are likely to be interesting to the learners; or have the students to select their own language activities and materials.

Step 6: Conduct Completely Informed Training

- That is, provide practice with strategies in several language tasks and point

how transfer of strategies is possible from task to task.

- Give learners explicit opportunity to evaluate the success of their new strategies.
- The learners should be informed (as completely as possible) about why the strategies are important and about how to use them in new situations.

Step 7: **Evaluate the Strategy Training**

- Learners' own comments about their strategy use are part of the training itself.

Step 8: **Revise the Strategy Training**

This last instructional model by Oxford (1990) has been used both in designing of one of the research tools for this study as well as in developing and modifying a model for interpreting data generated through the three research tools employed in this study..

2.5 **Some Researches and Representative studies**

There have been research endeavours that focus on how to change the learner, that is, "on making the learner a better learner" (Wenden 1991: 2) ever since the emergence of learner-centred practices in language teaching and learning. Studies in second language and cognitive psychology have pointed to the educational importance of helping learners 'learn how to learn'. Still others have advanced the notion of promoting learner autonomy or self-directed learning among students, especially, language learners.

Legutke and Thomas (1991:270) mention what they call the “two inter-related directions” of research which have a direct bearing on the process-oriented classroom. Accordingly, researches of the first one (mainly in Europe) have committed themselves to the development of ‘learner autonomy’ as a primary requisite of learning beyond school in democratic societies. Projects and experiments that exclusively focus on students’ autonomous learning have been tried out by proponents of this notion in many countries of Europe. Examples of works as cited by Wenden (1991) are Dietrich (1979), Hold (1980), Dickinson(1978) and Kohonen (1987,1989)

Representatives of the second direction have focused on solving the secrets of “good language learners”, emphasising learner strategies and the notion of learner training. Some of the proponents cited in the literature are - Wenden and Rubin (1987), Chamot and Kupper (1987), Oxford et al (1984), O’Malley and Chamot (1987) and Oxford (1990).

Other related studies on the effectiveness of learning strategies for improving language learning as well as the development of autonomy in learning have been undertaken . Two of such representative studies will be cited here.

O’Malley et al. (1985b) conducted research on instruction in learning strategies. The primary objective of this study was to investigate whether strategy instruction in a natural classroom setting would result in improved learning for various types of second language tasks with students of English as second language.

Results from the study demonstrated that strategy training can be effective in a natural classroom environment with integrated language tasks such as speaking and listening.

O'Malley and Chamot (1990: 175) also mention a second study- 'The foreign Language Course Development Study'- which they had undertaken in earlier years. It was focused on answering practical questions regarding learning strategy instruction. The main objective of the study was to find out whether foreign language instructors would be able and willing to integrate learning strategy instruction into their language classes (O'Malley and Chamot 1990: 182). The results indicate that not all teachers may be willing to add a strategy instruction component to their second language classroom (Ibid., 178).

In the Ethiopian context, no explicit and comprehensive study on learner autonomy has been attempted. What has so far been ventured is only related to the investigation of learning strategy use by students in some educational settings of Ethiopia. Some such works are to be found in MA theses in TEFL(Teaching English as Foreign Language).

Fassil Demissie (1992) tried to identify the communication strategies employed by senior high school students in oral production of English. Berhanu Bogale (1993) was interested in the "interactional' listening strategies 4th year students of AAU use. Girma Gezahegn (1994) tried to investigate and describe the reading strategies employed by AAU 1st year students. Likewise, Tsegay Taffere (1995) also worked towards finding out what speaking strategies were employed by

first year students at 'Kotebe' College of Teacher Education.

Certainly, all these studies which investigated the employment by students of different language learning strategies for the enhancement of the four language skills have immense contribution in the general area of learner training. However, all of them seem to have focused exclusively on the learners' awareness and use of strategies, as it were. None of them seem to have given due attention to the instructional implementation of learner training or language learning strategy training from the perspective of the teacher's classroom practices.

From this we can see that much remains to be done in the field of learner training and the promotion of learner autonomy. Hence, research endeavours along this area of study in the future may contribute to the improvement of English language teaching/learning, in general, and the enhancement of students' autonomous learning, in particular.

CHAPTER THREE

THE RESEARCH DESIGN

3.1 Introduction

This study is a descriptive one. As pointed out in an earlier section of the paper, the focus of the study is on investigating the existence of 'learner training' in the regular English language programmes of AAU Freshman EFL classroom. An attempt has also been made to describe the instructional approaches followed by the instructors while helping their students 'learn how to learn' (if at all). The instructors' own preparedness to implement learner autonomy in their EFL classrooms has been another major focus of the study.

Analysis of the data generated through all the research tools employed here was guided by the following major questions:

- a. Do English language instructors include learner training elements (mostly manifestable in language learning strategy instruction) in their language teaching/learning plans?
- b. What instructional approaches do they follow during strategy training?
 - Separate or integrated training?
 - Direct (informed) or embedded instruction?
- c. How prepared are the instructors in terms of their awareness in language learning strategies and their knowledge in instructional techniques to implement learner training for learner autonomy?

3.2 The Subjects

The target population of the study was a sample from AAU Freshman Programme regular English language instructors. Out of the total 36 regular English instructors, about 33% were taken as a sample for the study. All in all twelve instructors were selected based on purposive sampling technique. Two of the instructors participated in the video-recordings of their respective FLEN classroom sessions (two sessions' recording each). Two other instructors also participated in classroom observations of their respective FLEN classroom sessions (one session's observation each). Eight instructors were then added to the already four, to give a total of twelve instructors who would participate as respondents for the questionnaire.

3.3 Instruments Used for Data Collection

For the purpose of collecting appropriate data, the researcher opted for three research tools: video-recordings, classroom observations and an instructors' questionnaire. The two tools - the questionnaire and the video-recordings - had their own purposes to serve, based on the aforementioned guiding questions. They are the main tools for this study. But, the classroom observations were employed to obtain supplementary information which, the researcher believes, might not have been exhausted during only four session video-recordings.

3.3.1 Video-Recording Procedures

The video-recordings were especially important for detailed data collection (both verbal and non-verbal) from four EFL classroom sessions. Four English

classroom sessions (two sessions for each of the two instructors) were video-recorded. The recording was conducted for four days during the second semester of the academic year (1997/98).

The video-camera was raised on a tripod such that it could be rotated in different directions of the classroom whenever the need arises. At times, it was also borne shoulder high to focus on students' activities, especially during group or pair discussions.

Arrangements were first made with each of the two instructors a few days before the commencement of the recordings. In the classrooms, care was taken to minimise "observer's effect", especially fear and/or distraction on the part of the learners which might result from the mechanical recording or even from the very presence of the researcher. To begin with, the instructors explained to their students the purpose of our presence and told them to relax. For the same purpose also we saw to it that the recording did not start immediately, but gave them (the learners) time to get used to our presence. The total recording time was about 320 minutes for all the four FLEN sessions.

3.3.2 Classroom Observation Procedure

As mentioned earlier in this section, the cooperation of two FLEN instructors was sought in order to conduct classroom observation of their respective EFL classes. The necessary arrangements were made with each instructor a few days before starting the observations. Care was also taken to minimise "observer's effect", even

though the focus was more on the instructors rather than on their students. The classroom observation of the EFL classrooms were conducted two times (once for each instructor). The observations were conducted during the second semester of 1997/98 academic year. Occurrences or events of learning strategy instructions were marked under appropriate columns in the observation chart (see Appendix B).

3.3.3 Preparation and Administration of the Questionnaire

Before the final form of the questionnaire was prepared and administered, each item was pre-tested and the questionnaire tried out in a pilot study. This helped to point to the need for making some alterations here and there and even total cancellation of some items. For example, Q - 1 was first designed as follows: "Do you try to identify and diagnose your students' language learning strategies?" (A) - Yes, (B) No. But, after the pilot study, it was amended to give more extended categories (from NEVER to VERY FREQUENTLY). Next, follow up items were added in order to probe deeper and elicit more information using certain open-ended questions. For example, Q-2 reads: "If your response for No. 1 is not A or B, what techniques do you employ to assess your students' awareness and use of language learning strategies?" (see Appendix C). In this way, the questionnaire was made ready to be given out to the respondents, accompanied by a suitable cover letter. All the twelve subjects returned the questionnaires.

The categories in the instructors' questionnaire were adopted from the literature regarding steps or sequences of strategy training and instruction, as well as on familiarising teachers with strategy instruction techniques. Particularly useful was

Oxford's (1990) "Eight-step model" for strategy training (see chapter 2.4.3). This was utilised for preparing items 1 up to 19 (category I; see Table 4.5). Items 2, 4, 7, 10, 13 and 24(Category II(i)) were also designed based on Oxford's (1990) "Eight-step model". Items 20 up to 23 were designed based on discussions in O'Malley and Chamot (1990). (see category II(ii)).

3.4 Development and Description of Models for Analysis

3.4.1 Development and Description of a Model for Interpreting Data from the Video-Recordings

For the purpose of interpreting the data generated by the video-recordings, it was necessary to develop a system of analysis or a model. Hence, a model was designed by the researcher based on the literature review as well as on the data collected from the actual research. For this purpose much information was obtained from Oxford's (1990). 'New System of Language Learning Strategies' (see figure 2 and Table3). These were the categories focused on during recording, transcribing as well as during data analysis and interpretation.

Side by side to this, the researcher tried to look at the instructional methods (in strategy training) followed by the instructors. This second category was included into the model based on information given in O'Malley and Chamot (1990:152-154), Wenden (1991:105) and others. These writers advance the idea that strategy training should be integrated into the language tasks and activities instead of conducting it separately. They also contend that direct (informed) strategy instruction is more

effective than an embedded one (see chapter 2.4.2).

Occurrences of learning strategies taught or practised by students during training of the various language skills and activities were carefully identified from the transcribed extracts. Narrative descriptions were then developed of the strategies taught or practised (by students) as well as the modes of instruction (direct or embedded).

3.4.2 Developing a Model for Interpreting Data from the Classroom

Observations

In order to interpret the data generated through the classroom observations, it was necessary to design an observation schedule of some kind. For this purpose, Oxford's (1990), "New system of Language Learning Strategies" was adopted and utilised for preparing the tally sheet (see Appendix B). Discussions in O'Malley and Chamot on issues regarding learning strategy instruction were also utilised (see chapter 2.4.2).

During the observations (I and II), the learning strategies taught or practised by students during the regular language programmes were identified and noted against the appropriate columns in the tally sheet. Narrative descriptions were then developed of the strategies taught or practised (by students) as well as the modes of instruction (direct or embedded).

TABLE3 Examples of Occurrences of Strategy Training

No.	Strategy Trained During a language Programme	Examples of Exponents of Language Learning Strategy Training	MODES OF STRATEGY INSTRUCTION	
			Direct	Embedded
1	SOCIAL STRATEGY Cooperating with others/peers	T. ...discuss in two's ... in pairs with the person beside you ...		*
2	COMPENSATION STRATEGY - guessing intelligently (i.e., using linguistic eludes	T. read the statements carefully and try to guess.. to be assisted by some of the words that come before and after that word ... that's what we mean by contextual meaning ... the words that surround the word ... if you are not certain about that word .. then you have to at least guess ... and your guess should be as close as possible (xx) .. to the real meaning of that word. ...	*	
3	SOCIAL STRATEGY - Cooperating with peers (i.e., group or pair works).	((students discuss in pairs and in small groups))		*

Source: Oxford's (1990) 'New system of Language Learning Strategies'.

Key: An asterisk (*) indicates the mode of strategy instruction followed by an instructor during an EFL classroom session.

CHAPTER FOUR

4. PRESENTATION AND DISCUSSION OF DATA

The major objective of this study was to investigate the inclusion of learner training, especially language learning strategy training, by the instructors along with their regular language teaching programmes in EFL classroom settings at AAU Freshman level. The main focus was on exploring the teaching practices as well as general orientations of instructors from the perspective of promoting learner autonomy. To come out with relevant answers to these and other related questions, the researcher has made use of three research tools.

The presentations and discussions of the research have been given in three sections. In the first section the data obtained from the video-recordings are presented and discussed. In the second section the data obtained from the two classroom observation sessions are presented and discussed. Finally, the data generated through the instructors' questionnaire are presented and discussed.

4.1 Presentation and Discussion of Data from the Video-Recordings

As mentioned earlier, one of the main goals of the study was to find out whether language learning strategy training is being incorporated into the regular English language programmes at AAU Freshman level. The transcripts of the video-recording extracts were analysed to identify the types of strategies taught and the instructional techniques opted by the instructors to promote awareness and use of

language learning strategies. These were then counted and tabulated (see Table 4.1 upto 4.4). For content analysis, Oxford's (1990) classification and description of language learning strategies was utilized (see Fig. 2, and also Appendix A).

What follows is a narrative account or description of the language learning strategies taught, as well as the instructional techniques employed by the instructors in the study.

Table 4.1 (below) shows the major strategies taught by one of the instructors (Instructor 1) during the two EFL sessions. As can be seen from the table, the instances for training in cognitive, compensation, metacognitive and social strategies were 6, 7, 2 and 10 respectively (see also Appendix A). There were no instances of training in memory and affective strategies, or memory and affective strategies were not manifested during any of the language tasks and activities.

TABLE 4.1 Types and Modes of Strategy Training by

INSTRUCTOR 1
(SESSION I AND II)

No	STRATEGY GROUPS TAUGHT	SESSION I			SESSION II			Total for each strategy group taught in two sessions
		Instances of Direct Instruction	Instances of Embedded Instruction	Total	Instances of Direct Instruction	Instances of Embedded Instruction	Total	
1	MEMORY STRATEGIES	-	-	-	-	-	-	-
2	COGNITIVE STRATEGIES	-	3	3	-	3	3	6
3	COMPENSATION STRATEGIES	1	6	7	-	-	-	7
4	METACOGNITIVE STRATEGIES	-	-	-	-	2	2	2
5	AFFECTIVE STRATEGIES	-	-	-	-	-	-	-
6	SOCIAL STRATEGIES	-	4	4	-	6	6	10
	TOTAL INSTANCES OF STRATEGY TRAINING	1	13	14	-	11	11	25

The same table reveals that the most frequent strategies taught and/or practised were social strategies. During the lessons, the instructor encouraged students to discuss in small groups and pairs or to compare their answers. He also told them to ask each other for verification and clarification before reporting their group work to the teacher or to the whole class. One possible explanation for this could be that the course book, in many places, instructs students to form into groups or pairs. All such practices in the above types of social strategies are also good means of altering students' views and attitudes about their roles in language learning. Students would know that they have to consult the teacher as a final resort.

The next most frequent strategy groups were compensation strategies and cognitive strategies. The strategies least taught were metacognitive strategies. Here is one of the two instances of practice in metacognitive strategy. From the extract, we can see how the instructor encourages a student to self-monitor his learning, that is, to "notice and correct" his own error

S. ... tourism have increased ...

T. What's that? "have increased"? ... is the subject singular or plural?

S. singular...

T. so.. do we use have -- or has?

S. no .. has .. has

T. has .. alright ... good

Again, from the same Table we can note that almost all strategy instruction (24 out 25 instances) was given in "embedded" form. We find only one single

instance of strategy training (in compensation strategy group) where direct or informed instruction is provided. The following extract illustrates such an instance (see also Appendix A):

T. read the statements carefully and try to guess .. to be assisted by some of the words that come before and after that word ... that's what we mean by contextual meaning ... the words that surround the word .. if you are not certain about that word .. then you have to at least guess ... and your guess must be as close as possible (xx) ..to the real meaning of that word

Even in the above instance, the “direct” training is not adequately explicit, that is, the instructor never names the type or group of strategy being employed; nor does he give information on the value and purpose of the strategy. All the instructor does is, tell his students, in general terms, how to guess the meanings of words using words that come before and after that particular word. But, this is not surprising given the nature of the FLEN course as provided in the current coursebook. The assumption of the researcher was, however, that the instructor would venture to spend some limited time on explaining the values and purposes of the few language learning strategies embedded in the language teaching/learning material.

Table 4.2 also shows the principal strategies taught or practised during the two sessions conducted by instructor 2. Accordingly, we can see that all the six groups of strategies were dealt with. Here again, the most frequent strategy training was on social strategies. The data from Table 4.2 shows that there were a total of 8 instances of social strategies training. In many instances the instructor had his students work in

small groups and/or pairs to solve their difficulties in some of the language tasks and activities. Again, such practices on the part of the instructor seem to have been guided by the very nature of the current English coursebook for Freshman students.

The two other strategy groups taught relatively frequently were cognitive and compensation strategies. The least mentioned were memory strategies and affective strategies. Here again the actual instruction of the strategies was in “embedded” form. Students were not informed as to why and how they use the strategies being taught.

TABLE 4.2 Types and Modes of Strategy Training by

INSTRUCTOR 2
(SESSION I AND II)

No	STRATEGY GROUPS TAUGHT	SESSION I			SESSION II			Total for each strategy group taught in two sessions
		Instances of Direct Instruction	Instances of Embedded Instruction	Total	Instances of Direct Instruction	Instances of Embedded Instruction	Total	
1	MEMORY STRATEGIES	-	-	-	-	1	1	1
2	COGNITIVE STRATEGIES	-	3	3	-	1	1	4
3	COMPENSATION STRATEGIES	-	4	4	-	-	-	4
4	METACOGNITIVE STRATEGIES	-	-	-	-	1	1	1
5	AFFECTIVE STRATEGIES	-	1	1	-	-	-	1
6	SOCIAL STRATEGIES	-	6	6	-	2	2	8
	TOTAL INSTANCES OF STRATEGY TRAINING	-	14	14	-	5	5	19

In sum, the data from all the four video-recordings reveals that not enough range of language learning strategies are provided along with the English language teaching/learning plans. What is more, the few learning strategies given are not frequently taught; nor are they adequately practised by the students.

Besides, in none of the strategy training instances was a strategy group or strategy set or strategy type identified by name. No “explicit” informing of the value and purpose of a strategy was provided. This would seem to suggest either of two things. One would say that either the instructors are not familiar with the wide range of language leaning strategies suggested in the literature, or that they (the instructors) are being guided by the coursebook. Either way, the results from the above data indicate that strategy training, as a major component of learner training, is not properly provided in the aforementioned classroom settings.

Of course, in none of the strategy training instances was a strategy taught separately or in isolation from the language learning activities. All the strategies, though sparse in occurrence, were integrated with the language teaching/learning material. This fact from the study suggests that although the language learning strategies provided in the coursebook are very few, the students are made to practice them in context. The argument for such integrated training is that “learning in context is more effective than learning separate strategies” (O’Malley and Chamot, 1990: 152).

4.2 Presentation and Discussion of Data from the Classroom Observations

This tool was employed for the same purpose that the video-recordings were used, that is, to collect data on whether and how instructors deal with strategy training in the classroom. But, as mentioned earlier in this paper, the intention was to obtain data which would supplement the results from the video-recordings. Two

classroom observations (one for each participating instructor) were conducted for a total of about 200 minutes. The researcher entered each classroom with a tally sheet ready in order to note occurrences of strategy training manifest during the language teaching/learning processes.

The following are narrative accounts or descriptions of the data summarized in Tables 4.3 and 4.4.

Table 4.3 shows that the most frequently taught strategies during observation I were from social strategy group. There were 8 instances of training in this strategy group. The other strategy group taught with a relatively high frequency (5 instances) were cognitive strategies. As can be seen from Table 4.3, there were no instances of training in three strategy groups - memory, metacognitive and affective strategies. Compensation strategy group occurred only once.

TABLE 4.3 Types and Modes of Strategy Training Detected During Observation I

No	STRATEGY GROUPS TAUGHT	MODES OF INSTRUCTION		
		Instances of Direct Instruction	Instances of Embedded Instruction	Total occurrence of each strategy group
1	MEMORY STRATEGIES	-	-	-
2	COGNITIVE STRATEGIES	-	5	5
3	COMPENSATION STRATEGIES	-	1	1
4	METACOGNITIVE STRATEGIES	-	-	-
5	AFFECTIVE STRATEGIES	-	-	-
6	SOCIAL STRATEGIES	-	8	8
	TOTAL INSTANCES OF STRATEGY TRAINING	-	14	14

TABLE 4.4 Types and Modes of Strategy Training Detected During Observation II

No	STRATEGY GROUPS TAUGHT	MODES OF INSTRUCTION		
		Instances of Direct Instruction	Instances of Embedded Instruction	Total occurrence of each strategy group
1	MEMORY STRATEGIES	-	-	-
2	COGNITIVE STRATEGIES	-	7	7
3	COMPENSATION STRATEGIES	-	-	-
4	METACOGNITIVE STRATEGIES	-	10	10
5	AFFECTIVE STRATEGIES	-	2	2
6	SOCIAL STRATEGIES	-	5	5
	TOTAL INSTANCES OF STRATEGY TRAINING	-	24	24

The data from Table 4.4 reveals a greater frequency of strategy training during the second observation session (observation II). We see 10 instances of training in metacognitive strategies and 7 in cognitive strategies. Affective and social strategies were treated 2 and 5 times, respectively. Memory and compensation strategies were never detected during observation II.

What is common and most revealing in the two observation sessions is that none of the strategy instruction were direct or informed. The few instances of training students to practise in language learning strategies were embedded in the tasks and activities usually provided in the coursebook (College English I and II) itself.

By drawing together the results from the video-recordings and classroom observations discussed above, one can come out with more or less converging conclusions. In general, it seems that there are some indications of including learner training elements in the EFL classrooms of AAU Freshman Programme. But, such training appears to be lacking in adequacy both in the variety and frequency of the

occurrences of appropriate language learning strategies. What is more, the methods of strategy instruction followed by the instructors do not seem to be effective enough to promote students' autonomous or independent learning.

4.3 Presentation and Discussion of Data from Instructors' Questionnaire

Another major tool (other than the video-recordings) employed in this study was the instructors' questionnaire. The main purpose for devising this tool was to collect information on the instructors' classroom practices as regards the inclusion of learner training elements.

The items under category I (see Table 4.5) were meant to explore whether the EFL instructors conduct strategy assessment and training among their students (also see Appendix C). The questionnaire also served to generate data on whether instructors deal with students' views and attitudes in language learning as well as in taking on more responsibility for their learning. These elements of learner training for promoting learner autonomy have been included in category I (see items 5, 11, 12, 14, 16 and 17).

Category II(i) and II(ii) of the questionnaire deal specifically with instructors' preparedness to implement learner training in the classroom (see items 2, 4, 7, 10, 13, 24 and items 20, 21, 22 and 23).

TABLE 4.5

Category I: INSTRUCTORS' RESPONSES SHOWING THEIR PRACTICES IN STRATEGY INSTRUCTION

QRE. ITEMS	NEVER		RARELY		SOMETIMES		FREQUENTLY		VERY FREQUENTLY		TOTAL RESPONDENTS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	6	50	-	-	4	33.3	2	16.7	-	-	12	100
3	8	66.6	1	8.3	2	16.7	1	8.3	-	-	12	99.9
5	1	8.3	-	-	4	33.3	2	16.7	5	41.7	12	100
6	1	8.3	2	16.7	7	58.3	2	16.7	-	-	12	100
8	2	16.7	4	33.3	4	33.3	2	16.7	-	-	12	100
9	2	16.7	-	-	4	33.3	6	50	-	-	12	100
11	1	8.3	5	41.7	6	50	-	-	-	-	12	100
12	-	-	3	25	6	50	3	25	-	-	12	100
14	1	8.3	3	25	5	41.7	2	16.7	1	8.3	12	100
15	1	8.3	-	-	6	50	4	33.3	1	8.3	12	99.9
16	1	8.3	-	-	11	91.7	-	-	-	-	12	100
17	6	50	1	8.3	5	41.7	-	-	-	-	12	100
18	3	25	-	-	7	58.3	2	16.7	-	-	12	100
19	1	8.3	-	-	10	83.3	1	8.3	-	-	12	99.9

* HIGH RESPONSES:

Only the responses for Item 5 = 2 (FREQUENTLY) + 5 (VERY FREQUENTLY)
 = 7 (58.4%)

The data from Table 4.5 shows the responses given for items 1, 3, 5, 6, 8, 9, 10, 11, 12, 14, 1, 16, 17 and 19. Accordingly, the responses given for items 1,3, and 17 seem to indicate low practices of the instructors in the study in conducting learner training/strategy training by the instructors in the study. Item 1 of the questionnaire reads: "How often do you diagnose or assess your students' language

learning strategies?" 50% of the respondents said they "never" do so. Item 3 also reads: "How often do you conduct language learning strategy awareness training among your students?" Here also 66.6% said they "never" give language learning strategy awareness training in the classroom. For item 17 half of the respondents (50%) said they "never" let their students choose the strategies they (the students) will learn. 8.3% said that they "rarely" do so.

For item 5, which asked how often the respondents try to find out about their students' "views and attitudes" regarding their (the students') roles in language learning, the responses were high or positive. Only 8.3% said they "never" practised this in the EFL classroom.

For item 6, which asks how often they get their students "to learn and practise one or more language learning strategies", 8.3% (for never) and 16.7% (for rarely) gave negative responses. For item 8, 50% of the respondents gave negative responses. This item reads: "How often do you select strategies that are relevant to the needs and characteristics of your students?" The remaining 50% (33.3% for sometimes, and 16.7% for frequently) claimed to do so in the classroom.

For item 11 also half of the respondents gave negative responses (8.3% for never and 41.7% for rarely) while the other half claimed to do so during their regular language teaching programmes. This item asked how often they get their students "to evaluate the success of their strategy practice?"

Responses for item 12, reveal positive or high indication regarding the teaching practices of instructors to "alter" students' beliefs and attitudes towards

taking on more responsibility for their learning. Accordingly, 50% claimed that they “sometimes” do so, while 25% said they include this elements of strategy training/learner training “frequently”. Item 12 had the same intention as item 5- to find out whether and how^{often} the instructors deal with students’ views and attitudes about language learning.

Item 14 asked the respondents how often they allow their students to “talk about their language learning problems” (an element of metacognitive strategy). Only 8.3 % said they “never” do so, while 25% said they do so “rarely”. The majority of the respondents claimed they included this element of strategy training in the EFL classroom. Accordingly, 41.7% said “sometimes”, 16.7% said “frequently”, while 8.3% said “very frequently”.

For item 15, which reads: “How often do you integrate strategy training within the tasks, objectives and materials used in the regular language programme?”, Only 8.3% (for never) responded negatively. 50% (for sometimes), 33.3% (for frequently) and 8.3% (for very frequently) claimed to do so. For item 16 also only 8.3% (for never) responded negatively. 91.7% claimed to include this element of learner training “sometimes”. The question reads: “How often do you let your students have some say in selecting the language activities or tasks they will use (for motivation)?”

Item 18 reads: “How often do you inform your students as completely as possible about why the strategies are important and how they can be used?” The responses for item 18 were 58.3% (for sometimes) and 16.7% (for frequently). 25% said they “never” do so. Item 19 reads: “How often do you point our how transfer of

strategies is possible from task to task?" The responses for item 19 were 83.3% (for sometimes) and 8.3% (for frequently).

The results as revealed in Table 4.5 (above) seem to indicate that there are some positive indications of including learner training elements in the regular language teaching/learning programmes in the aforementioned classroom setting. For instance, there are positive indications regarding the following:

- i. attempts to change students' views and attitudes about language learning or to help them reflect on their language learning as well as their roles in the language learning process,
- ii. getting students to practice one or more language learning strategies.

However, there are low indications regarding: (i) the assessment of students' prior awareness and use of language learning strategies, (ii) awareness and consciousness training, (iii) letting their students to choose the strategies they will use as well as the language learning strategies they will use, and (iv) getting their students to evaluate the success for their strategy practices.

In sum, the overall indications seem to point to the existence of learner training along with the language training programme. This was also revealed from the analysis of the recorded data as well as from the classroom observations. However, there still seems to be lack of systematic and/or informed presentation on the part of the instructors. The provision for learner training/strategy training in the different sections of the current English coursebook for Freshman programme are not adequate, nor are the practices in language learning strategies as explicit as they

should be. In other words, the few provisions for practices in language learning strategies are given embedded in the language learning tasks and activities.

Category II(i) and category II(ii) of the questionnaire were devised to draw information regarding the instructors' preparedness to implement strategy instruction. Among the issues concerning the actual implementation of strategy instruction, the teachers' own knowledge of learning strategies and their own training in methods of strategy instruction are the most important (Oxford, 1990). The items under category II(ii) were meant to draw responses concerning the instructors' training in the implementation of strategy training.

Under category II(i) (see Table 4.6) items 2, 4, 7, 10, 13 and 24 helped to elicit data on the subjects' orientation in language learning strategies and in methods of conducting strategy instruction.

The six items under category II(i) (see also Appendix - C) are all open-ended or free-response types. They have been devised to elicit the instructors' responses as regards their orientation of learning strategies and how they get their students to learn them. For ease of analysis, these free-responses have been coded as "LOW" or "HIGH" according to how exact or how close the responses are to the desired responses (see Appendix D).

For example let us say that a respondent gives "HIGH" response for item 9, which is a closed item. For more information, item 10, an open-ended one, probes deeper and reads: "If your response for No. 9 is not A or B, please mention here some of the strategies you deal with in your EFL classroom?" Obviously one would

have to be familiar with at least some of the language learning strategies to complete the three blank spaces provided. Thus have the items 2, 4, 7, 10, 13 and 24 been coded as 'HIGH' RESPONSES' or 'LOW RESPONSES'(verbaton responses).

Hence, from Table 4.6, we can see that except for item 7 (91.7%, HIGH RESPONSE), all the respondents gave 'LOW RESPONSES'(see also Appendix D). For example in item 13, the participants are asked what they do to “alter beliefs and attitudes of students regarding responsibility for their language learning ...” . Only 33.3% gave 'HIGH RESPONSES'. Item 24 (the last question) asks for the participants opinions as to “what measures should be taken in order to help students become autonomous or more independent in their language learning”. Here also only 25% of the respondents gave 'HIGH RESPONSES'. All these responses would, therefore, seem to indicate that the subjects lack the necessary orientation about language learning strategies as well as the skills to implement strategy instruction.

TABLE 4.6

Category II(i) INSTRUCTORS' RESPONSES ON THEIR PREPAREDNESS TO IMPLEMENT STRATEGY INSTRUCTION

QRE ITEMS	HIGH RESPONSES		LOW AND/OR NO RESPONSES		TOTAL RESPONDENTS	
	NO.	%	NO.	%	NO.	%
2	3	25	9	75	12	100
4	4	33.3	8	66.6	12	99.9
7	11	91.7	1	8.3	12	100
10	4	33.3	8	66.6	12	99.9
13	4	33.3	8	66.6	12	99.9
24	3	25	9	75	12	100

* HIGH RESPONSES

Only the responses for item 7= (91.7%)

TABLE 4.7

Category: II(ii) INSTRUCTORS' RESPONSES ON THEIR PREPAREDNESS TO
IMPLEMENT STRATEGY INSTRUCTION

QRE ITEMS	YES (HIGH RESPONSES)		NO (LOW RESPONSES)		TOTAL RESPONDENTS	
	NO.	%	NO.	%	NO.	%
20	7	58.3	5	41.7	12	100
21	6	50	6	50	12	100
22	3	25	9	75	12	100
23	6	50	6	50	12	100

* HIGH RESPONSES:

Only the responses for item 20 = 7 (i. e., 58.3%)

Items under category II(ii) (see Table 4.7) also were intended to check how prepared the subject are to conduct strategy training. This was in terms of their own training and also in terms of availability of time to incorporate learner training into the EFL classroom. From Table 4.7 we can see that except for item 20 (58.3%), all the other three items(21, 22 and 23) generated 'LOW RESPONSE'. That is, 50% said 'No' for item 21, 75% responded negatively for item 22 and also 50% said 'No' for item 23.

From the responses for items 21 and 22, especially, we can infer that instructors have not had enough orientation and training in methods of how to incorporate learner training into their language classrooms (English, in this case). Also 50% of the respondents seem to believe that they do not have enough time to include learner training in the language teaching/learning programmes. This would

again seem to suggest that even if the instructors were to get the necessary training, they would still lack time to implement it in the EFL classroom.

In general, the results of analysis of the above categories reveals that there is not adequate preparedness on the part of instructors to implement strategy training/learner training in their EFL classrooms.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This study attempted to find out the existence of learner training elements in the teaching/learning practices in AAU Freshman EFL classrooms. An inseparable part of the investigation was to see how this is being implemented. The focus of this aspect of the study was, thus, on exploring whether and how the English language instructors are incorporating learner training/strategy training into their language teaching plans. The other aspect of the study was to investigate the instructors' preparedness to implement strategy training/learner training.

To achieve these purposes three research tools were implemented. The video-recordings and the instructors' questionnaire were the major tools for gathering the necessary data, whereas, the classroom observations were meant to supplement the mechanical recordings.

The data gathered through the recordings were transcribed, coded and analysed. On the basis of the analysis qualitative descriptions were developed of the practices of strategy training in the aforementioned classroom settings.

The data obtained from classroom observation were treated in a similar manner except that no transcriptions were made in this case. For coding the instances of strategies taught and practised (by students) and the instructional approaches being followed by the instructors in the study, a checklist was used where

each instance was checked against an appropriate columns in the observation chart.

The data from the questionnaire were also processed in order to answer some of the guiding questions of the research mentioned at the beginning of this chapter. This research instrument helped to provide deep insights into the teaching practices of instructors regarding learner training, as well as their readiness to promote learner autonomy.

Hence, the following conclusions and recommendations have been made based on the analysis of the data which were generated by the different tools.

5.1 Conclusions

From the results of the study, the following conclusions have been reached:

5.1.1 Analysis of the data from the video-recordings reveals that some types of language learning strategies are taught along with the regular English teaching/learning programmes. Strategies like social strategy group, cognitive and compensation strategy groups were the most frequent as compared to the others. There are also some very few signs of attempts to change students' views and attitudes in language learning. This is manifest in the group ^{and} pair work frequented during the two sessions. However, most of the strategies dealt with are very scanty in variety as well as in occurrence, considering the wide range of language learning strategies suggested in the literature.

5.1.2 The results from the same source also show that the language learning strategies are merely embedded in the language learning tasks and activities usually provided in the course book. There were almost no instances where the values and purposes of strategies were made explicit. In other words, no 'direct' or 'informed' strategy instructions were delivered by the instructors.

5.1.3 The findings from the classroom observation data and analysis also support the conclusions reached based on results from the mechanical recordings. In this case also it has been found that there are some elements of learner training, in the form of strategy training, during EFL classrooms. But, again, the strategies being taught are somewhat sporadic in their occurrences and are not given in a systematic way. Such training is merely guided by the tasks and activities provided in the coursebook. Of course, this is also the aim of College English Coursebook. But, what is being implied here is that the instructors could at least mention some of the strategies by name and also discuss about their values and purposes for language learning.

5.1.4 The data yielded from the instructors' questionnaire have generated several useful information. One of the findings from the instructors' questionnaire is that instructors do not assess their students' language learning strategy awareness and/or use. The same source also reveals that instructors do not give effective strategy instruction.

5.1.5 Results from the instructors' questionnaire data and analysis also show that little attempt is made on the part of the instructors to alter the beliefs and attitudes of students regarding language learning and the question of taking on more responsibility for their (students') own learning. As has been mentioned earlier (see 5.1.1), the group and pair discussions frequented during task performances can help to alter students' beliefs about their roles. Such discussions among peers may also help to build students' confidence. But what is being suggested here is that enough is not being done in this regard.

5.1.6 Results from the questionnaire also seem to suggest that instructors do not have the necessary preparation to implement learner training/strategy training for the enhancement of learner autonomy. This again is in harmony with how Girma Gezahegne (1994) concludes his M. A. thesis findings; "... Teachers themselves have insufficient awareness and training to encourage more autonomous learning."

5.1.7 In sum, the findings of the entire investigation reveals that although there are some indications pointing to the existence of strategy training/learner training in the EFL classroom, the training is not given in a systematic way. No specifications regarding when and how strategy instruction will be included are provided in the language-teaching plans of instructors. All they (the instructors) do is follow what has been given in the course book; and whenever a language learning strategy occurs

embedded in the language material, they teach it. In other words, there is no explicit and deliberate training of the learning strategies. Another interesting thing in the entire investigation is that the results from all the instruments employed seem to converge as regards the lack of preparedness of instructors to implement learner training.

5.2. Recommendations

Based on the findings from this descriptive study, the following recommendations have been forwarded:

5.2.1 Students at college or university level need to start to self-direct their own learning, especially their English language learning. But from the conclusions of this study not much is being done in this regard. Thus, proper considerations should be made by material designers at this level as well as by instructors to raise student's awareness about language learning strategies. What is more efforts must be made to provide students with explicit opportunities to experiment and practise with language learning strategies.

5.2.2 It is true that the current English Course book, College English (Vol. I and II) has several sections where practices in some of the language learning strategies are catered for, although in "embedded" form. But again, efforts must be made to

prepare teachers to be able to give effective strategy training/learner training in the EFL classroom. For, as Wenden (1991:161) observes, teachers are the “change agents” in promoting new methods such as learner autonomy, and not the materials, as such. To this end, additional professional conferences, seminars and workshops should be organised by concerned institutions in order to familiarise teachers with the techniques for conducting learner training for learner autonomy development. This recommendation was given based on the results from the study.

5.2.3 Teacher trainers, especially those who are engaged in preparing high school and tertiary level teachers/instructors, should put effort to train would-be teachers in methods of incorporating strategy training in the regular language programme, as well as to convince them that learner autonomy is viable and can be fostered among our students.

5.2.4 The provisions for learner training should begin from high schools, at least minimally, so that students who enter colleges will have come with some background for self-directing their own English language learning.

5.2.5 Finally, researches should be undertaken in the future in order to make wide-scale investigations concerning future prospects as well as problems in the implementation of learner autonomy in language learning (English, in the this case).

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APPENDIX - A

‘EXTRACTS’ from EFL Classroom Video -Recordings

- N. B. - See Chapter 1.6 for symbols used in the transcription
 - Capital letters are used only for proper names, not to indicate beginnings of sentences

INSTRUCTOR 1

SESSION I

No.	Strategies Taught during the Language Learning Programme	The Text	Mode of Instruction	
			DIRECT	EMBEDDED
1	<u>Compensation strategy</u> (i) Guessing intelligently - using linguistic clues (word order)	T. ... in paragraph four, what words helped you to arrive at that answer?		*
2	<u>Compensation Strategy</u> (i) Guessing intelligently - using linguistic clues	T. ... how did you manage to decide .. on that choice?		*
3.	<u>Compensation strategy</u> (i) Guessing intelligently - using linguistic clues	T. ... where does it say so.. in the passage? ... just please take me to that particular line [((Teacher points to one of the students)) S. (xx) ... ‘Conform’ ... yes ... (x)		*
4	<u>Compensation Strategy</u> (i) Guessing intelligently - using linguistic clues	T. ... So? ... in what way does this help us to determine whether the word ‘conform’ means .. ‘suit’?		*
5	<u>Social Strategy</u> (i) Cooperating with others/peers - i.e. in small groups or pairs	T. ... now the next exercise ... you are required to discuss the meanings of the words in bold in the following sentences ... in groups ... you have your neighbour next to you ... so as usual can we sit closer .. and lets discuss the meanings of the words as used in the sentences. ...		*
6	<u>Compensation Strategy</u> (i) Guessing intelligently - using linguistic clues			*
7	<u>Compensation Strategy</u> (i) Guessing intelligently - using linguistic clues (word order)	T. read the statements carefully and try to guess.. to be assisted by some of the words that come before and after that word ... that’s what we mean by contextual meaning ... the words that surround the word ... if you are not certain about that word .. then you have to at least guess ... and your guess should be as close as possible (xx) .. to the real meaning of that word. ...	*	

No.	Strategies Taught during the Language Learning Programme	The Text	Mode of Instruction	
			DIRECT	EMBEDDED
8	<u>Social Strategy</u> (i) Cooperating with others/peers	T. ... try to compare your answers with their... ¹ ((Teacher points to a female student))		
9	<u>Compensation strategy</u> (i) Guessing intelligently - using linguistic clues (word order)	T. ... Okay .. “atmosphere” ... what does that mean according to context it is used in this statement?		*
10	<u>Cognitive Strategy</u> (i) Receiving and Sending messages - getting the idea quickly (ii) Practising - formally practising with sounds and writing systems	T. ... now .. the next section is analysing how a writer develops his or her argument ... we have to be able to identify whole text and paragraph structure ... the organisation of the passage		*
11	<u>Social Strategy</u> (i) Cooperating with peers (ii) Asking for clarification/verification	T. ... you are required to compare your notes with a partner and improve them later ... ((students form into small group and pairs and discuss))		*
12	<u>Cognitive Strategy</u> (i) Receiving and sending messages - getting the idea quickly (ii) Recognising and using formulae and patterns	T. ... find this in the passage ... the first proposition with its reasons and evidences... naturally the second must follow ... first locate this in the passage and try to explore for the second one ...		*
13	<u>Cognitive Strategy</u> (i) Receiving and sending messages - getting the idea quickly	T. ... now read “Hickey’s article” .. and identify the propositions .. the problems .. the reasons ... write them in your exercise books ..with the note frame work ... shown below ...		*
14	<u>Social Strategy</u> (i) Cooperating with others or with peers	T. ;;; you are required to compare your notes with your friends’		*
15	<u>Social Strategy</u> (i) Cooperating with others (ii) Asking for verification/clarification	((students go on practising for about 20 minutes))		*

Key: An asterisk (*) indicates the type or mode of strategy instruction followed by an instructor during an EFL classroom session.

INSTRUCTOR 1
SESSION II

No.	Strategies Taught during the Language Learning Programme	The Text	Mode of Instruction	
			DIRECT	EMBEDDED
1	<u>Cognitive Strategy</u> (i) Analysing and Reasoning -reasoning deductively	T. ¹ ((writes some sentences on the black board)) ... can anybody tell me his or her understanding of the present perfect tense? ... can you give me an example?		*
2	<u>Cognitive Strategy</u> (i) Analysing and Reasoning	T. ... Yes .. Zenebe ... how do you conjugate your very .. 'live'?		*
3	<u>Cognitive Strategy</u> (i) Analysing and Reasoning - reasoning deductively	T. ... So we have to establish the relationship between the present perfect tense ... which one happens first and which one happens next?		*
4	<u>Social Strategy</u> Cooperating with others or with peers	T. ... may I give you a few minutes to at least ... discuss the differences between yourselves .. at least in two's .. in pairs ...		*
5	<u>Social Strategy</u> Cooperating with others or with peers	T. ... why don't you .. compare your answers with your neighbours? Why don't you again join forces ... like the previous exercise? ...		*
6	<u>Social Strategy</u> (i) Cooperating with others (ii) asking for clarification or verification	T. ... read together ... and then decide ... together		*
7	<u>Metacognitive Strategy</u> (i) planning for language task (ii) seeking practice opportunities	T. ... before coming to the next class .. I would like you to have this exercise done .. because that's the first thing we are going to look at .. next time... S. ... tourism have increased ...		*
8	<u>Metacognitive Strategy</u> (i) Evaluating your learning - self-monitoring (i.e., notice and correct one's error)	T. ... What's that? ... "have increased"? ... is the subject singular .. or plural? S. Singular T. ... So, do we use 'have' or 'has'? S. ... no, has .. has.. T. 'has' .. all right .. good ...		*
9	<u>Social Strategy</u> Cooperating with others/peers - group/pair works	T. ... please don't forget to join forces .. as you (xx) .. do ...		*
10	<u>Social Strategy</u> Cooperating with others/peers - group/pair works	T. ... so you need to compare these definitions ... may I give you a few minutes .. to discuss in groups?		*

No.	Strategies Taught during the Language Learning Programme	The Text	Mode of Instruction	
			DIRECT	EMBEDDED
11	<u>Social Strategy</u> Cooperating with others/ peers	T. ... why don't you again join forces .. like before ? discuss and decide which of them can be used in writing and which one		*
12	<u>Cognitive strategy</u> (i) Analysing and Reasoning - reasoning deductively	of them can be used in debate.. and then decide together		*

INSTRUCTOR 2
SESSION I

No.	Strategies Taught during the Language Learning Programme	The Text	Mode of Instruction	
			DIRECT	EMBEDDED
1	<u>Cognitive Strategy</u> (i) Practising - practising naturalistically - recombining (i.e., stringing together into a story)	T. ... look at the picture story on page 48 .. and make a story ... what I mean is .. the pictures have some meanings .. and see what kind of information .. they give you and discuss them in your group ...		*
2	<u>Social Strategy</u> (i) Co-operating with others/peers	and you are going to tell a story .. (xx) ...		*
3	<u>Social Strategy</u> (i) Co-operating with others/peers	((students discuss in small groups and pairs))		*
4	<u>Compensation Strategy</u> (i) overcoming limitations in speaking and writing - adjusting or approximating the message (in speaking)	S ₁ as we see from the picture .. the population pressure is coming to the extreme .. look at the scarcity .. there ... {((points to one of the pictures in the English course book))		*
5	<u>Cognitive Strategy</u> Practising - practising naturalistically	S ₂ ... have unplanned and uncontrolled birth of children ... (xx) ... can decrease resources .. of any area ... may be caused by lack of awareness of family planning ((Other members of a small group discuss among themselves))		*
6.	<u>Social Strategy</u> (i) Cooperating with others/peers	S ₁ ... once upon a time there were a husband and ... wife enjoying the life with beautiful nature and sea ... after some time they bear more children ... after they bear more children .. they starts to shape the island and .. the island become (xx) ... it is not enough for them ... they are no more enjoying the life .. ((Teacher nods his head in agreement))		*
7	<u>Cognitive Strategy</u> (i) Practising - recombining (i.e., stringing together into a story)	S ₂ the story in these sequences shows that how population explosion will affect the people .. using the same resources and .. throughout the sequence of this picture we see the same resources but increasing population ... in the next picture .. their children are using the resource ...		*
		in the third picture .. it seems they have exploited all the resources ... and ... and nobody is fishing .. here		

No.	Strategies Taught during the Language Learning Programme	The Text	Mode of Instruction	
			DIRECT	EMBEDDED
8	<u>Compensation Strategy</u> (i) overcoming limitations in speaking and writing - using mime or gesture - adjusting or approximating the message (in speaking - using circumlocution or synonym	((student points to a picture in the course book)) ... S ₃ at the first stage the population is very little .. very small ... but in the second stage the populations was increase... the resources at this stage .. (xx) ... so there is scarcity of land .. the land that can hold is very small ... so the scarcity is worse at the fourth stage		*
9	<u>Social Strategy</u> (i) Cooperating with others/ peers	T. ((Teacher announces a new lesson)) ... discuss it in groups .. see the differences of your answers		*
10	<u>Affective Strategy</u> (i) encouraging	T. ((Teacher goes around to each and every group and pair)) .. relax .. relax ...		*
11	<u>Social Strategy</u> (i) Cooperating with others/ peer	come on discuss it		*
12	<u>Compensation Strategy</u> (i) guessing intelligently - using other linguistic clues	T. ... who would like to answer this question? it says ... “ the idea is” ... What does it mean? ... this comes from the fourth paragraph .. read and tell us what .. “the idea is” means can you guess? ... “the idea is “ ...		*
13	<u>Compensation Strategy</u> (i) Guessing intelligently -guessing from context	T. ... What about .. “academic abstractions “ ? ... can you guess .. in the context?		*
14	<u>Social Strategy</u>	T. ... I will give you a few minutes to discuss ... what does “ academic abstractions means”? ... can you take some time and try to discuss it ... come on ... be active		*

INSTRUCTOR 2
SESSION II

No.	Strategies Taught during the Language Learning Programme	The Text	Mode of Instruction	
			DIRECT	EMBEDDED
1	<u>Cognitive Strategy</u> (i) receiving and sending messages - getting the idea quickly - recognising and using patterns	T. ... can you go back to the text and read silently ... and as you read it try to describe the purpose of each paragraph ... what you will do is ... you start from the first paragraph ... you try to decide the purpose of each paragraph ... you write the function .. in a few words .. in your own words ... paragraph two only take some words from paragraph one ... so as you read find out what kind of relation .. in terms of context... there is between following and preceding paragraphs		*
2	<u>Social Strategy</u> (i) Cooperating with others/peers	T. ... you can discuss it in two's in pairs .. with the person besides you .. okay? and .. compare your answers ...		*
3	<u>Social Strategy</u> (i) asking for clarification/verification	- ((students form into small groups and discuss and ask each other))		*
4	<u>Memory Strategy</u> (i) Creating mental linkages - grouping - associating/elaborating	T. What does "innovative" mean? {((Teacher writes the following words on the blackboard: - novice - novelty - innovate - innovative)) ...		*
5	<u>Compensation Strategy</u> (i) using linguistic clues - using prefixes and suffixes etc.	... can you try to make some kind of connection .. in terms of meaning?		*
6	<u>Metacognitive Strategy</u> (i) Arranging and planning your learning - seeking practice opportunities outside of the class room	T. {((writes 'UNFPA' on the black board)) ... who would like to check this for me in the library ?		*

APPENDIX B

A TALLY SHEET FOR CODING STRATEGY INSTRUCTION DURING CLASSROOM OBSERVATIONS

No	STRATEGY GROUPS	STRATEGY SETS	MODE OF INSTRUCTION				
			DIRECT		EMBEDDED		TOTAL
			TALLIES	TOTAL	TALLIES	TOTAL	OCCURRENCES
1	MEMORY STRATEGIES	A. Creating Mental Images					
		B. Applying Images and Sound					
		C. Reviewing Well					
		D. Employing Action					
2	COGNITIVE STRATEGIES	A. Practising					
		B. Receiving and sending messages					
		C. Analysing and Reasoning					
		D. Creating structure for input and output					
3	COMPENSATION STRATEGIES	A. Guessing intelligently					
		B. Overcoming limitations in speaking and writing					
4	METACOGNITIVE STRATEGIES	A. Centering you learning					
		B. Arranging and planning your learning					
		C. Evaluating your learning					
5	AFFECTIVE STRATEGIES	A. Lowering your Anxiety					
		B. Encouraging yourself					
		C. Taking your Emotional temperature					
6	SOCIAL STRATEGIES	A. Asking Questions					
		B. Cooperating with peers					
		C. Empathising with peers					

APPENDIX C

INSTRUCTORS' QUESTIONNAIRE

To be filled by instructors of English at Addis Ababa University Freshman Programme.

Dear Instructor:

Firstly, I would like to thank you for participating in this study.

The main objective of this questionnaire is to gather data for a study leading to an M. A. degree in TEFL. The study is being conducted to explore the current teaching/learning practices at AAU Freshman English language classrooms from the perspective of their promotion of "learner Autonomy".

The questionnaire is not looking for 'right' or 'wrong' answers. The whole purpose is to get genuine responses from you as regards the current practices of teaching English at the aforementioned level in view of incorporating learner training elements into the regular language programme at AAU Freshman level.

The information you provide will be confidential.

Your name is not required.

Thank you!

INSTRUCTORS' QUESTIONNAIRE

- A. Please give your response by circling the letter of your choice or by completing the blank spaces provided.

HOW OFTEN DO YOU

1. "diagnose" or assess your students' language learning strategies?
A) Never B) Rarely C) Sometimes D) Frequently E) very Frequently
2. If your response for No. 1 is not A or B what techniques do you employ to assess your students' awareness and use of language learning strategies?
_____, _____, _____ ...
3. conduct language learning strategy awareness training among your students?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently
4. If your response for No. 3 is not A or B, how do you effect this?
A) By using the lecture format B) by giving exercises for awareness training
C) Other means? _____
5. try to find out about your students' views regarding their roles as learners and their attitudes about taking on responsibility for their learning?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently
6. get you students to learn and practise one or more language learning strategies?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently
7. If your response for No. 6 is not A or B, how do you help your students learn and practice the strategies?

- A) with actual language tasks B) separately or in isolation from the regular language learning C) Other means? _____
8. select strategies that are relevant to the needs and characteristics of your students?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently
9. combine more than one kind of language learning strategies during strategy training?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently
10. If your response for No. 9 is not A or B, please mention here some of the strategies you deal with in your EFL classrooms?
_____, _____, _____ ...
- ✓ 11. get them to evaluate the success of their strategy practice?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently
- ✓ 12. try to alter beliefs and attitudes of students regarding responsibility for their language learning and about the role change implied by the use of learning strategies?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently
13. If your response for No. 12 is not A or B, how do you effect this?
_____, _____, _____ ...
- ✓ 14. allow students to talk about their language learning problems, ask questions and share ideas with each other about effective strategies they have tried?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently
15. integrate strategy training with the tasks, objectives and materials used in the regular language programme?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently

16. let your students have some say in selecting the language activities or tasks they will use (for motivation)?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently
17. let your students choose the strategies they will learn?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently
18. inform your students as completely as possible about why the strategies are important and how they can be used?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently
19. point out how transfer of strategies is possible from task to task?
A) Never B) Rarely C) Sometimes D) Frequently E) Very Frequently
- B. Please give your response by circling the letter of your choice or by completing the blank spaces (provided for No. 24).
20. Have you ever attended language learning strategy sessions at professional conferences? A) Yes B) No
21. Have you ever found or created in - service activities that stress language learning strategies? A) Yes B) No
22. Does your institution sponsor training of language teachers in language learning strategy instruction? A) Yes B) No
23. Do you think you have time to incorporate language learning strategy training into your language teaching/learning plans? A) Yes B) No
24. In your opinion, what measures should be taken in order to help students become autonomous or more independent learners in their language learning?
-

APPENDIX D

The following are verbatim responses for items 2, 3, 7, 10 and 13 of the instructors' questionnaire as regards the "preparedness" of instructors to implement language learning strategy instruction. The response are coded here following Oxford's (1990) discussions.

i. Item 2: "If your response for No. 1 is not A or B, what techniques do you employ to assess your students' awareness and use of language learning strategies?"

- Respondent
1. I ask them how they select different language items ...
(LOW RESPONSE)
 2. NO RESPONSE (LOW)
 3. I don't assess their strategies (LOW RESPONSE)
 4. By looking at their answering methods and analysing the possible reasons for the way they do their exercises (LOW RESPONSE)
 5. In the form of brain storming; I let my students say what strategies they use ... (HIGH RESPONSE)
 6. NO RESPONSE (LOW)
 7. NO RESPONSE (LOW)
 8. NO RESPONSE (LOW)
 9. Through various activities that can generate the students' knowledge of strategies (HIGH)
 10. Asking students to reflect on their learning (HIGH)
 11. NO RESPONSE (LOW)
 12. Encourage them on the strategies they want to employ... (LOW)

ii. Item 4 "If your response for No. 3 is not A or B, how do you effect this?"

- Respondent
1. By using the lecture format (LOW RESPONSE)
 2. NO RESPONSE (LOW)
 3. By using the lecture format (LOW)
 4. By giving exercises for awareness training (HIGH)
 5. By giving exercises for awareness training (HIGH)
 6. NO RESPONSE (LOW)
 7. By using both lecture and exercise (HIGH)
 8. By using the lecture format (LOW)
 9. By giving exercises (HIGH)
 10. By using the lecture format (LOW)
 11. By using the lecture format (LOW)
 12. By using the lecture format (LOW)

iii. Item 7: "If your response for No.6 is not A or B, how do you help your students learn and practise the strategies?"

- Respondent
1. With actual language tasks (HIGH)
 2. With actual language tasks (HIGH)
 3. No RESPONSE (HIGH)
 4. With actual language tasks (LOW)
 5. With actual language tasks (HIGH)
 6. With actual language tasks (HIGH)
 7. With actual language tasks (HIGH)
 8. With actual language tasks (HIGH)
 9. With actual language tasks (HIGH)
 10. With actual language tasks (HIGH)

11. With actual language tasks (HIGH)

12. With actual language tasks (HIGH)

iv. Item 10: “If your response for No. 9 is not A or B, please mention here some of the strategies you deal with the EFL classroom?”

- Respondent
1. Vocabulary awareness .. (LOW RESPONSE)
 2. Guessing meaning ... (HIGH RESPONSE)
 3. Contextual guessing of word meanings, focusing on communication ... (HIGH)
 4. NO RESPONSE (LOW)
 5. NO RESPONSE (LOW)
 6. NO RESPONSE (LOW)
 7. Guessing from context, focusing on prefixes and suffixes (HIGH)
 8. NO RESPONSE (LOW)
 9. NO RESPONSE (LOW)
 10. NO RESPONSE (LOW)
 11. NO RESPONSE (LOW)
 12. Encouraging them to ask questions, to talk in pairs/groups (HIGH)

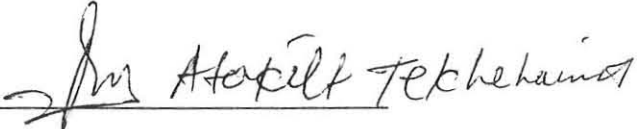
v. Item 13: “If your answer for No. 12 is not A or B, how do you effect this?”

- Respondent
1. Make them feel confident to use the language they have... (HIGH)
 2. By discussing relevant issues ... (LOW)
 3. NO RESPONSE (LOW)
 4. By lecturing and practice (HIGH)

5. By giving them tasks which they can be successful in ... (HIGH)
6. By citing instances in which language learners achieve recognition and win a place in society for themselves (LOW)
7. NO RESPONSE (LOW)
8. NO RESPONSE (LOW)
9. NO RESPONSE (LOW)
10. We discuss, what is important for them to effectively learn the language ... (LOW)
11. NO RESPONSE (LOW)
12. By telling them to have faith in themselves, dare to talk and giving them some activities for skill development (HIGH)

DECLARATION

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



candidate's signature