

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE (GRADUATE PROGRAM)**

**A STUDY ON EFL TEACHERS' PERCEPTION OF THEIR
STUDENTS' LANGUAGE LEARNING STRATEGIES: THREE
HIGH SCHOOLS IN ADDIS ABABA IN FOCUS**

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AUGUST, 2007

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THREE HIGH SCHOOLS IN ADDIS ABABA IN FOCUS**

BY

TSEHAY DEBEBE

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TABLE OF CONTENTS

	PAGE
List of Tables	iii
Appendices	iv
Acknowledgments	v
Abstract	vi
CHAPTER ONE	
INTRODUCTION	
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Objectives of the Study	6
1.4. Significance of the Study.....	6
1.5. Scope of the Study	7
1.6. Limitation of the Study	7
1.7. Definitions of perception and Abbreviation used	7
1.7.1. Perception.....	7
1.7.2. Abbreviations	8
CHAPTER TWO	
REVIEW OF RELATED LITERATURE	
2.1 Theoretical Background to Language Learning Strategies	10
2.1.1. What is a Language Learning Strategy?.....	13
2.1.2. General Features of Learning Strategies.....	16
2.1.3. Classification of Language Learning Strategies	17
2.2. The Implication of Language Learning Strategies.....	19
2.2.1. Learning Strategies in Language Teachings	20
2.2.2. Learning Strategies in Language Learning.....	22
2.3. Teachers' Role in Strategy Training	25
2.4. How Teachers Learn about Learning Strategies	28
2.5. Summary	29
CHAPTER THREE	
RESEARCH METHODOLOGY	
3.1. Research Design	31
3.2. Subjects of the Study.....	32

3.3. Instrument of Data Collection.....	32
3.3.1. Questionnaire	32
3.3.1.1. Pilot Testing of the Questionnaire	33
3.3.1.2. Parts of the Questionnaire	33
3.3.2. Interview	24
3.3.3. Classroom Observation	34
CHAPTER FOUR	
4.1. Presentation and analyses of data.....	36
4.1.1. Background descriptions of the study subjects	36
4.1.2. Teachers' attitude towards the relevance of language learning strategies	40
4.1.3. Analysis of teachers' response about their practice.....	50
4.1.4 Teachers' response on factors encouraging them to be more involved in language learning strategy	53
4.1.5. Summary of the Open Ended Items of the Questionnaire.....	58
4.2. Summary of the Interview.....	59
4.3. Summary of Classroom Observation	62
CHAPTER FIVE	
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
5.1. Summary	65
5.2. Conclusions	68
5.3. Recommendations.....	69
BIBLIOGRAPHY	71

LIST OF TABLES

Table 1.	Respondents' Level of Education	37
Table 2.	Year of Graduation	38
Table 3.	Average Class Size.....	39
Table 4.	Relevance of Language Learning Strategies	40
Table 5.	Responses for Conceptual Perspective	41
Table 6.	Language Learning Strategies and Communicative Competence.....	42
Table 7.	Students' Use of Language Learning Strategy	43
Table 8.	Responses about Language Learning Strategy.....	44
Table 9.	Language Learning Strategies and Students' Success Rate	46
Table 10.	Teachers' Demand for Using Language Learning Strategy	47
Table 11.	Language Learning Strategies and Learner Autonomy	48
Table 12.	Use of Language Learning Strategies	49
Table 13.	Teachers' Intention and Practice Regarding Learning Strategies.....	51
Table 14.	Factors in Use of language learning strategies.....	54
Table 15.	Existing Factors Available in Schools	56

APPENDICES

Appendix – A Teachers’ Questionnaire75

Appendix – B Classroom Observation Checklist80

Appendix – C Interview Questions81

 Appendix - C₁82

 Appendix - C₂84

 Appendix- C₃87

 Appendix - C₄91

 Appendix - C₅.....93

 Appendix -C₆97

 Appendix - C₇.....100

Appendix – D. The Formula Used to Calculate ‘Mean’100

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Abstract

The purpose of the present study is to explore teachers' perception on language learning strategy and their classroom practice. It tries to investigate if high school English teachers are aware of the idea of language learning strategies and to see if they work towards making use of it in class.

For this reason, data are collected from three secondary schools in Addis Ababa through questionnaire, interview and observation. Twenty- six English teachers filled in the questionnaire and returned from which seven were interviewed and five were observed in the classroom. The collected data through questionnaire were analyzed based on mean and percentage and interpreted.

The results from of the questionnaire related to the conceptual perspectives of the teachers of this study revealed that teachers have a relatively high perception of language learning strategies. This has been indicated by the calculated mean, 4 and above 4 in most cases. The results obtained from the questionnaire related to teachers practice show that they perform the activities raised about language learning strategies from 'sometimes' to 'frequently', which is somewhere high with a mean value of 2.7. The other result of the questionnaire indicates that teachers' attitude towards the relevance of language learning strategies seem to be mildly positive.

On the other hand the classroom observation results revealed that teachers are not performing the activities they claimed to do frequently in classes. The interviews with teachers further reveled that most of the teachers who were interviewed seem to confuse teaching strategies for learning strategies. For this reason, one may say that teacher's awareness regarding the issue seems not sufficient. The results are discussed and recommendations for further research are suggested.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The uses of language learning strategies to second or foreign language learning have been gaining a great deal of attention in the field of learning L₂ studies. These research works attempted to lay out what is known about strategies for using language and language learning with reference to second language learning (McDonough, 1995). And this paper tries to explore the significance of teachers' perception in relation to their students' language learning strategies.

Moreover, related literature as well as teachers' experience shows that learners differ in the way they cope with problems in the process. Besides, encouraging the use of language learning strategies seem to acknowledge the difference among learners.

Research works, O'Malley and Chamot (1990), Wenden (1991), Wharton (2000), Carter and Nunan (2001), and Oxford (1990), show that learners are more likely to be effective and successful when they are familiar with and use a variety of language learning strategies. In this regard teachers have a greater responsibility to take care of their students' success by providing the kind of help the learners need to develop learning skills. These would encourage learners to enter to language learning with a purpose in mind and a goal to achieve (Bertoldi et al. 1988).

It is obvious, nowadays, that the recent trend in the field of second and foreign language teaching shifts its emphasis from method and teacher to learner and learning. As the same time, learners to be able to learn on their own need training and skillful guidance from the teacher's side. In line with

this Nunan (1991) states that language programs should not just have developing language skills as their ultimate goal; they also should set a goal relating to the development of learning skills in learning how to learn. Nunan (1991) also indicates that if learners are to be in a position to make informed choices, they need to learn how to make such choices. This is because informed choice presupposes knowledge, and knowledge presupposes instruction.

So learning strategy instruction (Gagne, 1985 cited in Herrell and Jordan 2004) is based on supporting the students in understanding their own learning and monitoring the methods and results of strategies they use. In this regard teachers' role is not over emphasized. This time it is not because they know everything and give everything but because they can, if they are educated well themselves, train learners how to learn in their own. Oxford (1990) points out teachers' changed role as facilitator, helper, guide, consultant, advisor, coordinator, idea person, diagnostician and co-communicator.

Having this in mind, one can say that exploring teachers' perception towards language learning strategies is not a small matter for what the teachers practice in language teaching classroom is usually what they perceive right and appropriate.

1.2. Statement of the Problem

Research reports that, as it is already mentioned, there has been a prominent shift within the field of language learning and teaching over the last thirty years with greater emphasis being put on learners and learning rather than on teachers and teaching (Carter and Nunan 2001).

That seems the reason why a number of related works in language teaching emphasize on the need of helping the students learn how to learn on their

own employing different strategies for different situation based on the type of activity and the difficulty level demanded.

In parallel to this new shift of interest, how learners process new information and what kind of strategies they employ to understand, learn or remember the information has been the primary concern of the researches dealing with the area of foreign language learning strategy (O'Malley and Chamot, 1990).

Scholars like Ellis (1994), Wenden and Rubin (1987) and others have identified, defined and categorized language learning strategies. Moreover, they have reported on their research works that the more frequently the learner uses the strategies the better his language acquisition would be.

Locally a number of research works have been conducted in relation to language learning strategy students' use while learning the different aspects of a language such as speaking, listening, writing, reading, etc. Most of the reports of these studies show that students both in high schools and universities are not yet in a position to use as many language learning strategies as they should to improve their communicative competence.

To mention a few, Girma Gezahegn (1994) conducted a preliminary investigation of the reading strategies of AAU first year students and reported that the subjects are neither aware of the concept of strategy nor use the strategies adequately.

Tsegaye Tafere (1995) conducted a research on investigating and describing the current speaking strategies used by first year diploma students majoring English at KCTE. He reported that the majority of the subjects involved in the study generally utilize various speaking strategies which are believed to facilitate successful speaking by researchers. He also recommended that he students might also need to be trained to use some strategies they rarely or never use.

Mulugeta Wldehanna (1997) conducted a research entitled 'Analysis of Writing Strategies used by Students of the Urban Planning.' He finally reported that the subject students use strategies just on average.

Jeylan Aman (1999) conducted a research to explore the range and variety of vocabulary learning strategies claimed to be currently used by a sample of grade 11 students. The result of the study shows that the majority of the students rarely use the strategies.

Most of these researchers acknowledged how crucial it is for language learners to exercise a variety of strategies and techniques in order to solve problems they face while acquiring or producing the language, let us now consider the role of the teacher regarding language learning strategies.

McDonough (1995) reported that teachers are involved in learning strategies in two obvious ways. Primarily by knowing about, supporting, managing and occasionally teaching, the strategies used by their students and secondly by using a range of strategies of their own.

Research results show that there has been a great body of work locally conducted putting emphasis on learners and a variety of language learning strategies they use. However, there seem to exist a gap of full knowledge of the part of teachers to play in the process.

Examining the different results of the above study, one can realize that how language teachers can make differences by involving consciously as supporters, managers and strategy providers to help their students to stand on their own.

Being given all this demanding responsibilities, teachers need to have a clear view about language learning strategies to help their students to the uttermost.

Language teachers' views of language and how language is learned will profoundly influence the practice of their classroom and ultimately make differences to their learners' learning progress.

So, the researcher believes that teacher perceptions of what is meant by learning strategies will influence everything they do both within and beyond classroom situation. For this reason, teachers must be consciously aware of what their beliefs about learning and teaching are in relation to language learning strategies which are useful in making informed decisions in their day to day teaching.

The concern of this paper, therefore, is to explore English language teachers' perception on language learning strategy in relation to training students to make use of language learning strategies. For this reason three government preparatory high schools were chosen using the technique simple random sampling. The schools namely are Djazmach Wondirad Secondary and Preparatory, Bole Senior Secondary and Abiot Kirs Secondary.

The main research questions of the present study are:

1. How well do English language teachers understand language learning strategies?
2. What's the attitude of English language teachers towards language learning strategies?
3. How often do English language teachers in the selected high schools include language learning strategy in their instruction?
4. Are there factors hindering the implementation of language learning strategy instruction in English classes?

1.3. Objectives of the Study

The main objective of this study is to investigate the perception and the classroom practice of English language teachers regarding language learning

strategies. To achieve this main objective, the following specific objectives have been set:

1. To identify the degree of English language teachers' understanding of language learning strategies.
2. To explore teachers attitude towards the relevance of language learning strategies in language learning.
3. To investigate how often teachers in the selected high schools include learning strategy in their instruction.
4. To identify hindering factors relating to strategy instruction.

1.4. Significance of the Study

One of the major goals of second or foreign language is to able learners to reach the level of communicative competence. To get students to this end, more emphasis has been give to help the learners learn how to learn. This study, thus, by way of assessing teachers' perception towards language learning strategy, by way of identifying the major factors that may hinder the strategy training is believed to have the following potential contributions.

1. Teachers might be shown how perception is related to practice. Therefore, what they do in class is usually the result of their belief.
2. Teacher trainers could get indication about the need of including awareness raising program for prospective teachers on the language learning strategies which affect all they can do in EFL classes.
3. The study may also invite other researchers to conduct further work on language learning strategy and teachers' – students' perception.

1.5. Scope of the Study

This study addresses secondary school English language teachers' perception towards the use of language learning strategy in language learning. Therefore, it tries to explore teachers understanding and knowledge regarding the relevance of using learning strategies for better language learning. To keep the study manageable, it has been delimited only to English language teachers of three government preparatory high schools: Dejazmach Wondirad Secondary and Preparatory, Bole Senior Secondary and Abiot Kirs Secondary.

1.6. Limitation of the Study

The study has got some limitations. The researcher is well aware that it would have been better to extend the number of classes observed as compared to the large number of classrooms and sections. Moreover, the research would have also been greater in depth and quality had it focused on one of the grade levels and examined the textbook thoroughly.

1.7. Definitions of Perception and Abbreviations used

1.7.1. Perception:

- means to understand or apprehend with the use of mind; it is the mental faculty of recognition (miriams-well.org/glossary as cited in Yemane Debebe, 2007).
- one's view or interpretation of something (Lindsay and Norman, 1977) is the operational definition of 'perception' used in the study.

1.7.2. Abbreviations

EFL : English as a Foreign Language

ESL : English as a Second Language

L₂ : Second Language

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, a brief theoretical overview of works related to language learning strategies, different classifications of language learning strategies, their relevance and potential usefulness for the learning of second and foreign language, teachers' role in training students to use appropriate learning strategies are discussed in different sections of the chapter.

Learning strategy is a common strand found throughout recent books of language acquisition study recommendations. The objective of this study, therefore, is to explore teachers' perception of language learning strategies and their relevance.

2.1. Theoretical Background to Language Learning Strategies

Within the field of education, over the last few decades, a gradual but significant shift has taken place, resulting in less emphasis on teachers and teaching and greater stress on learners and learning (Nunan 1988; 1991). One of the consequences of the mentioned shift is the focus on and use of language learning strategies in second and foreign language learning and teaching.

Research into language learning strategies began in the 1970s and 1980s. Development, particularly in cognitive psychology, influenced much of the research done on language learning strategies (Oxford, 2001).

Research outside the language field discovered that effective learners actively associate new information with existing information in long-term memory, building increasingly intricate and differentiated mental structures or schemata. The use of well-chosen strategies distinguishes experts from novices in many learning areas (O'Malley and Chamot, 1990).

The reason why this fact needed to be mentioned here is that research outside of the language field has had a profound effect on subsequent research on language learning strategies. As to O'Malley et al. (ibid) researchers in the language-learning field built on the techniques and results of strategy investigation outside the language area and the results have been generally positive about the effectiveness of using language-learning strategies. Findings show that the use of appropriate language learning strategies results in improved proficiency overall, or in specific skill areas.

As a result, there is an increasing awareness among researchers and educators that the study of second language learning as it occurs in educational setting must go beyond investigating the product of the schooling experience and consider also the process through which language is acquired (Chesterfield and Chesterfield, 1985). They have also stated that investigators must be concerned not only with the mastery of certain grammatical forms, but with learners' ability to take advantage of learning experiences that provide practice with the semantic, communicative, and pragmatic function of the forms.

In the past two and three decades, researchers and teachers have shown an increasing interest in determining what distinguishes successful from less successful learners . This has led to attempts to characterize successful language learners, particularly their use of modifiable L2 variables, in the hope that such information can be passed onto less successful learners so as to improve their learning efficiency. Prominent among these modifiable L2 variable is that of language learning strategy use (Wharton, 2000; Rubin, 1975).

Early research tends to make lists of strategies presumed to be essential for good language learners. One of the earliest lists from the 70s by Rubin (1975) suggested that good language learners:

- ❖ are willing and accurate guessers

- ❖ have a strong drive to communicate
- ❖ are often uninhibited and willing to make mistakes
- ❖ focus on form by looking for patterns, classifying and analyzing
- ❖ take advantage of all practice opportunities
- ❖ monitor their own speech and that of others
- ❖ pay attention to meaning

Another list by Naiman et al (1975) as cited in Oxford (2001) added that successful language learners eventually learn to think in the language and also address the affective aspect of language learning.

So, the purpose of doing research focusing on strategies of successful learners is that once they are identified, such strategies could be made available to less successful learners.

Learning strategies, whose detailed definition we are going to see in the next section, have been defined as behaviors, steps, operations, or techniques employed by learners to facilitate the acquisition, storage, retrieval, and use of the information (Oxford, 1990; Cohen,1996).

Many second language acquisition researchers have noted the important part learning strategies play in second language acquisition. Researchers such as Ellis (1994) and McLaughlin (1987) consider language-learning strategies as one of the most important factors accounting for individual differences in language learning.

Both Ellis and McLaughlin (ibid) include language learning strategies as one of the three processes, along with production and communication strategies. Learning strategies are seen as particularly important in the enhancement of learner autonomy because the use or adoption of appropriate strategies allows learners to take more responsibility for their own learning.

2.1.1. What is a Language Learning Strategy?

Much of the research related to the use of strategies in the learning of a second and foreign language has focused mainly on defining and categorizing the strategies.

Before we discuss what learning strategies are in language learning, let us consider and explain the difference between learning 'style' and 'strategies', as the terms are often used in the literature on second and foreign language acquisition.

Although some scholars such as Spolsky (1989) interchangeably use 'style' and 'strategy', it is important to define more clearly the use of such terms. According to Brown (1994:114) 'styles are general characteristics that differentiate one individual from another.' In other words, they are tendencies or preferences within individuals.

Strategies on the other hand are those 'specific attacks that we make on given problems' Brown (ibid). They are moment-by-moment techniques that we employ to solve problems posed by second language input and output. Nevertheless, there appear to be an obvious relationship between one's language learning style and his usual or preferred language learning strategies.

A lot has been said about learning strategy and its effect on second or foreign language acquisition. To begin with, O'Malley and Chamot (1990) relate learning strategies to the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.

The term has been addressed by Wenden and Rubin (1987) as "any sets of operations, steps, routines used by the learners to facilitate the obtaining, storage, retrieval and use of information." This definition relates language learning strategies to what language learners do to learn and do to regulate their learning.

More specifically, language learning strategies are complex procedures that individuals apply to tasks. As it is with other procedural skills at the different stages of learning, the strategies may be conscious in early stages to learning and later be performed without the persons' awareness (O'Malley and Chamot 1990).

Similarly speaking, as Lessard-Clouston (1997) addresses the issue of language learning strategies are behaviors and thoughts that a learner engages in during learning which are intended to influence the learners encoding process. In other words they are behaviors of a learner that are intended to influence how the learner process information.

It could be said that these early definitions stated above reflect the roots of learning strategies in cognitive science, with its essential assumption that human beings process information and that learning involves such information processing.

There are also other scholars explaining the term in discussion-language learning strategies, like Tarone (1981;1983) in O'Malley and Chamot (1990), and Ellis (1994). For them language learning strategies are attempts to develop linguistic and sociolinguistic competence in the target language and it is reported that learners who use them have learning as a goal. For this reason, it is said that the motivation for the use of these strategies is a desire to learn the target language rather than the desire to communicate.

Although motivation has been used as a distinguishing characteristic between communication and learning strategies, it is somewhat problematic to clearly distinct between the two, for the language learners could be aiming to be competent both linguistically and communicatively (Cook, 2001, and Chesterfield and Chesterfield,1985).

Rubin (1987) stated that language-learning strategies are strategies, which contribute to the development of the language system the learner constructs

and affect learning directly. Studying Rubin's explanation of strategies here, we can say that it is not basically different from the definitions forwarded by other researchers in the field.

From what has been said already, one can generalize that learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information.

Oxford and Erhman (1995) conducted a study to explore the use of learning strategies as an important factor in the success of language learners of foreign languages. The result of their study indicates that the frequency of use of language learning strategies directly related to language performance, regardless of whether the performance is measured as a course grade, a class test score, a standardized proficiency test score, a self rating, or something else. For this reason, it can be said here that language strategies, the steps students take to improve their own learning, are very important to ultimate language performance.

Last but not least, let us see Oxford's somewhat modified, all inclusive kind of definition. According to Oxford (1990), language learning strategies are specific actions, behaviors, steps or techniques that students use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

From these explanation we may notice a change over time from the early focus on the product, which used to be linguistic and sociolinguistic competence, of language learning strategies; there is now a greater emphasis on the process and the characteristics of language learning strategies.

Although the terminology is not always uniform, with some writers using the terms 'learner strategies' (Wenden and Rubin, 1987), others 'learning

strategies' (O'Malley and Chamot, 1990) and still others 'language learning strategies' (Oxford, 1990) , there are a number of basic characteristics in the generally accepted views of language learning strategies.

2.1.2. General Features of Learning Strategies

Lessard-Clouston (1997) briefly presents several basic, generally accepted characteristics of language learning strategies. First, language learning strategies are learner generated steps taken by language learners. Second, language learning strategies enhance language learning and help develop language competence, as reflected in the learner's skills in listening, speaking reading, or writing the second or foreign language. Third these strategies may be visible or unseen. Forth, they involve information and memory.

In addition to the characteristics noted above by Lessard-Clouston (ibid), Oxford (1990) also states the following points that language learning strategies:

- Allow learners to become more self-directed
- Expand the role of language teachers
- Are problem –oriented
- Can be taught
- Are flexible
- Are influenced by a variety of factors

In the following section, we will briefly consider the taxonomy of language learning strategies as it was addressed by several researchers in the field.

2.1.3. Classification of Language Learning Strategies

Language learning strategies learners' use during the act of processing new information and performing tasks have been identified. They have been classified by many researchers such as Rubin (1975), Wenden and Rubin

(1987), O'Malley and Chamot, (1990) Oxford (1990), Ellis (1994), Cohen (1996), etc.

To start with, Tarone (1983) as cited in Chesterfield and Chesterfield (1985) distinguishes between three types of strategies: production, communication, and learning. Tarone provided her/his definition of communication strategies and made a distinction between these and other types of strategies. A communication strategy has been defined as a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared. This notion is distinguished from that of a production strategy, which is seen as an attempt to use one's linguistic system efficiently and clearly. Learning strategies differ from the other two types of strategies identified, in that the primary motivation is not to communicate, but to learn.

O'Malley and Chamot (1990) conducted an extensive research that goes deeper into learning strategies within an overall model of L2 learning based on cognitive psychology and they have identified three main types of strategy used by L2 learners or students.

All the three areas are self-related. The learners' focus on strategy they can use is to improve their own success in school. The three areas of learning strategies included in language learning strategy instruction are metacognitive strategies, cognitive strategies and socio-affective strategies.

Metacognitive strategies include having a plan for learning, monitoring the learning that is taking place, and evaluating how well content has been learned. O'Malley and Chamot (*ibid*) and Cohen (1996) stated that among the main metacognitive strategies, it is possible to include advanced organizers, directed attention, selective attention, self management, evaluation and delayed production.

Cognitive strategies on the other hand are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, reasoning, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, elaboration and inferencing are among the most important cognitive strategies (Cohen, 1996; Oxford 1990).

Generally speaking, cognitive strategies have to do with manipulating material mentally or physically to facilitate language development.

As to the social and affective strategies, it can be said that they are related with social mediating activity and transacting with others. Cooperation and questions for clarification are the main socio- affective strategies. To be more specific, affective strategies serve to regulate emotions, motivation, and attitudes to interact with other learners and with native speakers (Cohen 1996).

In an attempt to codify many of the strategies found in existing strategy systems, to place them into more coherent and more comprehensive typology, and to redress the woeful lack of research emphasis given to social and affective strategies, Oxford (1990) developed a strategy system containing six general sets of language learning strategies, including:

- a. metacognitive strategies, such as consciously searching for practice opportunities, planning for language tasks, self-evaluating one's progress, and monitoring errors
- b. affective strategies, such as anxiety reduction, self-encouragement, and self-reward
- c. social strategies, such as asking questions, cooperating with native speakers of the language, and becoming culturally aware
- d. memory strategy such as grouping, imagery, rhyming, and structured reviewing

- e. general cognitive strategies, such as reasoning, analyzing, summarizing, and practicing and,
- f. compensation strategies such as guessing meanings from the context in reading and listening and using synonyms and gestures to convey meaning when the precise expression is not different.

As we have tried to see, many researchers have classified learning strategies. However, most of these attempts to classify language-learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes.

2.2. The Implication of Language learning Strategies

In the following sections, the implication of language learning strategies for learning and teaching will be discussed.

2.2.1. Learning Strategies in Language Teachings

Hismanoglu (2000) and Cook (2001) say that the chief principle behind teachers' attempt to make use of learning strategies is that the students often know best. It is the learners' involvement, the learners' strategies and learners' ability to go their own ways that count, regardless of what the teacher is trying to do.

These facts make it obvious that students must be encouraged to develop independence inside and outside the classroom. According to Rubin (1987) and Cook (2001), this could be partly achieved through learner training, whose purpose is to equip the students with the means to guide themselves by explaining strategies to them.

The assumption behind this is that making learning decisions conscious can lead both poorer and better learners to improve the obtaining, storing, retrieving and using of information which can lead them to learn better (Rubin 1987).

One can say that the idea of learner training shades light into self-directed learning, in which the students take on responsibility for their learning.

There are by now a number of research works describing the growing interest in defining how learners can take charge of their own learning and in clarifying how teachers can help students become more autonomous.

Cohen (1996) reported his belief regarding encouraging students towards the use of strategies saying "...information gotten consciously can subsequently be put into the subconscious or made automatic".

A teacher can surely promote strategy use by providing an environment which facilitates the identification by students of those strategies which work best for them. Another role which is considered to be an important part of the teacher role is suggesting alternative strategies for organizing and storing information

and encouraging students to consider which strategy works best for them (McDonough 1995).

As Oxford (1990) states, language teachers aiming at developing the communicative competence of students should be familiar with language learning strategies. Oxford has also commented that language learning strategies are especially important because they are tools for active, self-directed movement, which is essential for developing communicative competence.

Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher (Lessard-Clouston, 1997; O'Malley and Chamot, 1990)

Research into good language learning strategies has revealed a number of positive strategies such strategies could also be used by unsuccessful language learners who try to become more successful in language learning. However, there is always the possibility that bad language learners can also use the same good learning strategy, while becoming unsuccessful owing some other reasons (McDoungh, 1995).

Researchers such as Oxford (1990), O'Malley and Chamot (1990) and Rubin (1987) have stressed that effective learners use a variety of strategies and techniques in order to solve problems they face while acquiring or producing the language. As we have already noticed, within the field of education, during the last two and three decades, a gradual but significant shift has taken place, resulting in less stress on teacher and teaching and greater emphasis on learners and learning (Nunan 1991). One consequence of this shift was an increasing awareness and interest in resources for learning styles and language learning strategies in foreign and second language teaching and learning.

One focus of research in the area of EFL has been that of the identification of how learners process new information and what kind of strategies they employ to understand, learn or remember language information (Harrell and Jordan 2004). In the next section we are going to see the implication of using strategies in language learning.

2.2.2. Learning Strategies in Language Learning

Lessard-Clouston (1997) pointed out that within communicative approaches to language teaching a key goal is for the learner to develop communicative competence in the target second or foreign language and language learning strategies can help students in doing so.

As has been mentioned in previous sections, the term language learning strategy is used more generally for all strategies that second language or foreign language learners use in learning the target language, and communicative strategies are just one type of language learning strategies used by speakers intentionally and consciously in order to cope with difficulties in communicating in a second or foreign language.

Since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they are provided with. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while non-observable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom (Harrell and Jordan, 2004).

According to these scholars, metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include

using previous knowledge to help solve new problems. Socio-affective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem.

Developing skills in three areas such as metacognitive, cognitive, and socio-affective can help the language learners build up independence and autonomy whereby they can take control of their own learning.

Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of good language teachers (Lessard – Clouston, 1997).

It is interesting to know that students identified as good language learners by teachers do use conscious learning strategies not only in ESL/EFL classrooms, but also in out of classroom acquiring environment. This could be an indication that teachers could profitably direct students to utilize learning strategies for a variety of language learning activities (Chamot, 1987).

As to O'Malley and Chamot (1990), providing language learners with the training will make them become more critical, efficient and ultimately more autonomous in their attempt to develop competence in their second language.

Research and theory in second language learning strongly suggest that good language learners use a variety of strategies to assist them in gaining command over new language skills. As O'Malley (1987) has commented, this implies the possibility of less competent learners to improve their skills in a second language through training on strategies seen among more successful language learners.

Language learning strategy (Gagne, 1985 as cited in Herrell and Jordan, 2004) is based on supporting the students in understanding their own learning and in monitoring the methods and results of strategies they use in developing skills.

As strongly addressed by O'Malley and Chamot (1990); Ayaduray and Jacobs (1997), learning strategy instruction helps support English language learners in employing self-monitoring and self-help approaches to succeed in school. Wenden (1991) asserts that learning strategies are the key to learner autonomy, and that one of the most important goals of language training should be facilitating learner autonomy.

As to Wenden(1991) and Littlewood (1984), teachers can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom a milieu for the realization of successful strategies.

Brown, (1994) mentioned Bialystock (1985) when forwarding suggestions for teachers what to expect and he said teachers cannot always expect instant success in effort since students often bring with them certain pre-conceived notions of what ought to go on the classroom. Teachers' efforts to teach students some technical know-how about how to tackle a language are well advised.

2.3. Teachers' Role in Strategy Training

Cook (2001) states that it may not have occurred to students that they have a choice of strategies, which affect their learning. So teaching can open up their options.

One of the important roles a language teacher can play to help and encourage the acquisition of a second or a foreign language is by:

- exploiting good language learning strategies that are useful to the students
- developing students' independence from the teacher
- making students aware of the range of strategies they can adopt
- providing specific training in particular strategies

(Cook,2001:32)

Wenden (1991) described three approaches to instructing learners to use new strategies. One, a separate program apart from language instruction could be conducted. Two, learner strategy instruction takes place in the language-learning classroom but as a separate component. However, Wenden suggests the third approach, integration of strategy instruction into regular language instruction, to be the most effective approach.

Strategy training can be very useful in improving the use of language learning strategies (Oxford, 1990; O'Malley and Chamot, 1990). According to these research works, effective strategy training is usually highly explicit instead of being blind or implicitly embedded.

Strategy training that works is generally integrated into courses rather than serving as a separate mini-course. Learners must have practice in how to use, adapt, evaluate, and transfer a strategy to new situation and tasks.

The language teacher aiming at training his/her students in using language learning strategies should learn about the students; their interest,

motivations, learning styles, sex, cultural background, nature of task, age, and stage of language learning (Oxford, 2001).

The teacher can learn what language learning strategies students already appear to be using, observing their behavior in class. Besides, the teacher can prepare a short questionnaire so that students can fill in order to gather information about his/her students' strategy (Oxford and Ehrman, 1997). This matter will be dealt with more in the sections that follow.

Based on the information gathered, teachers might weave learning strategy training into regular classroom events in a natural but explicit way. But the fear of some scholars like Oxford (2001) is that some teachers might feel ill-equipped to conduct strategy instruction because they have not had the chance to see or participate in such instruction themselves.

It is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies. The teachers cannot attribute importance to only one group and support the analytical approach or only give input by using the auditory mode (Lessard-Clouston 1997).

The language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of her/his students possessing different learning styles, motivation, strategy preferences, etc. For this reason, one can say that the most important teacher role in foreign language teaching is the provision of a range of tasks to match varied learning strategy in a given class (ibid).

In addition to the students, the language teacher should also analyze her/his textbooks to see whether the textbook already includes language learning strategies or language learning strategy teaching. As to Hismanoglu (2000) language teachers should look for new texts or other teaching materials if language learning strategies are not already included within their material.

The language teachers should also study their own teaching method and overall classroom style. Analyzing their lesson plans, they can determine whether their lesson plans give learners chance to use a variety of learning styles and strategy or not (ibid).

All these surely add the responsibility of a language teacher. Although it is the student who practically uses strategies, the teacher should create conducive environment for using and practicing the strategies.

Lessard - Clouston (1997) states that the language teachers who help their students to employ the learning strategies could be aware of whether their strategy training is implicit, explicit or both. It should be emphasized that questioning themselves about what they plan to do before each lesson and evaluating their lesson plan after the lesson in terms of strategy training. In this way the teacher can become better prepared to focus on language learning strategy and strategy training during the process of their teaching.

However, it is not reasonable to say that all language learners use the same strategies to become successful learners (ibid).

Reviewing the related literature makes it clear that the results of the studies on strategy description and categorization have found their implications in language classrooms in helping teachers accelerate the language learning of their students.

According to Nunan (1991) if learners are to be in a position to be made aware of different strategies that can assist them in the process of learning, they should be familiar with the strategies that are available.

In other words, if students have to make their strategy selection, they have to know about the process of making this selection. From this one can conclude that a teacher has a greater role to play if they plan to help their students use varieties of strategies and be competent in their learning the target language.

2.4. How Teachers Learn about Learning Strategies

Researchers and teachers discover students' language learning strategies in a variety of ways. Techniques for assessing students' use of strategies include informal observation, formal observational rating scales, informal or formal interviews, group discussions, language learning diaries, dialogue journals between students and teachers, open-ended surveys, Likert-scaled surveys of strategy frequency, and think-aloud procedures that require students to describe their strategies aloud while using them (Oxford, 2001).

Most of these assessment techniques involve some type of learners self-report, either retrospectively or concurrently. The reason for researchers' frequent use of learner self-report is that it is often difficult for researchers to employ standard dissertational methods, because language learning strategies are often internal and unobservable by an external observer (Cohen 1996, Oxford *ibid*).

As noted by Oxford (2001) much of the research on language learning strategies depends on learners' willingness and ability to describe their internal behaviors, both cognitive and affective.

This situation has led some people such as McDonough (1995) to question learning strategy research, because of possible problem in self-reporting biases in responses, over-subjectivity, inability to verbalize clearly, forgetfulness effects, and low self-awareness among some learners. Nevertheless, many researchers discovered, through conducting repeated studies with clear instructions in circumstances non-threatening to students that many or most language learners are capable of remembering their learning strategies and describing them lucidly and in a relatively objective manner.

Therefore, assessing strategy use in ESL or EFL classrooms can benefit from the assessment of learners strategy use. Strategy assessment particularly when discussed openly, can lead to greater understanding of learning strategies by learners and teachers alike (Oxford, 2001).

2.5. Summary

Research on language learning strategy has a history of about three decades. It began in the 1970s and in the 1980s and it is now possible to suggest some potential implications for classroom practice (Oxford, 2001).

In contrast to general language learning styles, such as auditory versus visual or global versus analytic, language learning strategies are specific actions, behaviors, steps or techniques that students use to improve their own progress in developing skills in a second or foreign language (Brown, 1994).

It has already been briefly discussed in the sections above that language-learning strategies can facilitate the internalization, storage, retrieval, or use of new language. It has also been stressed that strategies are especially important for language learning. This is so, because they are tools for active, self-directed involvement that is necessary for developing communicative ability (Oxford and Erhman, 1995; Cohen, 1996 and Wharton, 2000).

Language learning strategies obviously include dozens or even hundreds of possible behaviors, such as seeking out conversation partners, grouping words to be memorized, or giving oneself encouragement to tackle a different language task. In general, research suggests that effective learners are consciously aware of using learning strategies and that they tailor their strategies to their needs and purposes at any given time (O'Malley and Chamot, 1990; Wenden and Rubin, 1987; Oxford and Erhman, 1995).

CHAPTER THREE

RESEARCH METHODOLOGY

In this study, the decision about subjects, the instruments to use and procedures to follow was made on the basis of the following major research questions:

1. How well do English language teachers understand language learning strategies?
2. What's the attitude of English language teachers towards language learning strategies?
3. How often do English language teachers in the selected high schools include language learning strategy in their instruction?
4. Are there factors hindering the implementation of language learning strategy instruction in English Classes?

3.1. Research Design

As mentioned above, the objective of this study is to explore the perception and classroom practice of English language teachers about language learning strategies. The raw data collected through questionnaire, interview and observation was tabulated and analyzed accordingly.

Quantitative data was analyzed using the statistical methods of frequency and mean. The qualitative data, on the other hand, was analyzed and narrated based on the facts from related literature and researcher's view about the gathered information.

3.2. Subjects of the Study

The study was conducted in three government preparatory high schools in Addis Ababa. The reason why the researcher selected preparatory schools is to have grades eleven and twelve teachers included in the study. As mentioned in the Education and Training Policy of the Transitional Government of Ethiopia (1994: 14 – 15), there are two cycles in the secondary education. The First cycle refers to grades nine and ten and the second cycle, preparatory. The researcher thinks that since the subjects of the study are high school teachers, it is logical to have teachers of all level included. Out of the total of ten government preparatory secondary schools, three are selected by simple random sampling technique. These are Dejazmach Wondirad Secondary and Preparatory School, Abiot Kirs Secondary and Bole Senior Secondary.

The number of English teachers from each school was eight, nine, and nine respectively. Due to the manageable size of the sample population, all the English language teachers available at the time of the study were included.

3.3. Instrument of Data Collection

To collect the data needed in the study, three instruments were used. These were questionnaire, interview and classroom observation.

3.3.1. Questionnaire

A questionnaire was set to explore how well teachers understand language learning strategies and their attitude towards them, including information regarding classroom practice.

3.3.1.1. Pilot Testing of the Questionnaire

A pilot study was conducted among ten teachers of Kokebe Tsibah Secondary School. The purpose of this pilot test was to check the appropriateness of the items in the questionnaire and to make the necessary correction based on the feed back obtained. Some of the questions found to be unclear to the respondents were restated receiving the constructive comments while others had to be condensed or removed as they were found to be repetitive. Hence, the total number of questions was limited to 42.

3.3.1.2. Parts of the Questionnaire

The questionnaire has four parts. Part I is concerned with the background information of teachers like qualification, gender, year of graduation etc., which the researcher believes to serve the purpose of introducing the subjects to the readers of the work.

In part II of the questionnaire, about twenty statements are presented. Teachers are to show their responses by encircling the appropriate number of their agreement ranging from 'strongly agree' (5) to 'strongly disagree' (1). The value changes from 'strongly agree' (1) to 'strongly disagree' (5) for negatively stated sentences. All the twenty items are related to the general concept and relevance of language learning strategies in helping a language learner to develop communicative competence.

Part III of the questionnaire has six items. In this part, issues like teachers' intention and classroom practice regarding the strategies are raised for the teachers to show their responses by encircling the rated scale values ranging from 'always' to 'never'.

Each part having seven items, part IV of the questionnaire has two sections (IV a and IV b). Under 'IV a' teachers are asked to show the likelihood of certain factors to encourage them to implement strategy training by encircling the number rating from 'very likely' to 'very unlikely'. In part IV b,

teachers are asked to indicate their responses on whether or not it was likely for them to get those factors mentioned in their school.

There were also two open-ended items inquiring teachers about their possible training experience related to language learning strategy and their judgments of the textbook they were using for including language learning strategies.

3.3.2. Interview

Interview was the second data gathering instrument used. The purpose of interviewing was to gather in-depth information about teachers' perception on language learning strategy and its relevance to develop communicative competence.

Teachers' knowledge and views about language learning strategy and their belief regarding learner autonomy were some of the issues raised during the interview.

Interview, therefore, is selected to be used as it is found to be appropriate for deeply looking into the matters of the study. Seven teachers were interviewed; these consisted of two from Abiot Kirs, two from Dejazmach Wondirad and three from Bole. Among the teachers who participated in filling in the questionnaire, seven volunteered to be interviewed.

3.3.3. Classroom Observation

Classroom observation was selected and used as the third data-gathering instrument to check whether or not teachers include some elements of language learning strategies in their classroom, based on the actual lessons they were presenting. This was done using a checklist. The checklist has four parts focusing on teachers' activity, namely introducing strategies by name, giving examples on how to make use of strategies, techniques used in teaching encouraging strategy development and type of instructional material used in relation to the development of strategy use and students' activity.

For this reason, classroom observation was conducted in the class of five volunteer teachers who allowed having me in their classes. It was two teachers from Dejazmach Wondirad, two from Abiot Kirs and one from Bole.

CHAPTER FOUR

4.1. PRESENTATION AND ANALYSES OF DATA

In this chapter, the analyses of data and the major findings are presented.

In the tables (5–15), the total (the summation of the products of frequencies and the respective values for each of the item i.e. $\sum vxf$) is indicated. The mean value is also indicated by dividing the total ($\sum vxf$) by the total number of respondents.

The percentages of the frequencies for all items using the rating scales are also calculated.

4.1.1. Background descriptions of the study subjects

As mentioned earlier, the subjects of this study were teachers from three randomly selected preparatory schools in Addis Ababa. The questionnaire was administered to all available English language teachers in these selected schools: Abiot Kirs, Bole High School and Dejazmach Wondirad.

All together, twenty six teachers participated in the study. As the data gathered from part one of the questionnaire shows, from the twenty-six teachers in these selected schools, seventeen were teaching in grades nine and ten whereas the other nine were assigned to teach in grades eleven and twelve.

These subjects of the study took their first degree and second degree from different universities and colleges in Ethiopia. Information obtained from the first part of the questionnaire unfolds that nine of the teachers got their higher education in Addis Ababa University from which seven took their first degree and two of them took their second degree. Five were educated in Kotebe College of Teacher Education. Six of the teachers attended Bahir Dar University, two the teachers' college in Dilla and one came from Dehub

University. Three of the respondents failed to mention where they attended their higher education program.

Among the respondents, only 5 (20%) were females and all the rest were males. The other characteristics of the respondents are presented in the following tables.

Table 1: Respondents' Level of Education

Sex	Level of Education			Total
	Diploma	B.Ed/BA	MA	
M	-	20	1	21
F	-	4	1	5
Total	-	24	2	26
Percent	-	92%	8%	100%

Table 1 shows that the majority (92%) of the respondents are first degree holders, while only 8% reported to have a second degree. There was no respondent that fall in the category of diploma. Thus, it seems that the majority of the respondents were qualified for the level they are teaching. As it has been indicated by the MOE (1997), the minimum standard for secondary school teachers requires first degree qualification in each subject.

Table 2. Year of Graduation

Year of Graduation	No of respondents	Percent
Before 1965	-	-
66 – 76	-	-
77 – 87	2	7.69
88 – 98	4	15.38
99 – 2007	19	73.07
Missed to fill	1	3.84
Total	26	100

As can be read from Table 2, the majority (73%) of the respondents graduated in the years between 1999 to 2007 and 15% of them graduated in the years between 1988 to 1998, and only two teachers reported to have graduated in BA/B.Ed. before 1988. Based on the data, one can say that the majority of the teachers attended their higher education after the introduction of language learning strategies in the teaching of language for better results. According to Oxford (2001), studies in the mid 1970s like, Rubin (1975) began to focus on identifying the characteristics of the good language learner that once they are identified, such strategies could be made available to less successful learners. However, when one considers the situation in Ethiopia, although the majority of the sample teachers attended their higher education after the 1975, there seem to be no documented information whether and when exactly language learning strategies are introduced in the curricula of teachers education.

Table 3. Average Class Size

Average Class size	No of respondents	Percent
Below 45	-	-
45 – 50	-	-
51 – 65	6	23
66 – 75	9	34.6
76 – 80	2	7.69
Above 80	9	34.6
Total	26	100

Regarding class size distribution, considerable number of respondents (about 35%) reported that they have more than 80 students in a class. The other 42% (34.6% '66 - 75' and 7.69% '76 – 80') said that they have a number of students ranging from 66 to 80. Table 15 also shows that about 45% of the respondents replied that having fewer numbers of students in a class is unlikely in their situation. According to table 14, 70% of the respondents said that having a small number of students would have encouraged them to be more involved in language learning strategy area. Some of the possible reasons were elaborated during the interview.

Accordingly, the majority of the teachers raised the issue of large number of students in a class as a problem. They have said that identifying individuals' needs, checking of students' work, encouraging by the development of communicative competence, were made difficult to handle properly due to the unmanageable class size they have to teach. During the observation, the researcher witnessed how crowded the classes were. Probably, for this reason, the teacher did not seem to have control over what is going on in the class. Many students involved in their own personal talking and joking without even having an exercise book to write on and a book to refer to.

LoCastro (1994) mentions large classes to be problematic area concerning the applicability of the research findings related to language learning strategy.

The greater the number of students, the lesser would be teacher-student interaction which potentially changes the whole learning environment.

4.1.2. Teachers’ attitude towards the relevance of language learning strategies

The highest possible score that can be obtained in these attitude scales, that can possibly indicate the most favorable attitude towards the relevance of language learning strategies in language leaning, is 100 by scoring 5 for all the twenty statements given. On the other hand, the lowest and the one indicating the least favorable attitude towards language learning strategies is 20 by scoring the least mark for all 20 statements. Respondents’ score were, therefore, placed on a continuum from 20 to 100 of which the lowest score obtained was 42 (T15) and the highest 92 (T8). The middle (neutral) point of the continuum was 60, a mark which may be achieved by pointing ‘undecided’ for all the 20 items.

Table 4: Relevance of Language Learning Strategies in L₂ Learning

Teachers	Scores	Teachers	Scores
T 8	92	T 23	77
T 11	91	T 24	76
T 5	88	T 25	75
T 6	87	T 9	74
T 19	86	T 2	74
T 12	85	T 21	73
T 1	84	T 13	72
T 16	81	T 10	70
T 3	79	T 17	70
T 7	79	T 20	64
T 18	79	T 4	58
T 22	87	T 14	47
T26	77	T 15	42

Table 4 shows that the majority of the respondents (n = 23 = 88%) scored above 60 which was the middle point in the continuum. However 65% of them (those who scored above 60) scored below 80 which they would have got it by just agreeing with positive statements and disagreeing with negative

statements. About 12% scored below the midpoint in the continuum. Looking at this on its face value, it is difficult to say boldly that the sampled teachers have a positive attitude toward the relevance of language learning strategies in the process of language learning. Actually this result is supported by the data gathered through the interview. During the interview, it has been indicated that the concept of language learning strategy was unfamiliar for most of the teachers. For this reason, it might have been difficult for them to decide on the relevance of language learning strategy in language learning. They seem to have language teaching strategy in mind when they answer these questions. For further details of the interview, please see section 4.2.

Table 5. Frequency, Percentage and Mean of Responses for Conceptual Perspective

Item		Rating scale with value										$\sum(\sqrt{F})$	$\frac{\sum(\sqrt{F})}{N}$
		Strongly Agree 5(1)*		Agree 4(2)*		Undecided 3(3)*		Disagree 2(4)*		Strongly Disagree 1(5)*			
		F	%	F	%	F	%	F	%	F	%		
1	Language learning strategies help students to become better language learners	12	46.2	11	42.3	3	11.5	-	-	-	-	113	4.3
2*	I do not see any relevance of language learning strategy for students' learning	-	-	1	3.8	5	19.2	11	42.3	99	34.6	106	4.07

* Statements and values for negative statements

Table 5 shows the response of teachers for conceptual perspective. Regarding item 1, almost all of the respondents with the sum percentage 88.5% (i.e. 46.2% 'strongly agree' and 42.3% 'Agree') have agreed and only about 11.5% are 'undecided' about the stated issue. The calculated mean (4.3) of this item also shows that the teachers' response indicates their agreement on the issue. Regarding item 2, the sum percentage of about 77%

disagreed (i.e. 42.3% ‘disagree’ and 34.6% ‘strongly disagree’) whereas 19% could not decide and only 3.8% ‘agree’ with the given negative statement about language learning strategy.

Table 6. Language Learning Strategies and Communicative Competence

Item		Rating scale with value										$\sum (VF)$	$\frac{\sum (VF)}{N}$
		Strongly Agree (5)		Agree (4)		Undecided(3)		Disagree (2)		Strongly Disagree (1)			
		F	%	F	%	F	%	F	%	F	%		
3	Language learning strategies are essential for developing communicative competence	15	57.6	8	30.76	2	7.69	1	3.8	-	-	115	4.4
4	Strategies can facilitate the internalization, storage, retrieval, or use of new language	12	46	10	38.46	3	15.4	13	50	6	23.07	111	4.2
20	Language learning strategies make learning quicker, easier, more effective and even more enjoyable	13	50	8	30.36	2	7.69	3	11.5	-	-	109	4.1

Concerning table 6, item 3, 4 and 20, which are about the different benefits language learning strategies could provide, the mean values 4.4, 4.2 and 4.1 are calculated for each respectively. Thus, one may see teachers’ agreement on the issue. In line with the above benefits one can get from language learning strategies, Oxford (1990: 8) said that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed and more effective. Oxford also said all appropriate language learning strategies are oriented toward the broad goal of communicative competence.

Table 7. Students' Use of Language Learning Strategy

Item		Rating scale with value										$\Sigma(vF)$	$\frac{\Sigma(vF)}{N}$
		Strongly Agree 5(1)*		Agree 4(2) *		Undecided 3(3) *		Disagree 2(4) *		Strongly disagree 1(5)*			
		F	%	F	%	F	%	F	%	F	%		
5*	All students use language learning strategies in the same way in all situations	-	-	3	11.5	4	15.38	13	50	6	23	100	3.8
7	Language learning strategies are one of the most important factors accounting for individual difference in language learning	10	38.5	12	46	3	11.5	1	3.8	-	-	109	4.2
Grand Mean 4													

*** Values for negative statements**

As can be seen from table 7 item 5, the majority (73%) of the respondents disagree (i.e. 50% + 23% ‘disagree’ and ‘strongly disagree’ respectively) with the negative condition of language learning strategies. The other respondents, that is, 11.5% and 15.38% ‘agree’ and ‘undecided’ respectively with the stated situation. When we consider item 7, the sum percentage of about 85% of the respondents (i.e. 38.5% and 46% ‘strongly agree’ and ‘agree’ respectively) indicated their agreement while 11.5% are still undecided and 3.8% disagree. The mean (4) value of the two statements also indicates that teachers’ response shows their agreement on the issue. Regarding this, Oxford (1990) said that language learning strategies are specific actions taken by the learner which may support learning both directly and indirectly. Kouraugo (1993: 165) also said with in the relatively new and fast growing field of research on individual differences in second language learning; the study of learning strategy deserves particular attention because of its congruence with current trends in teaching method and its potential practical application.

Table 8. Teachers' Responses about Basic Facts of Language Learning Strategy

Item		Rating scale with value										$\sum(\sqrt{F})$	$\frac{\sum(\sqrt{F})}{N}$
		Strongly Agree (1)*		Agree (2)*		Undecided (3)*		Disagree (4)*		Strongly Disagree (5)*			
		F	%	F	%	F	%	F	%	F	%		
6*	There are no strategies specifically applied for language learning	2	7.7	5	19.2	2	7.7	11	42	6	23	92	3.53
10*	Language learning strategy cannot be taught to students	-	-	5	19.2	7	27	10	38.5	4	15.4	91	3.5
8*	Factors like style, motivation, etc hardly influence the choice of learning strategies	5	19	10	38.5	4	15.4	5	19	1	3.8	62	2.38
Grand mean													3.1

*** Values for negative statements**

Table 8 shows that, for item 6, 7.7%, 19.2% and 7.7% of the respondents were 'undecided', 'agree' and 'strongly agree' respectively about the situation while 23% 'strongly disagree' and 42% 'disagree'. The calculated mean (3.5) indicates that the teachers' response is somewhere between 'undecided' and 'disagree'. As far as item 10 is concerned, 38.5% 'disagree' and 15.4% 'strongly disagree' respectively about language learning strategies having no relevance for learning. Moreover, significant number of respondents, as the sum percentage 46% (i.e. 19% 'agree' and 27 'undecided') shows, did not seem to think that language learning strategies could be taught to students. The mean value (3.5) also shows that teachers are between 'undecided' and

'disagree'. Item 8 was answered by 19% of the respondents as 'strongly agree' and 38.5% agree'. That means, about 58% of the respondents said that factors like style and motivation have nothing to do with the choice of learning strategies. 15.4% were 'undecided' while 19% 'disagree' and 3.8% 'strongly disagree' with the negatively stated issue. Thus, one may conclude from this information that it is only about 23% of the respondents that acknowledged the influence of learning style and motivation on the choice of language learning strategies. The calculated mean 2.38 also indicates that teachers' responses for this item is nearer to 'agree'. This is contrary to Oxford (2001), who stated language learning strategies to be teachable and can support learning both directly or indirectly. The author has also said that language learning strategies could be influenced by a variety of factors like motivation, leaning style, type of the task etc. Oxford and Ehrman (1995:363) also reported that motivation helps determine the frequency with which learners use strategies. So, as they said, motivation and style are the most significant factor influencing language strategy use.

Table 9. Language Learning Strategies and Students' Success Rate

Item		Rating scale with value										$\Sigma(vF)$	$X \frac{\Sigma(vF)}{N}$
		Strongly Agree 5(1)*		Agree 4(2) *		Undecided 3(3) *		Disagree 2(4) *		Strongly Disagree 1(5) *			
		F	%	F	%	F	%	F	%	F	%		
9	Using language learning strategies make English class a good learning experience and increase students success rate	16	61.5	9	34.6	1	3.8	-	-	-	-	119	4.57
14*	Using language learning strategies brings no difference in the development of one's communicative competence	-	-	-	-	5	19.2	13	50	8	30.76	107	4.1

*** Statements and values for negative statements**

Table 9 shows that 61.5% of the respondents 'strongly agree' and about 34.46% 'agree' that using language learning strategies makes English class a good learning experience and increases students success rate. As the sum percentage, about 96% of these respondents indicate, teachers have positive attitude towards the relevance of language learning strategy while only about 4% remained 'undecided'. Item 14 was responded to as 'disagree' and 'strongly disagree' by 50% and 30.7% respectively. The sum percentage, about 81% of the respondents, show that they disagree with a statement that says 'using language learning strategy makes no difference and only 11.5% said 'undecided'. Looking at the face value of the results, it could be said that teachers agree that using language learning strategy increases students' success rate.

Table 10. Teachers’ Demand for Using Language Learning Strategy

Item		Rating scale with value										$\Sigma(vF)$	$X \frac{\Sigma(vF)}{N}$
		Strongly Agree 5(1)*		Agree 4(2)*		Undecided 3(3) *		Disagree 2(4) *		Strongly Disagree 1(5) *			
		F	%	F	%	F	%	F	%	F	%		
13	Using language learning strategy develops a need to in-service training on learning strategies	8	30.76	12	46.15	3	11.5	3	11.5	-	-	103	3.96
15*	Language learning strategy require less teacher effort and less planning time	1	3.8	2	7.69	8	30.76	7	26.9	8	30.76	97	3.73
18	Language learning strategies expand the role of language teachers	9	34.6	10	38.46	4	15.38	2	7.69	1	3.8	102	3.9

***Statements and value for negative statements**

In table 10, the highest rate of agreement for the need for in service training is exhibited. The sum percentage (77%) from which 30.75% ‘strongly agree’, and 46.15% ‘agree’, while only 11.5% ‘undecided’ and the other 11.5% ‘disagree’ about the issue stated. When one comes to item 15, 26.9% ‘disagree’ and 30.76% ‘strongly disagree’ which means with the sum percentage of about 57% said that language learning strategies require greater teachers’ effort and more planning time. On the other hand, about 30.76% were ‘undecided’, 7.69% ‘agree’ and 3.8% ‘strongly agree’. However, for item 18, 34.6% ‘strongly agree’ and 38.46% ‘agree’ that language learning strategy expand the role of language teachers while 15.38% remained ‘undecided’, 7.67 ‘disagree’ and 3.8% strongly ‘disagree’. Thus, it might be said that teachers, to some extent, are aware of the increased role they have with language learning strategies. In relation to this, Oxford (1990:10) said

that new teaching capacities also include identifying students' learning strategies conducting training on strategies, and helping learners become more independent in the process. For this reason, one can say that language learning strategies increase the role of a language teacher.

Table 11. Language Learning Strategies and Learner Autonomy

Item		Rating scale with value										$\Sigma(\sqrt{F})$	$\frac{\Sigma(\sqrt{F})}{N}$
		Strongly agree 5(1)*		Agree 4(2) *		Undecided 3(3) *		Disagree 2(4) *		Strongly Disagree 1(5) *			
		F	%	F	%	F	%	F	%	F	%		
11	Language learning strategies allow learners to become more self-directed and actively involved in the process of learning	11	42	15	57.69	-	-	-	-	-	-	115	44.4
12*	Language learning strategies make language learners more dependent on their teachers.	-	-	1	3.8	6	23.07	10	38.46	9	34.6	105	4.0
19*	Students know nothing or little so we can't expect them to control their own learning	-	-	2	7.69	6	23.07	10	38.4	8	30.76	109	4.1

*** Statements and values for negative statements**

As table 11 shows, all of the respondents 'agree' that employing language learning strategy encourages autonomous learning from which 42% 'strongly agree' and 58% 'agree'. As to item 12, 73% (i.e. 38.46% 'disagree' and 34.6% strongly disagree) of the respondents showed their disagreement with the stated issue when only 3.8% 'agree' and 23.07% 'undecided'. From this, one can say that the majority of the respondents acknowledged that the more students use learning strategies the greater they become independent. For item 19, as the sum percentage shows, 69% (i.e. 38.46% 'disagree' and

30.76% ‘strongly disagree’) of the respondents reject the statement presented negatively of language learning strategies whereas about 31% answered otherwise from which 23.07% remained ‘undecided’ and 7.64% ‘agree’ with the issue. From what the teachers said, it can be concluded that the majority of the teachers seem to appreciate the merits of learning to learn. In line with this, Nunan (1991: 178) said that work on learning strategies is part of more general movement within educational theory and practice which takes a learner centered view of pedagogy in which learners are believed to bring into the learning situation different beliefs and attitudes about the nature of language and language learning. For this reason, for a teacher to help students learn in a better way, he needs to take into consideration what they bring into the leaning situation. The teacher also needs to be ready to help the students take charge of their own learning.

Table 12. Use of Language Learning Strategies

Item		Rating scale with value										$\Sigma(vF)$	$\frac{\Sigma(vF)}{N}$
		Strongly Agree 5(1)*		Agree 4(2) *		Undecided 3(3) *		Disagree 2(4) *		Strongly Disagree 1(5) *			
		F	%	F	%	F	%	F	%	F	%		
16	Language learning strategies are used when there is a problem to handle	2	7.69	6	23.07	6	23.76	7	26.9	8	30.76	92	2.76
17*	Using strategies make language learning even more difficult	-	-	1	3.8	3	11.5	15	57.69	7	26.9	106	4.07

* Statements and values for negative statements

Table 12 indicates that 26.9% of the respondents ‘disagree’, 30.76% ‘strongly disagree’ and 23.76% ‘undecided’ that language learning strategies are problem-oriented, while 23.07% of the respondents ‘agree’ and 7.69%

'strongly agree' with the stated issue. The calculated mean (2.76) of this item shows that the teachers' response is between 'undecided' and 'disagree' which may indicate teachers' confusion about when to make use of language learning strategies. On the other hand, for item 17, 57.69% of the teachers 'disagree', and 26.9% 'strongly disagree' while 11.5% 'undecided' when 3.8% 'agree' to the negatively stated issue. Although the respondents showed their disagreement with item 17, it seems doubtful to accept the response as true as it does not go in accord with their response for item 16. Thus it seems difficult to say teachers exactly know when to use language learning strategies.

4.1.3. Analysis of teachers' response about their practice

The third part of the questionnaire was intended to gather information on teachers' classroom practice in relation to language learning strategies.

Table 13. Teachers' Intention and Practice Regarding Learning Strategies

Item		Rating scale with value										$\Sigma(vF)$	$\frac{\Sigma(vF)}{N}$
		Always 4		Frequently 3		Sometimes 2		Rarely 1		Not at all 0			
		F	%	F	%	F	%	F	%	F	%		
1	I intend to implement a variety of strategy instructions to meet the needs of different learning strategy preferences	5	19	15	58	4	15	2	8	-	-	75	2.8
2	I can easily implement a variety of strategy instructions in my English classroom	6	23	9	35	7	27	4	15	-	-	69	2.6
3	I assess the students' strategy use by examining what they do while learning English	5	19	13	50	7	27	1	4	-	-	74	2.8
4	I use different example texts to help students practice different learning strategies	10	38.5	10	38.5	2	8	4	15	-	-	78	3
5	I explicitly explain what strategies are and how to use them for different purposes	7	27	5	19	8	31	4	15	2	8	63	2.4
6	I examine the activities given in the textbook before the period to see what strategy they allow to practice	10	38	8	31	2	8	6	23	-	-		2.8
												Grand Mean 2.7	

Table 13 shows that 58% of the respondents said they ‘frequently’ implement a variety of strategy instruction to meet the needs of different learning strategy preferences, 19% and 15% of the respondents respectively said ‘always’ and ‘sometimes’ while 8% reported they ‘rarely’ do the stated activity. The calculated mean (2.8) also shows that teachers’ intention is somewhere between ‘sometimes’ and ‘frequently’. If we take a look at the teachers’ responses given to item 2, 23% of them said ‘always’, 35% said ‘frequently’, 27% said ‘sometimes’ whereas 15% said they ‘rarely’ do the activity mentioned and no one reported never. Looking at its face value, it could be said that the teachers are both planning and implementing strategy instructions. However, during the observation not much was seen by way of implementing such strategy.

With regard to assessing students’ strategy by examining what they do while learning English (item 3), half of the respondents (50%) said to do the assessing ‘frequently’ 19% reported ‘always’, 27% ‘sometimes’ and 4% ‘rarely’ to assess the students strategy use. However, during the observation, nothing of assessment could be seen. No teacher was trying to follow students closely or ask them any question in relation to leaning strategy. It should, however, be noted that the number of teachers observed in classroom was relatively less than those who responded to the questionnaire which might be a reason for such discrepancy.

As far as item 4 is concerned 38.5% of the respondents said ‘always’ to use different example texts to help students practice different learning strategy, 38.5% again said ‘frequently’, 8% said ‘sometimes’ and 15% reported to use different texts ‘rarely’. The calculated mean value (3) indicates that the teachers’ response is near to ‘Frequently’. It therefore seems possible to conclude that teachers make use of varieties of example texts to help their students. But no teacher has been seen during the observation to use any other material, but the textbook.

Based on the responses of teachers to item 5, 27% of the teachers reported 'always' to explicitly explain what different strategies are and how to use them for different purposes, 19%, 31%, 15% and 8% of the respondents respectively said 'frequently,' 'sometimes', 'rarely' and 'never' to do the explaining. The calculated mean value (2.4) for this item indicates that teachers 'sometimes' do the explaining. To item 6, 38% of the teachers responded 'always', 31% 'frequently', 8% 'sometimes' and 23% 'rarely' to examine the activities given in the textbook before the period to see what strategy they allow to practice. The calculated mean value of this section (items 1 – 6) is 2.7 which indicates the teachers responses is somewhere between 'sometimes' and 'frequently'. This assertion of teachers about their practices did not go hand in hand with the result obtained from observation of the actual classroom practices. But in recent years, emphasis has been placed on training students to take charge of their own learning. As Nunan (1991:179) said, if learners are to be in a position to make informed choices, they need to learn how to make such choices. As he said, informed choice presupposes knowledge, and knowledge presupposes instruction.

4.1.4 Teachers' response on factors encouraging them to be more involved in language learning strategy

Part IVa of the teachers' questionnaire was prepared to gather information about different factors that would encourage teachers to be more involved in the business of learning strategy.

Table 14. Factors in Use of language learning strategies

Item		Rating scale with value										$\Sigma(vF)$	$X \frac{\Sigma(vF)}{N}$	Rank
		Very Likely (5)		Likely (4)		Neither (3)		Unlikely (2)		Very Unlikely (1)				
		F	%	F	%	F	%	F	%	F	%			
1	Having available resources	12	46.15	10	38	1	3.84	3	11.5	-	-	109	4.19	2 nd
2	Special training opportunities in language learning strategies	11	42.5	7	26.9	3	11.5	3	11.5	1	3.8	99	3.8	4 th
3	Extended instructional time	3	11.5	14	53.8	4	15.38	4	15.38	1	3.8	92	3.5	6 th
4	Administrative support	8	30.7	9	34.6	4	15.38	3	11.5	2	7.6	96	3.9	6 th
5	Time to plan	11	42.3	9	34.6	3	11.5	1	3.8	2	7.6	104	4	3 rd
6	Cooperative students	11	42.3	13	50	-	-	1	3.8	1	3.8	110	4.2	1 st
7	Smaller class of students	12	46.15	6	23.07	5	19.23	-	-	3	11.5	102	3.9	4 th
Grand Mean													3.9	

As can be seen from table 14, from all the seven possible factors that encourage teachers to be more involved in language learning strategy issue, 'having cooperative students' is the number one factor to make a difference.

'Having available resource', 'time to plan', 'special training opportunities', 'having smaller class of students' are the second, the third and the fourth factors ranked by teachers, respectively. 'Administrative support' and 'extended instructional time' ranked sixth to encourage teachers. Even the calculated mean (3.9) for the seven items of the questionnaire shows the response is near to 'likely'. As cited in Bada and Okan (2000), Corder (1977) stated that in the end, successful language "teaching – learning" is going to be dependent up on the willing cooperation of the participants in the interaction and an agreement between them as to the goals of their interaction. Co-operation cannot be imposed, but must be negotiated.

If we look at the response to item 1, 46% of the respondents said 'very likely', 38% said 'likely' while 3.8% and 11.5% said 'neither' and 'unlikely' respectively. The sum percentage 84% shows that the majority of the teachers considered the issue to be a difference-making factor. As far as special training is concerned, 42.3% and 26.9% of the respondents said 'very likely' and 'likely' respectively whereas 11.5 remained 'neither' and the other 11.35% and 3.8% of the respondents responded 'unlikely' and 'very unlikely' respectively.

Regarding having extended instructional time, 11.5% and 53% of the teachers said 'very likely' and 'likely' respectively acknowledging the effect of having extended instructional time. However, 15%, 15.4% and 3.8% of the teachers said 'neither', 'unlikely' and 'very unlikely' respectively about the mentioned situation being the encouraging factor. The calculated mean of this item (3.5) indicates that the teachers' response is exactly between 'neither' and 'likely'. About 'administrative support', (item 4) and 'time to plan', (item 5), about 65% (i.e. 30.7% 'very likely' and 34.6 'likely') and about 77% (i.e. 42.3% 'very likely' and 34.6% 'likely') of the respondents confirmed that the factors suggested are likely to encourage them to be more involved in the process of helping students use language learning strategies.

One may see from table 14, that item 6 was answered ‘very likely’ and ‘likely’ by 42.3% and 50% of the respondents respectively, while 3.8% said ‘unlikely’ and the other 3.8% also said ‘very unlikely’. For item 7, 46% and 23% of the respondents respectively said ‘very likely’ and ‘likely’, 19.23% said ‘neither’ and 11.5% said ‘very unlikely’ that having smaller class size would encourage them to be more involved with the above mentioned issue.

Table 15. Existing Factors Available in Schools

Item		Rating scale with value										$\Sigma(vF)$	$X \frac{\Sigma(vF)}{N}$
		Very Likely(5)		Likely (4)		Neither (3)		Unlikely (2)		Very Unlikely (1)			
		F	%	F	%	F	%	F	%	F	%		
8	Having available resources	6	23.07	7	26.9	3	11.5	7	26.9	3	11.5	84	3.23
9	Special-training opportunities in language learning strategies	6	23.07	7	26.9	1	3.8	8	30.7	4	15.38	81	3.11
10	Extended instructional time	2	7.69	8	30.76	7	26.9	8	30.76	1	3.84	80	3.07
11	Administrative support	4	15.36	4	15.38	11	42.3	5	19.23	2	7.69	81	3.11
12	Time to plan	5	19.23	12	46.15	2	7.69	5	19.23	2	7.69	91	3.5
13	Cooperative students	4	15.36	12	46.15	1	3.84	8	30.76	1	3.84	88	3.3
14	Smaller class of students	5	19.23	4	15.38	5	19.13	5	19.23	7	26.9	73	2.8
Grand mean													3.14

Table 15 shows the result of the questionnaire in Part IV b which was supposed to deal with extracting data on whether the listed factors were available or not. These factors were those the teachers agreed that having them would encourage them and the grand mean 3.9 (Table 14) shows that

the teachers' response is nearer to 'likely' showing the agreement of teachers on the issue.

For item 8, which is about having available resources, 23% said 'very likely', 26% 'likely', 11.5% 'neither', 26.9% 'unlikely' and 11.5% 'very unlikely'. The calculated mean (3.23), however, shows that teachers' response is nearer to 'neither' which might show the uncertain condition of teachers to judge either ways.

The sum percentage 49% (i.e. 23.07%, 'very likely' and 26.07% 'likely') indicates the respondents' confirmation that special training opportunities in language learning strategies are available. On the other hand, the sum percentage 45% (i.e. 30.7% 'unlikely' and 15.38% 'very unlikely') of the respondents said that it is unlikely to get the mentioned kind of training while 23.07 + 26.9 said it was likely to get the training. The calculated mean (3.11) of this item shows that the teachers' response is near to 'neither'. Regarding 'extended instructional time' with the sum percentage of 38.45% (i.e. 7.69% 'very likely' and 30.76% 'likely') confirmed that extended instructional time is available, while about 35% (i.e. 30.7% 'very unlikely' and 3.8% 'unlikely') said it is not available, but about 27% responded 'neither'. The calculated mean (3.07) of this question inclines teachers' response to 'neither'. As far as administrative support is concerned, as the sum percentage shows about 31% (i.e. 15.36%. 'Very likely' and the other 15.38% 'likely') said they get administrative support whereas about 27% (i.e. 19.23% 'very unlikely', 7.69% 'unlikely') said they do not get administrative support. However, a significant percentage (42%) of the respondents could not say either. The grand calculated mean (3.1) of this item also shows that teachers' response for this item is that of the value given to 'neither'.

Teachers' response for item 12, which is indicated by the sum percentage of 65.38% (i.e. 19.23% 'very likely' and 46.15% 'likely') said that the majority of the teachers said that time to plan is not a problem. The calculated mean

(3.5) of this item also shows that teachers response is nearer to the value given to 'likely' which possibly shows the fact that planning time is available for teachers. The teachers ranked having cooperative studies to be the number one encouraging factor in table 14. Response to item 13, (Table 15), reveals that cooperative students were available in their classes. The sum total of 61.51% (i.e. 15.36% 'very likely' and 46.15% 'likely') said available and 35% (i.e. 30.76% 'very unlikely' and 3.84% 'unlikely') said not available while about 4% answered 'Neither'. The calculated mean of this item is 3.38 and it may indicate that teachers' response is near to the value assigned to 'neither'. Item 14 which reads 'smaller class of students' answered by 24.59% (i.e. 19.23% 'Very likely' 15.36% 'likely') to be available in their situation while 46% (i.e. 19.23% 'unlikely' and 26.9% 'very unlikely') said the stated condition is not available but 19% said 'neither'. The calculated mean of this item is 2.8 showing that smaller class size was 'unlikely'. The calculated mean of item (8-14), however, is 3.14 which is the value given to 'Neither'. From this it seems possible to assume that teacher lacked boldness to say whether the factors were available or not which might have issued because of their shortage of experiential knowledge.

As mentioned on the Educational and Training Policy of the Transitional Government of Ethiopia (1994: 2-3) "Inadequate facilities, insufficient training of teachers, over crowded classes, shortage of materials, all indicate the low quality of education provided."

4.1.5. Summary of the Open Ended Items of the Questionnaire

From all the twenty- six teachers who participated in filling the questionnaire, twenty three answered item 15 which reads, 'Have you even attended seminars or workshops on language learning strategies?'. Thirteen teachers reported that they have never attended seminars or workshops on language learning strategies. Those who said they participated mentioned

some issues like: action research, continuous assessment techniques, how to use formative and summative evaluation, ELIP (English Language Improvement Program) and methods on teaching English like how to conduct communicative approach to be the kind of training they had.

The kind of answer teachers gave to this item was not directly related to the question presented. It only touches the issue superficially. From this, it seems possible to say that the understanding teachers had about language learning strategy is not as firm as it was supposed to be. And this would put the teachers' confirmation of the issue presented in the questionnaire regarding the different theoretical and practical aspect of language learning strategies in doubt.

The second open-ended question reads, "Do you think the textbook you are using includes language learning strategies? If 'Yes', can you give some examples?" This item has been answered by nineteen teachers from which two said 'No' and another two said 'Yes' without providing any example from the text. For those teachers who said 'Yes' for item 16 and mentioned some examples; the examples they provided from the text include: all the four skills, independent reading, describing oneself, using synonyms and antonyms, group-work, pair-work, and whole-class discussion. From the information teachers provided, it seems possible to say that except a few, most of the teachers seem to confuse language learning strategies and language teaching strategies.

4.2. Summary of the Interview

As it was pointed out previously, the purpose of conducting the interview was to gather in-depth information about the issue teachers had dealt with when they filled in the questionnaire. In the following few paragraphs, the summary of the interview with seven teachers of the selected schools is presented (the transcribed version of the whole interview could be referred to in Appendix C (1, 2, 3, 4, 5, 6, and 7).

The first question was for teachers to say what relationship has language learning strategy with language learning. Most of the respondents seem to understand language learning strategy to be “a method to teach the language skills.” They have also added, “When you are teaching a language you have to teach using different strategy.” The respondents mentioned the relevance of using teaching aids in order to make their presentation attractive to the students and to make it easy to comprehend. One out of the seven teachers, however, said learning strategies are one’s own way of learning either individually or in group.

Based on the responses from the majority of the teachers, it seems possible to say that the view teachers had regarding language learning strategies appears to be mixed up with the concept of language teaching strategy.

When talking about the relevance of language learning strategies for better language learning, these teachers again said that if the teacher makes his presentation interesting and funny, it would not be boring for the students to learn. But, as they have said, this may not always happen when the students are not motivated and cooperative. Among the interviewed, only one teacher clearly put that with strategies, language learning could be interesting and easier because students will approach a learning task in their own way.

As can be seen from what the teachers said, there seems to exist some sort of conceptual misunderstanding and misinterpreting. Teachers did not seem to clearly see language learning strategies. They often times confused it with teaching strategies as it has been said already.

Regarding the language learning process students undertake while learning the target language in terms of the language learning strategies, most of the teachers raised issues like giving explanations, applying communicative approach and how difficult it is with large class size, letting students speak and so on. This again, in the researcher's opinion, may show how teachers confuse learning strategy with teaching strategy.

Trying to answer the question, 'How do you see a good language learner?' the teachers said that good language learners are those who are: willing to express themselves, willing to make mistakes and learn and ready to practice even with the limited vocabulary they have. Regarding these qualities of a good language learner, respondents seem to have something in common. Actually, the reason why the researcher asked this question was to see if these selected language teachers considered the development of independent learning as a good quality. From what the teachers said, the researcher may forward that practicing strategy has been given more attention than the rest of the learning strategies, though it might not be deliberate.

When asked whether they have ever received any training whatsoever on language learning strategies, two said 'No'. Those who said 'Yes', as it was in the case when filling part IV b item 15 of the questionnaire, mentioned training like ELIP (English Language Improvement Program), courses on how to make classes communicative, introduction to different teaching methodologies (like active learning). All the teachers mentioned seem to refer more to teaching strategies than learning.

The other question was about what teachers do to make the students' learning easier, and faster. The teachers mentioned some activities like role play, drama, encouraging them to speak, write, read and listen, let them work in pairs and groups so that they may help one another, and so on. From these responses forwarded by teachers, it seems possible to say that teachers use the strategy of practicing more often than other strategies.

Teachers said that interest, motivation, background and having reduced class size might encourage them more to be involved in helping students in relation to language learning strategies.

Almost all of the teachers responded agreeing that a lot of chances should be given to students to control their own learning. As they have pointed out, the trend nowadays favors student-centered approach to learning. The teachers

also added that the proficiency level of the students, class size and the lack of proper training in the area make the practicability of student-centered approach difficult in their actual situation.

Regarding the textbook they are using and whether it includes some elements of language learning strategies, they said that it does include varieties of language learning strategies. However, when they are asked to give some examples from the textbook of such varieties, they just mention all kinds of activities from the text without being specific.

4.3 Summary of Classroom Observation

It has been indicated in Section 3.3.3 that classroom observation was intended to gather information, through a check list, about what teachers actually do in classes regarding language learning strategies.

Five teachers were observed twice when they conducted a class for about forty-five minutes. The followings are some of the findings of the classroom observation.

When one enters a classroom in these observed selected high schools, the first eye catching event was the number of students in the class, too many of them in a poor environment and physical condition. Besides, a few minutes had to go away before the teachers managed to have the classes' attention, at least partially. In the case of Dejzmach Wondirad, the classes were utterly beyond what the teachers could handle. The teachers were talking and the students were also talking even with a louder voice. But few students were observed trying to follow their teacher, and even try to answer questions when forwarded and in some cases even asked questions.

However, as far as language learning strategy training is concerned the researcher couldn't get much from the teachers. One of the reasons was that the classroom teachers had only a few minutes after the transmission of the lesson through plasma.

In the other cases (Abiot Kirs and Bole), the lesson was not through Plasma. Besides, the teacher of these two schools seems to be in a better condition at least by having classes silent so as to introduce the day's lesson or activity.

In most cases, what teachers do was similar. They introduce a lesson, explain the instruction, then give a few minutes for students to try the exercise, and then do the exercises together with few participating students in the class.

The researcher could not get a chance to see when the teachers do anything about learning strategy. What teachers did often was explaining the content of the lesson. To mention one example here, one of the observed grade 11 teachers from Abiot Kirs entered a class, introduced a lesson which was a reading passage in Unit 6 entitled, 'Family and Group', and asked the class to follow him while he read the passage for the class. But in my opinion, he could have done it differently by letting his students read the passage while he provides skimming and scanning questions. There were similar instances like this. The teachers seemed to give emphasis on working out and finishing the given exercises of the textbook. Besides the observed teachers were not using additional materials.

Generally speaking, it was difficult to see teachers including leaning strategy in language classes, though the observed classed were few.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main objective of the study was to assess English language teachers' perception of language learning strategy in high school English learning. In the study, it was intended to answer the following research questions:

1. How well do English language teachers understand language learning strategies?
2. What's the attitude of English language teachers towards language learning strategies?
3. How often do English language teachers in the selected high schools include language learning strategy in their instruction?
4. Are there factors hindering the implementation of language learning strategy instruction in English Classes?

In order to get relevant information, three data gathering instruments were used: questionnaire, interview and observation. The sources of data were high school English teachers and their classrooms. 26 teachers filled and returned the questionnaire, and 7 of them were interviewed and 5 were observed. Accordingly the following results were obtained.

5.1.1. The results of the attitude scale (table 4) revealed that about 88% scored above 60 which was considered by the researcher to be the mid point in the continuum. However, 65% of those who scored above 60 were below 80 which they would have scored by just pointing 'agree' and 'disagree' respectively for positive and negative sentences. From this result, it may be concluded that the attitude teachers have seem to be moderately positive. This is said because teachers' score is not very high.

- 5.1.2. Regarding the knowledge base of the teachers about language learning strategies (Table 5 and Table 6) elements and facts, the summary of the analysis of items (1 – 4, 20) related to this indicated by the following mean value 4.3, 4.4, 4.2 and 4 respectively. The total mean value calculated of these items which is 4.2 is the value of agree showing teachers agreement on the basic facts about language learning strategy.
- 5.1.3. Language learning strategies being factors accounting for individual differences in language learning, 38.5%, 46% and 3.8% of the respondents 'strongly agree' 'agree' and 'disagree' respectively, while 11.80% remained 'undecided'. The mean value calculated is 4.2, which is the value assigned for 'agree'. When we only look at the face value, the result implies teachers' awareness on the issue.
- 5.1.4. The fact that language learning strategies could be taught to be applied for language learning taking into consideration factors like style and motivation, the analysis of the items (6, 8, and 10) of the questionnaire came out with the following results. The calculated mean of these items is 3.2 and it is the value for 'undecided' showing the teachers' lack of knowledge in this aspect of the issue.
- 5.1.5. As far as the expanded role of teachers is concerned, for items 13, 15 and 18, 3.8 is the calculated mean indicating the point 'agree'. Based on the data, one may say that teachers seem to know the expanded role the use of learning strategy demands.
- 5.1.6. The analysis of items 11, 12 and 19 (Table 11), respectively indicated by the mean value 4.4, 4 and 4.1 implies the teachers' agreement on the fact that language learning strategies encourage learner autonomy. The result may help to say that teachers are aware of the basic facts that language learning strategy emphasizes what students can do for themselves.

- 5.1.7. Regarding when to turn to a strategy for help, the analysis shows that about 31% 'strongly disagree' and about 27% 'disagree' with 24% undecided' with the statement that suggests that language learning strategies are problem-oriented. The mean value (2.76) has also shown that teachers response is somewhere between 'undecided' and 'disagree', indicating that teachers seem to lack the basic knowledge about the issue stated.
- 5.1.8. Including some element of strategy during classroom instruction is the practical aspect of the area. Table 13 items 1 - 6 of the questionnaire came out with a mean of 2.7, which is the point between 'sometimes' and 'frequently'. The result obtained from classroom observation reveals otherwise, except encouraging students to speak (this is of course, a good quality). However, there was no deliberate and well-thought out explanation or demonstration regarding strategies.
- 5.1.9. Co-operative students, available resources, special training opportunity and smaller class size have been indicated to be the encouraging factors to be more involved with training students to use strategies (Table 14). Unfortunately, Table 15 reveals something different as the total mean of items (8 - 14) happened to be 3.1, referring to the value given to 'neither'. This is a little confusing as it means teachers could not say whether the factors they confirmed as encouraging were available or not. It may be said here that either the teachers did not know what was there or not, or at least some of them were answering the question carelessly.
- 5.1.10. Seven teachers were interviewed. The result of the interview shows that most of the teachers still think that language learning strategies are what they do in classes. So, it may not be possible to say that these teachers have adequate knowledge in the area.

5.1.11. According to Table 13, teachers claim to do the suggested activities from 'sometimes' to 'frequently'. But this result was not supported by data from the observation and interview; so it may not be right to say teachers were doing all right with language learning strategies. They seem to have a lot to work on in the area like implementing strategy training.

5.2. Conclusion

The relevance of language learning strategy for a better learning process has been widely accepted. It has also been discussed for many of the advantages it has for learners. Nunan (1991: 187) states:

-- - learner centered curriculum development, and learner strategy research and teaching suggest that language programs should have twin goals: one set relating to the development of language skills and the other set relating to the development of learning skills in learning how to learn.

As it is well said by Nunan, language teaching should also have it as its purpose to enable learners to enter into learning more purposefully and with greater motivation.

5.2.1. The English teachers from the three selected high schools in Addis Ababa seem to lack the necessary knowledge on language learning strategy. They frequently confuse what they do in class that means, the way they present the lesson, to be equivalent to language learning strategies.

5.2.2. In their response to the questionnaire, the teachers claim that they are frequent doers of the suggested activities (Table 13) in class. However, the data analysis from observation and interview reveals that their claim is not supported by what they do in class and explain during the interview. It seems that teachers need to work hard towards the

understanding of implementing language learning strategies in their classes. .

5.2.3. The amount and kind of pre-service and in-service training of teachers were also explored in the study. The result from the open-ended item (15) and interview questions indicate that the training so far mainly focuses on language teaching strategies rather than equipping a teacher with language learning strategies so that he may help the students learn to learn.

5.2.4. Concerning the available factors in their situation, teachers failed to indicate some facts (Table 15) in the questionnaire which they discussed in the interview like disciplinary problem and class size.

5.2.5. As the result from Table 4 shows, teachers' attitude toward the relevance of language learning strategy is mildly favorable, implying the work needed to be done to improve teachers' attitude.

5.3. Recommendations

Finally based on the findings of this study, the researcher would like to forward the following recommendations for the improvement of the teaching and learning of English language in general and in the three selected schools, in particular.

5.3.1. Teachers should have knowledge about the difference between language teaching and language learning strategies and avoid confusing one for the other. Teachers should start giving equal attention of leaning strategy as they seem to be focusing on teaching strategies. This, for example, could be done by suggesting strategy use while presenting an activity.

- 5.3.2. Teachers also should start letting students practice other strategies than practicing strategy. For instance, teachers could let their students develop metacognitive and affective strategies.
- 5.3.3. To do these activities, of course, teachers need to raise their own awareness of the subject and improve their attitude towards language learning strategy through reading. In addition, they should be supported through various ways. Such support can come from different bodies and universities through seminars and workshops.
- 5.3.4. Besides, it would be helpful if teacher training institutions give more emphasis to train teachers on language learning strategies. More emphasis should be given towards creating awareness of the would be teachers about the importance of learning how to learn and teaching how to learn.
- 5.3.5. Finally, a similar but more extensive research works with a larger sample size addressing whether there is intersection between teachers' and students' perception of English learning strategy could be conducted. In line with this, the findings of this work, in addition to providing some facts about teaches' perception of students learning strategy in high schools of Addis Ababa are expected to stimulate further work in this neglected but important area of language teaching-learning process.

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Appendix – A: Teachers’ Questionnaire

Dear Teacher,

The purpose of this questionnaire is to collect data on teachers' perception of language learning strategies employed by students. Language-learning strategy (LLS) is defined as: *specific actions, behaviors, steps or techniques that students use to improve their progress in developing language skills. Some of the examples of LLS are guessing, memorizing, analyzing, deducting, translating, clarifying, etc.*

The findings of the study will be used for academic purpose, specifically as part of Master's thesis. Your contribution is very important to forward constructive suggestions in the improvement of English language teaching in Ethiopia.

The effectiveness of this questionnaire depends on your genuine response to each question. Moreover, your response to the questionnaire will be kept confidential. Therefore, you are kindly requested to be frank while responding to each item in the questionnaire.

Thank you in advance for your kind Cooperation and Time!!

Department of Foreign Languages
and Literature ILS, AAU.

Part I: Indicate your response by putting a tick (✓) in one of the boxes provided

- A. Sex Male Female
- B. Qualification
 Diploma B.Ed./B.A
 MA
- C. When did you graduate _____
- D. The university (college) you graduated from _____
- E. Grade you teach in _____
- F. Average class size
 Below 45 51-65 76-80
 45-50 66-75 above 80

Part II. Data pertaining to teachers' perception of language-learning strategies

Instruction: Indicate your response by circling the appropriate number

No	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Language learning strategies help students to become better language learners.	5	4	3	2	1
2.	I don't see any relevance of language-learning strategy for students' learning	5	4	3	2	1
3.	Language learning strategies are essential for developing communicative competence.	5	4	3	2	1
4.	Strategies can facilitate the internalization, storage, retrieval, or use of new language	5	4	3	2	1
5.	All students use language learning strategies in the same way in all situations	5	4	3	2	1
6.	There are no strategies specifically applied for language learning	5	4	3	2	1
7.	Language-learning strategies are one of the most important factors accounting for individual difference in language learning	5	4	3	2	1
8.	Factors like style, motivation, the nature of	5	4	3	2	1

	task, etc. <i>hardly</i> influence the choice of learning strategies					
9.	Using language learning strategies make English class a good learning experience and increase students' success rate	5	4	3	2	1
10.	Language-learning strategy cannot be taught to students	5	4	3	2	1
11.	Language- learning strategies allow learners to become more self-directed and actively involved in the process of learning	5	4	3	2	1
12	Language-learning strategies make language learners more dependent on their teachers	5	4	3	2	1
13	Using language-learning strategy develops a need for in-service training on learning strategies.	5	4	3	2	1
14.	Using language-learning strategies brings no difference in the development of one's communicative competence	5	4	3	2	1
15.	Language-learning strategies require less teacher effort and less planning time	5	4	3	2	1
16.	Language-learning strategies are used when there is a problem to handle and solve.	5	4	3	2	1
17.	Using strategies make language learning even more difficult	5	4	3	2	1
18.	Language-Learning strategies expand the role of language teachers.	5	4	3	2	1
19.	Students know nothing or little, so we can't expect them to control their own learning	5	4	3	2	1
20.	Language-Learning strategies make learning quicker, easier, more effective and even more enjoyable.	5	4	3	2	1

Part III. The following statements are intended to extract information about what a teacher does regarding language learning strategies
Instruction: Indicate your response by circling the appropriate number.

No		Always	Frequently	Sometimes	Rarely	Not at all
1	I intend to implement a variety of instructional strategies to meet the needs of different learning strategy preferences	5	4	3	2	1
2.	I can easily implement a variety of instructional strategies in my English classroom	5	4	3	2	1
3.	I assess the students' strategy use by examining what they do while learning English.	5	4	3	2	1
4.	I use different example texts to help students practice different learning strategies.	5	4	3	2	1
5.	I explicitly explain what different strategies are and how to use them for different purposes	5	4	3	2	1
6.	I examine the activities given in the textbook before the period to see what strategy they allow to practice	5	4	3	2	1

Part IV (a). Indicate the likelihood that the following factors would encourage you to implement a variety of strategy instructions

No		Very likely	Likely	Neither	Unlikely	Very unlikely
1.	Having available resources	5	4	3	2	1
2.	Special training opportunities in language learning strategies	5	4	3	2	1
3.	Extended instructional time	5	4	3	2	1
4.	Administrative support	5	4	3	2	1
5.	Time to plan	5	4	3	2	1
6.	Cooperative students	5	4	3	2	1
7.	Smaller class of students	5	4	3	2	1

Part IV (b). Indicate the likelihood that the following factors are available for you to design varieties of strategy instructions to help student become users of learning strategies

No		Very likely	Likely	Neither	Unlikely	Very unlikely
8.	Having available resources	5	4	3	2	1
9.	Special training opportunities in language learning strategies	5	4	3	2	1
10.	Extended instructional time	5	4	3	2	1
11.	Administrative support	5	4	3	2	1
12.	Time to plan	5	4	3	2	1
13.	Cooperative students	5	4	3	2	1
14.	Smaller class of students	5	4	3	2	1

15. Have you ever attended seminars or workshops on learning strategies? If yes, please state where, when and for how long including the benefit you think you got?

16. Do you think the textbook you are using include language-learning strategies? If yes, can you give some examples?

Appendix B: Classroom Observation Checklist

School _____
 Grade and section _____
 Teacher _____

Lesson _____
 Date _____
 Time _____

	Activities to be observed	Yes	No
1	Teachers' activities:		
	Asking question		
	Organizing group and pair work		
	Assigning class work		
	Explain what strategies are by naming them		
	Encouraging students to use strategies		
	Providing example strategies		
	Asking students what strategy they use for the given activity		
2	Students' Activity:		
	Listening to teachers' explanation		
	Answering questions		
	Participating in groups and pairs		
	Taking and making notes		
	Asking questions for clarification		
3	Techniques used in teaching:		
	Questioning and answering		
	Group work and pair work		
	Individual work		
	Dialogue		
	Drama		
	Language games		
4	Instructional materials used:		
	Textbook		
	Duplicated materials		
	Visual Aids		
	Magazines		
	Newspapers		

Other comments _____

(Adapted from Yemane Debebe, 2007: 69).

Appendix - C: Interview Questions

1. a) How do you see the relationship between language learning and language learning strategies?
b) Do you think language learning strategies make language learning easier, faster and enjoyable? How exactly?
2. What learning process, for example, do you think students undertake while learning the target language, in our case English?
3. How do you see a good language learner?
4. Have you been trained in (college, university, seminars, workshops, etc.) what strategies are and their relevance for language learning?
5. What do you do to help learners' make their learning easier faster and enjoyable?
6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?
7. a) Do you think students should be given more opportunity to control their own learning? How? Why?
b) Do you think students can take charge of their own learning?
8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples?

APPENDIX C₁: Transcribed Interview

Teacher 1 from Dejazmach Wondirad

Q.1.a) How do you see the relationship between language learning and language learning strategies’

Ans.a. Ah - - - if - - if there is strategies to teach the language will be very easy. If we make it complicated, it is very difficult for the student. Therefore, we have to use the simplest way and use the simple way of strategy then it will be very easy.

Q.1.b) Do you think language learning strategies make language leaning easier, faster and enjoyable? How exactly?

Ans.b. Yes, if a student uses his language his second language, the targeted language ah - - - for translation, for analyzing if they use that method and may be memorize it sometimes, but memorization is not preferable but if it use in translation and as I said analization that’s the way strategy then it will be very easy for students instead of giving just without any strategy its better to use different strategies to make it easier.

Q.2 What learning process, for example, do you think students undertake while learning the target learning, in our case English?

Ans.2. Yes, they may use such as deduction, from the simplest part to complex one from the complex one to the easier part. They may deduct it and they use that method, may be. If they use that method that strategy it will be good for them. They use it most of the time

Q.3 How do you see a good language learner?

Ans3. A good language learner is a person who practice it now and again. Practice makes perfect.

Q.4 Have you been trained in (college, university, seminars, workshops, etc.) what strategies are and their relevance for language learning?

Ans.4 We have in my part I have taken a lot of work-shops and seminars. For example, one of them such as workshop of ELIP program. We have taken it for two or three summers- 'Kiremt'. We have taken that and it makes us specially the teachers to feel confidence [t] and to work more. That is it.

Q.5 What do you do to help learners' make their learning easier faster and enjoyable?

Ans.5. Sometimes I use dramas, making dialogues, conversation sometimes if I get time I'll do it. If I don't I make it in groups and let them do in group. I will let them and I'll make them to do that in dramas, dialogues and conversations.

Q.6 Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans.6. Yes, there could be some factors such as ah - - - the interest of the students and when you look at the students, yesterday they didn't do anything today thy will do it. That encourage me.

Q.7a. Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7.a. Yes. As I said previously we have to give a lot of chances to the students we can make debate and may be sometimes panel discussion if we get time. This is may be a good way.

Q.7.b Do you think students can take charge of their own learning?

Ans.b. Ah - - - because to deal the large number of students in the class and among them may be a few can do it - - - that - - - I don't think that they may do that because we don't have time to check each of them. Because we may have about hundred student in the class. We may check five or

three or ten students to get their knowledge and practice. We don't have time to control all the hundred twenty or hundred ten students in the class.

Q.8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples?

Ans. 8. It does like just - - - doing in groups - - - making conversation and sometimes group activities yeah I said group activities and that is it.

Appendix - C₂: Teacher 2 from Dejasmach Wondirad

Q.1.a. How do you see the relationship between language learning and language learning strategies'?

Ans.1.a. Ah - - - that's the relation between the two is that when you have a good strategy for learning language, you learn better. That means it can be in different ways. It can be by listening to others. It can be individual and it can be in grouping words by their own according to their own strategy. It can be synonyms or antonyms and when you do this you learn the language better. That is this point we can say that there is a relation between the two, I suggest.

Q.1.b. Do you think language learning strategies make language leaning easier, faster and enjoyable? How exactly?

Ans.1b. Of course, ah - - strategies to learn language makes it very interesting because it becomes easy when you have your own strategy to learn language. In case that it can be through individually reading or talking or conversing with other group or being in a pair or peer group so it become easier when you do these, I suppose.

Q.2. What learning process, for example, do you think students undertake while learning the target learning, in our case English?

Ans.2. Well, when we say learning process just it can be different things, according to my understanding, may be by listening, it can be by writing

and individual reading independent reading. So I think this is the type of process, I suggest.

Q.3. How do you see a good language learner?

Ans.3. well a good language learner can have his own, for example, his own note, according as I tried to mention at the beginning, they can have their own note by grouping difficult words, by using antonyms, or synonyms or by using dictionaries and ask friends. I suppose that the one who use these techniques is a good learner.

Q.4. Have you been trained in (college, university, seminars, workshops, etc.) what strategies are and their relevance for language learning?

Ans.4 I think I attended ah which I can remember is about three seminar or panel that was carried at AAU in 1995 and 1996 and 1981, this the last one is in Ethiopia calendar, at Nazareth or Adama. So I found it very interesting in attending that because I learned how to teach language and different strategies to help my students.

[any specific strategy?]

These strategies as I tried to say earlier, students can have their own ways of learning. It can be by listening to others. It can be by working in groups and some like to work individually and so on. And the teacher only show the way how they can improve their own language and that is what I observed.

Q.5 What do you do to help learners' make their learning easier faster and enjoyable?

Ans.5. Well, it is really difficult to make language enjoyable but most of the time, nowadays the teaching is the most part is covered by the plasma teacher. And my duty in the class is to organize groups or pairs of two or three and they share without being frightened. They can talk to their

friends, ask question and so on. And in addition, I can say some things if the condition allows me, I do like telling stories.

Q.6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans.6. Of course, this there is a condition that can permit me that to go to the individual groups and work with them and when I do this I involve in answering and solving their problems which is beyond their capacity to answer or do by themselves. Sometimes you have some difficulties the number as you have observed in the class is large. I can only say, manage only with few, the rest may remain to and go to the next classes.

Q.7.a. Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7a. Of course most of the time students nowadays work by themselves because it is student centered. It's not teacher center approach. So they work in their group. They take project work and they also take homework, write composition and so and so on.

Q.7.b. Do you think students can take charge of their own learning?

Ans.7.b I suppose they do.

Q.8 Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples? I suppose they do.

Ans.8. Of course, that is by in - - - it permits them to listen, there is also pair or group work and there is individual work, so it enables them. There is such type of strategies in the textbook given I'm using in the class.

[The emphasis being on learners]

That's very' interesting because it minimize the condition that is difficult for teachers because they lean by themselves. They will be free and develop

confidence in themselves in using the language, so it is I observed it is very interesting when compared with the previous one.

Appendix- C₃: Teacher 1 from Abiot Kirs

Q.1.a. How do you see the relationship between language learning and language learning strategies?

Ans.1.a. Okay as to me a - - the language learning strategy is a method to teach the language skills for example the four skills we have listening, writing, reading and speaking. So how can we design and formulate the strategies to teach this. It's for teachers.

Q.1.b. Do you think language learning strategies make language leaning easier, faster and enjoyable? How exactly?

Ans.b. Yes, as a teacher he has to she has or make interesting or what of mean - - it should be funny specially for speaking and writing it should be interesting otherwise it may be boring for students.

Q.2. What learning process, for example, do you think students undertake while leaning the target learning, in our case English?

Ans.2. Ok are you asking what I mean the real situation that learning takes place' or what I mean the theoretical aspect the learning process. Mostly ok what we have seen is what explanation that means giving more emphasis for explaining like discussion. But group work and other activities are not practically applicable. Because of the background of the students may be also shortage of materials if mostly we can apply this [in order to apply this] the class size is limited [the] number of students and facilities are what I mean if more available facilities are there.

Q.3. How do you see a good language learner?

Ans.3. Okay in a relation to a good language learner he expect more of okay language which is applied from the teachers or a students totally expect from the teacher they are not doing by themselves but a good language

strategy as I expect is it should be done more by the students strategy should be more depend on students activity but they expect in the reverse way.

Q.4. Have you been trained in (college, university, seminars, workshops, etc) what strategies are and their relevance for language learning?

Ans.4. Okay in some what I mean training okay the language learning strategy should be more of interactive as we have discussed it group or in training. It should be more of interactive the language learning strategy should be more of student center but when we apply it, it has, as I previously explained it earlier it is more of what teacher centered but we have to make it eradicate minimize the problem.

Q.5. What do you do to help learners' make their learning easier faster and enjoyable?

Ans.5. Okay in relation to language learning strategy, what I have given for the above questions or questionnaires this should be applied in the way round the student centered form. That means students have to participate actively in the class and more of time should be spent not by the teacher okay he has to also facilitate rather than giving everything as a spoon feeding.

Q.6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans.6. If they asked for meaning and if they have something to start a lesson okay I will be more active to help them. One factor is students' ability. That means, if they are eager, if they are aim full, interested for the lesson. These are factors the lesson and the students' background, their interest. These are some of the factors, I think.

Q.7.a. Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7. I think this ideal but it can be applicable as time go on yes. That means if the background of the students and if teachers are more trained in this way, it may be applicable for the future. But nowadays it's what I mean its, difficult to. We have tried it but it is impossible to make it clear.

Q.8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples?

Ans.8. Yes it has, I think, from the very beginning a unit has a reading stage and in its reading passage there are scanning and skimming activities, which aware of students mind and in relation to this passage there are comprehension questions and other vocabularies okay? On the way from that text question, in the grammar form designed. It has coherence coherency, so finally also what they have writing, listening and speaking activities. In each unit they have when you see these in each unit. It has some what good steps but when you come to a total unit, this units have no what I mean, available steps. I think what you have in he first unit may have also in the last or eighth unit. They are far from each other. The consecutive order of this, what I mean, contents in some units shouldn't be far away. For the other, there may not be also available materials for writing and listening activities. For example we don't use tape recorders and we don't also use some materials in fact it might be variable according to the school situation. Lack of resource is the most important factor okay - - in higher education, theoretically we are full of this but when you come to the real situation it's more difficult to apply this.

Okay the language learning strategies as a teacher I want to give comments on this, specially I want raise point for the listening activity we know that forgotten skills - - - Some books says that it's a forgotten skill. It's really a forgotten skill - - - but it's active yes consider all the book - - - what I mean teachers trained in previous years. They trained us this listening

skill - - - they passed it away mostly this forgotten skills - - - This mean, the students are not active in the class but they are active - - while they are listening they understand something and you have to put some points. This is active but they consider as a passive work - - -passive skill. It shouldn't be considered like that so this is one in relation to listening. The other is we all ah the purpose of language learning is to improve these four skills. In any way round to develop this skills so if we effectively implement our skill when we are in colleges and universities to motivate students equally - - it's not equally as to me - - means to develop skills - - so when we consider this, we have to apply our effort to make it equal.

Appendix –C₄ :Teacher 2 from Abiot Kirs

Q.1.a. How do you see the relationship between language learning and language learning strategies?

Ans1.a. Okay language learning and language learning strategies - - - see they have a strong relationship when you are teaching language you have to teach using different strategy if you don't use any strategy, you will lose your aim. So you have to express yourself using body language, sign language, using differed exempling using different teaching aids - - ah may be you need a role play things. Arranging something like that presentations so your strategies must be attractive and easy so that the students can get your idea.

Q.1.b. Do you think language learning strategies make language learning easier, faster and enjoyable? How exactly?

Ans.b. Yes they help so much.

Q.2. What learning process, for example, do you think students undertake while learning the target leaning, in our case English.

Ans.2. ah - - I think that's the listening when they listen properly, they can get something. Then the other thing when they speak what they hear. When they practice, what they gain, when they speak it out when they do it. When they have more relationship to that when they participate much, they can get more of the lesson.

Q.3. How do you see a good language learner?

Ans.3. Ok a good language learner is I think some one who is willing to learn and who is happy to exercise what he is learning. The one who participates, who discusses with his friends, who puts everything in practice, who is active and participates as much as he can.

Q.4. Have you been trained in (college, university, seminars, workshops, etc.) what strategies are and their relevance of language learning?

Ans.4. Yeah, I learnt last time in - - - there was a one week training program. In that program I learnt about this active learning strategies and in that I gained so much that the students can learn more by doing, from talking, from practicing.

Q.5. What do you do to help learners' make their learning easier faster and enjoyable?

Ans.5. What I do is - - - first I used to use lecture method so much but after what I get from the training, listening and reading different [materials] I learnt that students can learn much by participation. By doing that is by themselves. Even before you teach one lesson if you let them discussion then can learn more, so discuss, participation and presentation thing can make them more active.

Q.6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans.6. I think language is a very important thing. If they are good in language, they can succeed in real life even. So thinking in this [having this in mind] I want to help my students to practice to increase their language skills to improve that language skills as much as I can by involving them in different things - - - by giving them different examples.

Q.7.a. Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7.a. My comment is learning by themselves is better than, just listening and talking from somebody. If they take out what they have, if they speak out, if they discuss, they could learn much. So letting them help each other, teach each other is the best way for language learning.

Q.7.b. Do you think students can take charge of their own learning?

Ans.b. I think so. If you first - - - there could be some problem. But if you make them to adapt that strategy, they can take it

Q.8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples?

8. The textbook I'm using. Think it has. As I see there are in the speaking lessons it invites the students to speak to participate, to practice to take out what they have. So the book is good. I think is good it gives some opportunity for them. But I see the problem is from the teachers even the teacher that means facilitators. If we facilitate that I don't think there is a problem in the book.

What I want to add is we teachers think that it's only we who know the language. But that is not right. The students even would know more than us, some of them. So if you give them some opportunity they could take out that so when they discuss, they can take out that and teacher each other and if they speak it out even they don't forget it. They learn it nicely.

Appendix-C₅: Teacher 1 from Bole Senior Secondary

Q.1.a) How do you see the relationship between language learning and language learning strategies'

Ans. well for me language learning strategies are methodologies that you apply to make our students more effective. Like, if you take those group work, pair work so that students can be effective or successful).

Q.1.b) Do you think language learning strategies make language leaning easier, faster and enjoyable? How exactly?

Ans. Absolutely, I have no doubt, sometimes students should be cooperative. If the students have the interest, then we can apply this strategy. Otherwise, you know students usually are nowadays are reluctant. Sometimes they are careless. They are not cooperative sometimes. So we need to push them otherwise it would be difficult.

Q.2 What learning process, for example, do you think students undertake while learning the target language, in our case English?

Ans. When we design to apply this strategy you know we use as I said we use the methodologies like the communicative approach. Those methodologies those communicative approach usually pair work or individual work. Usually what I what I apply is this one and the processes are: we prepare our students to practice this pair work or group work before we go directly to the lesson.

Q.3 How do you see a good language learner?

Ans. Yeah - - - first of all we need our students to prepare them to have first the interest. Then they will become cooperative then if the students are cooperative, they will become a good learner. First of all, we have to do our students being their interest.

Q.4 Have you been trained in (college, university, seminars, workshops, etc.) what strategies are and their relevance for language learning?

Ans. Yeah I did ah – I studied my first degree in Kotebe College of Teacher Education. I have learned different strategies in different approaches or methods like communicative approach like natural methodology. Those methodologies have strategies so that have - - so I have learned those strategies.

Q. 5. What do you do to help learners' make their learning easier faster and enjoyable?

Ans. First of all I usually do - - - they know me - - - most of my students - - I tell them that I'm highly democrat and I push them to have the interest not only pushing I make them free. I don't usually correct their errors. I leave them freely to speak so that my students will become very cooperative.

Q.6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans. Yeah like for example, as I said I said before, students need to be pushed. I mean, what I mean is if you try to always correct their errors, students may be easily discouraged you know they have to be left freely to speak and they have to be - - - you have to show them some examples, modeling yourself then the students can be motivated and they will become actively participate.

Q.7.a Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7.a It has to be - - - you know through practice. I do believe that students will be able to correct and control themselves when they get the chance to practice now and then. When they practice everyday when they get the chance to practice they will be able to correct themselves.

Q.7.b Do you think students can take charge of their own learning?

Ans.7.b. Yeah we have to do this to take the responsibilities to make themselves correct. Otherwise, if we always try to correct them, they may be easily discouraged. They always think about their errors. Therefore, students need to control themselves to correct themselves through practice.

Q.8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples?

Ans.8. Absolutely, yeah. There are some strategies but I don't dare to say this is enough there are some strategies to apply but because of some other factors it may be difficult to apply always. It may be difficult to apply always. But there are some strategies I know there are some strategies in the textbook. The problem is there are other reasons. You can be pushed not to apply these strategies.

If you take for example, the class you are applying, may be the near by classes can be disturbed when you apply this strategies or because of the large class size sometimes students when you leave them to practice these strategies. They may disturb other classes so that the teachers may not be able to apply those strategies.

The common one [strategies] which are applied in the textbook are like I said sometimes individual work, pair-work, skills - - -students can be given some strategies how to answer questions, in practicing the speaking skill in pair work individual work, group work. There are many.

I would like to say - - I specially expect the government to build many classes and to have small class size otherwise having only those strategies is not that useful without making the classes small size. Because of out classes nowadays are very large class sizes so that you may not be able to control all of them within a given time. Therefore these strategies - - some of the strategies that are applied in the textbook are good. But they are not only enough.

Appendix - C₆ : Teacher 2 from Bole Senior Secondary School

Q.1.a. How do you see the relationship between language learning and language learning strategies’?

Ans.1.a. Language learning is nothing but as far as my knowledge is concerned, language learning is the process of understanding the subject matter including all the basic language skills. These language skills may be [they need] it needs different techniques by itself. For example teaching reading has its own skill, its own technique. Teaching listening has its own technique and strategy and system and these four basic language skills need their own strategy and their own tactic and sometimes it can be depend on the situation of the classes.

Q.1.b. Do you think language learning strategies make language learning easier, faster and enjoyable? How exactly?

Ans.1.b. It depends, I think, it may be sometimes - - - I don't - - - I can't say it's always. It depends up on the class situation, the environment, the text itself, students' background. These can be some factors.

Q.2. What learning process, for example, do you think students undertake while learning the target language, in our case English?

Ans.2. The process of teaching the language is in fact is sometimes how challenging-the process. For example, if you take it in the context of our school or my respective class teaching the language by itself is [has] some sort of barriers. For example class, size itself and even the sitting arrangements of and forming group work or pair work some sort or and student lack of understanding of the subject matter or interest or it can be sometimes students background can be the high barrier to process the language in the classes.

For example if you take teaching listening ah - just - - some how it is difficult to be sure whether your students understand or not but in a given textbooks. There is some - - - there is a passage, the passage is given in the teachers' book teachers' guide. There is [are] some related questions. These questions may be ah - - - just the students copy on their exercise book, then you are reading two or three times. You ask the students to just attempt the given questions. But sometimes we can face some difficulties to do that.

Q.3. How do you see a good language learner?

Ans.3. Ah - - - the quality of language learner, as far as my knowledge is concerned the good learner is those students who express themselves in the language. If they use the language, whether in the class or outside of the class. If they can just employ the language that's I can say is a good learner.

Q.4. Have you been trained in (college, university, seminars, workshops, etc) what strategies are and their relevance for language learning?

Ans.4. No, simply I take sort of short workshop like how to conduct communicative approach unless - - - not deeply.

Q.5. What do you do to help learners' make their learning easier faster and enjoyable?

Ans.5. As much as possible I make my students motivate them, encourage them to speak, to express themselves, to write or to speak and I want to make my students just to develop some sort of self confidence and to express themselves - - - just I facilitate as much as possible. Ask them oral questions to express something like poem reading and summarize some points and so on.

Q.6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans.6. Ah - - but it's my felling or my interest it's nothing - - - nothing no - - - only except my factor it's no.

Q.7.a. Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7a. When students attend my class I give more chances for my students. And to express themselves to do whatever they want to do based on this subject matters and if the students do that I will give them chance to speak even if some sort of with some sort of difficulty or problem I encourage them to express themselves to do whatever they want to do but based on the subject matter.

Q.7.b. Do you think students can take charge of their own learning?

Ans.b. Not always - - - sometimes even the students - - - not as a way of I expect them to do in the class second sometimes they can do their own work and not in such a way not much

Q.8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples.

Ans.8. Partially yes partially, but not all. For example, in the language strategies may be included but when you see deep to the contexts or the given material, somehow it gives full information for the students rather than just let the students find out. When you give more information for the students simply they will be idle. For example if you see from the text book - - - ah - - - let's take the listening part, the listening part there is some questions. These questions are very simple any student can get it easily. After they get that point they didn't want to listen additional passage. When they get the information easily the students are not interested to listen more.

Language learning strategies as strategies they are but it needs additional extra materials which encourage the students. If you take one part for example to implement communicative approach in the class or active learning, this available material are not encouraging. These materials are already prepared this prepared materials are full of information and the students also expect they can get it easily and also the students just waiting for examination like multiple choice. They don't work - - - the way of material preparing should be changed and some additional material is needed.

Appendix - C₇: Teacher 3 from Bole Senior Secondary School

Q.1.a How do you see the relationship between language learning and language learning strategies'?

Ans.1a. Okay the current trend favors the communicative approach then to put into practice, teachers can device their own mechanism. For instance, in the first, on language leaning student are not expected to be fluent speakers of the language, one. The other one is the main focus of language learning and teaching should be on fluency rather than being

accurate. The other one language learning strategy. Different strategy can be up in to practice. For instance, we have oral practice activity, we do have puzzles, we do have talking about oneself and so on, if I am not mistaken.

Q.1.b Do you think language learning strategies make language leaning easier, faster and enjoyable? How exactly?

Ans1.b. Yeah, Yeah. For instance, if you let your students to form a group to form a group to sit in pairs and discuss on a certain issues they may not get bored. Otherwise if the teacher is speaking all the time, they will get bored even those outshine students will get a chance to help their classmates and specially in language classroom size the teacher may not address each and every student.

Q.2 What learning process, for example, do you think students undertake while learning the target learning, in our case English?

Ans.2. Okay referring to this question specially teaching listening I will write the topic and I will give a chance to students to say something on the topic and I came up with difficult and key words from the listening text and I will write and give the meaning and after, we have so many stages, three stages: pre-listening stage, I will let the students to discuss questions which are [have] something to do with the listening activity and then while-listening the students will listen and post listening the students have something to complete. It can be giving short answer for a certain question then finally I will assess and give comment on the activity.

[What learning process exactly - - -]

Okay before hand, before presenting the activity we can have some motivating activities which have soothing to do with the topic okay. For instance, if the topic of the listening text is about famous individual, I may ask the students to forward or to say something on the famous

individual round the world and I will ask them what makes them special or what makes them fame. Then they would be attracted towards the listening text, they will be ready.

Q.3. How do you see a good language learner?

Ans.3. As to me a good language learner is the one which [who] uses even the limited vocabulary that he or she has got okay; and a good language learner is the one which [who] doesn't shy away when he or she makes mistakes and a good language learner should admit making mistakes as something natural I do have such issue but short or time I can't explain all.

Q.4. Have you been trained in (college, university, seminars, workshops, etc.) what strategies are and their relevance for language learning?

Ans.4. Special training I haven't, in college we do have subject methodology course book one and book two and it has got so many activity on how to develop the students language skills. And we do have also so many activities which are used to integrate the four skills and to let students speak the language.

Q.5. What do you do to help learners' make their learning easier faster and enjoyable?

Ans.5. Normally, when I get my students in and outside the classroom, I try to communicate with them in English okay? And in the classroom we do have so many students specially girls who shy away when they are asked to speak and I'll advise and tell them that speaking the language okay it's not a sign or it doesn't show that someone is intellectual and I'll try to advise them that the more they use the language in their day today activity they would benefit a lot and benefit more and I'll try to give them anything any question in a sense my target is letting them to speak and listen okay? Sometimes if you give them ah - - - some tasks it can be listening, it can be reading task which have got different vocabulary they

would be board and they would not be in a position to take part in the activity. If you make the topic even as the content which has something to their day to day life, they would be eager to take part.

Q.6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans.6. As a language teacher I should help my students. By the way my thesis was on the student's problem not to speak English outside the classroom based on this issue I do have so many interviews. I carried out so many researchers meaning and major efforts on this area. Based on the problems I'm doing my best as a teacher so as to let my students speak the language. The problems, one is students, specially students who attend their lesson in government schools, they don't have the exposure in comparison with private schools. In private schools the classroom size is very small and the teacher can communicate each and every student whereas in government school they don't have the exposure in comparison with private schools. In private schools the classroom size is very small and the teacher can communicate each and every student whereas in government school it's difficult. But the teacher can devise his or her own mechanism. For example, he can make a group and he can select a group leader and so on to let every student speaks. The teacher's role can be controlling the activity.

Q.7.a. Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7a. In light of language learning students must be given maximum opportunity to speak, to do what even they like to do and the teachers' role must be giving guide.

Q.7.b. Do you think students can take charge of their own learning?

Ans.7.b. It depends for instance; I was working in private public schools. The students there were capable of except of course there are some student who can't do this. Through time you can make them to shoulder the responsibility through time you can give them a lot of things you can advise them you can enrich their vocabulary so that they will be motivated to say something on the area. Whereas on government school as far as my knowledge is concerned and as far as I have watched - - - I have been here for three months it's a little bit difficult. Because students even in their homes, they don't have the exposure to communicate with mom and dad and even to get some information from mass media and it's a little bit difficult.

Q.8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples?

Ans.8. It has got, for instance, puzzles, stories out of the puzzles who have told stores. It can be used as teaching listening activity activities like talking about health and sickness. Students they do have the chance to speak about their trends or sickness and health. Therefore some strategies in the book are helping the students to utter out what they do have.

[Anything you want to add]

Okay with regard to grade 9, 10 or preparatory levels to make the teaching learning process the student should have the goals or the topic which are written in the book. Okay - - I do have my own experience when I was teaching grade seven and eight. The vocabularies are so much tough there especially in the reading passage even let alone for students for some teachers, I'm sorry to say, it may be a problem.

To deal with the reading passage and so as to achieve the goal whereas in high schools the books are good and they are arranged in a way that they

can teachers - measures must be taken on grade seven and eight text books.

Appendix –D The formula used to calculate ‘Mean’

i.e. $\bar{X} = \frac{\sum vxf}{N}$

Where, \bar{X} = mean

\sum = the summation of

v = value

f = frequency

N = number of respondents

DECLARATION

I, the undersigned graduate student, hereby declare that this thesis is my original work done under the guidance of Dr. Awol Endris and that all sources of the materials used for the thesis are duly acknowledged.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The uses of language learning strategies to second or foreign language learning have been gaining a great deal of attention in the field of learning L₂ studies. These research works attempted to lay out what is known about strategies for using language and language learning with reference to second language learning (McDonough, 1995). And this paper tries to explore the significance of teachers' perception in relation to their students' language learning strategies.

Moreover, related literature as well as teachers' experience shows that learners differ in the way they cope with problems in the process. Besides, encouraging the use of language learning strategies seem to acknowledge the difference among learners.

Research works, O'Malley and Chamot (1990), Wenden (1991), Wharton (2000), Carter and Nunan (2001), and Oxford (1990), show that learners are more likely to be effective and successful when they are familiar with and use a variety of language learning strategies. In this regard teachers have a greater responsibility to take care of their students' success by providing the kind of help the learners need to develop learning skills. These would encourage learners to enter to language learning with a purpose in mind and a goal to achieve (Bertoldi et al. 1988).

It is obvious, nowadays, that the recent trend in the field of second and foreign language teaching shifts its emphasis from method and teacher to learner and learning. As the same time, learners to be able to learn on their own need training and skillful guidance from the teacher's side. In line with this Nunan (1991) states that language programs should not just have

developing language skills as their ultimate goal; they also should set a goal relating to the development of learning skills in learning how to learn. Nunan (1991) also indicates that if learners are to be in a position to make informed choices, they need to learn how to make such choices. This is because informed choice presupposes knowledge, and knowledge presupposes instruction.

So learning strategy instruction (Gagne, 1985 cited in Herrell and Jordan 2004) is based on supporting the students in understanding their own learning and monitoring the methods and results of strategies they use. In this regard teachers' role is not over emphasized. This time it is not because they know everything and give everything but because they can, if they are educated well themselves, train learners how to learn in their own. Oxford (1990) points out teachers' changed role as facilitator, helper, guide, consultant, advisor, coordinator, idea person, diagnostician and co-communicator.

Having this in mind, one can say that exploring teachers' perception towards language learning strategies is not a small matter for what the teachers practice in language teaching classroom is usually what they perceive right and appropriate.

1.2. Statement of the Problem

Research reports that, as it is already mentioned, there has been a prominent shift within the field of language learning and teaching over the last thirty years with greater emphasis being put on learners and learning rather than on teachers and teaching (Carter and Nunan 2001).

That seems the reason why a number of related works in language teaching emphasize on the need of helping the students learn how to learn on their own employing different strategies for different situation based on the type of activity and the difficulty level demanded.

In parallel to this new shift of interest, how learners process new information and what kind of strategies they employ to understand, learn or remember the information has been the primary concern of the researches dealing with the area of foreign language learning strategy (O'Malley and Chamot, 1990).

Scholars like Ellis (1994), Wenden and Rubin (1987) and others have identified, defined and categorized language learning strategies. Moreover, they have reported on their research works that the more frequently the learner uses the strategies the better his language acquisition would be.

Locally a number of research works have been conducted in relation to language learning strategy students' use while learning the different aspects of a language such as speaking, listening, writing, reading, etc. Most of the reports of these studies show that students both in high schools and universities are not yet in a position to use as many language learning strategies as they should to improve their communicative competence.

To mention a few, Girma Gezahegn (1994) conducted a preliminary investigation of the reading strategies of AAU first year students and reported that the subjects are neither aware of the concept of strategy nor use the strategies adequately.

Tsegaye Tafere (1995) conducted a research on investigating and describing the current speaking strategies used by first year diploma students majoring English at KCTE. He reported that the majority of the subjects involved in the study generally utilize various speaking strategies which are believed to facilitate successful speaking by researchers. He also recommended that he students might also need to be trained to use some strategies they rarely or never use.

Mulugeta Wldehanna (1997) conducted a research entitled 'Analysis of Writing Strategies used by Students of the Urban Planning.' He finally reported that the subject students use strategies just on average.

Jeylan Aman (1999) conducted a research to explore the range and variety of vocabulary learning strategies claimed to be currently used by a sample of grade 11 students. The result of the study shows that the majority of the students rarely use the strategies.

Most of these researchers acknowledged how crucial it is for language learners to exercise a variety of strategies and techniques in order to solve problems they face while acquiring or producing the language, let us now consider the role of the teacher regarding language learning strategies.

McDonough (1995) reported that teachers are involved in learning strategies in two obvious ways. Primarily by knowing about, supporting, managing and occasionally teaching, the strategies used by their students and secondly by using a range of strategies of their own.

Research results show that there has been a great body of work locally conducted putting emphasis on learners and a variety of language learning strategies they use. However, there seem to exist a gap of full knowledge of the part of teachers to play in the process.

Examining the different results of the above study, one can realize that how language teachers can make differences by involving consciously as supporters, managers and strategy providers to help their students to stand on their own.

Being given all this demanding responsibilities, teachers need to have a clear view about language learning strategies to help their students to the uttermost.

Language teachers' views of language and how language is learned will profoundly influence the practice of their classroom and ultimately make differences to their learners' learning progress.

So, the researcher believes that teacher perceptions of what is meant by learning strategies will influence everything they do both within and beyond

classroom situation. For this reason, teachers must be consciously aware of what their beliefs about learning and teaching are in relation to language learning strategies which are useful in making informed decisions in their day to day teaching.

The concern of this paper, therefore, is to explore English language teachers' perception on language learning strategy in relation to training students to make use of language learning strategies. For this reason three government preparatory high schools were chosen using the technique simple random sampling. The schools namely are Djazmach Wondirad Secondary and Preparatory, Bole Senior Secondary and Abiot Kirs Secondary.

The main research questions of the present study are:

1. How well do English language teachers understand language learning strategies?
2. What's the attitude of English language teachers towards language learning strategies?
3. How often do English language teachers in the selected high schools include language learning strategy in their instruction?
4. Are there factors hindering the implementation of language learning strategy instruction in English classes?

1.3. Objectives of the Study

The main objective of this study is to investigate the perception and the classroom practice of English language teachers regarding language learning strategies. To achieve this main objective, the following specific objectives have been set:

1. To identify the degree of English language teachers' understanding of language learning strategies.
2. To explore teachers attitude towards the relevance of language learning strategies in language learning.

3. To investigate how often teachers in the selected high schools include learning strategy in their instruction.
4. To identify hindering factors relating to strategy instruction.

1.4. Significance of the Study

One of the major goals of second or foreign language is to able learners to reach the level of communicative competence. To get students to this end, more emphasis has been give to help the learners learn how to learn. This study, thus, by way of assessing teachers' perception towards language learning strategy, by way of identifying the major factors that may hinder the strategy training is believed to have the following potential contributions.

1. Teachers might be shown how perception is related to practice. Therefore, what they do in class is usually the result of their belief.
2. Teacher trainers could get indication about the need of including awareness raising program for prospective teachers on the language learning strategies which affect all they can do in EFL classes.
3. The study may also invite other researchers to conduct further work on language learning strategy and teachers' – students' perception.

1.5. Scope of the Study

This study addresses secondary school English language teachers' perception towards the use of language learning strategy in language learning. Therefore, it tries to explore teachers understanding and knowledge regarding the relevance of using learning strategies for better language learning. To keep the study manageable, it has been delimited only to English language teachers of three government preparatory high schools: Dejazmach Wondirad Secondary and Preparatory, Bole Senior Secondary and Abiot Kirs Secondary.

1.6. Limitation of the Study

The study has got some limitations. The researcher is well aware that it would have been better to extend the number of classes observed as compared to the large number of classrooms and sections. Moreover, the research would have also been greater in depth and quality had it focused on one of the grade levels and examined the textbook thoroughly.

1.7. Definitions of Perception and Abbreviations used

1.7.1. Perception:

- means to understand or apprehend with the use of mind; it is the mental faculty of recognition (miriams-well.org/glossary as cited in Yemane Debebe, 2007).
- one's view or interpretation of something (Lindsay and Norman, 1977) is the operational definition of 'perception' used in the study.

1.7.2. Abbreviations

EFL : English as a Foreign Language

ESL : English as a Second Language

L₂ : Second Language

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, a brief theoretical overview of works related to language learning strategies, different classifications of language learning strategies, their relevance and potential usefulness for the learning of second and foreign language, teachers' role in training students to use appropriate learning strategies are discussed in different sections of the chapter.

Learning strategy is a common strand found throughout recent books of language acquisition study recommendations. The objective of this study, therefore, is to explore teachers' perception of language learning strategies and their relevance.

2.1. Theoretical Background to Language Learning Strategies

Within the field of education, over the last few decades, a gradual but significant shift has taken place, resulting in less emphasis on teachers and teaching and greater stress on learners and learning (Nunan 1988; 1991). One of the consequences of the mentioned shift is the focus on and use of language learning strategies in second and foreign language learning and teaching.

Research into language learning strategies began in the 1970s and 1980s. Development, particularly in cognitive psychology, influenced much of the research done on language learning strategies (Oxford, 2001).

Research outside the language field discovered that effective learners actively associate new information with existing information in long-term memory, building increasingly intricate and differentiated mental structures or schemata. The use of well-chosen strategies distinguishes experts from novices in many learning areas (O'Malley and Chamot, 1990).

The reason why this fact needed to be mentioned here is that research outside of the language field has had a profound effect on subsequent research on language learning strategies. As to O'Malley et al. (ibid) researchers in the language-learning field built on the techniques and results of strategy investigation outside the language area and the results have been generally positive about the effectiveness of using language-learning strategies. Findings show that the use of appropriate language learning strategies results in improved proficiency overall, or in specific skill areas.

As a result, there is an increasing awareness among researchers and educators that the study of second language learning as it occurs in educational setting must go beyond investigating the product of the schooling experience and consider also the process through which language is acquired (Chesterfield and Chesterfield, 1985). They have also stated that investigators must be concerned not only with the mastery of certain grammatical forms, but with learners' ability to take advantage of learning experiences that provide practice with the semantic, communicative, and pragmatic function of the forms.

In the past two and three decades, researchers and teachers have shown an increasing interest in determining what distinguishes successful from less successful learners . This has led to attempts to characterize successful language learners, particularly their use of modifiable L2 variables, in the hope that such information can be passed onto less successful learners so as to improve their learning efficiency. Prominent among these modifiable L2 variable is that of language learning strategy use (Wharton, 2000; Rubin, 1975).

Early research tends to make lists of strategies presumed to be essential for good language learners. One of the earliest lists from the 70s by Rubin (1975) suggested that good language learners:

- ❖ are willing and accurate guessers

- ❖ have a strong drive to communicate
- ❖ are often uninhibited and willing to make mistakes
- ❖ focus on form by looking for patterns, classifying and analyzing
- ❖ take advantage of all practice opportunities
- ❖ monitor their own speech and that of others
- ❖ pay attention to meaning

Another list by Naiman et al (1975) as cited in Oxford (2001) added that successful language learners eventually learn to think in the language and also address the affective aspect of language learning.

So, the purpose of doing research focusing on strategies of successful learners is that once they are identified, such strategies could be made available to less successful learners.

Learning strategies, whose detailed definition we are going to see in the next section, have been defined as behaviors, steps, operations, or techniques employed by learners to facilitate the acquisition, storage, retrieval, and use of the information (Oxford, 1990; Cohen, 1996).

Many second language acquisition researchers have noted the important part learning strategies play in second language acquisition. Researchers such as Ellis (1994) and McLaughlin (1987) consider language-learning strategies as one of the most important factors accounting for individual differences in language learning.

Both Ellis and McLaughlin (ibid) include language learning strategies as one of the three processes, along with production and communication strategies. Learning strategies are seen as particularly important in the enhancement of learner autonomy because the use or adoption of appropriate strategies allows learners to take more responsibility for their own learning.

2.1.1. What is a Language Learning Strategy?

Much of the research related to the use of strategies in the learning of a second and foreign language has focused mainly on defining and categorizing the strategies.

Before we discuss what learning strategies are in language learning, let us consider and explain the difference between learning 'style' and 'strategies', as the terms are often used in the literature on second and foreign language acquisition.

Although some scholars such as Spolsky (1989) interchangeably use 'style' and 'strategy', it is important to define more clearly the use of such terms. According to Brown (1994:114) 'styles are general characteristics that differentiate one individual from another.' In other words, they are tendencies or preferences within individuals.

Strategies on the other hand are those 'specific attacks that we make on given problems' Brown (ibid). They are moment-by-moment techniques that we employ to solve problems posed by second language input and output. Nevertheless, there appear to be an obvious relationship between one's language learning style and his usual or preferred language learning strategies.

A lot has been said about learning strategy and its effect on second or foreign language acquisition. To begin with, O'Malley and Chamot (1990) relate learning strategies to the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.

The term has been addressed by Wenden and Rubin (1987) as "any sets of operations, steps, routines used by the learners to facilitate the obtaining, storage, retrieval and use of information." This definition relates language learning strategies to what language learners do to learn and do to regulate their learning.

More specifically, language learning strategies are complex procedures that individuals apply to tasks. As it is with other procedural skills at the different stages of learning, the strategies may be conscious in early stages to learning and later be performed without the persons' awareness (O'Malley and Chamot 1990).

Similarly speaking, as Lessard-Clouston (1997) addresses the issue of language learning strategies are behaviors and thoughts that a learner engages in during learning which are intended to influence the learners encoding process. In other words they are behaviors of a learner that are intended to influence how the learner process information.

It could be said that these early definitions stated above reflect the roots of learning strategies in cognitive science, with its essential assumption that human beings process information and that learning involves such information processing.

There are also other scholars explaining the term in discussion-language learning strategies, like Tarone (1981;1983) in O'Malley and Chamot (1990), and Ellis (1994). For them language learning strategies are attempts to develop linguistic and sociolinguistic competence in the target language and it is reported that learners who use them have learning as a goal. For this reason, it is said that the motivation for the use of these strategies is a desire to learn the target language rather than the desire to communicate.

Although motivation has been used as a distinguishing characteristic between communication and learning strategies, it is somewhat problematic to clearly distinct between the two, for the language learners could be aiming to be competent both linguistically and communicatively (Cook, 2001, and Chesterfield and Chesterfield,1985).

Rubin (1987) stated that language-learning strategies are strategies, which contribute to the development of the language system the learner constructs

and affect learning directly. Studying Rubin's explanation of strategies here, we can say that it is not basically different from the definitions forwarded by other researchers in the field.

From what has been said already, one can generalize that learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information.

Oxford and Erhman (1995) conducted a study to explore the use of learning strategies as an important factor in the success of language learners of foreign languages. The result of their study indicates that the frequency of use of language learning strategies directly related to language performance, regardless of whether the performance is measured as a course grade, a class test score, a standardized proficiency test score, a self rating, or something else. For this reason, it can be said here that language strategies, the steps students take to improve their own learning, are very important to ultimate language performance.

Last but not least, let us see Oxford's somewhat modified, all inclusive kind of definition. According to Oxford (1990), language learning strategies are specific actions, behaviors, steps or techniques that students use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

From these explanation we may notice a change over time from the early focus on the product, which used to be linguistic and sociolinguistic competence, of language learning strategies; there is now a greater emphasis on the process and the characteristics of language learning strategies.

Although the terminology is not always uniform, with some writers using the terms 'learner strategies' (Wenden and Rubin, 1987), others 'learning

strategies' (O'Malley and Chamot, 1990) and still others 'language learning strategies' (Oxford, 1990) , there are a number of basic characteristics in the generally accepted views of language learning strategies.

2.1.2. General Features of Learning Strategies

Lessard-Clouston (1997) briefly presents several basic, generally accepted characteristics of language learning strategies. First, language learning strategies are learner generated steps taken by language learners. Second, language learning strategies enhance language learning and help develop language competence, as reflected in the learner's skills in listening, speaking reading, or writing the second or foreign language. Third these strategies may be visible or unseen. Forth, they involve information and memory.

In addition to the characteristics noted above by Lessard-Clouston (ibid), Oxford (1990) also states the following points that language learning strategies:

- Allow learners to become more self-directed
- Expand the role of language teachers
- Are problem –oriented
- Can be taught
- Are flexible
- Are influenced by a variety of factors

In the following section, we will briefly consider the taxonomy of language learning strategies as it was addressed by several researchers in the field.

2.1.3. Classification of Language Learning Strategies

Language learning strategies learners' use during the act of processing new information and performing tasks have been identified. They have been classified by many researchers such as Rubin (1975), Wenden and Rubin

(1987), O'Malley and Chamot, (1990) Oxford (1990), Ellis (1994), Cohen (1996), etc.

To start with, Tarone (1983) as cited in Chesterfield and Chesterfield (1985) distinguishes between three types of strategies: production, communication, and learning. Tarone provided her/his definition of communication strategies and made a distinction between these and other types of strategies. A communication strategy has been defined as a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared. This notion is distinguished from that of a production strategy, which is seen as an attempt to use one's linguistic system efficiently and clearly. Learning strategies differ from the other two types of strategies identified, in that the primary motivation is not to communicate, but to learn.

O'Malley and Chamot (1990) conducted an extensive research that goes deeper into learning strategies within an overall model of L2 learning based on cognitive psychology and they have identified three main types of strategy used by L2 learners or students.

All the three areas are self-related. The learners' focus on strategy they can use is to improve their own success in school. The three areas of learning strategies included in language learning strategy instruction are metacognitive strategies, cognitive strategies and socio-affective strategies.

Metacognitive strategies include having a plan for learning, monitoring the learning that is taking place, and evaluating how well content has been learned. O'Malley and Chamot (ibid) and Cohen (1996) stated that among the main metacognitive strategies, it is possible to include advanced organizers, directed attention, selective attention, self management, evaluation and delayed production.

Cognitive strategies on the other hand are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, reasoning, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, elaboration and inferencing are among the most important cognitive strategies (Cohen, 1996; Oxford 1990).

Generally speaking, cognitive strategies have to do with manipulating material mentally or physically to facilitate language development.

As to the social and affective strategies, it can be said that they are related with social mediating activity and transacting with others. Cooperation and questions for clarification are the main socio- affective strategies. To be more specific, affective strategies serve to regulate emotions, motivation, and attitudes to interact with other learners and with native speakers (Cohen 1996).

In an attempt to codify many of the strategies found in existing strategy systems, to place them into more coherent and more comprehensive typology, and to redress the woeful lack of research emphasis given to social and affective strategies, Oxford (1990) developed a strategy system containing six general sets of language learning strategies, including:

- a. metacognitive strategies, such as consciously searching for practice opportunities, planning for language tasks, self-evaluating one's progress, and monitoring errors
- b. affective strategies, such as anxiety reduction, self-encouragement, and self-reward
- c. social strategies, such as asking questions, cooperating with native speakers of the language, and becoming culturally aware
- d. memory strategy such as grouping, imagery, rhyming, and structured reviewing

- e. general cognitive strategies, such as reasoning, analyzing, summarizing, and practicing and,
- f. compensation strategies such as guessing meanings from the context in reading and listening and using synonyms and gestures to convey meaning when the precise expression is not different.

As we have tried to see, many researchers have classified learning strategies. However, most of these attempts to classify language-learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes.

2.2. The Implication of Language learning Strategies

In the following sections, the implication of language learning strategies for learning and teaching will be discussed.

2.2.1. Learning Strategies in Language Teachings

Hismanoglu (2000) and Cook (2001) say that the chief principle behind teachers' attempt to make use of learning strategies is that the students often know best. It is the learners' involvement, the learners' strategies and learners' ability to go their own ways that count, regardless of what the teacher is trying to do.

These facts make it obvious that students must be encouraged to develop independence inside and outside the classroom. According to Rubin (1987) and Cook (2001), this could be partly achieved through learner training, whose purpose is to equip the students with the means to guide themselves by explaining strategies to them.

The assumption behind this is that making learning decisions conscious can lead both poorer and better learners to improve the obtaining, storing, retrieving and using of information which can lead them to learn better (Rubin 1987).

One can say that the idea of learner training shades light into self-directed learning, in which the students take on responsibility for their learning.

There are by now a number of research works describing the growing interest in defining how learners can take charge of their own learning and in clarifying how teachers can help students become more autonomous.

Cohen (1996) reported his belief regarding encouraging students towards the use of strategies saying "...information gotten consciously can subsequently be put into the subconscious or made automatic".

A teacher can surely promote strategy use by providing an environment which facilitates the identification by students of those strategies which work best for them. Another role which is considered to be an important part of the teacher role is suggesting alternative strategies for organizing and storing information

and encouraging students to consider which strategy works best for them (McDonough 1995).

As Oxford (1990) states, language teachers aiming at developing the communicative competence of students should be familiar with language learning strategies. Oxford has also commented that language learning strategies are especially important because they are tools for active, self-directed movement, which is essential for developing communicative competence.

Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher (Lessard-Clouston, 1997; O'Malley and Chamot, 1990)

Research into good language learning strategies has revealed a number of positive strategies such strategies could also be used by unsuccessful language learners who try to become more successful in language learning. However, there is always the possibility that bad language learners can also use the same good learning strategy, while becoming unsuccessful owing some other reasons (McDoungh, 1995).

Researchers such as Oxford (1990), O'Malley and Chamot (1990) and Rubin (1987) have stressed that effective learners use a variety of strategies and techniques in order to solve problems they face while acquiring or producing the language. As we have already noticed, within the field of education, during the last two and three decades, a gradual but significant shift has taken place, resulting in less stress on teacher and teaching and greater emphasis on learners and learning (Nunan 1991). One consequence of this shift was an increasing awareness and interest in resources for learning styles and language learning strategies in foreign and second language teaching and learning.

One focus of research in the area of EFL has been that of the identification of how learners process new information and what kind of strategies they employ to understand, learn or remember language information (Harrell and Jordan 2004). In the next section we are going to see the implication of using strategies in language learning.

2.2.2. Learning Strategies in Language Learning

Lessard-Clouston (1997) pointed out that within communicative approaches to language teaching a key goal is for the learner to develop communicative competence in the target second or foreign language and language learning strategies can help students in doing so.

As has been mentioned in previous sections, the term language learning strategy is used more generally for all strategies that second language or foreign language learners use in learning the target language, and communicative strategies are just one type of language learning strategies used by speakers intentionally and consciously in order to cope with difficulties in communicating in a second or foreign language.

Since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they are provided with. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while non-observable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom (Harrell and Jordan, 2004).

According to these scholars, metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include

using previous knowledge to help solve new problems. Socio-affective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem.

Developing skills in three areas such as metacognitive, cognitive, and socio-affective can help the language learners build up independence and autonomy whereby they can take control of their own learning.

Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of good language teachers (Lessard – Clouston, 1997).

It is interesting to know that students identified as good language learners by teachers do use conscious learning strategies not only in ESL/EFL classrooms, but also in out of classroom acquiring environment. This could be an indication that teachers could profitably direct students to utilize learning strategies for a variety of language learning activities (Chamot, 1987).

As to O'Malley and Chamot (1990), providing language learners with the training will make them become more critical, efficient and ultimately more autonomous in their attempt to develop competence in their second language.

Research and theory in second language learning strongly suggest that good language learners use a variety of strategies to assist them in gaining command over new language skills. As O'Malley (1987) has commented, this implies the possibility of less competent learners to improve their skills in a second language through training on strategies seen among more successful language learners.

Language learning strategy (Gagne, 1985 as cited in Herrell and Jordan, 2004) is based on supporting the students in understanding their own learning and in monitoring the methods and results of strategies they use in developing skills.

As strongly addressed by O'Malley and Chamot (1990); Ayaduray and Jacobs (1997), learning strategy instruction helps support English language learners in employing self-monitoring and self-help approaches to succeed in school. Wenden (1991) asserts that learning strategies are the key to learner autonomy, and that one of the most important goals of language training should be facilitating learner autonomy.

As to Wenden(1991) and Littlewood (1984), teachers can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom a milieu for the realization of successful strategies.

Brown, (1994) mentioned Bialystock (1985) when forwarding suggestions for teachers what to expect and he said teachers cannot always expect instant success in effort since students often bring with them certain pre-conceived notions of what ought to go on the classroom. Teachers' efforts to teach students some technical know-how about how to tackle a language are well advised.

2.3. Teachers' Role in Strategy Training

Cook (2001) states that it may not have occurred to students that they have a choice of strategies, which affect their learning. So teaching can open up their options.

One of the important roles a language teacher can play to help and encourage the acquisition of a second or a foreign language is by:

- exploiting good language learning strategies that are useful to the students
- developing students' independence from the teacher
- making students aware of the range of strategies they can adopt
- providing specific training in particular strategies

(Cook,2001:32)

Wenden (1991) described three approaches to instructing learners to use new strategies. One, a separate program apart from language instruction could be conducted. Two, learner strategy instruction takes place in the language-learning classroom but as a separate component. However, Wenden suggests the third approach, integration of strategy instruction into regular language instruction, to be the most effective approach.

Strategy training can be very useful in improving the use of language learning strategies (Oxford, 1990; O'Malley and Chamot, 1990). According to these research works, effective strategy training is usually highly explicit instead of being blind or implicitly embedded.

Strategy training that works is generally integrated into courses rather than serving as a separate mini-course. Learners must have practice in how to use, adapt, evaluate, and transfer a strategy to new situation and tasks.

The language teacher aiming at training his/her students in using language learning strategies should learn about the students; their interest,

motivations, learning styles, sex, cultural background, nature of task, age, and stage of language learning (Oxford, 2001).

The teacher can learn what language learning strategies students already appear to be using, observing their behavior in class. Besides, the teacher can prepare a short questionnaire so that students can fill in order to gather information about his/her students' strategy (Oxford and Ehrman, 1997). This matter will be dealt with more in the sections that follow.

Based on the information gathered, teachers might weave learning strategy training into regular classroom events in a natural but explicit way. But the fear of some scholars like Oxford (2001) is that some teachers might feel ill-equipped to conduct strategy instruction because they have not had the chance to see or participate in such instruction themselves.

It is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies. The teachers cannot attribute importance to only one group and support the analytical approach or only give input by using the auditory mode (Lessard-Clouston 1997).

The language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of her/his students possessing different learning styles, motivation, strategy preferences, etc. For this reason, one can say that the most important teacher role in foreign language teaching is the provision of a range of tasks to match varied learning strategy in a given class (ibid).

In addition to the students, the language teacher should also analyze her/his textbooks to see whether the textbook already includes language learning strategies or language learning strategy teaching. As to Hismanoglu (2000) language teachers should look for new texts or other teaching materials if language learning strategies are not already included within their material.

The language teachers should also study their own teaching method and overall classroom style. Analyzing their lesson plans, they can determine whether their lesson plans give learners chance to use a variety of learning styles and strategy or not (ibid).

All these surely add the responsibility of a language teacher. Although it is the student who practically uses strategies, the teacher should create conducive environment for using and practicing the strategies.

Lessard - Clouston (1997) states that the language teachers who help their students to employ the learning strategies could be aware of whether their strategy training is implicit, explicit or both. It should be emphasized that questioning themselves about what they plan to do before each lesson and evaluating their lesson plan after the lesson in terms of strategy training. In this way the teacher can become better prepared to focus on language learning strategy and strategy training during the process of their teaching.

However, it is not reasonable to say that all language learners use the same strategies to become successful learners (ibid).

Reviewing the related literature makes it clear that the results of the studies on strategy description and categorization have found their implications in language classrooms in helping teachers accelerate the language learning of their students.

According to Nunan (1991) if learners are to be in a position to be made aware of different strategies that can assist them in the process of learning, they should be familiar with the strategies that are available.

In other words, if students have to make their strategy selection, they have to know about the process of making this selection. From this one can conclude that a teacher has a greater role to play if they plan to help their students use varieties of strategies and be competent in their learning the target language.

2.4. How Teachers Learn about Learning Strategies

Researchers and teachers discover students' language learning strategies in a variety of ways. Techniques for assessing students' use of strategies include informal observation, formal observational rating scales, informal or formal interviews, group discussions, language learning diaries, dialogue journals between students and teachers, open-ended surveys, Likert-scaled surveys of strategy frequency, and think-aloud procedures that require students to describe their strategies aloud while using them (Oxford, 2001).

Most of these assessment techniques involve some type of learners self-report, either retrospectively or concurrently. The reason for researchers' frequent use of learner self-report is that it is often difficult for researchers to employ standard dissertational methods, because language learning strategies are often internal and unobservable by an external observer (Cohen 1996, Oxford *ibid*).

As noted by Oxford (2001) much of the research on language learning strategies depends on learners' willingness and ability to describe their internal behaviors, both cognitive and affective.

This situation has led some people such as McDonough (1995) to question learning strategy research, because of possible problem in self-reporting biases in responses, over-subjectivity, inability to verbalize clearly, forgetfulness effects, and low self-awareness among some learners. Nevertheless, many researchers discovered, through conducting repeated studies with clear instructions in circumstances non-threatening to students that many or most language learners are capable of remembering their learning strategies and describing them lucidly and in a relatively objective manner.

Therefore, assessing strategy use in ESL or EFL classrooms can benefit from the assessment of learners strategy use. Strategy assessment particularly when discussed openly, can lead to greater understanding of learning strategies by learners and teachers alike (Oxford, 2001).

2.5. Summary

Research on language learning strategy has a history of about three decades. It began in the 1970s and in the 1980s and it is now possible to suggest some potential implications for classroom practice (Oxford, 2001).

In contrast to general language learning styles, such as auditory versus visual or global versus analytic, language learning strategies are specific actions, behaviors, steps or techniques that students use to improve their own progress in developing skills in a second or foreign language (Brown, 1994).

It has already been briefly discussed in the sections above that language-learning strategies can facilitate the internalization, storage, retrieval, or use of new language. It has also been stressed that strategies are especially important for language learning. This is so, because they are tools for active, self-directed involvement that is necessary for developing communicative ability (Oxford and Erhman, 1995; Cohen, 1996 and Wharton, 2000).

Language learning strategies obviously include dozens or even hundreds of possible behaviors, such as seeking out conversation partners, grouping words to be memorized, or giving oneself encouragement to tackle a different language task. In general, research suggests that effective learners are consciously aware of using learning strategies and that they tailor their strategies to their needs and purposes at any given time (O'Malley and Chamot, 1990; Wenden and Rubin, 1987; Oxford and Erhman, 1995).

CHAPTER THREE

RESEARCH METHODOLOGY

In this study, the decision about subjects, the instruments to use and procedures to follow was made on the basis of the following major research questions:

1. How well do English language teachers understand language learning strategies?
2. What's the attitude of English language teachers towards language learning strategies?
3. How often do English language teachers in the selected high schools include language learning strategy in their instruction?
4. Are there factors hindering the implementation of language learning strategy instruction in English Classes?

3.1. Research Design

As mentioned above, the objective of this study is to explore the perception and classroom practice of English language teachers about language learning strategies. The raw data collected through questionnaire, interview and observation was tabulated and analyzed accordingly.

Quantitative data was analyzed using the statistical methods of frequency and mean. The qualitative data, on the other hand, was analyzed and narrated based on the facts from related literature and researcher's view about the gathered information.

3.2. Subjects of the Study

The study was conducted in three government preparatory high schools in Addis Ababa. The reason why the researcher selected preparatory schools is to have grades eleven and twelve teachers included in the study. As mentioned in the Education and Training Policy of the Transitional Government of Ethiopia (1994: 14 – 15), there are two cycles in the secondary education. The First cycle refers to grades nine and ten and the second cycle, preparatory. The researcher thinks that since the subjects of the study are high school teachers, it is logical to have teachers of all level included. Out of the total of ten government preparatory secondary schools, three are selected by simple random sampling technique. These are Dejazmach Wondirad Secondary and Preparatory School, Abiot Kirs Secondary and Bole Senior Secondary.

The number of English teachers from each school was eight, nine, and nine respectively. Due to the manageable size of the sample population, all the English language teachers available at the time of the study were included.

3.3. Instrument of Data Collection

To collect the data needed in the study, three instruments were used. These were questionnaire, interview and classroom observation.

3.3.1. Questionnaire

A questionnaire was set to explore how well teachers understand language learning strategies and their attitude towards them, including information regarding classroom practice.

3.3.1.1. Pilot Testing of the Questionnaire

A pilot study was conducted among ten teachers of Kokebe Tsibah Secondary School. The purpose of this pilot test was to check the appropriateness of the items in the questionnaire and to make the necessary correction based on the feed back obtained. Some of the questions found to be unclear to the respondents were restated receiving the constructive comments while others had to be condensed or removed as they were found to be repetitive. Hence, the total number of questions was limited to 42.

3.3.1.2. Parts of the Questionnaire

The questionnaire has four parts. Part I is concerned with the background information of teachers like qualification, gender, year of graduation etc., which the researcher believes to serve the purpose of introducing the subjects to the readers of the work.

In part II of the questionnaire, about twenty statements are presented. Teachers are to show their responses by encircling the appropriate number of their agreement ranging from 'strongly agree' (5) to 'strongly disagree' (1). The value changes from 'strongly agree' (1) to 'strongly disagree' (5) for negatively stated sentences. All the twenty items are related to the general concept and relevance of language learning strategies in helping a language learner to develop communicative competence.

Part III of the questionnaire has six items. In this part, issues like teachers' intention and classroom practice regarding the strategies are raised for the teachers to show their responses by encircling the rated scale values ranging from 'always' to 'never'.

Each part having seven items, part IV of the questionnaire has two sections (IV a and IV b). Under 'IV a' teachers are asked to show the likelihood of certain factors to encourage them to implement strategy training by encircling the number rating from 'very likely' to 'very unlikely'. In part IV b,

teachers are asked to indicate their responses on whether or not it was likely for them to get those factors mentioned in their school.

There were also two open-ended items inquiring teachers about their possible training experience related to language learning strategy and their judgments of the textbook they were using for including language learning strategies.

3.3.2. Interview

Interview was the second data gathering instrument used. The purpose of interviewing was to gather in-depth information about teachers' perception on language learning strategy and its relevance to develop communicative competence.

Teachers' knowledge and views about language learning strategy and their belief regarding learner autonomy were some of the issues raised during the interview.

Interview, therefore, is selected to be used as it is found to be appropriate for deeply looking into the matters of the study. Seven teachers were interviewed; these consisted of two from Abiot Kirs, two from Dejazmach Wondirad and three from Bole. Among the teachers who participated in filling in the questionnaire, seven volunteered to be interviewed.

3.3.3. Classroom Observation

Classroom observation was selected and used as the third data-gathering instrument to check whether or not teachers include some elements of language learning strategies in their classroom, based on the actual lessons they were presenting. This was done using a checklist. The checklist has four parts focusing on teachers' activity, namely introducing strategies by name, giving examples on how to make use of strategies, techniques used in teaching encouraging strategy development and type of instructional material used in relation to the development of strategy use and students' activity.

For this reason, classroom observation was conducted in the class of five volunteer teachers who allowed having me in their classes. It was two teachers from Dejazmach Wondirad, two from Abiot Kirs and one from Bole.

CHAPTER FOUR

4.1. PRESENTATION AND ANALYSES OF DATA

In this chapter, the analyses of data and the major findings are presented.

In the tables (5–15), the total (the summation of the products of frequencies and the respective values for each of the item i.e. $\sum vxf$) is indicated. The mean value is also indicated by dividing the total ($\sum vxf$) by the total number of respondents.

The percentages of the frequencies for all items using the rating scales are also calculated.

4.1.1. Background descriptions of the study subjects

As mentioned earlier, the subjects of this study were teachers from three randomly selected preparatory schools in Addis Ababa. The questionnaire was administered to all available English language teachers in these selected schools: Abiot Kirs, Bole High School and Dejazmach Wondirad.

All together, twenty six teachers participated in the study. As the data gathered from part one of the questionnaire shows, from the twenty-six teachers in these selected schools, seventeen were teaching in grades nine and ten whereas the other nine were assigned to teach in grades eleven and twelve.

These subjects of the study took their first degree and second degree from different universities and colleges in Ethiopia. Information obtained from the first part of the questionnaire unfolds that nine of the teachers got their higher education in Addis Ababa University from which seven took their first degree and two of them took their second degree. Five were educated in Kotebe College of Teacher Education. Six of the teachers attended Bahir Dar University, two the teachers' college in Dilla and one came from Dehub

University. Three of the respondents failed to mention where they attended their higher education program.

Among the respondents, only 5 (20%) were females and all the rest were males. The other characteristics of the respondents are presented in the following tables.

Table 1: Respondents' Level of Education

Sex	Level of Education			Total
	Diploma	B.Ed/BA	MA	
M	-	20	1	21
F	-	4	1	5
Total	-	24	2	26
Percent	-	92%	8%	100%

Table 1 shows that the majority (92%) of the respondents are first degree holders, while only 8% reported to have a second degree. There was no respondent that fall in the category of diploma. Thus, it seems that the majority of the respondents were qualified for the level they are teaching. As it has been indicated by the MOE (1997), the minimum standard for secondary school teachers requires first degree qualification in each subject.

Table 2. Year of Graduation

Year of Graduation	No of respondents	Percent
Before 1965	-	-
66 – 76	-	-
77 – 87	2	7.69
88 – 98	4	15.38
99 – 2007	19	73.07
Missed to fill	1	3.84
Total	26	100

As can be read from Table 2, the majority (73%) of the respondents graduated in the years between 1999 to 2007 and 15% of them graduated in the years between 1988 to 1998, and only two teachers reported to have graduated in BA/B.Ed. before 1988. Based on the data, one can say that the majority of the teachers attended their higher education after the introduction of language learning strategies in the teaching of language for better results. According to Oxford (2001), studies in the mid 1970s like, Rubin (1975) began to focus on identifying the characteristics of the good language learner that once they are identified, such strategies could be made available to less successful learners. However, when one considers the situation in Ethiopia, although the majority of the sample teachers attended their higher education after the 1975, there seem to be no documented information whether and when exactly language learning strategies are introduced in the curricula of teachers education.

Table 3. Average Class Size

Average Class size	No of respondents	Percent
Below 45	-	-
45 – 50	-	-
51 – 65	6	23
66 – 75	9	34.6
76 – 80	2	7.69
Above 80	9	34.6
Total	26	100

Regarding class size distribution, considerable number of respondents (about 35%) reported that they have more than 80 students in a class. The other 42% (34.6% '66 - 75' and 7.69% '76 – 80') said that they have a number of students ranging from 66 to 80. Table 15 also shows that about 45% of the respondents replied that having fewer numbers of students in a class is unlikely in their situation. According to table 14, 70% of the respondents said that having a small number of students would have encouraged them to be more involved in language learning strategy area. Some of the possible reasons were elaborated during the interview.

Accordingly, the majority of the teachers raised the issue of large number of students in a class as a problem. They have said that identifying individuals' needs, checking of students' work, encouraging by the development of communicative competence, were made difficult to handle properly due to the unmanageable class size they have to teach. During the observation, the researcher witnessed how crowded the classes were. Probably, for this reason, the teacher did not seem to have control over what is going on in the class. Many students involved in their own personal talking and joking without even having an exercise book to write on and a book to refer to.

LoCastro (1994) mentions large classes to be problematic area concerning the applicability of the research findings related to language learning strategy.

The greater the number of students, the lesser would be teacher-student interaction which potentially changes the whole learning environment.

4.1.2. Teachers’ attitude towards the relevance of language learning strategies

The highest possible score that can be obtained in these attitude scales, that can possibly indicate the most favorable attitude towards the relevance of language learning strategies in language leaning, is 100 by scoring 5 for all the twenty statements given. On the other hand, the lowest and the one indicating the least favorable attitude towards language learning strategies is 20 by scoring the least mark for all 20 statements. Respondents’ score were, therefore, placed on a continuum from 20 to 100 of which the lowest score obtained was 42 (T15) and the highest 92 (T8). The middle (neutral) point of the continuum was 60, a mark which may be achieved by pointing ‘undecided’ for all the 20 items.

Table 4: Relevance of Language Learning Strategies in L₂ Learning

Teachers	Scores	Teachers	Scores
T 8	92	T 23	77
T 11	91	T 24	76
T 5	88	T 25	75
T 6	87	T 9	74
T 19	86	T 2	74
T 12	85	T 21	73
T 1	84	T 13	72
T 16	81	T 10	70
T 3	79	T 17	70
T 7	79	T 20	64
T 18	79	T 4	58
T 22	87	T 14	47
T26	77	T 15	42

Table 4 shows that the majority of the respondents (n = 23 = 88%) scored above 60 which was the middle point in the continuum. However 65% of them (those who scored above 60) scored below 80 which they would have got it by just agreeing with positive statements and disagreeing with negative

statements. About 12% scored below the midpoint in the continuum. Looking at this on its face value, it is difficult to say boldly that the sampled teachers have a positive attitude toward the relevance of language learning strategies in the process of language learning. Actually this result is supported by the data gathered through the interview. During the interview, it has been indicated that the concept of language learning strategy was unfamiliar for most of the teachers. For this reason, it might have been difficult for them to decide on the relevance of language learning strategy in language learning. They seem to have language teaching strategy in mind when they answer these questions. For further details of the interview, please see section 4.2.

Table 5. Frequency, Percentage and Mean of Responses for Conceptual Perspective

Item		Rating scale with value										$\sum(\sqrt{F})$	$\frac{\sum(\sqrt{F})}{N}$
		Strongly Agree 5(1)*		Agree 4(2)*		Undecided 3(3)*		Disagree 2(4)*		Strongly Disagree 1(5)*			
		F	%	F	%	F	%	F	%	F	%		
1	Language learning strategies help students to become better language learners	12	46.2	11	42.3	3	11.5	-	-	-	-	113	4.3
2*	I do not see any relevance of language learning strategy for students' learning	-	-	1	3.8	5	19.2	11	42.3	99	34.6	106	4.07

* Statements and values for negative statements

Table 5 shows the response of teachers for conceptual perspective. Regarding item 1, almost all of the respondents with the sum percentage 88.5% (i.e. 46.2% 'strongly agree' and 42.3% 'Agree') have agreed and only about 11.5% are 'undecided' about the stated issue. The calculated mean (4.3) of this item also shows that the teachers' response indicates their agreement on the issue. Regarding item 2, the sum percentage of about 77%

disagreed (i.e. 42.3% ‘disagree’ and 34.6% ‘strongly disagree’) whereas 19% could not decide and only 3.8% ‘agree’ with the given negative statement about language learning strategy.

Table 6. Language Learning Strategies and Communicative Competence

Item		Rating scale with value										$\sum (VF)$	$\frac{\sum (VF)}{N}$
		Strongly Agree (5)		Agree (4)		Undecided(3)		Disagree (2)		Strongly Disagree (1)			
		F	%	F	%	F	%	F	%	F	%		
3	Language learning strategies are essential for developing communicative competence	15	57.6	8	30.76	2	7.69	1	3.8	-	-	115	4.4
4	Strategies can facilitate the internalization, storage, retrieval, or use of new language	12	46	10	38.46	3	15.4	13	50	6	23.07	111	4.2
20	Language learning strategies make learning quicker, easier, more effective and even more enjoyable	13	50	8	30.36	2	7.69	3	11.5	-	-	109	4.1

Concerning table 6, item 3, 4 and 20, which are about the different benefits language learning strategies could provide, the mean values 4.4, 4.2 and 4.1 are calculated for each respectively. Thus, one may see teachers’ agreement on the issue. In line with the above benefits one can get from language learning strategies, Oxford (1990: 8) said that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed and more effective. Oxford also said all appropriate language learning strategies are oriented toward the broad goal of communicative competence.

Table 7. Students' Use of Language Learning Strategy

Item		Rating scale with value										$\Sigma(vF)$	$\frac{\Sigma(vF)}{N}$
		Strongly Agree 5(1)*		Agree 4(2) *		Undecided 3(3) *		Disagree 2(4) *		Strongly disagree 1(5)*			
		F	%	F	%	F	%	F	%	F	%		
5*	All students use language learning strategies in the same way in all situations	-	-	3	11.5	4	15.38	13	50	6	23	100	3.8
7	Language learning strategies are one of the most important factors accounting for individual difference in language learning	10	38.5	12	46	3	11.5	1	3.8	-	-	109	4.2
Grand Mean 4													

*** Values for negative statements**

As can be seen from table 7 item 5, the majority (73%) of the respondents disagree (i.e. 50% + 23% ‘disagree’ and ‘strongly disagree’ respectively) with the negative condition of language learning strategies. The other respondents, that is, 11.5% and 15.38% ‘agree’ and ‘undecided’ respectively with the stated situation. When we consider item 7, the sum percentage of about 85% of the respondents (i.e. 38.5% and 46% ‘strongly agree’ and ‘agree’ respectively) indicated their agreement while 11.5% are still undecided and 3.8% disagree. The mean (4) value of the two statements also indicates that teachers’ response shows their agreement on the issue. Regarding this, Oxford (1990) said that language learning strategies are specific actions taken by the learner which may support learning both directly and indirectly. Kouraugo (1993: 165) also said with in the relatively new and fast growing field of research on individual differences in second language learning; the study of learning strategy deserves particular attention because of its congruence with current trends in teaching method and its potential practical application.

Table 8. Teachers' Responses about Basic Facts of Language Learning Strategy

Item		Rating scale with value										$\sum(\sqrt{F})$	$\frac{\sum(\sqrt{F})}{N}$
		Strongly Agree (1)*		Agree (2)*		Undecided (3)*		Disagree (4)*		Strongly Disagree (5)*			
		F	%	F	%	F	%	F	%	F	%		
6*	There are no strategies specifically applied for language learning	2	7.7	5	19.2	2	7.7	11	42	6	23	92	3.53
10*	Language learning strategy cannot be taught to students	-	-	5	19.2	7	27	10	38.5	4	15.4	91	3.5
8*	Factors like style, motivation, etc hardly influence the choice of learning strategies	5	19	10	38.5	4	15.4	5	19	1	3.8	62	2.38
Grand mean													3.1

*** Values for negative statements**

Table 8 shows that, for item 6, 7.7%, 19.2% and 7.7% of the respondents were 'undecided', 'agree' and 'strongly agree' respectively about the situation while 23% 'strongly disagree' and 42% 'disagree'. The calculated mean (3.5) indicates that the teachers' response is somewhere between 'undecided' and 'disagree'. As far as item 10 is concerned, 38.5% 'disagree' and 15.4% 'strongly disagree' respectively about language learning strategies having no relevance for learning. Moreover, significant number of respondents, as the sum percentage 46% (i.e. 19% 'agree' and 27 'undecided') shows, did not seem to think that language learning strategies could be taught to students. The mean value (3.5) also shows that teachers are between 'undecided' and

'disagree'. Item 8 was answered by 19% of the respondents as 'strongly agree' and 38.5% agree'. That means, about 58% of the respondents said that factors like style and motivation have nothing to do with the choice of learning strategies. 15.4% were 'undecided' while 19% 'disagree' and 3.8% 'strongly disagree' with the negatively stated issue. Thus, one may conclude from this information that it is only about 23% of the respondents that acknowledged the influence of learning style and motivation on the choice of language learning strategies. The calculated mean 2.38 also indicates that teachers' responses for this item is nearer to 'agree'. This is contrary to Oxford (2001), who stated language learning strategies to be teachable and can support learning both directly or indirectly. The author has also said that language learning strategies could be influenced by a variety of factors like motivation, leaning style, type of the task etc. Oxford and Ehrman (1995:363) also reported that motivation helps determine the frequency with which learners use strategies. So, as they said, motivation and style are the most significant factor influencing language strategy use.

Table 9. Language Learning Strategies and Students' Success Rate

Item		Rating scale with value										$\Sigma(vF)$	$X \frac{\Sigma(vF)}{N}$
		Strongly Agree 5(1)*		Agree 4(2) *		Undecided 3(3) *		Disagree 2(4) *		Strongly Disagree 1(5) *			
		F	%	F	%	F	%	F	%	F	%		
9	Using language learning strategies make English class a good learning experience and increase students success rate	16	61.5	9	34.6	1	3.8	-	-	-	-	119	4.57
14*	Using language learning strategies brings no difference in the development of one's communicative competence	-	-	-	-	5	19.2	13	50	8	30.76	107	4.1

*** Statements and values for negative statements**

Table 9 shows that 61.5% of the respondents 'strongly agree' and about 34.46% 'agree' that using language learning strategies makes English class a good learning experience and increases students success rate. As the sum percentage, about 96% of these respondents indicate, teachers have positive attitude towards the relevance of language learning strategy while only about 4% remained 'undecided'. Item 14 was responded to as 'disagree' and 'strongly disagree' by 50% and 30.7% respectively. The sum percentage, about 81% of the respondents, show that they disagree with a statement that says 'using language learning strategy makes no difference and only 11.5% said 'undecided'. Looking at the face value of the results, it could be said that teachers agree that using language learning strategy increases students' success rate.

Table 10. Teachers’ Demand for Using Language Learning Strategy

Item		Rating scale with value										$\Sigma(\nu F)$	$X \frac{\Sigma \nu F}{N}$
		Strongly Agree 5(1)*		Agree 4(2)*		Undecided 3(3) *		Disagree 2(4) *		Strongly Disagree 1(5) *			
		F	%	F	%	F	%	F	%	F	%		
13	Using language learning strategy develops a need to in-service training on learning strategies	8	30.76	12	46.15	3	11.5	3	11.5	-	-	103	3.96
15*	Language learning strategy require less teacher effort and less planning time	1	3.8	2	7.69	8	30.76	7	26.9	8	30.76	97	3.73
18	Language learning strategies expand the role of language teachers	9	34.6	10	38.46	4	15.38	2	7.69	1	3.8	102	3.9

***Statements and value for negative statements**

In table 10, the highest rate of agreement for the need for in service training is exhibited. The sum percentage (77%) from which 30.75% ‘strongly agree’, and 46.15% ‘agree’, while only 11.5% ‘undecided’ and the other 11.5% ‘disagree’ about the issue stated. When one comes to item 15, 26.9% ‘disagree’ and 30.76% ‘strongly disagree’ which means with the sum percentage of about 57% said that language learning strategies require greater teachers’ effort and more planning time. On the other hand, about 30.76% were ‘undecided’, 7.69% ‘agree’ and 3.8% ‘strongly agree’. However, for item 18, 34.6% ‘strongly agree’ and 38.46% ‘agree’ that language learning strategy expand the role of language teachers while 15.38% remained ‘undecided’, 7.67 ‘disagree’ and 3.8% strongly ‘disagree’. Thus, it might be said that teachers, to some extent, are aware of the increased role they have with language learning strategies. In relation to this, Oxford (1990:10) said

that new teaching capacities also include identifying students' learning strategies conducting training on strategies, and helping learners become more independent in the process. For this reason, one can say that language learning strategies increase the role of a language teacher.

Table 11. Language Learning Strategies and Learner Autonomy

Item		Rating scale with value										$\Sigma(\sqrt{F})$	$\frac{\Sigma(\sqrt{F})}{N}$
		Strongly agree 5(1)*		Agree 4(2) *		Undecided 3(3) *		Disagree 2(4) *		Strongly Disagree 1(5) *			
		F	%	F	%	F	%	F	%	F	%		
11	Language learning strategies allow learners to become more self-directed and actively involved in the process of learning	11	42	15	57.69	-	-	-	-	-	-	115	44.4
12*	Language learning strategies make language learners more dependent on their teachers.	-	-	1	3.8	6	23.07	10	38.46	9	34.6	105	4.0
19*	Students know nothing or little so we can't expect them to control their own learning	-	-	2	7.69	6	23.07	10	38.4	8	30.76	109	4.1

*** Statements and values for negative statements**

As table 11 shows, all of the respondents 'agree' that employing language learning strategy encourages autonomous learning from which 42% 'strongly agree' and 58% 'agree'. As to item 12, 73% (i.e. 38.46% 'disagree' and 34.6% strongly disagree) of the respondents showed their disagreement with the stated issue when only 3.8% 'agree' and 23.07% 'undecided'. From this, one can say that the majority of the respondents acknowledged that the more students use learning strategies the greater they become independent. For item 19, as the sum percentage shows, 69% (i.e. 38.46% 'disagree' and

30.76% ‘strongly disagree’) of the respondents reject the statement presented negatively of language learning strategies whereas about 31% answered otherwise from which 23.07% remained ‘undecided’ and 7.64% ‘agree’ with the issue. From what the teachers said, it can be concluded that the majority of the teachers seem to appreciate the merits of learning to learn. In line with this, Nunan (1991: 178) said that work on learning strategies is part of more general movement within educational theory and practice which takes a learner centered view of pedagogy in which learners are believed to bring into the learning situation different beliefs and attitudes about the nature of language and language learning. For this reason, for a teacher to help students learn in a better way, he needs to take into consideration what they bring into the leaning situation. The teacher also needs to be ready to help the students take charge of their own learning.

Table 12. Use of Language Learning Strategies

Item		Rating scale with value										$\Sigma(vF)$	$\frac{\Sigma(vF)}{N}$
		Strongly Agree 5(1)*		Agree 4(2) *		Undecided 3(3) *		Disagree 2(4) *		Strongly Disagree 1(5) *			
		F	%	F	%	F	%	F	%	F	%		
16	Language learning strategies are used when there is a problem to handle	2	7.69	6	23.07	6	23.76	7	26.9	8	30.76	92	2.76
17*	Using strategies make language learning even more difficult	-	-	1	3.8	3	11.5	15	57.69	7	26.9	106	4.07

* Statements and values for negative statements

Table 12 indicates that 26.9% of the respondents ‘disagree’, 30.76% ‘strongly disagree’ and 23.76% ‘undecided’ that language learning strategies are problem-oriented, while 23.07% of the respondents ‘agree’ and 7.69%

'strongly agree' with the stated issue. The calculated mean (2.76) of this item shows that the teachers' response is between 'undecided' and 'disagree' which may indicate teachers' confusion about when to make use of language learning strategies. On the other hand, for item 17, 57.69% of the teachers 'disagree', and 26.9% 'strongly disagree' while 11.5% 'undecided' when 3.8% 'agree' to the negatively stated issue. Although the respondents showed their disagreement with item 17, it seems doubtful to accept the response as true as it does not go in accord with their response for item 16. Thus it seems difficult to say teachers exactly know when to use language learning strategies.

4.1.3. Analysis of teachers' response about their practice

The third part of the questionnaire was intended to gather information on teachers' classroom practice in relation to language learning strategies.

Table 13. Teachers' Intention and Practice Regarding Learning Strategies

Item		Rating scale with value										$\Sigma(vF)$	$\frac{\Sigma(vF)}{N}$
		Always 4		Frequently 3		Sometimes 2		Rarely 1		Not at all 0			
		F	%	F	%	F	%	F	%	F	%		
1	I intend to implement a variety of strategy instructions to meet the needs of different learning strategy preferences	5	19	15	58	4	15	2	8	-	-	75	2.8
2	I can easily implement a variety of strategy instructions in my English classroom	6	23	9	35	7	27	4	15	-	-	69	2.6
3	I assess the students' strategy use by examining what they do while learning English	5	19	13	50	7	27	1	4	-	-	74	2.8
4	I use different example texts to help students practice different learning strategies	10	38.5	10	38.5	2	8	4	15	-	-	78	3
5	I explicitly explain what strategies are and how to use them for different purposes	7	27	5	19	8	31	4	15	2	8	63	2.4
6	I examine the activities given in the textbook before the period to see what strategy they allow to practice	10	38	8	31	2	8	6	23	-	-		2.8
												Grand Mean 2.7	

Table 13 shows that 58% of the respondents said they ‘frequently’ implement a variety of strategy instruction to meet the needs of different learning strategy preferences, 19% and 15% of the respondents respectively said ‘always’ and ‘sometimes’ while 8% reported they ‘rarely’ do the stated activity. The calculated mean (2.8) also shows that teachers’ intention is somewhere between ‘sometimes’ and ‘frequently’. If we take a look at the teachers’ responses given to item 2, 23% of them said ‘always’, 35% said ‘frequently’, 27% said ‘sometimes’ whereas 15% said they ‘rarely’ do the activity mentioned and no one reported never. Looking at its face value, it could be said that the teachers are both planning and implementing strategy instructions. However, during the observation not much was seen by way of implementing such strategy.

With regard to assessing students’ strategy by examining what they do while learning English (item 3), half of the respondents (50%) said to do the assessing ‘frequently’ 19% reported ‘always’, 27% ‘sometimes’ and 4% ‘rarely’ to assess the students strategy use. However, during the observation, nothing of assessment could be seen. No teacher was trying to follow students closely or ask them any question in relation to leaning strategy. It should, however, be noted that the number of teachers observed in classroom was relatively less than those who responded to the questionnaire which might be a reason for such discrepancy.

As far as item 4 is concerned 38.5% of the respondents said ‘always’ to use different example texts to help students practice different learning strategy, 38.5% again said ‘frequently’, 8% said ‘sometimes’ and 15% reported to use different texts ‘rarely’. The calculated mean value (3) indicates that the teachers’ response is near to ‘Frequently’. It therefore seems possible to conclude that teachers make use of varieties of example texts to help their students. But no teacher has been seen during the observation to use any other material, but the textbook.

Based on the responses of teachers to item 5, 27% of the teachers reported 'always' to explicitly explain what different strategies are and how to use them for different purposes, 19%, 31%, 15% and 8% of the respondents respectively said 'frequently,' 'sometimes', 'rarely' and 'never' to do the explaining. The calculated mean value (2.4) for this item indicates that teachers 'sometimes' do the explaining. To item 6, 38% of the teachers responded 'always', 31% 'frequently', 8% 'sometimes' and 23% 'rarely' to examine the activities given in the textbook before the period to see what strategy they allow to practice. The calculated mean value of this section (items 1 – 6) is 2.7 which indicates the teachers responses is somewhere between 'sometimes' and 'frequently'. This assertion of teachers about their practices did not go hand in hand with the result obtained from observation of the actual classroom practices. But in recent years, emphasis has been placed on training students to take charge of their own learning. As Nunan (1991:179) said, if learners are to be in a position to make informed choices, they need to learn how to make such choices. As he said, informed choice presupposes knowledge, and knowledge presupposes instruction.

4.1.4 Teachers' response on factors encouraging them to be more involved in language learning strategy

Part IVa of the teachers' questionnaire was prepared to gather information about different factors that would encourage teachers to be more involved in the business of learning strategy.

Table 14. Factors in Use of language learning strategies

Item		Rating scale with value										$\Sigma(vF)$	$X \frac{\Sigma(vF)}{N}$	Rank
		Very Likely (5)		Likely (4)		Neither (3)		Unlikely (2)		Very Unlikely (1)				
		F	%	F	%	F	%	F	%	F	%			
1	Having available resources	12	46.15	10	38	1	3.84	3	11.5	-	-	109	4.19	2 nd
2	Special training opportunities in language learning strategies	11	42.5	7	26.9	3	11.5	3	11.5	1	3.8	99	3.8	4 th
3	Extended instructional time	3	11.5	14	53.8	4	15.38	4	15.38	1	3.8	92	3.5	6 th
4	Administrative support	8	30.7	9	34.6	4	15.38	3	11.5	2	7.6	96	3.9	6 th
5	Time to plan	11	42.3	9	34.6	3	11.5	1	3.8	2	7.6	104	4	3 rd
6	Cooperative students	11	42.3	13	50	-	-	1	3.8	1	3.8	110	4.2	1 st
7	Smaller class of students	12	46.15	6	23.07	5	19.23	-	-	3	11.5	102	3.9	4 th
Grand Mean													3.9	

As can be seen from table 14, from all the seven possible factors that encourage teachers to be more involved in language learning strategy issue, 'having cooperative students' is the number one factor to make a difference.

'Having available resource', 'time to plan', 'special training opportunities', 'having smaller class of students' are the second, the third and the fourth factors ranked by teachers, respectively. 'Administrative support' and 'extended instructional time' ranked sixth to encourage teachers. Even the calculated mean (3.9) for the seven items of the questionnaire shows the response is near to 'likely'. As cited in Bada and Okan (2000), Corder (1977) stated that in the end, successful language "teaching – learning" is going to be dependent up on the willing cooperation of the participants in the interaction and an agreement between them as to the goals of their interaction. Co-operation cannot be imposed, but must be negotiated.

If we look at the response to item 1, 46% of the respondents said 'very likely', 38% said 'likely' while 3.8% and 11.5% said 'neither' and 'unlikely' respectively. The sum percentage 84% shows that the majority of the teachers considered the issue to be a difference-making factor. As far as special training is concerned, 42.3% and 26.9% of the respondents said 'very likely' and 'likely' respectively whereas 11.5 remained 'neither' and the other 11.35% and 3.8% of the respondents responded 'unlikely' and 'very unlikely' respectively.

Regarding having extended instructional time, 11.5% and 53% of the teachers said 'very likely' and 'likely' respectively acknowledging the effect of having extended instructional time. However, 15%, 15.4% and 3.8% of the teachers said 'neither', 'unlikely' and 'very unlikely' respectively about the mentioned situation being the encouraging factor. The calculated mean of this item (3.5) indicates that the teachers' response is exactly between 'neither' and 'likely'. About 'administrative support', (item 4) and 'time to plan', (item 5), about 65% (i.e. 30.7% 'very likely' and 34.6 'likely') and about 77% (i.e. 42.3% 'very likely' and 34.6% 'likely') of the respondents confirmed that the factors suggested are likely to encourage them to be more involved in the process of helping students use language learning strategies.

One may see from table 14, that item 6 was answered ‘very likely’ and ‘likely’ by 42.3% and 50% of the respondents respectively, while 3.8% said ‘unlikely’ and the other 3.8% also said ‘very unlikely’. For item 7, 46% and 23% of the respondents respectively said ‘very likely’ and ‘likely’, 19.23% said ‘neither’ and 11.5% said ‘very unlikely’ that having smaller class size would encourage them to be more involved with the above mentioned issue.

Table 15. Existing Factors Available in Schools

Item		Rating scale with value										$\Sigma(vF)$	$X \frac{\Sigma(vF)}{N}$
		Very Likely(5)		Likely (4)		Neither (3)		Unlikely (2)		Very Unlikely (1)			
		F	%	F	%	F	%	F	%	F	%		
8	Having available resources	6	23.07	7	26.9	3	11.5	7	26.9	3	11.5	84	3.23
9	Special-training opportunities in language learning strategies	6	23.07	7	26.9	1	3.8	8	30.7	4	15.38	81	3.11
10	Extended instructional time	2	7.69	8	30.76	7	26.9	8	30.76	1	3.84	80	3.07
11	Administrative support	4	15.36	4	15.38	11	42.3	5	19.23	2	7.69	81	3.11
12	Time to plan	5	19.23	12	46.15	2	7.69	5	19.23	2	7.69	91	3.5
13	Cooperative students	4	15.36	12	46.15	1	3.84	8	30.76	1	3.84	88	3.3
14	Smaller class of students	5	19.23	4	15.38	5	19.13	5	19.23	7	26.9	73	2.8
Grand mean													3.14

Table 15 shows the result of the questionnaire in Part IV b which was supposed to deal with extracting data on whether the listed factors were available or not. These factors were those the teachers agreed that having them would encourage them and the grand mean 3.9 (Table 14) shows that

the teachers' response is nearer to 'likely' showing the agreement of teachers on the issue.

For item 8, which is about having available resources, 23% said 'very likely', 26% 'likely', 11.5% 'neither', 26.9% 'unlikely' and 11.5% 'very unlikely'. The calculated mean (3.23), however, shows that teachers' response is nearer to 'neither' which might show the uncertain condition of teachers to judge either ways.

The sum percentage 49% (i.e. 23.07%, 'very likely' and 26.07% 'likely') indicates the respondents' confirmation that special training opportunities in language learning strategies are available. On the other hand, the sum percentage 45% (i.e. 30.7% 'unlikely' and 15.38% 'very unlikely') of the respondents said that it is unlikely to get the mentioned kind of training while 23.07 + 26.9 said it was likely to get the training. The calculated mean (3.11) of this item shows that the teachers' response is near to 'neither'. Regarding 'extended instructional time' with the sum percentage of 38.45% (i.e. 7.69% 'very likely' and 30.76% 'likely') confirmed that extended instructional time is available, while about 35% (i.e. 30.7% 'very unlikely' and 3.8% 'unlikely') said it is not available, but about 27% responded 'neither'. The calculated mean (3.07) of this question inclines teachers' response to 'neither'. As far as administrative support is concerned, as the sum percentage shows about 31% (i.e. 15.36%. 'Very likely' and the other 15.38% 'likely') said they get administrative support whereas about 27% (i.e. 19.23% 'very unlikely', 7.69% 'unlikely') said they do not get administrative support. However, a significant percentage (42%) of the respondents could not say either. The grand calculated mean (3.1) of this item also shows that teachers' response for this item is that of the value given to 'neither'.

Teachers' response for item 12, which is indicated by the sum percentage of 65.38% (i.e. 19.23% 'very likely' and 46.15% 'likely') said that the majority of the teachers said that time to plan is not a problem. The calculated mean

(3.5) of this item also shows that teachers response is nearer to the value given to 'likely' which possibly shows the fact that planning time is available for teachers. The teachers ranked having cooperative studies to be the number one encouraging factor in table 14. Response to item 13, (Table 15), reveals that cooperative students were available in their classes. The sum total of 61.51% (i.e. 15.36% 'very likely' and 46.15% 'likely') said available and 35% (i.e. 30.76% 'very unlikely' and 3.84% 'unlikely') said not available while about 4% answered 'Neither'. The calculated mean of this item is 3.38 and it may indicate that teachers' response is near to the value assigned to 'neither'. Item 14 which reads 'smaller class of students' answered by 24.59% (i.e. 19.23% 'Very likely' 15.36% 'likely') to be available in their situation while 46% (i.e. 19.23% 'unlikely' and 26.9% 'very unlikely') said the stated condition is not available but 19% said 'neither'. The calculated mean of this item is 2.8 showing that smaller class size was 'unlikely'. The calculated mean of item (8-14), however, is 3.14 which is the value given to 'Neither'. From this it seems possible to assume that teacher lacked boldness to say whether the factors were available or not which might have issued because of their shortage of experiential knowledge.

As mentioned on the Educational and Training Policy of the Transitional Government of Ethiopia (1994: 2-3) "Inadequate facilities, insufficient training of teachers, over crowded classes, shortage of materials, all indicate the low quality of education provided."

4.1.5. Summary of the Open Ended Items of the Questionnaire

From all the twenty- six teachers who participated in filling the questionnaire, twenty three answered item 15 which reads, 'Have you even attended seminars or workshops on language learning strategies?'. Thirteen teachers reported that they have never attended seminars or workshops on language learning strategies. Those who said they participated mentioned

some issues like: action research, continuous assessment techniques, how to use formative and summative evaluation, ELIP (English Language Improvement Program) and methods on teaching English like how to conduct communicative approach to be the kind of training they had.

The kind of answer teachers gave to this item was not directly related to the question presented. It only touches the issue superficially. From this, it seems possible to say that the understanding teachers had about language learning strategy is not as firm as it was supposed to be. And this would put the teachers' confirmation of the issue presented in the questionnaire regarding the different theoretical and practical aspect of language learning strategies in doubt.

The second open-ended question reads, "Do you think the textbook you are using includes language learning strategies? If 'Yes', can you give some examples?" This item has been answered by nineteen teachers from which two said 'No' and another two said 'Yes' without providing any example from the text. For those teachers who said 'Yes' for item 16 and mentioned some examples; the examples they provided from the text include: all the four skills, independent reading, describing oneself, using synonyms and antonyms, group-work, pair-work, and whole-class discussion. From the information teachers provided, it seems possible to say that except a few, most of the teachers seem to confuse language learning strategies and language teaching strategies.

4.2. Summary of the Interview

As it was pointed out previously, the purpose of conducting the interview was to gather in-depth information about the issue teachers had dealt with when they filled in the questionnaire. In the following few paragraphs, the summary of the interview with seven teachers of the selected schools is presented (the transcribed version of the whole interview could be referred to in Appendix C (1, 2, 3, 4, 5, 6, and 7).

The first question was for teachers to say what relationship has language learning strategy with language learning. Most of the respondents seem to understand language learning strategy to be “a method to teach the language skills.” They have also added, “When you are teaching a language you have to teach using different strategy.” The respondents mentioned the relevance of using teaching aids in order to make their presentation attractive to the students and to make it easy to comprehend. One out of the seven teachers, however, said learning strategies are one’s own way of learning either individually or in group.

Based on the responses from the majority of the teachers, it seems possible to say that the view teachers had regarding language learning strategies appears to be mixed up with the concept of language teaching strategy.

When talking about the relevance of language learning strategies for better language learning, these teachers again said that if the teacher makes his presentation interesting and funny, it would not be boring for the students to learn. But, as they have said, this may not always happen when the students are not motivated and cooperative. Among the interviewed, only one teacher clearly put that with strategies, language learning could be interesting and easier because students will approach a learning task in their own way.

As can be seen from what the teachers said, there seems to exist some sort of conceptual misunderstanding and misinterpreting. Teachers did not seem to clearly see language learning strategies. They often times confused it with teaching strategies as it has been said already.

Regarding the language learning process students undertake while learning the target language in terms of the language learning strategies, most of the teachers raised issues like giving explanations, applying communicative approach and how difficult it is with large class size, letting students speak and so on. This again, in the researcher's opinion, may show how teachers confuse learning strategy with teaching strategy.

Trying to answer the question, 'How do you see a good language learner?' the teachers said that good language learners are those who are: willing to express themselves, willing to make mistakes and learn and ready to practice even with the limited vocabulary they have. Regarding these qualities of a good language learner, respondents seem to have something in common. Actually, the reason why the researcher asked this question was to see if these selected language teachers considered the development of independent learning as a good quality. From what the teachers said, the researcher may forward that practicing strategy has been given more attention than the rest of the learning strategies, though it might not be deliberate.

When asked whether they have ever received any training whatsoever on language learning strategies, two said 'No'. Those who said 'Yes', as it was in the case when filling part IV b item 15 of the questionnaire, mentioned training like ELIP (English Language Improvement Program), courses on how to make classes communicative, introduction to different teaching methodologies (like active learning). All the teachers mentioned seem to refer more to teaching strategies than learning.

The other question was about what teachers do to make the students' learning easier, and faster. The teachers mentioned some activities like role play, drama, encouraging them to speak, write, read and listen, let them work in pairs and groups so that they may help one another, and so on. From these responses forwarded by teachers, it seems possible to say that teachers use the strategy of practicing more often than other strategies.

Teachers said that interest, motivation, background and having reduced class size might encourage them more to be involved in helping students in relation to language learning strategies.

Almost all of the teachers responded agreeing that a lot of chances should be given to students to control their own learning. As they have pointed out, the trend nowadays favors student-centered approach to learning. The teachers

also added that the proficiency level of the students, class size and the lack of proper training in the area make the practicability of student-centered approach difficult in their actual situation.

Regarding the textbook they are using and whether it includes some elements of language learning strategies, they said that it does include varieties of language learning strategies. However, when they are asked to give some examples from the textbook of such varieties, they just mention all kinds of activities from the text without being specific.

4.3 Summary of Classroom Observation

It has been indicated in Section 3.3.3 that classroom observation was intended to gather information, through a check list, about what teachers actually do in classes regarding language learning strategies.

Five teachers were observed twice when they conducted a class for about forty-five minutes. The followings are some of the findings of the classroom observation.

When one enters a classroom in these observed selected high schools, the first eye catching event was the number of students in the class, too many of them in a poor environment and physical condition. Besides, a few minutes had to go away before the teachers managed to have the classes' attention, at least partially. In the case of Dejzmach Wondirad, the classes were utterly beyond what the teachers could handle. The teachers were talking and the students were also talking even with a louder voice. But few students were observed trying to follow their teacher, and even try to answer questions when forwarded and in some cases even asked questions.

However, as far as language learning strategy training is concerned the researcher couldn't get much from the teachers. One of the reasons was that the classroom teachers had only a few minutes after the transmission of the lesson through plasma.

In the other cases (Abiot Kirs and Bole), the lesson was not through Plasma. Besides, the teacher of these two schools seems to be in a better condition at least by having classes silent so as to introduce the day's lesson or activity.

In most cases, what teachers do was similar. They introduce a lesson, explain the instruction, then give a few minutes for students to try the exercise, and then do the exercises together with few participating students in the class.

The researcher could not get a chance to see when the teachers do anything about learning strategy. What teachers did often was explaining the content of the lesson. To mention one example here, one of the observed grade 11 teachers from Abiot Kirs entered a class, introduced a lesson which was a reading passage in Unit 6 entitled, 'Family and Group', and asked the class to follow him while he read the passage for the class. But in my opinion, he could have done it differently by letting his students read the passage while he provides skimming and scanning questions. There were similar instances like this. The teachers seemed to give emphasis on working out and finishing the given exercises of the textbook. Besides the observed teachers were not using additional materials.

Generally speaking, it was difficult to see teachers including leaning strategy in language classes, though the observed classed were few.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main objective of the study was to assess English language teachers' perception of language learning strategy in high school English learning. In the study, it was intended to answer the following research questions:

1. How well do English language teachers understand language learning strategies?
2. What's the attitude of English language teachers towards language learning strategies?
3. How often do English language teachers in the selected high schools include language learning strategy in their instruction?
4. Are there factors hindering the implementation of language learning strategy instruction in English Classes?

In order to get relevant information, three data gathering instruments were used: questionnaire, interview and observation. The sources of data were high school English teachers and their classrooms. 26 teachers filled and returned the questionnaire, and 7 of them were interviewed and 5 were observed. Accordingly the following results were obtained.

5.1.1. The results of the attitude scale (table 4) revealed that about 88% scored above 60 which was considered by the researcher to be the mid point in the continuum. However, 65% of those who scored above 60 were below 80 which they would have scored by just pointing 'agree' and 'disagree' respectively for positive and negative sentences. From this result, it may be concluded that the attitude teachers have seem to be moderately positive. This is said because teachers' score is not very high.

- 5.1.2. Regarding the knowledge base of the teachers about language learning strategies (Table 5 and Table 6) elements and facts, the summary of the analysis of items (1 – 4, 20) related to this indicated by the following mean value 4.3, 4.4, 4.2 and 4 respectively. The total mean value calculated of these items which is 4.2 is the value of agree showing teachers agreement on the basic facts about language learning strategy.
- 5.1.3. Language learning strategies being factors accounting for individual differences in language learning, 38.5%, 46% and 3.8% of the respondents 'strongly agree' 'agree' and 'disagree' respectively, while 11.80% remained 'undecided'. The mean value calculated is 4.2, which is the value assigned for 'agree'. When we only look at the face value, the result implies teachers' awareness on the issue.
- 5.1.4. The fact that language learning strategies could be taught to be applied for language learning taking into consideration factors like style and motivation, the analysis of the items (6, 8, and 10) of the questionnaire came out with the following results. The calculated mean of these items is 3.2 and it is the value for 'undecided' showing the teachers' lack of knowledge in this aspect of the issue.
- 5.1.5. As far as the expanded role of teachers is concerned, for items 13, 15 and 18, 3.8 is the calculated mean indicating the point 'agree'. Based on the data, one may say that teachers seem to know the expanded role the use of learning strategy demands.
- 5.1.6. The analysis of items 11, 12 and 19 (Table 11), respectively indicated by the mean value 4.4, 4 and 4.1 implies the teachers' agreement on the fact that language learning strategies encourage learner autonomy. The result may help to say that teachers are aware of the basic facts that language learning strategy emphasizes what students can do for themselves.

- 5.1.7. Regarding when to turn to a strategy for help, the analysis shows that about 31% 'strongly disagree' and about 27% 'disagree' with 24% undecided' with the statement that suggests that language learning strategies are problem-oriented. The mean value (2.76) has also shown that teachers response is somewhere between 'undecided' and 'disagree', indicating that teachers seem to lack the basic knowledge about the issue stated.
- 5.1.8. Including some element of strategy during classroom instruction is the practical aspect of the area. Table 13 items 1 - 6 of the questionnaire came out with a mean of 2.7, which is the point between 'sometimes' and 'frequently'. The result obtained from classroom observation reveals otherwise, except encouraging students to speak (this is of course, a good quality). However, there was no deliberate and well-thought out explanation or demonstration regarding strategies.
- 5.1.9. Co-operative students, available resources, special training opportunity and smaller class size have been indicated to be the encouraging factors to be more involved with training students to use strategies (Table 14). Unfortunately, Table 15 reveals something different as the total mean of items (8 - 14) happened to be 3.1, referring to the value given to 'neither'. This is a little confusing as it means teachers could not say whether the factors they confirmed as encouraging were available or not. It may be said here that either the teachers did not know what was there or not, or at least some of them were answering the question carelessly.
- 5.1.10. Seven teachers were interviewed. The result of the interview shows that most of the teachers still think that language learning strategies are what they do in classes. So, it may not be possible to say that these teachers have adequate knowledge in the area.

5.1.11. According to Table 13, teachers claim to do the suggested activities from 'sometimes' to 'frequently'. But this result was not supported by data from the observation and interview; so it may not be right to say teachers were doing all right with language learning strategies. They seem to have a lot to work on in the area like implementing strategy training.

5.2. Conclusion

The relevance of language learning strategy for a better learning process has been widely accepted. It has also been discussed for many of the advantages it has for learners. Nunan (1991: 187) states:

-- - learner centered curriculum development, and learner strategy research and teaching suggest that language programs should have twin goals: one set relating to the development of language skills and the other set relating to the development of learning skills in learning how to learn.

As it is well said by Nunan, language teaching should also have it as its purpose to enable learners to enter into learning more purposefully and with greater motivation.

5.2.1. The English teachers from the three selected high schools in Addis Ababa seem to lack the necessary knowledge on language learning strategy. They frequently confuse what they do in class that means, the way they present the lesson, to be equivalent to language learning strategies.

5.2.2. In their response to the questionnaire, the teachers claim that they are frequent doers of the suggested activities (Table 13) in class. However, the data analysis from observation and interview reveals that their claim is not supported by what they do in class and explain during the interview. It seems that teachers need to work hard towards the

understanding of implementing language learning strategies in their classes. .

5.2.3. The amount and kind of pre-service and in-service training of teachers were also explored in the study. The result from the open-ended item (15) and interview questions indicate that the training so far mainly focuses on language teaching strategies rather than equipping a teacher with language learning strategies so that he may help the students learn to learn.

5.2.4. Concerning the available factors in their situation, teachers failed to indicate some facts (Table 15) in the questionnaire which they discussed in the interview like disciplinary problem and class size.

5.2.5. As the result from Table 4 shows, teachers' attitude toward the relevance of language learning strategy is mildly favorable, implying the work needed to be done to improve teachers' attitude.

5.3. Recommendations

Finally based on the findings of this study, the researcher would like to forward the following recommendations for the improvement of the teaching and learning of English language in general and in the three selected schools, in particular.

5.3.1. Teachers should have knowledge about the difference between language teaching and language learning strategies and avoid confusing one for the other. Teachers should start giving equal attention of leaning strategy as they seem to be focusing on teaching strategies. This, for example, could be done by suggesting strategy use while presenting an activity.

- 5.3.2. Teachers also should start letting students practice other strategies than practicing strategy. For instance, teachers could let their students develop metacognitive and affective strategies.
- 5.3.3. To do these activities, of course, teachers need to raise their own awareness of the subject and improve their attitude towards language learning strategy through reading. In addition, they should be supported through various ways. Such support can come from different bodies and universities through seminars and workshops.
- 5.3.4. Besides, it would be helpful if teacher training institutions give more emphasis to train teachers on language learning strategies. More emphasis should be given towards creating awareness of the would be teachers about the importance of learning how to learn and teaching how to learn.
- 5.3.5. Finally, a similar but more extensive research works with a larger sample size addressing whether there is intersection between teachers' and students' perception of English learning strategy could be conducted. In line with this, the findings of this work, in addition to providing some facts about teaches' perception of students learning strategy in high schools of Addis Ababa are expected to stimulate further work in this neglected but important area of language teaching-learning process.

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Appendix – A: Teachers’ Questionnaire

Dear Teacher,

The purpose of this questionnaire is to collect data on teachers' perception of language learning strategies employed by students. Language-learning strategy (LLS) is defined as: *specific actions, behaviors, steps or techniques that students use to improve their progress in developing language skills. Some of the examples of LLS are guessing, memorizing, analyzing, deducting, translating, clarifying, etc.*

The findings of the study will be used for academic purpose, specifically as part of Master's thesis. Your contribution is very important to forward constructive suggestions in the improvement of English language teaching in Ethiopia.

The effectiveness of this questionnaire depends on your genuine response to each question. Moreover, your response to the questionnaire will be kept confidential. Therefore, you are kindly requested to be frank while responding to each item in the questionnaire.

Thank you in advance for your kind Cooperation and Time!!

Department of Foreign Languages
and Literature ILS, AAU.

Part I: Indicate your response by putting a tick (✓) in one of the boxes provided

- A. Sex Male Female
- B. Qualification
 Diploma B.Ed./B.A
 MA
- C. When did you graduate _____
- D. The university (college) you graduated from _____
- E. Grade you teach in _____
- F. Average class size
 Below 45 51-65 76-80
 45-50 66-75 above 80

Part II. Data pertaining to teachers' perception of language-learning strategies

Instruction: Indicate your response by circling the appropriate number

No	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Language learning strategies help students to become better language learners.	5	4	3	2	1
2.	I don't see any relevance of language-learning strategy for students' learning	5	4	3	2	1
3.	Language learning strategies are essential for developing communicative competence.	5	4	3	2	1
4.	Strategies can facilitate the internalization, storage, retrieval, or use of new language	5	4	3	2	1
5.	All students use language learning strategies in the same way in all situations	5	4	3	2	1
6.	There are no strategies specifically applied for language learning	5	4	3	2	1
7.	Language-learning strategies are one of the most important factors accounting for individual difference in language learning	5	4	3	2	1
8.	Factors like style, motivation, the nature of	5	4	3	2	1

	task, etc. <i>hardly</i> influence the choice of learning strategies					
9.	Using language learning strategies make English class a good learning experience and increase students' success rate	5	4	3	2	1
10.	Language-learning strategy cannot be taught to students	5	4	3	2	1
11.	Language- learning strategies allow learners to become more self-directed and actively involved in the process of learning	5	4	3	2	1
12	Language-learning strategies make language learners more dependent on their teachers	5	4	3	2	1
13	Using language-learning strategy develops a need for in-service training on learning strategies.	5	4	3	2	1
14.	Using language-learning strategies brings no difference in the development of one's communicative competence	5	4	3	2	1
15.	Language-learning strategies require less teacher effort and less planning time	5	4	3	2	1
16.	Language-learning strategies are used when there is a problem to handle and solve.	5	4	3	2	1
17.	Using strategies make language learning even more difficult	5	4	3	2	1
18.	Language-Learning strategies expand the role of language teachers.	5	4	3	2	1
19.	Students know nothing or little, so we can't expect them to control their own learning	5	4	3	2	1
20.	Language-Learning strategies make learning quicker, easier, more effective and even more enjoyable.	5	4	3	2	1

Part III. The following statements are intended to extract information about what a teacher does regarding language learning strategies
Instruction: Indicate your response by circling the appropriate number.

No		Always	Frequently	Sometimes	Rarely	Not at all
1	I intend to implement a variety of instructional strategies to meet the needs of different learning strategy preferences	5	4	3	2	1
2.	I can easily implement a variety of instructional strategies in my English classroom	5	4	3	2	1
3.	I assess the students' strategy use by examining what they do while learning English.	5	4	3	2	1
4.	I use different example texts to help students practice different learning strategies.	5	4	3	2	1
5.	I explicitly explain what different strategies are and how to use them for different purposes	5	4	3	2	1
6.	I examine the activities given in the textbook before the period to see what strategy they allow to practice	5	4	3	2	1

Part IV (a). Indicate the likelihood that the following factors would encourage you to implement a variety of strategy instructions

No		Very likely	Likely	Neither	Unlikely	Very unlikely
1.	Having available resources	5	4	3	2	1
2.	Special training opportunities in language learning strategies	5	4	3	2	1
3.	Extended instructional time	5	4	3	2	1
4.	Administrative support	5	4	3	2	1
5.	Time to plan	5	4	3	2	1
6.	Cooperative students	5	4	3	2	1
7.	Smaller class of students	5	4	3	2	1

Part IV (b). Indicate the likelihood that the following factors are available for you to design varieties of strategy instructions to help student become users of learning strategies

No		Very likely	Likely	Neither	Unlikely	Very unlikely
8.	Having available resources	5	4	3	2	1
9.	Special training opportunities in language learning strategies	5	4	3	2	1
10.	Extended instructional time	5	4	3	2	1
11.	Administrative support	5	4	3	2	1
12.	Time to plan	5	4	3	2	1
13.	Cooperative students	5	4	3	2	1
14.	Smaller class of students	5	4	3	2	1

15. Have you ever attended seminars or workshops on learning strategies? If yes, please state where, when and for how long including the benefit you think you got?

16. Do you think the textbook you are using include language-learning strategies? If yes, can you give some examples?

Appendix B: Classroom Observation Checklist

School _____
 Grade and section _____
 Teacher _____

Lesson _____
 Date _____
 Time _____

	Activities to be observed	Yes	No
1	Teachers' activities:		
	Asking question		
	Organizing group and pair work		
	Assigning class work		
	Explain what strategies are by naming them		
	Encouraging students to use strategies		
	Providing example strategies		
	Asking students what strategy they use for the given activity		
2	Students' Activity:		
	Listening to teachers' explanation		
	Answering questions		
	Participating in groups and pairs		
	Taking and making notes		
	Asking questions for clarification		
3	Techniques used in teaching:		
	Questioning and answering		
	Group work and pair work		
	Individual work		
	Dialogue		
	Drama		
	Language games		
4	Instructional materials used:		
	Textbook		
	Duplicated materials		
	Visual Aids		
	Magazines		
	Newspapers		

Other comments _____

(Adapted from Yemane Debebe, 2007: 69).

Appendix - C: Interview Questions

1. a) How do you see the relationship between language learning and language learning strategies?
b) Do you think language learning strategies make language learning easier, faster and enjoyable? How exactly?
2. What learning process, for example, do you think students undertake while learning the target language, in our case English?
3. How do you see a good language learner?
4. Have you been trained in (college, university, seminars, workshops, etc.) what strategies are and their relevance for language learning?
5. What do you do to help learners' make their learning easier faster and enjoyable?
6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?
7. a) Do you think students should be given more opportunity to control their own learning? How? Why?
b) Do you think students can take charge of their own learning?
8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples?

APPENDIX C₁: Transcribed Interview

Teacher 1 from Dejazmach Wondirad

Q.1.a) How do you see the relationship between language learning and language learning strategies’

Ans.a. Ah - - - if - - if there is strategies to teach the language will be very easy. If we make it complicated, it is very difficult for the student. Therefore, we have to use the simplest way and use the simple way of strategy then it will be very easy.

Q.1.b) Do you think language learning strategies make language leaning easier, faster and enjoyable? How exactly?

Ans.b. Yes, if a student uses his language his second language, the targeted language ah - - - for translation, for analyzing if they use that method and may be memorize it sometimes, but memorization is not preferable but if it use in translation and as I said analization that’s the way strategy then it will be very easy for students instead of giving just without any strategy its better to use different strategies to make it easier.

Q.2 What learning process, for example, do you think students undertake while learning the target learning, in our case English?

Ans.2. Yes, they may use such as deduction, from the simplest part to complex one from the complex one to the easier part. They may deduct it and they use that method, may be. If they use that method that strategy it will be good for them. They use it most of the time

Q.3 How do you see a good language learner?

Ans3. A good language learner is a person who practice it now and again. Practice makes perfect.

Q.4 Have you been trained in (college, university, seminars, workshops, etc.) what strategies are and their relevance for language learning?

Ans.4 We have in my part I have taken a lot of work-shops and seminars. For example, one of them such as workshop of ELIP program. We have taken it for two or three summers- 'Kiremt'. We have taken that and it makes us specially the teachers to feel confidence [t] and to work more. That is it.

Q.5 What do you do to help learners' make their learning easier faster and enjoyable?

Ans.5. Sometimes I use dramas, making dialogues, conversation sometimes if I get time I'll do it. If I don't I make it in groups and let them do in group. I will let them and I'll make them to do that in dramas, dialogues and conversations.

Q.6 Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans.6. Yes, there could be some factors such as ah - - - the interest of the students and when you look at the students, yesterday they didn't do anything today thy will do it. That encourage me.

Q.7.a. Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7.a. Yes. As I said previously we have to give a lot of chances to the students we can make debate and may be sometimes panel discussion if we get time. This is may be a good way.

Q.7.b Do you think students can take charge of their own learning?

Ans.b. Ah - - - because to deal the large number of students in the class and among them may be a few can do it - - - that - - - I don't think that they may do that because we don't have time to check each of them. Because we may have about hundred student in the class. We may check five or

three or ten students to get their knowledge and practice. We don't have time to control all the hundred twenty or hundred ten students in the class.

Q.8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples?

Ans. 8. It does like just - - - doing in groups - - - making conversation and sometimes group activities yeah I said group activities and that is it.

Appendix - C₂: Teacher 2 from Dejasmach Wondirad

Q.1.a. How do you see the relationship between language learning and language learning strategies'?

Ans.1.a. Ah - - - that's the relation between the two is that when you have a good strategy for learning language, you learn better. That means it can be in different ways. It can be by listening to others. It can be individual and it can be in grouping words by their own according to their own strategy. It can be synonyms or antonyms and when you do this you learn the language better. That is this point we can say that there is a relation between the two, I suggest.

Q.1.b. Do you think language learning strategies make language leaning easier, faster and enjoyable? How exactly?

Ans.1b. Of course, ah - - strategies to learn language makes it very interesting because it becomes easy when you have your own strategy to learn language. In case that it can be through individually reading or talking or conversing with other group or being in a pair or peer group so it become easier when you do these, I suppose.

Q.2. What learning process, for example, do you think students undertake while learning the target learning, in our case English?

Ans.2. Well, when we say learning process just it can be different things, according to my understanding, may be by listening, it can be by writing

and individual reading independent reading. So I think this is the type of process, I suggest.

Q.3. How do you see a good language learner?

Ans.3. well a good language learner can have his own, for example, his own note, according as I tried to mention at the beginning, they can have their own note by grouping difficult words, by using antonyms, or synonyms or by using dictionaries and ask friends. I suppose that the one who use these techniques is a good learner.

Q.4. Have you been trained in (college, university, seminars, workshops, etc.) what strategies are and their relevance for language learning?

Ans.4 I think I attended ah which I can remember is about three seminar or panel that was carried at AAU in 1995 and 1996 and 1981, this the last one is in Ethiopia calendar, at Nazareth or Adama. So I found it very interesting in attending that because I learned how to teach language and different strategies to help my students.

[any specific strategy?]

These strategies as I tried to say earlier, students can have their own ways of learning. It can be by listening to others. It can be by working in groups and some like to work individually and so on. And the teacher only show the way how they can improve their own language and that is what I observed.

Q.5 What do you do to help learners' make their learning easier faster and enjoyable?

Ans.5. Well, it is really difficult to make language enjoyable but most of the time, nowadays the teaching is the most part is covered by the plasma teacher. And my duty in the class is to organize groups or pairs of two or three and they share without being frightened. They can talk to their

friends, ask question and so on. And in addition, I can say some things if the condition allows me, I do like telling stories.

Q.6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans.6. Of course, this there is a condition that can permit me that to go to the individual groups and work with them and when I do this I involve in answering and solving their problems which is beyond their capacity to answer or do by themselves. Sometimes you have some difficulties the number as you have observed in the class is large. I can only say, manage only with few, the rest may remain to and go to the next classes.

Q.7.a. Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7a. Of course most of the time students nowadays work by themselves because it is student centered. It's not teacher center approach. So they work in their group. They take project work and they also take homework, write composition and so and so on.

Q.7.b. Do you think students can take charge of their own learning?

Ans.7.b I suppose they do.

Q.8 Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples? I suppose they do.

Ans.8. Of course, that is by in - - - it permits them to listen, there is also pair or group work and there is individual work, so it enables them. There is such type of strategies in the textbook given I'm using in the class.

[The emphasis being on learners]

That's very' interesting because it minimize the condition that is difficult for teachers because they lean by themselves. They will be free and develop

confidence in themselves in using the language, so it is I observed it is very interesting when compared with the previous one.

Appendix- C₃: Teacher 1 from Abiot Kirs

Q.1.a. How do you see the relationship between language learning and language learning strategies?

Ans.1.a. Okay as to me a - - the language learning strategy is a method to teach the language skills for example the four skills we have listening, writing, reading and speaking. So how can we design and formulate the strategies to teach this. It's for teachers.

Q.1.b. Do you think language learning strategies make language leaning easier, faster and enjoyable? How exactly?

Ans.b. Yes, as a teacher he has to she has or make interesting or what of mean - - it should be funny specially for speaking and writing it should be interesting otherwise it may be boring for students.

Q.2. What learning process, for example, do you think students undertake while leaning the target learning, in our case English?

Ans.2. Ok are you asking what I mean the real situation that learning takes place' or what I mean the theoretical aspect the learning process. Mostly ok what we have seen is what explanation that means giving more emphasis for explaining like discussion. But group work and other activities are not practically applicable. Because of the background of the students may be also shortage of materials if mostly we can apply this [in order to apply this] the class size is limited [the] number of students and facilities are what I mean if more available facilities are there.

Q.3. How do you see a good language learner?

Ans.3. Okay in a relation to a good language learner he expect more of okay language which is applied from the teachers or a students totally expect from the teacher they are not doing by themselves but a good language

strategy as I expect is it should be done more by the students strategy should be more depend on students activity but they expect in the reverse way.

Q.4. Have you been trained in (college, university, seminars, workshops, etc) what strategies are and their relevance for language learning?

Ans.4. Okay in some what I mean training okay the language learning strategy should be more of interactive as we have discussed it group or in training. It should be more of interactive the language learning strategy should be more of student center but when we apply it, it has, as I previously explained it earlier it is more of what teacher centered but we have to make it eradicate minimize the problem.

Q.5. What do you do to help learners' make their learning easier faster and enjoyable?

Ans.5. Okay in relation to language learning strategy, what I have given for the above questions or questionnaires this should be applied in the way round the student centered form. That means students have to participate actively in the class and more of time should be spent not by the teacher okay he has to also facilitate rather than giving everything as a spoon feeding.

Q.6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans.6. If they asked for meaning and if they have something to start a lesson okay I will be more active to help them. One factor is students' ability. That means, if they are eager, if they are aim full, interested for the lesson. These are factors the lesson and the students' background, their interest. These are some of the factors, I think.

Q.7.a. Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7. I think this ideal but it can be applicable as time go on yes. That means if the background of the students and if teachers are more trained in this way, it may be applicable for the future. But nowadays it's what I mean its, difficult to. We have tried it but it is impossible to make it clear.

Q.8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples?

Ans.8. Yes it has, I think, from the very beginning a unit has a reading stage and in its reading passage there are scanning and skimming activities, which aware of students mind and in relation to this passage there are comprehension questions and other vocabularies okay? On the way from that text question, in the grammar form designed. It has coherence coherency, so finally also what they have writing, listening and speaking activities. In each unit they have when you see these in each unit. It has some what good steps but when you come to a total unit, this units have no what I mean, available steps. I think what you have in he first unit may have also in the last or eighth unit. They are far from each other. The consecutive order of this, what I mean, contents in some units shouldn't be far away. For the other, there may not be also available materials for writing and listening activities. For example we don't use tape recorders and we don't also use some materials in fact it might be variable according to the school situation. Lack of resource is the most important factor okay - - in higher education, theoretically we are full of this but when you come to the real situation it's more difficult to apply this.

Okay the language learning strategies as a teacher I want to give comments on this, specially I want raise point for the listening activity we know that forgotten skills - - - Some books says that it's a forgotten skill. It's really a forgotten skill - - - but it's active yes consider all the book - - - what I mean teachers trained in previous years. They trained us this listening

skill - - - they passed it away mostly this forgotten skills - - - This mean, the students are not active in the class but they are active - - while they are listening they understand something and you have to put some points. This is active but they consider as a passive work - - -passive skill. It shouldn't be considered like that so this is one in relation to listening. The other is we all ah the purpose of language learning is to improve these four skills. In any way round to develop this skills so if we effectively implement our skill when we are in colleges and universities to motivate students equally - - it's not equally as to me - - means to develop skills - - so when we consider this, we have to apply our effort to make it equal.

Appendix –C₄ :Teacher 2 from Abiot Kirs

Q.1.a. How do you see the relationship between language learning and language learning strategies?

Ans1.a. Okay language learning and language learning strategies - - - see they have a strong relationship when you are teaching language you have to teach using different strategy if you don't use any strategy, you will lose your aim. So you have to express yourself using body language, sign language, using differed exempling using different teaching aids - - ah may be you need a role play things. Arranging something like that presentations so your strategies must be attractive and easy so that the students can get your idea.

Q.1.b. Do you think language learning strategies make language learning easier, faster and enjoyable? How exactly?

Ans.b. Yes they help so much.

Q.2. What learning process, for example, do you think students undertake while learning the target leaning, in our case English.

Ans.2. ah - - I think that's the listening when they listen properly, they can get something. Then the other thing when they speak what they hear. When they practice, what they gain, when they speak it out when they do it. When they have more relationship to that when they participate much, they can get more of the lesson.

Q.3. How do you see a good language learner?

Ans.3. Ok a good language learner is I think some one who is willing to learn and who is happy to exercise what he is learning. The one who participates, who discusses with his friends, who puts everything in practice, who is active and participates as much as he can.

Q.4. Have you been trained in (college, university, seminars, workshops, etc.) what strategies are and their relevance of language learning?

Ans.4. Yeah, I learnt last time in - - - there was a one week training program. In that program I learnt about this active learning strategies and in that I gained so much that the students can learn more by doing, from talking, from practicing.

Q.5. What do you do to help learners' make their learning easier faster and enjoyable?

Ans.5. What I do is - - - first I used to use lecture method so much but after what I get from the training, listening and reading different [materials] I learnt that students can learn much by participation. By doing that is by themselves. Even before you teach one lesson if you let them discussion then can learn more, so discuss, participation and presentation thing can make them more active.

Q.6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans.6. I think language is a very important thing. If they are good in language, they can succeed in real life even. So thinking in this [having this in mind] I want to help my students to practice to increase their language skills to improve that language skills as much as I can by involving them in different things - - - by giving them different examples.

Q.7.a. Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7.a. My comment is learning by themselves is better than, just listening and talking from somebody. If they take out what they have, if they speak out, if they discuss, they could learn much. So letting them help each other, teach each other is the best way for language learning.

Q.7.b. Do you think students can take charge of their own learning?

Ans.b. I think so. If you first - - - there could be some problem. But if you make them to adapt that strategy, they can take it

Q.8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples?

8. The textbook I'm using. Think it has. As I see there are in the speaking lessons it invites the students to speak to participate, to practice to take out what they have. So the book is good. I think is good it gives some opportunity for them. But I see the problem is from the teachers even the teacher that means facilitators. If we facilitate that I don't think there is a problem in the book.

What I want to add is we teachers think that it's only we who know the language. But that is not right. The students even would know more than us, some of them. So if you give them some opportunity they could take out that so when they discuss, they can take out that and teacher each other and if they speak it out even they don't forget it. They learn it nicely.

Appendix-C₅: Teacher 1 from Bole Senior Secondary

Q.1.a) How do you see the relationship between language learning and language learning strategies'

Ans. well for me language learning strategies are methodologies that you apply to make our students more effective. Like, if you take those group work, pair work so that students can be effective or successful).

Q.1.b) Do you think language learning strategies make language leaning easier, faster and enjoyable? How exactly?

Ans. Absolutely, I have no doubt, sometimes students should be cooperative. If the students have the interest, then we can apply this strategy. Otherwise, you know students usually are nowadays are reluctant. Sometimes they are careless. They are not cooperative sometimes. So we need to push them otherwise it would be difficult.

Q.2 What learning process, for example, do you think students undertake while learning the target language, in our case English?

Ans. When we design to apply this strategy you know we use as I said we use the methodologies like the communicative approach. Those methodologies those communicative approach usually pair work or individual work. Usually what I what I apply is this one and the processes are: we prepare our students to practice this pair work or group work before we go directly to the lesson.

Q.3 How do you see a good language learner?

Ans. Yeah - - - first of all we need our students to prepare them to have first the interest. Then they will become cooperative then if the students are cooperative, they will become a good learner. First of all, we have to do our students being their interest.

Q.4 Have you been trained in (college, university, seminars, workshops, etc.) what strategies are and their relevance for language learning?

Ans. Yeah I did ah – I studied my first degree in Kotebe College of Teacher Education. I have learned different strategies in different approaches or methods like communicative approach like natural methodology. Those methodologies have strategies so that have - - so I have learned those strategies.

Q. 5. What do you do to help learners' make their learning easier faster and enjoyable?

Ans. First of all I usually do - - - they know me - - - most of my students - - I tell them that I'm highly democrat and I push them to have the interest not only pushing I make them free. I don't usually correct their errors. I leave them freely to speak so that my students will become very cooperative.

Q.6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans. Yeah like for example, as I said I said before, students need to be pushed. I mean, what I mean is if you try to always correct their errors, students may be easily discouraged you know they have to be left freely to speak and they have to be - - - you have to show them some examples, modeling yourself then the students can be motivated and they will become actively participate.

Q.7.a Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7.a It has to be - - - you know through practice. I do believe that students will be able to correct and control themselves when they get the chance to practice now and then. When they practice everyday when they get the chance to practice they will be able to correct themselves.

Q.7.b Do you think students can take charge of their own learning?

Ans.7.b. Yeah we have to do this to take the responsibilities to make themselves correct. Otherwise, if we always try to correct them, they may be easily discouraged. They always think about their errors. Therefore, students need to control themselves to correct themselves through practice.

Q.8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples?

Ans.8. Absolutely, yeah. There are some strategies but I don't dare to say this is enough there are some strategies to apply but because of some other factors it may be difficult to apply always. It may be difficult to apply always. But there are some strategies I know there are some strategies in the textbook. The problem is there are other reasons. You can be pushed not to apply these strategies.

If you take for example, the class you are applying, may be the near by classes can be disturbed when you apply this strategies or because of the large class size sometimes students when you leave them to practice these strategies. They may disturb other classes so that the teachers may not be able to apply those strategies.

The common one [strategies] which are applied in the textbook are like I said sometimes individual work, pair-work, skills - - -students can be given some strategies how to answer questions, in practicing the speaking skill in pair work individual work, group work. There are many.

I would like to say - - I specially expect the government to build many classes and to have small class size otherwise having only those strategies is not that useful without making the classes small size. Because of out classes nowadays are very large class sizes so that you may not be able to control all of them within a given time. Therefore these strategies - - some of the strategies that are applied in the textbook are good. But they are not only enough.

Appendix - C₆ : Teacher 2 from Bole Senior Secondary School

Q.1.a. How do you see the relationship between language learning and language learning strategies’?

Ans.1.a. Language learning is nothing but as far as my knowledge is concerned, language learning is the process of understanding the subject matter including all the basic language skills. These language skills may be [they need] it needs different techniques by itself. For example teaching reading has its own skill, its own technique. Teaching listening has its own technique and strategy and system and these four basic language skills need their own strategy and their own tactic and sometimes it can be depend on the situation of the classes.

Q.1.b. Do you think language learning strategies make language leaning easier, faster and enjoyable? How exactly?

Ans.1.b. It depends, I think, it may be sometimes - - - I don't - - - I can't say it's always. It depends up on the class situation, the environment, the text itself, students' background. These can be some factors.

Q.2. What leaning process, for example, do you think students undertake while learning the target learning, in our case English?

Ans.2. The process of teaching the language is in fact is sometimes how challenging-the process. For example, it you take it in the context of our school or my respective class teaching the language by itself is [has] some sort of barriers. For example class, size itself and even the sitting arrangements of and forming group work or pair work some sort or and student lack of understanding of the subject matter or interest or it can be sometimes students background can be the high barrier to process the language in the classes.

For example if you take teaching listening ah – just - - some how it is difficult to be sure whether your students understand or not but in a given textbooks. There is some - - - there is a passage, the passable is given in the teachers' book teachers' guide. There is [are] some related questions. These questions may be ah - - - just the students copy on their exercise book, then you are reading two or there times. You ask the students to just attempt the given questions. But sometimes we can face some difficulties to do that.

Q.3. How do you see a good language learner?

Ans.3. Ah - - - the quality of language learner, as far as my knowledge is concerned the good learner is those students who expresses themselves in the language. If they use the language, whether is the class or outside of the class. If they can just employ the language that's I can say is a good learner.

Q.4. Have you been trained in (college, university, seminars, workshops, etc) what strategies are and their relevance for language learning?

Ans.4. No, simply I take sort of short workshop like how to conduct communicative approach unless - - - not deeply.

Q.5. What do you do to help learners' make their learning easier faster and enjoyable?

Ans.5. As much as possible I make my students motivate them, encourage them to speak, to express themselves, to write or to speak and I want to make my students just to develop some sort of self confidence and to express themselves - - - just I facilitate as much as possible. Ask them oral questions to express something like poem reading and summarize some points and so on.

Q.6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans.6. Ah - - but it's my felling or my interest it's nothing - - - nothing no - - - only except my factor it's no.

Q.7.a. Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7a. When students attend my class I give more chances for my students. And to express themselves to do whatever they want to do based on this subject matters and if the students do that I will give them chance to speak even if some sort of with some sort of difficulty or problem I encourage them to express themselves to do whatever they want to do but based on the subject matter.

Q.7.b. Do you think students can take charge of their own learning?

Ans.b. Not always - - - sometimes even the students - - - not as a way of I expect them to do in the class second sometimes they can do their own work and not in such a way not much

Q.8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples.

Ans.8. Partially yes partially, but not all. For example, in the language strategies may be included but when you see deep to the contexts or the given material, somehow it gives full information for the students rather than just let the students find out. When you give more information for the students simply they will be idle. For example if you see from the text book - - - ah - - - let's take the listening part, the listening part there is some questions. These questions are very simple any student can get it easily. After they get that point they didn't want to listen additional passage. When they get the information easily the students are not interested to listen more.

Language learning strategies as strategies they are but it needs additional extra materials which encourage the students. If you take one part for example to implement communicative approach in the class or active learning, this available material are not encouraging. These materials are already prepared this prepared materials are full of information and the students also expect they can get it easily and also the students just waiting for examination like multiple choice. They don't work - - - the way of material preparing should be changed and some additional material is needed.

Appendix - C₇: Teacher 3 from Bole Senior Secondary School

Q.1.a How do you see the relationship between language learning and language learning strategies'?

Ans.1a. Okay the current trend favors the communicative approach then to put into practice, teachers can device their own mechanism. For instance, in the first, on language leaning student are not expected to be fluent speakers of the language, one. The other one is the main focus of language learning and teaching should be on fluency rather than being

accurate. The other one language learning strategy. Different strategy can be up in to practice. For instance, we have oral practice activity, we do have puzzles, we do have talking about oneself and so on, if I am not mistaken.

Q.1.b Do you think language learning strategies make language leaning easier, faster and enjoyable? How exactly?

Ans1.b. Yeah, Yeah. For instance, if you let your students to form a group to form a group to sit in pairs and discuss on a certain issues they may not get bored. Otherwise if the teacher is speaking all the time, they will get bored even those outshine students will get a chance to help their classmates and specially in language classroom size the teacher may not address each and every student.

Q.2 What learning process, for example, do you think students undertake while learning the target learning, in our case English?

Ans.2. Okay referring to this question specially teaching listening I will write the topic and I will give a chance to students to say something on the topic and I came up with difficult and key words from the listening text and I will write and give the meaning and after, we have so many stages, three stages: pre-listening stage, I will let the students to discuss questions which are [have] something to do with the listening activity and then while-listening the students will listen and post listening the students have something to complete. It can be giving short answer for a certain question then finally I will assess and give comment on the activity.

[What learning process exactly - - -]

Okay before hand, before presenting the activity we can have some motivating activities which have soothing to do with the topic okay. For instance, if the topic of the listening text is about famous individual, I may ask the students to forward or to say something on the famous

individual round the world and I will ask them what makes them special or what makes them fame. Then they would be attracted towards the listening text, they will be ready.

Q.3. How do you see a good language learner?

Ans.3. As to me a good language learner is the one which [who] uses even the limited vocabulary that he or she has got okay; and a good language learner is the one which [who] doesn't shy away when he or she makes mistakes and a good language learner should admit making mistakes as something natural I do have such issue but short or time I can't explain all.

Q.4. Have you been trained in (college, university, seminars, workshops, etc.) what strategies are and their relevance for language learning?

Ans.4. Special training I haven't, in college we do have subject methodology course book one and book two and it has got so many activity on how to develop the students language skills. And we do have also so many activities which are used to integrate the four skills and to let students speak the language.

Q.5. What do you do to help learners' make their learning easier faster and enjoyable?

Ans.5. Normally, when I get my students in and outside the classroom, I try to communicate with them in English okay? And in the classroom we do have so many students specially girls who shy away when they are asked to speak and I'll advise and tell them that speaking the language okay it's not a sign or it doesn't show that someone is intellectual and I'll try to advise them that the more they use the language in their day today activity they would benefit a lot and benefit more and I'll try to give them anything any question in a sense my target is letting them to speak and listen okay? Sometimes if you give them ah - - - some tasks it can be listening, it can be reading task which have got different vocabulary they

would be board and they would not be in a position to take part in the activity. If you make the topic even as the content which has something to their day to day life, they would be eager to take part.

Q.6. Are there any factors that might encourage you to be more involved in helping students in relation to language learning strategies?

Ans.6. As a language teacher I should help my students. By the way my thesis was on the student's problem not to speak English outside the classroom based on this issue I do have so many interviews. I carried out so many researchers meaning and major efforts on this area. Based on the problems I'm doing my best as a teacher so as to let my students speak the language. The problems, one is students, specially students who attend their lesson in government schools, they don't have the exposure in comparison with private schools. In private schools the classroom size is very small and the teacher can communicate each and every student whereas in government school they don't have the exposure in comparison with private schools. In private schools the classroom size is very small and the teacher can communicate each and every student whereas in government school it's difficult. But the teacher can devise his or her own mechanism. For example, he can make a group and he can select a group leader and so on to let every student speaks. The teacher's role can be controlling the activity.

Q.7.a. Do you think students should be given more opportunity to control their own learning? How? Why?

Ans.7a. In light of language learning students must be given maximum opportunity to speak, to do what even they like to do and the teachers' role must be giving guide.

Q.7.b. Do you think students can take charge of their own learning?

Ans.7.b. It depends for instance; I was working in private public schools. The students there were capable of except of course there are some student who can't do this. Through time you can make them to shoulder the responsibility through time you can give them a lot of things you can advise them you can enrich their vocabulary so that they will be motivated to say something on the area. Whereas on government school as far as my knowledge is concerned and as far as I have watched - - - I have been here for three months it's a little bit difficult. Because students even in their homes, they don't have the exposure to communicate with mom and dad and even to get some information from mass media and it's a little bit difficult.

Q.8. Do you think the students' text you are using includes some elements of language learning strategies? If yes, can you give some examples?

Ans.8. It has got, for instance, puzzles, stories out of the puzzles who have told stores. It can be used as teaching listening activity activities like talking about health and sickness. Students they do have the chance to speak about their trends or sickness and health. Therefore some strategies in the book are helping the students to utter out what they do have.

[Anything you want to add]

Okay with regard to grade 9, 10 or preparatory levels to make the teaching learning process the student should have the goals or the topic which are written in the book. Okay - - I do have my own experience when I was teaching grade seven and eight. The vocabularies are so much tough there especially in the reading passage even let alone for students for some teachers, I'm sorry to say, it may be a problem.

To deal with the reading passage and so as to achieve the goal whereas in high schools the books are good and they are arranged in a way that they

can teachers - measures must be taken on grade seven and eight text books.

Appendix –D The formula used to calculate ‘Mean’

i.e. $\bar{X} = \frac{\sum vxf}{N}$

Where, \bar{X} = mean

\sum = the summation of

v = value

f = frequency

N = number of respondents

TABLE OF CONTENTS

	PAGES
List of Tables	iii
Appendices	iv
Acknowledgments.....	v
Abstract.....	vi
CHAPTER ONE	
INTRODUCTION	
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Objectives of the Study	6
1.4. Significance of the Study.....	6
1.5. Scope of the Study	7
1.6. Limitation of the Study	7
1.7. Definitions of perception and Abbreviation used	7
1.7.1. Perception.....	7
1.7.2. Abbreviations	8
CHAPTER TWO	
REVIEW OF RELATED LITERATURE	
2.1 Theoretical Background to Language Learning Strategies	9
2.1.1. What is a Language Learning Strategy?.....	12
2.1.2. General Features of Learning Strategies.....	15
2.1.3. Classification of Language Learning Strategies	16
2.2. The Implication of Language Learning Strategies.....	18
2.2.1. Learning Strategies in Language Teachings	19
2.2.2. Learning Strategies in Language Learning.....	21
2.3. Teachers' Role in Strategy Training	24
2.4. How Teachers Learn about Learning Strategies	27
2.5. Summary	28

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design	30
3.2. Subjects of the Study.....	31
3.3. Instrument of Data Collection.....	31
3.3.1. Questionnaire	31
3.3.1.1. Pilot Testing of the Questionnaire	32
3.3.1.2. Parts of the Questionnaire	32
3.3.2. Interview	33
3.3.3. Classroom Observation	33

CHAPTER FOUR

4.1. Presentation and analyses of data.....	35
4.1.1. Background descriptions of the study subjects	35
4.1.2. Teachers' attitude towards the relevance of language learning strategies	39
4.1.3. Analysis of teachers' response about their practice.....	49
4.1.4 Teachers' response on factors encouraging them to be more involved in language learning strategy	52
4.1.5. Summary of the Open Ended Items of the Questionnaire.....	57
4.2. Summary of the Interview.....	58
4.3. Summary of Classroom Observation	61

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary	64
5.2. Conclusions	67
5.3. Recommendations.....	68

BIBLIOGRAPHY	70
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LIST OF TABLES

Table 1.	Respondents' Level of Education	36
Table 2.	Year of Graduation	37
Table 3.	Average Class Size.....	38
Table 4.	Relevance of Language Learning Strategies	39
Table 5.	Responses for Conceptual Perspective	40
Table 6.	Language Learning Strategies and Communicative Competence.....	41
Table 7.	Students' Use of Language Learning Strategy	42
Table 8.	Responses about Language Learning Strategy.....	43
Table 9.	Language Learning Strategies and Students' Success Rate	45
Table 10.	Teachers' Demand for Using Language Learning Strategy	46
Table 11.	Language Learning Strategies and Learner Autonomy	47
Table 12.	Use of Language Learning Strategies	48
Table 13.	Teachers' Intention and Practice Regarding Learning Strategies.....	50
Table 14.	Factors in Use of language learning strategies.....	53
Table 15.	Existing Factors Available in Schools	55

APPENDICES

Appendix – A Teachers’ Questionnaire74

Appendix – B Classroom Observation Checklist79

Appendix – C Interview Questions80

 Appendix - C₁81

 Appendix - C₂83

 Appendix- C₃86

 Appendix - C₄90

 Appendix - C₅.....92

 Appendix -C₆96

 Appendix - C₇.....99

Appendix – D. The Formula Used to Calculate ‘Mean’104

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Abstract

The purpose of the present study is to explore teachers' perception on language learning strategy and their classroom practice. It tries to investigate if high school English teachers are aware of the idea of language learning strategies and to see if they work towards making use of it in class.

For this reason, data are collected from three secondary schools in Addis Ababa through questionnaire, interview and observation. Twenty- six English teachers filled in the questionnaire and returned from which seven were interviewed and five were observed in the classroom. The collected data through questionnaire were analyzed based on mean and percentage and interpreted.

The results from of the questionnaire related to the conceptual perspectives of the teachers of this study revealed that teachers have a relatively high perception of language learning strategies. This has been indicated by the calculated mean, 4 and above 4 in most cases. The results obtained from the questionnaire related to teachers practice show that they perform the activities raised about language learning strategies from 'sometimes' to 'frequently', which is somewhere high with a mean value of 2.7. The other result of the questionnaire indicates that teachers' attitude towards the relevance of language learning strategies seem to be mildly positive.

On the other hand the classroom observation results revealed that teachers are not performing the activities they claimed to do frequently in classes. The interviews with teachers further reveled that most of the teachers who were interviewed seem to confuse teaching strategies for learning strategies. For this reason, one may say that teacher's awareness regarding the issue seems not sufficient. The results are discussed and recommendations for further research are suggested.

