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**Investigating EFL Learners' Use of Language
Learning Strategies
Case of 1st year students at M'sila University**

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Requirements for the Degree of Master**

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Dedication

To the Soul of

Senouci Youcef

Dedication

"He has not thank Allah who has not thank people"

To the dearest people and great parents, who never stop giving of themselves
in countless ways, who lead us through the valley of darkness with light of hope and
support.

To our beloved sisters and brothers for their love and support,

To our families, the symbols of love and giving,

To all the people in our life who touch our hearts.

We dedicate this research.

Chayma & Nesrine

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Abstract

This study " Investigating EFL Learners' Use of Language Learning Strategies" investigates the language learning strategy (LLS) used by first year EFL students at M'sila University. The study also attempts to identify the language learning strategies used by successful and unsuccessful learners of English. The Oxford's (1990) Strategy Inventory for Language Learning (SILL) was administered to 80 first year students. The aspects that were examined entails the six language learning strategies classified by Oxford (1990) as cognitive strategies, memory strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. One more research tool was used to investigate teachers' awareness of the importance of LLSs in learning a language and in their teaching practices. The data obtained were then analyzed using the Statistical Package for The Social Science (SPSS) version 20. The findings show that first year students attempted to use more metacognitive strategy and social strategy in their learning. In addition, the favored LLSs used by successful students were metacognitive and cognitive strategies, while unsuccessful students used social and compensatory strategies. Moreover, the results show that EFL teachers at M'sila University are not all aware of LLSs use. This study aims to help both teachers and students by raising their awareness to the importance of LLSs in the success in learning a second language.

LIST OF ABBREVIATIONS

| | | |
|-------|-------|---|
| EFL | ..... | English as Foreign Language |
| ELT | ..... | English Language Teaching |
| ESL | ..... | English as Second Language |
| FL | ..... | Foreign Language |
| Frq | ..... | Frequency |
| GT | ..... | Grammar Translation |
| L1 | ..... | First Language |
| LLSs | ..... | Language Learning Strategies. |
| LS | ..... | Learning Strategy |
| SD | ..... | Standard Deviation |
| SILL | ..... | Strategy Inventory of Language Learning |
| SL/L2 | ..... | Second Language |
| SLA | | Second Language Acquisition |
| SPSS | | Statistical Package for Social Sciences |

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General Introduction

1. Statement of the problem
2. Research Questions
3. Research Hypotheses:
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General Introduction

Over the last few decades, learners have witnessed a high interest within the field of education. There was a significant shift from teacher centered approach to learner centered approach (Lessard Clouston, 1997). It was focusing on learners' characteristics, attitudes, habits, behaviors and competences as a lifelong learner. One of the aspects that were highlighted concerning the learners' autonomy are the language learning strategies, Knowles (1976).

In language learning, students have conscious knowledge of the new language. Thus, students use different strategies to learn. Language Learning Strategies (LLSs) are among the factors that help determine how students learn a new language. According to Oxford (1990), LLSs are specific actions, behaviors, steps or techniques that students use to improve their progress in developing skills.

Additionally, Ellis (1994) writes that the study of learning strategies holds considerable promise, both for language pedagogy and for explaining individual differences in second language learning. It is probably true to say, however, that it is still in its infancy. For this reason, perhaps, discussions of learning strategies typically conclude with the problems that have surfaced and that need to be addressed seriously in the field on Language learning research

In fact, LLSs are widely categorized and classified into different types according to different linguists and scholars since 1970s. O'Malley and Chamot (1990) classified LLSs into three headings: cognitive, metacognitive and socio-affective. Oxford (1990) classified LLSs by dividing these strategies into two main classes: direct and indirect strategies which are divided into 6 groups. Direct strategies include memorization, cognitive and compensation strategies while indirect strategies are metacognitive, affective and social strategies.

Language learning strategies are a key factor in language learners' outcomes; it was a field of study that affects researchers since 1970s. In the words of Tseng et al (2006) "... learners with strategic knowledge of language learning, compared with those without, become more efficient, resourceful, and flexible, thus acquiring a language more easily" The suggestion is that if language learners can develop and use a number of effective learning strategies, they will be able to achieve language proficiency in a much facilitated

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manner. Moreover, LLSs can be seen as a tool to increase language proficiency (Chamot and Kupper 1989; Green and Oxford 1995; Park 1997). They all claimed that those students who use language learning strategies are more successful than those who use fewer strategies.

Learning about LLSs has proved to be an important step to be taken when teaching, Griffiths (2004). Since it can be helpful in determining whether a programme should be implemented by finding out if it matches the goals and the objectives of the learners for learning a language. Language teachers, in planning for their lessons, have to get an idea about the needs of their learners. LLSs constitute a considerable part of learners' needs analysis.

1. Statement of the problem

Along with the importance of LLSs, for both teaching and learning languages, highlighted before in the previous section, LLSs are also an important aspect to help language learners become independent learners and endow them with more self-confidence and autonomy. This makes it one of the topics that deserve investigation in the field of second language Learning.

In spite of the fact that LLSs can play a role in teaching and learning fields, not all teachers seem to consider them when planning courses. This is confirmed by the finding of a small scale pilot study with 6 teachers from the department of English that was intended to investigate whether they account for different students' LLSs use, and if they take them as an important aspect along with their teaching enterprise. Hence, the interview results showed that only few, if none, teachers seemed to consider the Language learning strategies.

2. Research Questions

In accordance with the stated problem, this study stands to answer the following questions:

1. What are the common LLSs used by EFL first year students at Msila University?

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2. How can LLSs' choice and use be related to 1st year EFL (un) successful learners at M'sila University?
3. Are EFL teachers and students aware of the LLSs implemented during English classes?
4. How can an investigation into LLSs be applied to improving EFL learners and teachers learning-teaching processes?

3. Research Hypotheses

1. (Un) successful 1st year EFL students at M'sila University may use different LLSs to achieve their learning objectives.
2. EFL teachers at M'sila University may not be aware of, and consider, the importance of their students' LLSs in improving the teaching-learning process.

4. Objectives of the Study

The main aims of the given research are to explore the most used learning strategies used by EFL learners. To figure out the common strategies used by (un) successful first year students at M'sila University. It also aims to shed light on the EFL teachers and learners awareness of the LLSs implemented during English classes. Moreover, it seeks to discover the way LLSs' choice and use can be related to 1st year EFL (un)successful learners at M'sila university, and highlighting the application of LLSs in improving EFL learners and teachers learning-teaching processes.

5. Significance of the Study

The findings of this study will be of great benefit to both teachers and students. First, it will shed light on teachers' perceptions and practices concerning the application of LLSs, thus, raising their awareness about the importance of LLSs in the language classroom. Second, this study highlights the importance of investigating 1st year students' LLSs since they have a relation with their performance and competences; it helps them enhancing their learning processes. This research goes with previous studies which tackle the investigation

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of LLSs used by successful and unsuccessful EFL students. The results of this study can be beneficial for language teachers in terms of raising their awareness on narrowing the gap between the students' language learning strategies and their teaching methodologies preferences.

This study is important since it can be part of needs analysis of first year students that need special attention being new comers to the university and exactly to the new EFL training programmes at the department of English Language. This step is an important step in the beginning of any course since needs analysis can bring about important information needed to set the ground for effective teaching and learning processes.

6. Research Methodology

In this descriptive study, data are analyzed quantitatively and qualitatively. A triangulation of research tools are used in collecting data in order to rich the objectives of this study. These tools are a SILL questionnaire for 1st year students at M'sila University in order to investigate the LLSs used by them. An interview with EFL teachers at M'sila University to investigate their awareness of LLSs. To confirm the level of 1st year M'sila University students, a questionnaire with EFL teachers was conducted. The sample of this study is 110 EFL students selected both randomly and non-randomly. After gathering data, the results were calculated using the SPSS (Statistical Package for the Social Sciences) version20. This study went through three main steps. The first step was the SILL questionnaire with 1st year EFL students to investigate their different LLSs use. The second step was to investigate the different sstrategies used by 1st year successful and unsuccessful students at M'sila University. Ending with an investigation of teachers' awareness concerning their learners use of LLSs through an interview.

7. Study Structure

This research is divided into two main chapters. Chapter one which concernes with language learning strategies tackles LLSs' definitions, types, theories and their importance in teaching field. Chapter two which is entitled Methodology, Data Analysis and Pedagogical Implications is divided into two sections. Section one represents research design and data collection tools including method, settings, participants and the research

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tools. Section two which is data analysis and discussion is devoted for the results and the discussion of findings.

8. Key Terms Definitions

Language Learning Strategies: Operationally, they are defined as all the techniques and ways used by students in order to achieve their learning success. They are the strategies identified and measured by the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990).

SILL: The Strategy Inventory for Language Learning is a questionnaire developed by Oxford (1990) used to measure the six Language learning strategies, memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies and social strategies, used by EFL learners.

Successful EFL Learner: Operationally, they are the students who got good marks in exams and classified both by their averages and their teachers' testimony as being successful learners of English language.

Unsuccessful EFL Learner: Operationally, they are the students who got weak marks in exams and classified both by their averages and their teachers' testimony as being unsuccessful learners of English language.

CHAPTER 1

Language Learning Strategies and Language Teaching

Introduction

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CHAPTER1: Language Learning Strategies and Language Teaching

Introduction

Language Learning Strategies are not a new term; they have been used thousands of years ago. They are among the main factors that help determine how our students learn a second or a foreign language (Oxford, 2003). As cited in, Griffiths (2004. P, 1), Wenden (1985) speculates an old proverb "Give a man a fish and he eats for a day, teach him how to fish and he eats for a lifetime". Applying this proverb to language learning and teaching field, the proverb could be interpreted to mean that if you give a student the answer to a question, he can solve the current problem. But, if you endow him with the strategy and the way to solve that problem, he would be able to control other problems.

Language Learning strategies are defined as definite actions, behaviors, steps, or techniques, such as in search out for conversation partners, or donate oneself encouragement to tackle a hard language assignment, used by students to enhance their personal way of learning (Scarcella & Oxford, 1992) as cited in, Oxford (2003. P, 2) . This chapter will relate concepts about LLSs to EFL teachers and learners. It would make the term language learning strategy clearer and easier to both teachers and learners. The study begins with the background and the literature review of language learning strategies. Moving to the discussion of different definitions and classifications of LLSs. At the end language learning strategies would be tackled in a theoretical perspective before going to the practical part.

1.1. Background on Language Learning Strategies

It was said before about LLSs that they are specific methods used by learners to improve their learning level, Oxford, 2003. There has been an awareness that language learning strategies have the possibility to be a very powerful learning tool, since the mid-seventies when the pioneering work was completed by Rubin and Stern, as cited in, Griffiths (2004).

One of the earliest researchers in this field, Rubin (1975) defines language learning strategies as "the techniques or devices which a learner may use to acquire knowledge", (p, 43), she divided language learning strategies into two kinds: those which contribute directly to learning and those which contribute indirectly. She divided the direct language learning strategies into six classes (clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice), while the indirect language

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learning strategies were divided into two types (creating opportunities for practice, production tricks), Griffiths (2004).

Based on the idea that some learners are more successful than others, and this is a result of the effective use of language learning strategies, it seems that these language learning strategies can be learnt by unsuccessful students, and teachers can facilitate and make these strategies easier to be understood and learnt by making unsuccessful students aware about them, Ramzan Khan (2012). Richard (1994) believes that language learners are able to be successful if they use the suitable and the appropriate strategies in the appropriate time and place, as cited in, Ramzan Khan (2012. P, 143).

1.2. Research into (Language) Learning Strategies

It seems very important to have an idea about learning strategies and to know what strategies are the most used by language learners. This step may help teachers know a lot about their students' way of learning a second language. A strategy can be defined as the followed road by a person to realize or achieve a goal, Varisoglu (2016).

Oxford (1989), defines learning strategies as the actions and behaviours used by persons to learn. While Richards and Platt (1992), state that learning strategies are " intentional behavior and thoughts used by learners during learning so as to better help them understand, learn or remember new information", as cited in, Akay and Anvarovich (2015. P, 214). Learning strategies are the techniques that lead to learn a new information or knowledge followed by a learner in an organised way.

From the information mentioned above, one could understand that learning strategies and language learning strategies are related. Language learners apply LLSs as a means to acquire and to use all knowledge they store or recall, Ramzan Khan (2012). Whereas, Oxford (1992-1993) defines LLSs as " specific actions, behaviours, or techniques that students (often intentionally) use to improve their progress in developing LS skills...". When discussing the term LLSs, one might mention second language learning which is the spoken language in a community in which it is being learned, it refers to both terms L2 and FL, Yang (2016).

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1.3. Language Learning Strategies: Definitions and Overviews

1.3.1. Some definitions

Language learning strategies have been defined in different and several ways through time. The word "strategy" comes from the ancient Greek word *Strategia*, which means steps or actions taken for the purpose of winning a war (Oxford, 2003). According to Lan (2005, p. 4), LLSs are defined specific methods or techniques used by individual learners to facilitate the comprehension, retention, retrieval and application of information of language learning and acquisition, as Oxford (1990) said. As cited in Vertongen (2014-2015, p.8), Doneyi (2005) points out that most of language learning strategies' definitions describe them as actions or thoughts used by learners to enhance their language learning level.

In addition to these researchers, Zahra El Aouri (2013, p. 50) in her study " Defining Language Learning Strategies: Implications for Research" mentions many LLSs' definitions. According to Rubin LLSs are: "any set of operations, plans, or routines, used by learners to facilitate the obtaining, retrieval, storage and use of information" (1987, p. 19). While Cohen says: "strategies can be classified as conscious mental activity. They must contain not only an action but a goal and a learning situation..." (2007, p. 31). From the previous set of definitions, one might say that LLSs differ according to researchers. They are seen as operations and plans used to make learning easier, whereas others refer to strategies as actions and behaviours a learner uses to improve his language learning level.

1.3.2. Learner Autonomy or Learning Strategies?

The idea of learner autonomy is not new; it has become an important concern in language teaching in the recent history. According to Lan (2005) learner autonomy is also known as self-directed learning, which refers to the learner's ability to take responsibility for his/her learning. This is one of the expected outcomes when students apply language learning strategies. Learner autonomy is based on the idea that students should be more anxious about their language learning strategies, if they are confused about making a decision in their learning process (Littlejohn, 1985, p. 258).

Holec (1981,p.3) declares that " learner autonomy refers to encouraging students to determine the objectives, to define the contents and progressions, to select methods and

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techniques to be used, to monitor the procedures of acquisition and to evaluate what has been acquired " (as cited in, Cem Balçikanli, 2010. P, 90). According to Lan (2005), learner autonomy refers to the willingness and the ability of the learner to take his own learning.

Learning Strategies have become an interesting point that researchers take care about in the field of second language learning since the late 1970's. The awareness that led to do research about these strategies developed through observing the weaker and unsuccessful learners compared to their mates. Through time and decades language learning strategies have become more important, easier to know and understood, and more usefull (Vertongen, 2014-2015). Rubin (1987) defines LLSs as "the strategies which contribute to the development of the language system which the learner constructs and affect learning directly" as cited in, Tayers (2001. P, 290).

1.3.3. The Development of Language Learning Strategies

Language learning strategies begin with a broad research of many individuals such as Stern and Rubin (1975), O'Malley and Chamot (1995), and others. Lavasani and Faryadres (2011), mention that the influence of cognitive psychology in the 1960s help researchers change their opinion and way of thinking about language learning strategies. Also, the shifts from behaviourism to gognitivism drive the teaching field to emerge.

According to many studies, language learning strategies have been classified in different ways by several researchers. Rubin (1975), divided language learning strategies into two types: direct and indirect, as mentioned in Griffiths (2004). The direct strategies contain memory strategies, cognitive strategies, and compensatory strategies. While the indirect ones include metacognitive strategies, affective strategies, and social strategies. Oxford (1990) agreed with her and classify these strategies as she did, as cited in Lan (2005. P, 22).

1.4. Classification of Language Learning Strategies

Language Learning Strategies' classification is a very important point that one should take into account. When various new strategies were discovered, after vocabulary strategies, social strategies, and cognitive strategies, the need for classification system developped (Vertongen, 2014-2015). Based on the previous research of Oxford, she agreed

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with Rubin's direct/ indirect distinction of LLSs (Lan, 2005). Language learning strategies are classified into six groups, three groups are direct "cognitive strategies, memory strategies, and compensation strategies" and three are indirect " metacognitive strategies, affective strategies, and social strategies" (Khamkhien, 2010).

1.4.1. Cognitive Strategies

They are the skills that include what learners think about their own teach (like reading for purpose or reading for finding rules...) (Ramzan Khan, 2012). Oxford (1990) states that cognitive strategies are the techniques that help the learner to manipulate the language material in direct way through: reasoning, analysing, note-taking, synthesising, outlining, and recognizing information, as cited in, Zare (2012). They are also the behaviours that allow students to understand more and produce language in several ways (Khamkhien, 2010).

1.4.2. Metacognitive Strategies

Meta means above or beyond, so it means beyond cognitive. These strategies help learners to control their own cognition. They are strategies that enable a learner overview, link new knowledge with previous information, pay attention, organize, set a goal and objective, plan for tasks, self monitoring and self evaluating, manage the new knowledge, Zare (2012). According to Oxford (1990), metacognitive strategies talk about the strategies, such as observing own mistakes and working on correcting them or planning for a good time table, employed by learners during their learning process.

1.4.3. Memory Strategies

These strategies include the mental processes that store information and use them when needed. They are based on four sets: creating mental linkages, applying images and sounds, reviewing well, and employing actions, Zare (2012). Also, memory strategies show how learners remember the language (using flash cards, reviewing lessons, or learning by heart) Ramzan Khan (2012).

1.4.4. Compensatory Strategies

These strategies are related to what learners do to compensate their limited knowledge in the language by making guesses, or finding connotative ideas (Ramzan

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Khan, 2012). They enable learners to use language in speaking or writing although there are gaps in knowledge, Zare (2012). The compensatory strategies are divided into two concepts: A- Guessing intelligently and B- Overcoming limitations in speaking and writing. According to Oxford (1990), they are used when a learner faces a temporary problem in speaking or writing, as cited in, Zare (2012. P, 165).

1.4.5. Affective Strategies

The affective strategies help the learners deal with their emotions, attitudes, motivation, and values influencing language learning (Lan, 2005). Ramzan Khan (2012), mentions that these strategies talk about learners' feelings, like what they do to motivate themselves and to make the learning process comfortable, such as relaxing when they feel afraid of the new language, or rewarding themselves when they perform well. Zare (2012) sees that affective strategies guide students to control and manage their emotions and feelings, motivation, and self monitoring.

1.4.6. Social Strategies

Lan (2005) speculates that social strategies are used to show how a learner behaves with others in learning a language. Ramzan Khan also discusses the social strategies and says that these strategies help the learner work with other people in order to understand their culture as he learns their language (2012). Zare (2012) believes that social strategies facilitate learning language by interacting with other people, so they can communicate and speculate with native speakers.

1.5. Features of Language Learning Strategies

Based on the information mentioned before, it is understood that language learning strategies could have certain characteristics. Huang Thu (2005) talks about some of language learning strategies features mentioned by Wenden (1987). He said that strategies refer to specific actions or techniques that are used by language learners in order to enhance their learning process, while some of them are observable. LLSs are very important because they are problem oriented that can help the learner find his mistakes and correct them. Learners can contribute these strategies directly or indirectly in learning a language. They may sometimes be consciously organized and can be automatized. They are techniques that can be reinforced and replaced by other strategies.

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Oxford (1990) also discussed many other features of language learning strategies, as cited in, Ramzan Khan (2012). She mentions that language learning strategies guide to the main goal and objective of the learner which is the communicative competence. They are also the key that allows learners to become more self-confident and be sure about the knowledge they have. These language learning strategies explain the role of teachers inside the classroom, with students, and while preparing the lessons. In contrast to Wenden, Oxford believes that language learning strategies are sometimes non-observable so the teacher can know about his students' strategies by making tests and exercises. While she agrees with him that these strategies are ways to problem solving, also they agree that LLSs are specific actions taken by the learner in order to learn directly and indirectly. They can be taught so the teacher is able to make his students aware about their use and importance. Those strategies are flexible and often conscious.

1.6. Factors that influence language learning strategy use and choice

Learner choice of language learning strategy use is related to many factors that help students influence their learning strategy such as: Gender, Motivation, Nationality and Age (Griffiths. 2003). There are few studies that talk about the relationship between gender and strategy use and choice; such as; (Oxford and Ehrman 1989, Oxford and Nyikos 1989, Bacon 1992), as cited in, Griffiths (2004). Tran (1988) discovered that women in Vietnam use language learning strategies less than men (as cited in, Griffiths, 2004). One might observe that most researchers in this area discover that language learning strategies are used by women more than men.

As cited in, Griffiths (2004), the effects of motivation on language learning strategy use were highlighted when Oxford and Nyikos (1989) surveyed 1,200 students studying various languages in a Midwestern American university in order to examine the kinds of language learning strategies the students use. On this occasion, the degree of expressed motivation was discovered to be the most influential of the variables affecting strategy choice examined. In their study, at the Foreign Service Institute, Ehrman and Oxford (1989) discovered that career choice had a major effect on reported language learning strategy use. A finding which they suggest may be the result of underlying motivation.

Griffiths and Parr (2000) in their studies investigate nationality as a factor of language learning strategy use, comparing the European students to those of other

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nationalities, they found that the European ones used learning strategies more than the others, especially, strategies of vocabulary, reading, and communication, (as cited in, Griffiths, 2003). In a study involving a questionnaire and group interviews in Taiwan, Yang (1998) made some interesting discoveries about her students' language learning strategy use, 46 including strategies for using dictionaries. In a later study, Yang (1999) discovered that, although her students were aware of various language learning strategies, few of them actually reported using these strategies. As a result of her research, Yang produced recommendations aimed at helping teachers adapt programmes to students' needs more effectively, (as cited in, Griffiths, 2003).

Although the proof concerning the effects age has on language learning strategies use (as cited in, Griffiths, 2004) is " far from clear or conclusive " Spolsky (1989, p. 92). Most beliefs agree that children are superior to adults as language learners, and several researchers agree that young learners use simple strategies when learning language, while old learners use more sophisticated strategies, Liang (2009). That is to say that several studies believe that adults have difficulties in learning language while children do not have such difficulties.

1.7. Language Learning Strategies and Foreign Language Acquisition

1.7.1. The story strategy

Teaching through story telling is a concept that helps learners understand the world around them, it is a kind of visualization of themselves in similar situations as the characters of the story (Combs & Beach, 1994). Frisch & Saunders (2008) asserts that stories make learning more enjoyable and this is what makes students remember relevant materials, as cited in (Powell .R & O Murray, 2012. p, 47).

1.7.2. The grouping strategy

Group work is a teaching strategy that has been influenced by a lot of researchers ((Baines, Blatchford & Chowne, 2007; Gillies, 2003; Johnson & Johnson, 2004). Students learn to acquire a language, share ideas, and gaining, new understanding only by working in group with other students. According to Gillies (2003), students are also more motivated to achieve when working in groups as opposed to working individually. As cited in (Hammar Chiriac, E. & Forslund Frykedal, K,2011.p, 2) Group work is a pedagogical

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mode since cooperative work in classroom raises the activities and processes for those students that may be difficult for the teacher to control (Gillies & Boyle, 2010; Granström, 2006).

1.7.3. The imagery strategy

The keyword imagery method was indeed efficient for translation into the native language, but was significantly surpassed by simple rote repetition for translating into the foreign language, and that a combined strategy was most effective, Ellis and Beaton, (1993). Interestingly, they also found a part of speech effect: imaginable noun keywords were successful but imaginable verbs were not.

1.7.4. Rehearsal Strategy

Rehearsal strategies are learning techniques that help students revisit content as much as possible. Jones (2002), states that “Memory, particularly declarative memory, needs to be planted richly (with much emotion and novelty, stimulating as many parts of the brain as possible) — and rehearsed frequently, particularly procedural memory” (p4). Rehearsal strategy can be practiced by using a multisensory approach every time student rehearse as say it, read it, draw it, sing it .And, just before going to sleep, review everything that is needed to know for the next day or for the upcoming test.

1.8. Correlates to Language Learning Strategies

Language learning strategies are one of the factors that help learners motivate them and clear their path to success according to many components age, gender, cultural backgrounds and many others.(Lan & Oxford, 2003, Griffiths, 2003; Nguyen & Godwyll, 2010, Jie & Xiaoqing, 2006).An appropriate use of language learning strategies stimulates in a greater way learners to gain more confidence in the learning process.

1.8.1. Motivation

The relationship between LLSs and Motivation is an issue that has risen by different researchers such as Gardner (1985), Dorneyi (1998) and many others. According to Dornyei and Otto (1998) motivation is:

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" the dynamically changing cumulative arousal in a person that initiates , directs , coordinates , amplifies , terminates , and evaluates the cognitive and motor processes whereby initial wishes and desires are selected , prioritized , operationalized , and (successfully or unsuccessfully) acted out ". as cited in (Nikoopour, J., Salimian, S., Salimian, S. and Farsani, M,2012.p,1287).

In L2 learning, apart from learner's motivation, learning strategies have been claimed to be a crucial factor that influences the achievements or proficiency level of language learners (Oxford, 1990; Ehrman, 2003).

Different studies were conducted by many researchers concerning the relation between motivation and the LLSs, Okada, Oxford, and Abo (1996) investigated the relationship of learning motivation and the use of language learning strategies. Participants were students with a Japanese and Spanish class. The results revealed that the Japanese group of learners had stronger motivation and also used a larger variety of strategies than the Spanish group of learners, as cited in (Liu and Chang, 2013.p,198-199) .Another study supported the theory of positive correlation between motivation and language learning strategies conducted in EFL classes in an elementary school in Taiwan, the study revealed that the students' degree of liking English played a role as an indicator influencing strategies 'use (Chang & Liu, 2013).

The conclusion of Okada et al.'s (1996) and Chang and Liu's (2013) studies indicated that motivation is the most important factor affecting the choice of learning strategies. Learners with higher levels of motivation applied a variety of strategies more frequently than those with lower levels of motivation.

1.8.2. Gender

Many strategy researchers (Lan & Oxford, 2003; Lee & Oh, 2001; Oxford & Ehrman, 1995) affirm that gender has been another factor that has a big impact on the language learners' strategies use. According to Mcelhinny (2003), gender is considered to be the social cultural and psychological constructs that are laid upon the males and the females. This term of gender was first appeared in linguistics then in other social science s. During the 1960s and 1970s the term gender was used to refer to masculine' and feminine categories constructed in society (Sadiqi, 2003).

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Boyle (1987) as cited in (Ahmed Muhammed, A, 2017. p, 75) conducted his study over 490 Chinese university students (257 male and 233 female) in Hong Kong, he asserts that females have more ability in learning the second language than males. In addition, Burstall (1975) believed that female is better than male in learning English. He proved this through conducting a study over (6,000) children in England who study English in their primary schools. In contrast, there are other studies by Ford et al. (1988), which have largely proven that no important difference exist among males and females in terms of their oral ability. Conversely, Ehrman and Oxford (1995) discovered that female learners use a number of strategies in learning a foreign language; as previously, Oxford and Nyikos (1989) have reached the same conclusion as well. As this could be an obvious reason behind their flexibility toward any new language they are learning.

1.8.3. Age

Biological age is one of the most significant approaches to learning language acquisition (Moyer, 2004). Fathman (1975) affirms that, in his study, (11-15) years old learners are better in learning English than (6-10) years old in respect to (pronunciation, morphology, and syntax). By contrast, in their studies, Light Brown and Spada (2006) assert that elder children and youthful ones make more improvements than younger learners .In contrast, Singleton (1978) has some proofs on age effects on learning a second language , as cited in (Ahmed Muhammed, A, 2017.p, 75) .

Singleton supposes that the elder the child is the more effective s/he will be engaged in learning. On the other hand, Snow et al. (1994) believes that teenagers are generally the best learners. In contrast, after nine months of instructing in French, Ervin-Tripp (1994) seems to find out that (7-9) years old are better than (4-6) years old with regard to (comprehension, imitation, and conversation). All in all, the psychological type has a strong effect on the way that learners use the language learning strategies (Oxford 1990).

1.8.4. Cultural differences

The cultural beliefs of student's environment have a strong effect on the appropriate selection of the language learning strategies. Chamot (2004) in a culture that values personal competition; excellent language learners may choose strategies that let them work alone instead of social strategies that necessitate cooperation with others, as cited in(Köksal, Gökhan Ulum,2016. p,125) .

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Köksal, Gökhan Ulum (2016) in their study, *Language Learning Strategies of Turkish and Arabic Students: A Cross-Cultural Study* found that most of the Turkish students perceive that English is significant for their future careers, while most of the Arabic students see English language as a required tool for talking with foreign people. The concept of Learning Strategy refers to learning-to-learn skills (Lee, 2010). When both cross cultural groups defined Language Learning Strategies, the Turkish group put forward the memorization concept and the Arabic group mentioned reading concept.

Both of these cross cultural groups find English useful. Besides, for most of the Turkish students, learning vocabulary is the most difficult activity in learning English, while grammar is the hardest aspect of English for most of the Arabic students. Additionally, the most used language learning strategy is memorization for Turkish students, but the case for Arabic students is that they ask the teacher.

1.8.5. Situational and social factors

Situational factors are another variable that influence the learner's usage of learning strategy. Situational factors refer to the tasks the language learner is asked to perform, the actual language being learnt and the language teaching method (Bialystok, 1987; O'Malley and Chamot, 1990; Politzer, 1983).

Yang (2016) in her study which is entitled - *Study on Factors Affecting Learning Strategies in Reading Comprehension*- finds that suitable situational conditions for learning must be taken into consideration besides that the level of the language learner cannot be well evaluated outside the context in which the study occurs. There is a difference concerning learners that use language learning strategy in classroom and those who use it in natural setting. So, after the analysis of classroom learners, the result shows that classroom learners mention social /Affective strategies irregularly because of the kinds of methods applied in classroom which gives less opportunity for the use of social/affective strategies in addition to that, students are more likely to use the cognitive strategies and metacognitive strategies rather than social/affective strategies. Task type has a great impact on students use of both cognitive and meatacognitive strategies. For example, reading task leads to "translation", "elaboration", "inference", "imagination" as cognitive strategies, and to "selective attention", "self- management" and "advance organizer" as metacognitive strategies (p.587-578).

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1.9. Language learning strategies in second and foreign language contexts

1.9.1. Second/ foreign language learning/ teaching

Second language and foreign language are two main different concepts. Second language refers to the language that is spoken in the community in which is being learned, while foreign language is not spoken in the community. As cited in (Yang, X. 2016.p,587) Ellis make a distinction between second and foreign language where second language plays an insituational and social role in the community, in contrast, foreign language plays no major role in the community and is primarily learnt only in the classroom (Oxford,2010).

1.9.2. Language learning strategies in L2 teaching methods

Over recent years ,Griffiths and Parr remark that many methods and approaches in teaching and learning language field have been developed in and out of fashion .LLSs are still work to develop their educational level (2001) .Latin and Greek use grammar-translation teaching, based on teaching grammar and practicing translation (Richards, Platt and Platt,1992). This method focuses generally on reading and writing, with little attention to speaking and listening.

Tarone and Yule point that language learning strategies use has no existence in grammar translation theory (1989, p133) .In the early sixties, audiolingualism was seen as a factor that could change the teaching and learning of language .As Sterns puts" raised hopes of ushering in a golden age of language learning."(1980,p.465) .Thanks to audiolingualism no more tedious grammar rules ,no more vocabulary lists , no more hours spent translating boring texts, as cited in (Griffiths, C. 2004).

1.9.3. Why are LLSs important for L2 /FL Learning and Teaching?

LLSs have emerged as a powerful platform for L2/FL learning and teaching. Researchers have shown an increased interest in the use of LLSs and they found that communicative competence is an important concept of a good use of LLSs. Bialystok, (1990), stated that communication strategies are used by speakers intentionally and consciously in order to cope with difficulties in communicating in a L2/FL, as cited in (Michael Lessard-C.1997). So, L2 teachers are obliged to understand first the LLSs in

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order to make the communicative competence of their students more achievable. As Oxford (1990) puts it, LLSs "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p. 1).

1.10. Language learning styles in L2 learning

People learn in different ways and if it doesn't give a good result they try to change it by another approach. Gardner (1983), in his book, *Frames of mind :The Theory of Multiple Intelligences*, believes that the brain has evolved over millions of years to be responsive to different kinds of content in the world .Language content, musical content, spatial content, numerical content, etc. All of us have computers that respond to those kinds of contents. But the strength or weakness of one computer does not particularly correlate with the other computer.

The term learning style refers to the general approach preferred by the student when learning a subject, acquiring a language, or dealing with a difficult problem (Oxford 2001; Reid 1998). Learning styles are describes as a group of characteristics, attitudes, behaviours that define our way of learning .Different styles influence the form student learn , how teachers teach and how the interaction is between them . Kolb (1984) defines learning styles as the ways through which people produce concepts, rules and principles which direct them in new situations, as cited in (Moenikia, M. and Zahed-Babelan, E,2010,p, 1169).

In relation to SLA, Reid (1987) finds that there is no relationship between proficiency level and learning styles since those students with higher TOEFL share similarities as native speakers and besides that he associates graduates with visual and tactile learning and undergraduates with the auditory style, as cited in (Lorenzo, A. 2015.p,20). Other scholars have rejected the value of learning styles in educational practice and claim that tailoring instruction to students' individual learning styles does not lead to better learning outcomes (for example Stahl 1999; Willingham 2005). In contrast, concerning the relationship between learning styles and second language acquisition (SLA), a weak relationship was founded between the learning styles and SLA.

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1.11. Good L2 learner and good L2 teacher

Good language learners has been an interesting study by L2 researchers.(Naiman et al 1978;Norton& Toohey,2001). Rubin (1975) suggests that “willingly and accurately guess, want to communicate, are uninhibited about mistakes, focus on both structure and meaning, take advantage of all practice opportunities, and monitor their own speech and that of others” .Teachers and researchers affirms that there is no method of language teaching and research findings would mark the beginning of universal success in teaching second language (Brown, 2007) as cited in (Zare, P.2012.p 163).

There are people who learn languages well. But that has nothing to do with them being naturally good at it. (Rubin, 1975; Stern, 1975; Rubin and Thompson, 1994) describe “good” language learners according to their personal characteristics, styles, and strategies. They believed that good language learner has a specific characteristics including, the responsibility for their own learning, enjoying the language learning by experimenting its words and grammar.

Additionally, they tend to use language inside and outside the classroom .successful learners use different language learning strategies while learning a second language, they use linguistic knowledge, including the knowledge of first language in learning L2.

1.11.1 The use of language learning strategies in the classroom

The application of language learning strategies in classroom was proposed within the context of language task (oxford, 1992, Cohen, 2003; Winograd and Hare, 1998). As cited in (Abdul Maguid Saleh, 2018) specific techniques should be shown by teacher to his student that they can use on their own to help them improve their English. Motivate them by telling them that using a strategies used by a successful students will help them to be as a successful ones. Ask students why they would learn about language learning technique or strategy .Explaining the purpose of the lesson and its benefits seems to be an important step for moving from teacher-centered approach to learner-centered approach.

Give examples of the useful strategies. Teach the strategy in conjunction with a typical class activity, such as listening comprehension, pronunciation, grammar activities, or reading and writing lessons. Bring out additional examples from students based on the students’ own learning experiences. Depict appropriate circumstances under which the

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strategy may be employed. Teachers may describe inappropriate instances for using the strategy.

Class discussions about strategies raise the awareness of using those strategies by your students. Ask students to practice it on their daily life. Give them opportunities in which they could practice the strategy, and ask for their own suggestions for additional situations. Encourage students to experiment with a broad range of strategies.

1.11.2 Differences of LLS employed by successful and unsuccessful students

Many education studies have investigated learner characteristics and in an effort to lead learners towards autonomous and independent language learners, research in second language acquisition has largely focused on learner centered approaches to second language teaching (Reiss, 1985; Wenden, 1991; Tamada, 1996).

Germani, M & Baighlou, S (2011) in their study which is entitled Language learning strategies used by successful and unsuccessful Iranian EFL students, find that Iranian successful EFL university students seemed to be aware of the importance of learning English and were applying some kind of measures to facilitate their own learning .They reported using a wider range of learning strategies and different from those often preferred by their unsuccessful peers. The former often used metacognitive strategies while the latter tended to use surface level cognitive strategies. The successful students used overall strategies significantly more frequently than the unsuccessful students. The study also found that the Iranian EFL students used affective strategies least frequently.

Therefore, Iranian language teachers should try to exert an influence over the emotional atmosphere of the classroom. Moreover, the results of this study suggest a number of useful implications and can be beneficial for Iranian language teachers in terms of raising their awareness on narrowing the gap between the students' language learning strategies and their teaching methodologies preferences. First, all EFL students should be informed of available strategies and the important role of language learning strategies in the learning of English. Second, the focus of strategy instruction should be on unsuccessful students, giving them more opportunities to practice strategies and encouraging them to regularly evaluate their progress.

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Third, in view of the lack of communication in English in the Iranian context, an environment where students can have more opportunities to use English and simultaneously practice learning strategies should be provided. Fourth, curriculum developers should modify the language curriculum to include activities that involve the students in the actual use of the target language. Fifth, language teachers should detect the language learning strategies of their students and help them compensate the missing areas in their strategy preference and use. In conclusion, successful learners use the metacognitive strategies more frequently while unsuccessful learners use the cognitive strategies.

1.11.3 The relationship between LL strategies and successful language learning

Learning strategies are important in second language learning. Grenfell & Harris (1999, p.112) advocate that less successful language learners can be taught new strategies, thus helping them become better language learners. O'Malley et al. (1985) find that successful language learners have reported to use more and wider range of learning strategies than less-successful students, as cited in (Zare,P.2012.p,167). Anderson (2008) discusses the relationship between strategies and language learning success, pointing out that strategies interdependent, and it is important that learners are able to integrate their strategies so that they work in groups in order to achieve positive outcomes, as cited in (Griffiths, C. and Cansiz, G. 2015.p, 477).

1.12. Teachers' role

Teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods (Ayeni, 2011). Lavasani and Faryadres (2011) find training students using language learning strategies is an important step that every teacher should take into account. One might say that teachers must learn about the students, their interest, motivations, and learning styles. Teachers in the beginning of the course should prepare a questionnaire for students to describe themselves and their language level.

There are two main methods that have an effect on the students out comes which are called the teacher-centred approach and learner-centred approach. Concerning Teacher centred approach, as cited in (Gamyapfu,2014.p 30) the main focus here is on teacher,

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students obtain information from the teacher without building their engagement level with the subject being taught (Boud & Feletti, 1999). The approach is least practical, more theoretical and memorizing (Teo & Wong, 2000).since the transmission of the knowledge is by the teacher himself, he only attempts to reduce the time of delivering the information while minimizing the time and effort.

Many scholars today widely adopt more supple student-centered methods to enhance active learning (Greitzer, 2002) .Now, big interest by teacher is given to the learner to encourage the analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2007.p 30). For example, the courses need to be very useful and clear, so that learners can navigate and understand the course without any difficulty. They should be able to easily access the content of their choice, and skip the sections they are not interested in.

Conclusion

No matter how language learning strategies are being defined and whatever definitions are attributed, if all of them agree on the fact that language learning strategies are the best concepts and techniques used to enhance and facilitate success for both EFL students and teachers. Language learning strategies have been changed and emerged through time and witnessed a group of several classifications by many researchers according to their use in learning and teaching field. The awareness about the significance of these strategies is illustrated in the difference between successful and unsuccessful students.

CHAPTER 2

Methodology, Data Analysis and Pedagogical Implications

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Introduction

The previous chapter tackled the theoretical background and related research on LLSs. Hence, setting the ground for the second chapter that is dedicated for the field study. Chapter two describes the research design, sampling techniques and procedures the research has gone through, in addition to the data analysis and discussion of results obtained. This chapter is constituted of two sections. The first section provides a full description of the methodology and procedures of the study. Primarily, it supplies the explanation of the overall research design. Thereafter, the pilot study, the sample, the setting and the research tools. Finally, this is followed by the data description and procedures of data collection. Whereas, the second section deals with the analysis of the obtained data and the discussion of the results on the light of the related literature. To provide an answer to the research questions, a statistical analysis for each is fulfilled to present the results achieved from this study.

2.1. Research Design & Data collection Tools

Parahoo¹ (1997) describes a research design as “a plan that describes how, when and where data are to be collected and analyzed”(142). The aim of this research is to investigate the use of LLSs among EFL learners. To achieve this purpose certain methodological decisions were taken concerning the research method, research tools, selected sample and research setting that are explained in this first section.

2.1.1. Method

Since this study is an investigation that is intended to merely describe the LLS of first year EFL learners at M'sila University it follows descriptive research method. According to Burns and Grove² (2003), descriptive research “is designed to provide a picture of a situation as it naturally happens” (p, 201). Thus, it may be used to justify current practice and make judgment and also to develop theories and assumptions about a given population. Accordingly, for the purpose of this study, an exploratory-descriptive

¹ Parahoo, K. 1997. *Nursing research: Principles, process and issues*. London: MacMillan Press.

Burns, N & Grove, SK. 2001. *The practice of nursing research: Conduct, critique & utilization*. 4th edition. Philadelphia: WB Saunders.

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research was used to obtain a picture of first year EFL students LLS through surveying a sample's used LLS and collecting both qualitative and quantitative data.

2.1.2. Setting and Participants

This study took place at the English language department of M'sila University, during the second semester of the academic year 2017/2018. It was conducted during the period from January, just after the first semester exams to June.

The population of this study is first year EFL students majoring in English Language at M'sila University; their average of ages is between 18-21 years old. They studied English for seven years before university both in the middle and secondary education levels. The total number of participants is 110 students and 24 teachers.

The 110 participants were distributed according to the different stages of the stage. First, for the piloting of the questionnaire, 30 first year students were selected randomly from El Bachir Al Ibrahimi, Bordj Bou Arreridj University, to test the validity and the reliability of the LLSs questionnaire as well as the its usability. In order to investigate the LLSs used by first year students, 40 students were selected randomly from first year students at the department of English at M'sila University. Finally, to investigate the strategies used by both successful and unsuccessful students another 40 students were selected non-randomly from first year students at M'sila University.

To investigate the awareness of EFL teachers' use of LLSs, 12 English teachers of M'sila University were interviewed, and 18 teachers participated in confirming the selected students real success in English language learning since the selection was first according to their first semester averages.

For the sampling techniques used in this study, both random and non- random techniques were used. In selecting students randomly for the first investigation, the simple random sampling technique was used. First, the lists of first year groups were provided from the administration, then the lottery technique was used and the selected students were asked to fill in the questionnaires. In the second phase, since only successful and unsuccessful students were targeted, a non-random sampling technique was used, and exactly the purposive technique. Successful and unsuccessful students were selected from

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the lists of the final semester results. Overall the following table 1 is a summary of the selected sample.

Table1: Participants Distribution through the Different Stages of the Study

| | Total Number of Participants | | | |
|--------------------|------------------------------|----------------------------|----------------------------|------|
| | The Pilot Study | 1st Stage of Investigation | 2nd Stage of Investigation | |
| Number of Students | 30 | 40 | 20 | 20 |
| % | 27,3 | 36,4 | 18,2 | 18,2 |

2.1.3. Research Tools

A triangulation of research tools was adopted in this descriptive study. It mainly used three research tools; the Strategy Inventory of Language Learning (SILL) by Oxford (1990) (see **Appendix 01**) to investigate first year students LLSs use, an interview with the teachers to investigate their awareness of LLSs use, and an evaluative designed questionnaire for the teachers to confirm the successful and unsuccessful students selection. The following is a description of each research tool used in this study.

2.1.3.1. Strategy Inventory for Language Learning

The current study used the Strategy Inventory for Language Learning (SILL) questionnaire developed by Oxford in 1990 to determine the type of LLS and frequency of strategy use by First year EFL students at M'sila University. It is a 50-item Likert-scale questionnaire with five-scale responses regarding the six major strategy groups as distributed in Table 1 below.

Table2: Distribution of Strategy Items According to the Six Strategy Types

| Part | Strategy Type | Items | Number of Items |
|------|--------------------------|-------|-----------------|
| A | Memory strategies | 1-9 | 9 |
| B | Cognitive strategies | 10-23 | 14 |
| C | Compensatory strategies | 24-29 | 6 |
| D | Metacognitive strategies | 30-38 | 9 |
| E | Affective strategies | 39-44 | 6 |
| F | Social strategies | 45-50 | 6 |

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Table 2 shows that each part represents a type of strategy which contains a group of items designed to investigate the sub-strategies of each LLSs. The items in the form of statements and the participants graded them from 1 to 5 where:

- 1- *Means never true* of me.
- 2- *Means rarely true* of me.
- 3- *Means sometimes true* of me.
- 4- *Means usually true* of me.
- 5- *Means always true* of me.

According to Oxford (1990) classification, learners with the mean of 3.5 or more were considered as high strategy users, learners with the mean of below 2.4 are low strategy users and the mean for medium strategy users is between 2.4 and 3.5.

The SILL has been translated into at least 17 languages and administered to 10,000 learners approximately (Chamot 2001). The majority of those learners have been native speakers of Spanish, French, Chinese, Japanese, etc. As far as the SILL reliability after linguistic and cultural adaptation is concerned, Oxford (1996) lists a number of research results which prove its high reliability when translated into a native language of the respondents and then administered. In general, the translated versions of the SILL have had high reliability index expressed through Cronbach's alpha which varied between .91 and .95. Indicatively, we mention the Chinese translation (Yang 1992), Japanese translation (Watanabe 1990), Korean translation (Oh 1992), and Turkish translation (Demirel 2009).

2.1.3.1.1. The SILL Scoring Procedures

The SILL scoring was guided by a Worksheet for Answering and Scoring the Strategy Inventory for Language Learning (**see Appendix 02**). This guide is based on the means of scores. At first, the scores of each item were summed for every student. The sum of each part was divided on the number of its items to get the mean of each category or strategy. Students' profiles then are deduced from the means of all the categories. Each student's type of LLS is identified by the highest mean of each group of items.

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2.1.3.2. Teachers' Interview

Since one of the objectives of this study is to investigate English language teachers awareness of the use of the LLSs, it was relevant to speak with them about their understanding and practices regarding LLSs use and effectiveness on both learning and teaching languages. The interview (**See Appendix 03**) is constituted of 7 questions that are both open/closed ended questions, divided into two parts. The first part tackles the perceptions and views of LLSs, whereas the second part deals with teachers practices regarding the use of strategies in their teaching. This interview was oriented to 12 teachers of English at Msila University in different times.

The interview was developed after reading the literature related LLSs, discussion with supervisor and the findings from the pilot study that was conducted before the main study to investigate the situation of LLSs use among students and teachers in the department of M'sila.

2.1.3.3. Teachers' Questionnaire

Since this study aimed to investigate the use of LLSs by successful and unsuccessful first year students at Msila University, an evaluative questionnaire (**See Appendix 05**) was distributed among 12 first year teachers of different modules. The questionnaire contains a list of 40 students' names (20 successful, 20 unsuccessful). The teachers were asked to complete the questionnaire by confirming the success and failure of their students and say whether the first semester results really reflect real level of the selected list of students. Data obtained from this questionnaire helped to confirm the selection of successful and unsuccessful students (data is further analyzed in the data analysis section).

2.1.3.4. Statistical Tools for Data Analysis

The used statistical tools in this study are the frequencies, the sample mean (\bar{x}), and the standard deviation to describe the strategies use. All statistical operations were conducted by using SPSS, version20 for Microsoft. To clarify things, the following definitions can illustrates these terms:

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- The mean \bar{x} is the simple average of the number in a data set. The sample mean formula is:

$$\bar{x} = (\sum x_i) / n$$

Σ = means “add up”

x_i = “all of the x-values”

n = means “the number of items in the sample”

- The word deviation means how far from the normal the number is. The term Standard deviation refers to the measure which is used to quantify the amount variation or how spreads out numbers are. The formula to calculate the Standard deviation is:

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

2.1.4. Procedures

Several steps were taken to achieve the objectives of this study. First, a pilot study of the SILL Questionnaire was distributed to 30 students selected randomly from first year students at El Bachir Al Ibrahimi, Bordj Bou Arreridj University, to analyze validity, reliability and usability of the SILL among the population of the study in terms of difficulty of the language, time allotted for the responses. The selection of a different university was due to the fact that the sample of the piloting will not be used in the main study. For this reason and to avoid the exclusion of any student from first year students at the department of English at Msila University that are the focus of this study the researchers opted for the piloting with another first year students from a close University (Elbachir AlIbrahimi , BBA university) with the assumption that this sample can have similar characteristics with first year students at m’sila universities including same ages, same educational experiences and same years of English language training.

Just after the pilot study comes the first stage of the main study, which is devoted to answer the first research question, the SILL Questionnaire was distributed to a random sample of 40 students that were selected according to the names in the taken list to know the different LLSs used by first year students.

After that, in the second stage of the main study that was devoted to answer the second research question, 20 successful and 20 unsuccessful first year students were

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chosen non-randomly from the lists of students first semester final results including the order of students from the first highest average to the last average. To confirm the reliability of the students' averages compared to their levels, a questionnaire as part of the second stage of investigation was distributed among these students' teachers. Then those students were set to respond to the SILL.

The final stage was devoted to answer the third research question for that was focused on the investigation of teachers' awareness of the different LLS used by their students. In this final stage teachers interview was used with 12 teachers.

In a nutshell, the present study's research design with all its components as well as the stages of investigation were determined by the research questions that sought to explore the different LLSs used by first year students and the differences between the LLSs used by successful and unsuccessful students. The coming section is devoted for the analysis and interpretation of the obtained data from different research tools.

2.2. Data Analysis and Discussion

The data collected from different stages of the investigation were analyzed qualitatively and quantitatively. On the one hand, qualitative data consisted of teachers' interview. On the other hand, quantitative data consisted of the SILL and teachers' questionnaire. The data collected was processed using the SPSS, version 20 for Microsoft.

2.2.1. Data Analysis for the Piloting of the SILL

To test the reliability of the use of the SILL with the population of the present study that are first year EFL students in the Algerian context, it was first administered with 30 students from a different university. Alpha Cronbach's reliability coefficient was measured for the whole scale and for each Strategy section. Table 3 represents the values of Cronbach's Alpha.

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Table 3: Cronbach's Alpha Reliability Analysis of the SILL

| Case Processing Summary | | | Reliability Statistics | |
|-------------------------|----|-------|------------------------|-----------------|
| | N | % | Cronbach's Alpha | Number of Items |
| Valid Cases | 30 | 100,0 | ,83 | 50 |
| Excluded ^a | 0 | ,0 | | |
| Total | 30 | 100,0 | | |

Examining the value of Chronbach's Alpha value (0.83) from table 3 which is more than the value of (0. 70) indicating a good reliability. This means that the test is reliable and can be used with the study sample.

2.2.2. Data Analysis for Teachers' Questionnaire

The teachers' questionnaire was designed and administered with 12 first year teachers (see **Appendix 04**) in order to confirm the selection of successful and unsuccessful students to respond to the SILL for the purpose of answering the second research question. Data obtained from the questionnaire is summarized on table 4

Table4: Frequencies of Teachers Responses to the Questionnaire

| Successful Student | Agree | Disagree | Unsuccessful Student | Agree | Disagree |
|--------------------|-------|----------|----------------------|-------|----------|
| | Frq | % | | Frq | % |
| 1 | 12 | 100 | 11 | 11 | 91,67 |
| 2 | 12 | 100 | 12 | 10 | 83,33 |
| 3 | 12 | 100 | 13 | 9 | 75,00 |
| 4 | 10 | 83,33 | 14 | 9 | 75,00 |
| 5 | 11 | 91,67 | 15 | 12 | 100 |
| 6 | 12 | 100 | 16 | 10 | 83,33 |
| 7 | 11 | 91,67 | 17 | 10 | 83,33 |
| 8 | 10 | 83,33 | 18 | 11 | 91,67 |
| 9 | 9 | 75,00 | 19 | 12 | 100 |
| 10 | 8 | 66,67 | 20 | 12 | 100 |

From table 4 above it seems that most teachers agree on most of the students. This indicates that the criteria of selection of the successful and unsuccessful students are valid. This also confirms the appropriateness of the selected sample for the second stage of the study.

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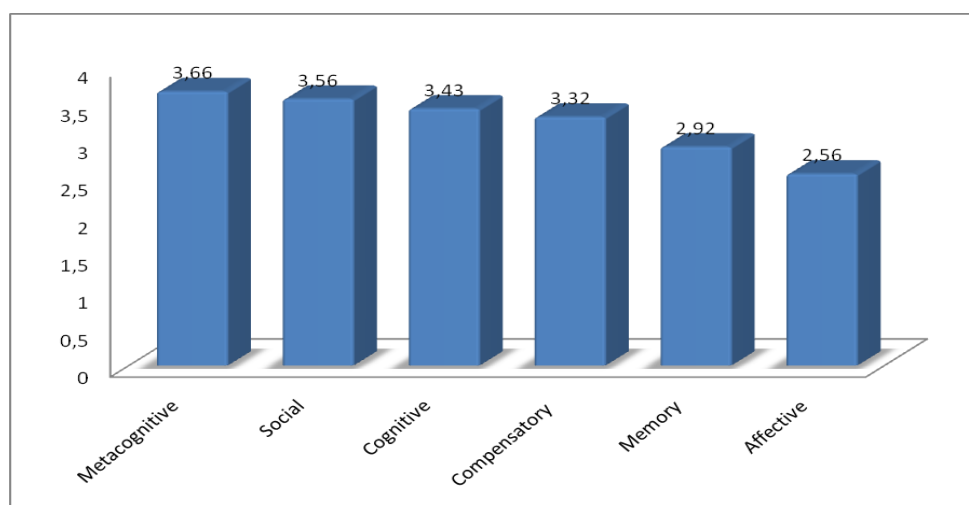
2.2.3. Data Analysis for Research Question One

To answer question one investigating first year students' LLSs use, the SILL was first distributed on a number of 40 students selected randomly from first year students. Data obtained from the first stage of investigation is displayed on Table 5 below

Table 5: Descriptives of Language Learning Strategies Used by First Year Students.

| Strategy | N | Mean | SD | Rank | Stategy Use |
|---------------|----|------|-----|------|-------------|
| Metacognitive | 40 | 3,66 | ,67 | 1 | High |
| Social | 40 | 3,56 | ,70 | 2 | High |
| Cognitive | 40 | 3,43 | ,64 | 3 | Medium |
| Compensatory | 40 | 3,32 | ,71 | 4 | Medium |
| Memory | 40 | 2,92 | ,56 | 5 | Medium |
| Affective | 40 | 2,56 | ,76 | 6 | Medium |
| Valid N | 40 | | | | |

Table 5 above shows 40 first year EFL students' responses to the SILL. They used metacognitive, social, cognitive, compensatory, memory, and affective strategies respectively. From the examining the values of sample mean of the participants, the results reported a high use of both metacognitive and social strategies with the mean of 3.66 and 3.60. Both strategies are reported as two highly used strategies meaning. While the rest of strategies have a medium use. The affective strategy mean value (2.65) is the lowest with a standard deviation of (0.76) indicating that it is the least used strategy. Graph 1 below displays the findings of the first research question.



Graph 1: Language learning strategies used by first year students

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As it is shown in Graph 1, the most used strategies by the participants of this study are the metacognitive and social strategies. The affective and the Memory strategies are the least used strategies.

From the analysis of the first research question data, results indicate that 1st year students use all the six LLSs, metacognitive, social, cognitive, compensatory, memory, and affective strategies, differently when they learn a new language. It is clear that metacognitive, social, cognitive and compensatory strategies are the highest used ones by 1st year EFL students, while the affective and memory strategies have a medium use. This finding goes in line with studies conducted by Jafre and Rany (2013) and Abdul Samad & Singh who confirm that all the LLSs are used by students in learning a language, yet, the focus is mainly on metacognitive and social LLSs.

2.2.4. Data Analysis for Research Question Two

To answer the second question which is about successful and unsuccessful used LLSs, two groups of successful and unsuccessful students were selected non-randomly. The data obtained are displayed on Tables 6 and 7 below.

Table 6: Descriptives of Language Learning Strategies used by Successful Students.

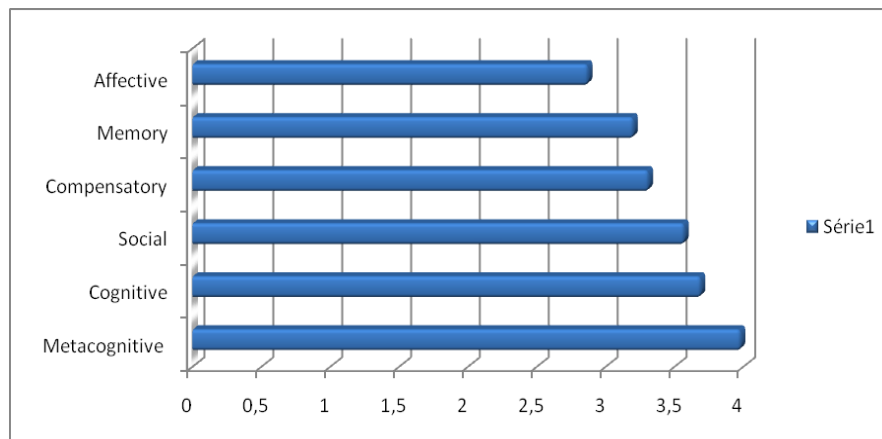
| Strategy | N | Mean | SD | Rank | Strategy Use |
|---------------|----|------|-----|------|--------------|
| Metacognitive | 20 | 3,98 | ,49 | 1 | High |
| Cognitive | 20 | 3,59 | ,59 | 2 | High |
| Social | 20 | 3,47 | ,78 | 3 | High |
| Compensatory | 20 | 3,31 | ,66 | 4 | High |
| Memory | 20 | 3,20 | ,56 | 5 | Medium |
| Affective | 20 | 2,87 | ,77 | 6 | Medium |
| Valid N | 20 | | | | |

Table 6 displays the data obtained from successful students responses to the SILL Questionnaire. It represents 20 EFL successful students' responses to LLSs. They used metacognitive, cognitive, social, compensatory, memory and affective strategies in order. The most used strategy by successful students is the metacognitive with a mean value of (M=3.98) which is higher compared to the other strategies and the least value of standard deviation of (SD= 0.49) indicating that the spread of scores away from the mean value (M=3.98) is lower than the other strategies. The cognitive along with social strategies were also marked with high means and high usage levels. The least used strategies were the

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memory and the affective with the mean of 2.87 and a medium usage. The successful students reported a high and medium use of LLSs. To show the findings in a clearer way Graph 2 represents the distribution of LLSs used by successful students.

Graph 2 Language Learning Strategies used by Successful Students



Graph 2 above shows the distribution of LLSs used by successful students. It is clear that the highest used strategy by successful students is the metacognitive one with the mean of 3.98 and the affective strategy is the least used one with the mean of 2.87.

Table 7 below lays out the data obtained from unsuccessful students responses to the SILL Questionnaire in order to answer the second question, which is about the most used strategies by successful and unsuccessful first year students.

Table 7: Descriptives Of Language Learning Strategies Used by Unsuccessful Students

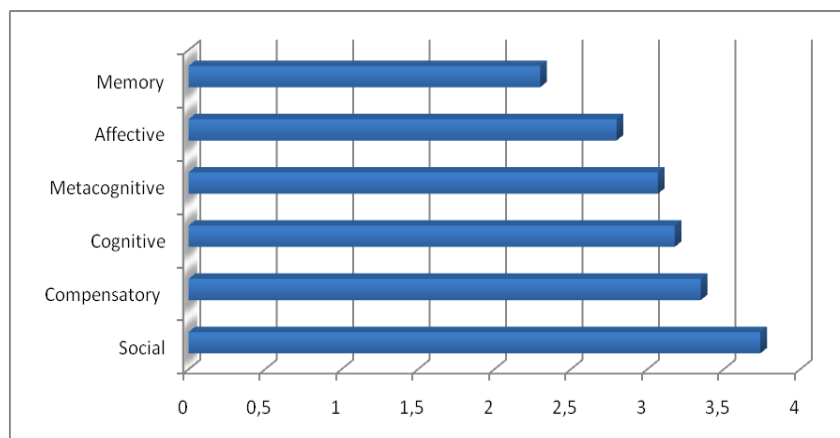
| Strategy | N | Mean | SD | Rank | Strategy Use |
|---------------|----|------|-----|------|--------------|
| Social | 20 | 3,47 | ,62 | 1 | Medium |
| Compensatory | 20 | 3,35 | ,63 | 2 | Medium |
| Cognitive | 20 | 3,18 | ,56 | 3 | Medium |
| Metacognitive | 20 | 3,07 | ,69 | 4 | Medium |
| Affective | 20 | 2,80 | ,76 | 5 | Medium |
| Memory | 20 | 2,30 | ,50 | 6 | Medium |
| Valid N | 20 | | | | |

Examining the means of 20 unsuccessful students to LLSs displayed on table 7, it seems that they used social, metacognitive, cognitive, compensatory, affective and memory strategies. The unsuccessful EFL students show a medium use of LLSs. The most used strategy by them is the social one with the mean of 3.47, while the memory strategy is the

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least used one with the mean of 2.30. To give a clear image of the findings of this analysis Graph 3 represents the distribution of LLSs used by un successful students.

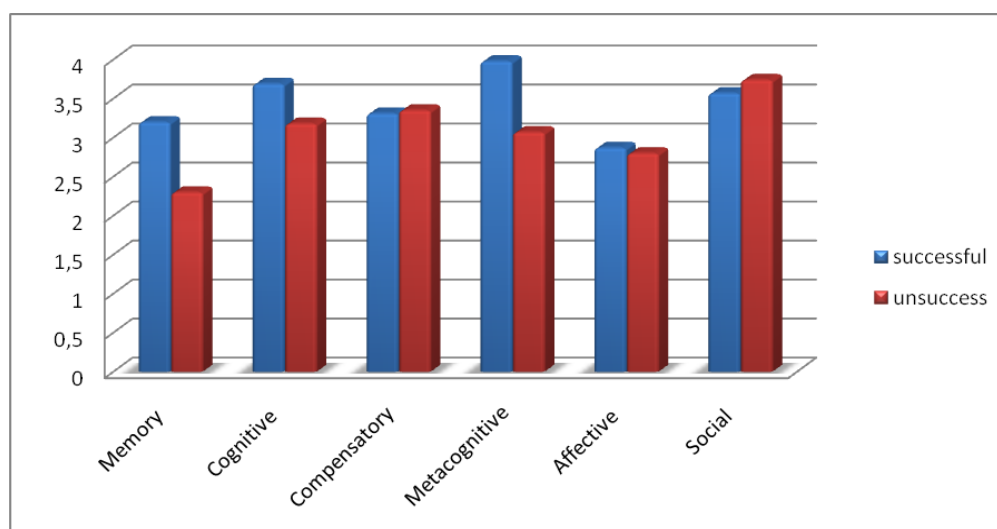
Graph 3 Language Learning Strategies used by Unsuccessful Students



As it is illustrated in graph 3, language learning strategies used by unsuccessful students, social strategy is the most preferable for unsuccessful students with the mean of 3.47, while memory strategy with the mean of 2.30 proved to be the least used one.

To compare the used LLSs among both successful and unsuccessful students, and highlight the points of difference between the two sides, graph 4 below summarizes and compares the different strategies.

Graph 4: Language Learning Strategies Used by Successful and Unsuccessful Students.



The differences in strategy use between successful and unsuccessful students are highlighted clearly on graph 4. It shows that memory strategies are less used by

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unsuccessful students rather than the successful, the same can be said about the cognitive, metacognitive were successful students scored the highest use with an average of 3,98. Yet, it shows that in some strategies unsuccessful students showed higher use than successful ones like the compensatory, and the social strategies that are the most used strategies by unsuccessful students. Finally, with the affective strategy use both sides showed medium use.

For the purpose of getting a deeper understanding of the use of strategies among successful and unsuccessful students, a detailed analysis of the items that constitute each strategy was conducted. Because it was believed that even in one strategy there can be some techniques that are more preferred than others. Table 8 shows the descriptive statistics including the means and standard deviations of both successful and unsuccessful students use of memory strategy.

Table 8: successful and unsuccessful students' Memory Strategies use

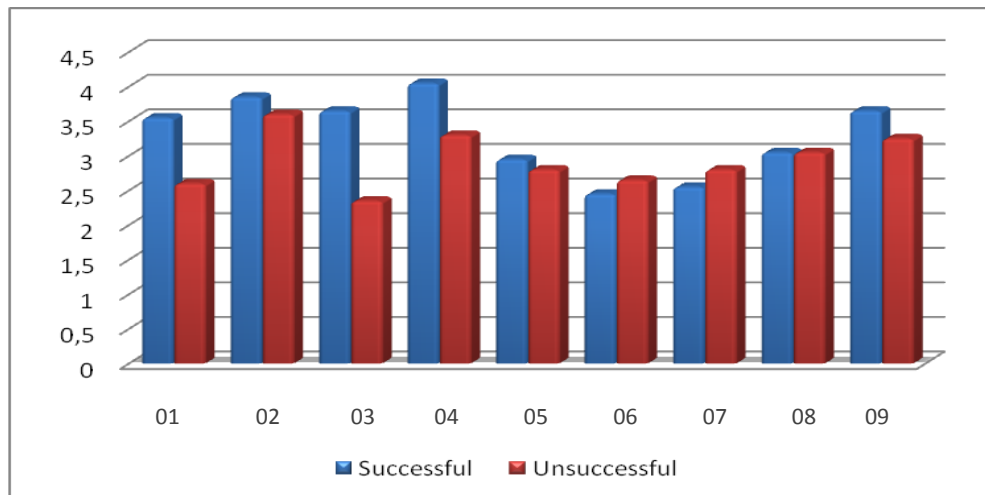
| Memory Strategies | Successful | | Unsuccessful | |
|---|------------|------|--------------|------|
| | M | SD | M | SD |
| 1. I think of relationships between what I already know and new things I learn in the SL. | 3,55 | ,89 | 2,60 | 1,05 |
| 2. I use new SL words in sentence so I can remember them. | 3,85 | 1,31 | 3,60 | 1,31 |
| 3. I connect the sound of a new SL word and an image or picture of the word to help me remember the word. | 3,65 | 1,35 | 2,35 | 1,09 |
| 4. I remember a new SL word by making the mental picture of a situation in which the word might be used. | 4,05 | 1,15 | 3,30 | 1,26 |
| 5. I use rhymes to remember new SL words. | 2,95 | 1,28 | 2,80 | 1,36 |
| 6. I use flashcard to remember new SL words. | 2,45 | 1,23 | 2,65 | 1,35 |
| 7. I physically act out new SL words. | 2,55 | 1,32 | 2,80 | 1,51 |
| 8. I review SL lessons often. | 3,05 | 1,43 | 3,05 | 1,28 |
| 9. I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign. | 3,65 | 1,46 | 3,25 | 1,45 |

The results show that the use of memory strategy differs between successful and unsuccessful students. According to the table above, item 4 with the mean of 4.05 and item 2 with the mean of 3.60 are the most memory strategy used by successful and unsuccessful students. When, item 6 with the mean of 2.45 and item 3 with the mean of 1.09 are the least used memory strategy by successful and unsuccessful students.

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To better understanding concerning the use of memory strategies by successful and unsuccessful students, the results are illustrated in graph 5 below.

Graph 5: successful and unsuccessful students' Memory Strategies use



As it is shown in **graph 5**, item 4, *I remember a new SL word by making a mental picture of a situation in which the word might be used*, and item 2, *I use new SL words in a sentence so I can remember them*, are the most used memory strategy by successful and unsuccessful students respectively. Since the mean of memory use for successful students is 4.50 and 3.60 for unsuccessful students. While the least memory strategy used by successful students is the item 6, *I use flashcards to remember new SL words*, with the mean of 2.45, and item 3, *I connect the sound of a new SL word and an image or picture of the word to help me remember the word*, with the mean of 1.09.

A detailed analysis of the items that constitute each strategy used by successful and unsuccessful students are displayed in Table 9 that shows the descriptive statistics including the means and standard deviations of both successful and unsuccessful students use of cognitive strategy.

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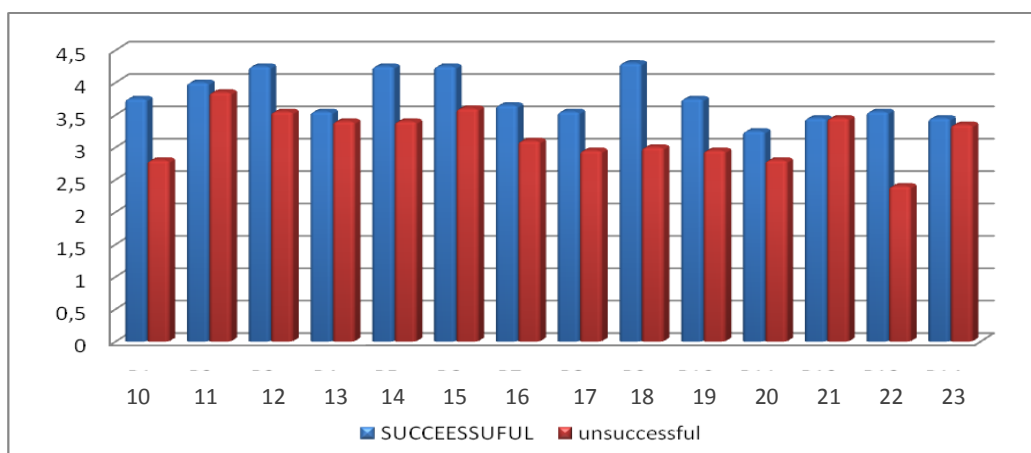
Table 9: successful and unsuccessful students Cognitive Strategies use

| Cognitive Strategies | Successful | | Unsuccessful | |
|---|------------|------|--------------|------|
| | M | SD | M | SD |
| 10. I say or write new SL words several times. | 3,75 | 1,37 | 2,80 | 1,32 |
| 11. I try to talk like native SL speakers. | 4,00 | 1,08 | 3,85 | 1,18 |
| 12. I practice the sounds of SL. | 4,25 | 1,07 | 3,55 | 1,47 |
| 13. I use the SL words I know in different ways. | 3,55 | 1,19 | 3,40 | 1,23 |
| 14. I start conversations in the SL. | 4,25 | ,91 | 3,40 | 1,35 |
| 15. I watch SL language TV shows spoken in SL or go to movies spoken in SL. | 4,25 | 1,29 | 3,60 | 1,39 |
| 16. I read for pleasure in the SL. | 3,65 | 1,35 | 3,10 | 1,37 |
| 17. I write notes, messages, letters, or reports in the SL. | 3,55 | 1,28 | 2,95 | 1,28 |
| 18. I first skim an SL passage (read over the passage quickly) then go back and read carefully. | 4,30 | ,73 | 3,00 | 1,45 |
| 19. I look for words in my own language that are similar to new words in the SL. | 3,75 | 1,02 | 2,95 | 1,47 |
| 20. I try to find patterns in the SL. | 3,25 | 1,37 | 2,80 | 1,28 |
| 21. I find the meaning of an SL word by dividing it into parts that I understand. | 3,45 | 1,15 | 3,45 | ,94 |
| 22. I try not to translate word for word. | 3,55 | 1,39 | 2,40 | 1,54 |
| 23. I make summaries of information that I hear or read in the SL. | 3,45 | 1,36 | 3,35 | 1,27 |

Table 9 above represents the cognitive strategy use by successful and unsuccessful students. According to the results, item 18, *I first skim an SL passage (read over the passage quickly) then go back and read carefully*, is the highest cognitive strategy used by successful students with the mean of 4.30. The item 12, *I practice the sounds of SL*, item 14, *I start conversations in the SL*, and item 15, *I watch SL language TV shows spoken in SL or go to movies spoken in SL* share the same mean 4.25, what explains that these cognitive strategies are commonly used by successful students. Concerning the preferable cognitive strategy use for the unsuccessful students is the item 11, *I try to talk like native SL speakers* with the mean of 3.85.

Cognitive strategy use by successful and unsuccessful students are shown in graph 6 below in order to have a clear idea about the distribution of strategy use.

Graph 6: successful and unsuccessful students' Cognitive strategy use.



Graph 6 above exposes the cognitive strategies used by successful and unsuccessful students. Item 18, *I first skim an SL passage (read over the passage quickly) then go back and read carefully* is the most used cognitive strategy with the mean of 4.30. It seems also that item 12, *I practice the sounds of SL*, item 14, *I start conversations in the SL*, and item 15, *I watch SL language TV shows spoken in SL or go to movies spoken in SL* have the same mean 4.25 for successful students. Whereas, item 11, *I try to talk like native SL speakers* with the mean of 3.85, is the best cognitive strategy for unsuccessful students.

To understand the use of strategies among successful and unsuccessful students, a detailed analysis of the items that constitute each strategy was conducted. Table 10 shows the descriptive statistics including the means and standard deviations of both successful and unsuccessful students use of compensatory strategy.

Table 10: successful and unsuccessful students Compensatory Strategies use

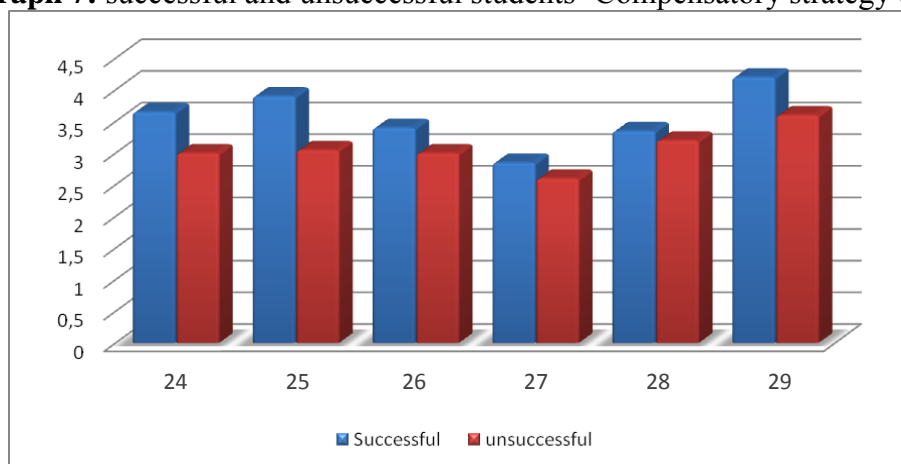
| Compensatory Strategies | Successful | | Unsuccessful | |
|--|------------|------|--------------|------|
| | M | SD | M | SD |
| 24. To understand unfamiliar SL words, I make guesses. | 3,65 | ,88 | 3,00 | 1,21 |
| 25. When I can't think of a word during conversation in the SL, I use gestures. | 3,90 | 1,21 | 3,05 | 1,15 |
| 26. I make up new words if I do not know the right ones in the SL. | 3,40 | 1,31 | 3,00 | 1,60 |
| 27. I read SL without looking up every new word. | 2,85 | 1,27 | 2,60 | 1,31 |
| 28. I try to guess what the other person will say next in the SL. | 3,35 | 1,14 | 3,20 | 1,40 |
| 29. If I can't think of an SL word I use a word or phrase that means the same thing. | 4,20 | 1,28 | 3,60 | 1,47 |

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From table 10 above it appears that successful and unsuccessful students tend to use the item 29, *If I can't think of an SL word, I use a word or phrase that means the same thing* with the mean of 4.20 and 3.60. While item 27, *I read SL without looking up every new word* reported a low use with the mean of 2.85 and 2.60 for both successful and unsuccessful students.

To introduce the results of compensatory strategies used by successful and unsuccessful students, graph 7 below shows that.

Graph 7: successful and unsuccessful students' Compensatory strategy use.



Graph 7 above lays out successful and unsuccessful students Compensatory strategy use. It is clearly seen that item 29 is highly used by both successful and unsuccessful students with the means of 4.20 and 3.60. A low use of compensatory strategy by both successful and unsuccessful students appeared in item 27, *I read SL without looking up every new word*, with the mean of 2.85 and 2.60.

Successful and unsuccessful students Metacognitive Strategies use are presented in table 11 with the descriptive statistics including the means and standard deviations of both successful and unsuccessful use of Metacognitive strategy.

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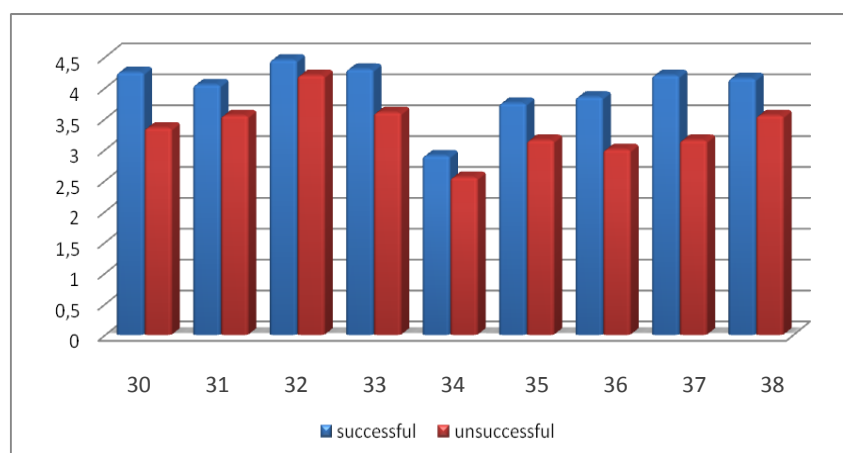
Table 11: successful and unsuccessful students Metacognitive Strategies use.

| Metacognitive Strategies | Successful | | Unsuccessful | |
|--|------------|------|--------------|------|
| | M | SD | M | SD |
| 30. I try to find as many ways as I can to use my SL. | 4,25 | ,97 | 3,35 | 1,42 |
| 31. I notice my SL mistakes and use that information to help me do better. | 4,05 | 1,23 | 3,55 | 1,43 |
| 32. I pay attention when someone is speaking SL. | 4,45 | ,94 | 4,20 | 1,06 |
| 33. I try to find out how to a better learner of SL. | 4,30 | 1,03 | 3,60 | 1,31 |
| 34. I plan my schedule so I will have enough time to study SL. | 2,90 | 1,33 | 2,55 | 1,32 |
| 35. I look for people I can talk to in SL. | 3,75 | 1,12 | 3,15 | 1,39 |
| 36. I look for opportunities to read as much as possible in SL. | 3,85 | 1,23 | 3,00 | 1,45 |
| 37. I have clear goals for improving my SL skills. | 4,20 | 1,20 | 3,15 | ,99 |
| 38. I think about my progress in learning SL. | 4,15 | ,93 | 3,55 | ,89 |

Table 11 shows metacognitive strategy use by successful and unsuccessful students. The mean 4.45 and 4.20 attest that item 32, *I pay attention when someone is speaking SL* is the most used strategy by successful and unsuccessful students. The least used metacognitive strategy by successful and unsuccessful students is the item 34, *I plan my schedule so I will have enough time to study SL*, with the mean of 2.90 and 2.55.

Graph 8 represents the successful and unsuccessful students' metacognitive strategy use. The results are shown below.

Graph 8: successful and unsuccessful students' Metacognitive strategy use.



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The use of metacognitive strategy by successful and unsuccessful students is illustrated in graph 8 above. Unsuccessful students prefer to use item 32, *I pay attention when someone is speaking SL* with the mean of 4.20 as well as the successful students do, with the mean of 4.45. Item 34, *I plan my schedule so I will have enough time to study SL* with the mean of 2.90 and 2.55, reported a low use by successful and unsuccessful students.

Table 12 below lays out the affective strategies used by successful and unsuccessful students in a detailed form, showing the preferred techniques used by students using statistical analysis for the data.

Table 12: Successful and Unsuccessful Students Affective Strategies Use.

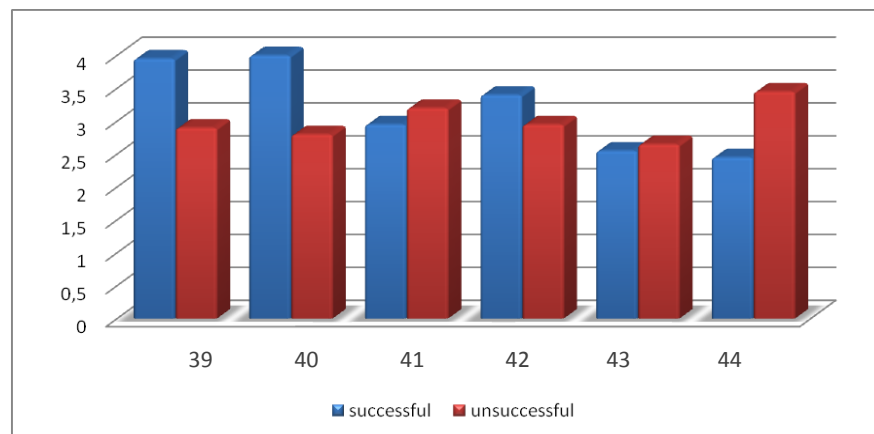
| Affective Strategies | Successful | | Unsuccessful | |
|---|------------|------|--------------|------|
| | M | SD | M | SD |
| 39. I try to relax whenever I feel afraid of using SL. | 3,95 | 1,05 | 2,90 | 1,77 |
| 40. I encourage myself to speak SL even when I am afraid of making a mistake. | 4,00 | ,92 | 2,80 | 1,58 |
| 41. I give myself a reward or treat when I do well in SL. | 2,95 | 1,47 | 3,20 | 1,11 |
| 42. I notice if I am tense or nervous when I am studying or using SL. | 3,40 | 1,35 | 2,95 | 1,28 |
| 43. I write down my feelings in a language learning dairy. | 2,55 | 1,61 | 2,65 | 1,42 |
| 44. I talk to someone about how I feel when I am learning SL. | 2,45 | 1,61 | 3,45 | 1,32 |

Item 40, *I encourage myself to speak SL even when I am afraid of making a mistake* which has the mean of 4 is mostly used by successful students. But the item 44, *I talk to someone about how I feel when I am learning SL* is the least used with the mean of 2.45. For the unsuccessful students, item 44, *I talk to someone about how I feel when I am learning SL*, is the preferable affective strategy with the mean of 3.45. Whereas item 43, *I write down my feelings in a language learning dairy*, with the mean of 2.65, is the least used by the unsuccessful students.

Affective strategy use differs from successful and unsuccessful students, graph 9 below gives a clear explanation for the results.

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Graph 9: Successful and Unsuccessful Students' Affective Strategy Use.



Graph 9 of successful and unsuccessful students' affective strategy use shows an approximate use of item 39, *I try to relax whenever I feel afraid of using SL* and item 40, *I encourage myself to speak SL even I am afraid of making a mistake*, with the mean of 2.90 and 2.80 by successful students. While unsuccessful students choose item 44, *I talk to someone else about how I feel when I am learning SL*, which has the mean of 3.45.

According to the idea that some sub-strategies are used by students more than others and for the purpose of having a good idea about the preferred social strategies techniques used by successful and unsuccessful students, a detailed analysis are represented in table 13 below using statistics in analyzing data.

Table 13: Successful and Unsuccessful Students Social Strategies Use

| Social Strategies | Successful | | unsuccessful | |
|---|------------|------|--------------|------|
| | M | SD | M | SD |
| 45. If I do not understand something in SL I ask the other person to slow down or say it again. | 4,00 | 1,30 | 4,20 | 1,10 |
| 46. I ask SL speakers to correct me when I talk. | 3,25 | 1,41 | 3,35 | 1,18 |
| 47. I practice SL with other students. | 3,70 | 1,42 | 3,55 | ,95 |
| 48. I ask for help from SL speakers. | 3,80 | 1,36 | 3,15 | 1,31 |
| 49. I ask questions in SL. | 3,90 | 1,07 | 3,65 | 1,09 |
| 50. I try to learn about the cultures of SL speakers. | 3,75 | 1,33 | 2,90 | 1,48 |

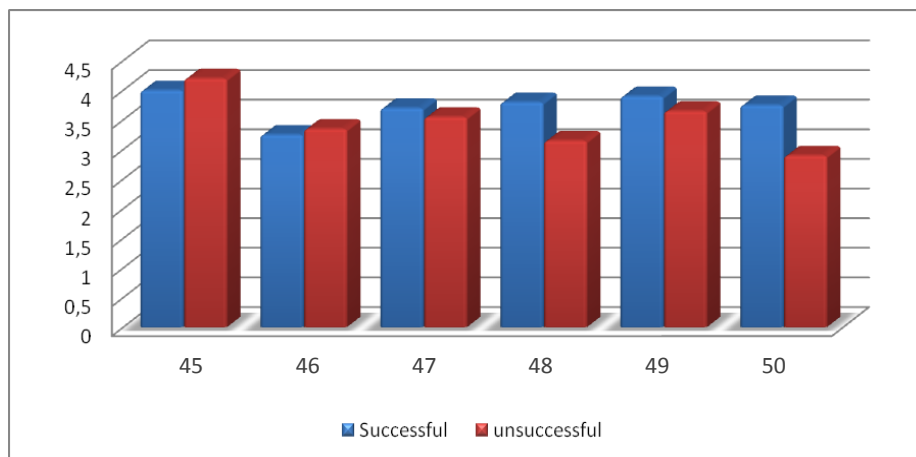
As it is represented in table 13 above, item 45, *if I do not understand something in SL I ask the other person to slow down or say it again*, has the highest mean 4 and 4.20 for both successful and unsuccessful students. For the unsuccessful students' use of social

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strategy, item 50, *I try to learn about the cultures of SL speakers* is the least used with the mean of 2.90.

Graph 10 shows the results of social strategy use by successful and unsuccessful students in details.

Graph 10: successful and unsuccessful students' Social strategy use.



From graph 10 above, it is observed that item 45, *if I do not understand something in SL, I ask the other person to slow down or say it again*, is highly used by unsuccessful students with the mean of 4.20 and for the successful students with the mean of 4. While item 50, *I try to learn about the cultures of SL speakers* with the mean of 2.90 is the least used by unsuccessful students.

Overall, from the analysis of the data, the results show that the most strategies used by 1st year successful students at M'sila University when they learn an SL are the metacognitive strategies along with cognitive strategies. This may indicate that the successful Language Learners are responsible for their learning, they are able to learn alone without asking for help and they depend on themselves while learning a new language, they look for opportunities to read as much as possible in the SL. This point was discussed by Wenden (1987) when he said: "learners should regulate their learning by planning, monitoring and evaluating their learning activities".

Concerning the 1st year unsuccessful students, the results represent that social strategies are the most preferred one that unsuccessful students use when learning an SL, which means that they are dependent learners, they ask for help from SL speakers and they practice the SL with students outside the classroom; so they cannot depend on themselves if they face any problem with the new language. This dependence and hesitation may be

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due to their feelings of failure in learning a language that can be transcribed in a sense of less self-confidence.

In accordance with these finding it can be said that the second hypothesis that says that successful and unsuccessful students use different LLSs when learning a SL, is confirmed. The findings of this section, also, are similar to some studies in the field such as Gerami and Baighlu (2011). The two researchers found that the most strategies used by successful students are the metacognitive ones. Whereas, the social strategies are the most used by unsuccessful students according to the same study. These results confirm what was found in this study. Their study confirms the points that were mentioned in this study which is about the variety in using techniques of each strategy by both successful and unsuccessful students, because of their abilities and capacities in learning a new language.

2.2.5. Data Analysis for Research Question Three

To answer the third research question that aims at investigating teachers' awareness and practices regarding LLSs, an interview was used with 12 teachers. Data obtained from the interview were analysed both qualitatively and quantitatively following thematic or categorical analysis method. The answers were coded and grouped into specific categories then frequencies were counted for each category. The results are summarized in the following sections.

2.2.5.1. Section One: Teachers Awareness and Knowledge about LLSs

This section of the interview includes 4 questions. Table 14 is a summary of teachers responses of question one which is: How important are LLSs to EFL students' success? Why?

Table 14: Teachers Responses to Interview Question 1

| Category | Very important | | Important | | Sub-categories | Frq | % |
|--|----------------|-------|-----------|------|----------------|-----|-------|
| | Frq | % | Freq | % | | | |
| *How important are LLSs to EFL students' success? Why? | 08 | 66.67 | 04 | 33.3 | Motivation | 02 | 16,67 |
| | | | | | Enhancement | 05 | 41,67 |
| | | | | | Success | 05 | 41,67 |

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From the results of first question, it is clear that 8 teachers(66.67%) see that LLSs are very important aspects in students' success, while 04 others consider them as just important (33.33%). Yet, all teachers agreed about the importance of LLSs in language learning. Examining the emergent categories, 02 teachers (16.67%) consider LLSs as motivational factors for students, 05 of them (41.67%) think that LLSs help in enhancing the levels of students' language learning process. While, the other 5 teachers (41.67%) raised the idea that LLSs are the key of academic success. This finding agrees with what research provided concerning the level of motivation in enhancing students' success according to Okada et al.'s (1996) and Chang and Liu's (2013) studies indicated that motivation is the most important factor affecting the choice of learning strategies. Learners with higher levels of motivation applied a variety of strategies more frequently than those with lower levels of motivation.

The second question in the first section was about the importance of investigating their learners LLSs. Teachers responses to question2 are summarized in table 15 below.

Table 15: Teachers Responses to Interview Question 2

| Category 02 | Yes | | No | | Sub-category | Frq | % |
|---|-----|-----|-----|----|---|-----|-------|
| | Frq | % | Frq | % | | | |
| Do you think it is significant to investigate your learners' LLSs? Why? | 12 | 100 | 2 | 00 | Helpful in discovering and enhancing students' level. | 05 | 41.67 |
| | | | | | Design courses | 02 | 16.67 |
| | | | | | Awareness of students to use LLSs | 01 | 8.33 |
| | | | | | Needs analysis | 04 | 33.33 |

The results of category 02, do you think it is significant to investigate your learners' LLSs'? Why? Are shown in table 15 above. All teachers12 (100%) agreed on the significance of investigating learners' LLSs, 05 (41.67%) of them answered that LLSs are helpful techniques. While 05 teachers believed that being aware (8.33%) of LLSs' significance lead to a better treatment of students' needs (33.33%) and help teachers to a good lecture design (16.67%). Students' needs analysis are very important to investigate before any course design since LLSs are the main factor to enhance students' level.

The answers of the third question in section one that was about how can language teachers know about the LLSs used by their students, are shown in table 16 below.

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Table 16: Teachers Responses to Interview Question 3

| Category 03 | Sub-categories | Frq | % |
|--|----------------|-----|-------|
| How can you, as a language teacher, know about the LLSs used by your students? | Observations | 03 | 25.00 |
| | Tests | 05 | 41.67 |
| | Questionnaires | 04 | 33.33 |

From table 16 above, it is clear that teachers adopt three main concepts to know about the LLSs used by their students which are observations, tests and questionnaires. Most of EFL teachers used tests and activities 05 (41.67) to discover what strategies are used by their students, 03 (25.00 %) of them depend on observing and remarking students actions and behaviours during classes in order to know about the LLSs used by them and the last 04 (33.33%) teachers used questionnaires to rich their objective which is related to be aware about what strategies are used by their learners. Teachers observe their students' behaviours during classes that make them prepare tests and activities to know which strategies are used by their learners.

Table 17 represents the answers of question 4 which is about the preferred LLSs used by most of students.

Table 17: Teachers Responses to Interview Question 4

| Category 04 | Sub-categories | Frq | % |
|---|----------------|-----|-------|
| In your class, which LLS(s) is preferably used the most by your students? | Cognitive | 05 | 41.67 |
| | Memory | 04 | 33.33 |
| | Social | 02 | 16.67 |
| | Metacognitive | 01 | 8.33 |

From table 17 above, category 04 talks about the preferable LLSs used by students in language learning. It is observed that 05 (41.67%) teachers discover that the cognitive strategy is the most used by their students. Other 04 (33.33%) teachers see that memory strategy is also preferable by their students, while social (16.67%) and metacognitive (8.33%) are the least used by them according to 03 teachers. After analysing the results, students do not use all the strategies while learning a new language according to their teachers.

2.2.5.2. Section Two: Teachers' Practices Regarding the Use of LLSs

This section of the interview includes 03 questions which tackles the practical side and the application of LLSs in classroom. Table 18 below discusses the answers of

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question 5 which is about the possibility of changing and replacing the students' actual LLSs.

Table 18: Teachers Responses to Interview Question 5

| Category 05 | Yes | | No | | Themes | Frq | % |
|--|-----|-----|-----|----|------------------------------------|-----|-------|
| | Frq | % | Frq | % | | | |
| Can students' actual LLS(s) be reinforced or replaced by new more effective ones? How? | | | | | Summarising and paraphrasing | 03 | 16.67 |
| | 12 | 100 | 00 | 00 | Note taking | 01 | 8.33 |
| | | | | | Raising students Awareness of LLSs | 04 | 25.00 |
| | | | | | Training | 03 | 16.67 |

Concerning category 05, students' actual LLS(s) can be reinforced or replaced by new more effective ones, that is what all teachers agreed about, by using summarising and paraphrasing, note-taking, training and achieving the LLSs' awareness. As it is shown in table 18 above, 04 (25%) teachers agree that being aware about what LLSs are used by their students help them to know the suitable strategy for each student; so they will be able to replace the actual strategies by new ones. Summarising and paraphrasing are another way that teachers used to change their students' LLSs according to 01 (16.67%) teacher. Note-taking (8.33%) and training (16.67%) are used by 04 teachers from the whole interviewed ones in order to reinforce the students' LLSs by more effective ones according to their levels. Students' actual LLSs can be replaced by new ones through taking notes and arising the awareness of students concerning their strategies.

For the purpose of knowing if teachers are taking LLSs into consideration when planning for lessons, table 19 below displays the answers.

Table 19: Teachers Responses to Interview Question 6

| Category 06 | Yes | | Sometime | | No | | Themes | Frq | % |
|--|-----|------|----------|----|-----|------|------------------------------|-----|-------|
| | Frq | % | Frq | % | Frq | % | | | |
| Are you taking LLSs into consideration when designing your lessons? Why? | | | | | | | To ensure effective Learning | 02 | 16.66 |
| | 5 | 41.7 | 6 | 50 | 1 | 8.33 | TO Design lectures | 05 | 41.67 |
| | | | | | | | To Assess learning | 01 | 8.33 |
| | | | | | | | To Meet Students need | 02 | 16.66 |

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Just some teachers are taking LLSs into consideration when designing for their lessons. According to table 19, taking LLSs into account help students learn effectively, and guide teachers designing lectures in order to assess students' learning and needs. From the whole sample of interviewed teachers, 6 (50%) teachers sometimes take LLSs into consideration when they plan for their lessons; i-e: these teachers do not always care about the LLSs used by their students when preparing lectures. The teachers whose lesson plan is based on LLSs are 5 (41.7%) and they confirm that with answering for question 6 with yes and just 1 (8.33) teacher does not take LLSs into account when preparing for lessons. For 05 (41.67%) teachers, taking LLSs into consideration help them to design lectures and plan for good lessons. According to 02 (16.66%) teachers, taking LLSs into account help students to learn effectively, while for the assessment of learning (8.33%) and achieving students' needs (16.66%), 03 teachers take LLSs into consideration during planning for lessons.

Table 20 below discusses the answers of question 7 which is interested with the difference strategies used by successful and unsuccessful students.

Table 20: Teachers Responses to Interview Question 7

| Category 07 | Yes | | No | | Sub-Categories | Frq | % |
|--|-----|----|-----|-----|---|-----|-------|
| | Frq | % | Frq | % | | | |
| Are LLSs used by successful students the same as those used by weak students? If no, according to you what strategies are mostly used by successful and unsuccessful students? | | | | | Cognitive for successful students | 04 | 33.33 |
| | 00 | 00 | 12 | 100 | Metacognitive for successful | 02 | 16.66 |
| | | | | | Memory for successful | 03 | 25 |
| | | | | | unsuccessful students do not have strategies. They imitate the good ones. | 04 | 33.33 |

Table 20 above shows the different strategies used by successful and unsuccessful students. All teachers (100%) assumed that strategies used by successful students are not the same used by unsuccessful ones. As a result of their observations, 04(33.33%) teachers see that cognitive strategies are used by their successful students, memory strategies are also used according to 03 (25%) teachers, while just 02 (16.66%) teachers believe that successful students use metacognitive strategies in learning language. Moreover, 04

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(33.33%) teachers say that unsuccessful students do not have strategies and they just imitate their good mates.

After analysing the teachers' answers, it is observed that not all teachers are aware about the LLSs used by their students, even if they answer by yes about the questions that tackle the importance of LLSs, most of teachers answered that they sometimes take LLSs into account when they plan for lessons, and others do not know all the strategies. Actually when asked about the different types of strategies, they only mentioned 4 strategies, this means that EFL teachers are not all aware about the LLSs used by their students in learning SL. The importance of being aware about the significance of LLSs was highlighted by Oxford (1990) when she says: "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p. 1). So L2 teachers are obliged to understand first the LLSs in order to make the communicative competence of their students more achievable. According to the findings, the hypothesis that EFL teachers are not all aware of students' LLSs was confirmed.

2.3. Summary of the Findings

The findings of this study are the following:

- First year EFL students at M'sila University use all the LLSs respectively. They tend to use metacognitive, social, cognitive and compensatory strategies highly. The affective and memory strategies are the least used ones.
- The use of LLSs by 1st year EFL successful and unsuccessful students is different; the metacognitive strategies are highly used by successful students whereas the unsuccessful students prefer to use the social strategies. This variety in using LLSs can be the main reason in the difference between successful and unsuccessful students' level.
- Not all EFL teachers at M'sila University are aware concerning the LLSs used by their students in classroom. Although EFL teachers have an idea about the different LLSs, they do not practice and take them into consideration during classes and this has an effect on learning and teaching process.

2.4. Pedagogical implications

In answering the fourth research question about the effectiveness of such an investigation into LLSs in improving EFL learners and teachers learning-teaching processes, it can be said that Language teachers are asked to critically examine their ways of teaching and make some changes if necessary, they are required to be aware of their students' needs before any design of courses. On the academic level, discovering the students' language learning strategies is a key technique that helps in facilitating learning. The application of the LLSs in classroom is based on teachers' abilities and styles in teaching SL, this is how learners and teachers teaching and learning-processes can be improved. The following are suggested techniques that would help teachers in enhancing their students' LLSs use:

- For the memory strategies, teachers are required to bring pictures and images related to the new terms that their students learn during class to help them remember the new SL words.
- For the cognitive strategies' use, different tasks that are based on the four skills, students writing for words several times help to get a correct pronunciation.
- For the compensatory strategies, teachers should train their students how to be clever enough to guess and to use gestures and body language when an idea is lost.
- For the metacognitive strategies, teaching students to pay attention for they mistakes and be responsible to correct them give the students more confidence to be good learners is the role of teachers.
- For the affective strategies, encouraging and rewarding students when they do well and give them time to relax if they are confused.
- For the social strategies, making group works, practicing with others and asking for help from good mates can lead students to a good level.

2.5. Recommendations

As this research belongs to the field of Language learning and spots light one of the most important aspects that are LLSs, its findings confirm most of what other related studies raised. Hence, calling for further research on language learners' needs as they constitute the most important phase in the process of planning for effective learning. This study recommends for studies about raising both teachers and learners awareness about LLSs and their effects on success in EFL learning. It also suggests for experimental studies examining the effectiveness of strategy training on learners' achievements.

Conclusion

This chapter represents the analysis and interpretation of the data gathered from different stages of the research. The collected data was consisted of three main tools, the SILL questionnaire for students, the interview for teachers and a designed questionnaire for teachers too. The results were analyzed quantitatively and qualitatively, represented statistically in tables and interpreted in graphs. The findings of this study provide a better understanding of strategy use among 1st year EFL students at M'sila University. First year EFL students at M'sila University are seemed to be aware concerning the use of language learning strategies. Metacognitive strategies were the most strategies used by successful students, while the social strategies were the least strategies used by 1st year EFL unsuccessful students at M'sila University. Also according to the results EFL teachers were not completely aware concerning the application of LLSs in classroom.

General Conclusion

As a basic concept in the English language learning, LLSs are one important aspect that should be investigated. Language learning strategies stand out as one of most influential factors on learning foreign languages. Therefore, all teachers should recognize that their students learning process can be greatly affected by their use of different types of LLSs. Although, the existing studies tackled the relationship between LLSs and learning process, this study attempts to raise the awareness of EFL teachers to use LLSs by their students and to investigate the most used strategies used by successful and unsuccessful 1st year EFL students at Msila University.

The research first question was about first year students' LLSs use. The question was answered by means of the SILL questionnaire that was distributed on a number of 40 students selected randomly from first year students at M'sila University. The results gained from the SILL questionnaire indicated that 1st year students used respectively the metacognitive, social, cognitive, compensatory, memory, and affective strategies. Metacognitive and social strategies were the highest used strategies while the affective strategies were the least used one.

The second question scrutinized the common used strategies used by successful and unsuccessful students. To answer this question two groups of successful and unsuccessful students were selected non-randomly and were asked to respond to the SILL questionnaire. The data shows that successful and unsuccessful students used different LLSs. It was found that the metacognitive strategies are highly used comparing to other strategies by successful students, while the unsuccessful students tend to use the social strategies with a high level of use than other strategies. Memory strategies are less used by unsuccessful students rather than the successful, the same can be said about the cognitive. The compensatory strategies are highly used by unsuccessful students rather than the successful ones.

The third question was about investigating teachers' awareness and practices regarding LLSs .To answer this question an interview was administered with 12 teachers. Data gained from the interview were analysed both qualitatively and quantitatively following thematic or categorical analysis method. The analysis shows that not all teachers are aware about the LLSs used by their students, most of teachers answered that they

General Conclusion

sometimes take LLSs into account when they plan for lessons, and others do not know all the strategies.

After the analysis of obtained data from different research tools, both research hypotheses were confirmed. This means that successful and unsuccessful 1st year EFL students at M'sila University use different LLSs to achieve their learning objectives. Second, not all EFL teachers at M'sila University are aware of, and consider, the importance of their students' LLSs in improving the teaching-learning process.

To have this work accomplished, the researchers encountered some difficulties without which this work could be better. Time limit is the biggest obstacle we can face, even though the study could be completed by the decided deadline. In terms of resources some books were very difficult to obtain. There was also a difficulty during the distribution of the SILL questionnaire where not all respondents were serious about the study. Concerning teachers' interviews, some teachers were busy so we could not have their answers. Problems that can limit this study can also be related to the sample size starting from the teachers that only 12 of them were accessible. The students' sample are only first year students at the department of M'sila that were around a 140 students that may not be representative to the total number of EFL students in Algeria.

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Appendices

Appendix 01: SILL Questionnaire

Strategy inventory for language learning (version for ESL speakers)

This form of the Strategy Inventory for Language Learning (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement and choose the response (1, 2, 3, 4 or 5) that tells *how true the statement is for you*.

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

Never or almost never true of me means that the statement very rarely applies to you
usually not true of me means that the statement is true less than half of the time
somewhat true of me means that the statement is true of you about half of the time
usually true of me means that the statement is true more than half of the time
always or almost always true of me means that the statement is almost always true for you
Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Your SILL results will be kept in complete confidence and will not affect your grade. (Version 7.0 [EFL/ESL] R. L. Oxford, 1989)

PART A

1. I think about the relationship between what I already know and new things I learn in English. 1 2 3 4 5
2. I use new English words in a sentence so I can remember them. 1 2 3 4 5
3. I connect the sound of a new English word with a picture of it in my head to help me remember the word 1 2 3 4 5
4. I remember a new English word by making a mental picture of a situation in which the word might be used 1 2 3 4 5
5. I use rhymes to remember new English words. 1 2 3 4 5
6. I use flashcards to remember new English words. 1 2 3 4 5

7. I physically act out new English words. 1 2 3 4 5

8. I often review English lessons. 1 2 3 4 5

9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. 1 2 3 4 5

PART B

10. I say or write new English words several times.

11. I try to talk like native English speakers.

12. I practice the sounds of SL.

13. I use the English words I know in different contexts.

14. I start conversations in SL.

15. I watch English language TV shows or movies spoken in English without spoken in LS.

16. I read for pleasure in SL.

17. I write notes, messages, letters, or reports in the SL.

18. I first skim an English passage (read over the passage quickly) then go back and read carefully.

19. I look for words in my own language that are similar to new words in SL.

20. I try to find patterns in SL.

21. I find the meaning of an SL word by dividing it into parts that I understand.

22. I try not to translate word-for-word.

23. I make summaries of information that I hear or read in SL.

PART C

24. To understand unfamiliar SL words, I make guesses.

25. When I can't think of a word during a conversation in SL, I use gestures.

26. I make up new words if I do not know the right ones in SL.

27. I read English without looking up every new word.

28. I try to guess what the other person will say next in SL.

29. If I can't think of an SL word, I use a word or phrase that means the same thing.

PART D

30. I try to find as many ways as I can to use my SL.

31. I notice my SL mistakes and use that information to help me do better .

32. I pay attention when someone is speaking SL.

33. I try to find out how to be a better learner of SL.

34. I plan my schedule so I will have enough time to study SL.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in SL.
37. I have clear goals for improving my SL skills.
38. I think about my progress in learning SL.

PART E

39. I try to relax whenever I feel afraid of using SL.
40. I encourage myself to speak SL even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using SL.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning SL.

PART F

45. If I do not understand something in SL , I ask the other person to slow down or say it again.
46. I ask SL speakers to correct me when I talk.
47. I practice SL with other students outside the classroom.
48. I ask for help from SL speakers.
49. I ask questions of English in SL.
50. I try to learn about the cultural of SL speakers.

Appendix 02: Worksheet for Answering and Scoring the Strategy Inventory for Language Learning (SILL)

Strategy Inventory for Language Learning Version 7.0 (ESL/EFL) © R. Oxford, 1989

1. The blanks (____) are numbered for each item on the SILL.
2. Write your response to each item (that is, write 1, 2, 3, 4, or 5) in each of the blanks.
3. Add up each column. Put the result on the line marked SUM.
4. Divide by the number under SUM to get the average for each column. Round this average off to the nearest tenth, as in 3.4
5. Figure out your overall average. To do this, add up all the SUMS for the different parts of the SILL. Then divide by 50.
6. When you have finished, your teacher will give you the Profile of Results. Copy your averages (for each part and for the whole SILL) from the Worksheet to the Profile SILL Worksheet

Name: _____ Date: _____

| Whole | Part A | Part B | Part C | Part D | Part E | Part F | SILL |
|-----------|-----------|-----------|-----------|-----------|-----------|--------|-------|
| 1. _____ | 10. _____ | 24. _____ | 30. _____ | 39. _____ | 45. _____ | SUM A | _____ |
| 2. _____ | 11. _____ | 25. _____ | 31. _____ | 40. _____ | 46. _____ | SUM B | _____ |
| 3. _____ | 12. _____ | 26. _____ | 32. _____ | 41. _____ | 47. _____ | SUM C | _____ |
| 4. _____ | 13. _____ | 27. _____ | 33. _____ | 42. _____ | 48. _____ | SUM D | _____ |
| 5. _____ | 14. _____ | 28. _____ | 34. _____ | 43. _____ | 49. _____ | SUM E | _____ |
| 6. _____ | 15. _____ | 29. _____ | 35. _____ | 44. _____ | 50. _____ | SUM F | _____ |
| 7. _____ | 16. _____ | 36. _____ | | | | | |
| 8. _____ | 17. _____ | 37. _____ | | | | | |
| 9. _____ | 18. _____ | 38. _____ | | | | | |
| 19. _____ | | | | | | | |
| 20. _____ | | | | | | | |
| 21. _____ | | | | | | | |
| 22. _____ | | | | | | | |
| 23. _____ | | | | | | | |

Other strategies used:

SUM _____ SUM _____ SUM _____ SUM _____ SUM _____ SUM _____ SUM _____
 $\div 9 =$ _____ $\div 14 =$ _____ $\div 6 =$ _____ $\div 9 =$ _____ $\div 6 =$ _____ $\div 6 =$ _____ $\div 50 =$ _____ (Overall Average)

Profile of Results on the Strategy Inventory for Language Learning (SILL)

You will receive this profile after you have completed the worksheet. This profile will show your SILL results. These results will tell you the kinds of strategies you use in learning English. There are no right or wrong answers.

To complete this profile, transfer your averages for each part of the SILL, and your overall average for the whole SILL. These averages are found on the worksheet.

Part What Strategies are Covered Your Average on This Part

- A Remembering more effectively _____
- B Using all your mental processes _____
- C Compensating for missing knowledge _____
- D Organizing and evaluating your learning _____
- E Managing your emotions _____
- F Learning with others _____
- YOUR OVERALL AVERAGE _____

SILL Profile of Results

Key to Understanding Your Averages

High Always or almost always used 4.5 to 5.0 Usually used 3.5 to 4.4

Medium Sometimes used 2.5 to 3.4

Low Generally not used 1.5 to 2.4 Never or almost never used 1.0 to 1.4

If you want, you can make a graph of your SILL averages. What does this graph tell you? Are you very high or very low on any part?



A B C D E F Your Remembering Using Compensating Organizing Managing Learning
Overall more all for missing and your with Average effectively your knowledge evaluating
emotions others mental your processes learning

What These Averages Mean to You

The overall average tells how often you use strategies for learning English. Each part of the SILL represents a group of learning strategies. The averages for each part of the SILL show which groups of strategies you use the most for learning English.

The best use of strategies depends on your age, personality, and purpose for learning. If you have a very low average on one or more parts of the SILL, there may be some new strategies in these groups that you might want to use. Ask your teacher about these.

Appendix 03: Teachers' Interview

Dear teachers,

This interview is part of a research about Language Learning Strategies (LLSs) used by first year students. We would be so grateful if you could answer the following questions.

1. How important are LLSs to EFL students' success?

why?.....
.....

2. Do you think it is significant to investigate your learners' LLSs? why?

.....
.....

3. How can you , as a language teacher, know about the LLSs used by your students?

.....
.....

4. In your class, which LLS(s) is preferably used the most by your students?

.....
.....

5. Can students' actual LLS (s) be reinforced or replaced by new more effective ones? how?

.....
.....

6. Are you taking LLSs into consideration when designing your lessons? why?

.....
.....

7. Are LLSs used by successful students the same as those used by weak students?

* If no, according to you, what strategies are mostly used by successful students and what strategies are used by weak students?

.....
.....

*** if yes, how do you explain that?**

.....
.....

Appendix 04: Teachers' Questionnaire

1. 20 successful students

| | Name | Group | Average | Agree | Disagree | observations |
|----|------|-------|---------|-------|----------|--------------|
| 01 | | 01 | 15.49 | | | |
| 02 | | 01 | 14.33 | | | |
| 03 | | 04 | 14.31 | | | |
| 04 | | 02 | 14.19 | | | |
| 05 | | 01 | 13.99 | | | |
| 06 | | 04 | 13.87 | | | |
| 07 | | 01 | 13.74 | | | |
| 08 | | 02 | 13.70 | | | |
| 09 | | 01 | 13.54 | | | |
| 10 | | 01 | 13.53 | | | |
| 11 | | 02 | 13.36 | | | |
| 12 | | 02 | 13.36 | | | |
| 13 | | 02 | 13.36 | | | |
| 14 | | 02 | 13.18 | | | |
| 15 | | 01 | 13.07 | | | |
| 16 | | 03 | 12.98 | | | |
| 17 | | 03 | 12.95 | | | |
| 18 | | 02 | 12.83 | | | |
| 19 | | 04 | 12.78 | | | |
| 20 | | 02 | 12.76 | | | |

2. 20 unsuccessful students:

| | Name | Group | Average | Agree | Disagree | Observations |
|-----|------|-------|---------|-------|----------|--------------|
| 84 | | 01 | 10.07 | | | |
| 85 | | 04 | 09.99 | | | |
| 86 | | 04 | 09.23 | | | |
| 87 | | 03 | 09.90 | | | |
| 88 | | 04 | 09.83 | | | |
| 89 | | 02 | 09.57 | | | |
| 90 | | 03 | 09.51 | | | |
| 91 | | 02 | 09.51 | | | |
| 92 | | 04 | 09.37 | | | |
| 93 | | 01 | 09.37 | | | |
| 94 | | 03 | 09.36 | | | |
| 95 | | 02 | 09.36 | | | |
| 96 | | 04 | 08.58 | | | |
| 97 | | 03 | 08.16 | | | |
| 98 | | 02 | 07.76 | | | |
| 99 | | 04 | 06.37 | | | |
| 100 | | 02 | 06.35 | | | |
| 101 | | 04 | 06.26 | | | |
| 102 | | 04 | 05.87 | | | |
| 103 | | 01 | 05.43 | | | |

Appendix 05: Students' Means

1. Successful students' means

| | A | B | C | D | E | F | Overall Mean |
|----|------|------|------|------|------|------|--------------|
| 01 | 3.78 | 4.00 | 4.00 | 4.00 | 4.33 | 4.67 | |
| 02 | 4.00 | 4.86 | 4.83 | 4.78 | 4.67 | 3.00 | |
| 03 | 3.33 | 4.21 | 2.67 | 4.56 | 3.00 | 3.83 | |
| 04 | 3.44 | 3.86 | 4.00 | 3.56 | 3.83 | 1.33 | |
| 05 | 2.78 | 4.21 | 4.50 | 4.44 | 2.67 | 4.00 | |
| 06 | 3.22 | 3.93 | 3.00 | 4.11 | 3.00 | 3.17 | |
| 07 | 2.44 | 4.07 | 4.17 | 3.56 | 2.50 | 3.33 | |
| 08 | 3.22 | 2.71 | 2.83 | 3.78 | 4.17 | 4.33 | |
| 09 | 3.78 | 3.36 | 2.50 | 2.90 | 2.33 | 3.50 | |
| 10 | 3.56 | 3.86 | 3.50 | 3.89 | 3.83 | 3.50 | |
| 11 | 3.11 | 4.93 | 4.00 | 4.44 | 3.33 | 4.00 | |
| 12 | 4.00 | 3.14 | 3.67 | 4.00 | 3.67 | 4.50 | |
| 13 | 3.56 | 3.29 | 3.67 | 3.78 | 2.33 | 3.17 | |
| 14 | 4.00 | 3.93 | 4.33 | 4.78 | 2.67 | 4.67 | |
| 15 | 2.78 | 4.29 | 3.17 | 3.89 | 2.33 | 4.17 | |
| 16 | 2.22 | 3.21 | 3.17 | 3.89 | 3.33 | 3.33 | |
| 17 | 2.56 | 3.21 | 2.50 | 2.56 | 3.33 | 3.50 | |
| 18 | 4.00 | 3.21 | 3.50 | 4.11 | 2.33 | 4.17 | |
| 19 | 2.89 | 3.93 | 3.67 | 4.22 | 2.50 | 4.17 | |
| 20 | 3.44 | 3.50 | 3.50 | 4.22 | 4.17 | 4.33 | |

2. Unsuccessful Students' means

| | A | B | C | D | E | F | Overall mean |
|----|------|------|------|------|------|------|--------------|
| 21 | 3.00 | 3.00 | 1.83 | 3.33 | 4.67 | 4.33 | |
| 22 | 2.78 | 4.29 | 4.33 | 4.33 | 3.00 | 4.50 | |
| 23 | 3.00 | 3.21 | 3.50 | 4.33 | 3.50 | 3.67 | |
| 24 | 3.11 | 3.45 | 3.17 | 3.78 | 3.00 | 3.67 | |
| 25 | 2.44 | 3.07 | 3.50 | 4.33 | 4.17 | 4.67 | |
| 26 | 2.22 | 2.14 | 2.50 | 2.67 | 3.33 | 3.17 | |
| 27 | 3.11 | 3.00 | 2.33 | 2.67 | 3.00 | 2.67 | |
| 28 | 3.56 | 3.79 | 3.00 | 3.22 | 1.33 | 4.00 | |
| 29 | 3.11 | 3.36 | 3.83 | 3.56 | 3.33 | 2.83 | |
| 30 | 2.11 | 3.21 | 2.67 | 3.44 | 2.17 | 2.50 | |
| 31 | 3.11 | 2.57 | 4.00 | 2.67 | 2.33 | 3.33 | |
| 32 | 3.33 | 2.57 | 4.00 | 2.44 | 2.83 | 3.17 | |
| 33 | 2.11 | 4.21 | 3.67 | 2.56 | 2.83 | 3.50 | |
| 34 | 3.11 | 3.21 | 3.00 | 4.11 | 3.33 | 3.17 | |
| 35 | 3.89 | 2.79 | 2.33 | 3.44 | 2.17 | 3.00 | |
| 36 | 2.89 | 2.21 | 3.00 | 2.78 | 2.17 | 3.17 | |
| 37 | 3.00 | 3.29 | 3.33 | 3.89 | 3.83 | 3.50 | |
| 38 | 3.67 | 3.50 | 2.83 | 3.56 | 3.17 | 4.33 | |
| 39 | 2.89 | 3.43 | 2.33 | 2.89 | 2.67 | 3.00 | |
| 40 | 2.22 | 3.29 | 2.33 | 2.89 | 3.00 | 3.17 | |

RESUME

Cette étude montre généralement la stratégie d'apprentissage des langues (LLS) utilisée par les étudiants EFL de première année à l'Université M'sila. L'étude tente également d'identifier les stratégies d'apprentissage des langues utilisées par les apprenants d'anglais qui réussissent ou échouent. L'inventaire des stratégies d'apprentissage des langues (SILL) d'Oxford (1990) a été administré à 80 étudiants de première année. Les aspects étudiés comprennent les six stratégies d'apprentissage des langues classées par Oxford (1990) comme stratégies cognitives, stratégies de mémoire, stratégies de compensation, stratégies métacognitives, stratégies affectives et stratégies sociales. Un autre outil de recherche a été utilisé pour étudier la sensibilisation des enseignants à l'importance des LLS dans l'apprentissage d'une langue et dans leurs pratiques d'enseignement. Les données obtenues ont ensuite été analysées à l'aide du Paquet statistique pour les sciences sociales (SPSS) version 20. Les résultats montrent que les étudiants de première année ont tenté d'utiliser plus de stratégie métacognitive et de stratégie sociale dans leur apprentissage. En outre, les LLS privilégiés par les étudiants qui réussissent sont des stratégies métacognitives et cognitives, tandis que les étudiants ratés utilisent des stratégies sociales et compensatoires. De plus, les résultats montrent que les professeurs d'EFL de l'Université de M'sila ne sont pas tous au courant de l'utilisation des LLS. Cette étude vise à aider les enseignants et les étudiants en les sensibilisant à l'importance des LLS dans la réussite de l'apprentissage d'une langue seconde.

ملخص

تحقق هذه الدراسة بشكل عام استراتيجيات تعلم اللغة التي يستخدمها طلاب السنة الأولى في جامعة المسيلة. وتحاول الدراسة أيضا تحديد استراتيجيات التعلم اللغوي التي يستخدمها الناجحون وغير الناجحون من طلبة اللغة الانجليزية. قائمة الجرد الاستراتيجية لتعلم اللغات (أكسفورد 1990) وزعت على 80 من طلبة السنة الأولى. وتنطوي الجوانب التي تم فحصها على استراتيجيات تعلم اللغات الست التي تصنفها أكسفورد (1990) بوصفها استراتيجيات معرفية ، استراتيجيات للذاكرة ، استراتيجيات للتعويض ، استراتيجيات ما وراء المعرفة ، واستراتيجيات العاطفة ، واستراتيجيات اجتماعية. أما فيما يخص وعي الأساتذة بالاستراتيجيات المستخدمة في تعلم لغة ما أو في ممارساتهم التعليمية ، استخدمت أداة بحثية أخرى. ثم تم تحليل البيانات المتحصل عليها باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS) الإصدار 20. تبين النتائج ان طلاب السنة الأولى حاولوا استخدام المزيد من استراتيجيات ما وراء المعرفة والإستراتيجية الاجتماعية في التعلم. إضافة إلى ذلك ، كانت استراتيجيات تعلم اللغة المفضلة التي يستخدمها الطلبة الناجحون هي ما وراء المعرفة والاستراتيجيات المعرفية ، في حين ان الطلبة الغير ناجحين يستخدمون الاستراتيجيات الاجتماعية والتعويضية . وعلاوة على ذلك تظهر النتائج أن أساتذة اللغة في جامعة المسيلة ليسوا جميعا على علم بالاستراتيجيات المستخدمة. وتهدف هذه الدراسة إلى مساعدة الأساتذة والطلبة على حد سواء عن طريق زيادة وعيهم بأهمية استراتيجيات تعلم اللغة في النجاح في تعلم لغة ثانية.