Al-Hussain Bin Talal University Students' Awareness and Practices of English Language Learning Strategies

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Abstract

This study aims   to investigate Al-Hussain Bin Talal University Students' awareness and practices of English language learning strategies. The researcher used the Strategy Inventory for Language Learning (SILL) version.7 developed by Oxford was administered as the instrument to elicit information on the students' use of language learning strategies. The instrument has 50 items distributed into six categories each containing a number of items. The instrument (SILL) was translated into Arabic by the researcher to make it easier for Jordanian students to fill. The results showed that the meta cognitive learning strategy awareness has the highest average (mean) and the social learning strategy awareness has the lowest whereas the affective and meta cognitive learning strategies practices have the highest average (mean) and the social learning strategy practices has the lowest. There is positive relationship between the awareness and practices of all leaning strategies and there is significant statistical interaction between gender and faculty. There is statistical significant interaction between gender and faculty on the total score of the practices of learning strategies. In light of the results , some recommendations were given .

Keywords : awareness, practices, English language learning strategies .

Introduction

Learning a language is a need for everyone in this world as acquiring the mother tongue is the first step in our life. To get acquainted with others in different countries, it should be a good or another need to know the language of the target group. English is a well known language all over the world and no one can ignore the necessity of English language. In some countries like our country, Jordan, English is mainly focused on for all students in different fields. University students are in need for English , this is why we see that all departments at our universities approve the importance for our students to learn English. So, educationalists started t focus on learning strategies and mainly language learning strategies related to this field.

Oxford (1990) defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p.8). also oxford defines language learning strategies as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information" (p.8).

Wenden (1978a: 7-8) says "learning strategies are the various operations that learners use in order to make sense of their learning".

As language learning is a need, a lot of researchers started to move from teaching methods, & techniques to language learning strategies. Abraham & Vann, 1987, 1990; Chamot & Kupper, 1989; Naiman, Frolich, Stern, & Todesco, 1978; O'Malley & Chamot, 1990; Oxford etal., 1989, 1993, 1995; Politzer & McGroarly, 1985; Ramsey, 1980; Reiss, 1983 noted the importance of employing language learning strategies.

Oxford (1990:9) claims that language learning strategies have the following features of language learning strategies:

1. Contribute to the main goal, communicate competence.
2. Allow learners to become more self-directed.
3. Exp& the role of teachers.
4. Are problem oriented.
5. Are specific actions taken by the learners.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly & indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors.

However, researcher found a lot of researches which were conducted related to the field of the study. As an attempt in the same route, the researcher conducted this study to find out the English language learning strategies which are used by Jordanian university students & mainly the most effective ones they know & practice. In

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addition, only one study was conducted in Palestine about using English language learning strategies with their Arabic as the mother tongue.

Oxford (1990) set a new language learning strategies system of direct & indirect strategies. They are divided into memory, cognitive, compensations, meta cognitive, affective, & social strategies. These strategies are specified as follows:

1. Memory strategies (direct strategies) for remembering & retrieving new information.
2. Cognitive strategies (direct strategies) for understanding & producing the language.
3. Compensations strategies (direct strategies) for using the language despite lack of knowledge.
4. Meta cognitive strategies (indirect strategies) for coordinating the learning process.
5. Affective strategies (indirect strategies) for regulating emotions.
6. Social strategies (indirect strategies) for learning with others.
   (Oxford, 1990, 14-15).

The six categories lay the fundamentals of Strategy Inventory for Language Learning (SILL). Oxford's (1990) classification of language learning strategies is more comprehensive & detailed.

  Ehrman & Oxford (1989), Oxford & Nyikos (1989). Phillips (1991) & Green (1991) applied the SILL claimed that using language learning strategies would have valuable influence on language proficiency. Oxford (1990) developed SILL based on this complete list of strategies which is a useful instrument designed to test ESL/EFL learners' strategies use.

Oxford (1990) in his classification of direct & indirect strategies required mental processing of the language & involved the language directly. This study as Chen's (2014) study will employ Oxford's (1990) language learning strategy classification system but it was translated into Arabic to facilitate understanding them by students.

Literature Review

Nyikos (1989) explored the relationship between language learners' proficiency & their use of strategies use as well. He used SILL to investigate 1200 university students who studied five different foreign languages, & found that different background affected use of language learning strategies. Moreover, students' self-rating of proficiency levels was closely linked to their use of language learning strategies; for example, students who considered themselves to be proficient in speaking, listening or reading tended to employ more language learning strategies.

Van & Abraham (1987, 1990) carried out research into successful & unsuccessful language learners the results of their studies reveal that unsuccessful learners did use strategies generally considered as useful, & often the employed the same strategies as successful learners. Successful learners used strategies more appropriate in different situations than unsuccessful learners, & used a larger range of strategies in language learning more frequently & appropriately.

Chang (1991) used SILL to 50 Chinese students applying at the University of Georgia & fount who were medium strategy users. The most frequently used strategies were Compensation while affective ones were the least frequently used strategies among this group of Chinese students.

Green (1991) conducted a study showed that only one strategy category, meta cognitive strategies, was used at a high level while the other categories were used at a medium level with affective & memory categories being the least frequently.

Noguchi (1991) applied SILL to university students in Japan showed that they were medium strategy users, overall, & used all strategies categories at low to medium levels. Memory & cognitive strategies were more popular than meta cognitive & affective ones. Social strategies turned out to be least frequently used among this group of Japanese students.

Oh (1992) conducted a study with 59 EFL students studying in a Korean university & found that they used overall strategies at a medium level. With respect to strategy categories, the only strategy category that was used at a high frequency was meta cognitive; whereas compensation, affective, & social strategies were used at a medium level, & cognitive & memory strategies were used at a low level.

Yang (1994) investigated the strategy use in Taiwan . All strategy categories were used at a medium level except for compensation strategies which were slightly above the medium. The participants were found to be medium strategy users.

Ehrman & Oxford (1995) found that only cognitive strategies had a significant relationship with language proficiency in the SILL category. Other strategies had no significant relationship with proficiency. On the other hand only cognitive strategies significantly influenced ESL/EFL learners' proficiency outcomes. To conclude, it is clear that there are significant relationship between language learning strategies & language proficiency.

Merrifield (1996) examined the LLSs used by five adult learners. He found that they used LLSs at a medium level. The most frequently used strategy category was compensation while the least one was affective strategies which were used at a low level.

Park (1997) investigated the Korean university students' use of strategies. It was found that all strategy groups

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were used at a medium level. The highest frequency belonged to meta cognitive strategies followed by compensation , memory, cognitive, social, and affective strategies.

Bremner (1999) studied the strategy use of a group of Hong Kong university students showed that compensation and meta cognitive strategies were the most frequently used, while affective and memory strategies were the least frequently used strategies . overall, the participants turned out to be moderate strategy users.

Whanton (2000) found that the level of motivation had a positive relationship with two items of the Strategy Inventory for Language Learning (SILL), that of goals and objective setting and looking for people to talk to in L2.

Lan and Oxford (2003) found the degree of likeness of English had positive relationships with the meta cognitive language learning strategies, (MCLLSs) items of listening closely to English speakers, checking own progress in learning English (self-evaluating), analyzing own mistakes and not making them again (self-monitoring). Liking of English was found to have interaction effects with proficiency in its relationship with looking for chance to practice English.

Ok (2003) investigated the strategy use of Korean secondary school students. He found that compensation strategies were used the most frequently (at a medium level), followed by social, cognitive, memory, meta cognitive, and affective strategies (at a low level).

Peacock & Ho (2003) studied strategy use of 1006 Hong Kong university students, reported that the participation were medium strategy users with compensation category as the most frequently used strategies followed by cognitive and meta cognitive strategies; then social, memory and affective strategies respectively.

Abu Shamis (2003) studies the strategy use of Arab EFL English majors in Palestine. The results showed that the participants were moderate strategy users with meta cognitive strategies being the most and compensation strategies the least frequently used strategies.

Riazi & Rahimi (2005) conducted a study about Iranian EFL learners' to investigate the use of language strategies (LLSs). Overall, the six strategy categories (memory, cognitive, compensation, metacogniteve, affective & social) as well as the 50 individual strategies appearing in Oxford (1990) Strategy Inventory for language learning (SILL) 220 university English major student who filled out the SILL. The result showed that Iranian EFL learners were "medium" strategy users overall while they used meta cognitive strategies with a high frequency, whereas memory & social strategies with a low frequency.

Ching, Chan and Nian (2007) conducted a study to investigate the influence of gender and major on college EFL learning strategy use in Taiwan. The participants were 1758 Taiwanese college EFL learner completed the two sets of self-reported questionnaires, including Background Characteristics and Strategy Inventory for Language Learning (SILL). The results revealed 1. There was not a great difference among the frequency of each strategy that Taiwanese college EFL learners report using all in medium – use level – 2. Statistically significant differences were found in use of cognitive strategies, meta cognitive strategies, social strategies and overall strategies with regard to gender. 3. Statistically significant differences were found in use of six subcategories of language learning strategies and overall strategies with regard to major.

Manfred (2007) conducted a study to report the relationships between the use of MCLLSs (meta cognitive language learning strategies) and LLM (language learning motivation among Chinese-speaking ESL learners at a vocational education institute in Hong Kong. The aims were to identify the patterns of the use of MCLLSs and LLM of the learners and explore the relationships between the two variables. A survey questionnaire containing items on MCLLSs of the Strategy Inventory for Language Learning (SILL) as well as items on integrative and instrumental motivation from the Attitude/Motivation Test Battery (AMBT) were administered to 192 ESL learners at the institute. Results indicated that the levels of the use of MCLLSs are positively related to the levels of motivation of respondents with integrative motivation having a stronger relationship with strategy use than instrumental motivation and total motivation.

Zare (2010) carried out a study that focused on determining the language learning strategy use of undergraduate Iranian language learner in learning English as a foreign language. The Strategy Inventory for Language Learning (SILL) was used to elicit information on the use of language learning strategies. The findings revealed that Iranian undergraduate EFL learners can be categorized as medium strategy users . the findings also show that the overall use of language learning strategies significantly varied according to gender. Female EFL learners significantly prevailed over males in the use of learning strategies.

Zare & Noordin (2011) conducted a study which focused on determining the relationship between language learning strategy use and reading comprehension achievement among Iranian undergraduate EFL learners. The Strategy Inventory for Language Learning (SILL) was used to elicit information on the use of language learning strategies. The results demonstrated that the overall use of language learning strategies had a strong positive correlation with reading comprehension achievement. Furthermore, the category of meta cognitive strategies was found to be the best predictor of reading comprehension achievement.

Chen (2014) investigated language learning strategies used by English as a Foreign Language (EFL) learners at different educational levels and explored the influence of age on the use of language learning strategies. The

instrument for data collection was the Strategy Inventory for Language Learning (SILL). The results revealed statistically significant relationships existed between different age groups and the use of memory strategies, compensation strategies, meta cognitive strategies, and affective strategies. Secondary and tertiary students reported using compensation strategies more frequently than primary students. Tertiary students used social and affective strategies more frequently than did other age groups. The results indicated that age increase is likely to encourage learners to use strategies with more emphasis on the social and functional strategies.

After studying the researches related which were conducted in different areas of the world , it can be seen that all of them used Sill questionnaire to gather data from the subjects but no study takes into consideration the awareness and practices together and this why the researcher felt confident in carrying out such a distinguished study.

Methodology

Five hundred and twenty nine undergraduate Jordanian EFL learners including 115 male and 112 female from scientific faculties and 109 male and 193 female students from humanistic faculties participated in this study. They were chosen from four electives and five compulsory sections at the university. The Strategy Inventory for Language Learning (SILL)   version.7 developed by Oxford was administered as the instrument to elicit information on the students' use of language learning strategies. The instrument has 50 items distributed into six categories each containing a number of items. The categories include: 1) Memory (nine items: 1-9) are used for entering new information into memory storage and for the retrieving it when need for communication. (e.g., grouping, representing sounds in memory, structured reviewing, using physical response); 2) Cognitive (14 items: 10-23) are used for linking new information with existing schemata and for analyzing and classifying it. Cognitive strategies are responsible for deep processing forming and revising internal mental models and receiving and producing messages in the target language (e.g., repeating, getting the idea quickly, analyzing and taking notes); 3) Compensation (six items: 24-29) include such strategies as guessing and using gestures. Such strategies are needed to fill any gaps in the knowledge of the language. Such as switching to the mother tongue, using other clues, getting help and using a synonym); 4) Meta cognitive(nine items: 30-38) are techniques used for organizing, planning, focusing and evaluating one's own learning. Such as linking new information with already known one, seeking practice opportunities, and self-monitoring); 5) Affective (six items: 39-44) are used for handling feelings, attitudes and motivations such as lowering anxiety by use of music, encouraging oneself and discussing feelings with others; and 6) Social (six items: 45-50) are used for facilitating interaction by asking questions, and cooperating with others in the learning process, such as asking for classification, cooperating with others and developing cultural understanding . The choices were given numerical values that manifested the degree of the preference or tendency of the subjects towards the items of the questionnaire and the responses of the instrument are based on a five point likert scale ranging from 1 to 5 (1= "never or almost never true of me ". 2= "usually not true of me", 3= " somewhat true of me", 4= usually true of me" and 5= "always or almost always true of me"). Students were to fill two questionnaires : one about the degree of awareness of the strategies and the other about the degree of their practices of the strategies in the instrument. Students' performance on the questionnaires were coded and analyzed for the pattern of the strategy practice and awareness among this group of university students. The scale for interpreting average scores of strategies on the SILL which has been established by Oxford was followed in this study. This scale divided language learning strategy awareness or practices into three levels and was specifically designed to inform students the frequency of their strategy use . In this scale , the student whose mean score is above 3.5 (M=3.5) is considered to be a high strategy user and the one whose mean score is between 2.5 and 3.4 (205=M=3.4) is a medium strategy user and the one below 2.4 (M=2.4) is considered a low strategy user.

The instrument (SILL) was translated into Arabic by the researcher to make it easier for Jordanian students to fill. Then it was given to a group of specialists of translation to check the language. The researcher felt confident to carry out the study using the instrument in its Arabic language version.

Validity of the Instrument

Correlation coefficients were calculated between the category and the instrument of the students' awareness as a unit and it was between (0.28 and 0.67). Correlation coefficients
were calculated between the category and the instrument of the students' practices of the learning strategies as a unit and it was between (0.26 and 0.59) and all of them are statistically significant.

Table 1: Cronbach alpha reliability coefficients for learning strategies

Learning strategies category	Number of items	Awareness	practices
Memory	9	.679	.711
Cognitive	14	.855	.848
Compensation	6	.709	.672
Meta cognitive	9	.845	.837
Social	6	.704	.669
Affective	6	.823	.807
Total	50	.942	.937

Statement of the Problem
Since English is an important language in the world nowadays and it is a need to such extent for scholars to cope with modern developments in his/her field of study, it is shown the importance of improving the learning strategies of acquiring the language. As a result, the researcher found it beneficial to test and find the strategies that EFL instructors should use to acquire English Language at the university and to check the relationship between awareness and the practices of English language learning strategies.

Significance of the study
This study is chosen by the researcher as specialist in the field of teaching English to Arab students and evaluation of the program. This study is a try to gather English language learning strategies which are used by university students who learn English as a foreign language that enable university instructors and their students to achieve effective learning in acquiring English language in a time of knowledge explosion and information development.
To the knowledge of the researchers,, this is the first and only study which is conducted taking into consideration the students' awareness and practices of English language learning strategies using SILL strategies which were developed by Oxford in 1990.In addition, this study takes the gender and the students' faculties as variables of the study which can be considered as a qualitative addition to the studies in the field. The instrument of the study (SILL) is an important factor as the researcher translated it into Arabic language to be appropriate to the Jordanian environment as it gives other researchers to use it for other purposes of research.

Limitations of the Study
This study is limited to the students at Al-Hussain Bin Talal University B.A students who were registered in the second semester of the academic year 2013/2014. The study is limited also to the six categories which were developed by Oxford after translating them into Arabic language.

Procedures of the Study
To carry out this study ,the researcher followed the following steps
   1- The researcher selected the sample of the study from Al-Hussain Bin Talal University in Jordan from two faculties, scientific and humanistic in the second semester of the academic year 2013/2014.
   2- The researcher used SILL   strategies which were developed by Oxford after translating them into Arabic.
   3- The researcher used SPSS to analyze the data collected and answer the questions of the study.

Purpose of the Study
The main purpose of the current study is to investigate Al-Hussain Bin Talal University Students' awareness and practices of English language learning strategies.

Questions of the Study
To achieve the purpose of the study, the following questions were addressed
   1- To what degree are Al-Hussain Bin Talal University Students aware of the importance of English language learning strategies?
   2- To what degree do Al-Hussain Bin Talal University Students practice English language learning strategies?
   3- Is there statistically significant correlation between the students' awareness of English language learning strategies and their practices of them?
   4- Are there differences between Al-Hussain Bin Talal University Students' awareness of the importance of English language learning strategies with regard to their gender, their faculties and interaction between them?
   5- Are there differences between Al-Hussain Bin Talal University Students' practices of the importance of

English language learning strategies with regard to their gender, their faculties and interaction between them?

Population and Sample of the Study

The population of the study was all Al-Hussain Bin Talal University Students in the second semester of the academic year 2013/2014. The sample of the study was 227 students(115 male and 112 female) from the scientific faculties and 302 students(109 male and 193 female) from the humanistic faculties. The total was 529 students. Table 2 shows the distribution of population and the sample of the study.

Table: 2 Distribution of Population and sample according to faculty and gender

Gender	Population			Sample			Percentage
	Scientific	Humanistic	Total	Scientific	Humanistic	Total	
Male	1654	1610	3264	115	109	224	6.86%
Female	1631	2064	3695	112	93	305	8.25%
Total	3285	3674	6959	227	302	529	7.6%

Results and Discussion

To answer the first question "to what degree are Al-Hussain Bin Talal University Students aware of the importance of English language learning strategies?" descriptive statistics (mean and standard deviation) were used as shown in Table 3.

Table 3: descriptive statistics for each subscale of learning strategies awareness in order according to the mean

Learning Strategy	Mean	SD
Meta cognitive	3.3823	.8478
Affective	3.3157	.9498
Memory	3.1876	.6570
Compensation	3.1071	.7971
Cognitive	3.0475	.7953
Social	2.8793	.8358
Total	3.1521	.6567

Table 3 shows that the average rating of each subscale (Learning strategy awareness) ranges from (2.87 – 3.31) out of (5), whereas the meta cognitive learning strategy awareness has the highest average (mean) and the social learning strategy awareness has the lowest.

To answer the second question "to what degree do Al-Hussain Bin Talal University Students practice English language learning strategies?" descriptive statistics (mean and standard deviation) were used as shown in Table 4.

Table 4: descriptive statistics for each subscale of learning strategies practices in order according to the mean

Learning Strategy	Mean	SD
Affective	3.2476	.9470
Meta cognitive	3.2468	.8140
Compensation	3.0838	.7748
Memory	3.0109	.6627
Cognitive	2.9523	.7541
Social	2.7987	.8007
Total	3.0487	.6304

Table 4 shows that the average rating of each subscale (Learning strategy practices) ranges from (2.79 – 3.24) out of (5), whereas the affective and meta cognitive learning strategies practices have the highest average (mean) and the social learning strategy practices has the lowest.

To answer the third question "is there statistically significant correlation between the students' awareness of English language learning strategies and their practices of them?" correlation coefficient was used as shown in table 5.

Table 5 : Correlation coefficients between the awareness and practices of every learning strategy subscale

Category	correlation	Sig.
Memory	.760	.000
Cognitive	.816	.000
Compensation	.750	.000
Meta cognitive	.780	.000
Social	.767	.000
Affective	.791	.000
Total	.817	.000

Table 5 shows that all the correlation coefficients are statistically significant which means there is positive

relationship between the awareness and practices of all leaning strategies. In other words, whenever awareness increased practices increased in parallel.

To answer the fourth question "are there statistical differences between Al-Hussain Bin Talal University Students' awareness of the importance of English language learning strategies with regard to their gender, their faculties and interaction between them?"descriptive statistics and two-way analysis of variance procedure were utilized as shown in tables 6 and 7.

Table 6: Descriptive statistics for total score on learning strategies awareness scale based on gender and faculty.

Faculty	Scientific		Humanistic	
Gender	Mean	SD	Mean	SD
Male	3.2572	.66536	2.9163	.55505
Female	3.2213	.62396	3.1826	.69720
Total	3.2395	.64409	3.0865	.66108

Table 7: Two-way analysis of variance of the students' awareness of the learning strategies by gender and faculty

Source of variance	Sum of squares	DF	Mean square	F	Significance
Gender	1.658	1	1.658	3.953	.047
Faculty	4.505	1	4.505	10.735	.001
Gender X Faculty	2.856	1	2.856	6.807	.009
Error	220.290	525	.420		
Total	5484.458	529			

Tables 6 and 7 show that there is significant statistical interaction between gender and faculty and figure 1 shows a visual view of this interaction.

It appears that female students whether in scientific or humanistic faculties are very nearer in the awareness strategies while there is a great difference between scientific and humanistic in favor for the scientific male students. Male students got the highest mean.

Figure 1: interaction between gender and faculty on the students' awareness of learning strategies

Figure 1 shows that scientific male students have higher score on awareness of learning strategy scale when they compared with humanistic male students.

To answer the fifth question "are there differences between Al-Hussain Bin Talal University Students' practices of the importance of English language learning strategies with regard to their gender, their faculties and interaction between them?" descriptive statistics and two-way analysis of variance procedure were utilized as shown in tables 8 and 9.

Table 8: Descriptive statistics for total score of learning strategies practices scale based on gender and faculty.

Faculty	Scientific		Humanistic	
Gender	Mean	SD	Mean	SD
Male	3.0861	.59585	2.7420	.53246
Female	3.1348	.61879	3.1495	.65768
Total	3.1101	.60643	3.0025	.64503

Table 9: Two-way analysis of variance of the students' awareness of the learning strategies by gender and faculty

Source of variance	Sum of squares	DF	Mean square	F	Significance
Gender	6.509	1	6.509	17.378	.000
Faculty	3.392	1	3.392	9.056	.003
Gender X Faculty	4.025	1	4.025	10.746	.001
Error	196.646	525	.375		
Total	5126.544	529			

Tables8 and 9 show that there is statistical significant interaction between gender and faculty on the total score of the practices of learning strategies, and figure 2 shows that scientific male students are higher than humanistic male students as the mean in the scientific faculties is 3.0861 while in the humanistic is 2.7420

In the practices strategies, female students are higher than male while female students are similar in both scientific and humanistic faculties. Again, there is a great difference between male students regarding their faculties in favor for students from scientific faculties.

It appears from the two figures that the interaction is nearly similar for the students' awareness and practices of learning strategies. In this question it appears that there is more interaction as it is approved by the results of the third question.

Figure 2: Interaction between gender and faculty of the students' practices of learning strategies
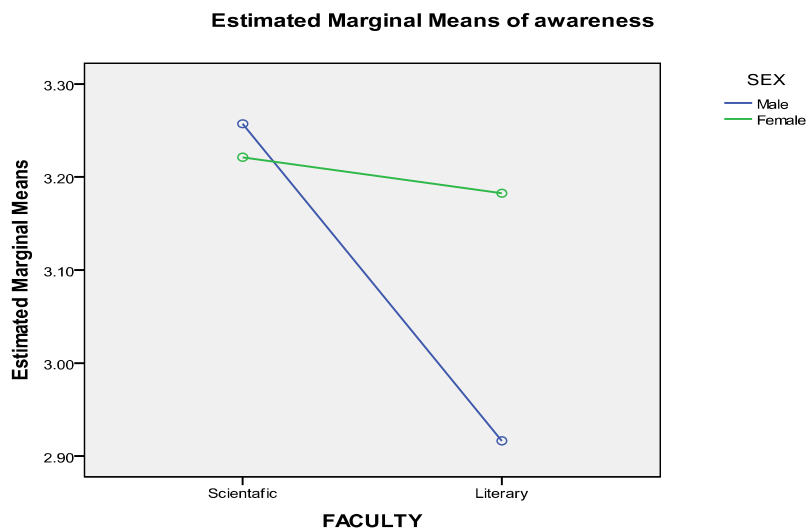
Estimated Marginal Means of practices
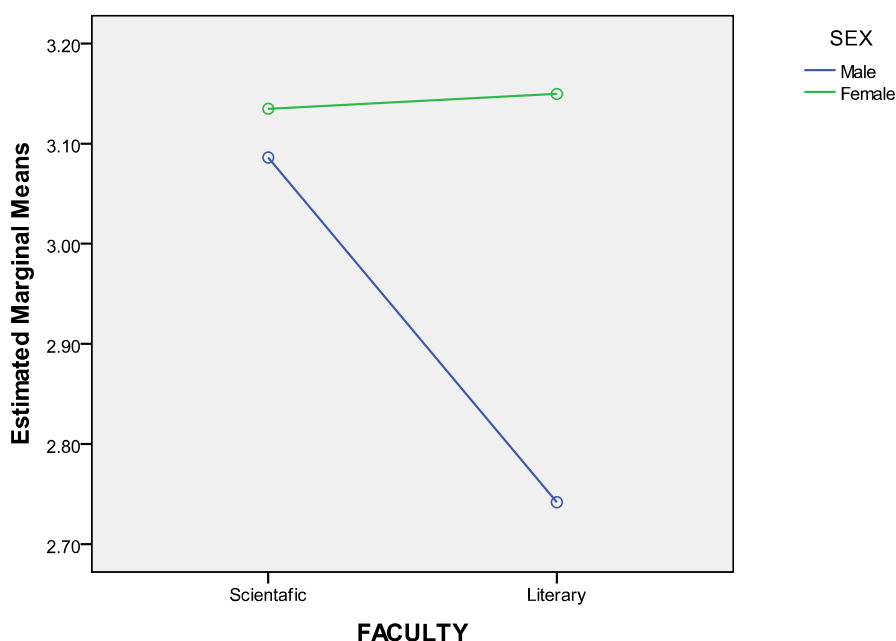
Figure 2 shows that scientific male students have higher score on practices of learning strategy scale when they compared with humanistic male students.

Recommendations

In light of the results , it is recommended that

1- University English language instructors and teachers should take care of English language learning strategies in both awareness and practices.

2- To hold training programs in using English language learning strategies to achieve effective learning.

3- Conducting other studies related to the use of English language learning strategies to compare between the higher level achievement students the lower achievement ones.

4- Conducting other studies about English language learning strategies taking into consideration other variables.

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Appendix

Strategy Inventory for Language Learning (SILL) Version 7.0 (ESL/EFL)

Source: Oxford (1990)

Directions

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. On the separate worksheet, write the response

(1, 2, 3, 4, 5) that tells *how true of you the statement is*.

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

Faculty: Major: Level:

Gender: (   ) male   (   ) female

Strategies	Awareness					Practices				
	1	2	3	4	5	1	2	3	4	5
A- Memory										
1. I think of relationships between what I already know and new things I learn in English.										
2. I use new English words in a sentence so I can remember them.										
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.										
4. I remember a new English word by making a mental picture of a situation in which the word might be used.										
5. I use rhymes to remember new English words.										
6. I use flashcards to remember new English words.										
7. I physically act out new English words.										
8. I review English lessons often.										
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.										
B- Cognitive										
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 English.										
13. I use the English words I know in different ways.										

14. I start conversations in English.										
15. I watch English language TV shows spoken in English or go to movies spoken in English.										
16. I read for pleasure in English.										
17. I write notes, messages, letters, or reports in English.										
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 English.										
20. I try to find patterns in English.										
21. I find the meaning of an English 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 English.										
C- Compensation										
24. To understand unfamiliar words, I make guesses.										
25. When I can't think of a word during a conversation in English, I use gestures.										
26. I make up new words if I don't know the right ones in English.										
27. I read English without looking up every new word.										
28. I try to guess what the other person will say next in English.										
29. If I can't think of an English word, I use a word or phrase that means the same thing.										
D- Meta cognitive										
30. I try to find as many ways as I can to use my English.										
31. I notice my English mistakes and use that information to help me do better.										
32. I pay attention when someone is speaking English.										
33. I try to find out how to be a better learner of English.										
34. I plan my schedule so I will have enough time to study English.										
35. I look for people I can talk to in English.										
36. I look for opportunities to read as much as possible in English.										
37. I have clear goals for improving my English skills.										
38. I think about my progress in learning English.										
E- Social										
39. I try to relax whenever I feel afraid of using English.										
40. I encourage myself to speak English even when I am afraid of making mistakes.										
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 English.										
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 English.										
F- Affective										
45. If I don't understand something in English, I ask the other person to slow down or say it again.										
46. I ask English speakers to correct me when I talk.										
47. I practice English with other students.										
48. I ask for help from English speakers.										
49. I ask questions in English.										
50. I try to learn about the culture of English speakers.										

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