

APPENDIX A

GROUP EMBEDDED FIGURE TEST

Name:

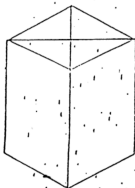
University/Tehran:

INSTRUCTIONS :

This is a test of your ability to find a simple form which it is hidden within a complex pattern. Here is a simple form which we have labelled " X " :



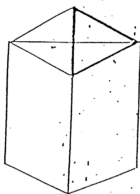
The simple form, named " X ", is hidden within the complex figure below :



You must find the simple form in the complex figure, and trace it in pencil directly over the lines of the complex figure. It is the SAME SIZE, in the SAME PROPORTIONS, and IN THE SAME DIRECTION within the complex figure as it appears alone.

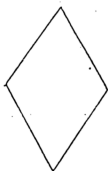
When you finish, turn the page to check your solution.

This is the correct solution, with the simple form traced over the lines of the complex figure :



Note that the top right-hand triangle is the correct one; the top left-hand triangle is similar, but faces in the opposite direction and is therefore not correct.

Now try another practice problem. Find and trace the simple form named "Y" in the complex figure below it :



Look at the next page to check your solution.

Solution :



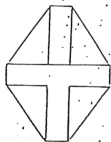
In the following pages, problem like the ones above will appear. On each page you will see a complex figure, and under it will be a letter corresponding to the simple form which is hidden in it. For each problem, look at the BACK COVER of this booklet to see which simple form to find. Then try to trace it in pencil over the lines of the complex figure.

Note these points :

1. Look back at the simple forms as often as necessary.
2. ERASE ALL MISTAKES.
3. Do the problems in order. Don't skip a problem unless you are absolutely "stuck" on it.
4. Trace ONLY ONE SIMPLE FORM IN EACH PROBLEM. You may see more than one, but just trace one of them.
5. The simple form is always present in the complex figure in the SAME SIZE, the SAME PROPORTIONS, and FACING THE SAME DIRECTION as it appears on the back cover of this booklet.

Do not turn the page until the signal is given.

FIRST SECTION



Find the simple form " B "



Find the simple form " G. "



Find the simple form " D "

GO TO NEXT PAGE



Find the simple form " E "

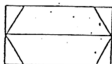


Find the simple form " C "



Find the simple form " F "

GO TO NEXT PAGE

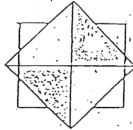


Find the simple form " A "

Please stop. Wait for further instructions.

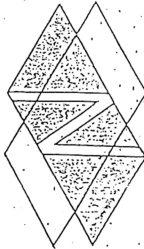
SECOND SECTION

1.



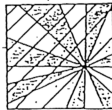
Find the simple form " G "

2.



Find the simple form " A "

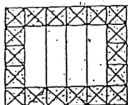
3.



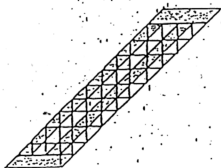
Find the simple form " G "



Find the simple form " E "



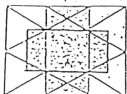
Find the simple form " B "



Find the simple form " C "

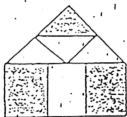
GO TO NEXT PAGE

7.



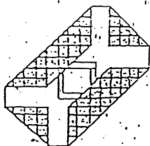
Find the simple form " E "

8.



Find the simple form " D."

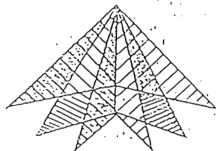
9.



Find the simple form " H "

Please stop. Wait for further instructions.

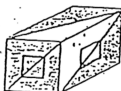
THIRD SECTION



Find the simple form " F "



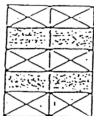
Find the simple form " G "



Find the simple form " C "

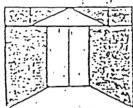
GO TO NEXT PAGE

4.



Find the simple form " E "

5.



Find the simple form " B "

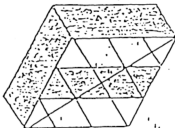
6.



Find the simple form " E "

GO TO NEXT PAGE

7.



Find the simple form " A "

8.



Find the simple form " C "

9.



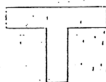
Find the simple form " A "

Please stop. Wait for further instructions.

SIMPLE FORMS



" A "



" B "



" C "



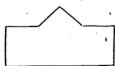
" D "



" E "



" F "



" G "



" H "

APPENDIX B
Strategies inventory in language learning
(SILL)
Persian Version

راهبردهای بخاطر سپاری

1. I think of relationships between what I already know and new things I learn in English.

۱- من در مورد ارتباط بین نکات جدیدی که فرا گرفته ام و نکاتی که قبلاً میدانسته ام فکر می کنم.

2. I use new English words in a sentence so I can remember them.

۲- من برای به خاطر سپردن کلمات جدید با آنها به زبان انگلیسی جمله می سازم.

3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.

۳- من برای بهتر به خاطر سپردن کلمه، صدای آن را با تصویری از آن کلمه همراه میسازم.

4. I remember a new English word by making a mental picture of a situation in which the word might be used.

۴- من با ایجاد یک تصویر ذهنی از یک کلمه یا تصور موقعیتی که آن کلمه بکار میرود، آنرا بخاطر می سپارم.

5. I use rhymes to remember new English words.

۵- من از آهنگ کلمات برای بخاطر سپردن آنها استفاده می کنم.

برای به خاطر سپردن کلمات جدید آنها را با آهنگ برای خودم تکرار می کنم.

6. I use flashcards to remember new English words.

۶- من با نوشتن کلمات جدید بر روی کارتهای کوچک و همراه داشتن و خواندن آنها در موقعیتهایی که پیش می آید، آنها را بخاطر میسپارم.

7. I physically act out new English words.

۷- من (کلماتی را که بیانگر کاری هستند) عملاً انجام میدهم.

8. I review English often.

۸- آنچه را که از انگلیسی یاد گرفته ام غالباً مرور می کنم.

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

۹- من کلمات جدید را بوسیله بخاطر سپردن محل آن کلمات در صفحه، تخته سیاه، و یا بر روی علائم راهنمایی و رانندگی بیاد میآورم.

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

۱۰- من چندین بار کلمات جدید را با خود تکرار می کنم یا آنها را می نویسم.

11. I try to talk like native English speakers.

۱۱- من سعی میکنم مانند انگلیسی زبانها صحبت کنم.

12. I practise the sounds of English

۱۲- من برای تمرین صدا های انگلیسی را با خود تکرار میکنم.

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

۱۳- من کلمات انگلیسی را که میدانم به صورتهای مختلف استفاده میکنم.

14. I start conversations in English.

۱۴- من شروع کننده مکالمات انگلیسی هستم. (من سعی میکنم شروع کننده مکالمات به زبان انگلیسی

باشم). مکالمات را به زبان انگلیسی شروع می کنم.

15. I watch English language TV shows spoken in English or go to the movies spoken in English.

۱۵- من برنامه های تلویزیونی و یا فیلمهایی را که به زبان انگلیسی هستند تماشا میکنم.

16. I read for pleasure in English.

۱۶- من گاهی اوقات متون (غیر درسی) انگلیسی را برای سرگرمی میخوانم.

برای سرگرمی، متون انگلیسی می خوانم.

17. I write notes, messages, letters, or reports.

۱۷- من یادداشتها، پیامها، نامه ها و گزارشهایی را به زبان انگلیسی مینویسم.

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

۱۸- من ابتدا متون انگلیسی را (برای درک کلی) یکبار سریع میخوانم، سپس آنها را دوباره با دقت

بیشتری میخوانم.

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

۱۹- من در زبان فارسی بدنبال کلماتی میگردم که شبیه کلمات جدید انگلیسی هستند.

20. I try to find patterns in English.

۲۰- سعی میکنم الگوهایی را در زبان انگلیسی پیدا کنم.

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

۲۱- من معنای کلمات انگلیسی را بوسیله تقسیم آنها به اجزائی که برای من آشنا هستند پیدا میکنم.

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

۲۲- من سعی میکنم جملات و متون انگلیسی را تحت اللفظی ترجمه نکنم.

23. I make summaries of information that I hear or read in English.
۲۳- من از مطالب انگلیسی ای که میخوانم یا می شنوم خلاصه ای تهیه میکنم.
24. To understand unfamiliar English words, I make guesses.
(compens, guss)
۲۴- من برای فهم معنای کلمات نا آشنا از حدس زدن استفاده میکنم.
25. When I can't think of a word during a conversation in English, I use gestures.
۲۵- من وقتی در حین مکالمه کلمه ای را بخاطر نمی آورم با حرکات دست و بدن معنی مورد نظر خود را میرسانم (از حرکات دست و بدن استفاده میکنم).
26. I make up new words if I do not know the right ones in English.
(Overcoming limitations)
۲۶- هنگام صحبت کردن اگر کلماتی را در انگلیسی ندانم کلماتی جدیدی را از خودم میسازم
27. I read English without looking up every new word. (compens, guss)
۲۷- من بدون اینکه تک تک کلمات را از فرهنگ لغت نگاه کنم متون انگلیسی را میخوانم.
28. I try to guess what the other person will say next in English.
(compens, guss)
۲۸- وقتی که کسی به انگلیسی صحبت میکند، سعی میکنم جمله بعدی را که خواهد گفت حدس بزنم.
29. If I can't think of an English word, I use a word or phrase that means the same thing.
۲۹- اگر هنگام صحبت کردن نتوانم کلمه مورد نظر خود را بخاطر بیاورم، از کلمه یا عبارت معادل آن استفاده میکنم.
30. I try to find as many ways as I can to use my English.
۳۰- سعی میکنم تا حد ممکن راههایی را پیدا کنم تا بتوانم از همان مقدار انگلیسی ای که میدانم استفاده کنم.
31. I notice my English mistakes and use that information to help me do better.
۳۱- من به اشتباهاتم در انگلیسی دقت میکنم و از آنها برای پیشرفت انگلیسی خود بهره میگیرم.
32. I pay attention when someone is speaking English.
۳۲- وقتی کسی به انگلیسی صحبت میکند با دقت به او گوش میکنم.
33. I try to find out how to be a better learner of English.
۳۳- من سعی میکنم راه پیشرفت در یادگیری انگلیسی را پیدا کنم.
34. I plan my schedule so I will have enough time to study English.
۳۴- من طوری برنامه ریزی میکنم که وقت کافی برای یادگیری انگلیسی داشته باشم.

I look for people I can talk to in English.

۳۵- من دنبال افرادی میگردم که بتوانم با آنها به انگلیسی صحبت کنم.

I look for opportunities to read as much as possible in English.

۳۶- من سعی میکنم فرصتهای را بدست بیاورم تا بتوانم تا حد ممکن متون انگلیسی بخوانم.

I have clear goals for improving my English skills.

۳۷- من برای بهبود مهارتهای انگلیسی خود اهداف مشخصی را دنبال میکنم.

I think about my progress in learning English.

۳۸- من در باره راهبای پیشرفتم در انگلیسی فکر میکنم.

I try to relax whenever I feel afraid of using English.

۳۹- هرگاه از بکار بردن انگلیسی ترس داشته باشم سعی میکنم آرامش خود را حفظ کنم.

I encourage myself to speak English even when I am afraid of making a mistake.

۴۰- حتی اگر نگران اشتباهاتم هنگام بکار بردن انگلیسی باشم خودم را به استفاده از انگلیسی تشویق میکنم.

برای صحبت کردن به زبان انگلیسی به خودم روحیه میدهم اگر چه از اشتباه کردن می ترسم.

I give myself a reward or treat when I do well in English.

۴۱- هر وقت در انگلیسی کاری را با موفقیت به انجام میرسانم برای خودم جایزه ای را در نظر میگیرم.

I notice if I am tense or nervous when I am studying or using English.

۴۲- من به حالت روحی خودم (حالت نگرانی یا ترس) هنگام مطالعه انگلیسی توجه دارم.

I write down my feelings in a language learning diary.

۴۳- من حالات روحی خودم را بهنگام مطالعه انگلیسی در یک یادداشت روزانه مینویسم.

از حالات روحی که در یادگیری زبان انگلیسی بهم دست میدهد یادداشت برمیدارم.

I talk to someone else about how I feel when I am learning English.

۴۴- من با افراد دیگری در باره حالات روحی خود هنگام مطالعه انگلیسی صحبت میکنم.

If I do not understand something in English, I ask the other person to slow down or say it again.

۴۵- در صورتیکه هنگام صحبت کردن کسی چیزی را نفهمم از او میخواهم آهسته تر صحبت کند دوباره بگوید.

I ask English speakers to correct me when I talk.

۴۶- من از انگلیسی زبانها میخواهم اشتباهات مرا هنگام انگلیسی صحبت کردن اصلاح کنند.

I practise English with other students.

۴۷- من با دیگر دانش آموزان به تمرین انگلیسی می پردازم

48. I ask for help from English speakers.

۴۸- من از انگلیسی زبانها میخوام به من کمک کنند.

هنگام صحبت کردن از انگلیسی زبانها کمک می گیرم.

49. I ask questions in English.

۴۹- من سوالهایی را به زبان انگلیسی میپرسم.

به انگلیسی سوال میکنم. سوالاتم را با زبان انگلیسی مطرح میکنم.

50. I try to learn about the culture of English speakers.

۵۰- من سعی میکنم چیزهایی را درباره فرهنگ مردم انگلیسی زبان بیاموزم.

APPENDIX C
Strategies inventory in language learning
(SILL)

Below are statement about learning English, Please read each statement carefully and tick (/) your responses (1,2,3,4,5) that tells **how true of your statement is** in terms of what you actually do when you are learning the new language.

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

Part A: Remembering more effectively (Memory Strategy)

1. I think of the relationship between what I already known 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.

Part B: Using all your mental processes (Cognitive Strategy)

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 the 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 into parts that I understand.
22. I try to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Part C: Compensating for missing knowledge (Compensation Strategy)

24. To understand unfamiliar English words, I make guesses.
25. When I cannot think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English (overcoming limitation).
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 cannot think of an English word, I use a word or phrase that means the same thing.

Part D: Organizing and evaluating your learning (Metacognitive Strategy)

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.

Part E: Managing your emotions (Affective Strategy)

39. I try to relax whenever I feel afraid of using English.
40. I encourage my self to speak English even when I am afraid of making mistakes.
41. I give my self 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 feeling in a language-learning diary.
44. I talk to someone else about how I feel when I am learning English.

Part F: Learning with others (Social strategy)

45. If I do not 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.

Answer Sheet for SILL

Strongly D	Disagree	No idea	Agree	Completely A		Strongly D	Disagree	No idea	Agree	Completely A		Strongly D	Disagree	No idea	Agree	Completely A	
					55						28						1
					56						29						2
					57						30						3
					58						31						4
					59						32						5
					60						33						6
					61						34						7
					62						35						8
					63						36						9
					64						37						10
					65						38						11
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APPENDIX D

Foreign Language Study: Learning Strategies and their Definition

Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned.

1. Planning: previewing the organizing concept or principle of an anticipated learning task(advanced organization); proposing strategies for handling an upcoming task, generating a plane for the parts, sequence ,main ideas, or language functions to be used in handling a task (organizational planning)
2. Directed attention: deciding in advance to attend in general to a learning task and to ignore irrelevant distracters; maintaining attention during task execution.
3. Selective attention: deciding in advance to attend in general to a learning input or situational details that assist in performance of a task; attending to specific aspects of language input during task execution.
4. Self –management: understanding the condition that help one successfully accomplish language tasks and arranging for the presence of those conditions; controlling one’s language performance to maximize, use of what is already known.
5. Self- monitoring: Checking, verifying, or correcting one’s comprehension or performance in the course of a language task. This has been coded in the think-alouds in the following ways:
 - a.Comprehension monitoring: Checking, verifying, or correcting one’s understanding.

- b. Production monitoring: Checking, verifying, or correcting one's production.
 - c. Auditory monitoring: using one "ear" for the language (how something looks) to make decisions.
 - d. visual monitoring :using one's "eye" for the language (how something looks)to make decisions.
 - e. Style monitoring: checking verifying or correcting based upon an internal stylistic register.
 - f. Strategy monitoring: Tracking use of how well a strategy is working.
 - g. Plan monitoring: Tracking how well a plan is working.
 - h. double-check monitoring : Tracking across the task ,previously undertaken acts or possibilities considered.
6. Problem identification: explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion.
7. Self-evaluation: checking the outcomes of one's own language performance against an internal measure of completeness and accuracy: checking one's own repertoire, strategy use ,or ability to perform the task at hand. This has been coded in the think -aloud as :
- a. production evaluation :checking one's own work when the task is finished.
 - b. performance evaluation :judging one's overall execution of the task.
 - c. ability evaluation: judging one's ability to perform the task.
 - d. Strategy evaluation: judging one's strategy use when the task is completed.
 - e. language repertoire evaluation :judging how much one knows of the L2, at the word, phrase,sentence,or concept level.

Cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task.

1. Repetition: repeating a chunk of language (a word or phrase) in the course of performing a language task.
2. Resourcing: using available reference sources of information about the target language, including dictionaries, textbooks, and prior work.
3. Grouping: Ordering, classifying, or labeling material used in a language task based on common attributes; recalling information based on grouping previously done.
4. note-taking: writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a language task.
5. Deduction /induction: Consciously applying learned or self-developed rules to produce or understand the target language.
6. Substitution: Selecting alternative approaches, revised plans, or different words or phrases to accomplish a language task
7. Elaboration: relating new information to each prior knowledge; relating different parts of new information to each other; making meaningful personal associations to information presented. This has been coded in the think-aloud data in the following ways.
 - a. Personal elaboration: making judgments about or reacting personally to the material presented.
 - b. World elaboration: using knowledge gained from experience in the world.
 - c. Academic elaboration: using knowledge gained in academic situations.
 - d. Between part elaboration: relating parts of the task to each other.
 - e. Questioning elaboration: using a combination of questions and world knowledge to brainstorm logical solutions to a task.

- f. Self-evaluative elaboration: making up a story line, or adopting a clever perspective.
- h. Imagery: Using a mental or actual pictures or visuals to represent information; coded as a separate category, but viewed as a form of elaborations.
- 8. Summarization: making a mental or written summary of language and information presented in a task.
- 9. Translation: Rendering ideas from one language to another in a relatively verbatim manner.
- 10. Transefer: using available information too guess the meaning or usage of unfamiliar language items associated with a language task, to predict outcomes, or to fill in missing information.

Social and effective strategies involve interacting with other person to assist learning or using affective control to assist a learning task.

- 1. Questioning for clarification: asking for explanation, verification, rephrasing, or example about the material; asking for clarification or verification about the task; posing questions to the self.
- 2. Cooperation: working together with peers to solve a problem, pool information, check a learning task, modes a language activity, or get feedback on oral or written performance.
- 3. Self-talk: reducing anxiety by using mental techniques that make one feel component to do the learning task.
- 4. Self reinforcement: providing personal motivation by arranging rewards for oneself when a language activity has been successfully completed.