

Chapter Four

Data Analysis

4.1 Introduction

This study explored and identified the language learning strategies used by field dependent, field intermediate and field independent groups in a university setting.

Three research questions were explored in this study. These questions were

1. The effect of being FD/FI in choosing learning strategies?
2. What kind of learning strategies field dependent and field independent groups will choose?
3. Is there an intermediate group in the cognitive style category? If so what are the learning strategies preferred by them?

4.2 Research question one

Does students' cognitive style (FD/FI) affect their choice of learning strategies?

Based on the findings of the study, the researcher noticed that being field dependent and field independent does not affect student's choice of the language learning strategies. However, the focus of this study is to see the preferences of field independent students, field intermediate and field dependent (herein after referred to as FD / FIM / FI), in choosing the language learning strategies. (See Table 4.2 for the classification of these three groups).

Table4.1Distinguishing the different groups of learners based on the GEFT results

| Scores | Field dependent 1-9 | Intermediate 10-13 | Field independent 14-18 |
|-----------------|------------------------|-----------------------|----------------------------|
| Number | 19 | 32 | 66 |
| Percentage %100 | 16.2 | 27.3 | 56.5 |

This section discusses briefly the effect of being field dependent or independent in choosing learning strategies. The researcher examined the overall use of language learning strategies employed by the Iranian students in the Faculty of Foreign Languages, at Azad University. Table 4.2 shows the overall language learning strategies, which are used by the subjects in this study.

Table 4.2 The overall language learning strategies used by the learners

| Factors name | Frequency | Mean | Standard D | Rank order of use |
|---------------|-----------|------|------------|-------------------|
| Metacognitive | 117 | 3.9 | 71 | 1 |
| Cognitive | 117 | 3.6 | 42 | 2 |
| Social | 117 | 3.54 | 70 | 3 |
| Compensatory | 117 | 3.51 | 53 | 4 |
| Memory | 117 | 3.2 | 40 | 5 |
| Affective | 117 | 2.9 | 77 | 6 |

For the purpose of comparing language learning strategies used by the three cognitive groups (FD/FI/FIM); the mean scores of the SILL were calculated. After calculating the mean scores, the language learning strategies used by each group of the learners; field dependent, field intermediate and field independent were listed as their mean scores. The language learning strategies were ranked according to the language learners' preferences. The data shows the ranking of the language learning strategies preferred by the three groups of language learners. (See Table 4.3)

Table 4.3: Language learning strategies preferred by different groups of learners

| Language learning strategies | Mean score | | | | | |
|------------------------------|-----------------|---|--------------|---|-------------------|---|
| | Field dependent | R | Intermediate | R | Field independent | R |
| Metacognitive | 3.6 | 1 | 3.9 | 1 | 3.9 | 1 |
| Cognitive | 3.5 | 2 | 3.64 | 2 | 3.65 | 2 |
| Social | 2.9 | 6 | 3.5 | 4 | 3.56 | 3 |
| Compensatory | 3.1 | 4 | 3.61 | 3 | 3.60 | 4 |
| Memory | 3.4 | 3 | 3.3 | 5 | 3.30 | 5 |
| Affective | 2.7 | 5 | 3.1 | 6 | 3.0 | 6 |

The result of the mean scores for overall use of language learning strategies ranged from 2.71 to 3.9 .On the average, language learning strategies used or conducted by the different group of learners was “moderate toward high” (Refer to Oxford’s suggested analysis of the SILL average, See Table 4.4). The field independent and intermediate group showed the highest mean score in their choice of all learning strategies among the three groups, followed by field dependent students.

Table 4.4: Oxford’s Analysis of SILL average (1990)

| | | |
|----------|------------------------------|----------|
| High | Always or almost always used | 4.5 -5.0 |
| | Usually used | 3.5 -4.4 |
| Moderate | Sometimes used | 2.5 -3.4 |
| Low | Generally not used | 1.5 -2.4 |
| | Never or almost never used | 1.0 -1.4 |

The language learning strategies (metacognitive, cognitive, social, compensation, memory and affective strategies) in SILL were reviewed item by item. The responses 1 and 2 (Never or almost or usually not true of me and Usually not true of me) were combined into a single response of low strategy use. Responses 4 and 5 (Usually true of me and Always or almost always true of me) were considered into a single response of the high strategy use category, and response 3 (Some what true of me) as moderate strategy use category. These are illustrated below (See Table 4.5).

Table 4.5 Learners’ level of strategy use

| Low strategy use | Moderate strategy use | High strategy use |
|--------------------------|-----------------------|------------------------------------|
| Never or almost not true | Some what true of me | Usually true of me |
| Usually not true of me | | Always or almost always true of me |

The data showed that the metacognitive strategy ranked the highest among the six language learning strategies. All the three groups of language learners in this study chose the metacognitive strategy as their first preferred strategy. The mean score for FD/ FIM/ FI learners were 3.45, 3.45 and 3.39 respectively (See Table 4.3).

Similarly, all the three groups of learners chose cognitive strategy as their second choice after the metacognitive strategy. In this choice also FI learners showed the highest mean score of 3.65 followed by FIM group that achieved mean score of 3.64 and the FD learner's 3.5 (See Table 4.3)

The groups did not have the same preference for their third choice. This time FI learners chose social strategy as their third option when FD learners made use of memory strategy and FIM learners picked compensatory strategy as their third choice (See Table 4.3). However, their fourth choice of learning strategies differed between the FI/FD groups as opposed to the FIM. The FD and FI learners made compensatory strategy as their fourth preference, whereas, field intermediate learners picked social strategy as their fourth choice.

In their preference for the fifth category both FI/ FIM learners showed more tendencies towards the memory strategy. But the FD learners appeared to prefer the affective strategy as their fifth preference, these by differing from the other two groups.

In their choice of the sixth language learning strategy both the FI and FIM learners appeared to prefer the affective strategy. But the FD group seemed to favour the social strategy. Therefore, at this point the FD group sixth choice of learning strategy was not similar to the other two groups.

The ranking in (Table 4.3) shows the learners' preferences in language learning strategies. The results showed that all means fell between 2.9 (moderate frequency of use for affective) to 3.9 (high frequency of use for metacognitive). It indicates learners' moderate use of all language learning strategies.

The finding showed that being field dependent and field independent did not affect choice of language learning strategies among the subjects participated in this study.

4.3 Research questions number Two and Three

- 2. What types of strategies do field dependent /independents learners use?**
- 3. Is there an intermediate group in the cognitive style category? If so what are the learning strategies preferred by them?**

Based on the finding the researcher decided to answer questions number two and three at the same time because the same data will be used for answering these two questions. Question number 2 and 3 sought to find out the language learning strategies preferred by each group of learners subjected in this study. Tables (4.6, 4.7, and 4.8) show the frequencies of learning strategies chosen by FD/ FIM/ FI learners and the ranking.

Table 4.6 Language Learning Strategies preferred by FD

| Factor No | Factor Name | Frequency use | Ranking order |
|-----------|---------------|---------------|---------------|
| A | Memory | 3.4 medium | 3 |
| B | Cognitive | 3.5 high | 2 |
| C | Compensatory | 3.1 medium | 4 |
| D | Metacognitive | 3.6 high | 1 |
| E | Affective | 2.7 medium | 5 |
| F | Social | 2.9 medium | 6 |

Table 4.7 Language Learning Strategies preferred by FI

| Factor No | Factor name | Frequency use | Rank order of use |
|-----------|---------------|---------------|-------------------|
| A | Memory | 3.30 moderate | 5 |
| B | Cognitive | 3.65 high | 2 |
| C | Compensatory | 3.60 high | 4 |
| D | Metacognitive | 3.9 high | 1 |
| E | Affective | 3.0 moderate | 6 |
| F | Social | 3.56 moderate | 3 |

Table 4.8 Language Learning Strategies preferred by FIM

| Factor No | Factor Name | Frequency use | Rank order of use |
|-----------|---------------|---------------|-------------------|
| A | Memory | 3.3 moderate | 5 |
| B | Cognitive | 3.64 high | 2 |
| C | Compensatory | 3.61 high | 3 |
| D | Metacognitive | 3.9 high | 1 |
| E | Affective | 3.1 moderate | 6 |
| F | Social | 3.5 high | 4 |

The above tables show the mean and rank order of the frequency of use of the language learning strategies. It can be seen that language learning strategies usage for overall use ranged from 2.7 (moderate use for affective strategy) to 3.6 (high frequency for metacognitive strategy) among field dependent learners and from 3.1 (moderate use for affective strategy) to 3.9 (high frequency use for metacognitive) strategy among inter- mediate learners and from 3 (moderate use for affective) to 3.9 (high use for metacognitive) among FI learners. In general, the language strategy usage among the three groups of learners has been pointed respectively as 'always or almost used', 'generally not used', 'never or almost never used'. It can be concluded that the use of the language learning strategies is common among subjects used in this study.

4.3.1. Learner's language learning strategies

The learners showed more tendencies for certain strategies in language categories. Learners chose language learning strategies to suit their language learning needs.

4.3.1.1. Metacognitive Strategy

The metacognitive strategy is the most preferred strategy among others in terms of learner's preferences. It consists of individual language learning strategies, which the learner claimed that she used to master her second language learning. It achieved "usually used" rating among FD/ FIM / FI learners. This category consists essentially of strategies which allow the students to authorize their own learning through organizing, planning and evaluating their learning process.

This category comprises of some subcategories such as finding a link between new information with already known material, finding practice opportunities, highlighting the errors and learning from them, setting goals, communicating with native speakers, improving the language through reading, listening, speaking and writing.

Metacognitive strategy is categorized into three subcategories, centering learners' learning, arranging and planning learning tasks and evaluating the learning. The main purpose of administrating strategies such as monitoring, planning and self-evaluation, is to manage their learning task progress. However, they are useful for learners who are studying the language in a setting such as school, or university, where the test and examination are the main criteria for success.

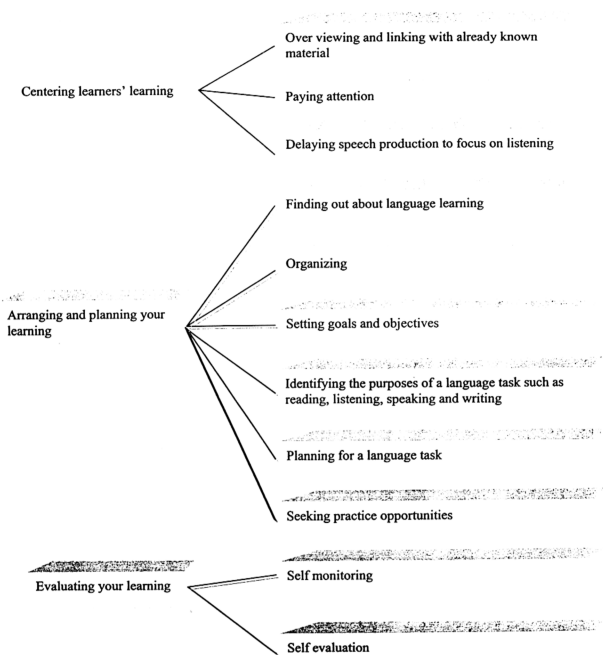


Figure 4.3.1 Classification of the metacognitive strategy based on Oxford (1990)

This category consists of strategies which allow students to authorize their learning task through organizing, planning and evaluating their learning process. Some examples include identifying the errors and learning from them, using practice strategies, finding practice opportunities, setting goals, paying more attention to details

planning learning tasks, self evaluation and self monitoring progress.

Choosing this strategy can be elucidated with the characteristics of the field independent individuals, who prefer to monitor their own learning and are less dependent on the teacher. It is also close to the category that they try to find their own errors and correct themselves for improving their proficiency, and plan their own learning and try to find practice opportunities. As Krashen (1977) found that FI are good in learning activities such as finding patterns, organizing data to make generalizations and learning rules. On the other hand, there is negative correlation between FD and choosing this strategy. Field dependent learners try to use the structure that has already been produced. These groups of learners are not creative, not willing to experience new things and they think globally rather than analytically. It is necessary to mention that the field intermediate (FIM) group belongs to both groups of learners. They have characteristics of both groups and they can be categorized under both categories. Sometimes, under certain conditions they showed FD learner's attitude and under certain conditions they appeared as FI individual.

Table 4.9 Percentage of the learners who answered metacognitive strategy in SILL

| No | Item | High | Moderate | low |
|----|--|------|----------|------|
| 30 | Seek way to use English | 74.3 | 24.7 | 0.85 |
| 31 | Note weaknesses to improve oneself | 86.3 | 00.0 | 13.6 |
| 32 | Listen carefully | 89.8 | 5.1 | 5.1 |
| 33 | Find ways to improve proficiency | 85.4 | 2.5 | 11.9 |
| 34 | Planning more time for English | 59.8 | 28.3 | 11.9 |
| 35 | Seek interlocutors(in English) | 60.0 | 29.9 | 9.40 |
| 36 | Read as much as possible | 68.3 | 20.5 | 11.1 |
| 37 | Have goal for improving the language proficiency | 57.2 | 19.6 | 23.0 |
| 38 | Think about my progress in learning English | 73.5 | 14.6 | 11.9 |

Most of the frequently used language learning strategies involved 'finding ways to learn L2 by actual use'. About 74.3% of the participants made 'high' use of it; the learners looked for ways to communicate in English. Another item which 86.3% of the subjects highly used to handle their language learning task was 'noting mistakes and using the information to improve their English language proficiency'.

Besides, the learners were using the language naturally by attending in the real life situation of L2 (traveling to the native country or living there). Reading is considered as another strategy that they utilized to acquire authentic language input. About 68.3% of learners made high use of this strategy that reading was considered as another source to obtain authentic language input.

In the course of practicing the L2, listening was another strategy used by the learners to complement their verbal skill in language learning, 89.8% percent of learners made 'high' use of this strategy. Only 60.6% of the language learners made high use of the 'seeking interlocutors' which is, looking for people who speak in English. The high number of learners who administered this strategy shows, those learners who were able to use this strategy could have come from backgrounds where they had the opportunity to speak English with people in their immediate social environment such as their work place, their friends, their society, or they had opportunity to travel abroad.

Data showed 57.2% of learners made high use of monitoring strategies. They monitored their learning process by setting clear goals to improve their skills. They tried to find ways to be considered as better language learners. A high percentage that is 85.4% of the learners used this highly. (See Table 4.9)

The main purpose of administrating strategies such as monitoring, planning and self-evaluation is to manage their learning task progress. (See table 4.9 for more information on the percentages of the learners who select the metacognitive strategy).

4.3.1.2 Cognitive strategy

The three groups of learners chose cognitive strategy as their second choice after metacognitive strategy. It achieved also “usually used” rating among 3 groups. This category comprises strategies to assist learners to comprehend and to produce new language by practicing more English in different situations and by conducting mental processing skill such as thinking logically about the language, analyzing, expressing and looking for ideal patterns in the language.

Most of the students made high use of practice strategies such as repetition. Choosing this learning strategy is suitable for FD people because they prefer to follow rather than lead which can be defined with their choosing imitation strategy. In the imitation strategy, the learner follows the native speaker’s speech, try to communicate in English and they start the conversation in English. Figure 4.3.2 shows the classification of the cognitive strategy.

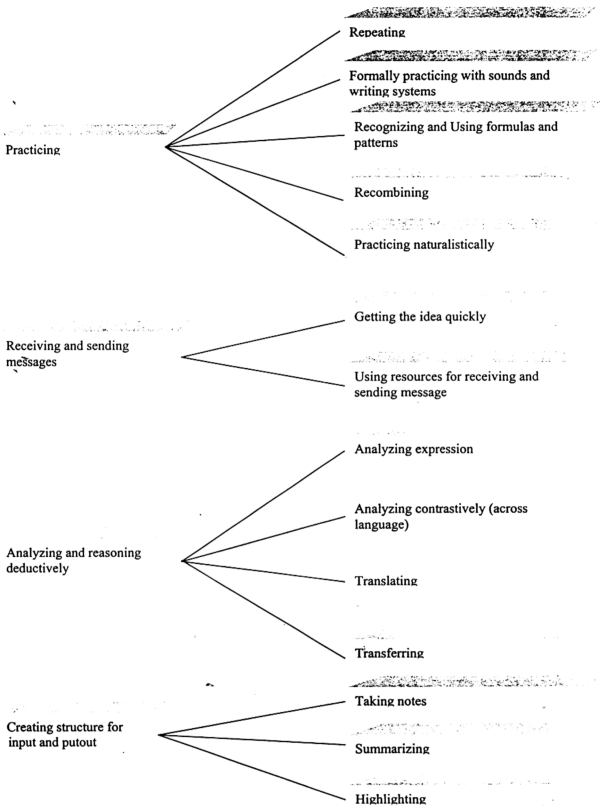


Figure 4.3.2 Classification of the Cognitive strategy based on Oxford (1990)

There is positive correlation between using cognitive strategy and FI learners. Learners are more creative in finding ways of handling learning task. FI are insensitive to social undercurrent, which is more suitable with practicing category. They generate their own hypothesis and they find a way to solve it. They like to experience and find new things and they acquire information to fit conceptual scheme which shows positive relationship with choosing this strategy. Unlike FI, FD learners can be affected by stress, which can affect their performance in practicing category. They cannot approach the task analytically which makes it difficult to use the analyzing and reasoning category. They are not able to generate a task or impose structure on unstructured material, which again is in contrast with creating structure.

Most of the language learning strategies found in the cognitive strategies are 'practice strategies', about 59.8% of the learners made 'high' use of this strategy which is practicing by 'using familiar English words in different ways' (item 13) in table (4.10). Practicing by 'repetition' is one way learners use to understand the meaning in order to distinguish the different uses of it. Sometimes the same word has many different meanings depending on the situation and the context. Therefore, learners need to practice to be able to identify the right meaning.

Another practice strategy that the learner highly used was 'repetition'. They make use of the word constantly believing that with repetition the word will become familiar to them and they can easily use it when they need. 'Imitation' is another practice strategy that learners choose to learn the English language. 77.7% of the learners made high use of the 'imitation' strategy, both repetition and imitation strategies that helped the learner to remember words and understand the structure better, when they make use of language.

Table 4.10 Percentage of the learners who answered Cognitive strategies in SILL

| No | Item | High | Moderate | low |
|----|---|------|----------|------|
| 10 | Repeat new English words several times | 83.7 | 14.6 | 1.7 |
| 11 | Imitate native speaker | 77.7 | 11.9 | 10.4 |
| 12 | Practice the sounds of English | 52.1 | 37.6 | 10.3 |
| 13 | Use the English word I know in many ways | 59.8 | 36.7 | 3.4 |
| 14 | Initiate conversation in English | 46.1 | 32.4 | 21.3 |
| 15 | I watch English language TV shows or movies | 57.3 | 42.7 | 00.0 |
| 16 | Read books written in English | 70.9 | 18.8 | 10.3 |
| 17 | Use English to write notes, messages, letter or reports | 42.7 | 42.7 | 14.5 |
| 18 | Skim an English passage (read over the passage quickly) | 42.8 | 38.6 | 13.6 |
| 19 | Analyze contrastively | 45.2 | 36.7 | 17.9 |
| 20 | Look for patterns in English (reasoning deductively) | 29.0 | 50.4 | 20.5 |
| 21 | Analyze expressions | 52.9 | 35.0 | 11.9 |
| 22 | Do not translate word for word | 76.9 | 17.9 | 5.2 |
| 23 | Summarize information heard or read in English | 37.6 | 46.2 | 16.2 |

Table (4.10) shows that 52.9% of learners used ‘analyzing expression’, in this strategy, learners intend to analyze an expression, phrase, sentence or paragraph into its basic item to elicit meaning of the whole expression. Having knowledge about the meaning of prefixes or suffixes would be sufficient in using this strategy. (Refer to figure 4.3 for more information).

‘Analyzing contrastively’ was another strategy, which was highly used by the learners 45.2% in this study. The learners utilized this strategy in the early stages of language learning in order to understand what is read or heard. It contains analyzing factors such as sounds, words, and syntax of the second language (English language)

to determine differences and similarities in comparison with the learners' mother tongue.

Generally, using analyzing strategies, the learners must have adequate knowledge of their mother tongue as well as the target language (English in this study). When doing an analysis or a comparison they must first be familiar with the system of mother tongue as this serves as the basis for comparison. Burt, Dulay, and Finocchiaro (1977) declared that it is important for L2 learners to master their mother tongue before they learn a second language. Related to the mentioned point, Vygotsky (1962) pointed out that non-native learners do not start with 'tabula rasa' but they have a total network of vocabulary in their native language. When they found a new word in the target language, they like to translate it back to their native language and eliciting the whole network of meaning. The majority of learners 76.9% made high use of 'word for word translation'. This strategy is used when a learner is looking for a word in his mother tongue.

This is considered as a good strategy for learners at the beginning level of learning English. A study by O'Malley and associates (1985a) explained that the beginner and intermediate level, the young learners employed high use of this strategy. Writing messages, letters, and reports (item 17), on the other hand was highly favored by the majority 42.7% of learners. (See table 4.10)

Finally, about 46.2% of subjects employed moderate use of the summary strategy. The summary strategy helps learners to produce a short and complete copy from the original text. They used summary strategy when they are listening to the lecture in class or while they are involved in a conversation to understand the text's main key words. This strategy can be used in both formal and informal situations, to

help the learners understand the message that is exchanged either verbally or in written form.

4.3.1.3 Social strategy

After the cognitive strategy, the learners did not have the same options. The researcher decided to explain the strategies based on the ranking for the language learning strategies, which all three groups of the learners have chosen in the overall classification (See table 4.11). Social strategy was the third strategy, which the learners had chosen. This category consists of the strategies which involve learning with others such as asking questions for clarification and correction, cooperating with proficient users of English, and empathizing with others by developing cultural understanding and becoming aware of others' thoughts and feelings.

This strategy achieved 'sometimes used' ranking among FD learners and 'usually used' among FI and FIM learners. This strategy was chosen by field dependent learners as the sixth preference, for independent learners as their third choice and also for field intermediate learners as a fourth option.

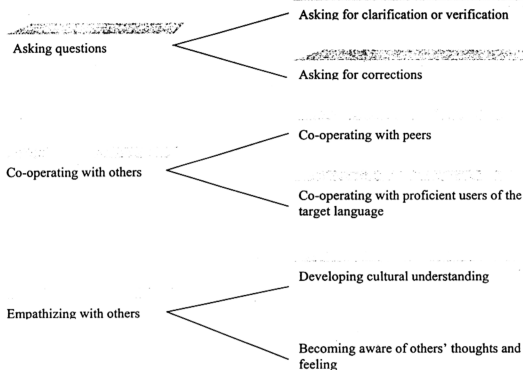


Figure 4.3.3 Classification of the Social strategy based on Oxford (1990)

In general, social learning strategies were employed by learners in their daily communications with the people and peers around them. By using the language in daily communication, the learner tries to practice the language, which in turn facilitates L2 learning. Some of the examples of social strategies are 'asking questions' that is for 'verification' or 'clarification' and 'co-operating with others' especially with proficient users of the target language. They benefited by 'asking native speaker or proficient speaker questions' as they received authentic language input from them.

In L2 learning, social strategies play an important role. Choosing social strategy by FI people have almost negative relationship with the characteristics of FI. In a category such as asking questions, they prefer to solve their problem by trusting their own knowledge rather than asking people, they seldom ask any questions. In the second category, like cooperating with others, they cannot be active because they have a social distance in their social communication. It does not mean they cannot be active at all but the average for their social activity in a group is low.

On the other hand, choosing this strategy by field dependent learners can be explained very well. There is a positive relationship between FD and social strategy. Social strategy helps FD learner in his (her) daily communication with peers and the people around him. By using this strategy in daily life FD learners can improve their weaknesses in proficiency and correct their mistakes in language.

These social learning strategies play an important role in learning L2. In informal situations, the way language is used to convey meaning or messages is very important to the speaker in order to be understood by the listener. In the course of using the language, factors such as culture, mannerisms and emotions affect language use.

About 57.2% of learners employed high use of the strategy, which 'ask them to assist other learners', For example 'asking the others to slowdown or repeat what they have said or read'. This language learning strategies are usually employed by learners not only to make them understand but also to have time to mentally process language input produced by another person.(Refer to table 4.11)

Table 4.11 Percentage of the learners who answered Social strategies in SILL

| No | Item | High | Moderate | low |
|----|---|------|----------|------|
| 45 | Ask the other person to slow down or to repeat to aid understanding | 57.2 | 36.7 | 9.40 |
| 46 | Ask to be corrected | 61.5 | 22.3 | 16.2 |
| 47 | Practice with peers | 34.1 | 58.3 | 7.6 |
| 48 | Ask for help | 50.4 | 34.1 | 15.5 |
| 49 | Ask question in English | 54.7 | 25.6 | 19.7 |
| 50 | Learn about the culture of English language speakers | 71.8 | 14.6 | 13.6 |

The data showed 34.1% of the learners used the peer practice strategy moderately. It showed that these numbers of subjects used the target language for communication among them for the purpose of practice. 'Seeking help from proficient speakers' was another strategy, which was highly used among learners. A high 61.5% percentage of learners used this strategy and 50.4% of them made high use of 'correction by peers' strategy, that is asking their friends as well as their teacher to correct their mistakes.

Another strategy that was highly used was the 'asking question' strategy where 54.7% of the students selected this strategy. When they asked questions they learn an appropriate way of asking questions, sometimes they may need techniques for 'asking questions' to suit the situations, for example when they are speaking with the elderly, they may use the appropriate language to sound polite. For some learners 'asking questions' cannot be considered as an easy task because it needs good knowledge of sociolinguistics to ask proper questions in suitable situations.

Another item which was highly used was learning about the culture. The data illustrated that the students felt learning the culture of the English language speakers was as important as the language itself, even though most of the learners were learning English more for instrumental purposes such as being able to succeed in entrance examinations of colleges or universities, or for career advancement in the near future.(Table 4.11)

Almost, all of the 'social' strategies in this category involve learning tasks among the learners in both formal and informal learning situations. Normally, interested learners would make learning less stressful, they might even find learning English fun.

4.3.1.4 Compensatory strategy

The next strategy that the researcher examined was the compensatory category. It surfaced that there was a significant difference in the choice of this strategy between the FD, FIM and FI learners. This strategy has been chosen by FIM students as the third choice and similarly for the FD, FI students as their fourth choice. It achieved the 'sometimes used' rating among FD learner and 'usually used' rating among FI and FIM learners.

These are language learning strategies, which are used by learners to overcome their language limitation when using the target language in either writing or the verbal form. This strategy consists of strategies to control emotions, attitudes and motivation such as lowering anxiety; encouraging oneself with positive statement, discussing one's feeling with someone else and noticing when one is stressed up. One of the well known strategies in this category is code switching. Students switch to the use of

words or phrases in their mother tongue while they are communicating in the target language.

This will help them to communicate in an easy way. There are ten subcategories within the two main categories of language learning strategies (Figure 4.3.4).

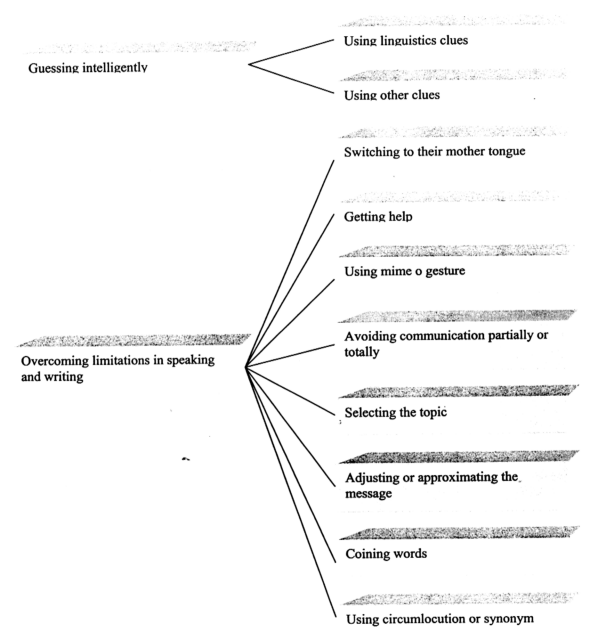


Figure4.3.4 Classification of the Compensatory strategy based on Oxford (1990)

Looking at the items, it can be shown that there is positive correlation between FIM group and choosing compensatory strategy as a third choice. It must be mentioned that FIM groups are neither field dependent nor field independent. They have characteristics of both groups and they are categorized as the field dependent and field independent groups which means in each choice they can be categorized under both categories. It means if they choose something, which has negative relationship with the field dependent group, it can have a positive relationship with FI group or vice versa. In other words, choosing this strategy by the FIM cannot be explained clearly, because they can be categorized under both categories.

Choosing this strategy has a negative relationship with the FI learner. The FI people like to generate structures, they depend on themselves. They are more introverted, and prefer to have distance in relationships, which cannot be defined with most of the compensatory strategy category. But in contrast with this group there is a positive relationship between FD learners and choosing the compensatory strategies. FD learners like to communicate with others. They are more extroverted and normally depend on others. They are followers rather than leaders. As mentioned earlier, choosing this category by field intermediate shows no difference because they can be considered under both groups.

About 81.1% of language learners employed high use of the 'making intelligent guesses'. They make inferences in order to understand unfamiliar English words. They do this by referring to both linguistic and non-linguistic clues. The linguistic clues are from aspects of the L2, which is in the schema or background knowledge acquired either through experiences or reading, and sometimes from the learners' own language. Another one is the non-linguistic based clues which are from different sources like text structure, situation, personal relationship, context or topics.

For example the French word 'vendre' found in the French newspaper used in the text of classified advertisement with the list of items and prices, gives the clue that the mentioned word refers to selling. (Oxford, 1990)

Table (4.12) shows that, most of the language learners 81.1% made frequent use of the guessing strategy. They did not make guessing a habit. Findings showed that 51.3% of the subjects utilized high use of 'guessing the meaning of unfamiliar words during reading' (item 27), because subjects preferred to guess the meaning rather than ask their teachers, friends or use the dictionaries to find out the meaning of the word. On the use of these strategies, about 40.2% of the learners showed much interest for 'coining new words' (item 26), when they were caught in situations where they did not know the exact words or expressions in English. Another useful strategy that was frequently employed by 85.9% of the learners was the use of synonyms and phrases (item 29) to convey intended meaning. In the use of this language learning strategy, learners explained the item by elaborating or using a word that means the same thing (synonym).

Another compensatory strategy employed moderately by 44.4% percent of the learners was 'using gestures and physical actions to make themselves understood'. However, most of the learners did not use these language learning strategies because they might have thought that the language learning strategies were less important when compared to linguistics based strategies.

'Adjusting items of information to make ideas simpler' (item 28) is another compensatory strategy that was similarly used by the same number of learners as a high and moderate used strategy. The data revealed that this language learning strategy was not familiar to the learners. Instead they utilized their own mother tongue in their daily interaction.

Table 4.12 Percentage of the learners who answered compensatory strategies in SILL

| No | Item | High | Moderate | low |
|----|--|------|----------|------|
| 24 | Make intelligent guesses | 81.1 | 17.1 | 1.7 |
| 25 | Use gestures | 42.7 | 44.4 | 12.8 |
| 26 | Coin new words | 40.2 | 29.9 | 29.9 |
| 27 | Guess meaning of unfamiliar words found during reading | 51.3 | 40.2 | 8.5 |
| 28 | Adjusting items of information to make ideas simpler | 42.7 | 42.7 | 14.6 |
| 29 | Use circumlocution or synonym | 85.9 | 13.7 | 0.85 |

4.3.1.5 Memory strategy

This category consists of strategies to remember more effectively such as grouping, associating sounds and images with new words and reviewing in a structured way. This category achieved ‘sometimes used’ ranking among the three groups. The FD groups chose this strategy as their third choice and both FI / FIM chose it as their fifth choice. Memory strategies are also known as ‘mnemonics’ strategies. These are strategies which people employed to remember information as the mind can store one hundred trillion bits of information (Oxford, 1990). There are two key functions in the use of ‘memory’ strategies, storage and retrieval of new information.

The memory first stores the information then it is regained from the memory for comprehension and production purposes. The ‘memory’ strategies found in Oxford classification (1990) focus mostly on the storage function to facilitate learning the L2. Since the SILL questionnaire is based on Oxford’s classification, this study discusses the memory strategy on the storage function. There are four sets of language learning strategies in the ‘memory category’ with ten sub-strategies within the four language learning strategies (Figure 4.3.5).

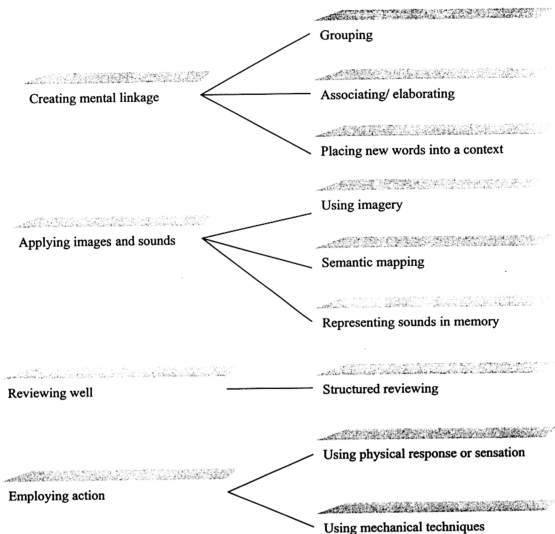


Figure 4.3.5 Classification of the Memory strategy based on Oxford (1990)

At the beginning stage of the learning task, the memory strategies help the learners to store target language information before it can be retrieved and put to use for practical purposes of communication. The strategy using semantic mapping to remember new English word was used by the majority 54.7% of the learners. This category comprises of organizing concepts and relationships visually in the form of a diagram or semantic map (Table 4.13).

Table 4.13 Percentage of the learner who answered Memory strategies in SILL

| No | Item | High | Moderate | low |
|----|--|------|----------|------|
| 1 | Associating new language information with familiar concepts | 64.9 | 34.2 | 0.85 |
| 2 | Using new English words into meaningful context to remember them | 46.2 | 48.7 | 5.1 |
| 3 | Connecting the sounds of a new English word and an image or picture of the word in order to remember the word | 32.4 | 34.3 | 33.3 |
| 4 | Using semantic mapping to remember new English words | 54.7 | 38.5 | 6.8 |
| 5 | Using sounds like rhymes to remember new English words | 51.4 | 35.8 | 12.8 |
| 6 | Using flash cards to remember new English words | 19.8 | 36.7 | 43.5 |
| 7 | Remembering new English words by physically acting out the new English words | 29.0 | 39.4 | 31.6 |
| 8 | Reviewing English lesson often | 68.5 | 29.0 | 2.5 |
| 9 | Remembering the location of the new English words or phrases such as on the page ,on the board or on the street sign | 47.8 | 38.6 | 13.6 |

In semantic mapping learners incorporate other memory strategies such as grouping, usage of imagery and associating, elaboration for example the word like sad, happy, cry, gloomy, melancholy, pensive and lugubrious are classified as words, which describe feeling. The strategies help language learners to comprehend reading materials and sometimes to memorize new words.

About 32.4% of subjects used 'associate sound of the new English and image or picture of a word' (item 3) to help them remember it. In this strategy, sound and images are combined to enable learners to recall the words heard or read in the L2. The learners search for a similar word in their mother tongue, which has the similar sound to the new English word, and then create a visual image of the new word.

In spite of the strategy difficulties, the majority of learners made high use of it. Most of the learners learn English by 'association' and 'creating mental images' of a new English word. Sometimes they create a funny image in order to remember the newly learned word. Another association strategy which majority of learners 64.9% made high use of it was 'associating new language information with familiar concept'. Learners used this strategy by finding relationship between the materials, which they have already known, and the new knowledge in order to assist them to recall.

About 48.7% of learners moderately employed this strategy, that is, using new English word in meaningful context' (item 2). They learn a new word by using it in a meaningful context like acronyms (that is, words formed from initial letters of a group or name). Sometimes, the learners may do it by grouping the words related to their functions, for example gardening instruments such as: sickles, shovels, boots, fertilizer, and seeds which can be categorized in the same group.

Another strategy, reviewing English lesson often was highly used by high proportion of learners' 68.5%. The high use of this revision strategy showed that they consider the English lesson in their revision and they felt the need to revise the English language lessons because it is one of the examination subjects and revision could help them learn English. In revision of English they have to memorize and understand the simple rules of English grammar, words or expression as well as making themselves familiar with the exam format. Besides reviewing, another strategy that the learners used is remembering words by recalling the location of the words that have been heard or seen.

Sometimes, students use other strategies such as using imagery, which is linking new English word or, an expression and phrases to the location like page number, labels and billboards. This helps recall the necessary information when needed. A population of 47.8% made use of this strategy frequently, however, 39.4% percent of the learners moderately made use of physical response or sensation and mechanical techniques' in L2 learning process.

Another memory strategy which had high use among a percentage of learners 51.4% was 'using sounds like rhymes' (item 5). Most of the learners showed less interest in using the flash cards. They got familiar with this method during their kindergarten and primary school years. Even though memory strategy can facilitate learning a language, but in overall view among subjects attended in this study, it got the fourth ranking among the six, which showed a learners' moderate interest toward this strategy.

The memory strategies are more than storing and retrieving information in a time we need for using these strategies, a learner has to do a lot of practice as well as to be creative. The learner must be trained and taught to use this strategy. There was possibility that the students found some of the memory strategies childish, such as: using rhymes", the use of flash cards and physically acting the new English words'. These mentioned reasons could have been some of the reasons why the subjects used less of the memory strategies. There is positive relationship between FI individuals and adopting memory strategy. FI learners approach the problem solving situation analytically which is very similar to the process and subcategory of memory strategy. FI individuals try to use any available opportunity and keywords to solve the ambiguity in the situation. FI learners impose structure on unstructured things, which can be beneficial in reviewing process.

On the other hand it can be seen that there is a negative relationship between FD and memory strategy. FD learners perform better on structured tasks and they can perform better with teacher interference or in the other words, they need teachers to guide them in learning tasks. This need is in contrast with one of the characteristics of memory strategy which is creating sound and structure or finding key words.

4.3.1.6 Affective strategy

The next preferred language learning strategies by the language learners were those from the affective strategy category. This category ranked sixth among the FI / FIM learner and fifth for the FD learners. It achieved 'sometimes used' ranking among the three groups. This category of strategies gained (3.1 sometimes used) among field intermediate, (2.7 sometimes used) among field dependent and (3.0 sometimes used) among field independent.

The term affective refers to emotions, attitudes, motivation, and values. All these factors are part of the learners' make-up encompassing self esteem, motivation, attitudes, inhibition, and tolerance for ambiguity and risk-taking (Oxford, 1990). These factors have direct influence on the language learners' performance.

It is believed that those factors have direct influence on the language learners' L2 performance. Affective strategies can be defined as the ways language learners learn to respond to their negative feeling when learning the language. It is important to keep the negative feelings under control as they can prevent progress. On the other hand, positive feelings can make learning process more effective and enjoyable.

In other words, language learners' need to be receptive in the process of learning or using a language. This would help the learners employ appropriate strategies to decrease or eliminate the unwanted emotions in order to concentrate on their language learning task.

Discomfort feeling among learners can avert their focus of attention from the language task. The affective strategies can help learners control their emotions while they are learning the language.

In fact, affective strategies tend to control and guide learner's emotions in a way to assist them to learn the language better. Examples are 'having control on negative feelings to help better progress of the learning task' and 'reward or treat myself when I do well in my English tests' monitoring their self-confidence.

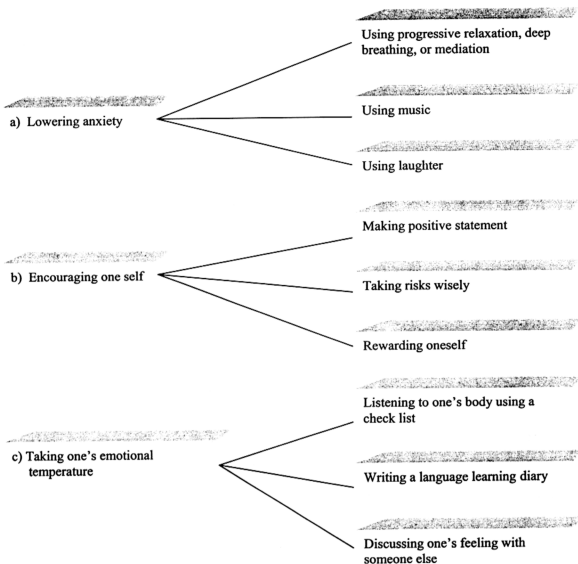


Figure 4.3.6 Classification of the Affective strategy based on Oxford (1990)

There is negative relationship between choosing this strategy and FI learners. In most cases such as encouraging one's self, writing a language learning diary and using positive statement, this relationship can be considered as positive. But in items like using music and laughter for better learning, listening to others, discussing his feeling with others, it is totally negative. FI people are more introvert, they do not like to share their feeling with others (Table 4.14).

Table 4.14 Percentage of the learners who answered Affective strategies in SILL

| No | Item | High | Moderate | low |
|----|---|------|----------|------|
| 39 | Try to overcome uneasiness when learning the language | 57.3 | 33.3 | 9.40 |
| 40 | Encourage myself to speak in English | 62.3 | 20.7 | 17.0 |
| 41 | Reward or treat myself when I do well in the English test | 18.8 | 30.7 | 20.4 |
| 42 | Notice how I feel when I am studying or using English | 52.1 | 17.9 | 50.5 |
| 43 | Jotting my feeling in language learning diary | 21.3 | 18.8 | 59.8 |
| 44 | Discuss with some one my feeling when learning the language | 29.1 | 31.6 | 39.3 |

Most of the time they are leaders, they do not follow any body. They are encouraging themselves for every positive work that they have done, they are experimental that is why they are willing to take more calculated risks. On the other hand, FD people found it easier to cope with this category because they are considered as an emotional group among the rest. By considering the extrovert characteristics of this group, it can be concluded that it helped to use this strategy better.

From the data, the majority of the students 57.3% made use of the ‘trying to overcome uneasiness when learning the language’ strategy. The results showed the subjects have control over their feelings of apprehension while learning English. A high percentage of learners who used this strategy showed that the learners are aware that in language learning tasks, they should be able to control their emotions to perform better.

However, 62.3% of them employed frequent use of the strategy such as 'Encourage myself to speak in English' (item40). Another strategy which had a low usage by quite a number of students was 'noticing their emotions' (item42) to control their anxiety when utilizing English language. Another style that they used to motivate themselves was by giving a treat, when they did well in their English tests.

The data found that a high percentage 50.5% of them utilized 'low' use of this strategy. About 29.1% of learners made high use of the strategy, 'expressing their feeling to someone like a friend or a teacher or members of the family'. When the learners discussed the problems they faced during their learning time they obtain the chance to recognize and verbalize their problems and sometimes, perhaps they discover that their friends are experiencing similar learning problems too.

It might be clear for them that they were not the only individuals who had to cope with difficulties related to the English language. When the learners discussed their fears, frustration and difficulties openly, they have the opportunity to understand each other's problem and solve it together or even they can find ways to learn language more effectively.

4.4. General strategy use among the subjects

Among the six categories of SILL, metacognitive strategies were found to be the most frequently used ones (mean, 3.9). The lowest frequency was that of the affective strategies (mean, 2.9).

There is a contrast between this research frequency-based strategy ranking and the one which resulted from Oxford and Ehrman's (1995) study, where compensatory strategies were the most frequently used category of strategies among 855 adults in intensive training in a wide variety of languages at the U.S. Department of State. However, in their study, social, cognitive and metacognitive strategies received the second, third, fourth ranks respectively, and memory and effective strategies placed fifth and sixth.

Oxford et al. (1989) found affective memory strategies to be receiving the lowest frequencies, while high levels of strategy use were uncovered for social, metacognitive, cognitive, and compensation strategies. Here, the lowest ranking strategies were similar to the lowest ranking strategies of the present study.

Philips (1990, 1991) found the cognitive, affective, and memory strategies as the lowest in terms of frequency. In his study, metacognitive, social and compensation strategy had the highest frequency ranking. Table (4.15) demonstrates the frequency of use for the six categories of SILL in the above studies. Tahmasebi (1998) found cognitive, social, effective and memory strategies to be receiving the lowest frequencies in his study whereas metacognitive, social, and compensation strategies had the highest rank in frequency. In Cecilia Joseph's (1998) study, the social, affective and metacognitive received the lowest frequency ranking, on the other hand, memory, cognitive and compensation got the highest rank.(See Table 4.15). Oxford et

al. (1995) found the metacognitive, memory and affective strategies got the lowest ranking in terms of frequency, on the other hand, compensation, social and cognitive strategies got the highest frequency. However in another study done by Oxford et al (1989) social, metacognitive, cognitive strategies ranked as the highest in frequency but compensation, affective, memory got the lowest ranking in terms of frequency.

Table 4.15: The frequency of SILL strategies across different studies

| Studies on frequency of strategy use | | | | | | |
|--------------------------------------|-------------------|------------------|---------------------|------------------------|---------------------|-----------------------|
| Rank | The present study | Tahmaseby (1998) | Philips (1990,1991) | Oxford & Ehrman (1995) | Oxford et al (1989) | Cecilia Joseph (1998) |
| 1 st | Metacognitive | Metcognitive | Metacognitive | Compensation | Social | Memory |
| 2 nd | Cognitive | Social | Social | Social | Metacognitve | Cognitive |
| 3 rd | Social | Compensation | Compensation | Cognitive | Cognitive | Compensation |
| 4 th | Compensation | Cognitive | Cognitive | Metacognitve | Compensation | Metacognitve |
| 5 th | Memory | Memory | Affective | Memory | Affective | Affective |
| 6 th | Affective | Affective | Memory | Affective | Memory | Social |