

**STRATEGY INVENTORY FOR LANGUAGE LEARNING
(SILL)**

By Rebecca Oxford, (1990)

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is used to investigate the English language learning strategies used by Malaysian undergraduate students and its relationship to gender. Please read each statement and tick the response that tells **how true of you** the statement is.

1 = Never true of me

2 = Usually not true of me (the statement is true less than half the time)

3 = Somewhat true of me (the statement is true of you about half the time)

4 = Usually true of me (the statement is true more than half the time)

5 = Always true of me

Student's background information. **Please use a tick \checkmark for your response.**

Student Number _____ Age _____ Sex: Male Female

Major _____

Year of Study _____

Nationality _____

	Part A	1 Never true of me	2 Usually not true of me	3 Somewhat true of me	4 Usually true of me	5 Always true of me
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					

	Part A	1 Never true of me	2 Usually not true of me	3 Somewhat true of me	4 Usually true of me	5 Always true of 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 or on a board.					

	Part B	1 Never true of me	2 Usually not true of me	3 Somewhat true of me	4 Usually true of me	5 Always true of me
10	I say or write new English words several times					
11	I try to talk like native English speakers					
12	I practise the sounds of English.					
13	I use the English words I know in different ways					

	Part B	1 Never true of me	2 Usually not true of me	3 Somewhat true of me	4 Usually true of me	5 Always true of me
14	I start conversations in English					
15	I watch English language TV shows 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					

	Part C	1 Never true of me	2 Usually not true of me	3 Somewhat true of me	4 Usually true of me	5 Always true of me
24	To understand unfamiliar English 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 do not 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 cannot think of an English word, I use a word or phrase that means the same thing					

	Part D	1 Never true of me	2 Usually not true of me	3 Somewhat true of me	4 Usually true of me	5 Always true of me
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	1 Never true of me	2 Usually not true of me	3 Somewhat true of me	4 Usually true of me	5 Always true of me
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 a mistake					
41	I give myself a reward or treat when I do well in English					
42	I notice if I am tense or nervous when I am studying or using English					
43	I write down my feelings in a language learning diary					

	Part E	1 Never true of me	2 Usually not true of me	3 Somewhat true of me	4 Usually true of me	5 Always true of me
44	I talk to someone else about how I feel when I am learning English					

	Part F	1 Never true of me	2 Usually not true of me	3 Somewhat true of me	4 Usually true of me	5 Always true of me
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 practise 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					

INTERVIEW CHECKLIST

Students were asked to voice their opinion on each of the following:

1. Students' interest in improving their proficiency in the English language.
2. Strategies used for memorizing new words.
3. Strategies used to overcome obstacles to communication.
4. Strategies used in understanding any reading passage.
5. Students' interest in reading for pleasure in English.

Major Field of Study	Year Level	Motivation	Memory & cognitive Strategies	Compensation Strategies	Comprehension Strategies	Reading For Pleasure in English
Medicine	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim the passage	x
Medicine	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Medicine	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Medicine	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
English Language	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim the passage	x
English Language	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
English Language	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
English Language	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Computer Science	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x

Major Field of Study	Year Level	Motivation	Memory & cognitive Strategies	Compensation Strategies	Comprehension Strategies	Reading For Pleasure in English
Computer Science	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Computer Science	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Computer Science	1	x	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Biology	1	√	Use rhymes	Use gestures and mime and use a word that has the same meaning	Skim the passage	x
Biology	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Biology	1	x	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Biology	1	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Medicine	2	√	Put the new words in sentences	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Medicine	2	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	√
Medicine	2	√	Put the new words in sentences	Use gestures and mime and use a word that has the same meaning	Skim the passage	√
Medicine	2	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim the passage	x
English Language	2	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
English Language	2	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
English Language	2	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x

Major Field of Study	Year Level	Motivation	Memory & cognitive Strategies	Compensation Strategies	Comprehension Strategies	Reading For Pleasure in English
English Language	2	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim the passage	x
Computer Science	2	√	Repetition	Use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Computer Science	2	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Computer Science	2	√	Repetition	Use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Computer Science	2	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Biology	2	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Biology	2	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim the passage	x
Biology	2	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x
Biology	2	√	Repetition	Use gestures and mime and use a word that has the same meaning	Skim then translate word for word to understand a passage in English	x

OBSERVATION SCALE

The Language Learning Strategies Used With the Four Language Skills (cont'd)

		Listening		Speaking		Writing		Reading	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	Memory strategy category								
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								

The Language Learning Strategies Used With the Four Language Skills (cont'd)

		Listening		Speaking		Writing		Reading	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
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 or on a board.								
	Cognitive strategy category								
10	I say or write new English words several times								
11	I try to talk like native English speakers								
12	I practise the sounds of English.								
13	I use the English words I know in different ways								
14	I start conversations in English								
15	I write paragraphs, notes, letters, or reports in English								
16	I first skim an English passage (read over the passage quickly) then go back and read carefully								

The Language Learning Strategies Used With the Four Language Skills (cont'd)

		Listening		Speaking		Writing		Reading	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
17	I look for words in my own language that are similar to new words in English								
18	I try to find patterns in English								
19	I find the meaning of an English word by dividing it into parts that I understand								
20	I try not to translate word-for-word								
21	I make summaries of information and analyse expressions								
	Compensation strategy category								
22	To understand unfamiliar English words, I make guesses								
23	When I can't think of a word during a conversation in English, I use gestures								
24	I make up new words if I do not know the right ones in English								
25	I read English without looking up								

The Language Learning Strategies Used With the Four Language Skills (cont'd)

		Listening		Speaking		Writing		Reading	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	every new word								
26	I try to guess what the other person will say next in English								
27	If I cannot think of an English word, I use a word or phrase that means the same thing								
	Meta-cognitive strategy category								
28	I try to find as many ways as I can to use my English								
29	I notice my English mistakes and use that information to help me do better								
30	I pay attention when someone is speaking English								
31	I look for people I can talk to in English								
	Social strategy category								
32	If I do not understand something in English, I ask the other person to slow down or say it again								
33	I ask English speakers to correct								

The Language Learning Strategies Used With the Four Language Skills (cont'd)

		Listening		Speaking		Writing		Reading	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	me when I talk								
34	I practise English with other students								
35	I ask for help from English speakers								
36	I ask questions in English.								
37	I try to learn about the culture of English speakers								
	Total								

APPENDIX D

SAMPLES OF OBSERVED CLASSROOM ACTIVITIES

Part 1: Listening Activities in Foreign Language Acquisition

EFL students used the following listening strategies, either by themselves or they were instructed to use them by their teacher.

Type of Activity	Classroom Activity	Learning Strategy
Students' taught strategies	Students were asked to look at a picture in their book and guess what they were going to listen to.	Predicting
	Students arranged sentences according to a tape recording to show the sequence of events. They also were asked to listen to the tape recording and answer comprehension questions.	Analysing expressions and reasoning
	Students were asked to listen carefully twice to the tape recording and then answer true/false and open ended questions, they were also asked to listen and fill in the gaps or complete the sentences with missing words.	Paying attention
	Sometimes, students were asked to summarize the main points of a tape recording while listening to it, at other times they summarized the main ideas on their own to help them answer comprehension questions.	Summarizing
	Students were asked to listen to the description of the main parts of a jet plane and label these parts in boxes provided. In another activity students were asked to choose from words provided missing words in the recording.	Guessing
Students' learning strategies	Students asked the instructor to replay the tape recording for a third time. They also asked their instructor to give them more time to answer the questions.	Asking questions

Part 2: Speaking Activities in Foreign Language Acquisition

EFL students used the following speaking strategies, either by themselves or they were instructed to use them by their teacher.

Type of Activity	Classroom Activity	Learning Strategy
Students' taught strategies	Students were asked to practise some formulas and patterns such as: Hello, is that -----? Hello, this is -----. Could I speak to -----, please? Could I leave a message, please? Where do you come from? Where are you staying? How long are you staying? Do you like it here?	Practising by using formulas and patterns
	Students were asked to imagine and act out conversations in different situations such as greeting, apologizing and answering phone calls. They had to think of suitable expressions to use in these situations.	Using imagery
	Students were asked to practise the conversation in pairs.	Cooperating with peers
	Students were asked to have conversations on, how to telephone and answer phone calls, how to apologize and how to greet each other	Starting conversations
	Students were asked to pay attention to the new expressions and repeat them.	Paying attention and repeating
Students' learning strategies	Students sought correction by asking "Is it right to ask, where do you stay? Instead of where are you staying?" they also sought clarification by asking the instructor or their classmates to repeat the question or the sentence.	Asking Questions
	Some students used physical motion in place of expressions to indicate meanings such as: one student was describing her friend's hair but she did not know the word "curly", so she made gestures describing the word. Another student wanted to say "we fold the paper" but did not know the word "fold" so she took a piece of paper and said we do like this and she folded it.	Using gestures

Type of Activity	Classroom Activity	Learning Strategy
	<p>Students coined words to communicate their ideas such as: one student said, “tooth doctor” instead of “dentist”. Another student said, “the covering of the face” instead of “the mask”. Other one said the “male chicken” for a “rooster”. One student said “call again” instead of “call back”, and finally one student said, “could you please repeat it again” instead of “could you please say it again”.</p>	Coining words
	<p>One student was describing the process of cooking a Saudi dish, she said we add salt and “what we use to make the meat smells nice”. She used circumlocution to describe the word “spices”. Another student said instead of the word “cabbage” “the vegetable which is round and has large green leaves”. Other student was describing a picture of a baby; she said “he is moving the way babies move” instead of “crawling”. Other student used synonym to get her meaning across by saying “I am sorry so much” instead of “I am very sorry”. Finally, one student said while practising answering the phone “stay” instead of the word “wait”.</p>	Using circumlocution or synonym

Part 3: Writing Activities in Foreign Language Acquisition

EFL students used the following writing strategies, either by themselves or they were instructed to use them by their teacher.

Type of Activity	Classroom Activity	Learning Strategy
Students' taught strategies	Asking students to exchange their note books and correct each others' paragraphs and mark them. In another activity, the instructor wrote some of the students' mistakes on the board and asked what was wrong with the sentences.	Evaluating
	The instructor asked the students to group the signal words and use them to organize the process of making a chocolate sundae.	Associating and elaborating
	Students were asked to pay attention to the paragraph written on the board by one of the students and correct it. They were also asked to pay attention to their paragraphs and check if they include the topic sentence and conclusion.	Paying attention
	In one activity, students wrote a paragraph on how to plan a party, in another activity they were asked to write a paragraph describing a picture in their book. They were also asked to read a dialogue, and then complete the notes and to read a newspaper article and write a report on it.	Practising
Students' learning strategies	Students asked the instructor about the meaning of some words they did not know such as "kernel" and "fudge".	Getting help
	One student wrote, "the market has moving stairs" instead of "escalators". Other student wrote, "cleaning powder" instead of "detergent". Another one said, "we remove the covering of the potatoes", instead of "we peel the potatoes". Finally one student wrote, the car "passed over" the man, instead of "run over the man".	Coining words
	One student could not come up with the word "raisin", she said "dried grape". Another student wrote on the board, "mix the sugar in the water" instead of "dissolve the sugar in the water". Another one wrote "my small bag" instead of "my purse". Finally, one student said "we heard the sound of the police car, instead of "we heard the police siren".	Using synonym
	One student asked the instructor, "how many supporting sentences do we have to write?"	Asking questions

Part 4: Reading Activities in Foreign Language Acquisition

EFL students used the following reading strategies, either by themselves or they were instructed to use them by their teacher.

Type of Activity	Classroom Activity	Learning Strategy
Students' taught strategies	Students were asked some questions that helped them review the previous lesson, and predict the topic of the new lesson such as "In the last lecture, we talked about Suraqah Ibn Malik; who can tell me his story?" Then the instructor said, "Today, we will talk about Abdullah Ibn Salaam; what do you know about him?" The students were encouraged to guess by asking "Who was the man who wore the bracelets of Kusra?" Students used predicting in guessing what will be the topic of the next paragraph as well or how will the story end.	Reviewing and predicting
	Students were asked to read the text and answer comprehension and multiple-choice questions.	Skimming & scanning
	Students were asked to guess the meaning of new vocabulary items by using linguistic and other clues. They were also asked to guess and fill in the blanks with suitable words that completed the sentences or match the words with their meanings.	Guessing
	Students were asked to summarize the story of Abdullah Ibn Salam as homework.	Summarizing
	The instructor explained new vocabulary items by placing them into a context such as "Provision is supplies of food and stores", "Devotion is strong affection". Similarly, the students were asked to use the new words in sentences.	Placing new words into a context
	Some students were asked to read short paragraphs loudly while the others were paying attention and listening. Students were also asked to pay attention to the sequence of events in the reading passage. They were asked to pay attention to the words that describe the author's opinion and the tone of the text.	Paying attention
	Students were asked to work with a partner to answer comprehension questions and to fill in the blanks with suitable words that completed the sentences.	Cooperating with peers
	Students were asked to repeat difficult new words several times.	Repeating
	Students were asked to state the tone of the text, and recognize the climax in the story, and the words that described the author's opinion.	Analysing expressions and reasoning

Type of Activity	Classroom Activity	Learning Strategy
Students' learning strategies	One of the students asked the instructor "can we say Fatima and I are contemporaries at the university?"	Asking questions

SUPPLEMENTARY TABLES

TABLE E1

Mean Score and Level of Individual Strategies With Regard to Major Field of Study (cont'd)

Descriptive Statistics				
		N	Mean	Level
I think of relationships between what I already know and new things I learn in English	Medicine	46	3.96	High
	English Language	80	3.50	High
	Biology	92	3.03	Medium
	Computer Science	46	3.09	Medium
	Total	264	3.34	
I use new English words in a sentence so I can remember them	Medicine	46	3.65	High
	English Language	80	3.00	Medium
	Biology	92	2.17	Low
	Computer Science	46	2.54	Medium
	Total	264	2.75	
I connect the sound of a new English word and an image or picture of the word to help me remember the word	Medicine	46	3.72	High
	English Language	80	3.63	High
	Biology	92	3.91	High
	Computer Science	46	3.59	High
	Total	264	3.73	
I remember a new English word by making a mental picture of a situation in which the word might be used	Medicine	46	3.91	High
	English Language	80	3.48	High
	Biology	92	2.99	Medium
	Computer Science	46	3.65	High
	Total	264	3.41	
I use rhymes to remember new English words	Medicine	46	3.48	High
	English Language	80	2.35	Low
	Biology	92	2.70	Medium
	Computer Science	46	1.98	Low

TABLE E1**Mean Score and Level of Individual Strategies With Regard to Major Field of Study (cont'd)**

Descriptive Statistics				
		N	Mean	Level
	Total	264	2.60	
I use flashcards to remember new English words	Medicine	46	2.39	Low
	English Language	80	1.61	Low
	Biology	92	1.39	Low
	Computer Science	46	1.26	Low
	Total	264	1.61	
I physically act out new English words	Medicine	46	2.93	Medium
	English Language	80	2.38	Low
	Biology	92	3.02	Medium
	Computer Science	46	2.17	Low
	Total	264	2.66	
I review English lessons often	Medicine	46	3.76	High
	English Language	80	3.18	Medium
	Biology	92	2.73	Medium
	Computer Science	46	2.85	Medium
	Total	264	3.06	
I remember new English words or phrases by remembering their location on the page or on a board.	Medicine	46	4.07	High
	English Language	80	4.14	High
	Biology	92	4.38	High
	Computer Science	46	4.09	High
	Total	264	4.20	
I say or write new English words several times	Medicine	46	3.89	High
	English Language	80	3.81	High
	Biology	92	3.61	High
	Computer Science	46	3.83	High
	Total	264	3.76	
I try to talk like native English speakers	Medicine	46	4.33	High
	English Language	80	4.09	High

TABLE E1**Mean Score and Level of Individual Strategies With Regard to Major Field of Study (cont'd)**

Descriptive Statistics				
		N	Mean	Level
	Biology	92	3.21	Medium
	Computer Science	46	3.54	High
	Total	264	3.73	
I practise the sounds of English.	Medicine	46	3.61	High
	English Language	80	3.60	High
	Biology	92	3.11	Medium
	Computer Science	46	3.52	High
	Total	264	3.42	
I use the English words I know in different ways	Medicine	46	3.78	High
	English Language	80	3.38	Medium
	Biology	92	2.53	Medium
	Computer Science	46	2.93	Medium
	Total	264	3.08	
I start conversations in English	Medicine	46	3.04	Medium
	English Language	80	3.16	Medium
	Biology	92	2.51	Medium
	Computer Science	46	2.28	Low
	Total	264	2.76	
I watch English language TV shows spoken in English	Medicine	46	3.87	High
	English Language	80	4.03	High
	Biology	92	2.78	Medium
	Computer Science	46	3.54	High
	Total	264	3.48	
I read for pleasure in English	Medicine	46	3.07	Medium
	English Language	80	2.84	Medium
	Biology	92	2.05	Low
	Computer Science	46	2.33	Low
	Total	264	2.52	

TABLE E1**Mean Score and Level of Individual Strategies With Regard to Major Field of Study (cont'd)**

Descriptive Statistics				
		N	Mean	Level
I write notes, messages, letters, or reports in English	Medicine	46	3.52	High
	English Language	80	2.85	Medium
	Biology	92	1.90	Low
	Computer Science	46	2.54	Medium
	Total	264	2.58	
I first skim an English passage (read over the passage quickly) then go back and read carefully	Medicine	46	4.04	High
	English Language	80	3.71	High
	Biology	92	3.67	High
	Computer Science	46	4.13	High
	Total	264	3.83	
I look for words in my own language that are similar to new words in English	Medicine	46	4.11	High
	English Language	80	3.63	High
	Biology	92	3.80	High
	Computer Science	46	4.26	High
	Total	264	3.88	
I try to find patterns in English	Medicine	46	3.28	Medium
	English Language	80	3.55	High
	Biology	92	2.84	Medium
	Computer Science	46	2.41	Low
	Total	264	3.06	High
I find the meaning of an English word by dividing it into parts that I understand	Medicine	46	4.09	High
	English Language	80	4.19	High
	Biology	92	4.29	High
	Computer Science	46	3.46	High
	Total	264	4.08	
I try not to translate word-for-word	Medicine	46	3.48	High
	English Language	80	3.44	Medium
	Biology	92	3.57	High

TABLE E1**Mean Score and Level of Individual Strategies With Regard to Major Field of Study (cont'd)**

Descriptive Statistics				
		N	Mean	Level
	Computer Science	46	2.72	High
	Total	264	3.36	
I make summaries of information that I hear or read in English	Medicine	46	2.89	Medium
	English Language	80	2.66	Medium
	Biology	92	2.14	Low
	Computer Science	46	2.50	Medium
	Total	264	2.49	
To understand unfamiliar English words, I make guesses	Medicine	46	3.39	Medium
	English Language	80	3.61	High
	Biology	92	3.52	High
	Computer Science	46	3.43	Medium
	Total	264	3.51	
When I can't think of a word during a conversation in English, I use gestures	Medicine	46	3.54	High
	English Language	80	3.63	High
	Biology	92	3.70	High
	Computer Science	46	3.35	Medium
	Total	264	3.59	
I make up new words if I do not know the right ones in English	Medicine	46	2.63	Medium
	English Language	80	3.48	High
	Biology	92	3.73	High
	Computer Science	46	2.26	Low
	Total	264	3.20	
I read English without looking up every new word	Medicine	46	2.80	Medium
	English Language	80	2.73	Medium
	Biology	92	2.91	Medium
	Computer Science	46	3.33	Medium
	Total	264	2.91	
I try to guess what the other person	Medicine	46	3.80	High

TABLE E1**Mean Score and Level of Individual Strategies With Regard to Major Field of Study (cont'd)**

Descriptive Statistics				
		N	Mean	Level
will say next in English	English Language	80	3.10	Medium
	Biology	92	3.39	Medium
	Computer Science	46	2.74	Medium
	Total	264	3.26	
If I cannot think of an English word, I use a word or phrase that means the same thing	Medicine	46	4.26	High
	English Language	80	4.11	High
	Biology	92	3.90	High
	Computer Science	46	4.04	High
	Total	264	4.05	
I try to find as many ways as I can to use my English	Medicine	46	3.85	High
	English Language	80	3.95	High
	Biology	92	3.21	Medium
	Computer Science	46	3.04	Medium
	Total	264	3.52	
I notice my English mistakes and use that information to help me do better	Medicine	46	4.33	High
	English Language	80	4.30	High
	Biology	92	3.99	High
	Computer Science	46	3.67	High
	Total	264	4.09	
I pay attention when someone is speaking English	Medicine	46	4.61	High
	English Language	80	4.53	High
	Biology	92	4.23	High
	Computer Science	46	4.46	High
	Total	264	4.42	
I try to find out how to be a better learner of English	Medicine	46	4.85	High
	English Language	80	4.56	High
	Biology	92	4.27	High
	Computer Science	46	4.35	High

TABLE E1**Mean Score and Level of Individual Strategies With Regard to Major Field of Study (cont'd)**

Descriptive Statistics				
		N	Mean	Level
	Total	264	4.47	
I plan my schedule so I will have enough time to study English	Medicine	46	3.22	Medium
	English Language	80	3.05	Medium
	Biology	92	2.03	Low
	Computer Science	46	2.70	Medium
	Total	264	2.66	
I look for people I can talk to in English	Medicine	46	4.07	High
	English Language	80	3.36	Medium
	Biology	92	2.41	Low
	Computer Science	46	3.17	Medium
	Total	264	3.12	
I look for opportunities to read as much as possible in English	Medicine	46	3.43	Medium
	English Language	80	3.11	Medium
	Biology	92	2.32	Low
	Computer Science	46	2.83	Medium
	Total	264	2.84	
I have clear goals for improving my English skills	Medicine	46	4.02	High
	English Language	80	4.03	High
	Biology	92	3.21	Medium
	Computer Science	46	4.00	High
	Total	264	3.73	
I think about my progress in learning English	Medicine	46	4.50	High
	English Language	80	4.55	High
	Biology	92	3.92	High
	Computer Science	46	4.07	High
	Total	264	4.24	
I try to relax whenever I feel afraid of using English	Medicine	46	3.70	High
	English Language	80	3.46	High

TABLE E1**Mean Score and Level of Individual Strategies With Regard to Major Field of Study (cont'd)**

Descriptive Statistics				
		N	Mean	Level
	Biology	92	3.43	Medium
	Computer Science	46	3.30	Medium
	Total	264	3.47	
I encourage myself to speak English even when I am afraid of making a mistake	Medicine	46	4.35	High
	English Language	80	3.65	High
	Biology	92	3.17	Medium
	Computer Science	46	3.28	Medium
	Total	264	3.54	
I give myself a reward or treat when I do well in English	Medicine	46	2.93	Medium
	English Language	80	2.73	Medium
	Biology	92	2.48	Medium
	Computer Science	46	2.93	Medium
	Total	264	2.71	
I notice if I am tense or nervous when I am studying or using English	Medicine	46	3.63	High
	English Language	80	3.23	Medium
	Biology	92	2.63	Medium
	Computer Science	46	2.76	Medium
	Total	264	3.01	
I write down my feelings in a language learning diary	Medicine	46	2.48	Medium
	English Language	80	2.01	Low
	Biology	92	1.51	Low
	Computer Science	46	1.89	Low
	Total	264	1.90	
I talk to someone else about how I feel when I am learning English	Medicine	46	3.67	High
	English Language	80	4.01	High
	Biology	92	3.74	High
	Computer Science	46	3.52	High
	Total	264	3.77	

TABLE E1**Mean Score and Level of Individual Strategies With Regard to Major Field of Study (cont'd)**

Descriptive Statistics				
		N	Mean	Level
If I do not understand something in English, I ask the other person to slow down or say it again	Medicine	46	3.89	High
	English Language	80	3.66	High
	Biology	92	4.12	High
	Computer Science	46	3.57	High
	Total	264	3.84	
I ask English speakers to correct me when I talk	Medicine	46	3.61	High
	English Language	80	3.21	Medium
	Biology	92	2.88	Medium
	Computer Science	46	3.52	High
	Total	264	3.22	
I practise English with other students	Medicine	46	3.54	High
	English Language	80	2.78	Medium
	Biology	92	2.28	Low
	Computer Science	46	2.78	Medium
	Total	264	2.74	
I ask for help from English speakers	Medicine	46	3.76	High
	English Language	80	3.50	High
	Biology	92	3.23	Medium
	Computer Science	46	3.22	Medium
	Total	264	3.40	
I ask questions in English	Medicine	46	3.70	High
	English Language	80	3.28	Medium
	Biology	92	2.95	Medium
	Computer Science	46	3.00	Medium
	Total	264	3.19	
I try to learn about the culture of English speakers	Medicine	46	2.63	Medium
	English Language	80	2.60	Medium
	Biology	92	2.30	Low

TABLE E1

Mean Score and Level of Individual Strategies With Regard to Major Field of Study (cont'd)

Descriptive Statistics				
		N	Mean	Level
	Computer Science	46	2.35	Low
	Total	264	2.46	

TABLE E2

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students (cont'd)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
I think of relationships between what I already know and new things I learn in English	Between Groups	31.165	3	10.388	8.930	.000
	Within Groups	302.467	260	1.163		
	Total	333.633	263			
I use new English words in a sentence so I can remember them	Between Groups	74.931	3	24.977	16.865	.000
	Within Groups	385.065	260	1.481		
	Total	459.996	263			
I remember a new English word by making a mental picture of a situation in which the word might be used	Between Groups	30.970	3	10.323	6.256	.000
	Within Groups	429.026	260	1.650		
	Total	459.996	263			
I use rhymes to remember new English words	Between Groups	59.104	3	19.701	12.192	.000
	Within Groups	420.135	260	1.616		
	Total	479.239	263			
I use flashcards to remember new English words	Between Groups	38.088	3	12.696	12.661	.000
	Within Groups	260.727	260	1.003		
	Total	298.814	263			
I physically act out new English words	Between Groups	32.877	3	10.959	5.198	.002
	Within Groups	548.120	260	2.108		
	Total	580.996	263			
I review English lessons often	Between Groups	35.844	3	11.948	10.710	.000
	Within Groups	290.061	260	1.116		
	Total	325.905	263			
I try to talk like native English speakers	Between Groups	53.378	3	17.793	11.954	.000
	Within Groups	386.985	260	1.488		
	Total	440.364	263			
I practise the sounds	Between Groups	13.619	3	4.540	2.716	.045

TABLE E2

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students (cont'd)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
of English.	Within Groups	434.548	260	1.671		
	Total	448.167	263			
I use the English words I know in different ways	Between Groups	58.202	3	19.401	12.477	.000
	Within Groups	404.283	260	1.555		
	Total	462.485	263			
I start conversations in English	Between Groups	32.850	3	10.950	6.484	.000
	Within Groups	439.116	260	1.689		
	Total	471.966	263			
I watch English language TV shows spoken in English	Between Groups	75.673	3	25.224	13.947	.000
	Within Groups	470.233	260	1.809		
	Total	545.905	263			
I read for pleasure in English	Between Groups	43.411	3	14.470	9.733	.000
	Within Groups	386.529	260	1.487		
	Total	429.939	263			
I write notes, messages, letters, or reports in English	Between Groups	88.956	3	29.652	22.204	.000
	Within Groups	347.211	260	1.335		
	Total	436.167	263			
I look for words in my own language that are similar to new words in English	Between Groups	14.806	3	4.935	3.768	.011
	Within Groups	340.554	260	1.310		
	Total	355.360	263			
I try to find patterns in English	Between Groups	45.315	3	15.105	9.032	.000
	Within Groups	434.833	260	1.672		
	Total	480.148	263			
I find the meaning of an English word by dividing it into parts that I understand	Between Groups	23.001	3	7.667	5.789	.001
	Within Groups	344.329	260	1.324		
	Total	367.330	263			
I try not to translate word-for-word	Between Groups	23.990	3	7.997	4.609	.004
	Within Groups	451.101	260	1.735		

TABLE E2**Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students (cont'd)**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
	Total	475.091	263			
I make summaries of information that I hear or read in English	Between Groups	20.978	3	6.993	4.360	.005
	Within Groups	417.007	260	1.604		
	Total	437.985	263			
I make up new words if I do not know the right ones in English	Between Groups	87.211	3	29.070	18.268	.000
	Within Groups	413.743	260	1.591		
	Total	500.955	263			
I try to guess what the other person will say next in English	Between Groups	29.744	3	9.915	6.657	.000
	Within Groups	387.222	260	1.489		
	Total	416.966	263			
I try to find as many ways as I can to use my English	Between Groups	39.215	3	13.072	10.154	.000
	Within Groups	334.724	260	1.287		
	Total	373.939	263			
I notice my English mistakes and use that information to help me do better	Between Groups	14.990	3	4.997	4.921	.002
	Within Groups	264.007	260	1.015		
	Total	278.996	263			
I pay attention when someone is speaking English	Between Groups	5.959	3	1.986	3.064	.029
	Within Groups	168.526	260	.648		
	Total	174.485	263			
I try to find out how to be a better learner of English	Between Groups	11.551	3	3.850	5.745	.001
	Within Groups	174.264	260	.670		
	Total	185.814	263			
I plan my schedule so I will have enough time to study English	Between Groups	62.729	3	20.910	16.975	.000
	Within Groups	320.267	260	1.232		
	Total	382.996	263			
I look for people I can talk to in English	Between Groups	91.916	3	30.639	20.415	.000
	Within Groups	390.205	260	1.501		
	Total	482.121	263			

TABLE E2

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students (cont'd)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
I look for opportunities to read as much as possible in English	Between Groups	47.559	3	15.853	12.810	.000
	Within Groups	321.759	260	1.238		
	Total	369.318	263			
I have clear goals for improving my English skills	Between Groups	39.435	3	13.145	8.460	.000
	Within Groups	404.004	260	1.554		
	Total	443.439	263			
I think about my progress in learning English	Between Groups	21.394	3	7.131	7.838	.000
	Within Groups	236.572	260	.910		
	Total	257.966	263			
I encourage myself to speak English even when I am afraid of making a mistake	Between Groups	46.363	3	15.454	10.767	.000
	Within Groups	373.178	260	1.435		
	Total	419.542	263			
I notice if I am tense or nervous when I am studying or using English	Between Groups	37.513	3	12.504	7.518	.000
	Within Groups	432.472	260	1.663		
	Total	469.985	263			
I write down my feelings in a language learning diary	Between Groups	30.327	3	10.109	7.511	.000
	Within Groups	349.911	260	1.346		
	Total	380.239	263			
If I do not understand something in English, I ask the other person to slow down or say it again	Between Groups	13.299	3	4.433	3.500	.016
	Within Groups	329.333	260	1.267		
	Total	342.633	263			
I ask English speakers to correct me when I talk	Between Groups	21.751	3	7.250	3.789	.011
	Within Groups	497.507	260	1.913		
	Total	519.258	263			
I practise English with other students	Between Groups	49.125	3	16.375	12.101	.000
	Within Groups	351.841	260	1.353		
	Total	400.966	263			

TABLE E2

**Significant Variation in the Use of Strategies at the Individual Item Level With
Regard to Major Field of Study by EFL Students (cont'd)**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
I ask questions in English	Between Groups	19.488	3	6.496	4.847	.003
	Within Groups	348.417	260	1.340		
	Total	367.905	263			

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I think of relationships between what I already know and new things I learn in English	Medicine	English Language	.46	.20	.158	-.11	1.02
		Biology	.92(*)	.19	.000	.38	1.47
		Computer Science	.87(*)	.22	.002	.24	1.50
	English Language	Medicine	-.46	.20	.158	-1.02	.11
		Biology	.47(*)	.16	.048	3.43E-03	.93
		Computer Science	.41	.20	.235	-.15	.97
	Biology	Medicine	-.92(*)	.19	.000	-1.47	-.38
		English Language	-.47(*)	.16	.048	-.93	3.43E-03
		Computer Science	-5.43E-02	.19	.994	-.60	.49
	Computer Science	Medicine	-.87(*)	.22	.002	-1.50	-.24
		English Language	-.41	.20	.235	-.97	.15
		Biology	5.43E-02	.19	.994	-.49	.60
I use new English words in a sentence so I can remember them	Medicine	English Language	.65(*)	.23	.041	1.85E-02	1.29
		Biology	1.48(*)	.22	.000	.86	2.10
		Computer Science	1.11(*)	.25	.000	.39	1.82
	English Language	Medicine	-.65(*)	.23	.041	-1.29	1.85E-02

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		Biology	.83(*)	.19	.000	.30	1.35
		Computer Science	.46	.23	.252	-.18	1.09
	Biology	Medicine	-1.48(*)	.22	.000	-2.10	-.86
		English Language	-.83(*)	.19	.000	-1.35	-.30
		Computer Science	-.37	.22	.421	-.99	.25
	Computer Science	Medicine	-1.11(*)	.25	.000	-1.82	-.39
		English Language	-.46	.23	.252	-1.09	.18
		Biology	.37	.22	.421	-.25	.99
	I remember a new English word by making a mental picture of a situation in which the word might be used	Medicine	English Language	.44	.24	.337	-.23
Biology			.92(*)	.23	.001	.27	1.58
Computer Science			.26	.27	.814	-.49	1.01
English Language		Medicine	-.44	.24	.337	-1.11	.23
		Biology	.49	.20	.109	6.67E-02	1.04
		Computer Science	-.18	.24	.906	-.85	.49
Biology		Medicine	-.92(*)	.23	.001	-1.58	-.27
		English Language	-.49	.20	.109	-1.04	6.67E-02
		Computer Science	-.66(*)	.23	.045	-1.32	1.03E-02

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe								
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
	Computer Science	Medicine	-.26	.27	.814	-1.01	.49	
		English Language	.18	.24	.906	-.49	.85	
		Biology	.66(*)	.23	.045	1.03E-02	1.32	
I use rhymes to remember new English words	Medicine	English Language	1.13(*)	.24	.000	.47	1.79	
		Biology	.78(*)	.23	.010	.14	1.43	
		Computer Science	1.50(*)	.27	.000	.75	2.25	
	English Language	Medicine	-1.13(*)	.24	.000	-1.79	-.47	
		Biology	-.35	.19	.369	-.89	.20	
		Computer Science	.37	.24	.477	-.29	1.03	
	Biology	Medicine	-.78(*)	.23	.010	-1.43	-.14	
		English Language	.35	.19	.369	-.20	.89	
		Computer Science	.72(*)	.23	.022	7.15E-02	1.36	
	Computer Science	Medicine	-1.50(*)	.27	.000	-2.25	-.75	
		English Language	-.37	.24	.477	-1.03	.29	
		Biology	-.72(*)	.23	.022	-1.36	7.15E-02	
	I use flashcards to remember	Medicine	English Language	.78(*)	.19	.001	.26	1.30
			Biology	1.00(*)	.18	.000	.49	1.51

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe								
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
new English words		Computer Science	1.13(*)	.21	.000	.54	1.72	
	English Language	Medicine	-.78(*)	.19	.001	-1.30	-.26	
		Biology	.22	.15	.555	-.21	.65	
		Computer Science	.35	.19	.310	-.17	.87	
	Biology	Medicine	-1.00(*)	.18	.000	-1.51	-.49	
		English Language	-.22	.15	.555	-.65	.21	
		Computer Science	.13	.18	.914	-.38	.64	
	Computer Science	Medicine	-1.13(*)	.21	.000	-1.72	-.54	
		English Language	-.35	.19	.310	-.87	.17	
		Biology	-.13	.18	.914	-.64	.38	
	I physically act out new English words	Medicine	English Language	.56	.27	.230	-.20	1.32
			Biology	-8.70E-02	.26	.991	-.82	.65
Computer Science			.76	.30	.100	9.10E-02	1.61	
English Language		Medicine	-.56	.27	.230	-1.32	.20	
		Biology	-.65(*)	.22	.039	-1.27	2.22E-02	
		Computer Science	.20	.27	.905	-.55	.96	
Biology		Medicine	8.70E-02	.26	.991	-.65	.82	

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		English Language	.65(*)	.22	.039	2.22E-02	1.27
		Computer Science	.85(*)	.26	.016	.11	1.59
	Computer Science	Medicine	-.76	.30	.100	-1.61	9.10E-02
		English Language	-.20	.27	.905	-.96	.55
		Biology	-.85(*)	.26	.016	-1.59	-.11
I review English lessons often	Medicine	English Language	.59(*)	.20	.031	3.59E-02	1.14
		Biology	1.03(*)	.19	.000	.50	1.57
		Computer Science	.91(*)	.22	.001	.29	1.53
	English Language	Medicine	-.59(*)	.20	.031	-1.14	- 3.59E-02
		Biology	.45	.16	.056	-	7.61E-03 .90
		Computer Science	.33	.20	.425	-.22	.88
	Biology	Medicine	-1.03(*)	.19	.000	-1.57	-.50
		English Language	-.45	.16	.056	-.90	7.61E-03
		Computer Science	-.12	.19	.942	-.66	.42
	Computer Science	Medicine	-.91(*)	.22	.001	-1.53	-.29
		English Language	-.33	.20	.425	-.88	.22

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		Biology	.12	.19	.942	-.42	.66
I try to talk like native English speakers	Medicine	English Language	.24	.23	.773	-.40	.87
		Biology	1.12(*)	.22	.000	.50	1.74
		Computer Science	.78(*)	.25	.025	6.68E-02	1.50
	English Language	Medicine	-.24	.23	.773	-.87	.40
		Biology	.88(*)	.19	.000	.36	1.41
		Computer Science	.54	.23	.124	9.12E-02	1.18
	Biology	Medicine	-1.12(*)	.22	.000	-1.74	-.50
		English Language	-.88(*)	.19	.000	-1.41	-.36
		Computer Science	-.34	.22	.506	-.96	.28
	Computer Science	Medicine	-.78(*)	.25	.025	-1.50	6.68E-02
		English Language	-.54	.23	.124	-1.18	9.12E-02
		Biology	.34	.22	.506	-.28	.96
I use the English words I know in different ways	Medicine	English Language	.41	.23	.375	-.24	1.06
		Biology	1.25(*)	.23	.000	.62	1.88
		Computer Science	.85(*)	.26	.015	.12	1.58
	English Language	Medicine	-.41	.23	.375	-1.06	.24
		Biology	.84(*)	.19	.000	.31	1.38

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	Biology	Computer Science	.44	.23	.305	-.21	1.09
		Medicine	-1.25(*)	.23	.000	-1.88	-.62
		English Language	-.84(*)	.19	.000	-1.38	-.31
		Computer Science	-.40	.23	.365	-1.04	.23
	Computer Science	Medicine	-.85(*)	.26	.015	-1.58	-.12
		English Language	-.44	.23	.305	-1.09	.21
		Biology	.40	.23	.365	-.23	1.04
I start conversations in English	Medicine	English Language	-.12	.24	.970	-.80	.56
		Biology	.53	.23	.164	-.13	1.19
		Computer Science	.76	.27	.051	1.64E-03	1.52
	English Language	Medicine	.12	.24	.970	-.56	.80
		Biology	.65(*)	.20	.014	9.26E-02	1.21
		Computer Science	.88(*)	.24	.004	.20	1.56
	Biology	Medicine	-.53	.23	.164	-1.19	.13
		English Language	-.65(*)	.20	.014	-1.21	9.26E-02
		Computer Science	.23	.23	.814	-.43	.89
	Computer Science	Medicine	-.76	.27	.051	-1.52	1.64E-03

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe								
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
		English Language	-.88(*)	.24	.004	-1.56	-.20	
		Biology	-.23	.23	.814	-.89	.43	
I watch English language TV shows spoken in English	Medicine	English Language	-.16	.25	.942	-.86	.54	
		Biology	1.09(*)	.24	.000	.40	1.77	
		Computer Science	.33	.28	.717	-.46	1.12	
	English Language	Medicine	.16	.25	.942	-.54	.86	
		Biology	1.24(*)	.21	.000	.66	1.82	
		Computer Science	.48	.25	.293	-.22	1.18	
	Biology	Medicine	-1.09(*)	.24	.000	-1.77	-.40	
		English Language	-1.24(*)	.21	.000	-1.82	-.66	
		Computer Science	-.76(*)	.24	.022	-1.44	-.02	
	Computer Science	Medicine	-.33	.28	.717	-1.12	.46	
		English Language	-.48	.25	.293	-1.18	.22	
		Biology	.76(*)	.24	.022	7.75E-02	1.44	
	I read for pleasure in English	Medicine	English Language	.23	.23	.797	-.41	.86
			Biology	1.01(*)	.22	.000	.39	1.63
			Computer Science	.74(*)	.25	.040	2.37E-02	1.45
English		Medicine	-.23	.23	.797	-.86	.41	

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe								
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
	Language	Biology	.78(*)	.19	.001	.26	1.31	
		Computer Science	.51	.23	.165	-.12	1.15	
	Biology	Medicine	-1.01(*)	.22	.000	-1.63	-.39	
		English Language	-.78(*)	.19	.001	-1.31	-.26	
		Computer Science	-.27	.22	.677	-.89	.35	
	Computer Science	Medicine	-.74(*)	.25	.040	-1.45	-	
		English Language	-.51	.23	.165	-1.15	2.37E-02	
		Biology	.27	.22	.677	-.35	.89	
	I write notes, messages, letters, or reports in English	Medicine	English Language	.67(*)	.21	.021	7.00E-02	1.27
			Biology	1.62(*)	.21	.000	1.03	2.21
Computer Science			.98(*)	.24	.001	.30	1.66	
English Language		Medicine	-.67(*)	.21	.021	-1.27	-	
		Biology	.95(*)	.18	.000	.45	7.00E-02	
		Computer Science	.31	.21	.562	-.30	1.44	
Biology		Medicine	-1.62(*)	.21	.000	-2.21	-.91	
		English Language	-.95(*)	.18	.000	-1.44	-1.03	

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	Computer Science	Computer Science	-.64(*)	.21	.026	-1.23	-
		Medicine	-.98(*)	.24	.001	-1.66	-.30
		English Language	-.31	.21	.562	-.91	.30
		Biology	.64(*)	.21	.026	5.41E-02	1.23
		Biology	.46	.23	.256	-.18	1.09
I look for words in my own language that are similar to new words in English	Medicine	English Language	.48	.21	.159	-.11	1.08
		Biology	.30	.21	.539	-.28	.89
		Computer Science	-.15	.24	.939	-.82	.52
	English Language	Medicine	-.48	.21	.159	-1.08	.11
		Biology	-.18	.17	.789	-.67	.31
		Computer Science	-.64(*)	.21	.031	-1.23	-
	Biology	Medicine	-.30	.21	.539	-.89	.28
		English Language	.18	.17	.789	-.31	.67
		Computer Science	-.46	.21	.184	-1.04	.13
	Computer Science	Medicine	.15	.24	.939	-.52	.82
		English Language	.64(*)	.21	.031	4.00E-02	1.23
		Biology	.46	.21	.184	-.13	1.04

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I try to find patterns in English	Medicine	English Language	-.27	.24	.742	-.94	.41
		Biology	.45	.23	.305	-.21	1.10
		Computer Science	.87(*)	.27	.017	.11	1.63
	English Language	Medicine	.27	.24	.742	-.41	.94
		Biology	.71(*)	.20	.005	.16	1.27
		Computer Science	1.14(*)	.24	.000	.46	1.81
	Biology	Medicine	-.45	.23	.305	-1.10	.21
		English Language	-.71(*)	.20	.005	-1.27	-.16
		Computer Science	.42	.23	.350	-.23	1.08
	Computer Science	Medicine	-.87(*)	.27	.017	-1.63	-.11
		English Language	-1.14(*)	.24	.000	-1.81	-.46
		Biology	-.42	.23	.350	-1.08	.23
I find the meaning of an English word by dividing it into parts that I understand	Medicine	English Language	-.10	.21	.974	-.70	.50
		Biology	-.21	.21	.804	-.79	.38
		Computer Science	.63	.24	.078	4.48E-02	1.31
	English Language	Medicine	.10	.21	.974	-.50	.70
		Biology	-.11	.18	.948	-.60	.39
		Computer Science	.73(*)	.21	.009	.13	1.33

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	Biology	Medicine	.21	.21	.804	-.38	.79
		English Language	.11	.18	.948	-.39	.60
		Computer Science	.84(*)	.21	.001	.25	1.42
	Computer Science	Medicine	-.63	.24	.078	-1.31	4.48E-02
		English Language	-.73(*)	.21	.009	-1.33	-.13
		Biology	-.84(*)	.21	.001	-1.42	-.25
I try not to translate word-for-word	Medicine	English Language	4.08E-02	.24	.999	-.65	.73
		Biology	-8.70E-02	.24	.987	-.76	.58
		Computer Science	.76	.27	.056	1.20E-02	1.53
	English Language	Medicine	-4.08E-02	.24	.999	-.73	.65
		Biology	-.13	.20	.940	-.69	.44
		Computer Science	.72(*)	.24	.035	3.43E-02	1.41
	Biology	Medicine	8.70E-02	.24	.987	-.58	.76
		English Language	.13	.20	.940	-.44	.69
		Computer Science	.85(*)	.24	.006	.18	1.52
	Computer Science	Medicine	-.76	.27	.056	-1.53	1.20E-02

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		English Language	-.72(*)	.24	.035	-1.41	-
		Biology	-.85(*)	.24	.006	-1.52	3.43E-02
I make summaries of information that I hear or read in English	Medicine	English Language	.23	.23	.813	-.43	.89
		Biology	.75(*)	.23	.014	.11	1.39
		Computer Science	.39	.26	.534	-.35	1.13
	English Language	Medicine	-.23	.23	.813	-.89	.43
		Biology	.52	.19	.067	2.36E-02	1.07
		Computer Science	.16	.23	.923	-.50	.82
	Biology	Medicine	-.75(*)	.23	.014	-1.39	-.11
		English Language	-.52	.19	.067	-1.07	2.36E-02
		Computer Science	-.36	.23	.484	-1.00	.28
	Computer Science	Medicine	-.39	.26	.534	-1.13	.35
		English Language	-.16	.23	.923	-.82	.50
		Biology	.36	.23	.484	-.28	1.00
I make up new words if I do not know the right ones in English	Medicine	English Language	-.84(*)	.23	.005	-1.50	-.19
		Biology	-1.10(*)	.23	.000	-1.74	-.46
		Computer Science	.37	.26	.579	-.37	1.11

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	English Language	Medicine	.84(*)	.23	.005	.19	1.50
		Biology	-.25	.19	.632	-.80	.29
		Computer Science	1.21(*)	.23	.000	.56	1.87
	Biology	Medicine	1.10(*)	.23	.000	.46	1.74
		English Language	.25	.19	.632	-.29	.80
		Computer Science	1.47(*)	.23	.000	.83	2.11
	Computer Science	Medicine	-.37	.26	.579	-1.11	.37
		English Language	-1.21(*)	.23	.000	-1.87	-.56
		Biology	-1.47(*)	.23	.000	-2.11	-.83
I try to guess what the other person will say next in English	Medicine	English Language	.70(*)	.23	.023	6.89E-02	1.34
		Biology	.41	.22	.321	-.21	1.03
		Computer Science	1.07(*)	.25	.001	.35	1.78
	English Language	Medicine	-.70(*)	.23	.023	-1.34	6.89E-02
		Biology	-.29	.19	.488	-.82	.23
		Computer Science	.36	.23	.467	-.27	1.00
	Biology	Medicine	-.41	.22	.321	-1.03	.21
		English Language	.29	.19	.488	-.23	.82
		Computer Science	.65(*)	.22	.035	3.21E-02	1.27

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	Computer Science	Medicine	-1.07(*)	.25	.001	-1.78	-.35
		English Language	-.36	.23	.467	-1.00	.27
		Biology	-.65(*)	.22	.035	-1.27	3.21E-02
I try to find as many ways as I can to use my English	Medicine	English Language	-.10	.21	.971	-.69	.49
		Biology	.64(*)	.20	.022	6.48E-02	1.22
		Computer Science	.80(*)	.24	.010	.14	1.47
	English Language	Medicine	.10	.21	.971	-.49	.69
		Biology	.74(*)	.17	.000	.26	1.23
		Computer Science	.91(*)	.21	.000	.32	1.50
	Biology	Medicine	-.64(*)	.20	.022	-1.22	6.48E-02
		English Language	-.74(*)	.17	.000	-1.23	-.26
		Computer Science	.16	.20	.889	-.41	.74
	Computer Science	Medicine	-.80(*)	.24	.010	-1.47	-.14
		English Language	-.91(*)	.21	.000	-1.50	-.32
		Biology	-.16	.20	.889	-.74	.41
I notice my English mistakes and	Medicine	English Language	2.61E-02	.19	.999	-.50	.55
		Biology	.34	.18	.332	-.18	.85

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe								
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
use that information to help me do better		Computer Science	.65(*)	.21	.024	6.09E-02	1.24	
	English Language	Medicine	-2.61E-02	.19	.999	-.55	.50	
		Biology	.31	.15	.256	-.12	.74	
		Computer Science	.63(*)	.19	.011	.10	1.15	
	Biology	Medicine	-.34	.18	.332	-.85	.18	
		English Language	-.31	.15	.256	-.74	.12	
		Computer Science	.32	.18	.393	-.20	.83	
	Computer Science	Medicine	-.65(*)	.21	.024	-1.24	6.09E-02	
		English Language	-.63(*)	.19	.011	-1.15	-.10	
		Biology	-.32	.18	.393	-.83	.20	
	I try to find out how to be a better learner of English	Medicine	English Language	.29	.15	.317	-.14	.71
			Biology	.58(*)	.15	.002	.16	.99
Computer Science			.50(*)	.17	.037	1.96E-02	.98	
English Language		Medicine	-.29	.15	.317	-.71	.14	
		Biology	.29	.13	.148	6.14E-02	.64	
		Computer Science	.21	.15	.572	-.21	.64	
Biology		Medicine	-.58(*)	.15	.002	-.99	-.16	

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		English Language	-.29	.13	.148	-.64	6.14E-02
		Computer Science	-7.61E-02	.15	.966	-.49	.34
	Computer Science	Medicine	-.50(*)	.17	.037	-.98	- 1.96E-02
		English Language	-.21	.15	.572	-.64	.21
		Biology	7.61E-02	.15	.966	-.34	.49
I plan my schedule so I will have enough time to study English	Medicine	English Language	.17	.21	.881	-.41	.75
		Biology	1.18(*)	.20	.000	.62	1.75
		Computer Science	.52	.23	.169	-.13	1.17
	English Language	Medicine	-.17	.21	.881	-.75	.41
		Biology	1.02(*)	.17	.000	.54	1.49
		Computer Science	.35	.21	.397	-.22	.93
	Biology	Medicine	-1.18(*)	.20	.000	-1.75	-.62
		English Language	-1.02(*)	.17	.000	-1.49	-.54
		Computer Science	-.66(*)	.20	.013	-1.23	- 9.91E-02
	Computer Science	Medicine	-.52	.23	.169	-1.17	.13
		English Language	-.35	.21	.397	-.93	.22
		Biology	.66(*)	.20	.013	9.91E-02	1.23

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I look for people I can talk to in English	Medicine	English Language	.70(*)	.23	.024	6.49E-02	1.34
		Biology	1.65(*)	.22	.000	1.03	2.27
		Computer Science	.89(*)	.26	.008	.17	1.61
	English Language	Medicine	-.70(*)	.23	.024	-1.34	-
		Biology	.95(*)	.19	.000	.42	1.48
		Computer Science	.19	.23	.875	-.45	.83
	Biology	Medicine	-1.65(*)	.22	.000	-2.27	-1.03
		English Language	-.95(*)	.19	.000	-1.48	-.42
		Computer Science	-.76(*)	.22	.009	-1.38	-.14
	Computer Science	Medicine	-.89(*)	.26	.008	-1.61	-.17
		English Language	-.19	.23	.875	-.83	.45
		Biology	.76(*)	.22	.009	.14	1.38
I look for opportunities to read as much as possible in English	Medicine	English Language	.32	.21	.485	-.26	.90
		Biology	1.12(*)	.20	.000	.55	1.68
		Computer Science	.61	.23	.078	-	4.40E-02
	English Language	Medicine	-.32	.21	.485	-.90	.26
		Biology	.80(*)	.17	.000	.32	1.28

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe								
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
	Biology	Computer Science	.29	.21	.587	-.29	.87	
		Medicine	-1.12(*)	.20	.000	-1.68	-.55	
		English Language	-.80(*)	.17	.000	-1.28	-.32	
		Computer Science	-.51	.20	.094	-1.08	5.44E-02	
	Computer Science	Medicine	-.61	.23	.078	-1.26	4.40E-02	
		English Language	-.29	.21	.587	-.87	.29	
		Biology	.51	.20	.094	5.44E-02	1.08	
	I have clear goals for improving my English skills	Medicine	English Language	-3.26E-03	.23	1.000	-.65	.65
			Biology	.82(*)	.23	.005	.18	1.45
Computer Science			2.17E-02	.26	1.000	-.71	.75	
English Language		Medicine	3.26E-03	.23	1.000	-.65	.65	
		Biology	.82(*)	.19	.000	.28	1.35	
		Computer Science	2.50E-02	.23	1.000	-.62	.67	
Biology		Medicine	-.82(*)	.23	.005	-1.45	-.18	
		English Language	-.82(*)	.19	.000	-1.35	-.28	
		Computer Science	-.79(*)	.23	.007	-1.43	-.16	
Computer Science		Medicine	-2.17E-02	.26	1.000	-.75	.71	

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		English Language	-2.50E-02	.23	1.000	-.67	.62
		Biology	.79(*)	.23	.007	.16	1.43
I think about my progress in learning English	Medicine	English Language	-5.00E-02	.18	.994	-.55	.45
		Biology	.58(*)	.17	.012	9.14E-02	1.06
		Computer Science	.43	.20	.192	-.12	.99
	English Language	Medicine	5.00E-02	.18	.994	-.45	.55
		Biology	.63(*)	.15	.000	.22	1.04
		Computer Science	.48	.18	.059	1.19E-02	.98
	Biology	Medicine	-.58(*)	.17	.012	-1.06	9.14E-02
		English Language	-.63(*)	.15	.000	-1.04	-.22
		Computer Science	-.14	.17	.879	-.63	.34
	Computer Science	Medicine	-.43	.20	.192	-.99	.12
		English Language	-.48	.18	.059	-.98	1.19E-02
		Biology	.14	.17	.879	-.34	.63
I encourage myself to speak English even when I am afraid of	Medicine	English Language	.70(*)	.22	.021	7.40E-02	1.32
		Biology	1.17(*)	.22	.000	.57	1.78
		Computer Science	1.07(*)	.25	.001	.36	1.77

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
making a mistake	English Language	Medicine	-.70(*)	.22	.021	-1.32	- 7.40E-02
		Biology	.48	.18	.083	- 3.93E-02	.99
		Computer Science	.37	.22	.434	-.26	.99
	Biology	Medicine	-1.17(*)	.22	.000	-1.78	-.57
		English Language	-.48	.18	.083	-.99	3.93E-02
		Computer Science	-.11	.22	.969	-.72	.50
	Computer Science	Medicine	-1.07(*)	.25	.001	-1.77	-.36
		English Language	-.37	.22	.434	-.99	.26
		Biology	.11	.22	.969	-.50	.72
I notice if I am tense or nervous when I am studying or using English	Medicine	English Language	.41	.24	.411	-.27	1.08
		Biology	1.00(*)	.23	.000	.34	1.66
		Computer Science	.87(*)	.27	.016	.11	1.63
	English Language	Medicine	-.41	.24	.411	-1.08	.27
		Biology	.59(*)	.20	.030	3.98E-02	1.15
		Computer Science	.46	.24	.288	-.21	1.14
Biology	Medicine	-1.00(*)	.23	.000	-1.66	-.34	

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		English Language	-.59(*)	.20	.030	-1.15	- 3.98E-02
		Computer Science	-.13	.23	.957	-.79	.52
	Computer Science	Medicine	-.87(*)	.27	.016	-1.63	-.11
		English Language	-.46	.24	.288	-1.14	.21
		Biology	.13	.23	.957	-.52	.79
I write down my feelings in a language learning diary	Medicine	English Language	.47	.21	.197	-.14	1.07
		Biology	.97(*)	.21	.000	.38	1.56
		Computer Science	.59	.24	.120	- 9.37E-02	1.27
	English Language	Medicine	-.47	.21	.197	-1.07	.14
		Biology	.50(*)	.18	.048	2.60E-03	1.00
		Computer Science	.12	.21	.956	-.48	.73
	Biology	Medicine	-.97(*)	.21	.000	-1.56	-.38
		English Language	-.50(*)	.18	.048	-1.00	- 2.60E-03
		Computer Science	-.38	.21	.350	-.97	.21
	Computer Science	Medicine	-.59	.24	.120	-1.27	9.37E-02
		English Language	-.12	.21	.956	-.73	.48

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		Biology	.38	.21	.350	-.21	.97
I ask English speakers to correct me when I talk	Medicine	English Language	.40	.26	.496	-.32	1.12
		Biology	.73(*)	.25	.039	2.54E-02	1.43
		Computer Science	8.70E-02	.29	.993	-.72	.90
	English Language	Medicine	-.40	.26	.496	-1.12	.32
		Biology	.33	.21	.483	-.26	.93
		Computer Science	-.31	.26	.692	-1.03	.41
	Biology	Medicine	-.73(*)	.25	.039	-1.43	2.54E-02
		English Language	-.33	.21	.483	-.93	.26
		Computer Science	-.64	.25	.089	-1.34	6.16E-02
	Computer Science	Medicine	-8.70E-02	.29	.993	-.90	.72
		English Language	.31	.26	.692	-.41	1.03
		Biology	.64	.25	.089	6.16E-02	1.34
I practise English with other students	Medicine	English Language	.77(*)	.22	.006	.16	1.37
		Biology	1.26(*)	.21	.000	.67	1.85
		Computer Science	.76(*)	.24	.022	7.83E-02	1.44

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe								
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
	English Language	Medicine	-.77(*)	.22	.006	-1.37	-.16	
		Biology	.49	.18	.056	8.01E-03	.99	
		Computer Science	-7.61E-03	.22	1.000	-.61	.60	
	Biology	Medicine	-1.26(*)	.21	.000	-1.85	-.67	
		English Language	-.49	.18	.056	-.99	8.01E-03	
		Computer Science	-.50	.21	.132	-1.09	9.11E-02	
	Computer Science	Medicine	-.76(*)	.24	.022	-1.44	7.83E-02	
		English Language	7.61E-03	.22	1.000	-.60	.61	
		Biology	.50	.21	.132	9.11E-02	1.09	
	I ask questions in English	Medicine	English Language	.42	.21	.280	-.18	1.02
			Biology	.75(*)	.21	.006	.16	1.34
			Computer Science	.70(*)	.24	.042	1.64E-02	1.37
English Language		Medicine	-.42	.21	.280	-1.02	.18	
		Biology	.33	.18	.328	-.17	.83	
		Computer Science	.27	.21	.649	-.33	.88	
Biology		Medicine	-.75(*)	.21	.006	-1.34	-.16	

TABLE E3

Significant Variation in the Use of Strategies at the Individual Item Level With Regard to Major Field of Study by EFL Students - Post Hoc Tests (cont'd)

Multiple Comparisons Scheffe							
Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		English Language	-.33	.18	.328	-.83	.17
		Computer Science	-5.43E-02	.21	.995	-.64	.53
	Computer Science	Medicine	-.70(*)	.24	.042	-1.37	- 1.64E-02
		English Language	-.27	.21	.649	-.88	.33
		Biology	5.43E-02	.21	.995	-.53	.64
* The mean difference is significant at the .05 level.							

TABLE E4

Equality of Means in the Use of Strategies by EFL Students With Different Year Levels (cont'd)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
I use new English words in a sentence so I can remember them	Between Groups	1.670	1	1.670	.955	.329
	Within Groups	458.326	262	1.749		
	Total	459.996	263			
I connect the sound of a new English word and an image or picture of the word to help me remember the word	Between Groups	6.621	1	6.621	3.781	.053
	Within Groups	458.818	262	1.751		
	Total	465.439	263			
I remember a new English word by making a mental picture of a situation in which the word might be used	Between Groups	2.803	1	2.803	1.606	.206
	Within Groups	457.193	262	1.745		
	Total	459.996	263			
I use flashcards to remember new English words	Between Groups	.267	1	.267	.234	.629
	Within Groups	298.547	262	1.139		
	Total	298.814	263			
I review English lessons often	Between Groups	2.301	1	2.301	1.863	.173
	Within Groups	323.604	262	1.235		
	Total	325.905	263			
I say or write new English words several times	Between Groups	.956	1	.956	.720	.397
	Within Groups	347.529	262	1.326		
	Total	348.485	263			
I try to talk like native English speakers	Between Groups	.114	1	.114	.068	.795
	Within Groups	440.250	262	1.680		
	Total	440.364	263			
I practise the sounds of English.	Between Groups	.244	1	.244	.143	.706
	Within Groups	447.922	262	1.710		
	Total	448.167	263			
I use the English words	Between Groups	1.000	1	1.000	.568	.452

TABLE E4

Equality of Means in the Use of Strategies by EFL Students With Different Year Levels (cont'd)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
I know in different ways	Within Groups	461.485	262	1.761		
	Total	462.485	263			
I start conversations in English	Between Groups	.440	1	.440	.244	.622
	Within Groups	471.526	262	1.800		
	Total	471.966	263			
I read for pleasure in English	Between Groups	1.188	1	1.188	.726	.395
	Within Groups	428.751	262	1.636		
	Total	429.939	263			
I first skim an English passage (read over the passage quickly) then go back and read carefully	Between Groups	.849	1	.849	.534	.466
	Within Groups	416.481	262	1.590		
	Total	417.330	263			
I make summaries of information that I hear or read in English	Between Groups	2.233	1	2.233	1.343	.248
	Within Groups	435.751	262	1.663		
	Total	437.985	263			
To understand unfamiliar English words, I make guesses	Between Groups	3.152	1	3.152	2.395	.123
	Within Groups	344.814	262	1.316		
	Total	347.966	263			
When I can't think of a word during a conversation in English, I use gestures	Between Groups	1.092	1	1.092	.664	.416
	Within Groups	430.904	262	1.645		
	Total	431.996	263			
I try to guess what the other person will say next in English	Between Groups	2.020E-03	1	2.020E-03	.001	.972
	Within Groups	416.964	262	1.591		
	Total	416.966	263			
If I cannot think of an English word, I use a word or phrase that means the same thing	Between Groups	2.841E-02	1	2.841E-02	.027	.870
	Within Groups	279.229	262	1.066		
	Total	279.258	263			

TABLE E4**Equality of Means in the Use of Strategies by EFL Students With Different Year Levels (cont'd)**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
I notice my English mistakes and use that information to help me do better	Between Groups	3.232E-02	1	3.232E-02	.030	.862
	Within Groups	278.964	262	1.065		
	Total	278.996	263			
I try to find out how to be a better learner of English	Between Groups	2.655	1	2.655	3.797	.052
	Within Groups	183.160	262	.699		
	Total	185.814	263			
I plan my schedule so I will have enough time to study English	Between Groups	2.005	1	2.005	1.378	.241
	Within Groups	380.992	262	1.454		
	Total	382.996	263			
I look for people I can talk to in English	Between Groups	.870	1	.870	.474	.492
	Within Groups	481.251	262	1.837		
	Total	482.121	263			
I look for opportunities to read as much as possible in English	Between Groups	1.263E-04	1	1.263E-04	.000	.992
	Within Groups	369.318	262	1.410		
	Total	369.318	263			
I have clear goals for improving my English skills	Between Groups	.121	1	.121	.072	.789
	Within Groups	443.318	262	1.692		
	Total	443.439	263			
I think about my progress in learning English	Between Groups	2.440	1	2.440	2.501	.115
	Within Groups	255.526	262	.975		
	Total	257.966	263			
I try to relax whenever I feel afraid of using English	Between Groups	1.818E-02	1	1.818E-02	.011	.915
	Within Groups	415.675	262	1.587		
	Total	415.693	263			
I encourage myself to speak English even	Between Groups	.749	1	.749	.468	.494
	Within Groups	418.793	262	1.598		

TABLE E4

Equality of Means in the Use of Strategies by EFL Students With Different Year Levels (cont'd)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
when I am afraid of making a mistake	Total	419.542	263			
I give myself a reward or treat when I do well in English	Between Groups	1.699	1	1.699	.770	.381
	Within Groups	578.422	262	2.208		
	Total	580.121	263			
I talk to someone else about how I feel when I am learning English	Between Groups	3.112	1	3.112	1.936	.165
	Within Groups	421.251	262	1.608		
	Total	424.364	263			
If I do not understand something in English, I ask the other person to slow down or say it again	Between Groups	1.419	1	1.419	1.089	.298
	Within Groups	341.214	262	1.302		
	Total	342.633	263			
I ask English speakers to correct me when I talk	Between Groups	5.306	1	5.306	2.705	.101
	Within Groups	513.951	262	1.962		
	Total	519.258	263			
I practise English with other students	Between Groups	4.091E-02	1	4.091E-02	.027	.870
	Within Groups	400.925	262	1.530		
	Total	400.966	263			
I ask for help from English speakers	Between Groups	5.051E-02	1	5.051E-02	.028	.868
	Within Groups	479.389	262	1.830		
	Total	479.439	263			
I ask questions in English	Between Groups	2.475	1	2.475	1.774	.184
	Within Groups	365.431	262	1.395		
	Total	367.905	263			
I try to learn about the culture of English speakers	Between Groups	.138	1	.138	.071	.790
	Within Groups	505.404	262	1.929		
	Total	505.542	263			

TABLE E5

Mean Score, Level and Type of Individual Strategies With Regard to Proficiency Level (cont'd)

Descriptive				
Strategy	grade	Mean	level	type
I think of relationships between what I already know and new things I learn in English	Excellent	3.43	Medium	Memory
	Very Good	2.88	Medium	Memory
	Good	2.72	Medium	Memory
	Total	2.97		
I use new English words in a sentence so I can remember them	Excellent	2.57	Medium	Memory
	Very Good	2.23	Low	Memory
	Good	2.22	Low	Memory
	Total	2.31		
I connect the sound of a new English word and an image or picture of the word to help me remember the word	Excellent	4.43	High	Memory
	Very Good	3.96	High	Memory
	Good	3.83	High	Memory
	Total	4.03		
I remember a new English word by making a mental picture of a situation in which the word might be used	Excellent	2.36	Low	Memory
	Very Good	2.85	Medium	Memory
	Good	2.72	Medium	Memory
	Total	2.69		
I use rhymes to remember new English words	Excellent	2.71	Medium	Memory
	Very Good	2.65	Medium	Memory
	Good	3.33	Medium	Memory
	Total	2.88		
I use flashcards to remember new English words	Excellent	1.36	Low	Memory
	Very Good	1.35	Low	Memory
	Good	1.89	Low	Memory
	Total	1.52		
I physically act out new English words	Excellent	3.00	Medium	Memory
	Very Good	3.31	Medium	Memory
	Good	4.00	Medium	Memory

TABLE E5

Mean Score, Level and Type of Individual Strategies With Regard to Proficiency Level (cont'd)

Descriptive				
Strategy	grade	Mean	level	type
	Total	3.45		
I review English lessons often	Excellent	3.07	Medium	Memory
	Very Good	2.73	Medium	Memory
	Good	3.33	Medium	Memory
	Total	3.00		
I remember new English words or phrases by remembering their location on the page or on a board.	Excellent	4.43	High	Memory
	Very Good	4.42	High	Memory
	Good	4.28	High	Memory
	Total	4.38		
I say or write new English words several times	Excellent	3.43	Medium	Cognitive
	Very Good	3.19	Medium	Cognitive
	Good	3.89	High	Cognitive
	Total	3.47		
I try to talk like native English speakers	Excellent	3.86	High	Cognitive
	Very Good	3.50	High	Cognitive
	Good	3.06	Medium	Cognitive
	Total	3.45		
I practise the sounds of English.	Excellent	3.21	Medium	Cognitive
	Very Good	3.38	Medium	Cognitive
	Good	3.39	Medium	Cognitive
	Total	3.34		
I use the English words I know in different ways	Excellent	2.50	Medium	Cognitive
	Very Good	2.38	Low	Cognitive
	Good	2.89	Medium	Cognitive
	Total	2.57		
I start conversations in English	Excellent	2.79	Medium	Cognitive
	Very Good	2.81	Medium	Cognitive

TABLE E5

Mean Score, Level and Type of Individual Strategies With Regard to Proficiency Level (cont'd)

Descriptive				
Strategy	grade	Mean	level	type
	Good	2.83	Medium	Cognitive
	Total	2.81		
I watch English language TV shows spoken in English	Excellent	3.21	Medium	Cognitive
	Very Good	2.54	Medium	Cognitive
	Good	2.67	Medium	Cognitive
	Total	2.74		
I read for pleasure in English	Excellent	2.50	Medium	Cognitive
	Very Good	2.00	Low	Cognitive
	Good	1.83	Low	Cognitive
	Total	2.07		
I write notes, messages, letters, or reports in English	Excellent	2.36	Low	Cognitive
	Very Good	1.46	Low	Cognitive
	Good	1.61	Low	Cognitive
	Total	1.72		
I first skim an English passage (read over the passage quickly) then go back and read carefully	Excellent	3.64	High	Cognitive
	Very Good	3.58	High	Cognitive
	Good	3.94	High	Cognitive
	Total	3.71		
I look for words in my own language that are similar to new words in English	Excellent	3.43	Medium	Cognitive
	Very Good	3.96	High	Cognitive
	Good	3.61	High	Cognitive
	Total	3.72		
I try to find patterns in English	Excellent	2.86	Medium	Cognitive
	Very Good	2.77	Medium	Cognitive
	Good	2.72	Medium	Cognitive
	Total	2.78		
I find the meaning of an	Excellent	3.57	High	Cognitive

TABLE E5

Mean Score, Level and Type of Individual Strategies With Regard to Proficiency Level (cont'd)

Descriptive				
Strategy	grade	Mean	level	type
English word by dividing it into parts that I understand	Very Good	4.42	High	Cognitive
	Good	4.33	High	Cognitive
	Total	4.19		
I try not to translate word-for-word	Excellent	4.29	High	Cognitive
	Very Good	4.27	High	Cognitive
	Good	4.17	High	Cognitive
	Total	4.24		
I make summaries of information that I hear or read in English	Excellent	2.71	Medium	Cognitive
	Very Good	2.08	Low	Cognitive
	Good	2.22	Low	Cognitive
	Total	2.28		
To understand unfamiliar English words, I make guesses	Excellent	3.64	High	Compensation
	Very Good	3.65	High	Compensation
	Good	3.44	Medium	Compensation
	Total	3.59		
When I can't think of a word during a conversation in English, I use gestures	Excellent	4.07	High	Compensation
	Very Good	3.08	Medium	Compensation
	Good	4.11	High	Compensation
	Total	3.64		
I make up new words if I do not know the right ones in English	Excellent	4.14	High	Compensation
	Very Good	3.00	Medium	Compensation
	Good	4.11	High	Compensation
	Total	3.62		
I read English without looking up every new word	Excellent	2.50	Medium	Compensation
	Very Good	3.00	Medium	Compensation
	Good	2.56	Medium	Compensation
	Total	2.74		

TABLE E5

Mean Score, Level and Type of Individual Strategies With Regard to Proficiency Level (cont'd)

Descriptive				
Strategy	grade	Mean	level	type
I try to guess what the other person will say next in English	Excellent	3.14	Medium	Compensation
	Very Good	3.31	Medium	Compensation
	Good	3.22	Medium	Compensation
	Total	3.24		
If I cannot think of an English word, I use a word or phrase that means the same thing	Excellent	4.14	High	Compensation
	Very Good	3.38	Medium	Compensation
	Good	4.17	High	Compensation
	Total	3.81		
I try to find as many ways as I can to use my English	Excellent	3.43	Medium	Meta-cognitive
	Very Good	3.15	Medium	Meta-cognitive
	Good	2.83	Medium	Meta-cognitive
	Total	3.12		
I notice my English mistakes and use that information to help me do better	Excellent	4.14	High	Meta-cognitive
	Very Good	4.12	High	Meta-cognitive
	Good	4.39	High	Meta-cognitive
	Total	4.21		
I pay attention when someone is speaking English	Excellent	4.50	High	Meta-cognitive
	Very Good	4.12	High	Meta-cognitive
	Good	4.00	High	Meta-cognitive
	Total	4.17		
I try to find out how to be a better learner of English	Excellent	4.50	High	Meta-cognitive
	Very Good	4.62	High	Meta-cognitive
	Good	4.39	High	Meta-cognitive
	Total	4.52		
I plan my schedule so I will have enough time to study English	Excellent	1.86	Low	Meta-cognitive
	Very Good	1.96	Low	Meta-cognitive
	Good	2.61	Medium	Meta-cognitive

TABLE E5

Mean Score, Level and Type of Individual Strategies With Regard to Proficiency Level (cont'd)

Descriptive				
Strategy	grade	Mean	level	type
	Total	2.14		
I look for people I can talk to in English	Excellent	2.64	Medium	Meta-cognitive
	Very Good	2.31	Low	Meta-cognitive
	Good	2.56	Medium	Meta-cognitive
	Total	2.47		
I look for opportunities to read as much as possible in English	Excellent	2.29	Low	Meta-cognitive
	Very Good	2.27	Low	Meta-cognitive
	Good	2.56	Medium	Meta-cognitive
	Total	2.36		
I have clear goals for improving my English skills	Excellent	3.14	Medium	Meta-cognitive
	Very Good	3.35	Medium	Meta-cognitive
	Good	3.11	Medium	Meta-cognitive
	Total	3.22		
I think about my progress in learning English	Excellent	3.71	High	Meta-cognitive
	Very Good	3.92	High	Meta-cognitive
	Good	4.11	High	Meta-cognitive
	Total	3.93		
I try to relax whenever I feel afraid of using English	Excellent	3.43	Medium	Affective
	Very Good	3.12	Medium	Affective
	Good	4.17	High	Affective
	Total	3.52		
I encourage myself to speak English even when I am afraid of making a mistake	Excellent	3.36	Medium	Affective
	Very Good	3.23	Medium	Affective
	Good	3.22	Medium	Affective
	Total	3.26		
I give myself a reward or treat when I do well in	Excellent	2.43	Low	Affective
	Very Good	2.65	Medium	Affective

TABLE E5

Mean Score, Level and Type of Individual Strategies With Regard to Proficiency Level (cont'd)

Descriptive				
Strategy	grade	Mean	level	type
English	Good	3.33	Medium	Affective
	Total	2.81		
I notice if I am tense or nervous when I am studying or using English	Excellent	2.07	Low	Affective
	Very Good	2.19	Low	Affective
	Good	3.06	Medium	Affective
	Total	2.43		
I write down my feelings in a language learning diary	Excellent	1.93	Low	Affective
	Very Good	1.23	Low	Affective
	Good	1.28	Low	Affective
	Total	1.41		
I talk to someone else about how I feel when I am learning English	Excellent	3.86	High	Affective
	Very Good	4.08	High	Affective
	Good	4.17	High	Affective
	Total	4.05		
If I do not understand something in English, I ask the other person to slow down or say it again	Excellent	4.07	High	Social
	Very Good	4.23	High	Social
	Good	4.39	High	Social
	Total	4.24		
I ask English speakers to correct me when I talk	Excellent	2.71	Medium	Social
	Very Good	2.96	Medium	Social
	Good	3.28	Medium	Social
	Total	3.00		
I practise English with other students	Excellent	2.50	Medium	Social
	Very Good	2.19	Low	Social
	Good	2.56	Medium	Social
	Total	2.38		
I ask for help from	Excellent	3.14	Medium	Social

TABLE E5**Mean Score, Level and Type of Individual Strategies With Regard to Proficiency Level (cont'd)**

Descriptive				
Strategy	grade	Mean	level	type
English speakers	Very Good	3.15	Medium	Social
	Good	3.56	High	Social
	Total	3.28		
I ask questions in English	Excellent	3.43	Medium	Social
	Very Good	3.04	Medium	Social
	Good	3.17	Medium	Social
	Total	3.17		
I try to learn about the culture of English speakers	Excellent	2.64	Medium	Social
	Very Good	2.15	Low	Social
	Good	2.39	Low	Social
	Total	2.34		

ACHIEVEMENT TEST

King Khalid University
 Women's Centre
 Biology Students

Name _____
 Student Number _____

Part 1 Listening

A) Listen to the excerpt. It is a conversation about shopping. As you listen, write the quantity that the shopper wants to buy beside each item.

Instant coffee	
Chicken soup	
Eggs	
Sugar	
Tea bags	
Bread	
Strawberry jam	
Matches	
Milk chocolate	
Airmail envelopes	

B) Listen to the excerpt. Read the sentences. Write (T) for the sentences that are true and (F) for sentences that are false.

- ___ 1. X-rays are visible.
- ___ 2. X-rays can not pass through solid objects.
- ___ 3. X-rays were discovered in 1865.
- ___ 4. X-rays can cure heart disease.
- ___ 5. Only doctors can use x-rays.
- ___ 6. X-rays can kill diseases as well as healthy parts of the body.

Part 2 Speaking

A) Ahmad Ali is a student who has just registered at King Khalid University. The Dean of the English Department Dr. Hasan interviewed him. Below are the notes taken by the Dean during the interview. Using the notes complete the dialogue that took place between Ahmad Ali and the Dean.

Full name	Ahmad Ali
Date of birth	21 st of September, 1985
Place of birth	Riyadh
Address	Flat 21 B, 223 Shamsan Street, Abha
Telephone number	381-542-671
Interests	Reading, playing tennis

Dr. Hasan: Hello. What _____ ?
Ahmad: Hello. My name is Ahmad Ali.
Dr. Hasan: When _____ ?
Ahmad: On the 21st of September, 1985.
Dr. Hasan: Where _____ ?
Ahmad: In Riyadh.
Dr. Hasan: What _____ ?
Ahmad: Flat 21B, 223 Shamsan Street, Abha.
Dr. Hasan: What _____ ?
Ahmad: 381-542-671
Dr. Hasan: What do you like _____ ?
Ahmad: I like reading and playing tennis.

B) This table shows the postal charges for surface mail from the United Kingdom worldwide. Use the table to answer the questions below.

Letters, Books and Parcels			
Weight Not Over	Letters	Books	Parcels
15g	25p	-	-
55g	41p	-	25p
100g	59p	41p	41p
220g	£1.25	80p	80p
500g	£2.30	£1.50	£1.50
1 kg	£5.10	£2.80	£2.80

1. How much does it cost to send a letter weighing 10 grams?

2. How much does it cost to send a parcel weighs 50 grams?

3. How much does it cost to send a 150 gram book to Saudi Arabia?

4. How much does it cost to send a letter weighing the same?

5. What is the heaviest weight that can be sent by post?

6. What is the lightest weight that can be sent by post?

7. How much does it cost to send the heaviest book?

8. How much does it cost to send the lightest parcel?

Part 3 Reading

Prophet Noah's Call Peace Be upon Him

Prophet Noah occupies a unique position in the history of mankind. We are all descendants of the people who were in his ark. For many generations Noah's people had been worshipping statues they called gods. Noah was the only person not caught in the whirlpool of man's destruction which was caused by polytheism.

In that state Allah sent Noah with his message to mankind. He warned them not to worship anyone but Allah, and described the terrible punishment that Allah would inflict on them if they continued in their evil ways. Noah kept preaching to his people night and day, secretly and openly, for nine hundred and fifty years.

When his people insisted on unbelief and wrongdoing Allah ordered him to build an ark. After completing it and upon the command of Allah he embarked on it with his family and his believers except his son who persisted in his unbelief. He also loaded the Ark with a pair of each animal, one male and one female. Then Allah ordered the sky to pour its rain and the water in the earth to gush forth.

When the Ark was floating on the waves towering like mountains Noah called on his son to board the ark. But he refused saying that he would retreat to a mountain that would save him from the flood. But nothing could save him. The waves separated them and he was drowned with the unbelievers overwhelmed by the flood. After Allah, glory be to Him, had drowned the unbelievers, He ordered the earth to swallow up its water and the sky to withhold its rain.

Then everything settled as stated by Allah "Then the word was given: O earth, swallow up thy water, and O sky, withhold thy rain. And the water abated, and the matter ended. The Ark rested on mount Judi, and the word went forth: away with those who do wrong".

First Reading Activities

1. **Skim the text, then choose the option that best completes the following sentence.**

The purpose of the author is to _____.

- a. State the fate of unbelievers.
- b. Describe Noah's preaching.
- c. Criticize the activities of unbelievers.
- d. Describe Noah's ark.

2. **Scan the text, then answer the following questions:**

- a. Which paragraph describes Allah's punishment?

- b. Which paragraph talks about the position of Noah?

- c. Which paragraph states the polytheists' rejection of Noah's call?

- d. Which paragraph describes the end of the flood?

Post Reading Activities

Checking Comprehension

1. Based on the passage, mark the sentence that are true with "✓" and those that are false with "×" in the box provided, then make the changes necessary to turn the false statements true.

a. Noah's people worshiped Allah alone.

b. Noah preached to his people for one thousand years less fifty.

c. Most of Noah's people accepted his call.

d. Noah was ordered by Allah to take his entire family with him on the ark.

2. Answer the following questions.

a. Why was Noah sent by Allah?

b. How long did Noah preach to his people?

c. Who did Noah take with him aboard the ark?

d. Did Noah's son listen to his father's call? What was his fate?

e. What is the climax of this story?

f. Describe the end of the flood?

Dealing With Unfamiliar Words

1. Write the word from the box below that best fits the blank space in each sentence.

unique – descendant – preach – persist – embarked - whirlpool – polytheism
withhold mankind - overwhelmed

- a. Allah sent Mohammad as a universal messenger to _____ and jinn.
- b. Allah does not forgive a person if he dies insisting on _____.
- c. _____ is a situation in which there are a lot of activities from which it is difficult to escape.
- d. The passengers _____ on a ship to sail to Sudan.
- e. Allah sent all messengers to _____ Islam.
- f. The student was _____ with joy for getting the highest grade.
- g. He decided to _____ the information until later.
- h. You will succeed if you _____ in your study even though it may be difficult.
- i. The Ark is a _____ boat built by Noah.
- j. Noah is a _____ of Adam.

Part 4 Writing

1. Read the following paragraph and

- a. Identify the topic sentence and underline it.
- b. Find the irrelevant sentence and cross it out.

Rivers play a very important part in our lives. They provide beauty and coolness to the scenery. We also use river water for power to make electricity. Furthermore, we irrigate crops with river water. Finally, rivers give us fish to eat and water to drink and they are homes for many kinds of plant and animal life. The sea is even more abundant with plant and animal life. For these reasons rivers are an important part of our earth's ecology.

2. Fatima is making a cake. Here is a list of things she has to do, but they are not in the right order. Number them so they are in a logical order.

- _____ now the cake is ready.
- _____ light the oven and put it on high.
- _____ put the baking pan in the oven for 20 minutes.
- _____ mix butter, sugar, flour and eggs in a bowl.
- _____ take it out of the oven and place it on a cooling tray.
- _____ pour the mixture into a baking pan greased with butter.

3. The following time line gives you information about Helen Keller. Use this information to write a paragraph about her life.

- June 27, 1880: Born in Alabama, US.
- 1882: Became deaf, dumb and blind.
- 1890: Managed to speak her first sentence.
- 1896: Went to college.
- 1900: Graduated from college with honours.
- 1936: Teacher and friend died.
- 1968: Died (aged 88).

4. Write a paragraph of about 100 words about the qualities of a successful student. Begin with the one you feel is most important. Remember to write a good topic sentence and use signal words.

5. Write a paragraph of about 100 words based on the bar chart below about the percentage of secondary school students in England during the period of 1990-2000.


