Assessing Kurdish College Students' Use of Oxford Language Learning Strategies

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Abstract :

One can generally presupposes in any foreign language learning domain that success is included in possessing certain learning skills which makes any foreign language acquisition successful, enjoyable and practical in a way that enables the learner to use that language in new communicative situations. Among many models of learning strategies, there is oxford language learning strategies (oxford LLS) .1990, Professor **Rebecca L. Oxford** (University of North Carolina) developed a learning taxonomy for categorizing learning strategies. The study aims at finding out the impact of this taxonomy on 4th stage students in the Department of English / College of Education / Salahaddin University for the academic year 2015-2016. It will illustrate to what degree learning strategies help academic students to acquire linguistic competences. The sample of the study consists of (30) students which was selected randomly from (164) students that was the total number of the 4th stage students in the department. A survey questionnaire has been used to ask students about their learning experiences, satisfaction with their coursework and assessments of improvement in their academic learning skills. The main advantage of this survey is to find out the impact of oxford LLS on Kurdish 4the Grade Students' Language Learning Strategies in College of Education through testing the following learning strategies:

1-planning for learning,
2-monitoring learning, 3-self-regulation, 4-memorization, 5-communicative or interactive strategies.
The percentage formula was used to analyze students' frequencies of responses to the statement of the questionnaire as this formula is widely used in descriptive statistics**.**

Key words:

Oxford LLS: as they are defined in the Wiki as a term referring to the processes and   actions that are consciously deployed by language learners to help them to learn or use a language more effectively.

Learning Strategies: can be defined as learning techniques that are used by group of learners to acquire a linguistic competence successfully and helps them to develop their interaction performance.

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تقييم استخدام طلبة الجامعة الاكراد لانموذج اوكسفورد لاستراتيجيات تعلم اللغة

د. ندى جبار عباس

الملخص :

من الممكن ان نفترض بشكل عام ان النجاح والتقدم في عملية تعلم اللغة الانكليزية باعتبارها لغة اجنبية يفترض ان يستند على مجموعة معينة من استراتيجيات التعلم تجعل من عملية اكتساب اللغة الاجنبية عملية ابسط واسهل كما انها تجعل من عملية التعلم اكثر متعة واكثر فائدة . من بين العديد من نماذج التعلم هناك نموذج اكسفورد (١٩٨٥) والذي تم تطويره من قبل المنظرين أومالي وجاموت (١٩٩٠) والذي هو محور وهدف هذه الدراسة التي تهدف الى دراسة مدى تطبيق طلبة المرحلة الرابعة في قسم اللغة الانكليزية /كلية التربية / جامعة صلاح الدين لهذا النموذج للعام الدراسي ٢٠١٥ـ٢٠١٦ تتالف عينة البحث من (٣٠) طالب وطالبة من طلبة المرحلة الرابعة تم اختيارهم عشوائيا من مجتمع الدراسة في الكلية والبالغ (١٦٤) طالب وطالبة. حيث قامت الباحثة باعداد استمارة الاستبانه التي تهدف الى عمل دراسة تقيمية مسحية الى مدى استخدام خريجي هذا العام الدرلسي لاستراتيجيات اكسفوردخلال دراستهم للغة الانكليزية في القسم . تم حساب تكرارات استجابات الطلبة لفقرات الاستبيان باستخدام قانون النسبية المئوية باعتباره الاكثر استخداما في علم الاحصاء الوصفي.بعد جمع البيانات وتفريغ وتحليل استمارة

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الاستبانة لكل فرد في العينة وبعد تحليل النتائج توصلت الباحثة الى عدد من التوصيات في مجال استخدام نموذج اكسفورد للتعرف على استراتيجيات تعلم الطلبة للغة الانكليزية كلغة اجنبية .

بوختەی توێزینەوه

دەکرآ بە شیوەیەکی کشتی وا دابنیَین کە بەرەو بیَش چوون و سەرکەوتن لە کرداری فیَربوونی زمانی ئینگلیزیدا کە زمانیَکی بیَکانەیة، بشت دەبەستیَت بە کۆمەلَیَکی دیاریکراو لە ستراتیزیەتی فیَربوون کەوا دەکات بروَسەی فیَربوونی زمانی بیَکانە بروَسەییَکی سادە و ئاسان بیَت، وە لەهەتمان کات وا دەکات کە بروَسەی فیَربوون زیاتر بە جیَز و بەتسوود بیَت. وە لە نیَوان ذمارەیەکی زوَر لە نموونەی فیَربوون، وەك نموونەی ئوَکسفوَرد(١٩٨٥) کە کەتشەی بیَدرا لەلایەن هەتردوو بیرمەتند ئوَمالی و جاموت(١٩٩٠) کە ئەمەتش تەتوەر و ئامانجی ئەم توَزینەوەیة ، ئەویش لیکوَلینەوەي مەتوداى جیَبەجیَکردن لەلایەن خویَندکارانی قوَناغی جوارەتمی بەتشی ئینکلیزی- کوَلیزی بەرەوەردە / زانکوَی سەلاحەدین بوَ سالَی خویَندنی ٢٠١٦-٢٠١٥ ، کە نموونەی توێزینەوەکة لە (٣٠) خویَندکاری کور و کجی قوَناغي جوارەتمی بەتشی ئینکلیزی بیَك دیَت ، وەتركیراون.لە کوَمەلَەی قوَناغی جوار ئەم بەتشة وە بە شیَوەیەکی هەتڕەتمەکی دیاریکراون لە نیَوان (١٦٤) خویَندکاری کج و کورِ

کە تیَیدا توێزەر هەتستاوة بە ئامادەکردنی فوَرمی رابرسي بة ئامانجی لیَکوَلَینەوة یان هەلَسەتنکاندنی ئەتوەی کة ئایا تا جەتند خویَندکارانی دەترجووی ئەتم سالَی خویَندن ستراتیزیەکانی ئوَکسفوَردیان بەکارهیَناوة لە فیَربوونی زمانی ئینکلیزی لە ماوەی جوار سالَی خویَندندا. ئەتو وەلَامانەی کة لە هەتر بریکەیەکی رابرسیەکەدا جەتندبارة بووبیَتەوە هەتزمار کراوة بە بەکارهیَنانی یاسای رِیزەی سەتددی کة بە زوَرترین بەکارهیَنراو دادەتنریَت لە زانستی ئاماري وەتسفي.

دوای کوَ کردنەوة و شیکردنەوەی فوَرمەکانی رابرسیەکة بوَ هەترتاکیَك لە نموونەکان و دوای شیکردنەوەی ئەتنجامەکان، توێزەر کەتیشتة کوَمەلَیَك راسباردة دەتربارەی بەکارهیَنانی نموونەی ئوَکسفوَرد بوَ زانیني ستراتیزییەکانی فیَربوونی زمانی ئینکلیزی وەتکو زمانیَکی بیَکانة.

Introduction

In university study, students should adapt new ways of self-regulating ways of study and learning to do that, students first need to be able to be aware of their learning strategies and developing their language skills. This learning awareness is not enough unless they follow certain model of

language learning strategies help them to develop their language background and become efficient learners. Such model covers different types of strategies like cognitive, metacognitive and social affective strategies. Students sometimes apply these strategies or learning tactics indirectly or unconsciously unaware of their effects on their language learning styles. They are also unaware of the idea that using learning style needs certain scientific training for better language development. This may sometimes the reason beyond their communication shortages and lack of good speaking ability. The following research will shed the light on part of the learners" learning difficulties in this regard.

Research problem

After 2009 the attention of all the ELT experts in SU was shifted into learning rather than teaching especially after the developments of CU linkage program which included among its objectives, developing students learning strategies. Many researchers shifted their attention to search for the best techniques of helping the students to learn rather than let them depend mainly on the teachers lecturing method in acquiring the background knowledge they need to learn. Oxford (LLS) are used in evaluating students learning in all fields of knowledge. Language learning strategies are learners generated, they are some strategies followed by the learners to analyze, compose, understands any learning assignment or linguistic task. This will help them to develop their language competence and consequently affects positively on their language performance. Students sometimes use these strategies in class indirectly through answering the teachers' questions. Stern (1975: 305) defines the good language learner as the "one who approaches native proficiency". Chamot and O'Malley (1990) who first argued that learning strategies help the learners in three

ways: firstly, learning strategies instruction can help students to get proficient learning. Secondly, learning strategies skills assist the students to become autonomous and confident learners. Finally, learners become more motivated as they comprehend the relationship between using the learning strategies and success in learning languages. Successful learners possess an array of techniques, or cognitive strategies, for accomplished goals, metacognitive knowledge about when and how to use these strategies; Evaluating students' inappropriate learning strategies was considered as a debate in the last twenty years .There are huge number of studies in this regard and among these studies was Paul Ramsden (1992) in which he showed in which part most students have drawbacks in their learning and also in which area may students do not understand the major concepts of their learning courses (1992, 17-37).

During the students' four y years of studying in department of English /College of Education they follow teachers teaching plans in different courses without giving the scientific systematized technique through which their level of language acquisition can be assessed or evaluated. The researcher finds it worthy to survey the undergraduate level of English background acquisition after four years of learning.to decide the major reason behind their language acquisition so as to answer the research problems. This is to find out whether the students linguistic competence were controlled by the learners' autonomous learning or controlled by the teachers' teaching Plans. The researcher presupposes that the students will sometimes face some difficulties in transferring the acquired knowledge to the outside every day speaking situations which can be easily noticed during their language conversations or interaction outside the learning settings which creates a kind of speaking deficiency demotivate them to put the language into use. Depending on

oxford LLS, the researcher will try to find out the reasons behind filtering the students' language speaking outside the learning environment. She will try to identify the reasons and the type of the factors behind this problem according to the three types of oxford language learning strategies .this may be caused by certain metacognitive strategies, cognitive or social affective strategies that decide the level of their language acquisition.

Aims
The present survey study aims at finding out:
1- The impact of oxford LLS on Kurdish 4the Grade Students' Language Learning Strategies in College of Education through testing the following learning strategies:

1-planning for learning.
2-monitoring learning.
3-self-regulation.
4-memorization
5-communicative or interactive strategies

Research Questions
The current study tries to answer the following three questions:
1- Is it English department teaching objectives or the students' self-control learning the reason behind the department development?
2- to what degree students monitoring of their language learning strategies improve their learning skills or language acquisition?

Literary Background

Rubin (1975) defined LLS in general as "techniques or devices which a learner may use to acquire knowledge" (Rubin ,1975:43), while Brown (1980)provides another definition for language learning strategies as "specific actions, steps, techniques, and practical abilities of learners to understand survey and evaluate any new given matter" (Brown ,1980:83) .Oxford (1990:9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication **.**Oxford's (1989) introduced the following taxonomy of language learning strategies which were developed later by O'Mally & Chamot in (1990) :

DIRECT STRATEGIES: include the following sub-categories:

I- Memory
A. Creating mental linkages
B. Applying images and sounds
C. Reviewing well
D. Employing action

2-Cognitive
A. Practicing
B. Receiving and sending messages strategies
C. Analyzing and reasoning
D. Creating structure for input and output

3- Compensation strategies
A. Guessing intelligently
B. Overcoming limitations in speaking and writing

INDIRECT STRATEGIES: which also include the following sub-categories:

I- Metacognitive Strategies

A. Centering your learning
B. Arranging and planning your learning
C. Evaluating your learning

2-Affective Strategies
A. Lowering your anxiety
B. Encouraging yourself
C. Taking your emotional temperature

3- Social Strategies
A. Asking questions
B. Cooperating with others
C. Empathizing with others

In 1990 a classification of three types of language learning strategies was developed by O'Malley and Chamot it is as follows:

1-Cognitive Strategies

The cognitive strategies are more limited in the process of learning; they include the following six important strategies that contribute directly to language learning such as:

1- Planning is one of most important meta-cognitive strategies in which students are thinking about what their objectives are and how they can accomplish them effectively.

2-- Clarification: in which students asks for the meaning of new words and sentences, then he / she repeats these words or sentences for better comprehension.

3-Guessing/ Inductive Inferencing: The students share their opinions related to any given meaning or visual image to foster the process of building their background knowledge.

4-Deductive Reasoning: in this learning strategy the student compares any idea which is already known through using certain learning tactics to analyzes the items and compare it to rules which are used in his/her native language.

5-Memorization: this strategy is mostly used by all non-native speakers of English and it consists sometimes of memorizing not only lexis, terms or idioms but also memorizing sentences and paragraphs.

6-Monitoring: it is the teacher supervision of activities in progress to ensure that everything is going well and related to the learning plans. (Brown, 1980:88)

2-Metacognitive strategies: consists of knowledge of the learning process, planning for learning, monitoring learning, or self-evaluation of learning at the end of the task. Students learning planning are considered as one of the major meta-cognitive tactics which they follow to improve their level of language acquisition. Students must plan their aims of learning of each task, and then the teacher role is to monitor and guide the activities and follow their learning progress to

guarantee that everything is in control. The evaluation step is to assess the outcomes of the teaching activities, also assessing the steps of achieving it and assessing the teaching strategy. For example, when the student doesn't understand a part of teaching material, he may go back reading that passages again; when he /she feels confused about any question, the question can be skipped and finish the easier ones. Students' learning processes can be corrected through continuous evaluation which at the end leads to better comprehension. A high meta-cognition student tended to use fewer strategies, but at the same time could solve complicated problems more than students with low meta-cognition, the students with high meta-cognition know about their learning positives and negatives, the task they are performing, and which tool or skill must be used , which will help to reach the learning goal. "(Swanson, 1990:5)

3-Socioaffective Strategies: such strategies include some communicative or interactive activities, like students' classroom interaction, cooperation and collaboration, questioning for the wright answers and sharing solutions. Socio-affective strategies can play a very important motivating role in the process of language learning because miscommunication between students creates a mental blockage against language acquisition. (Lihua Sun, 2013: pp. 2004-2009)

Importance of Language Learning Strategies:
The importance of using Oxford language learning strategies can be characterized by the following:
1- Oxford strategies are learning techniques that can be used to control and solve learning problems.
2-they are so effective to measure the student learning differences, and constitute a feedback to the teacher o classify the good and poor language learners because each

type of learners use different effective strategies (R.Ellis, 2005).

3- Students can study these strategies very well because they are simple guidance help them to study the language appropriately.

4-Oxford LLSs are global and applicable techniques which can be used with all types of learners and with different learning situations.

5- LLSs are linked to techniques of autonomous learning such as: learning management, evaluating, regulating, reflecting, decision making, etc.

Research Methodology

A questionnaire was used for the sake of collecting data which was based on Oxford's *Strategy for Language Learning (SLL)*. It was designed mainly for testing the level of learning strategy. Some modifications were made to cope with the needs of the study. The data obtained from the questionnaires were analyzed by SPSS.The population of the research was (164) 4th grade students for the academic year 2015-2016 and The researcher distributed a five points Likert- scale questionnaire randomly on a sample of (30) undergraduate students of department of English /College of education during their application period(see appendix 1). This is to find out to which extend the undergraduates show scientific indication of Oxford language learning strategies that may help them to put their linguistic knowledge and competence into practice or into function during their application of teaching period at schools. The questionnaire form was E-mailed on google as the researcher was linked to her students through a google group since their second stage of learning in the department. The sample of the research was selected randomly and the surveying instrument was sent to a jury of language experts to decide its validity through making their modifications, they deleted and

substituted some of the items of the questionnaire to be appropriate for the aim of the research and to measure the arears which it was designed to measure .for the sake of the instrument reliability , the researcher tried the questionnaire form with a group of randomly selected students to find out the degree of the questionnaire reliability before applying it on the total number of the subjects of the research. The questionnaire Key of Responses followed this scale as it was used in SPSS.

1 = True 2 = usually not true 3 = Sometimes true 4 = usually true 5= Always
True
Test of Responses

To collect the number of responses made by the students in each Language learning group of strategies, frequencies were calculated by applying the Frequency Tables which are used in Descriptive Statistics. The number of responses as chosen by each respondent was shown through frequency tables and the percentage value is calculated for the questionnaire item of a highest frequency of responses. See appendix 2.The statements of the questionnaire form tests the following learning strategies:

1-planning for learning.
2-monitoring learning.
3-self-regulation.
4-memorization
5-communicative or interactive strategies
Data Analysis

The aim of the research is to investigate the impact of oxford LLS on Kurdish 4the Grade Students' Language Learning Strategies to assess the department effectiveness as a learning institution. Including the students learning strategies as they are designed or classified in oxford LLS. The research framework consists of notions of cognitive, metacognitive and social affective strategies. This section

discusses the appropriateness of the framework of language learning strategies. The current study explored the concept of strategic learning in the form of questionnaire distributed on the fourth grade under-graduates in the department of English. Overall findings of the students' frequencies of the questionnaire responses revealed that students create their own associations to read the point that best fit their learning tactics, thus, sometimes but not always they tend to pick out the main ideas from the large body of the information. Depending on the aim of the research, the following data analysis will be introduced:

1--discussing planning for learning strategy one can conclude that, planning helps the learners to be consistent with department new visions during the four years of study. This will give the graduates the chance to include broad integration in the learning g strategies. The participants lack planning activities as they are unaware of the overall goals and objectives of language learning. Learning strategies must be linked to goals and the behavioral objectives of each course. Sometimes it seems to the researcher that even the department teachers do not have clear background about what the term behavioral objectives of the teaching process mean. If the teaching goals are directed towards scientific planning, then the goals outcomes will be clearly specified. Moreover, learning plans need to be linked to the university plans , if the learners do not have background about the university plans how come they connect their learning plans to it.what confused the learners' planning strategies was lack of regular communication between the learners and the department from one side and between them and the university from another side.

2-monitoring learning strategy, to design a good monitoring strategies students need to follow good evaluation techniques for example , they need to frame evaluation questions taken from their areas in which they

face shortages and must be incorporated into their learning plans. They need to decide monitoring methodology fits each one's level of comprehension and must include some practical factors that need to be considered. Monitoring strategy must cope with planning strategy to find whether any learning area needs changes in the plan and to find out the ways by which these changes need to be implemented. To compare the participants' responses No.5 and No.6 in the questionnaire, we can find that %50 of the participants plan and monitor their learning plans only in the exams while 20% of the participants regulate their learning processes. This means that students do not have clear idea about the significance of monitoring their learning activities.

3-self-regulation. Self-learning as part of the model framework gave the researcher an idea about the degree to which learners' struggle to find a suitable self-learning strategy which helps them to learn autonomously. These dues to the fact of the traditional way of learning they used to follow during their secondary classroom, self-regulation cannot be ignored in any study framework. As a self-regulation strategy is the idea of statement No.5 in the questionnaire which survey the students' strategy of writing an outline every newly presented chapter is assigned for discussion.85% of the students response agreed that they never prepare an outline as a way of regulating their learning strategy. This infers that their learning process lack self-regulation and evaluation See appendix 2

4-memorization: reviewing statement No.4 in the questionnaire form (I repeat what I always have in class so as to memorize the newly presented materials) and after checking the frequency of the responses the researcher infers that 82% of the sample subjects agreed that the repeat for the sake of memorization what they learn in the department. Although memorization improves the information retention among graduates and creating excellent learning faculty, yet

students depended mainly on texts and rules memorization as the only strategy to be followed in language learning process. In this case they were at risk of ignoring any other changing plans which are necessary for successful EFL acquisition.

5-communicative or interactive strategies, when we try to give clear analysis to this learning strategy one important point attracts our attention starting with item No.10 (I talk to someone else about how I feel when I am learning English) in the group statements of the meta-cognitive strategies and followed by percentages of the frequencies of the students responses in the social –affective learning strategies No. 2(53%)- 7(33%)- 8(63%)- 9(63%) which surrounds the idea of class interaction as a learning strategy that best develop the participant English language performance. The maximum frequencies of the students responses agreed on the idea that it was always true that communicative and interactive strategies play fundamental role in enhancing their learning and speaking skills.

Results discussion

The current findings revealed a group of methodological considerations which must be taken into accounts when the teachers decide to explore the students learning strategies for future research. The interpretation of any inventory questionnaire statements indicates for the positive, negative or neutral attitude of the students towards any strategy inventory for English language learning. The results of the current study show that majority of the learners do not use learning strategies for FL learning. And if they really use any group of strategies, they do not have specific scientific awareness of that group of learning strategies. Participants showed too much inverted attitudes of language learning strategies because of the learning individual differences and moreover, because of the language

acquisition differences. When coming to the statements related to memorization, no significant differences were detected. Students may follow different applied ways of learning to enhance their EFL. There was a great majority on the agreement about the items related to memorization and language communicative interaction as two learning strategies used by the majority of the undergraduates in the department .when discussing students lack of learning strategy awareness, participants seem lack clear attitude about the reasons behind this unawareness, may be because different topics are integrated in the reasons. In general, participant do not use specific clear learning strategy because they did not get the chance to learn these strategies , this weakness may be connected to the teachers in the department as they didn't train the learners in the department towards this type of practices. Another major reason for this weakness is that learners by themselves they are oversensitive towards learning English as a foreign language therefore, they do not try to develop their practices of this international language. The third and the last reason for not following specific learning strategy is students' misuse of the information technology. They are unable to find out and decide which technology best help them to choose the appropriate learning strategy.

Conclusion

To sum up ,students use different Language learning tactics which consists of different behaviors cope with each learners strategy and tactic that better fits his/her way of comprehension. Students are aware of their learning process since the elements of motivation, gender, self-regulation, experience, interest, learning strategies, etc. affect the way which any learner learns English as a foreign language. It is not scientific to support the idea that l learners follow the same learning strategies or may be trained to follow the

same tactics in order to be successful language speakers. As Lessard -Clouston (1997:8) mentions, researches to be conducted on LLS should be directed away from descriptive taxonomies of LLS because of the existing idea that focuses on the learners' individual differences, each learner has his/her style of knowledge construction which make him/her different user of oxford LLS. To decide the students learning strategies, one must think of questions like; does the strategy training moves easily between L1 and L2? What is the language proficiency in language learning strategies? How long does it take to train a group of learners in certain language learning tactics? How can success be better evaluated? What language learning strategies must be taught and at which proficiency levels? Different research in the field of LLS may introduce many answers to the above mentioned questions which will also pave the way for developing oxford LLS for further teaching improvement.

Research Recommendations

On the light of the research results, the following can be recommended about the Use of Oxford Language Learning Strategies:

1-students must be aware of English Language learning strategies so as to use them.

2- Learning strategies need many efforts of training and practices if the students need to be good speakers EFL in the future.

3- It is the duty of the language teachers to guide them and train them on the use of language learning strategies.

4-Teachers themselves need to upgrade their awareness of the significance of these strategies and their impact on language learning.

5-Further researches need to be conducted in the field of this study in different aspects of language learning.

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Appendix -1-
Questionnaire form of Language Learning Strategies
Preliminary note:

The following questionnaire form surveys the impact of Oxford LLS on Kurdish Academic 4the Grad Students' Language Learning Strategies. Oxford LLS: is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively The following questionnaire will try to survey these three types which are: meta-cognitive, cognitive and social affective domains. These three types can be defined as follows:

meta-cognitive learning strategies consist of knowledge of the learning process, planning for learning, monitoring learning, or self-evaluation of learning at the end of the task.
cognitive learning strategies consist of Deductive Reasoning i.e. (comparing with native language rules and Analyze), memorization, monitoring and clarification.
Social affective Strategies consist of communicative or interactive activities, like
students' classroom interaction, students' emotional status, students' cooperation and collaboration.

Strategy Inventory for Language Learning

Students Questionnaire
Age --------------------------------Gender: ---------------------
Please read every statement carefully and choose the responses (1, 2, 3, 4 or 5) that adequately state your learning behaviors, what is almost needed here is your commitment and adequacy. The statements of the questionnaire are based on Rebeca Oxford Language Learning Strategies (LLSs).numbers in the questionnaire refers to the fooling responses:

Key Responses: 1 = True, 2 = usually not true, 3 = Sometimes true, 4 = usually true 5= Always true

	Cognitive Learning Strategies					
	Statements	**Responses**				
		1	**2**	**3**	**4**	**5**
1	I usually add details to the new information and create associations.					
2	I recognize or pick out main ideas from large bodies of information.					
3	I usually think about thinking as part of the critical thinking processes and monitor my cognitive processing knowledge					
4	I repeat what I always have in class so as to memorize the newly presented materials.					
5	I write an outline to every new chapter before I start studying it					
6	I use a marker and highlight every new idea or statement I find it important.					
7	I write summaries as I believe it is the best strategy for comprehension.					
8	I always assist other students with applying the previous knowledge to new situations in order to solve learning					

		1	2	3	4	5
	problems and reach decisions.					
9	I understand and analyze any conflicting explanation of any phenomenon or event.					
10	I can make a general and comprehensive review of the main organizing concepts of principles in an anticipated learning activity					
Further notes						

Meta-Cognitive Learning Strategies						
Statements		**Responses**				
		1	**2**	**3**	**4**	**5**
1	I try to find as many ways as I can to use my English.					
2	I I notice my English errors and I use that information to help me me to do better.					
3	I pay attention when someone is speaking English.					
4	I try to find out how to be a better learner of English.					
5	I plan my schedule so I will have enough time to study English					

		1	2	3	4	5
	especially during the exams.					
6	My language learning is planned and regulated.					
7	I look for opportunities to read as much as possible in English.					
8	I have clear goals for improving my English skills.					
9	I think about my English when am learning.					
10	I talk to someone else about how I feel when I am learning English.					
Further note						

Social -affective Learning Strategies						
Statements		**Responses**				
		1	2	3	4	5
1	I always follow TV programs or real-life situations to fill my learning worksheets.					
2	I make classmates chat every day outside classroom settings.					
3	I always follow TV programs or real-life situations to fill my learning worksheets.					

4	When I make dialogues without preparation, I use model conversations from the textbook.					
5	I always enjoy learning activities with music, songs and lyrics to develop my listening activates.					
6	I used to learn through role-play in front of the classroom by which I introduce particular communicative situations.					
7	I usually learn through students interviews in which I ask classmates questions to get information about a particular topic.					
8	I talk with others in class to exchange ideas, make decisions and reach consensus about any topic.					
9	Grouping was the only technique which best help me to learn English as foreign Language.					
10	I have used specific strategies suggested by my professor and others to overcome difficulties with language					
Further notes						

Appendix -2-
Frequencies of the Students' responses to the questionnaire form
The percentage is given to the highly scored response.

	Cognitive Learning Strategies						
	Statements	**Responses**					
		1	**2**	**3**	**4**	**5**	**%**
1	I usually add details to the new information and create associations.	2	20	3	4	1	**3%**
2	I recognize or pick out main ideas from large bodies of information.	2	4	18	3	3	**10%**
3	I usually think about thinking as part of the critical thinking processes and monitor my cognitive processing knowledge	1	23	1	1	4	**13%**
4	I repeat what I always have in class so as to memorize the newly presented materials.	2	1	3	2	22	**73%**
5	I write an outline to every new chapter before I start studying it	2	23	2	2	1	**3%**
6	I use a marker and highlight every new idea or statement I find it important.	1	3	4	4	20	**66%**
7	I write summaries as I believe it is the best strategy for comprehension.	6	2	9	9	14	**46%**
8	I always assist other students with applying the previous knowledge to new situations in order to solve learning problems and reach decisions.	7	2	6	12	3	**10%**
9	I understand and analyze any conflicting explanation of any phenomenon or event.	8	7	7	2	6	**20%**

1 0	I can make a general and comprehensive review of the main organizing concepts of principles in an anticipated learning activity	3	5	5	8	9	**30%**
Further notes							

Meta-Cognitive Learning Strategies							
Statements		**Responses**					
		1	**2**	**3**	**4**	**5**	**%**
1	I try to find as many ways as I can to use my English.	2	3	5	8	12	**40%**
2	I I notice my English errors and I use that information to help me me to do better.	4	2	2	2	20	**66%**
3	I pay attention when someone is speaking English.	2	1	2	2	23	**76%**
4	I try to find out how to be a better learner of English.	5	5	5	13	2	**6%**
5	I plan my schedule so I will have enough time to study English especially during the exams.	3	7	3	14	3	**10%**
6	My language learning is planned and regulated	6	9	5	5	5	**16%**
7	I look for opportunities to read as much as possible in English.	2	15	5	5	3	**10%**
8	I have clear goals for improving my English skills.	20	2	2	2	4	**13%**
9	I think about my English when am learning.	3	2	2	1	21	**70%**
10	I talk to someone else about how I feel when I am learning English.	4	4	5	7	10	**33%**
Further note							

	Social -affective Learning Strategies						
	Statements	**Responses**					
		1	**2**	**3**	**4**	**5**	**%**
1	I always follow TV programs or real-life situations to fill my learning worksheets.	1	2	2	7	16	**53%**
2	I make classmates chat every day outside classroom settings.	3	4	3	3	17	**56%**
3	I always follow TV programs or real-life situations to fill my learning worksheets.	4	3	3	2	18	**59%**
4	When I make dialogues without preparation, I use model conversations from the textbook.	3	2	3	2	20	**66%**
5	I always enjoy learning activities with music, songs and lyrics to develop my listening activates.	2	1	2	2	23	**76%**
6	I used to learn through role-play in front of the classroom by which I introduce particular communicative situations.	3	3	3	2	20	**66%**
7	I usually learn through students interviews in which I ask classmates questions to get information about a particular topic.	4	2	2	12	10	**33%**
8	I talk with others in class to exchange ideas, make decisions and reach consensus about any topic.	2	4	2	3	19	**63%**
9	Grouping was the only technique which best help me to learn English as foreign Language.	1	1	5	4	19	**63%**
10	I have used specific strategies suggested by my professor and others to overcome difficulties with language	1	1	1	8	19	**63%**
Further notes							