

THE INFLUENCE OF SCHOOL ON THE CHOICE OF LANGUAGE LEARNING STRATEGIES IN BOTSWANA

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Abstract

This research seeks to examine the role that context or learning situation plays in strategy choice by comparing the strategy patterns of a private English medium secondary and a government secondary school in Botswana. More specifically, the main objectives of this study are to, firstly, investigate whether the 'type of school' influences the choice of language learning strategies of its students; secondly, to find out whether private English medium secondary school students use more strategies than government secondary school students in Botswana; and, thirdly, to explore the role played by gender on the choice of language learning strategies. Four students from one private English medium senior secondary school and one government senior secondary completed the Strategy Inventory for Language Learning (SILL). The data was analysed using descriptive statistics to calculate means and standard deviations of strategies and inferential statistics such as ANOVA to establish the relationships between group and individual strategies. The findings of this study showed that the choice of strategies was not greatly influenced by the type of school from which the student came. However, this study found that government school students relied more on the use of dictionaries. On the other hand, private English medium students volunteered to look for conversation partners in order to get practice in speaking English. In relation to gender, the findings of this study confirmed other previous findings that female students use more language learning strategies than do male students.

Keywords: language, learning, context, strategies, gender, influence

1. Introduction

Language learning strategy research began in the seventies with the work of authors such as Rubin (1975) and Stern (1975). Work in this area has attempted to identify what good language learners do to learn language so that the information can be used to help weak language learners (Oxford, 1990; O'Malley and Chamot, 1990). Language learning strategies are defined as specific measures, moves, behaviours, or skills students often intentionally use to improve their progress in learning or using the L2 (Oxford, 1990).

These are, for example, actions such as looking for conversation partners; grouping words and labeling the groups; using gestures to make up for words that do not come to mind; and breaking the words down into components (O'Malley and Chamot, 1990). Language learning strategies have been classified in several ways over the years (See Chamot, Barnhardt, El-Dinary and Robbins, 1999; Cohen, 1998; O'Malley and Chamot, 1990; Rubin, 1981). Of these, Oxford's (1990) classification system of grouping strategies into six categories has been acknowledged as a useful way to account for the variety of strategies reported by

language learners (Cohen, 2004; Ellis, 1994). These categories are *memory strategies* (which relate to how students recall language); *cognitive strategies* (which relate to how students think about their learning); *compensation strategies* (which enable students to make up for inadequate knowledge); *metacognitive strategies* (relating to how students direct their own learning); *affective strategies* (relating to students' feelings); and *social strategies* (which involve learning by interaction with others).

Several factors, such as proficiency level, age, gender and motivation have been correlated with the type of strategies ESL/EFL learners use (Chamot and El-Dinary, 1999; El-Dib, 2004; Green and Oxford, 1995; Magogwe and Oliver, 2007; Oxford and Burry-Stock, 1995). Currently culture and context have also been found to influence the selection or utilization of ESL strategies (Chamot, 2004; Wharton, 2000). For instance, Wharton (2000), in a study of ethnically Chinese bilingual Singaporean university students studying a foreign language, found that students reported a preference for social strategies but they were not inclined to use affective strategies. Also, Cohen (2004) posits that in a background that rewards individual competition and organizes its educational system around competitive tasks, successful language learners may prefer strategies that allow them to work alone rather than using social strategies that call for collaboration with others. However, Cohen (2004) cautions that this claim needs to be examined empirically. It is also important to point out that the influence of context on the use of language learning strategies has not been widely researched. Also, as far as I know, there is no research on the influence of context on the choice of language learning strategies in Botswana. Therefore, this study is novel and will add new knowledge in this area of language learning strategies.

Against this background, this research examines how the context or the learning situation can influence the choice of language learning strategies by Botswana students; and to compare the strategy patterns of a private English medium secondary and a public or government secondary school in Botswana. Because of their 'immersion' into English context, this study hypothesizes that private English medium school students learning ESL/EFL use more language learning strategies than the ESL students in public or government schools in Botswana who have less exposure to English.

2. Context of the Study

In Botswana, a country situated in Southern Africa with a population of approximately 1,7 million, there are two main types of schools: private and public or government schools. A number of differences can be identified between these types of schools. On one hand, private schools are run by independent boards and on the other hand public schools are run by government. In addition, private schools are at liberty to use their own teaching/learning materials whereas public schools use materials determined by the government of Botswana. Private schools can further be subdivided into English medium and Tswana medium private schools. In both types the medium of instruction is English. The most important

difference between English medium private schools and Tswana medium private schools is that the former are more expensive and normally attended by children of the elite and/or rich members of society who can afford to pay high school fees, whereas the latter are comparatively cheaper.

It should, however, be noted that in this study a comparison is only made between a private English medium school and a public or government school. Both of these schools use English as the medium of instruction. The schools mainly differ in that private English medium schools are believed to offer "quality" education. On the other hand, public or government schools are attended mostly by children who, in most cases, did not attend kindergarten or preschool. Class sizes in public or government schools are usually larger (about 40 students) than those of English medium private schools. At private English medium schools, students use English as the lingua franca because some of the students who attend these schools are from different countries where English is not a first language. Given this scenario, this research assumes that students in private English medium secondary schools will use more language learning strategies than those in public or government schools because of their increased exposure to English. It is also possible that the type of school a child attends influences their strategy choice because of the influence of factors such as school, family, and youth cultures on decisions made by adolescents concerning what is important for them, their behaviour, expectations, and beliefs (Boatwright, Ching, & Parr, 1992; Hossler, & Stage, 1992; Wislon and Wilson, 1992).

This study does not only explore the influence of the school context on strategy choice but it also examines the differences in strategy choice between males and females. Some studies have found that females use more strategies than males (Kaylani, 1996; Oxford, Park-Oh, Ito & Sumrall, 1993). Others have found no differences in strategy use between females and males (Vandergrift, 1997). One study found that males used more strategies than females (Wharton, 2000) and another recent study found differences in strategy use between males and females related to the type of strategy selected (El-Dib, 2004). In fact, Cohen (2004) indicates that we are still uncertain as to whether female or male students use more language learning strategies. Overall, however, it might be concluded, perhaps, that men and women do not always demonstrate differences in language learning strategy use, and where differences are found women tend to use more language learning strategies than men. Therefore, this research is important because it replicates and builds on previous studies that have investigated language learning strategy use in relation to context and gender.

3. Research Questions

This study seeks to answer the following questions:

1. What type of language learning strategies do the Botswana English medium private school and public government school students use?
2. Does the type of school influence the choice of language learning strategies?
3. What role does gender play in the choice of language learning strategies?

4. Method

4.1 Participants

The total number of participants used in this study was seventy three ($N=73$). Of these 66% ($n=48$) came from School A (a public or government secondary school) and 34% ($n=25$) from School B (a private English medium school). Both schools are located in Gaborone, the capital city of Botswana. The sample from School A consisted of 52.1% ($n=25$) females and 47.9% ($n=23$) males; while School B sample was made up of 56% ($n=14$) females and 44% ($n=11$) males. The majority of these students (School A: 97% and School B: 56%) were aged between 16 and 20 and the rest (School A: 2.1% and School B: 44%) were aged between 11 and 15. According to their responses as shown in the background instrument, most students indicated that they enjoy learning the English language (School A - 91.7%, $n=44$; School B 76% ($n=19$). It should be noted that convenience sampling was used to select the participants use in this study. Therefore, the findings of this study may be biased or may not be generalizable across the types of schools being compared.

4.2 Materials

Data for this research were collected using the 50-item Version 7.0 ESL/EFL SILL (Strategy Inventory for Language Learning) (Oxford, 1989) questionnaire. All the items in the questionnaire were designed for a *Likert scale* response using a four-interval scale of "Strongly Disagree", "Disagree", "Agree" and "Strongly Agree". In addition, a compulsory background questionnaire was also used to collect information about the demographic characteristics of the students. A great deal of language learning strategy studies have used the SILL to collect data, and many of these have focused mostly on foreign language learners (See Wharton, 2000; Oxford and Burry-Stock 1995; Nyikos and Oxford, 1993; Oxford, 1990). According to Cohen (2004) the SILL has been translated into various languages, and as such can be used to collect and analyze information about large numbers of language learners. The data in this study was analysed by calculating frequencies and means using descriptive statistics. In addition, a two-way ANOVA was used to test the difference between the means of the variables, and the Bonferroni test was used to determine where the differences lay.

4.3 Procedure

Before the research could commence, the administration of the two schools where the research was done were asked for authorisation. Consent was also sought from the students through a letter accompanying the questionnaire. The letter also explained the purpose of the research and indicated that the questionnaire was not a test and therefore there was no need to worry, but to answer the question honestly. The questionnaire was administered in one sitting in each school under the supervision of the researcher.

5. Results

5.1 Language Learning Strategies

From the results, it is apparent that School A (a public or government secondary school) and School B (a private English medium secondary school) students do not differ much in their use of language learning strategies because School A recorded a higher average (2.73) of strategy use than School B (2.57). It should be recalled that in the likert scale used in this study 1 stands for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. In both school A and school B, the students do not use language learning strategies much. Table 1 (see Appendix) shows that 62% ($n=31$) of the strategies chosen by School A students, and 78% ($n=39$) School B clustered between 2.00 and 2.99. This suggests that both private English medium and public or government school students used in this study generally report not using language learning strategies a great deal. For example, regardless of the school they attend, students rarely choose strategy 7 - physically acting out new words to help them acquire that lexical item. School A students strongly disagree that they use strategies 6 and 27 (i.e., they do not use flash cards to remember new English words nor read English without looking up every new word in the dictionary;). Similarly School B students strongly disagree that they use strategies 5 and 41 (i.e., they neither use rhymes to remember new words nor give themselves rewards for doing well in English).

Students in both School A and School B agree that they use strategies 15 (*I watch English language TV shows spoken in English or listen to the radio programmes presented in English*), 16 (*I read for pleasure in English, for example, reading novels and magazines written in English*), 17 (*I write notes, messages, letters, or reports in English*), 31 (*I notice my English mistakes and use that information to help me do better*), 38 (*I think about my progress in learning English*), 47 (*I practise English with other students*) and 49 (*I ask questions in English*). They use these strategies more than the others. Most of these are cognitive, metacognitive and social strategies. However, students in School A also use Strategies 13 (*I use the English words I know in different ways*), 23 (*I summarise or go over the information that I hear or read in English*), 30 (*I try to find as many ways as I can to use my English*), 32 (*I pay attention or listen carefully when someone is speaking in English*), 33 (*I try to find out how to be a better learner of English*), 37 (*I have clear goals for improving my English skills. In other words, I know why I want to improve my English skills*), 40 (*I encourage myself to speak English even when I am afraid of making mistakes*), 45 (*If I do not understand something in English, I ask the other person to slow down or say it again*) and 48 (*I ask for help from people who can speak English*). These strategies are of a metacognitive, cognitive and social type and as such they help School A students to organize and improve their learning; to remember what they have learnt and to seek help for learning the English language. In contrast School B students, in addition to strategies 15, 16, 17, 31, 38, 47 and 49 only chose Strategy 14 (*I start conversations in English i.e. I use English to talk to others*). A possible reason that this strategy was chosen by them and not students in School A is

because of the difference in the context of learning. These results suggest that, while both School A and School B students are keen to monitor and plan their learning, and to work in collaboration with others to improve their learning, School B students consciously seek to communicate and talk to others in English.

Means of strategies were also compared for School A and School B students to find out if there were any observable differences according to the type of strategies selected. The results show that for School A, metacognitive strategies scored the highest mean followed by social, cognitive, affective, memory, and compensation strategies. In School B, metacognitive strategies scored the highest mean followed by cognitive, social, compensation, memory and affective strategies (see Table 2). It is interesting to note that both School A and School B students favour metacognitive, social and cognitive strategies more than other strategies. It is also interesting to note that both School A and School B students recorded memory, affective and compensation strategies as the least preferred types of strategies. Thus, it seems that these strategy types are generally not preferred by Botswana students who participated in this study, suggesting the possibility that they may be culturally determined strategies.

Table 2: Strategy Categories by School

Strategy category	School A			School B		
	n	M	SD	n	M	SD
Memory	48	2.45	.349	25	2.30	.517
Cognitive	48	2.83	.267	25	2.70	.317
Compensation	47	2.41	.461	25	2.52	.531
Metacognitive	48	3.05	.463	25	2.75	.476
Affective	48	2.52	.452	25	2.29	.590
Social	48	2.95	.466	25	2.69	.460

5.2 Gender and Choice of Strategies

The results show that in School A, the overall mean for the strategy used by female students (2.85) is higher than that for males (2.60). Similarly, at School B, the overall mean for female students (2.63) is higher than that for male students (2.48). An Independent Samples t-test showed that there are no significant differences between the means of females and male students for School B. There is, however, a significant difference between the means for females and males in School A ($t = 4.046$, $df = 46$, $P < 0.05$, two-tailed). This may be an artifact of the size of the sample and is an aspect that requires further research.

Some consistencies are also apparent between the genders. For instance, both females and males report more use of metacognitive, cognitive and social strategies but memory, affective and compensation strategies were the least used for both genders. This is shown in Table 3 below. However, an Independent Samples t-tests shows that there is a significant difference between the means of

the affective strategy category, except for affective strategies ($t = 2.275$, $df = 135$, $P < 0.05$, two-tailed).

Table 3: Strategy Choice by Gender

		Female						Male					
		Mm	Cg	Cm	Mt	Aff	Sc	Mm	Cg	Cm	Mt	Aff	Sc
Schl A	n	25	25	24	25	25	25	23	23	23	23	23	23
	M	2.59	2.90	2.59	3.16	2.60	3.15	2.29	2.75	2.23	2.94	2.43	2.74
	SD	2.74	.208	.387	.502	.481	.345	.359	.304	.468	.396	.409	.494
Schl B	n	14	14	14	14	14	14	11	11	11	11	11	11
	M	2.39	2.74	2.56	2.77	2.44	2.75	2.19	2.65	2.48	2.73	2.09	2.61
	SD	.589	.384	.615	.614	.675	.565	.407	.211	.425	.231	.411	.282

Key: Mm = Memory, Cg = Cognitive, Cm = Compensation, Aff = Affective, Mt = Metacognitive, Sc = Social, Schl = School

Further analysis using a mixed factorial ANOVA shows that for School A there is a significant main effect on the use of strategy categories by males and females ($F(5, 225) = 27.312$, $p < 0.001$). The Bonferroni test shows the difference is between use of memory and cognitive, metacognitive, and social strategies; cognitive and compensation and affective strategies; compensation and metacognitive, and social strategies; metacognitive and affective strategies; affective and social strategies ($F(5, 225) = 27.312$, $p < 0.001$). There is also a significant main effect for gender ($F(1, 45) = 16.686$, $p < 0.001$). Even so, there is no significant interaction between gender and strategy categories ($F(5, 225) = 1.091$, $F < 1$). For School B a mixed factorial ANOVA showed that, just as for School A, there is a significant main effect on the use of strategy categories by males and females ($F(5, 115) = 10.332$, $p < 0.001$). The Bonferroni test shows the difference is between use of memory and metacognitive, and social strategies; cognitive and affective strategies; metacognitive and affective strategies; affective and cognitive and social strategies ($F(5, 225) = 27.312$, $p < 0.05$). However, unlike for School A, there is no significant main effect for gender ($F(1, 23) = .932$, $F < 1$). As is the case in School A there is no significant interaction between gender and strategy categories ($F(5, 115) = .709$, $F < 1$).

6. Discussion

The findings of this study are discussed first by comparing the strategies used by private English medium students to those used by public or government school students. The discussion then considers whether gender influenced the choice of strategies in both schools.

As expected, the findings of this study support previous conclusions that ESL learners use language learning strategies (Carson & Longhini, 2002; Hsiao & Oxford, 2002; Oxford, 1990). In addition, the results show that both English medium (School A) and public school (School B) students use all strategies in the SILL. However, the results also indicate considerable strategy choice clusters between 2.00 and 2.99, representing 'disagree' in the Likert scale. According to Green and Oxford (1995: 265), "students who were better in their language proficiency generally reported higher levels of overall strategy use and frequent use of a greater number of strategy categories". Based on the finding that successful language students use more language learning strategies than do less successful learners (Wharton, 2000; Green & Oxford, 1995), these results may suggest that both private English medium and public or government school students in Botswana are perhaps not as different in learning English as they are thought to be.

Surprisingly the findings of this study show that private English medium students do not use more strategies than public or government school students as anticipated. The results clearly show that the difference between the overall average choices of strategies for both schools is not great at all. In both cases the average is more than 2.5 or close to 3 (School A = 2.73 and School B = 2.57). With the exception of choice of strategy 14, these results suggest there are other factors, apart from the school context, that contribute to strategy choice.

Based on previous research (Oxford, 1990, Rubin, 1975) the results also suggest that both private English medium and public or government school students have the potential to become better learners of English if they increased their overall strategy choice and their use of different types of strategies. In particular, their language learning could be enhanced if they used all the six types of strategies. To do this, they would need to increase their use of affective, compensation and memory strategies. One explanation as to why they currently choose the strategies they do is apparent in the observation made by Oxford (1990) that the powerful affective strategies are found less often in L2 research and that this is, perhaps, because learners are not familiar with paying attention to their own feelings as part of the L2 learning process.

This study also considered the choice of ESL/EFL learning strategies according to gender. The results show that in both schools, the overall mean for strategy use by female students (School A = 2.85; School B = 2.63) is higher than that for male students (School A = 2.60; School B = 2.48). The results are consistent with some of the previous findings where females were found to use more strategies than males (See Oxford, Park-Oh, Ito and Sumrall, 1993). Furthermore, both females and males report more use of metacognitive, cognitive and social strategies than other strategies. On the other hand memory, affective and compensation strategies are the least used for both genders.

7. Implications

The teaching implications for this research are that both private English medium and public or government school language students need to explore different

learning strategies and apply them to their language learning. It also seems that they need to increase the use of memory, affective and compensation strategies so that they can become complete learners of the English language. The students will certainly need support from their teachers to do so. They could, for example, assist the students to find out what learning strategies the students are already using and which ones they are not. An open discussion of why students use the strategies they identify can help teachers and students alike understand cultural and contextual factors that may be influencing their strategy choice (Cohen, 2004). In addition, teachers could observe their students' behaviour in and outside class to find out what strategies they appear to use. For instance, they could find out whether they often ask for clarification, verification, or correction, as discussed briefly above. In a similar way students could be actively encouraged to use other strategies, such as those involving social engagement so that they can improve their speaking and listening skills. Finally, teaching materials, including textbooks, could be selected on the basis of the language learning strategy training they incorporate as part of their use.

8. Limitations

The first important limitation of this study is that only two schools are compared thus making it very difficult to generalize the findings of this study. The second is that only one method of data collection, use of a questionnaire, was used to collect data. According to Chamot (2004) students may not remember the strategies they have used in the past, and they may claim to use strategies that in fact they do not use. Thus there is a need for further research that includes other methodology, as suggested previously (i.e., observation by teachers and discussion with students).

9. Conclusion

The findings of this study are consistent with those of previous studies (Oxford, 1995, Taguchi, 2002), especially with respect to gender, but also more generally in that ESL/EFL learners use fewer strategies to learn English. The results of this study indicate that the choice of strategies by private English medium and public or government school students does not differ much, although in terms of individual strategies some differences were observed. It is also clear that students in Botswana should be given more opportunities to develop alternate language learning strategies than is the case at the moment.

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Appendix

Table 1: Overall Strategy Choice by School

	School A	School B
Mean Strategy Use	Strategy	Strategy
1.00 – 1.99	St 6 – I use flashcards to remember new English words.	St 5 – I use rhymes to remember new English words.
	St 7 – I physically act out new English words.	St 7– I physically act out new English words.
	St 27 – I read English without looking up every new word in the dictionary	St 41 – I give myself a reward or treat when I do well in English.
2.00 – 2.99	St 1 – I relate what I learn in English to my experiences or to what I already know.	St 1 – I use English words in a sentence so that I can remember the words.
	St 2 – I use English words in a sentence so that I can remember the words.	St 2 – I use English words in a sentence so that I can remember the words.
	St 3 – I connect the sound of a new English word and an image or picture of the word to help me remember the word.	St 3 – I connect the sound of a new English word and an image or picture of the word to help me remember the word.
	St 4 – I remember a new English word by making a mental picture of a situation in which the word might be used.	St 4 – I remember a new English word by making a mental picture of a situation in which the word might be used.
	St 5 – I use rhymes to remember new English words.	St 6 – I use flashcards to remember new English words.
	St 8 – I review or revise English lessons often.	St 8 – I review or revise English lessons often.
	St 9 – I remember new English words	St 9 – I remember new English words or phrases by remembering their

- or phrases by remembering their location on the page, on the board, or on a street sign.
- St 10 - I say or write new English words several times.
- St 11 - I try to talk like native English speakers.
- St 12 - I practice the sounds of English.
- St 14 - I start conversations in English.
- St 18 - When reading I first skim an English passage then go back and read carefully.
- St 19 - I look for words in my own language that are similar to new words in English.
- St 20 - I try to find patterns in English.
- St 21 - I find the meaning of an English word by dividing it into parts that I understand.
- St 22 - I try not to translate word-for word.
- St 24 - To understand unfamiliar English words, I make guesses.
- St 25 - When I can't think of a word during a conversation in English, I use gestures.
- St 26 - I make up new words if I do not know the right ones in English.
- St 28 - I try to guess what the other person will say next in English.
- St 29 - If I can't think of an English word, I use a word or phrase that means the same thing.
- St 34 - I plan my schedule so that I will have enough time to study English.
- St 35 - I look for people I can talk to in English.
- St 36 - I look for opportunities to read as much as possible in English.
- St 39 - I try to relax whenever I feel afraid of using English.
- St 41 - I give myself a reward or treat when I do well in English.
- St 42 - I notice if I am tense, nervous or location on the page, on the board, or on a street sign.
- St 10 - I say or write new English words several times.
- St 11 - I try to talk like native English speakers.
- St 12 - I practice the sounds of English.
- St 13 - I use the English words I know in different ways.
- St 18 - When reading I first skim an English passage then go back and read carefully.
- St 19 - I look for words in my own language that are similar to new words in English.
- St 20 - I try to find patterns in English.
- St 21 - I find the meaning of an English word by dividing it into parts that I understand.
- St 22 - I try not to translate word-for word.
- St 23 - I summarise or go over the information that I hear or read in English.
- St 24 - To understand unfamiliar English words, I make guesses.
- St 25 - When I can't think of a word during a conversation in English, I use gestures.
- St 26 - I make up new words if I do not know the right ones in English.
- St 27 - I read English without looking up every word in the dictionary.
- St 28 - I try to guess what the other person will say next in English.
- St 29 - If I can't think of an English word, I use a word or phrase that means the same thing.
- St 30 - I try to find as many ways as I can to use my English.
- St 32 - I pay attention or listen carefully when someone is speaking in English.
- St 33 - I try to find out how to be a better learner of English.

- frightened when I am studying or using English.
- St 43 – I write down my feelings in a language learning diary.
- St 44 – I talk to someone else about how I feel when I am learning English.
- St 46 – I ask others to correct me when I talk in English.
- St 50 – I try to learn about the culture or way of life of English speakers.
- St 34 – I plan my schedule so that I will have enough time to study English.
- St 35 – I look for people I can talk to in English.
- St 36 – I look for people I can talk to in English.
- St 37 – I have clear goals for improving my English skills.
- St 39 – I try to relax whenever I feel afraid of using English.
- St 40 – I encourage myself to speak English when I am afraid of making a mistake.
- St 42 – I notice if I am tense, nervous or frightened when I am studying or using English.
- St 43 – I write down my feelings in a language learning diary.
- St 44 – I talk to someone else about how I feel when I am learning English.
- St 45 – If I do not understand something in English, I ask the other person to slow down or say it again.
- St 46 – I ask others to correct me when I talk in English.
- St 48 – I ask for help from people who can speak English.
- St 50 – I try to learn about the culture or way of life of English speakers.
- 3.00 – 3.99 St 13 – I use the English words I know in different ways.
- St 15 – I watch English language TV shows spoken in English or listen to the radio programmes presented in English.
- St 16 – I read for pleasure in English.
- St 17 – I write notes, messages, letters, or reports in English.
- St 23 – I summarise or go over the information that I hear or read in English.
- St 30 – I try to find as many ways as I
- St 14 – I start conversations in English.
- St 15 – I watch English language TV shows spoken in English or listen to the radio programmes presented in English.
- St 16 – I read for pleasure in English.
- St 17 – I write notes, messages, letters, or reports in English.
- St 31 – I notice my English mistakes and use that information to help me do better.
- St 38 – I think about my progress in learning English.

	can to use my English.	St 47 – I practice English with other students.
	St 31 – I notice my English mistakes and use that information to help me do better.	St 49 – I ask questions in English.
	St 32 – I pay attention or listen carefully when someone is speaking in English.	
	St 33 – I try to find out how to be a better learner of English.	
	St 37 – I have clear goals for improving my English skills.	
	St 38 – I think about my progress in learning English.	
	St 40 – I encourage myself to speak English even when I am afraid of making a mistake.	
	St 45 – If I do not understand something in English, I ask the other person to slow down or say it again.	
	St 47 – I practice English with other students.	
	St 48 – I ask for help from people who can speak English.	
	St 49 – I ask questions in English.	
4.00	None	None

Key: St = strategy

