

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**IMPROVING COMMUNICATION SKILLS OF YOUNG LEARNERS
THROUGH LANGUAGE LEARNING STRATEGIES**

Zübeyde AYKAÇ

MASTER OF ARTS

ADANA - 2010

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Supervisor: Asst. Prof. Dr. Hasan BEDİR

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To ukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

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ABSTRACT**IMPROVING COMMUNICATION SKILLS OF YOUNG LEARNERS THROUGH
LANGUAGE LEARNING STRATEGIES****Zübeyde AYKAÇ****Master of Arts, English Language Teaching****Supervisor: Asst. Prof. Dr. Hasan BEDİR****September 2010, 86 page**

Effective strategies used to overcome encountered difficulties in second language learners' (SLLs) communication skills are of crucial importance. Hence, SLLs might utilize the strategies on how to cope with such communication difficulties. This study aims to find out the effect of strategy training in the use of strategies for listening and speaking in English as a second language (ESL) in the context of 6th grade ESL learners attending a state primary school and to investigate the second language learners' awareness of the speaking strategies and their frequent choice of strategies. In addition, the perspectives of the participants in the use of strategy training for listening and speaking skill are examined in this study.

After addressing the issues of terminology and definitions, the theoretical underpinnings of the Language Learning Strategy concept are concentrated on. After clarifying these issues, through related literature, it focuses on listening and speaking strategies (Communication strategies) and strategy training for developing speaking skill.

The study examines a case group of ESL learners during one semester period. The Experimental group members received strategy training in the use of strategies for listening and speaking (communication).

The results were measured using different instruments: Pre-Post-speaking strategy questionnaires, Language learning diary, mini papers and verbal reports / semi formal interviews. The data obtained from the Pre-and Post- speaking strategy questionnaires were analyzed in qualitative method. The results of the data showed significant differences in strategy use of the participants. Research findings from both the quantitative and qualitative data shed light on the efficacy of training learners in the use of listening and speaking strategies and raising their awareness through strategy training.

Keywords: Language Learning Strategies, listening strategies, speaking strategies, strategies-based instruction for speaking, learners' awareness of speaking strategies.

ÖZET

ÖĞRENME STRATEJİLERİ YARDIMIYLA DİNLEME VE KONUŞMA BECERİLERİNİ GELİŞTİRMEK

Zübeyde AYKAÇ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Yrd. Doç. Dr. Hasan BEDİR

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Yabancı dil öğrencilerinin dinleme ve konuşma becerilerinde karşılaştıkları zorlukların üstesinden gelmekte kullanılan etkili stratejiler büyük önem taşımaktadırlar. Bundan dolayı yabancı dil öğrencileri bu tür sözel iletişim güçlükleri ile nasıl başa çıkacakları konusunda bu stratejilerden faydalanabilirler. Bu çalışma Devlet İlköğretim Okulu 6. Sınıfta İngilizceyi yabancı dil olarak öğrenen öğrencilerin ortamında İngilizcenin yabancı dil olarak dinlenmesi ve konuşulması için strateji eğitiminin stratejilerin kullanımı üzerindeki etkisini ortaya çıkarmayı ve yabancı dil öğrencilerinin sıklıkla seçtikleri stratejileri araştırmayı amaçlar. Ayrıca katılımcıların dinleme ve konuşma becerisi için uygulanan strateji eğitiminin kullanımı üzerine sahip oldukları bakış açıları da bu çalışmada incelenmiştir.

Terminoloji ve tanım konularına değinildikten sonra, Dil öğrenme stratejisi kuramının teorik yapı taşları üzerinde duruldu. Bu alandaki literatürden yola çıkarak bu konular açıklandıktan sonra dinleme ve konuşma stratejileri (iletişim stratejileri) ile dinleme ve konuşma becerisini geliştirmek için strateji eğitimi uygulanması üzerinde duruldu. Bu araştırmada öğrenciler sözel üretimlerini artırmak için dinleme ve konuşma stratejilerinin kullanımında strateji kullanımı üzerine strateji eğitimi aldılar.

Sonuçlar farklı araçlar kullanılarak ölçüldü; Eğitim öncesi ve sonrası verilen dinleme ve konuşma stratejisi anketi, Dil öğrenme günlüğü. Eğitim öncesi ve sonrası uygulanan dinleme ve konuşma stratejisi anketi ve günlükler betimsel olarak analiz edildi.

Veri sonuçları katılımcıların strateji kullanımında istatistiksel olarak önemli farklar olduğunu gösterdi. Niceliksel ve niteliksel verilerden ortaya çıkan araştırma bulguları strateji eğitimi alan öğrencilerinin dinleme ve konuşma stratejileri kullanımındaki etkinliğinin arttığı ve strateji eğitiminin onların farkındalıklarını artırdığını gösterdi.

Anahtar Kelimeler: Dil öğrenme stratejileri, dinleme stratejileri, konuşma stratejileri, dinleme ve konuşma becerisi için strateji eğitimi, öğrencilerin dinleme ve konuşma stratejileri farkındalıkları.

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study with the statement of the problem. This chapter also states the purpose of this particular study and the research questions. Finally, this chapter points out the limitations and the definitions of the operational terms in this study.

1.1. Background of the Study

Learning is the process of acquiring new knowledge, understanding, changing and shaping behaviors, skills and values, and at the core of this process stands the human- learner. This process is generally related with schools and teachers but today's rapid changing world made it almost impossible to teach everything at schools.

Teachers try to teach learners and sometimes work hard on this but unfortunately they don't let learners to think about their own learning. That's why learners are passive and sometimes can't understand why the things are happening at class. For the active participation of learners, learning environment needs reflection. If learners are engaged in learning they can begin to reflect on their own learning process, fortunately teachers can promote this engagement into learning by formulating the use of specific strategies.

The learning and teaching focus has changed from teacher-centered approaches to the learner's active role in learning. Here, as Yoshikawa (1982) states today's teaching traces back to a claim that teaching will profit more when the learner is seen as the important part of the learning process. Language the very social part of learning is the biggest part of this change.

However, still almost all of the language learners as Oxford (1990) mentions are passive and are used to be taught everything they need. Teachers may use so many different methods, techniques, strategies... to awake the potential of learner; however none of any methods, techniques and approaches is enough alone: learner also has to try hard and find ways to gain the teacher's effort and learn to learn. As Grenfell and Harris

(1999) point out “methodology alone can never be a solution to language learning. Rather it is an aid and suggestion” (p. 10).

Learning to learn is being able to cope with the newly gained knowledge by oneself and being self directed. In this sense being self directed is essential since learners cannot always find a guide near to help them with the problems. Knowing own “natural learning preference”, as Mind tools proposes, will be helpful on learning better in your own way, besides it will aid utilizing other ways.

Shifting from teacher focused learning to learner and learning centered approach, research on teaching and learning shed light on the research into learning strategies. Learning Strategies can be defined as procedures that facilitate a learning task (Chamot, 2005). Research into language learning strategies, have been done since 60s and findings have shown that all language learners use strategies but they differ on learner’s individual varieties. The researches suggests that, more successful language learners use more (in number) learning strategies and apply to tasks than less successful language learners.

Presenting suitable strategies to learners will help them to become aware of the ways which they learn most effectively, ways in which they can enhance their own comprehension and production of the target language and ways in which they can continue to learn on their own and communicate in the target language after they leave the language classroom (Cohen, 1996)

1.2. Statement of the Problem

In almost all countries where English is taught as academic subject the communicative competence of the learners is often neglected as there will not be any questions on listening and speaking at the national tests. This neglected part of the language is a great task for language learners since communication requires social interaction.

Foreign language learners usually have minimum exposure to target language and native speakers because of some socio economic reasons. They don’t have the

opportunity to watch English speaking channels, listen to English speaking radios or go to English speaking movies. Their only exposure to the language in terms of communicative competence is the classroom context. The large numbers of the students at classrooms, all of whom are asked to speak about the grammatical forms they have covered at a very limited time cause the reluctance of learners on listening and speaking activities. Teachers, required to assess the learners at every stage, have no enough time to assess the communication skills because of the academic concerns. These situations as Shumin (1997) and Lim (2003) mention lead learners to unwillingness in communicating in the target language even to ‘murmuring’ when faced to questions as they feel they can’t understand the spoken language and can’t speak in the language.

As Manchon (2000) suggests, on meeting the communication problems of the learners, efficient use of strategies of communication should be the integral part on learners’ communication skills. Researches done in this area also conclude that, explicit strategies instruction is one of the effective ways of coping with these problems. (Bedell & Oxford, 1996; Chamot, Barnhart, El-Dinary, & Robbins, 1999; Cohen, 1998; O’Malley & Chamot, 1990; Vann & Abraham, 1990).

Despite the growing attention on the language learning strategies in foreign language instruction in the world, in Türkiye, where English is instructed as a foreign language, little attention is paid on learning strategies to improve communication skills. The foreign language instruction is still instrumental, thus the learners should be treated on language proficiency including listening and speaking and in this respect, the essence of language learning strategy instruction can’t be denied.

In the relevant literature, there have been few studies on exploring the effects of language learning strategies in the improvement of young learners’ communicative skills. Thus, there was a demand on this issue to carry out the effects of strategy training on the development of communicative skills.

1.3. Purpose of the Study

The purpose of this study was to investigate the effects of language learning strategies on foreign language communication skills of 6th grade students at a state

primary school. With the aim of providing the learners with learning strategies, this study tried to find out which strategies learners mostly use and how the strategies improve learners' communication skills.

This particular research aiming the development of communicative competence of the participants had some specific purposes those can be listed as;

- 1) Reviewing the relevant literature in strategy training in terms of speaking and listening strategies in English as a foreign language,
- 2) Determining the current strategies of the participants and their awareness of the strategies,
- 3) Getting the participants aware of the communication strategies,
- 4) Instructing the listening and speaking strategies to the participants and asking them to practice the newly learnt strategy,
- 5) Administering the participants on self reflecting their learning process and taking the habit of keeping a language learning diary,
- 6) Determining the participants' perspectives on strategies,
- 7) Investigating the effects of strategy training on participants' communicative skills.

This study also attempted to demonstrate the success of language learning strategies to all teachers of English and to course book and material developers.

1.4. Research Questions

Some of these questions that this study is directly concerned were:

- 1- Are the students attending 6th grade EFL classes of primary school aware of Language Learning Strategies?
- 2- Which of the listening/ speaking strategies do the learners use before and after language learning strategy training?
- 3- Does the explicit language learning strategy instruction have effects on learners' communication skills?

- 4- What are the participants' perspectives on language learning strategy use after the strategy training?

1.5. Limitations of the Study

The number of the participants for this study was small. To find out the effects of the explicit strategy instruction on learners' communication skills the data obtained from a larger sample of participants would be better. Also, the study took place for a short term; a longitudinal study would be safer.

The personal backgrounds as age, gender, economic situations etc were not taken into consideration. The basic focus on this study was on the strategy use levels not on the success levels.

1.6. Operational Definitions

Language Learning Strategies: The conscious or semi conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language (Cohen 2003, p. 2).

Communication Strategies (listening and speaking strategies): The techniques used by a language learner to cope with difficulties he faces in communicating in the foreign language.

Language strategy questionnaire: The questionnaire including the strategy items related to listening and speaking skills.

Mini papers: One minute papers are varieties of quick classroom assessment techniques.

Explicit Language Learning Strategy Instruction: direct explanation of the strategy's use and importance (Pearson & Dole, 1987).

CHAPTER 2

REVIEW OF LITERATURE

This chapter presents information about listening and speaking strategies and the rationale of the language learning strategies. This chapter also reveals the theoretical background of strategies and the instruction of the strategies.

2.1. Language Learning and Language Learning Strategies

Learning as it is generally known is a relatively permanent change in behavior, which reflects in the form gaining knowledge, comprehension, or skills which are achieved through experience. Learning is also a process that brings cognitive, emotional, and environmental influences together and an experience for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views (Illeris, 2000; Ormorod, 1995 as cited on Wikipedia). So it can be said that learning is the effort people spend to understand the world better.

Brown (1987, p 66) describes learning as “a process of relating and anchoring new material to relevant established entities in cognitive structure”. Language learning in this respect is the process of bringing all principles above about the language together. Thus it can be concluded that language learning is the bringing together of complex skills. Learning the native language and foreign language have identical processes as they demand significant interactions in terms of communication skills. Speakers of the both languages are interested with the messages sent or received instead of the forms or grammatical rules. Researchers such as Brown and Hanlon, (1970); Brown, Cazden and Bellugi, (1973) assert that there is no point in correcting the messages of the conveyers but some expert users of the language can transform the style of the messages – the utterances and show how to transform these utterances. This transforming process is crucial to language learning according to Snow and Ferguson (1977). In foreign language learning, together with the expert users of the target language, the strategies of learning are helpful.

According to Ellis (1985), second language learning has the processes of learning, production and communication strategies. Communication strategies as Mc Laughlin (1987) states are used when the speakers get lost in their initial goal in a communication. Communication strategies assist speakers in grasping their planned goal.

Cognitive theories of learning recognize the help of language learning strategies in learning a foreign language. They approve the essence of learning strategies and offer different ways of strategy instruction. Supporting the explicit instruction of the strategies, these theories highlight the relation between a learner's existing strategies and strategies newly gained by the learner.

2.1.1. Cognitive Modals of Language Learning

Many researches on learning area concerns that despite the deep influences of the students' behaviors on learning process, learners make sense of the things which they actively participated. As Brunning et al (1999) puts forward students' characteristics as background knowledge, motivation and learning strategies influence the way they learn. This idea leads researchers on cognitive modals of learning.

One of the implications of cognitive learning theory to learning is that despite the clearness in teachers' teaching style learners do not record all the things they say. But learners try to make sense of learning process as Resnick (1989) proposes. Cognitive theory provides deep understanding on learning and help teachers about what can be done else on learning.

Language learning strategies are basely placed on cognitive learning theory which sees learning as an active, mental, learner-centered process in which learners select from incoming information, encode it into long term memory and retrieve it when needed (Chamot et al, 1999).

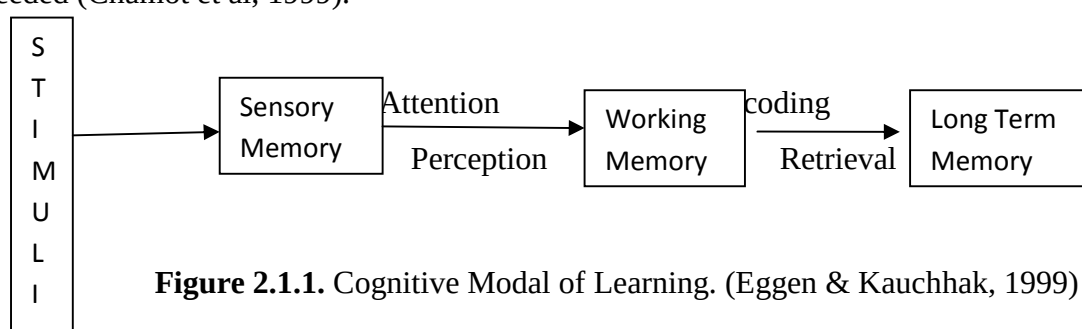


Figure 2.1.1. Cognitive Modal of Learning. (Eggen & Kauchhak, 1999)

From figure 2.1.1 it can be understood that stimuli enters sensory memory and wait there until we pay attention to it. Our attention with the help of our perception aids us to move the stimuli to our working memory. Working memory is the conscious and thinking place at cognitive learning system. Here if we encode and organize the stimulus we can move it to our long term memory permanently. Retrieval linkages between long term and working memory promote learning and make it meaningful.

Cognitive theory also categorizes knowledge into two and Chamot et al (1999) view this distinction important as the two are learnt in distinctive styles with distinctive strategies.

- a) *Declarative knowledge*; consisting knowledge about facts, beliefs and events
- b) *Procedural knowledge*; consisting knowledge about how to perform skills and processes

Language learning strategies work through *information processing, schema theory and constructivism*. These three models of cognitive learning emphasize the essence of learning strategies and assisting learners on becoming more *independent /autonomous*.

- ✧ *Information processing* theory investigates the thinking process by means of learning and remembering the information from learner's immediate awareness to long term memory. To this theory, learning something new means the process of organizing, elaborating and connecting then newly gained knowledge to the existing knowledge. The strategies as *summarizing, inferencing and predicting* are much linked to this theory. (O'Malley and Chamot, 1990)
- ✧ *Schema Theory* investigates the learning process by means of organizing and understanding life experiences in terms of our earlier knowledge. According to this theory, there are schemata called structures in our minds that save our earlier knowledge. The strategies as *making predictions, drawing inferences and creating summaries* are much linked to this theory (Chamot et al, 1999).

- ✧ *Constructivism* theory investigates the learning process by means of more interactive relationship between new knowledge and pre & existing knowledge. According to this theory learners update their existing knowledge when they face new knowledge. Learners use their background knowledge as Chamot et al (1999) propose, when they relate the new information. The metacognitive strategies are much linked to this theory.

Hartley (1998) points out that “Learning results from inferences, expectations and making connections. Instead of acquiring habits, learners acquire plans and strategies, and prior knowledge is important” (p.18). Moreover, he adds principles to learning those can be related to language learning strategies;

- ✓ Instruction should be well-organized.
- ✓ Instruction should be clearly structured.
- ✓ The perceptual features of the task are important.
- ✓ Prior knowledge is important.
- ✓ Differences between individuals are important as they will affect learning.
- ✓ Cognitive feedback gives information to learners about their success or failure concerning the task at hand.

Adding more relationship to strategies between cognitive theory of learning, O'Malley and Chamot (1990) applied cognitive theory to second language acquisition as a theoretical framework for applying language learning strategies.

2.2. Definition of Language Learning Strategies

The term strategy derives from the ancient Greek term ‘stratagos’ meaning the art of war, the generalship of the war (Wikipedia). Strategy is described as “a detailed plan for achieving success in situations such as war, politics, business, industry and sport etc, or the skill planning for such situations”(Cambridge International Dictionary of English). It can be pointed out then; the strategy term in learning is the detailed skill planning for learning.

Until Schmeck's study (1988), the terms 'strategy' and 'tactic' were often confused although the "tactics" are tools to achieve the success of strategies (Oxford, 1990). Schmeck (1988) claims the difference between the two as the difference between 'specificity' and 'generality': Tactics refer to some specific actions taken by learners whereas the strategies are the general plan or approaches by the learners. The term strategy has such a great place in education that it has broaden its meaning and has become "learner strategies" (Wenden & Rubin, 1987), "learning strategies" (O'Malley & Chamot, 1990), or "language learning strategies" (Oxford, 1990), to the most recently definition that is "self-regulatory learning" (Dörnyei, 2003).

According to Cohen (2003), language learning strategies are "the conscious or semi conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language" (p. 2). The learning strategies can be named as the methods of learning. As for Oxford (1990) the learning strategies are the conscious or semi conscious steps taken by the language learners on the acquisition, storage, retention, recall and use of the newly gathered knowledge. Language learning strategies are as Chamot (2005) mentions "conscious and goal-driven" in the first few stages of a difficult task. But after the first stages, learner may be automatically using the strategies or utilize the strategies when needed.

Stating language learning strategies as tools for active, self-directed movement that are essential for developing communicative competence and enhancing own learning, Oxford (1990), signifies six categories of learning strategies as memory, cognitive, compensation, metacognitive, affective and social. Besides she describes strategies as they,

- Allow learners to become more self directed
- Expand the role of teachers.
- Are problem oriented.
- Are specific actions taken by the learner.
- Involve many aspects of the learner, not just the cognitive.
- Support learning both directly and indirectly.
- Are not always observable.

- Are often conscious.
- Can be taught.
- Are flexible.
- Are influenced by a variety of factors. (p. 9)

Below are the different definitions by some researchers.

Table 2.2 Definitions of Language-Learning Strategies (Huang, 2004)

<i>Researcher</i>	<i>Definition of Language Learning Strategies</i>
Bialystok (1978)	<i>“optimal means for exploring available information to improve competence in a second language “ (p.71).</i>
Rigney (1978)	<i>“operation or steps used by a learner to facilitate the acquisition, storage or retrieval of information” (p. 105).</i>
Stern (1983)	<i>“... strategy is ... for general tendencies or overall characteristics of the approach employed by the language learner, leaving techniques as Particular forms of observable learning behaviour” (cited in Ellis, 1994, p. 531).</i>
Tarone (1983)	<i>“an attempt to develop linguistic and sociolinguistic competence in the target language – to incorporate these into one’s interlanguage competence” (p. 67).</i>
Seliger (1984)	<i>Strategies – “basic abstract categories of processing by which information perceived in the outside world is organized and categorized into cognitive structures as part of a conceptual network” (p. 4).</i>
Weinstein& Mayer (1986)	<i>“behaviours and thoughts that a learner engages in during learning” which are “intended to influence the learner’s encoding process” (p. 315).</i>
Mayer (1988)	<i>“behaviours of a learner that are intended to influence how the learner processes information” (p.11).</i>
Chamot (1987)	<i>“techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information” (p.71).</i>

Table 2.2 (Continued)

Rubin (1987)	<i>“strategies which contribute to the development of the language system which the learner constructs and affects learning directly” (p. 22).</i>
Wenden & Rubin (1987)	<i>“... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information” (p. 19).</i>
Oxford (1989)	<i>“behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable” (p. 235).</i>
Carrell, et al. (1989)	<i>“the kinds of cognitive, metacognitive, social, and affective strategies that learners employ” (p. 3).</i>
O’Malley & Chamot (1990)	<i>“the special thoughts or behaviours that individuals use to help them (1990) comprehend, learn, or retain new information” (p.1)</i>
Oxford (1990)	<i>“specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8).</i>
Oxford (1992/1993)	<i>“specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability” (p. 18).</i>
Richards & Platt (1992)	<i>“intentional behaviour or thoughts used by learners during learning so as to better help them understand, learn, or remember new information” (p. 209).</i>
Stern (1992)	<i>“broadly conceived intentional directions and learning techniques” (p. 261).</i>
Green & Oxford (1995)	<i>“specific actions or techniques that (learners) use, often intentionally, to improve their progress in developing L2 skills” (p.262).</i>
Weaver & Cohen (1997)	<i>“specific behaviours, steps and actions taken to enhance one’s own learning, through the storage, retention, and use of new information about the target language. They are conscious thoughts and</i>

	<i>behaviours used by the learners with the explicit goals of improving their knowledge and understanding of a target language. They facilitate language learning tasks, represent goal-directed behaviour, and personalize the language learning process” (p.vi).</i>
<i>Cohen (2002)</i>	<i>“learners’ conscious and semi-conscious thoughts and behaviours, having the explicit goal of improving the learner’s knowledge and understanding of the second language (i.e., language learning strategies), as well as strategies for using the language that has been learned or for getting around gaps in language proficiency (i.e., language use strategies)” (p.51)</i>

2.2.1. Why Language Learning Strategies?

Chamot and O’Malley’s (1994) study/ research with second language learners confirm that learners who learn to monitor their own learning process and use/apply proper learning strategies on encountering a hard situation are better compared to learners who aren’t aware of those strategies.

Learning strategies are very essential in second language teaching and learning. Chamot (2005) mentions two main reasons for this essence. First reason is that, through the language learning process, learners obtain a deep view on meta-cognitive, cognitive, social, and affective processes in language learning. The second reason is that, by providing the less successful learners with the language learning strategies, teachers can help them to be good language learners. Teachers and learners need effective strategies to raise deep understanding. However there is no single strategy to understand best as Perkins and Blythe (1994) claim; strategies are effective according to the teacher, learners, the content and the goals.

Because of the high requirements of the curriculum to be processed by the young learners, learners need varieties of strategies for performing the tasks. Hereby, language learning strategies are absolutely essential for learners on how to encounter the language learning process. Besides, language learning strategies, that are often unobservable or unconscious, used by the learners in some cases, may clarify language teachers on how the learners evaluate their learning process in terms of situation, plan,

select appropriate skills so as to understand, learn, or remember new input presented in the language classroom (Hişmanoğlu, 2000).

Great number of research carried out on learning strategies had put forward that learning strategies help even bad language learners on trying to be good learners. Nonetheless, it is possible for learners to become unsuccessful or bad learners as the learning strategies do not always bear out that all bad learners become successful as there are many other aspects effective in learning. In fact, Oxford (1990, p.1) summarized the essence of the learning strategies as language “learning strategies are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.”

2.2.2. Classification of Language Learning Strategies

Beginning with the first studies on language learning strategies by Rubin (1975) and Stern (1975), the power of the strategies has been on the agenda of the teaching and learning staff. As Skehan (1989) highlights there is “an explosion of activity” (p. 285) because of the increasing interest in language learning strategies. Despite of this awareness of the strategies and great number of research carried out in this area, language learning strategy field is still “confusion” and “no consensus” (O’Malley et al, 1985, p.22) and “fuzzy” (Ellis, 1994, p.529) in term of classification models.

Major classification models of the language learning strategies have pursued the theory of cognition (Macaro, 2001). Cognition is mentally processing and retrieving information through awareness, perception, judgment, intuition or reasoning. In the same sense, the learning strategies help learners to process, store and retrieve information until this case becomes automatic. Before the start of this automatic processing of the information by the brain, classifying the strategies is helpful and advantageous since naming them will give clues on how and where to utilize the strategies. Researchers defined language learning strategies differently; they classified the language learning strategies differently as well. The number of the strategies applicable in language learning and how they had better be classified still on the

argumentation of the researchers. Available classification models have their own different rationales.

Rubin (1981) demonstrated a classification model including both strategies that directly affecting learning (i.e., clarification/verification, monitoring, memorization, guessing / inductive reasoning, deductive reasoning and practice) and strategies affecting learning indirectly (e.g., creating practice opportunities and communication strategies) (Wenden & Rubin, 1987).

O'Malley and Chamot (1990) suggested a modal including cognitive, metacognitive and social/affective strategies in one of their study took place in the 80s. Researchers declared that the most important and favoured strategies were the metacognitive strategies. Researchers have generally considered this framework but the specific strategies under each of these three categories have varied, especially as metacognitive and cognitive strategies.

Oxford's (1990) suggested a more understandable, multi leveled and theoretically well oriented model of language learning strategies. That's why this particular study took the model of Oxford's (1990) as a basis in training strategies of listening and speaking. The main reason behind the utilization of Oxford's (1990) classification system in this study is that it is more comprehensive, detailed, systematic in linking individual strategies and strategy groups, relating all of the four language skills (listening, reading, speaking, and writing).

The figure below, demonstrated by Oxford (1990), presents the overview of the language learning strategies' interrelations. Oxford divided the strategies basely into two major classes: direct and indirect, then subdivided strategies into six groups: *memory, cognitive, and compensation* under the direct class; *metacognitive affective and social* under the indirect class. This figure indicates that the strategies support each other, and that each strategy group can be connected to every other strategy group.

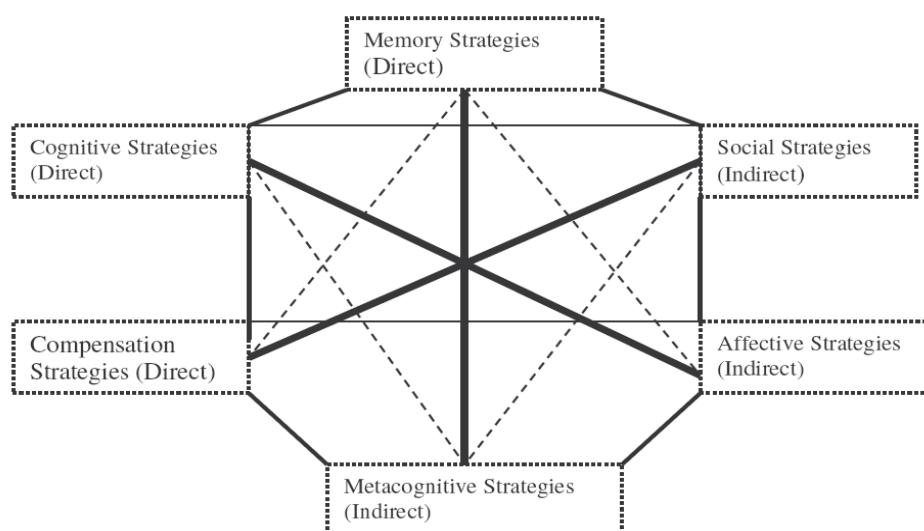
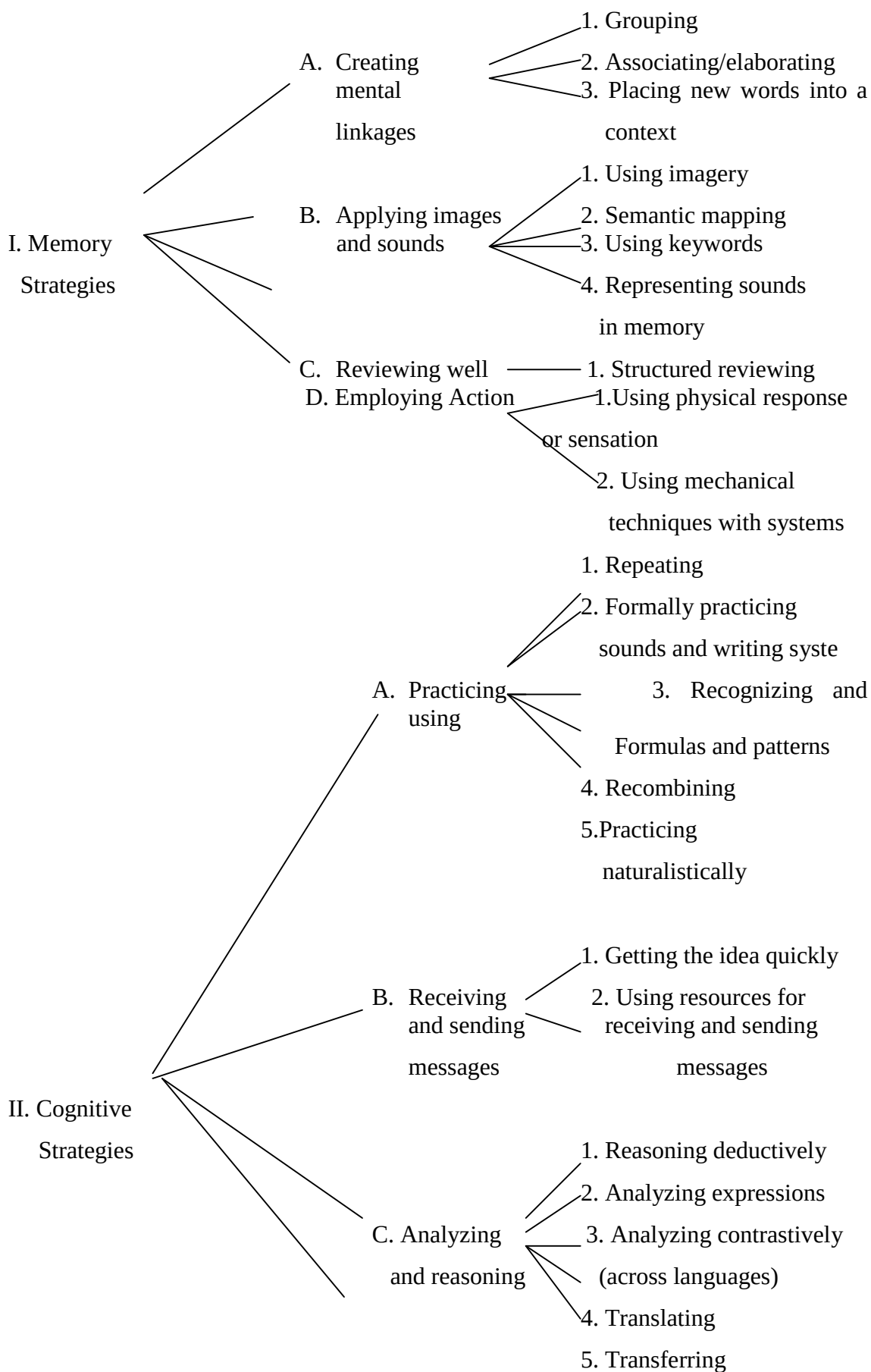


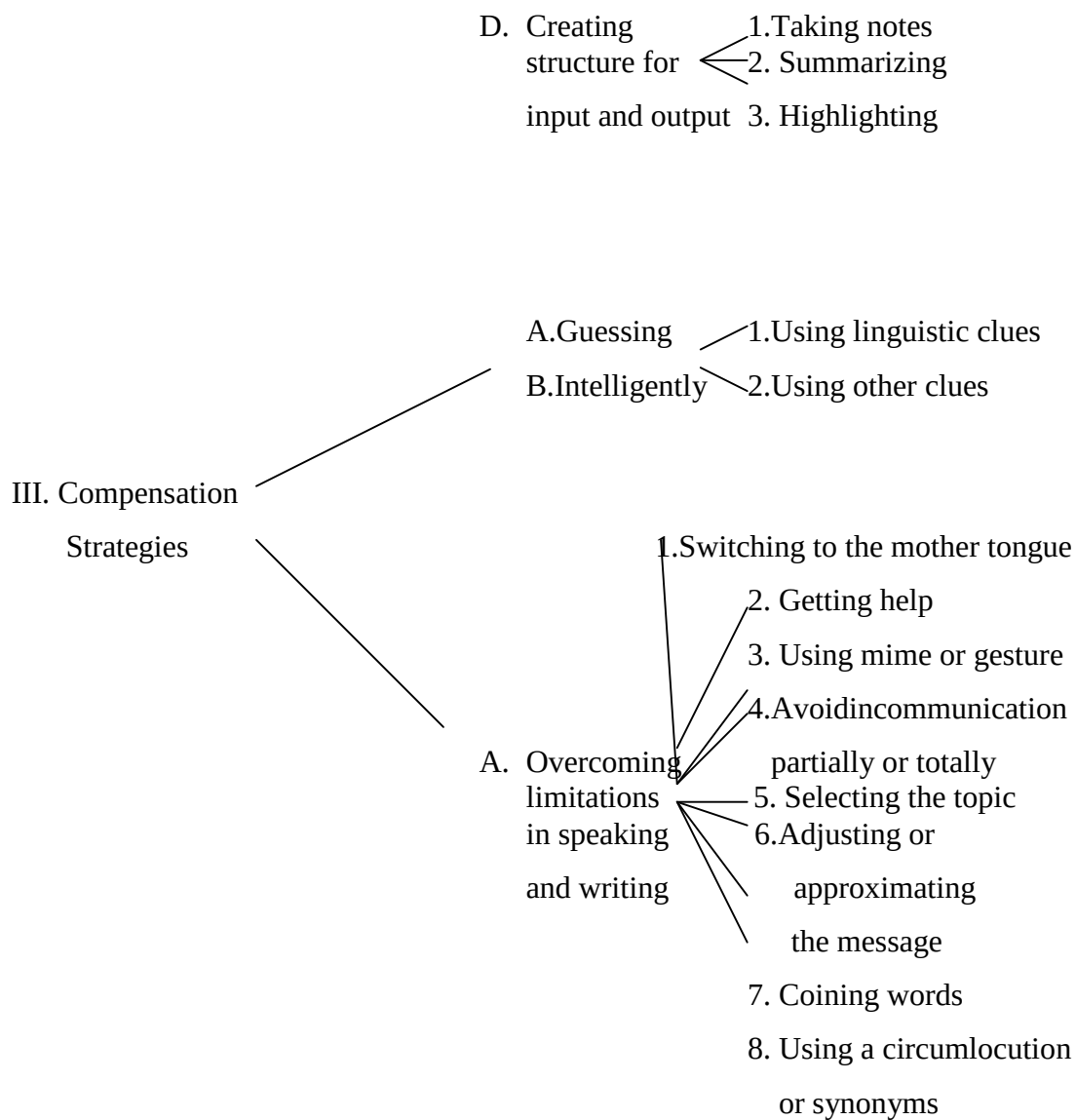
Figure 2.2.2. Interrelations between Direct and Indirect Strategies among the Six Strategy Groups (Oxford, 1990. p.15).

Oxford (1990), explained the interrelations between the direct and indirect strategies and the other subgroups with “an analogy of measure”. Direct strategies are the ‘performer’ at the play and he is dealing with the language. The performer has *memory strategies* for remembering and retrieving new information, *cognitive strategies* for understanding and producing the language and *compensation strategies* for using the language despite knowledge gaps. However the performer needs a close relationship with the director for the best possible outcome. The director is the indirect strategies that are managing the learning. Director has *metacognitive strategies* for coordinating the learning process, *affective strategies* for regulating emotions, and *social strategies* for learning with others. The director serves a host of functions, like focusing, organizing, guiding, checking, correcting, coaching, encouraging and cheering the performer. The functions of both the director and the performer become part of the learner as he or she accepts increased responsibility for learning (Oxford, 1990).

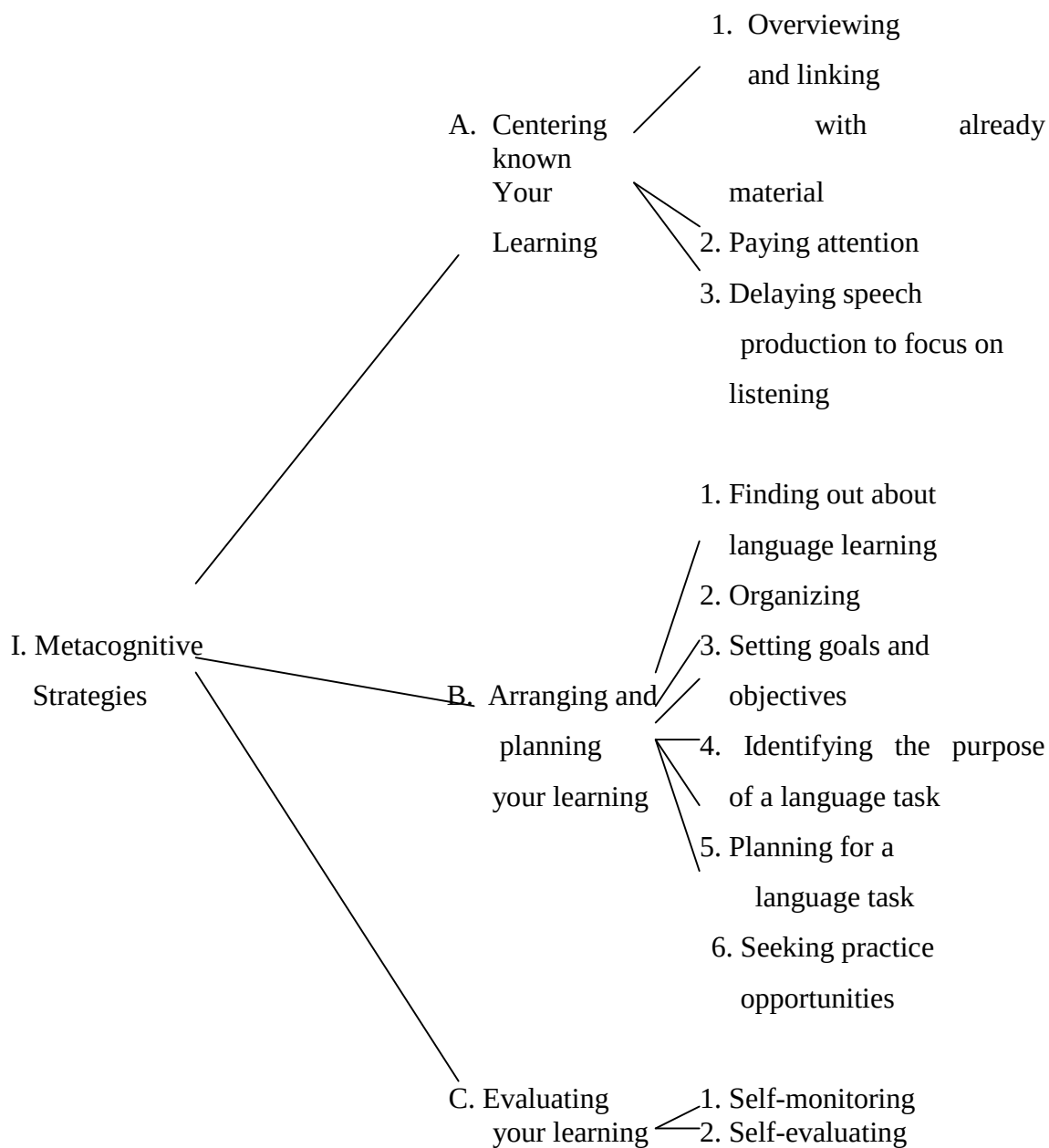
The teacher, allowing and encouraging the students’ taking more responsibility of the students’ own learning process, is like an outsider in the classroom according to this description of the strategy interrelationship. The students, despite the model that had been demonstrated for them before, are like the performers who direct their own plays in the assistance of language learning strategies. Figure 3 below shows the strategy subgroups provided by Oxford.

Direct Strategies





Indirect Strategies



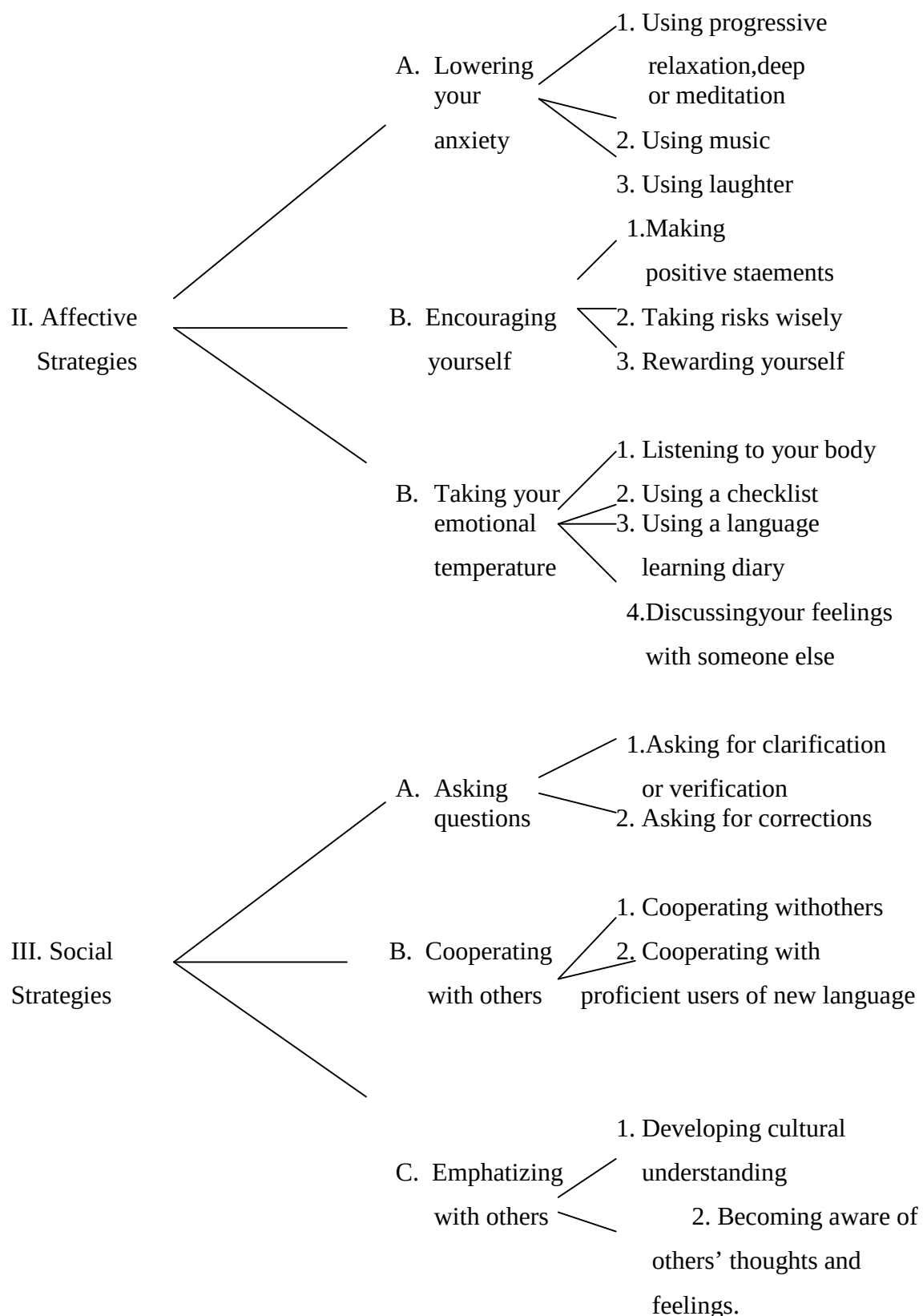


Figure 3. Diagram of Oxford's Strategy Classification System (Oxford, 1990, pp. 17-21)

2.2.3. Language Learning Strategies for Listening and Speaking Skills

The LLS used for improving listening and speaking skills are generally argued in the name of *communication strategies*. Communication Strategies have been presented since the first study of Selinker (1972). He introduced the ‘strategies of second language communication’ first but they were not detailed as in Savignan (1972), who confirmed the importance of coping strategies in communication. Tarone (1980) defined communication strategies as “a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared”, however this definition was criticized as it does not provide any feedback. Faerch and Kasper (1983) present a more clear definition of the communication strategies: when non-native speakers of a target language encounter a problem at the time of communication, because of the lack of linguistic knowledge at either the planning or the execution phase of speech production, they produce a plan to overcome the problem (p.30). Below is a **Table 2.2** including some of the definitions of communication strategies by various researchers.

Table 2.2 Definitions of Communication Strategies (CSs) (Rababah, 2002)

Tarone (1977)	Conscious communication strategies are used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual’s thought (p.195).
Corder (1981, 1983)	they are systematic technique employed by a speaker to express his meaning when faced with some difficulty (pp. 103-16)
Faerch & Kasper (1983a)	Communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (p. 36).
Wagner (1983)	Communication strategies predetermine the verbal planning, they serve the function of adjusting the plan to the situation, i.e. each individual utterance is to be seen as strategic. What is specific for IL users is that plans of action cannot be directly converted into verbal plans, because of gaps in the speaker’s (and hearer’s) linguistic repertoire. The primary function of function of communication strategies in the speech of IL users is to compensate for this deficit (p. 167).

Table 2.2. (Continued)

Stern (1983)	Communication strategies, i.e., techniques of coping with difficulties in communicating in an imperfectly known second language (p. 1983).
Bialystok (1983)	all attempts to manipulate a limited linguistic system in order to promote communication. Should learning result from the exercise, the strategy has also functioned as a learning strategy, but there is no inherent feature of the strategy itself which can determine which of these roles it will serve (pp. 102-103).
Poulisse (1990)	compensatory strategies are strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to his own linguistic shortcomings (p. 88).
Paribakht (1985)	communication strategies (CS) have generally been defined as means that speakers use to solve their communicative problems; (p. 132).
Towel (1987)	the means used by a speaker to overcome a difficulty encountered whilst attempting to communicate in the foreign language (p.97).
Brown (1987)	the conscious employment by verbal or non-verbal mechanisms for communicating an idea when precise linguistic forms are for some reasons not available to the learner at that point in communication (p. 180).

There have been many strategies listed as communication strategies (strategies for listening and speaking skills) in various research studies differing significantly. Although the terminology that describes the strategic behaviour varies a great deal, the corresponding parts of the existing strategies include many similarities across the taxonomies. The following are the communication strategies taxonomies of the different researchers:

Table 2.2.1. Various Taxonomies of Communication Strategies (Dörnyei & Scott, 1997)

Tarone (1977)	Faerch & Kasper (1983b)	Bialystok (1983)	Corder (1983)
AVOIDANCE Topic avoidance Message Abandonment	FORMAL REDUCTION Phonological Morphological Syntactic Lexical	L1 -BASED STRATEGIES Language Switch Foreignizing Transliteration	MESSAGE ADJUSTMENT STRATEGIES Topic avoidance Message abandonment Semantic avoidance Message reduction
PARAPHRASE Approximation Word coinage Circumlocution	FUNCTIONAL REDUCTION Actional reduction Modal reduction Reduction of propositional content Topic avoidance Message abandonment Meaning replacement	L2-BASED STRATEGIES Semantic contiguity Description Word coinage	RESOURCE EXPANSION STRATEGIES Switching Inventing Paraphrasing/circumlocution Paralinguistic devices (gestures) Appeal
CONSCIOUS TRANSFER Literal translation Language Switch	ACHIEVEMENT STRATEGIES <i>Compensatory strategies</i> Code switching Interlingual transfer Inter-/intralingual transfer IL based strategies Generalization Paraphrase Word coinage Restructuring Cooperative strategies Non-linguistic strategies <i>Retrieval strategies</i>	NONLINGUISTIC STRATEGIES	
APPEAL FOR ASSISTANCE			
MIME			

Table 2.2.1 (Continued)

Bialystok (1990)	Nijmegen Group	Poulisse (1993)	Dörnyei & Scott (1995a, 1995b)
ANALYSISBASED STRATEGIES	CONCEPTUAL STRATEGIES Analytic Holistic	SUBSTITUTION STRATEGIES	I) DIRECT STRATEGIES <i>Resource deficit-related strategies</i>
CONTROLBASED STRATEGIES	LINGUISTIC/ CODE STRATEGIES Morphological creativity Transfer	SUBSTITUTION PLUS STRATEGIES	Message abandonment. Message reduction Message replacement Circumlocation Approximation Use of all-purpose words Word-coinage Restructuring Literal translation Foreignizing Code switching Use of similar sounding words Mumbling Omission Retrieval Mime
		RECONCEPTUALIZATION STRATEGIES	<i>Own-performance problemrelated strategies</i> Self-rephrasing Self-repair <i>Other-performance problemrelated strategies</i> Other-repair II) INTERACTIONAL STRATEGIES <i>Resource deficit-related strategies</i> Appeals for help <i>Own-performance problemrelated strategies</i> Comprehension check Own-accuracy check <i>Other-performance problemrelated strategies</i> Asking for repetition Asking for clarification Asking for confirmation Guessing

			Expressing nonunderstanding Interpretive summary Responses III) INDIRECT STRATEGIES <i>Processing time pressure- related strategies</i> Use of fillers Repetitions <i>Own-performance problemrelated strategies</i> Verbal strategy markers <i>Other-performance problemrelated strategies</i> Feigning understanding
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As this particular study is mainly in correlation with the Oxford's language learning strategies, Oxford's taxonomy of learning strategies that are useful and effective in listening and speaking skills was taught to participants.

2.3. Factors Affecting Communication Skills in Foreign Language

Listening is a crucial part in the competent language performance of ESL learners, disregarding whether they are communicating at school, at work, or in the community. Through a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing (Rivers, 1981). However, listening remains one of the least understood processes in language learning despite the critical role it plays both in communication and in language acquisition (Morley, 1991). As language teaching has moved toward comprehension-based approaches, listening to learn and learning to listen have become an important element in the ESL classroom (Lund, 1990).

Listening is a challenging process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message (Brown & Yule, 1983).

The Listener

Listener's comprehension is mainly increased by interest in the topic; sometimes uninterested topic decreases the interest though. An active participant in a conversation generally has more background knowledge to facilitate understanding of the topic, Pays attention to main topic and refrains from side conversations, shows that he is listening by providing feedback and responds appropriately. Further, the ability to use negotiation skills, such as asking for clarification, repetition, or definition of points not understood; enable a listener to make sense of the incoming information. The listener of a foreign language should be assisted with the suitable listening strategies to comprehend better in language.

The Speaker

A speaker's rank of utterance may be too fast, too slow, or have too many hesitations for a listener to follow. Familiarity of a speaker's corrections, use of rephrasing, colloquial language or reduced forms can assist the listener. Listeners need practice in recognizing these communication habits as clues to convey meaning.

Content

Content that is familiar is easier to comprehend than content with unfamiliar vocabulary or for which the listener has insufficient background knowledge (Dozer, 1997).

Visual Support

Visual support, such as video, pictures, diagrams, gestures, body language...etc; can increase comprehension if the learner is able to correctly interpret it.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13); it is also an important part of second language learning and teaching. In spite of its importance, teaching speaking hasn't been valued and language teachers have continued to teach speaking just as a "repetition of drills or memorization of dialogues" (Kayı, 2006). However, instead of leading students to memorization and repetition, supporting real life situations providing meaningful communication takes place should be the teachers' focus in teaching speaking.

There are many aspects and factors effecting speaking such as; age, aural medium (speaking feeds on listening, which precedes it), and socio cultural factors and the most important is affective factors as Shumin (1997) confirms. Speaking in a foreign language in front of others gives huge anxiety thus there may be times of EFL learners when they become tongue-tied because of the discouragement and feeling of failure in front of others. Another factor affecting EFL learners' development of speaking abilities is the learners' opportunity to interact in the language with peers or native speakers who can help learners develop their second language speaking proficiency.

Besides above the most influential factor affecting EFL learners' development of listening and speaking abilities is *strategy training* for listening and speaking which is the main concern of this study.

2.3.1. Strategy Training For the Improvisation of Communication Skills

Today's world demands that the aim of teaching listening and speaking in foreign language should improve students' communicative skills, since, only in that way, students can express themselves and learn how to pursue the social and cultural habits appropriate in each personal communication.

Learners' communicative skills can be developed by the help of developing strategies for listening and speaking (e.g., Cohen, Weaver, & Li, 1998; Dörnyei, 1995). In order to teach second language learners how to listen and speak in the best way, some learning strategies related to listening and speaking skills can be applied to EFL

classrooms. Strategic competence in communication in this sense was introduced by Atik (2006) as use of verbal and non-verbal tools compensating for communication breaks because of inadequate communication or language use variables. Strategy training is a learner-centered approach directing learners to their language learning and use strategies. Strategies-based instruction is a kind of language teaching, that teacher can explicitly combine strategy training activities with everyday classroom language instruction. (Cohen & Dörnyei, 2002; Oxford, 2001).

According to Cohen (1996) teaching strategies to language learners assist them in becoming more aware of their learning process as the effective ways of facilitating their own comprehension and target language production, besides, the learners will furnish the ways in which they can foster their learning after leaving the classroom. This leads learners becoming more autonomous in learning. In this sense, Cohen (1996) lists two major components in strategy based instruction;

- 1) Students are explicitly taught how, when and why strategies can be used to facilitate language learning and language use tasks.
- 2) Strategies are interconnected into everyday classroom materials and language tasks.

Cohen (2003) listed the goals of strategy training as well;

- Self-diagnose their strengths and weaknesses in language learning
- Become aware of what helps them to learn the target language most efficiently
- Develop a broad range of problem-solving skills
- Experiment with familiar and unfamiliar learning strategies
- Make decisions about how to approach a language task
- Monitor and self-evaluate their performance
- Transfer successful strategies to new learning contexts (p.1)

However, there are many methods on conducting strategy training to raise awareness in strategy use but any of them is empirically determined method for strategy training. Below is a table showing three different strategy training methods.

Table 2.3.1. Strategy Training Methods

	Pearson and Dole (1987)	Oxford et al. (1990)	Chamot and O'Malley (1994)
1	Initial modeling of the strategy by the teacher, with direct explanation of the strategy's use and importance	explicit strategy awareness	<i>Planning.</i> Students plan ways to approach a learning task.
2	Guided practice with the strategy	discussion of the benefits of strategy use	<i>Monitoring.</i> Students self-monitor their performance by paying attention to their strategy use and checking comprehension
3	Consolidation, where teachers help students identify the strategy and decide when it might be used	functional and contextualized practice with the strategies	<i>Problem Solving.</i> Students find solutions to problems they encounter
4	Independent practice with the strategy	self-evaluation and monitoring of language performance	<i>Evaluation.</i> Students learn to evaluate the effectiveness of a given strategy after it has been applied to a learning task
5	Application of the strategy to new tasks	suggestions for or demonstrations of the transferability of the strategies to new tasks	

Table 2.3.1.2. Strategy Training Steps and Role of the Teacher

	Grenfell and Harris (1999)	Cohen (1998)
1.	Awareness raising	<i>Teacher as diagnostician</i> ; makes the learner more aware of current learning strategies, heightens awareness of how they learn best.
		<i>Teacher as language learner (a)</i> ; puts self in role of learner in order to better understand learners' problems and needs.
2.	Modeling	<i>Teacher as language learner (b)</i> ; shares experience of being an "expert language learner," externalizes thinking process to show how a strategy works.
3.	General practice	<i>Teacher as learner trainer</i> ; trains learners in the use of strategies.
	Action planning	<i>Teacher as co-coordinator</i> ; oversees individual's study program, areas causing problems.
	Further practice and fading out the reminders	
4.	Evaluation	<i>Teacher as coach</i> ; provides guidance on an on-going basis eg conferencing about aspects of oral or written work, responding to comments in learners' diaries.

2.3.2. Components of Strategies-Based Instruction

Strategy based instruction is the name of the learner focused language teaching that combines the styles and strategy training activities with classroom language instruction (see Oxford, 2001; Cohen & Dörnyei, 2002). In the strategies based instruction students should have the opportunity to understand not only what they can learn in the language classroom, but also how they can learn the language they are studying more effectively and efficiently according to Cohen. Strategy-based instruction according to Cohen includes some components as follows,

Strategy Preparation; in this stage, the aim is to assess whether the learners are aware of the strategies. When it comes to strategy use, the learners are not blank slates any more since they most likely have developed some strategies. The thing is that they may not use them systematically, and they may not use them well.

Strategy awareness-raising; in this stage, the goal is to alerting learners on the presence of strategies they might never have thought about or may have thought about but had never used. The instruction tasks are explicitly used to raise the students' general awareness about: the learning process, their learning preferences or general approaches to learning, the strategies that they already employ, the amount of responsibility that they take for their learning, approaches that can be used on evaluating the students' strategy use. Awareness-raising activities are by definition always explicit in their treatment of strategies.

Strategy Training; in this stage, learners are explicitly taught how, when, and why to use certain strategies. In a strategy-training situation, the teachers should describe, model, and give examples of potentially useful strategies moreover they should add samples from students based on the students' own learning experiences; they lead small-group or whole-class discussions about strategies and they can encourage their students to experiment with a broad range of strategies.

Strategy practice; in that stage learners experience a broad range of strategies. Students' knowledge about a strategy is assumed to be insufficient so that they should try the strategies on lots of various tasks. In those activities explicit instructions about

the strategies are made to complete the task; firstly planning the particular strategies for their activity and then focusing on the strategies at the time of strategy use. At the end they evaluate the effectiveness of the strategies.

Personalization of strategies; as the title suggests this phase is the personalization of what they have learned about these strategies, evaluation of how they are using the strategies and transfer of these strategies to other contexts have been emphasized. The teachers should integrate strategies into everyday class materials and are both explicitly and implicitly embedded into the language tasks to provide for contextualized strategy practice. Teachers may:

- ✓ Start with the established course materials and then determine which strategies might be inserted,
- ✓ Start with a set of strategies that they wish to focus on and design activities around them, or insert strategies spontaneously into the lessons whenever it seems appropriate (www.carla.umn.edu).

Figure 2.3.2 shows the responsibilities of the students and teachers during the strategy instruction.

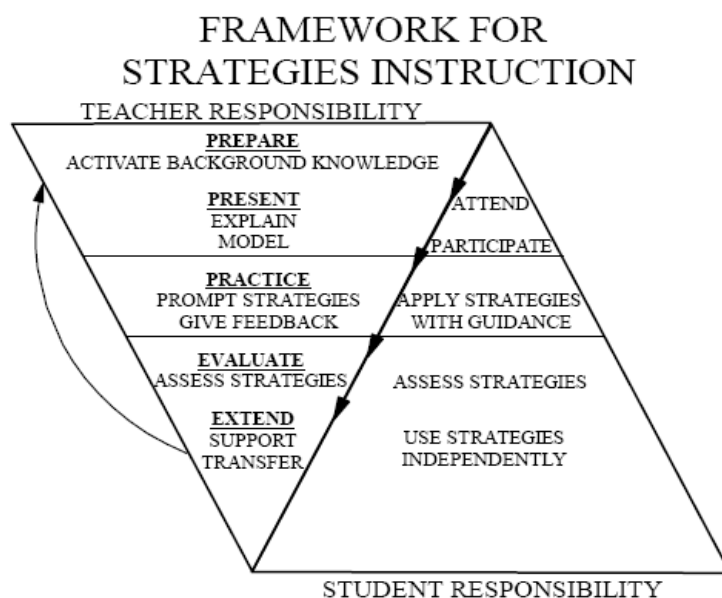


Figure 2.3.2. Framework for strategies instruction. National Capital Language Resource Center (1996).

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter presents the nature of the research, the selection of the participants, the instruments, the data collection procedure, the method of data analysis and the research procedure. The basic interest of this study is to seek whether the communication skills can be improved through the learning strategies instructed explicitly as a separate lesson, to young learners at a state primary school. This study was conducted during 4 months in the second semester of the academic year to find answers to the research questions.

3.2. Research Design

This study was designed as a case study aiming to promote the communication skills of 28 6th grade students 10 of whom were the group case of the study. It aimed to examine the effects of the explicit strategy training on EFL young learners' listening and speaking skills in terms of their communicative competence. Both qualitative and quantitative research methods were used. As the participants were shy and unwilling to talk about their learning process, *pre-and post questionnaires*, *language learning diaries*, *mini papers (one minute papers)* and *Verbal Report Protocols* (semi formal interviews) were chosen as data collection tools.

3.3. The Participants

The participants of this study were 6th grade students who were attending a state primary school. They were randomly selected by the researcher among the 6th grades she was teaching English as a foreign language for 18 months (three semesters). At the initial stage of the study, there were 28 students 10 of whom were excluded due to non and irregular attendance. Among the 28, 10 volunteer students were involved to the case study. A convenience sampling method was used in this particular study as convenience sampling method provides the most useful information. In convenience sampling as Simon (2002) mentions, the participants are selected, in parts or as whole,

at the researcher's convenient access to the participants. This method concludes a more homogeneous population than the other sampling methods and each of the participants are alike in terms of their readiness levels.

The participants in this study had been in the same class for 6 years and taking English lessons for four hours a week during two semesters. Almost all of them belong to mid socio-economic and cultural level.

3.4. Instrumentation

In this study four types of instruments were used in order to collect data. The instruments were conducted in native language (Turkish) to get more understandable feedback from the participants.

1. *Language Learning Strategy Questionnaire*: "Young Learners' Language Strategy Use Survey" was conducted to students as it was first designed by Cohen and Oxford (2002). Out of all the strategies the ones related to listening and speaking were given to students. This questionnaire was administered to the students both before and after the strategy training process.
2. *Learning strategy diary*: It was conducted to all students attending the course, they were asked to write their feeling on the course each day, as keeping a learning diary is a kind of learning strategy.
3. *Mini papers (One Minute Papers)*: Participants were asked to write down what they got out of the given day's strategy.
4. *Verbal Report Protocols*: They were conducted soon after the participants finished filling out the post test.

3.4.1. Language Learning Strategy Questionnaire

On every learning environment, teachers can not find out which strategies are used by the learners without asking them as Chamot (2004) proposes, since the strategy use is a mental process, and no one can observe this process. Here Grenfell and Harris (1990) state that "it is not easy to get inside the 'black box' of the human brain and find

out what is going on there. We work with what we can get, which, despite the limitations, provides food for thought (p. 54).

Questionnaires are the mostly utilized method on identifying the learner's learning strategies. The limitation of this method is sometimes, learners may maintain they use/apply the strategies; in fact they don't or maintain they do not apply, since they are not aware of the name of that strategy they use. A questionnaire is also used to draw out information about the situation and behavior of the participants by acting clear questions. It investigates respondents' experiences on a specific topic (Ekmekçi, 1999). They are *cost-friendly*, quick and easy to conduct, and students don't get stressed on the application process. Unfortunately, questionnaires are not open ended questions to describe the strategies in detail. As a result, questionnaires should be supported by the instruments as mini papers and learning diaries.

In this study 'Young Learners Language Strategy Use Survey by Cohen and Oxford (2002), was used to describe the learning characteristics/strategies of participants (see appendix A). Participants first fully told that they would not get any marks for their answers as it was not an exam. This was absolutely needed as the students got stressed and tried to answer all questions 'yes'. The original questionnaire was in English but it was conducted in Turkish (teacher wrote the Turkish of the strategies) as the other tools of this study.

3.4.2. Language Learning Strategy Diary

As it is condemned above, diaries are much supported instruments describing the learning and strategy acquiring process. Diaries are one of the 'documents of life', that is a 'self-revealing record that intentionally or unintentionally yields information regarding the structure, dynamics and functioning of the author's mental life' (Allport, 1943, 11). Here it can be added that diaries give more information on the participants' daily lives in terms of their situations, attitudes about their lives and some other aspects as Corti (1993) asserts.

Diaries can be used to obtain a greater data about the learning process, learning strategies and so on as they are just written on time experienced. It is something like

you observe the participant. As Rubin (2003) points out, writing learning diaries with aim may assist students on developing ‘metacognitive awareness’ of their own strategy learning processes. Diary studies as Leung (2002) confirms, cannot make claims for generalizations, however they provide valuable insights regarding various aspects of language learning which include learners’ anxiety, learning strategies, impact of classroom interaction, conversational interaction, proficiency thresholds, self-study, vocabulary development, and pragmatics etc.

Diary studies are important tools in language research as they provide the participants’ interpretation their learning experiences and processes which may be "hidden" or "inaccessible" through observation from investigators (Bailey & Ochsner, 1983, p. 189). According to Bailey (1990), a diary study "is a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events" (p. 215). In this study participants were asked to write down what they had learnt day by day, including their feelings, ideas and suggestions about the strategy training procedure (see appendix F). They were allowed to write in Turkish to get them more motivated on writing their diaries.

3.4.3. Mini Papers (One Minute Paper)

“One Minute Paper” is exactly its title – a one minute paper that can be conducted at the end of any class given an important presentation or course. This strategy was introduced by a Physics professor at the University of California, Berkeley (cited in Davis, Wood, & Wilson, 1983), then popularized by Cross and Angelo (1988) as one of a wide variety of quick “classroom assessment techniques” (CATs) that are designed to provide instructors with anonymous feedback on what students are learning in class. This quick technique helps the instructor find out what students have gotten out of a given day's class, and works well with both large and small classes. According to Brum (2001) learners could be employed with the questions below, to guide them on writing their mini papers:

- What was the most important (significant, crucial) thing you learned in today’s class?

- . What question(s) do you have about the material covered in today's class?
- . What was the muddiest point in today's lecture?
- . How can I help you learn the concept that is giving you the most trouble?
- . Write two quiz questions about the material covered today.
- . List the key concepts from today's class.
- . What question did I ask students today that helped you the most? The least?
- . What examples did I use today that helped you the most? The least?
- . What is the main application of the material we discussed today?
- . What did you learn today that you will use or apply after graduating?

Additionally, the one minute papers give formative feedback on what the students have *not* understood, so that the teacher can revise and clarify the subjects as required. In this way both the learners and the teachers gain profit, learners revise their learning where as the teachers revise their teaching according to the feedbacks. The advantages and disadvantages of one minute papers are as tabled below.

Table 3.4.3. Advantages and Disadvantages of One Minute Paper
adapted from Zeilik (n.d.)

<i>Advantages of One Minute Papers</i>	<i>Disadvantages of One Minute Papers</i>
• Takes limited class time and little preparation time; analysis can be done quickly • Simple, direct, and versatile; useable in any class at any level • Demands that students reflect upon their learning and listen actively • Provides focused formative feedback • Low tech and low cost	• You must acknowledge students feedback, that you value their comments, promptly in the next class, even if you do not implement any specific change • Students may confuse minor details with major themes • Results from the first few minute papers may be unfocused and low in useful information

In this particular study participants were asked to take one minute to write a *non-graded* response to key questions, with the aim of;

- ✓ assessing student learning at the end of a day's lesson,
- ✓ gaining less as content-centered, but more student-centered reflections on participants' own learning,
- ✓ building teacher-student report

Besides, participants weren't always asked to write everything at the end of classes to get minute papers anonymously but were given other times during the class as well (see Appendix)

3.4.4. Verbal Report Protocols

The posttest data collection also included an extra feature for the subsample of the participants. These subjects were asked to give their reasons for the frequency-of-use ratings after the strategy training that they had assigned to each strategy on the post test by providing a verbal report while completing the post test. This involved semi formal interviews on their thoughts while they were filling out each of the Post Strategy Questionnaire Item. The subjects were not given a demonstration of how to provide verbal report data while performing the post test tasks. This consisted of a sample of a respondent performing verbal report as he / she completed the post test and an opportunity for the subjects to ask questions about the verbal report procedure. Removing the audio recorder on the semi formal interviews encouraged participants on giving opinions about their strategy learning process.

3.5. Data Collection

The data collection procedure was started at the beginning of the second semester of the education year. Before the strategy training, participants were asked to take the learning strategies questionnaire with the aim of determining which strategies the participants were aware and which of them they utilize on their communication skills.

At the pre-questionnaire, the participants were waited to determine some goals on listening and speaking English better, and give them idea about what they could do to be better on communication skills. The questions at the questionnaire were taken from "Young Learners' Language Strategy Use Survey" (Cohen and Oxford, 2002).

After the strategy training finished, participants were given the same questionnaire to understand how they improved their strategy use levels.

Throughout the strategy training (one semester) the participants were asked to keep a language learning strategy diary. They were supposed to write after each course. The results of the diaries and the questionnaires supported each other at the end of the research on determining if there was any difference between the pre and post levels of the students. Mini papers were used as evaluating materials at the very end of each lesson. Participants were soon asked to write about their feelings and opinions on the strategies they just learnt. Verbal Report Protocols were the semi formal interviews done with the participants after the strategy training finished, talking about their progress in strategy use.

The utilization of the mixed type research methods, the blended style of quantitative and qualitative data, maintained better and clearer clues about the research process. According to Chang (1999, cited in Atik, 2006), studies combining quantitative and qualitative methods provide information of the actual situation and might offer great validity. Thus, four data collection tools were used to obtain data, the learning strategy questionnaire, learning strategy diary, mini papers and semi formal interviews.

The data for this study were obtained from these sources,

1) *Language Learning Strategy Questionnaire*: This questionnaire was administered before and after the strategy training. The aim of using this tool was to answer below:

- a) Does explicit strategy training in strategies for communication skill have an effect on learners' awareness of the speaking strategies?
- b) Which speaking strategies do learners use after the strategy training process?

2) *Learning strategy diary*: Asking students to write diaries for this study aimed to get some subjective data from them to induce their preferences on strategy use. Researcher wanted to answer:

- a) What are the learners' perspectives for strategy use?
- b) Which strategies do learners use after the strategy training process?

3) *Mini Papers (One Minute Papers)*: Participants were asked to write down mini to gain data from them to induce their strategy acquiring level after strategy training. Researcher aimed to answer:

- a) What are the learners' perspectives for strategy use?

4) *Verbal Report Protocols*: Participants were informally interviewed on their reflections to the post test to rely on their answers.

3.5.1. Procedure

With the aim of improving participants' communication skills, a short term strategy training model was applied as a separate course for one semester. The participants of the study received strategy training for two or three hours a week. This strategy training was presented to students in a lesson plan with the stages in CALLA (Cognitive Academic Language Learning Approach) (Chamot and O'Malley1994.). The lesson plans were prepared by the researcher and checked by the two colleagues who were also MA students.

Researcher had the aim of infusing the listening and speaking strategies in to the lesson plan adding tasks for students to utilize strategies. In every strategy training hour, the aim, content and the Communication strategies were determined in advance. The strategy training was not concurring as a task based learning but included the tasks that require the use of strategies. At the beginning of the strategy training courses, the "Young Learners' Language Strategy Use Survey" by Cohen and Oxford (2002) was conducted to the students to gather descriptive data on the students' awareness of the speaking and listening strategies. Of the all learning strategies, those related to listening and speaking were chosen and administered on the questionnaire. Aiming the success of this study, strategy training was planned lesson by lesson, consisting of the goals below;

- After one semester of strategy training participants would be aware of listening and speaking strategies that were developed by Oxford (1990).
- After one semester of strategy training participants would improve their communication skills.
- After one semester of strategy training participants would have a habit of keeping learning diaries.

3.5.2. Stages of Strategy Training

For the last decades, Chamot and O'Malley's model of Strategies Instruction has been elaborated both in the USA and in the Europe. Table 3.5.2 shows the comparison of the stages of their model with Oxford's (1990) study and that presented in Chamot, Barnhardt et al.'s (1999) handbook. Despite almost all of the research has been carried out with adult learners of English, Grenfell and Harris (1999) and Macaro (2001) have adapted the model to the teaching of French or Spanish to secondary school pupils (11-18 years). As is can be seen clearly from Table 3.5.2, the stages of the Strategy Instruction are similar to each other.

Out of the language learning strategies developed by Oxford (1990), the communication (listening and speaking) strategies were introduced to the participants for the second semester of the education year, as a separate strategy training hour. The strategy training lessons were planned according to the CALLA as mentioned in the previous studies of Bedir (...); preparation, presentation, practice, evaluation and expansion.

Preparation stage: At this stage of strategy training, the classroom environment was set as learner centered. As Chamot (et al, 1999) suggests, the learner centered classroom was initiated by the teacher –here researcher- and accepted by the participants. To build this learner centered environment, participants were administered the, student teacher contract, language reflections and goal setting, and the listening and speaking strategy questionnaire (just before and after the study).

Table 3.5.2. Comparison of Strategy Training Steps (Herris, 2003)

	O'Malley and Chamot (1990)	Oxford (1990)	Chamot, et al. (1999)	Grenfell and Harris (1999)
1	Students identify their current learning strategies	Learners do a task without any strategy training. They discuss how they did it and the teacher asks them to reflect on how their strategies may have facilitated their learning	<i>Preparation</i>	<i>Awareness raising.</i> Learners do a task “cold”. They brainstorm the strategies used. Class shares strategies that work for them
2	Teacher explains additional strategies	Teacher demonstrates other helpful strategies, stressing the potential benefits	<i>Presentatio n</i>	<i>Modeling.</i> Teacher demonstrates new strategies, emphasizes their value and draws up a checklist of strategies for subsequent use
3	Teacher provides opportunities for practice	Learners are provided with opportunities to practice the new strategies Learners are shown how the strategies can be transferred to other tasks Learners are provided with further tasks and asked to make choices about which strategies they will use	<i>Practice and Expansion</i>	<i>General practice</i> Learners are given a range of tasks to deploy new strategies <i>Action planning</i> Learners are guided to select strategies that will help them address their particular difficulties <i>Further practice and fading out of reminders</i> to use strategies
5	Teacher assists learners in evaluating their success with the new strategies	Teacher helps learners to understand the success of their strategy use and assess their progress towards more self-directed learning	<i>Evaluation</i>	<i>Evaluation</i> Teacher guides learners to evaluate progress and strategy use and to set selves new goals.

Initially participants were asked to write down how a good teacher and good learner should be. The most selected ones were written on the board and participants started to talk about the characteristics of the good teacher and learner. Soon, the classroom contract between students and the teacher was approved, promising to live up the characteristics. Classroom contracts in this sense, was successful as the participants set their own learning responsibilities in advance. Setting the learning responsibilities together with the participants, shares the responsibility of the learning process. This means a student is taking responsibility of his not doing homework or not listening to teacher. Shared responsibility in the classroom would develop learners' awareness of the classroom requirements from the beginning as Chamot (et al, 1999) proposes.

Lastly at this stage, participants were administered the listening and speaking strategies questionnaire based on Cohen and Oxford's "Young Learners' Language Strategy Use Survey". This questionnaire was utilized to describe the participants' current strategies. Identification of the existing strategies of the participants assisted researcher on deciding which strategy or strategies to adjust.

Presentation Stage: At this stage of strategy training, language learning strategies (the related ones to speaking and listening) were explicitly named, explained how to use, told when to use, modeled, and explained their importance as suggested by NCLRC (National Capital Language Resource Center). According to the outcomes of the questionnaires and analysis of the conducted tools at preparation stage, at this phase researcher decided the strategies she was going to train beginning from simplest and the mostly needed ones.

The strategy training lesson plans were adjusted consisting of the decided strategies for each training hour, each week, together with the related activities and tasks. The flow of a strategy training lesson was like below;

The researcher, started with the activity according to the strategy she was going to instruct. She modeled the strategy in this activity explicitly and showed the basic principles of using that strategy and what would happen if she could not use the strategy. Young learners, as Curtis and Carter (2008) suggest, need "initial couching" to explore the use of strategies at first.

After modeling the use of strategy and exemplifying it more, researcher named explicitly the strategy and wrote it on the board, with its principles. Once the strategies were offered explicitly, teacher could observe the utilization process of the strategies.

Knowing the strategy names are crucial for the learners on evaluating their strategies and on deciding which strategy to use on a task as Chamot (et al, 1999) suggests. Naming the strategy explicitly will raise the learners' metacognitive intelligence. After writing the strategy name on the board, researcher emphasized and analyzed the essence of the strategy and when to use the strategy again together with other examples. Then researcher gave a turn to participants to share their own strategy use experience.

Practice Stage: At this stage of strategy training, the participants were given tasks that could be completed with the strategy instructed. These tasks were prepared in coordinate with the first sample task researcher carried out with the strategy. Participants were encouraged, coached, given clues and formative feedbacks at this stage.

Evaluation Stage: At this stage of strategy training, the participants were asked to think about the strategies they used and compare their listening and speaking abilities before and after the strategy training. They were also asked to discuss the techniques with peers. After the discussions for a few minutes, participants were asked to write mini papers reflecting their very thoughts and feelings about the strategy the strength or weaknesses of the strategy. These mini papers helped the participants on writing their diaries at home. This kind of recording and reflecting on their learning process assisted participants monitoring their learning process, strengths and weaknesses at listening and speaking and their absent skills to be covered.

Expansion Stage: At this stage of strategy training, participants were observed through their frequency of strategy use, via other courses at school. The instructional model of the strategy training was completed with the expansion stage. The participants and the teachers of other courses at the school were informally interviewed regularly about how they were transferring their newly learnt strategies to other courses. Besides,

participants were often given positive feedbacks when they talked about their strategy use experiences.

3.6. Data Analysis

The results of the data obtained through the pre and post strategy use questionnaires were analyzed using SPSS 13 (Statistical Package for the Social Sciences) 2 *Related Samples* test analysis program. On the other hand the data obtained from the verbal report protocols (interview) were analyzed accordingly to the post questionnaire responses of the participants. Continually language learning strategy diaries and one minute papers (mini papers) of participants were examined in order to present the learners' perspectives about the use of listening and speaking strategies and their preferences in strategy choice.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

This chapter of the study presents the findings obtained from the questionnaires, language learning diaries, and mini papers.

4.1. Introduction

This case study aims to find out whether there have been any development in young learners' communication skills through language learning strategies. Taking this in mind, lesson plans were prepared to teach learning strategies as a separate lesson, meeting twice a week after school hours. In order to gather the data, participants were given a pre-questionnaire before starting the strategy teaching lessons and a post test after the last strategy lesson. To support the data of the questionnaires, language learning diaries and the mini papers were analyzed.

4.2. Results of the Language Learning Strategy Questionnaire

Through the Pre- and Post-speaking strategy questionnaires, the participants' awareness of the speaking strategies before and after training was determined. In order to investigate whether there would be any significant differences in students' strategy usage, and to compare the Pre- and Post-speaking strategy questionnaire results, *SPSS-2 Related Samples* test analysis program was used. The results are in Table 4.2.1, Table 4.2.2.1, Table 4.2.2.2 presenting the frequency, percentage, and the significance value (p value) of the each strategy usage.

The comparison of the strategy awareness and usage in Pre- and Post questionnaires was presented with the 'p', significance value. The significant value of each speaking strategy use was taken into consideration by showing the statistical changes. If the statistical value was $\leq .005$ probability level, they were accepted as statistically significant.

4.2.1. The Awareness of the Participants

Table 4.2.1 below shows the frequency and percentage of the awareness levels of the participants about the listening and speaking strategies before the strategy training. The percentages ≥ 70 were taken ‘aware’ of the strategies.

As seen in Table 4.2.1, the students before study were unaware of a substantial number of strategies. However, there are such strategies they seemed to be aware as *items 4, 5, 7, 17, 27, 37*.

Items 4 (*I listen to the language if I am in a restaurant or see movies in the language*) and 5 (*If I hear people speaking the language, I listen*) were related to the subgroup in the questionnaire: *What I do to listen more*. When they were interviewed, the participants pointed out that they were willing to listen and communicate in the foreign language wherever they face to, and culturally they had tendency to speak to tourists and show hospitality.

Item 7 (*I try to remember unfamiliar sounds I hear*) was related to the subgroup *what I do to understand sounds*. The participants said they were paying attention to some sounds not to be mistaken. One of them mentioned that their teacher of Turkish said them to be very careful about the sounds as they may lead students to misunderstanding. Surprisingly these seven participants were aware of the slip of the ear.

Item 17 (*I guess the meaning from how the person moves or stands*) was associated with the subgroup *what I do if I still don't understand what someone says*. This strategy is directly related to understanding the body language. At this item, the three participants saying *No* were also asked why they didn't use then they responded that they couldn't understand anything from the people's gestures even when speaking native language (Turkish).

Item 27 (*I make the sounds of the language until I can say them well*) and item 29 (*I say new expressions over to myself*) were in the subgroup *what I do to practice speaking*. Asking students about the strategies they were almost aware, participants

mentioned that their teacher of English tasked them repeat the sound of the language until they say the nearest native-like sounds.

Item 37 (*I use words from my own language*) was another strategy the participants almost were aware of relating the subgroup *when I can't think of a word or phrase I want to say*. This item was one of the strategies taught by the teacher in the regular English lessons of the participants.

Table 4.2.1 Participants' Awareness of the Listening and Speaking Strategies

ITEMS	Yes		No	
	f %		f %	
1. I listen to the radio in the language	0	0	10	100
2. I watch TV shows in the language.	6	60	4	40
3. I go to movies that use the language	0	0	10	100
4. I listen to the language if I am in a restaurant or see movies in the language.	10	100	0	0
5. If I hear people speaking the language, I listen.	7	70	3	30
6. I find sounds that are like sounds in English.	4	40	6	60
7. I try to remember unfamiliar sounds I hear.	7	70	3	30
8. I ask the person to repeat the new sound.	6	60	4	40
9. I listen to the rise and fall of sounds.	4	40	6	60
10. I listen for the important words.	3	30	7	70
11. I listen for what seems interesting.	6	60	4	40
12. I listen for words that are repeated.	5	50	5	50
13. I ask the person to repeat.	5	50	5	50
14. I ask the person to slow down.	4	40	6	60
15. I ask a question.	6	60	4	40
16. I guess the meaning from speakers tone.	5	50	5	50
17. I guess the meaning from how the person moves or stands.	7	70	3	30
18. I guess the meaning from what I heard before.	2	20	8	80
27. I make the sounds of the language until I can say them well	8	80	2	20
28. I imitate the way native speakers talk.	2	20	8	80
29. I say new expressions over to myself.	7	70	3	30

Table 4.2.1. (Continued)

30. I practice using new grammar forms when I talk	1	10	9	90
31. I start conversations.	6	60	4	40
32. I change the subject if I don't have the words I need.	5	50	5	50
33. I plan what I am going to say.	6	60	4	40
34. I ask the other person to correct me when I talk.	3	30	7	70
35. I ask the person to help me.	5	50	5	50
36. I try to say it in a different way.	5	50	5	50
37. I use words from my own language.	7	70	3	30
38. I use words from my own language but say them with sounds from the new language.	5	50	5	50
39. I move my hands or body so the person will understand me.	3	30	7	70

4.2.2. The Differences between Pre and Post Strategy Use Questionnaires

The responds obtained by the language learning strategy use questionnaire were analyzed and examined in terms of *Listening Strategies* and *Speaking Strategies* under some strategy subgroups by Cohen and Oxford (2002) as

- ✓ What I do to listen more: items 1, 2, 3, 4, 5
- ✓ What I do to understand sounds: items 6, 7, 8, 9
- ✓ What I do to understand what I hear: items 10, 11, 12
- ✓ What I do if I still don't understand what someone says: items 13, 14, 15, 16, 17, 18
- ✓ *What I do to practice speaking: items 27, 28, 29, 30*
- ✓ *What I do to talk with other people: items 31, 32, 33, 34*
- ✓ *What I do when I can't think of a word or phrase I want to say: items 35, 36, 37, 38, 39.*

The results of the Pre- and Post-questionnaires implied that the participants' awareness of the listening strategies was very low at the beginning of the semester, but there seemed to be an increase in the awareness of the learners at the end of the semester. This change in awareness of the learners in both groups was reflected in the frequency and the percentage of this strategy shown in Table 4.2.2.1. and Table 4.2.2.2.

4.2.2.1. Analysis of Listening Strategies

Table 4.2.2.1 below shows the statistical difference between the pre and post listening strategy questionnaire conducted before and after the strategy training. The 'p' value indicates the meaningful and significant difference. If the statistical p value was ≤ 0.05 probability level, the pre and post items were accepted as statistically significant.

Table 4.2.2.1. Analysis of Listening Strategies

ITEMS	PRE TEST		POST TEST		P VALUE
	Yes	No	Yes	No	
1. I listen to the radio in the language.	0	10	4	6	0.046*
2. I watch TV shows in the language.	6	4	5	5	0.317
3. I go to movies that use the language	0	10	1	9	0.317
4. I listen to the language if I am in a restaurant or see movies in the language.	10	0	9	1	0.317
5. If I hear people speaking the language, I listen.	7	3	10	0	0.083
6. I find sounds that are like sounds in English.	4	6	10	0	0.014*
7. I try to remember unfamiliar sounds I hear.	7	3	10	0	0.083
8. I ask the person to repeat the new sound.	6	4	10	0	0.046*
9. I listen to the rise and fall of sounds.	4	6	10	0	0.014*
10. I listen for the important words.	3	7	10	0	0.008*
11. I listen for what seems interesting.	6	4	10	0	0.046*
12. I listen for words that are repeated.	5	5	10	0	0.025*
13. I ask the person to repeat.	5	5	10	0	0.025*
14. I ask the person to slow down.	4	6	10	0	0.014*
15. I ask a question.	6	4	10	0	0.046*
16. I guess the meaning from speakers tone.	5	5	10	0	0.025*
17. I guess the meaning from how the person moves or stands.	7	3	10	0	0.083
18. I guess the meaning from what I heard before.	2	8	10	0	0.005*

*= $p \leq 0.05$

As seen in Table 4.2.2.1, the first item (*I listen to the radio in the language*) has difference (p value = 0.046) between pre and post questionnaires. Due to the participants' socio economic backgrounds, they didn't have access to the English speaking radios thus even after the strategy training period some of the participants did not listen to an English speaking radio. A few of the participants informed that although they found English speaking radios, they didn't want to listen as they couldn't understand the DJ (disc jockey) as the DJ was speaking in a far different way from their teacher of English. Besides, the participants added that they preferred listening to Turkish songs to English songs.

The second item does not indicate a great difference value (p = 0.317). Interviewing the participants after the post questionnaire, it was surprising that some of the participants said 'yes' to second strategy (*I watch TV shows in the language*) even they did not watch an English speaking channel before. Here they mentioned that they thought they were going to get marks from the test if they answer many 'yes'. Some students after watching the TV in English said they could understand what was going on by looking at the scenes; however they said they were excited when they heard the words and expressions they had already known. They mentioned that when a few words they knew combined with the vision, they could understand it. Participants as well learnt some new expressions from the TV programs such as; "Hey Guys! Let's! Oh no! Oh my Gosh!"...etc. Unfortunately, some of the participants couldn't watch TV in English both because they didn't have European Channels and because the traditional Turkish families have one TV, which is controlled by the father.

As for item 3 (p value = 0.317) (*I go to movies that use the language*), the only one participant went to a movie in English but the other 9 didn't as in the town they lived, there weren't any cinema saloons. The lucky participant after going to a movie in a neighbouring city said that he couldn't understand the movie at first as he tried to grasp the sentences of the characters; however he said he started to understand the movie by looking at the scenes and sometimes reading the sub writings. He added that all the words he heard at the movie were almost the same.

One of the interesting differences is at the 4th item (*I listen to the language if I am in a restaurant or see movies in the language*) a participant first saying yes in the pre test and then converting it to *no* in the post test. When she was interviewed she admitted that with the fear of getting a low mark she marked yes in the pre test and she informed that her family didn't have the habit of going to a restaurant, they usually preferred a "kebapci". She said no tourist was coming to the place where they ate kebab. The other participants already had the habit of listening to others speaking in foreign language, it is a cultural tendency; they admitted that even their mothers would try to hear the tourists speaking.

As it can be seen in Table 4.2.2.1, the usage of the items related to the subgroup *what I do to understand sounds* item 6 (*I find sounds that are like sounds in English*), item 8 (*I ask the person to repeat the new sound*) and item 9 (*I listen to the rise and fall of sounds*) were increased (p values; 6th item = 0.014, 8th item = 0.046, 9th item = 0.014) at the end of the strategy training as compared to the use in the pre test. At the end of the strategy treatment with the help of strategy training activities, most of the participants seemed to have become aware of the strategies for understanding sounds better. In addition, most of the participants pointed out that they weren't used to these kinds of methods when they try to understand what they hear. For the 6th item (*I find sounds that are like sounds in English*) they concluded they learnt that there were many words in English sounding like their Turkish equivalents, and this was useful for them on learning new vocabulary. One of them added "don't forget false friends! As people false friends there are false word friends!" When it came to the 9th item participants responded that they were impressed on the English intonation as there were many rises and falls on the vocabulary in a sentence. Moreover, it was inferred in the semi formal interviews that the majority of the participants were in favour of using a substantial number of these strategies. Item 7 (*I try to remember unfamiliar sounds I hear*) however, did not have a great difference value (p = 0.083) as the participants had already known this strategy in their regular English courses.

Strategies for understanding what a person hears (item 10 *I listen for the important words*, item 11 *I listen for what seems interesting* and item 12 *I listen for words that are repeated*) in this study were totally increased (p values; item 10 = 0.008, item 11 = 0.046, item 12 = 0.025) surprisingly. These strategies needed selective

attention which means deciding to pay attention to specific parts of the language input or the situation that will help learning (O'Malley and Chamot, cited in Cook, 1995, p.117) and less foreign language learners utilize them. Here in this study the strategy instruction was the key. The instruction of these three strategies was in the same way: listen and draw. It can be noted that, learners understand better in foreign language than speak in that foreign language. According to Phillips (1993), there is also a 'silent period' in foreign language learning thus learners should be respected in this period and shouldn't be asked for foreign language written or oral production till the learners are ready which helps learners to focus on listening and understanding . In this sense, the participants were asked to use their imagery and draw what they think important, interesting and repeated thus they were asked to pay attention to specific parts of the speech to understand better. Hereby, for items 10, 11, 12, participants were asked to draw semantic maps and take notes.

The last subgroup for the listening strategies in this study was what I do if I still don't understand what someone says, relating the item 13(*I ask the person to repeat*), item 14 (*I ask the person to slow down*), item 15 (*I ask a question*), item 16 (*I guess the meaning from speakers tone*), item 17 (*I guess the meaning from how the person moves or stands*), and item 18 (*I guess the meaning from what I heard before*).

As for the items 13, 14, and 15 (*p values: item 13 = 0.025, item 14 = 0.014, item 0.046*) the participants responded that they hadn't known asking questions during listening, they thought it was a shame to get some explanation or help from others before the strategy training.

Items 16 (*p value = 0.025*) was one of the strategies that participants weren't aware even in their native (Turkish) language thus, after the strategy training they concluded that these strategies were useful for their native tongues.

4.2.2.2 Analysis of Speaking Strategies

Table 4.2.2.2. Analysis of Speaking Strategies

ITEMS	PRE TEST		POST TEST		P VALUE
	Yes	No	Yes	No	
27. I make the sounds of the language until I can say them well	8	2	10	0	0.157
28. I imitate the way native speakers talk.	2	8	10	0	0.005*
29. I say new expressions over to myself.	7	3	10	0	0.083
30. I practice using new grammar forms when I talk.	1	9	10	0	0.003*
31. I start conversations.	6	4	10	0	0.046*
32. I change the subject if I don't have the words I need.	5	5	10	0	0.025*
33. I plan what I am going to say.	6	4	10	0	0.046*
34. I ask the other person to correct me when I talk.	3	7	10	0	0.008*
35. I ask the person to help me.	5	5	10	0	0.025*
36. I try to say it in a different way.	5	5	10	0	0.025*
37. I use words from my own language.	7	3	10	0	0.083
38. I use words from my own language but say them with sounds from the new language.	5	5	10	0	0.025*
39. I move my hands or body so the person will understand me.	3	7	10	0	0.008*

*= $p \leq 0.05$

Table 4.2.2.2 below shows the statistically difference between the pre and post speaking strategy questionnaire conducted before and after the strategy training. The 'p' value indicates the meaningful and significant difference. If the statistical p value is $\leq .05$ probability level, the pre and post items were accepted as statistically significant.

As can be seen in Table 4.2.2.2, there was a significant difference between the results of the Pre- and Post-speaking strategies questionnaires. However there are three strategies the participants were already aware before strategy training as item 27 (*I make*

the sounds of the language until I can say them well), item 29 (*I say new expressions over to myself*) and item 37 (*I use words from my own language*). These strategies were the ones; their regular teacher of English asked them to do so.

As for item 28 (*I imitate the way native speakers talk*), there was a great increase (p value = 0.005) in the awareness and use of the strategy. The reason for that could be their acquiring daily simple speech like ‘greetings etc...’ which requires a lot of repetition. In fact, for this particular study the native speaker was sometimes the teacher and from time to time the people they hear on radios and videos. As well, participants were aware that speaking in English was imitating others’ speaking in English because they were using the same vocabulary, the same grammar...etc as the native speaker. However the lack of the target language use outside the class was the main problem for the participants; they stated that they could not find a native or proficient speaker of English outside the class.

When it comes to item 30 (*I practice using new grammar forms when I talk*) another high significance (p value = 0.003) was found. Participants noted that, when they learnt this strategy and practiced the grammar forms with their peers orally; they started not to forget the grammar forms. One of the participants wrote in his diary that ‘grammar is important. If I don’t know the grammar I can’t speak in a right way and nobody can understand me’. Participants in general took this strategy as using all the things they learnt in English lesson when they speak in English. This strategy was helpful as the participants began practicing the forms they learnt at grammar hours.

As can be seen in Table 4.2.2.2, item 31 (*I start conversations*) has significance (p value = 0.046) which means all of the participants gained the strategy of starting a conversation. Before the training as participants responded, they were not eager to start a conversation in case the others laugh at or dispraise them. Overcoming and lessening their anxiety in starting new conversations made the participants behave more comfortable in their following speaking tasks.

Item 32 (*I change the subject if I don’t have the words I need*) in **Table 4.2.2.2** is another strategy that showed significance (p value = 0.025) in the post test. It is one of the strategies that helped participants becoming less anxious in speaking as well,

participants acknowledged that this strategy helped them overcome their knowledge limitations and stay in conversations long enough to get assisted practice. A few of the participants stated that before they learned the strategies, they used to avoid communicating in English.

Use of item 33 (*I plan what I am going to say*) in **Table 4.2.2.2** increased with a significance value (p value = 0.046) as can be seen from **Table 4.2.2.2**. Some of the participants stated that they found this planning strategy before speaking useful and concluded that if they planned what they were going to speak at English lessons and even in their native language (Turkish) courses for a speaking presentation, they felt more relaxed and discovered that in planning their speech they could learn new vocabulary.

Item 34 (*I ask the other person to correct me when I talk*) and item 35 (*I ask the person to help me*) were the strategies of appealing for assistance during speaking and use levels increased (p values; item 34 = 0.008, item 35 = 0.025) after the strategy training period. Before the training participants who need assistance during speaking got excited and were afraid of making mistakes and getting help; for this reason they avoided communicating in English. With these strategies they mentioned, they could ask the person they were talking to correct or sometimes paraphrase and correct their speech.

Item 36 (*I try to say it in a different way*) revealed the participants a lot (p value = 0.025) on using the paraphrasing strategies. Participants trying to tell the things in other manners discovered the new ways of conveying ideas and other meanings of the words they know. This item can be related with the item 35 (*I ask the person to help me*) as the participants needed help in finding new close meanings of the words.

Another relation can be made between item 36 (*I try to say it in a different way*) and item 38 (*I use words from my own language but say them with sounds from the new language*) as both of them force students find other ways of referring to the thing they intend to say. This strategy (*item 38*) was useful, one participant commented. Because there are many words in common (in English and in Turkish both) having the same meaning with similar pronunciation; if we try to say the Turkish words in an English

way, it may be true. Use of this strategy increased (p value = 0.025) as the other speaking strategies.

As for item 39 (*I move my hands or body so the person will understand me*) it can be said that participants started to use non-verbal activities in order to act out their request at that time. At the beginning of the training participants were hesitating to mime or gesture for their requests, but later on they mentioned that by miming and gesturing they felt more comfortable in speaking English.

4.3. Analysis of Language Learning Diaries and One Minute Papers

In this study, participants were asked to write down minute papers at the end of each lesson and language learning diaries after each lesson at home. Some of them unfortunately did not write day by day. The findings of the language learning diaries and one minute papers were similar thus, the analysis of the two was considered together.

In this study the aim of getting participants write one minute papers was both to have an idea on students' learning processes and getting feedback from them about the lesson's procedure. The learning diaries aimed to take the perspectives of the participants. As the strategy lessons were integrated as listening and speaking, the analysis of the mini papers and learning diaries were done in terms of both two skills, student by student.

It was interesting that most of the participants transferred the strategies to other lessons. The teachers of the other subjects were aware of the participants' strategy usages.

Participant 1

She indicated that "the strategies are very logical, thanks to the strategies I can;

- ✓ Talk to a tourist and introduce myself. I am so confident that even I don't know the words I can use gestures and body language to communicate with him.

- ✓ Use the strategies at other lessons. For instance I use note taking and semantic mapping strategy at social science lesson, at Turkish lesson I can guess the story by looking at the title.
- ✓ Use my brain better thanks to compensation and guessing intelligently strategies”.

Besides, during the semi formal interviews this participant indicated that she liked imagery strategies the most. And in the mini papers she wrote her feelings clearly. “The story is now more permanent. I felt as I was living at that time, at that place thus I can tell this story even I am asked to retell one month later. It improved my imagination”.

Participant 2

Discovering her inner, in terms of her diary and the mini papers, she was a bit embarrassed to initiate a different subject and asking for correction. In her diary she wrote “Today we learnt asking and answering in English so that I can ask if don’t understand”. In terms of the strategies she had the habit of using them were really motivating the researcher on the analysis of the data. She wrote that “the teacher told us a story, but we could not understand anything at first. Then she stated to talk about the strategy, and she showed us how to use that. Then, she told us another story and we tried to draw the things we heard. After the story our teacher asked us to speak about the elephant in the story. Talking about it was a piece of cake for me and Gulperi (desk mate) because we had drawn the story and we still remember it, and looking at our pictures we could speak about it 5 minutes. I told it to my father and he said “well done”. I enjoy strategy lessons.

Participant 3

This participant summarized her feelings as “these strategies did great to me. At every lessons (English, Science, Social Science, Turkish) I can use these strategies. I used the listening strategies most because I must listen to my teachers and understand. I always write notes in Science and Social Science books and read them at home”. For the practicing naturalistically she wrote that “I will speak in English more naturalistically. At this way, I can speak better, before the strategies I was speaking

superficially and that was comic”. She also was afraid of asking questions before learning the strategies but after the strategies she started asking questions.

Participant 4

This participant pointed out that the best day was the day she used the note taking strategy at Social Science lesson and at her diary she wrote “after the English lesson I thought that I could use this strategy at Social Science lesson and get 5 from the exam. I tried to take notes first but I couldn’t, then I drew a semantic map, it was wonderful”.

She added that “If I see tourists talking, I will try to hear them and guess what they are talking about by trying to hear the words I know. In Birecik tourists were talking about the Ibis birds and their ugliness, I heard bird, ugly”. She also indicated that she felt more confident in asking questions.

It was interesting that this participant mentioned she was more motivated to do her English homework after the strategies as she learnt how to study the lessons. This participant found a great way for instance; “I use semantic mapping to learn new English words. I draw maps among the similar meanings.”

Participant5

This participant associated the strategy use with real life situations. For instance for the prediction strategy he said “I liked this strategy very much because we predict before we hear and we understand better. When I grow up I can be prescient person”. And he listed what he can do thanks to strategies:

- ✓ I am more motivated to learn English
- ✓ I take notes more often as they are useful
- ✓ I don’t avoid communicating instead I choose the topic and speak; if I cant I make up new words (I coin/assimilate).

This participant concluded that he was so lucky to have strategy lessons and he was thankful to the teacher for teaching the strategies.

Participant 6

After the strategies this participant suggested strategy lessons to other teachers and students at school. She even suggested showing that they could speak in English to their families. Thus at the end of the strategy training, participants played “snow white and seven dwarfs” in English in front of more than 150 people.

She wrote she was more motivated for listening and speaking in English after the strategy training and she transferred these strategies to her other lessons at school. She wrote on her diary that other teachers should teach some strategies so that students would get higher marks.

Participant 7

For the prediction strategy this participant also suggested other teachers to teach strategies. She wrote; “if only everybody teach like this, we can understand more easily and better.” After learning the imagery strategy she concluded that she felt as if she were the main character at that story thus she understood everything.

She noted one interesting anecdote, “One day a man walking on the street was telling something screamingly, I couldn’t understand at first but when I went home I summarized what I heard to my mother, and then I understood with the help of my mother. Summarizing strategy helped me most in my lessons; I will use this strategy before exams.

Participant 8

She indicated that after joining the strategy training she enjoyed the English lessons much more. She said: “I like listening to teachers much more than before because I know how to listen them”. After this note, teacher asked her about speaking, she added that “I learnt how to speak in English and now my friends and I speak in English so that our mothers can’t understand what’s going on. Also I use my body language and mimics with my sister so that out brother can’t understand us.”

However this participant found one strategy boring. She noted on her diary that “today we learnt asking questions strategy. It was boring in fact, because there are many questions and vocabulary and I did not know the meaning of the questions but my friends learnt them last year. Pardon me, repeat it please, slowly please, faster please”

Participant 9

This participant noted that the strategies were useful because she increased her exam grades at all of her lessons. She said she liked taking notes when someone is speaking and using imagery on remembering the stories. For the imagery strategy she noted on her diary “today we learnt imagery strategy. We imagined thing by closing our eyes and listening to teacher. I felt as I was in the story. While I was drawing what I imagine I felt more relaxed and understood better”. One interesting script from her diary is

“Dear diary, today we wrote what had changed after the strategies. For me:

- 1. I can comprehend English better*
- 2. I like and respect to my teacher more*
- 3. I listen to lessons more*
- 4. I can get on well with my friends.*
- 5. I am more eager to speak in English everywhere.”*

Participant 10

Looking back to the mini papers of this participant, it can be seen that she enjoyed using the strategies. She also mentioned that she transferred the strategies to other lessons at school. Some of the interesting sentences she wrote were;

- ✓ “I learnt that I shouldn’t get embarrassed when I want to ask questions, thus I can understand better.
- ✓ I used these strategies at Social Science lesson and got high mark.
- ✓ I am really happy when I come to strategy hours because I learn many new things and get higher grades.

- ✓ I couldn't speak in English but now I can because I use the Turkish words if I don't know in English".

She also indicated that learning the strategies motivated her towards speaking in English.

CHAPTER 5

CONCLUSION

This chapter presents the conclusions and implications of the study. Conclusions and implications are drawn out the results of the pre and post strategy questionnaire, language learning strategy diary and the mini papers.

5.1. Overview of the Study

The purpose of this study was to investigate the effects of language learning strategies instruction on improving the foreign language communication skills of 6th grade students at a state primary school, and to get information on the participants' awareness of the listening and speaking strategies and their frequent choice of strategies. In addition, the perspectives of the participants in the use of strategies-based instruction for listening and speaking skills were examined in this study. Thus, the study aimed to find answers to the following research questions:

- 1- Are the students attending 6th grade EFL classes of primary school aware of Language Learning Strategies?
- 2- Which of the listening/ speaking strategies do the learners use before and after language learning strategy training?
- 3- *Does the explicit language learning strategy instruction have effects on learners' communication skills?*
- 4- What are the participants' perspectives on language learning strategy use?

The participants of the study were 28 sixth grade primary school students all of whom were in Foreign Language Class the researcher was teaching. In order to collect the appropriate data, the speaking strategy questionnaire (pre and post), learning strategy diary, verbal report protocols and mini papers were used as data collection tools.

5.2. Conclusions

The overall interpretation of the results showed that there is a close relation between the findings of the study and the assumption made by previous research that strategy training in the use of strategies for speaking in a foreign language produces positive results (Dörnyei, 1995; O'Malley & Chamot, 1990).

In addition, data collected from the mini papers and language learning strategy diaries notified that strategy training for developing listening and speaking skills enable the young learners to improve their self confidence in English and make possible changes at the hard and crucial parts of the communication. Besides, as the participants were young learners and keen on the end of the conversations, they tried to keep up with the end of conversation using the learning strategies. These crucial actions of the learners lead them improve their other skills and linguistic competence.

Thus, strategies may be used not only to improve the learners' performance skills, but to be ice-breakers, warmers or games since learners usually find strategy training activities enjoyable and motivating. In order to support this, the evaluations of the answers to the research questions were given below.

1- Are the students attending 6th grade EFL classes of primary school aware of Learning Strategies?

The pre language learning strategy questionnaire and the language learning strategy diaries revealed that the participants in the study were not totally aware of appropriate listening and speaking strategies at the beginning of the semester. The data obtained through diaries made it clear that although they showed their preference as "Yes" in the strategy use questionnaire they seemed to have marked this choice without being aware of the strategies. After the training period the results of the Pre- and Post questionnaires and the diaries showed that there have been significant differences in participants' awareness of the language learning strategies for listening and speaking skills.

Nonetheless, the data of informal interviews suggested that the improvement of their language learning resulted from not only due to the use of appropriate strategies for communicating but also due to a development in their grammatical and linguistic knowledge during their regular (four hours a week) English lessons. The data obtained from the Pre and Post language learning strategy questionnaires suggest that language learning strategies are teachable as suggested by Oxford, (1990); Cohen & Chamot, (1998); Larsen-Freeman, (1991); Cook, (1991) support. Strategy training showed improvement in the frequency and variety of participants' strategy use for listening and speaking in English as the target language.

2- Which of the listening/ speaking strategies do the learners use before and after the strategy training?

There was an impressive increase between the Pre- and Post-language learning strategy use. The analysis of the questionnaire, strategy diaries of the learners revealed that the participants involved in language learning strategies training for communication skills were in the tendency of using almost all strategies related to speaking and listening frequently.

The strategies such as watching movies, watching TV and listening to music in the target language were among the least preferred strategies even after the training period. It was assumed that they did not have enough opportunity to accomplish such activities because of their socio-economic background.

3- Does the explicit language learning strategy instruction have effects on learners' communication skills?

The findings obtained from the diaries and the formal grades participants get at their regular English course indicated that the participants significantly improved their communication skills scores as compared to their scores at the very beginning of the strategy training period. Although it was identified that language learning strategy training did not always show a total improvement for all participants, the pre and post language learning strategy use questionnaire and the diaries indicated that the students at least became aware of specific strategies that they could use to improve their

communication in English. In addition, the strategy training seemed to have had positive effect on the other subjects taught at school. In the diaries, a great number of participants indicated that they started using listening strategies at Social Sciences, Science and Turkish courses.

4- What are the participants' perspectives on language learning strategy use?

The results may also revealed that after language learning strategy training the participants were showing higher self confidence which is one of the metacognitive strategies more than those who were not trained. The results induced from the diaries also indicated that the use of the strategies helped the participants in altering the difficulties in communication they were facing, which enabled the learners to become more self-confident.

In terms of the purpose and the research questions of the study, the data analysis and findings show that participants of the study after getting trained on language learning strategies were successful in the utilization of the strategies both at English courses and other courses at school. During the period this study was conducted there was another sixth grade classroom at the school. It was observed that the students in the other class could not communicate as well as the participants of this study even they were better at core language. This finding supported the Block's (1986) claim that the use of language learning strategies does not call for proficiency in the target language, even the learners that are not competitive in linguistic skills can improve the level of their strategy use.

5.3. Implications of the Study

This study examined a current issue in EFL, the communication strategies among learning strategies (the language learning strategies related to listening and speaking skills) with the purpose of improving the participants' communicative competences in English. The findings of this study acknowledge that strategy training in terms of listening and speaking skills can be promoted and should take place at English courses at schools. The findings are in favour of the strategy training process for the improvisation of communication skills since cognitive learning strategies support

learners with ‘meaningful learning’ and the use of strategies allow students think and expand their learning as Bedir (1998) claims.

There has been a great amount of research involving learners and their strategy use starting at the very beginning of their learning life, however converting those strategies into learning a foreign language need greater effort. Thus, we as teachers together with teaching communication strategies should help our students with language learning strategies by animating learners with tasks in English classes and encouraging them to listen and speak not only in classroom but also out of classroom.

Findings of this study imply that explicit training at language learning strategies have positive results at English courses together with other courses at school although these participants didn’t encounter any learning strategy at other courses in their first languages. (via personal interviews with other teachers). Thus, designing strategy training lessons as a separate course taught at schools can attract the students and keep them alert on using the strategies.

5.4. Limitations and Suggestion for Further Research

Fluent communication can not be improved in a short period. However, as Nuttal (1996) claims, if there is no enough time for achieving the learning goals, teachers should help students cope with the language learning strategies. Once the learners are equipped with the strategies, as Bedir (1998) asserts, they can tackle with the language problems on their own, without any need of proficiency at the target language. It is assumed that the longitudinal effects of the strategy training on the participants’ communicative skills could not be measured properly since the study was conducted in one semester, Thus, it is suggested that further studies lasting a longer period of time and follow up ones be conducted.

In addition, a further study could be conducted to find out the feelings of language teachers on the effects of language learning strategy training. As Bedir (2010) claims teachers' perceptions and beliefs have substantial effects both on their instructional practices and classroom behavior.

Finally, the study was conducted with a limited number of participants as a case study. However, a further study with a larger participants and consisting of experimental and control group to shed more lights on the effects of language learning strategy training for the communication skills should be conducted.

The last but not the least suggestion is for the further research on the relationship between learning strategies the students use and their personal backgrounds, the socio-economic situations, the gender difference, the effect of the school type they attend and how they transfer the strategies onto other courses,.

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APPENDIX

APPENDIX A: YOUNG LEARNERS' LANGUAGE STRATEGY USE SURVEY" BY COHEN AND OXFORD (2002)

Dear students, please put a √ if you use these strategies and X if you don't use	
1. I listen to the radio in the language	
2. I watch TV shows in the language.	
3. I go to movies that use the language	
4. I listen to the language if I am in a restaurant or see movies in the language.	
5. If I hear people speaking the language, I listen.	
6. I find sounds that are like sounds in English.	
7. I try to remember unfamiliar sounds I hear.	
8. I ask the person to repeat the new sound.	
9. I listen to the rise and fall of sounds.	
10. I listen for the important words.	
11. I listen for what seems interesting.	
12. I listen for words that are repeated.	
13. I ask the person to repeat.	
14. I ask the person to slow down.	
15. I ask a question.	
16. I guess the meaning from speakers tone.	
17. I guess the meaning from how the person moves or stands.	
18. I guess the meaning from what I heard before.	
19. I make the sounds of the language until I can say them well	
20. I imitate the way native speakers talk.	
21. I say new expressions over to myself.	
22. I practice using new grammar forms when I talk	
23. I start conversations.	
24. I change the subject if I don't have the words I need.	
25. I plan what I am going to say.	
26. I ask the other person to correct me when I talk.	
27. I ask the person to help me.	
28. I try to say it in a different way.	
29. I use words from my own language.	
30. I use words from my own language but say them with sounds from the new language.	
31. I move my hands or body so the person will understand me.	

APPENDIX C: TEACHER CLASSROOM CONTRACT

STUDENT-TEACHER CLASSROOM CONTRACT

good teacher

- friendly & honest
- not screaming
- giving high grades
-

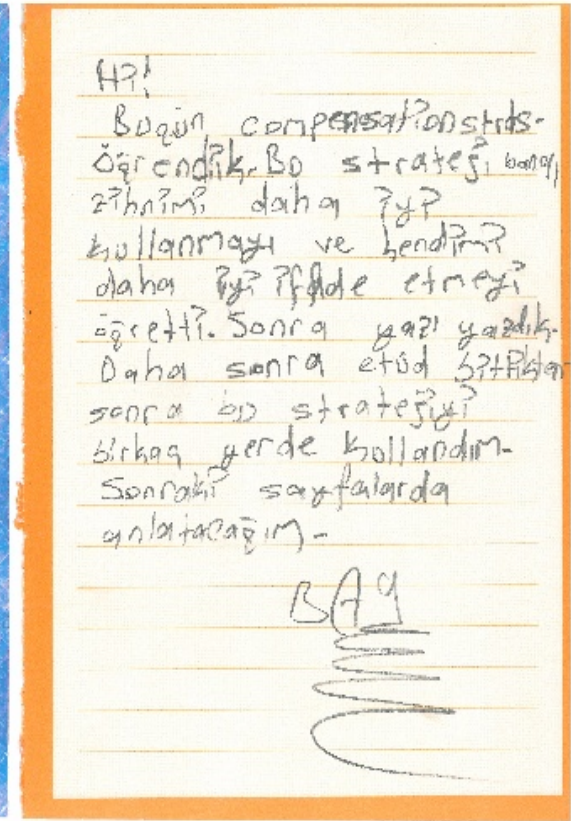
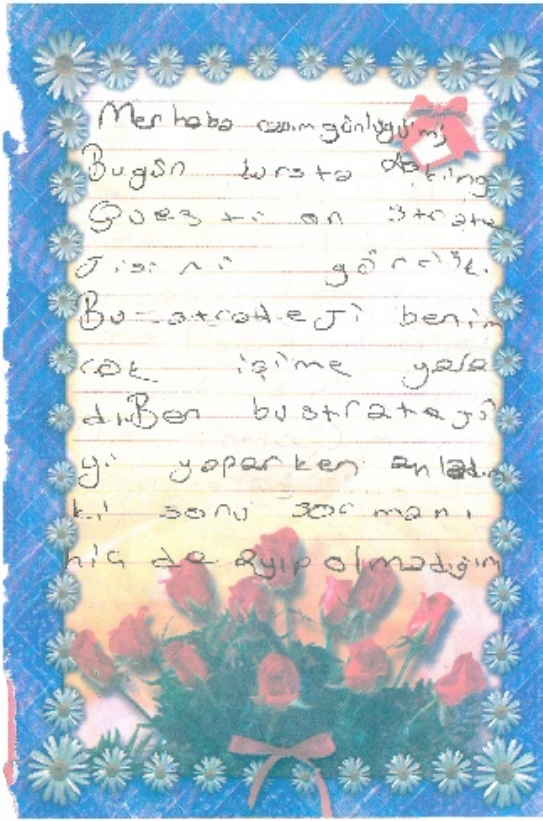
good student

- doing homework
- listening to teacher
- respectful to teacher and friends

Jübeyle (Diker) ANKAG

Türkan	Şahin	Salih	Salih	Gisek
Gizem	Micozkalıoğlu	m. Ali	Elaslan	M. Ali
Rozda	Ayralp	S. Eyubi	Kaplan	S. Eyubi
Mehmet	Isik	Gizem	Arslantas	Gizem
Yakup	Odabasi	Emel	Pinar	Emel
Yasin	Tokton	Gülperi	Yenicelen	Gülperi
		M. Betül	Denirtas	M. Betül
Seyma	Kömbü	Seymanur	Bağlı	Seymanur
Saliha	Bingöl	Miyase	Sapir	Miyase
Zeliha	Akdeniz	Rumeysa	Sapir	Rumeysa
Emine	Yasargın	Müslüm	Butak	Müslüm
Emine	Korayogon	Müslüm	Atmaca	Müslüm
M. Ali	Reyok			

APPENDIX D: ORIGINAL SAMPLES of LEARNING DIARIES



imagery strategy

Gözlerimi kapattım hayal ettim.
Bana çok yararlı oldu. Çünkü
hikaye daha çok aklımda kaldı.
Öğretmenin İngilizce anlatmasına
işim aklımda resmini tasarladım.

Bu ana kadar yaptığımız bütün stratejiler
 bana bir çok şeyler kazandırdı. Bu strateji-
 ler özellikle özetleme stratejisi, Not al-
 ma stratejisi. Bu stratejileri Sosyal
 Bilgiler dersinde ve Türkçe dersinde
 işime yaradı. Sosyal bilgiler dersinde not
 alma stratejisini Türkçe dersinde de özet-
 leme stratejisini kullandım. Diyelim buraya bir
 turist geldi ve biz yolda karşılaştık eğer
 o turist bana bir soru sordu. Ben eğer ingi-
 lizce onun sorduğu soruyu cevaplayamıyorsam
 bu strateji sayesinde Ben dili veya
 Türkçe kelimeleri? İngilizce kelimeye benze-
 tim onun sorduğu soruyu cevaplayabilirim.
 Başka, diyelim birisi bana bir hikaye
 veya başka birşey okuyacaksa ben
 onu önceden tahmin edebilirim. Ayrıca
 sı bu ana kadar yaptığımız bütün strate-
 jiler bana bir çok şeyler kazandı-
 rdı.

APPENDIX E: ORIGINAL SAMPLES of ONE MINUTE PAPERS

Prediction Strategy

Bu strateji çok güzel buldum. Uyguladığımızdan beridir konuları daha güzel anlıyorum. Bu stratejiyi bütün derslerde veya ders yaptığımızda kullanabiliriz. Böylece konuları hem iyi anlarız hem de o derse severiz. Bu stratejiyi kullandığımızdan bu yana okursu daha çok seviyorum.

M. Vaksı Kaynarpınar
6/B 445

Semantic mapping

BD strateji? bana aok şeyler yazdırdı.

Haydi bu gün arttı D?er derslerde de
yardımcı olacağına inanıyorum sosyal dersin
de de kullanıyorum!

Öğrenci
matematik

İNGİLİZCE

- 1-) İngilizce dersine daha çok sevdim.
- 2-) İngilizceden bilmediğim kelimeleri öğrendim.
- 3-) Önceden İngilizce çok katılıyordum ama İngilizce etütünü geldiğinde daha da çok katıldım.
- 4-) Resimdeki eşyaları İngilizceyle söyledim.
- 5-) Resimdeki kuralları öğrendim.
- 6-) Eskiden İngilizce dersinde öğretmen bir paragraf yazdığımızda bilmediğim kelimeleri doğru yazmaya başladım.
- 7-) İngilizce sınavlarında daha yüksek almaya başladım.
- 8-) İngilizce derslerine daha çok heveslendim.
- 9-) Bazı arkadaşlarımla İngilizce konuşabiliyorum.
- 10-) Öğretmenin konuştuğunda daha çok anlayabiliyorum.

Roşda Rye/p
6/A 36S

APPENDIX F: INSTRUCTOR LESSON PLANNING WORKSHEET

Lesson Topic The topic of the lesson is _____

Lesson Goals

Linguistic content:

Communication tasks:

Learning strategies:

Structure***Preparation***

Time:

What teacher will do:

What students will do:

Presentation

Time:

What teacher will do:

What students will do:

Practice

Time:

What teacher will do:

What students will do:

Evaluation

Time:

What teacher will do:

What students will do:

Expansion

Time:

What teacher will do:

What students will do:

Materials

Required Materials:

Authentic Materials:

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