Use of Language Learning Strategies: An Investigation of the Use Pattern of Language Learning Strategies of Bangladeshi Learners and its Correlation with the Proficiency Level.

Thesis

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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

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Abstract

Study of Language Learning Strategies (LLS) suggests that frequent use of language learning strategies is related to successful language learning and language proficiency. Results of most of the research conducted in both the Western and Asian countries assert that proficient learners use particular strategies more frequently than the others and preference of the use of LLS is largely influenced by the cultural background. It has also been suggested to integrate the concept of LLS in the language lessons. Unfortunately, we do not have any information about the use of LLS patterns adopted by the Bangladeshi learners. To bridge the gap, this research has been conducted among 100 students of BRAC University with two different proficiency levels- high proficiency level (50 students) and low proficiency level (50 students). The study has yielded that (1) low proficiency students of our context use LLS more frequently than high proficiency students, (2) high proficiency students use compensation strategies more frequently than any other strategies, and (3) low proficiency students use social strategies more frequently than any other strategies. The findings of the study will have implications for both the researchers and language teachers of our country, especially who want to incorporate LLS in their lessons.

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Chapter one

Introduction

Over the last few decades, there were a number of changes in the field of English language teaching (ELT). All the new changes, developments and discoveries aimed at making the language teaching and learning more effective, smoother, easier, and faster. As a part of the recent changes in language education, we notice a pedagogical shift in the recent trends of ELT. In another words, previously the emphasis of language education was the 'product' of language learning where at present the emphasis is on the 'process' through which the learning takes place. Recent researchers suggest making language education more learner-centered, communicative and low structured in order to ensure process-oriented language teaching. The new innovations of ELT has not only endowed the arena with the above theoretical knowledge but also indentified individual learners' learning traits like Language learning strategies (LLSs) that can facilitate learner autonomous, communicative and learner-centered language classroom. Language teachers who have the knowledge of latest innovations and approaches of ELT, aptly integrate the concept of language learning strategy (LLS) in their lessons to ensure effective language teaching and learning. In this regard, Brown (2000) says that in an era of communicative, interactive, learner- centered teaching Strategy Based Instruction simply cannot be overlooked. Moreover, Ellis (2002) argues that language learning strategies is a key factor affecting learners' rate of language acquisition and the ultimate level of language proficiency. As a result, from the above discussion it can be said that language learning strategies have become an integral part of various theoretical models of language education at the same time it is one of

most prioritised research issues since these can influence language success and language proficiency. A number of researches have already been done on LLS in different context to identify the correlation between the use of LLS and proficiency level and some others to identify the use of LLS among ESL and EFL learners. Findings of the study on LLS suggest that learners with high proficiency level use certain LLS more frequently than learners with less proficiency and learners with different cultural backgrounds prefer to use particular LLS more frequently than others. Findings of these studies have huge implications in teaching and learning a second or a foreign language. Unfortunately, there is hardly any research that tells us about the pattern of LLS use of Bangladeshi learners and our teachers are not very aware of the issues regarding language learning strategies.

In the above context this study aims at investigating the correlation between Bangladeshi learners' use of LLS and their language proficiency level along with the pattern of Bangladeshi learners' LLS use. It is expected that the findings of this research will have sufficient implications that will enrich the literature of this field and help in improvising the learning and teaching practices of Bangladesh.

Chapter Two

Literature Review

In this chapter, relevant literature and theoretical framework of this study have been presented. This chapter begins with a discussion on the teaching and learning practices in Bangladeshi context followed by a discussion about the review of literature of language learning strategies. The literature review of language learning strategies includes a comprehensive discussion on definition, classification, differences in the classification, reasons for the differences, strategy use by different types of learners and the impact of the use on language learning and language proficiency.

2.1 English Language learning and Teaching Practice around the World:

In the era of globalization, English has achieved the status of the global language and everywhere it is being used as a *lingua franca*. Each and every nation will unanimously acknowledge what Crystal (2003) says, "English rules". English has been awarded the status of a global language and a language can only attain this rank if it develops "a special role that is recognized in every country" (Crystal, 2003, p.3). In recent years, many countries in the world have recognized English as a second language and others have given it priority as a foreign language. However, in Bangladesh it is still unsolved whether the status of English should be considered as a second language or as a foreign language. This issue is actually a bit complicated

because of the enormous difference between the two contexts: the rural context and the urban context. Considering both the rural and urban scenario it can be said that English is taught here as a foreign language from Grade I. Learners in Bangladeshi education system learn English all through from Grade I to Grade XII still "the majority are unable to acquire even a minimum competence in the language needed for effective communication" (Ainy, 2001, p.112). As a result, the present scenario of learning and teaching English in Bangladesh is not satisfactory at all. The scenario is even worse in the remote countryside areas of Bangladesh than the urban localities mainly because of the socioeconomic status of this country. In addition, other contributors to this scenario, as Begum and Farooqui (2008) assert, are teachers' practice of traditional Grammar Translation Method, emphasis on reading and writing skills for the purpose of obtaining good marks in the examinations and the use of note books and guide books which both the learners and the teachers exploit as the ultimate solution to each and every language problem. This prevailing language teaching and learning system eventually encourage rote learning and according to Ainy (2001), proves to be 'counterproductive' (p.112).

2.2 English Language learning and Teaching Practice in Bangladesh:

Where Bangladesh is still lagging behind in the field of English language learning and teaching (ELT) by exercising traditional and obsolete methods and techniques and encouraging rote learning, the rest of the world has made a huge progress in the field of ELT. Researchers in ELT have come up with more effective methods, approaches, techniques and role of teacher and learner in ELT class room that can guarantee better success rate in language learning and teaching. From the last few decades, besides inventing new teaching and learning methods, ELT

researchers are showing special interest on individual learners' learning traits that make a language learner a successful one. It is mainly because as Brown (2000) says, "teachers and researchers came to realize that no single research finding and no single method of language teaching would usher in an era of universal success in teaching a second language" (p.123). This sort of understanding inspired ELT scholars like, Rubin (1975), Stern (1975) and Rubin and Thompson (1982) to study patterns of learners' behaviors that ensure success in language learning and make a language learner a good and successful one. From the study of language learners' behavior Rubin and Thompson (1982) came to a conclusion that success in language learning largely depends on a learner's personal characteristics, styles and strategies. In this respect, other ELT scholars like, O'Malley and Chamot (1995), Oxford (2008), Cohen and Macaro (2007) emphasize on a grate deal on learners' uses of language learning strategies. According to Green and Oxford (1995), Kaylani (1996), Ian and Oxford (2003), Oxford (1996), Oxford and Ehrman (1995), Lee and Oxford (2008) and Philips (1991) more proficient learners employ a wider range of strategies more efficiently than less proficient learners. Cohen and Macaro (2007) claim that:

> ….with regard to the purposes for language learner strategies, there was consensus that strategies enhance performance in language learning and use, both in general and specific tasks. There was also consensus that strategies are used to help make language learning easier, faster, and more enjoyable (p.43).

So, we can say that whatever the language teaching and learning method is, success in language learning largely depends on the learners' effective use of learning strategies. Unless

and until the learners can use the learning strategies successfully there will be almost no chance of success in learning and using a second language. Perceiving the importance of language learning strategies in acquiring the mastery of a second language, the rest part of this literature review will solely focus on concept of learning strategies in detail.

2.3 Defining Language Learning Strategies

Language learning strategies are the techniques that learners use to facilitate language learning, expand understanding, and promote the production of the language. Brown (2000) describes language learning strategies as "specific 'attacks' that we make on a given problem. They are the moment by moment techniques that we employ to solve 'problems' posed by second language input and output" (p.122). Form Brown's definition of Language learning strategies, we get a clear idea that strategies are the techniques that learners use to solve language problem and promote language learning and using. Oxford (1990) another scholar in the field of ELT who has special interest in language learning strategies defines language learning strategies as "....operations employed by the learner to aid the acquisition, storage, retrieval, and use of information..., specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations" (as cited in Hsiao and Oxford, 2002 p.369). Oxford's definition of language learning strategy is more holistic than the others since she makes it clear that strategies can help a learner in the different stages of learning a language (i.e. acquisition, storage, retrieval and use). Ehrman (1990), Oxford (1990), Oxford, Ehrman and Lavine (1990) have come up with another comprehensive definition of language learning strategy and defined it as "......the general approaches students are predominantly disposed to use in order to learn a new language" (as Cited in Oxford and Ehrman, 1995, p.69). So, from the above definitions, we can come to an agreement that learning

strategies are the tools that learners use often intentionally to accelerate learning and producing a language.

2.4 Classification of Language Learning Strategies

Different researchers have divided language learning strategies in different ways. Actually there is no consensus about the categorization of language learning strategies as Hsiao and Oxford (2002) say, "exactly how many strategies are available to learners to assist them in L2 learning and how these strategies should be classified are open to debate" (p.365). Nevertheless, from the different researchers' classification we can have a detailed idea about different categories of language learning strategies that the learners frequently use both for learning and using a language.

2.4.1 Rubin's classification of language learning strategies

Rubin (1981) categorized language learning strategies into two major categories including direct and indirect language learning strategies. According to Rubin (1981) strategies that contribute directly to L2 learning are direct strategies and strategies that are indirectly involved with l2 learning are indirect strategies. She further divided direct strategies in to another six sub categories which are:

1. Clarification /verification: These types of strategies include asking questions to confirm the understanding and to know the use of particular words, phrase or expression.

2. Monitoring: Monitoring strategies include monitoring the use of language of own or others to address the errors.

3. Memorization: Taking notes of new items, pronouncing a new word loudly and writing new words repeatedly to memorize the different items of a target language are typical examples of memorization strategies.

4. Guessing/inductive inferencing : Guessing or inductive strategies are basically employed to guess meaning from key words, structures and context.

5. Deductive reasoning: Deductive reasoning includes comparing native or other language to target language.

6. Practice: Experimenting with new sounds, repeating sentences until pronounced easily, listening carefully and imitating the sounds of language are some of the typical examples of this strategy type.

In the same way, she divided indirect language learning strategies into another two sub categories and they are:

1. Creating opportunities for practice: Strategies fall under this category are: initiating conversation with native speaker or fellow students, spending time in language lab and listening to TV etc.

2. Production tricks: Learners' use of synonyms, circumlocutions, cognates and formulaic interaction are some of the examples of this strategy category.

2.4.2 Oxford's classification of language learning strategies

Oxford (1990), another distinguished scholar in this field classified language learning strategies into two major categories: direct and indirect L2 learning strategies. According to

Oxford (1990) direct L2 learning strategies are those that directly involve the language being learned and she reported three types of direct language learning strategies:

1. Memory-related strategies

2. General cognitive strategies and

3. Compensatory strategies

Oxford (1990) further defined indirect language learning strategies as "those that, although not directly involving the target language, nevertheless are necessary or helpful for learning the language" (as cited in, Hsiao & Oxford, 2002, p.370). Oxford subdivided indirect language learning strategies into three other sub categories.

1. Metacognitive strategies

2. Affective strategies

3. Social strategies

2.4.3 O'Malley and Chamot's classification of language learning strategies

O'Malley and Anna Chamot and colleagues (O'Malley et al. 1983, 1985a, 1985b, 1987, 1989; Chamot & O'Malley 1986, 1987; O'Malley and Chamot 1990; Chamot et al. 1999) categorized the use of strategies by the learners of English as a second language in to three major categories: metacognitive, cognitive, and socioaffectoive depending on the level or type of processing involved. Metacognitive strategies are as Purpura (1997) defines, "strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed" (as cited in Brown, 2000, p124). O'Malley and Chamot (1995) divided metacognitive strategies into eight sub categories:

1. Advance organizers

2. Directed attention

3. Selective attention

4. Self management

5. Functional planning

6. Self-monitoring

7. Delayed production

8. Self-evaluation

O'Malley and Chamot (1995) identify cognitive strategies as those "operate directly on incoming information, manipulating it in ways that enhance learning" (O'Malley and Chamot 1995, p.44). According to Brown (2000), cognitive strategies are limited to specific learning tasks and involve direct manipulation of the learning material itself. Like metacognitive strategies, O'Malley and Chamot (1995) sub-divided cognitive strategies into fourteen sub-categories:

1. Repetition

2. Resourcing

3. Translation

4. Grouping

5. Note taking

6. Deduction

7. Recombination

8. Imagery

9. Auditory representation

10. Key word

11. Contextualization

12. Elaboration

13. Transfer

14. Inferencing

O'Malley and Chamot (1995) describe socioaffective strategies as those "…represent a broad grouping that involves either interaction with another person or ideational control over affect" (p.45). Brown (2000) asserts that "socioaffective strategies have to do with social-mediating activity and interacting with others" (p.124). O'Malley and Chamot (1995) report two types of socioaffective strategies:

1. Cooperation

2. Question for clarification

2.4.4 Brown's classification of language learning strategies

Brown (2000), another scholar in this area thinks that O'Malley and Chamot's (1995) socioaffective strategies are not actually learning strategies, rather they are communication strategies. He asserts that socio affective strategies including avoidance and compensatory strategies are actually communication strategies. Brown (2000) basically has classified language learning strategies into two major divisions including; learning strategies and communication strategies and says "while learning strategies deal with the receptive domain of intake, memory, storage, and recall, communication strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of information" (p.127).

Brown (2000) defines avoidance strategies as "a common communication strategy that can be broken down into several subcategories. The most common type of avoidance strategy is syntactic or lexical avoidance with in a semantic category" (p.128). Avoidance strategies were further divided into two other sub categories: message abandonment and topic avoidance.

Brown (2000) illustrates compensatory strategies as a "…set of communication devices involves compensation for missing knowledge" (p.129) and reports eleven different types of compensation strategies:

1. Circumlocution

2. Approximation

3. Use of all-purpose words

4. Word coinage

5. Prefabricated patterns

6. Nonlinguistic signals

7. Literal translation

8. Foreignizing

9. Code-switching

10. Appeal for help

11. Stalling or time-gaining strategies

2.4.5 Classification of Language Learning Strategies in Strategy inventory language learning (SILL)

Among all the different classifications of language learning strategies by different scholars in this field, oxford's (1990) classification of language learning in her Strategy Inventory for Language Learning (SILL) is the most detailed and comprehensive one. The SILL has successfully been used by different researchers as well as Oxford for "a number of important findings concerning the relationship of strategies to a student's degree of success in learning…" (as cited in Green & Oxford, 1995, p.264). The structure of the SILL is exclusively based on Oxford's (1990) classification of language learning strategies into six groups:

1. **Memory strategies**

   Memory strategies, according to Ya-Ling Wu (2008), are techniques that help learners store and review new information, e.g., creating mental linkages, applying images and sounds, reviewing in a structured way etc.

2. **Cognitive strategies**

   Cognitive strategies are skills or steps that involve direct analysis, transformation, or synthesis of the target language, such as formal practice with sounds or structures, functional practice in natural interactions, reasoning, translating, analyzing, note taking etc.

3. **Compensation strategies**

   Oxford (1990) identifies compensation strategies as those that enable learners to make up for their missing knowledge in the process of comprehending or producing the target knowledge, such as educated guess in listening and reading, using gestures, code

switching, and using a synonym or description in order to get the meaning across in speaking or writing.

4. **Metacognitive strategies**

Ya-Ling Wu (2008) defines Oxford's metacognitive strategies as "steps that learner take to manage or regulate their learning, such as planning and arranging for learning tasks, setting goals and objectives, monitoring the learning process for errors, and evaluating progress"(p.78).

5. **Affective strategies**

Affective strategies are the strategies that learners use for anxiety reduction, self- reward, and self-encouragement.

6. **Social strategies**

Social strategies are actions that involve asking questions, cooperating with others and becoming culturally aware.

2.5 A Closer Look into the Classifications

Although a huge number of researches have been done in the field of language learning strategies, there is still no consensus about the definition and classification of language learning strategies. Rubin (1981) has divided it into two categories: direct and indirect learning strategies. She divided direct strategies into six types (Clarification /verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning and practice), and further divided the indirect strategies into two categories (creating opportunities for practice and production tricks). Oxford (1990) on the other hand, classified strategies in a different way which some times contradict with Rubin's (1981) classification. For instance, Rubin in her classification mentioned

about two major types of strategies: direct and indirect, whereas Oxford makes a detailed division into the direct strategies and subsumes it into: memory, cognitive and compensation categories. Besides this, Rubin thinks strategies like clarification/verification and monitoring are direct strategies whereas Oxford thinks clarification/verification is an indirect social strategy, and monitoring is an indirect metacognitive strategy. In addition, Rubin considers production tricks as indirect strategies where Oxford considers them as direct compensation strategies.

There also we notice some similarities and differences in between the classifications of O'Malley and Chamot (1995) and Oxford (1990). For instance; O'Malley and Chamot's (1995) classification of metacognitive strategies are somewhat same as Oxford's (1990) classification of metacognitive strategies. On the other hand, O'Malley and Chamot's (1995) classification of cognitive strategies is the combination of Oxford's (1990) cognitive and memory strategies. In the same way, Oxford (1990) categorized social strategies and affective strategies into two different categories, whereas O'Malley and Chamot (1995) combined social and affective strategies into one category.

2.6 Reasons for the differences in the classification system

A minute study of the definition and classification of language learning strategies by different researchers reveal a number of reasons for their disagreement in the definition and classification of language learning strategies. The most important issues that generated certain disparity in the diverse classifications of different researchers have been mentioned bellow:

2.6.1 Disparity in the definition

There are a number of reasons that are held responsible for the disagreement in between the classifications of different researchers. In this context Ellis (2002) asserts that distinctions in the language learning strategies are important but it is not easy to differentiate the language learning strategies into different groups. He further points out the difference in the definitions of language learning strategy by different scholars and says "It is not clear whether they are to be perceived of as behavioral (and, therefore, observable) or as mental, or as both" (Ellis, 2002, p.531). Oxford (1990), for example, considers language learning strategies as behavioral where Chamot (1990) considers it as both behavioral and mental.

2.6.2 Overlapping between cognitive and metacognitive strategies

Scholars in the field of language learning strategy find it difficult to circumscribe metacognitive and cognitive strategies with precise boundary. O'Malley and Chamot (1995) in this respect comment that "what is metacognitive to one analyst is sometimes cognitive to another" (p.114). Though the distinction between the cognitive and the metacognitive is less precise and not very clear, researchers in this area still do not suggest abandoning the distinction.

2.6.3 Learners purpose behind using the strategies

Another problem arises depending on whether a strategy is being used by a learner for the purpose of learning or using the language. Researchers often make a distinction among learning, production and communication strategies, as a result categorization, to a large extent, depends on

the purpose of using a strategy by the learners. In this respect Tarone (1980) observes that, it is difficult to differentiate the language learning strategies since they rest on learners' intentions which are often not clear or easy to establish (see Ellis, 2002). Tarone (1980) further points out that, there is no simple way of figuring out whether a strategy is motivated by a desire to learn or a desire to communicate. But Ellis (2002) form his analysis of different researchers' definitions of language learning strategies suggests that "they are used in an effort to learn something about the L2" (p.532).

2.6.4 Conscious and subconscious controversy

According to Ellis (2002), there is also no agreement on whether learning strategies are to be considered as conscious and intentional or subconscious. Except Chammot's (1987) definition which recognizes learning strategies as deliberate, no one else points out whether strategies are conscious or subconscious.

2.6.5 Disagreement on the effect of using strategies

A debate is also there about the effect of language learning strategies. Some researchers think that the effect of language learning strategies on language is direct and others think that the impact is somewhat indirect. For instance, Rubin (1987) thinks that the effect of language learning strategies on language development is direct, whereas most other researchers including Seliger (1983) think that the effect is indirect.

2.7 A holistic look at the language learning strategies:

In spite of having lots of disagreement over the issue of classification and definition of language learning strategies, we can still have a comprehensive idea about it. Ellis (2002) suggests that one of the best approaches to defining language learning strategies is to try to list their main characteristics and he has come up with eight characteristics of language learning strategies which are:

1. Strategies refer to both general approaches and specific actions or techniques used to learn an L2.

2. Strategies are problem-oriented-the learner deploys a strategy to overcome some particular learning problem.

3. Learners are generally aware of the strategies they use and can identify what they consist of if they are asked to pay attention to what they are doing/thinking.

4. Strategies involve linguistic behavior (such as requesting the name of an object) and non-linguistic 9such as pointing at an object so as to be told its name)

5. Linguistic strategies can be performed in the L1 and in the L2.

6. Some strategies are behavioral while others are mental. Thus some strategies are directly observable, while others are not.

7. In the main, strategies contribute indirectly to learning by providing learners with data about the L2 which they can then process. However, some strategies may also contribute directly (for example, memorization strategies directed at specific lexical items or grammatical rules).

8. Strategy use varies considerably as a result of both the kind of task the learner is engaged in and individual learner preferences (Ellis, 2002, p. 532-533)

The aforesaid characteristics of language learning strategies suggest that they are both behavioral and mental, and thus it tries to reach a conclusion of the previously mentioned dispute regarding whether they are behavioral or mental. In the same way, there was another disagreement whether the effect of language learning strategies on the language development is direct or indirect. From Ellis's characteristics of language learning strategies, it is clear that the contribution is mostly indirect and in few cases it is direct. In addition, the above characteristics imply that language learning strategies are conscious since it says learners are aware of the strategies they use and they can identify the strategies that they use. However, the other problem, i.e. whether the use of a particular language learning strategy is motivated by the desire of learning or by the desire of using the L2 remains unsolved. Still, the above mentioned characteristics of language learning strategies suggest that strategies are mostly deployed by the learners to learn an L2.

2.8 Language Learning Strategies used by ESL and EFL students:

One of the major purposes of investigating language learning strategies is to figure out the extent to which a particular setting or context influences learners' use of language learning strategies. Most of the earlier studies agreed on the relationship between learning context and use of language learning strategies. To be more particular, findings of the earlier research indicates that ESL learners' patterns of the use of language learning strategies, choice of language learning strategies and frequency of language learning strategies are different fro EFL learners' pattern, preference and frequency.

2.8.1 Strategies used by ESL Learners:

O'Malley and Chamot (1995) has identified that in an ESL setting beginning level students are able to report more strategies than intermediate level students. In their study they have found that beginning level students in English identified almost twice as many strategies as students with intermediate level proficiency. The same study also reports that beginning level ESL students use 40 percent more metecognitive strategies than intermediate level proficiency students. The study further suggests that the pattern of use for the different types of strategies among beginning and intermediate students was also highly similar.

2.8.2 Strategies used by EFL students:

O'Malley et al. (1985a) (as cited in O'Malley and Chamot. 1995) conducted another research to determine difference in strategy use between beginning level and intermediate or advance level EFL students. This study reports that EFL students of both levels use more cognitive strategies than ESL students. The study also came up with the finding that in EFL setting, beginning level students mostly rely on strategies like: repetition, translation and transfer. On the other hand, advanced level students in the same setting are more likely to use inferencing, though without abandoning familiar strategies such as repetition and translation. The study further suggests that advanced EFL learners use more language learning strategies than beginning level EFL students. This report is in contrast with ESL study, where findings say that beginning level ESL students use more strategies on the average than the intermediate level students.

2.9 Variables that influence the use of language learning strategies

A number of reasons that influence the learners' use of language learning strategies have been identified. Among those, learners' motivation level, career orientation, reasons for studying the language, major subjects of study, nationality, culture, proficiency, achievement, learning contexts, types and difficulty of language tasks are the most influential factors. A number of researches have already been conducted to investigate the above factors' relationship with the use of language learning strategies. Most of those studies suggest that the aforesaid factors can influence learners' use of language learning strategies.

2.10 Strategies used by good language learners in general

A huge number of researches have been conducted in the field of language learning strategies to figure out the strategies used by successful language learner. Stevick (1989), a renowned scholar in the mentioned field has noted that successful language learners "differ markedly in regard to what......they prefer to do and not to do" (p.128). However, he thinks that it is still possible to identify an 'overall pattern'. Ellis (2002) summarized five commonalities in the strategy use among the good language learners: (1) a concern for language form, (2) a concern for communication, (3) an active task approach, (4) an awareness of the learning process, and (5) a capacity to use strategies flexibly in accordance with task requirement (p.546). Rubin (1975, as mentioned in Ellis 1985) suggests that "'attention to form' and monitoring one's own and others' speech" as key strategies of the good language learners. Naiman et al. (as

mentioned in Ellis 2002) point out 'self-monitoring and critical sensitivity to language' as important learning strategies deployed by the successful language learners.

2.11 Impact of the use of language learning strategies on language proficiency:

One of the most prioritized and important issues in the studies of language learning strategies is the impact of use of language learning strategies on language proficiency. Most of the early researches on this area were devoted to investigating the relation ships between language learning strategies and language proficiency. Most of the findings of those researches suggest that there is a positive relationship between the use of language learning strategies and language proficiency.

2.11.1 Relationship with functional practice, formal practice and monitoring:

Earlier researches on this field suggest that there is a positive relation evident in between the use of language learning strategies and learners' proficiency level. In this regard Fewell (2010) asserts that "similarities in the patterns of LLS utilization among high proficiency learners and differences shared by low proficiency learners suggest this variable is a significant determinant of eventual success or failure in language learning" (p.159). Huang and Van Naersson (1985) have found that 'functional practice' distinguishes the more from the less successful learners in their study, whereas 'formal practice' and monitoring did not. However, the other studies, according to Ellis (2002), report that the learners apparently get benefited both by attending to the meaning and the form. Another researcher Bialystok (1981b) has investigated

students studying French in grade 10 and 12 in Canada and has came up with the findings that only functional practice has a significant co-relation with proficiency in Grade 10 students whereas three other strategies including; functional practice, formal practice and monitoring are related to proficiency in the Grade 12.

2.11.2 Relationship with some other strategies:

McGroarty (1985) has explored the relationship between strategy use and L2 proficiency and provided evidence in support of a number of significant relationships. He argues that "social interaction strategies were related to gains in communicative ability, but no other relationships between the three general groups of strategies and the criterion measures were found" (as cited in Ellis, 2002, p.552)

Mangubhai (as cited in Ellis, 2002) studied the strategies used by five adult beginner learners of L2 Hindi and shows that the high achievers use more memory strategies. In addition to this, they are more likely to direct their attention to chunks than to individual words, rely less on translation and pay more attention to the form of the commands once they have extracted the meaning.

2.12 Relating learning strategies to second language development:

Ellis (2002) emphasizes that "caution must be exercised in drawing conclusions from the research that has investigated the relationship between learning strategies and L2 development" (p.555). However, referring back to the earlier researches, he has come up with the following

tentative results that give us an overview of the relationship between the use of language learning strategies and language development:

1. The strategies that learners choose to use reflect their general stage of L2 development. For example, there is some evidence to suggest that strategies that relate to the functional use of language and that involve processing chunks of language precede those that involve close attention to form and single words. Metacognitive strategies are more evident in advanced learners.

2. Successful learners seem to prefer learning strategies more frequently and in qualitatively different ways than learners who are less successful. For example, successful adult beginners seem more adept at the use of memory strategies.

3. Successful language learning involves attention to both form and meaning. Good language learners appear able to switch the focus of their attention while they are performing a task-even as beginners.

4. Different kinds of learning strategies may contribute to different aspects of L2 proficiency. Thus, strategies that involve formal practice may contribute to the development of linguistic competence, while strategies involving functional practice aid the development of communicative competence.

5. Learners need to employ strategies flexibly by selecting those strategies that are appropriate for performing a particular learning task.

6. Because of (5), metacognitive strategies involving goal identification, planning, monitoring, and evaluation assume considerable importance, at least for adults. However, many learners appear to under-utilize this type of strategy.

7. The more successful adult learners are better able to talk about the strategies they use.

8. The learning strategies used by children and adults may differ; social and interactional strategies may be more important with young learners. (Ellis, 2002, p.556)

Although these conclusions are very tentative and we know very little about the actual relationship between language learning and language learning strategies, still most of the early researches including Oxford (1990) and Rigney (1978) tend to argue that "strategies encompass a wide range of behaviors that can help the development of language competence in many ways (as cited in Green and Oxford, 1995, p. 262). However, we hardly get any concrete evidence that suggest whether use of language learning strategies correlates with proficiency level, specifically in Bangladeshi contexts. This is the gap that this study tries to bridge by using Oxford's (1990) scheme to investigate the Strategy Inventory for Language Learning (SILL). More particularly by using SILL this research tends to investigate the following hypotheses:

1. Learners with high proficiency use more language learning strategies than learners with low proficiency.

2. Highly proficient students use more metacognitive strategies than other language learning strategies.

3. Less proficient learners tend to use compensation strategy to a larger extent than other language learning strategies.

Chapter Three

Research Methodology

This chapter will give us detailed information about the nature of this research, participants and instruments that have been used to collect data for the research, research design, procedure and above all, method of data analysis.

3.1 Background information and research questions:

In the era of globalization, people all around the world are spending both money and time learning English Language. Like other countries, Bangladeshi people are in the move as well. In addition, educational institutions and corporate job sectors are giving priority to those who have an excellent command over English Language. As a result, people with low proficiency level get enrolled in so called language learning centres to learn English, being convinced by their false promises. These sorts of language learning centres claim that they have invented some magic method that will turn the learners into native like speakers within a very short span of time. Their advertisements in the daily newspapers are also catchy enough to grab the potential 'customers' ' attention. From these advertisements, learners build up a high expectation to achieve proficiency in English, however, at the end of the course they do not get what they expected which leads to frustration. In the stated context, this study tries to find out pattern of the language learning strategy use of Bangladeshi learners that can certainly help them in mastering a second language or foreign language. Second language theory and research strongly suggest that learners' use of these strategies is one of the most important individual traits that can contribute to learning a second language. A great number of research has been done in this field and this research

suggests that "learning strategies play a significant role in successful language learning" Ya-Ling Wu (2008, p.76). However, there has not been enough research conducted in a Bangladeshi context, to determine the correlation between use of language learning strategies and proficiency levels of the students. Therefore, this study attempts to discover to what extent the use of language learning strategies correlate with different proficiency levels. The following are the hypotheses of this study:

1. Learners with high proficiency use more language learning strategies than learners with low proficiency.

2. Highly proficient students use more metacognitive strategies than other language learning strategies.

3. Less proficient learners tend to use compensation strategy to a larger extent than other language learning strategies.

3.2 Participants and setting:

Participants of this study were the students of Pre-University and ENG: 102 of CfL (Centre for Languages), BRAC University. CfL of BRAC University is a unique centre that offers English language proficiency courses for all the students of BRAC University. During the university admission test, CfL places its students into different modules on the basis of students' proficiency test scores. This proficiency test mostly emphasises on writing and speaking and places the students into different proficiency groups including: beginning, pre-intermediate, intermediate and advanced level. This study has chosen the students of Pre-University (the beginning level students) and students of ENG 102 (advanced level students) as its informants.

3.2.1 Pre-University course:

Pre-University students of BRAC University are the students of an intensive English language program as a foundation course. Those students have applied for admission in BRAC University as an undergraduate student. Although they have been qualified in all respective academic subjects except English, they did not get the chance to pursue their higher education in BRAC University. This is because BRAC University is an English medium university, where the medium of communication and instruction is English. As a result, it is almost impossible to continue one's higher education here unless the student has a very good command over English. However, these students will be eligible for the under graduation program if they can successfully complete the Pre-University Course. In this course, students have to attend a twelve week English language course for five days a week and three hours per day. For the development of the language skills this program follows communicative language teaching approach and language classes have been divided in to two segment. One of the two segments deals with listening and speaking and the other deals with reading and writing. Besides above classes, they also have two critical thinking classes and one enhancement class in each week. The aim of the enhancement and critical thinking classes is to make the learners enable to think about an issue from different perspective and make them independent active learner form passive learners or mere memorizers.

3.2.2 ENG: 102 course:

ENG 102 is known as English Composition I and, as mentioned earlier, for the advanced level students. Students of this course are usually quite confident in their language skills. In this course they are exposed to a variety of situations where they have to express themselves. The aim of this course is to enhance the existing language skills of the students at the advanced level where:

- o the students are expected to be a competent language user.
- o the students must know how to organize thoughts with logical reasoning.
- o the students reflect the skills of analyzing and synthesizing opinions and ideas.

Nature of the research:

This part describes the nature of the research in details.

3.3.1 Primary deductive or hypothesis-testing research:

It has already been mentioned that the purpose of this research is to find out the correlation between language proficiency and use of language learning strategies. To investigate the mentioned correlation, the researcher collected data from different group of students with different proficiency level. From this perspective this research is primary by nature as Brown (1988) says, "it is derived from the primary sources (e.g., students who are learning a language), rather than from secondary sources (e.g., books about students who are learning a language" (p.2). In addition, this research had a number of pre-conceived notions and from this point of view according to Seliger and Shohamy (1989) this is a deductive or hypothesis-testing research. Seliger and Shohamy (1989) believe:

In this type of research, the investigator may begin with hypotheses which are based on observations suggested by heuristic research, or hypotheses found in second language acquisition theory or in other areas which appear to have relevance to second language. The deductive approach, as distinct from the heuristic approach, begins with a preconceived notion or expectation about the second language phenomena to be investigated. In this sense, it may be said that deductive research is hypotheses-driven. That is, the research begins with a question or a theory which narrows the focus of the research and allows the second language phenomenon to be investigated systematically. (p.30)

3.3.2 Quantitative research:

In order to investigate the use of language learning strategies in the students with different proficiency level, this research used questionnaire, since use of language learning strategies is not very easy to observe. According to Seliger and shohamy (1989), "In second language acquisition research, questionnaire are used mostly to collect data on phenomena which are not easily observed, such as attitudes, motivation and self-concept" (p.172). Furthermore, there are number of advantages of using questionnaire as Seliger and shohamy (1989) suggest,

They are self-administered and can be given to large group of subjects at the same time. They are there fore less expensive to administer than other procedures such as interview. When anonymity is assured, subjects tend to share information of a sensitive nature more easily.Since the same questionnaire is given to all subjects, the data are more uniform and standard.Since they are usually given to all subjects of research at exactly the same time, the data are more accurate. (p.172)

As the questionnaire provided the research with quantitative data, we can say that this research followed quantitative approach to test the hypotheses in the best possible way.

Research design:

This part discusses about the research design in details.

3.4.1 Validity and reliability of the questionnaire:

There is a possibility that the data collection procedure might create some effect on the data which might affect the authenticity of the data and in this respect Seliger and Shohamy (1989) suggest that "All the data collection procedures, to different degrees, have some effect on the type of data that are elicited" (P.184). However researchers can lessen the 'effect' and ensure the quality of the data by confirming the validity and reliability of the data. Validity refers to the degree to which an instrument measures what it is actually supposed to measure. In the same way, reliability refers to the degree or extent to which the data collection procedure elicits accurate data. So far the reliability of the Strategy Inventory Language Learning (SILL) is concerned, it is highly reliable and according to Oxford (1996) with ESL/EFL SILL Cronbach's alphas have been .94. Furthermore, referring back to the earlier researches conducted with SILL, Oxford (1996) asserts relationship between language proficiency and ESL/EFL SILL strategy use, SILL's indication of the different strategy use pattern between ESL and EFL setting and relationship between use of language learning strategy and learning styles etc. are the clear evidence of the construct validity of SILL.

3.4.2 Procedure:

In order to test the hypothesizes, this research collected data from 100 participants and among them 50 participants were the students of Pre-University (beginning level students) and the rest were the students of English Composition I (advanced level students). The data were collected following the proper procedure with the permission of the Director of the Centre and respective section teacher. At the beginning of the data collection, the researcher made it clear to the students that it was a voluntary work and the data will be used for research purpose. The researcher also assured the participants that the personal information will not be disclosed to anybody.

3.5 Pilot study:

This research conducted a pilot survey among 10 BRAC University students beforehand the final survey to figure out the loopholes of the questionnaire. A pilot survey according to Kothari (2010) is very important as it "brings to the light the weaknesses (if any) of the questionnaires and also of the survey techniques. From the experienced gained in this way, improvement can be effected" (p.101). In the pilot survey, it was evident that the questionnaire was not that difficult for the advanced level students. On the other hand, the same questionnaire was a bit challenging for the beginning level students. In this scenario, the researcher decided to explain the entire questionnaire to the beginning level participants to avoid any misinterpretation.

3.6 Administering the final questionnaire:

With the whole-hearted support from the Director of CfL, respective sections' teachers and the students, the researcher himself collected all the data from different groups of students. To collect data from the beginning level students, the researcher fixed a time with all the participants and it took nearly one hour to explain and get their responses on the questionnaire. On the contrary, advanced level students faced problems with only a few technical terms that had been used in the questionnaire. To avoid confusions, the researcher moved from participants to participants and clarified every obscurity. It was not possible to gather all the participants of advanced level for their busy schedules. As a result, the researcher had to go to different sections to collect the data at the end of their classes. It took nearly five days to collect the data from the advanced level students.

3.7 Research instrument for collecting data:

In this quantitative research, a questionnaire with six different parts containing 50 questions altogether was given to the students to elicit required information for the study. From the questionnaire this research has mainly got quantitative data and this quantitative data, as Denscombe (1998) says, aims to measure phenomena so that they can be transformed into numbers.

3.8 Questionnaire:

Questionnaire is the easiest way of collecting quantitative data and it allows the researcher to get a huge amount of data from a large number of subjects in the cheapest and fastest way. In any questionnaire there might be two types of questions: closed and open

questions. Closed questions are the structure questions which according to Seliger and shohamy (1989) require the subject to mark responses, to check agreements or disagreements, or to select among a number of alternatives. On the other hand, open questions provide data that are more descriptive in nature. Questionnaire that has been used in this research has only closed questions. The different segments of the questionnaire focus on the different categories of language learning strategies and has been originally invented by Oxford (1989) are discussed bellow:

Part A of the questionnaire:

This part of the questionnaire consists of nine questions and focuses on memory strategies. These strategies help the students store and retrieve information through creating mental linkages, applying images and sounds, reviewing and employing certain action.

Part B of the questionnaire:

This part of the questionnaire has fourteen questions (from 10-23) altogether and deals with cognitive strategies. Learners use these types of strategies to understand and produce new language by many different means including: practicing, receiving and sending messages strategies, analyzing and reasoning and finally creating structure for input and out put.

Part C of the questionnaire:

The focus of this part of the questionnaire is compensation strategies that allow the learners to use the language despite their often large gaps in the knowledge. This part of the

questionnaire comprises of six questions and includes strategies like; non-linguistic signal, circumlocution, educated guess and approximation.

Part D of the questionnaire:

Part D has been designed with different meta-cognitive strategies that allow the learners to control their own cognition. This part of the questionnaire consists of nine questions and includes strategies like; arranging and planning one's own learning, self-monitoring, selective attention, directed attention etc.

Part E of the questionnaire:

This part concentrates on affective strategies that help the learners regulate emotions, motivations and attitudes related to language learning. Six questions have been included in this segment that focus on strategies that learners use to lower their anxiety, encourage themselves and control the emotional temperature.

Part F of the questionnaire:

In this segment of the questionnaire six social strategies have been included. These strategies are asking questions, cooperating with others and empathizing with others.

A number of different ways are usually employed to collect data by questionnaires. The different items in the questionnaire were evaluated on a five point Likert scale ranging from 1 to 5 and the number implies how often the learner uses the strategies.

Never or almost never true of me   = 1

Generally not true of me   = 2

Somewhat true of me   = 3

Generally true of me   = 4

Always or almost always true of me   = 5

3.9 Method of data analysis:

This study follows a quantitative method to investigate the hypotheses and in this method we basically look for phenomena that we can quantify, measure or express numerically. As a result, facts of the survey has been expressed in numeric terms and analysed through statistical methods. In other words, for the data analysis this research uses descriptive statistics including; means, frequencies, standard deviation and percentage . The data have been presented in terms of tables, pie charts and bar diagrams.

Chapter Four

4.1 Findings and Analysis

This section of the paper will present the results and findings of the study according to the chronological order of the aforesaid research hypotheses. To begin with, the learners have been divided into five categories on the basis of the use of the language learning strategies which include: very high users (4.5-5.0), high users (3.5-4.4), moderate users (2.5-3.4), low users (1.5-2.4), and very low users (1.0-1.4). Oxford's (1990) divided the Intensity Analysis Category of SILL into three categories (i.e. high, medium and low) but for the convenience of present research purpose the researcher has divided it into five categories.

Table 1: *Intensity Analysis Category of SILL*

No	Category	Intensity	Score
1	Very High	Always or almost always true of me	4.5 - 5.0
2	High	Usually true of me	3.5 - 4.4
3	Moderate	Somewhat true of me	2.5 - 3.4
4	Low	Usually not true of me	1.5 - 2.4
5	Very low	Never or almost never true of me	1.0- 1.4

4.1.1 Findings of part A

As mentioned earlier, 'part A' of this questionnaire solely focuses on memory strategy which according to Oxford (1990) is a direct language learning strategy. There were altogether nine questions in this part of the questionnaire and all the questions deals with the different types of memory strategies. The summary of the findings of 'part A' has been presented in the table below.

Table 2: *Findings of 'Part A' of the Questionnaire*

Proficiency of the students	Number of the students	Mean	Range of individual average	Standard deviation between the mean scores of low and high proficient students
Low	50	3.16	3.8-2.6	0.23
High	50	2.7	3.7-1.4	

The data listed in the above table shows that low proficiency students (i.e. Pre-University students) are moderate users of memory strategy and their mean score is 3.16. On the other hand, the use of memory strategy among the high proficiency students is also medium and their mean score is 2.7. The standard deviation of the means of the use of memory strategy between low proficient and high proficient is 0.23. From the data it is evident that although both the groups are moderate users of memory strategies, students with low proficiency use more memory strategy than the high proficient students. Among the low proficient students, the

highest individual mean for memory strategy is 3.8 and the lowest individual mean for the same is 2.6. As a result, less proficient students' individual range of response in memory strategy fluctuates from 2.6 to 3.8. On the other hand, the highest individual mean of memory strategy for the proficient students is 3.7 and the lowest individual mean is 1.4. So, the range of individual responses of the memory strategy for high proficiency students ranges from 3.7 to 1.4.
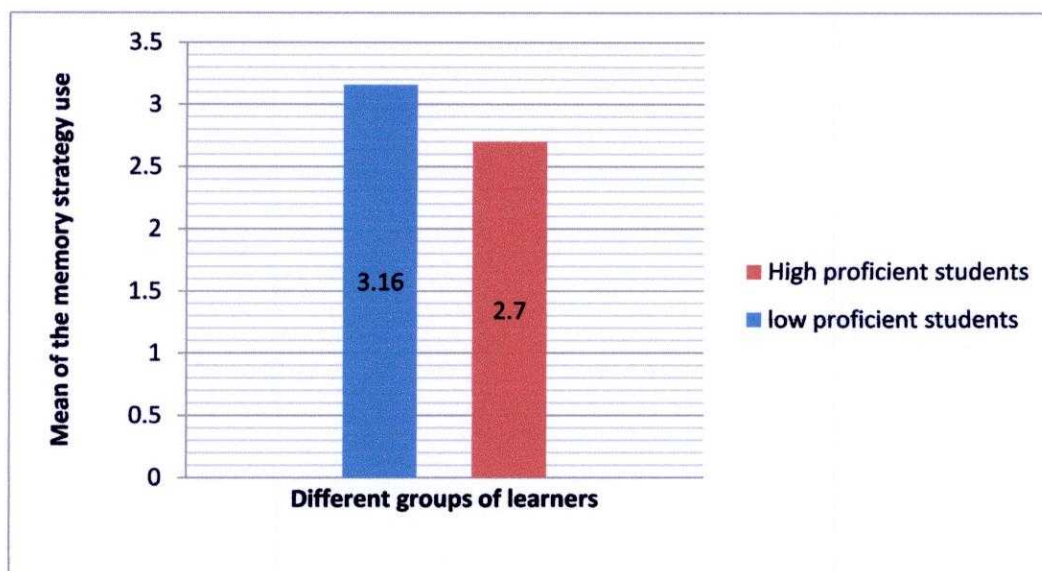
Figure 1: *Average Use of Memory Strategies by Both High and Low Proficient Students*

If we look at the data of the proficient students more particularly (see Figure 2), we will notice that 12% of them are high users of memory strategy, 58% of them are moderate users of memory strategy, 28% of them are low users of memory strategy and 2% of them are very low users of memory strategy.
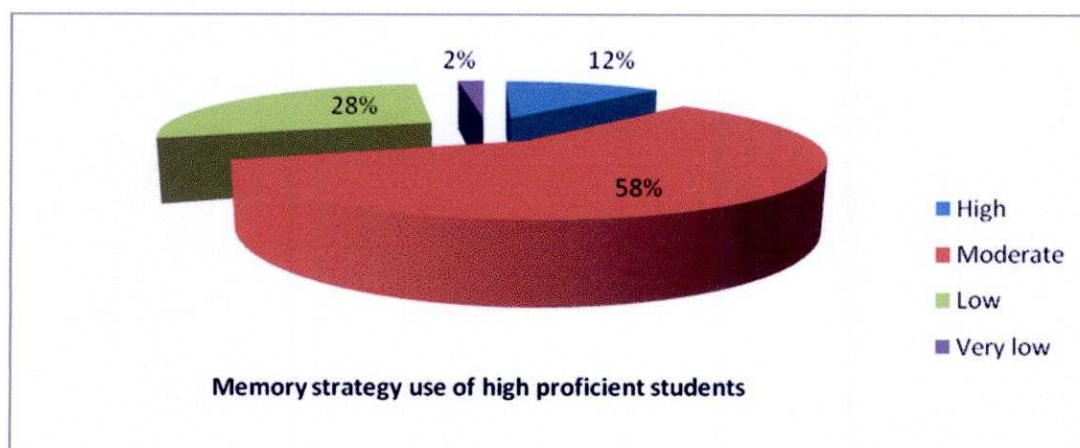
Figure 2: *Memory Strategy Use of High Proficient Students*

In contrast, all the low proficient students are either high or moderate users of memory strategy. Data shows that 32% of the low proficient students are high users of memory strategy and 68% of these students are moderate users of memory strategy (see Figure 3).

Figure 3: Memory Strategy Use of Low Proficient Students.

4.1.2 Results of part B

This part of the questionnaire focuses on cognitive strategy which according to Oxford (1990) is a direct language learning strategy that influences language learning directly. Learners use these strategies for mental manipulation, transformation of materials or tasks in order to enhance comprehension, 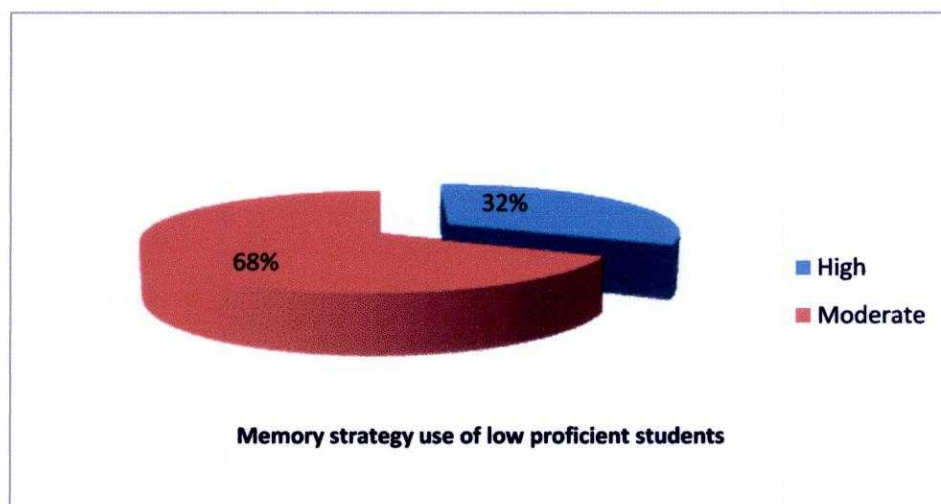acquisition and retention. This part of the questionnaire consisted of fourteen different types of cognitive strategies that learners possibly use both in learning and using a new language. Summary of the findings of 'part 3' as been shown in the following table:

Table 3: *Findings of 'Part B' of the Questionnaire*

Proficiency of the students	Number of the students	Mean	Range of individual average	Standard deviation Between low and high proficient students
Low	50	3.7	4.2-3	0.16
High	50	3.4	4.5-2	

The mean use of cognitive strategy for the less proficient students is 3.7 and they are the high users of cognitive strategy. On the contrary, proficient students are the moderate users of cognitive strategy. The mean score of cognitive strategy use for the high proficiency students is 3.4. The standard deviation of the use of cognitive language learning strategies between the aforementioned two groups is 0.16. Here, from the data it is evident that less proficient students exercise more cognitive strategies than proficient students. Among the low proficient students,

the mean of highest individual response for cognitive strategy use is 4.2 and mean of the lowest individual response is 3. The range of individual responses in this case fluctuates from 4.2 to 3. In the same way, the highest and lowest individual mean of the use of cognitive strategy for the proficient students are 4.5 and 2 respectively. Here, the individual response rates of the high proficient students fluctuate from 4.5 to 2.
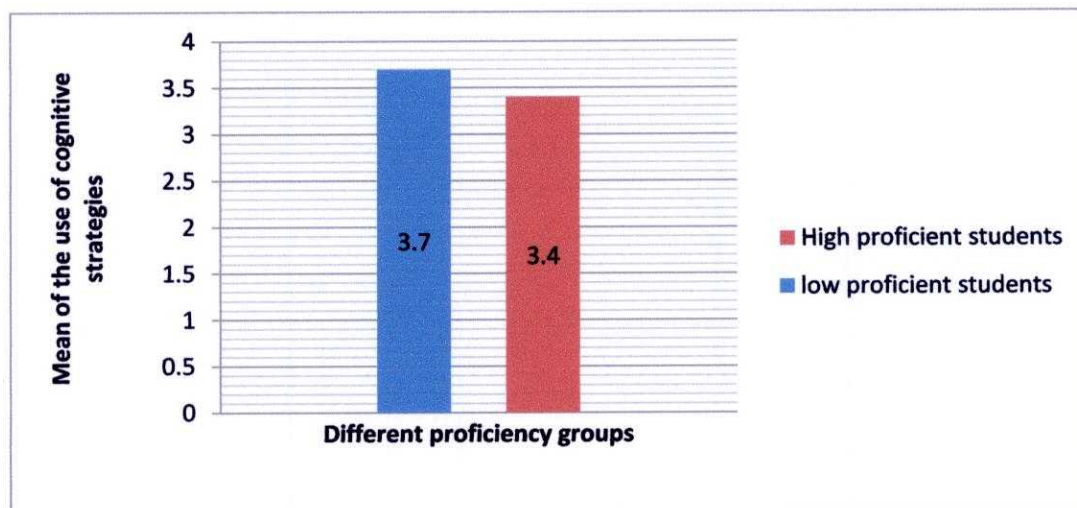
Figure 4: Average Use of Cognitive Strategies by both High and Low Proficient Students

It is evident from the data that 68% of the low proficient students are the high users of cognitive strategy and 32% of this group is the moderate users of cognitive strategy.
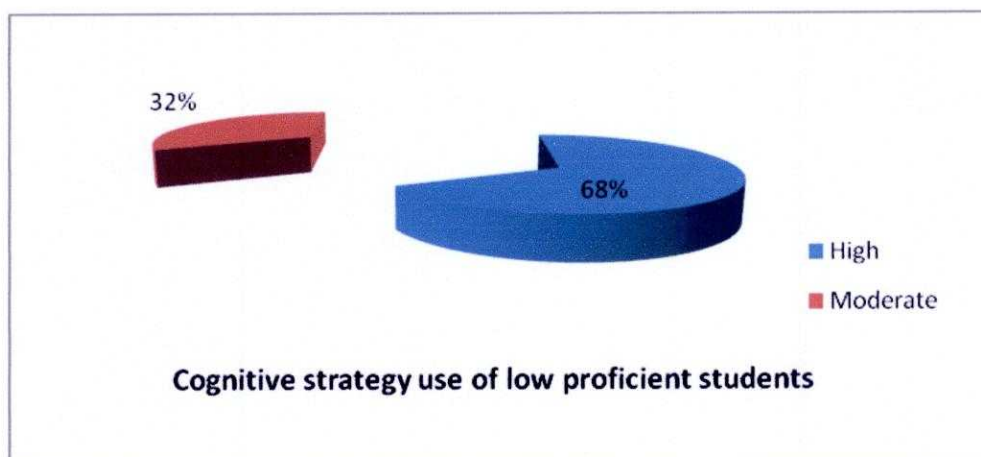
Figure 5: Cognitive strategy use of low proficient students.

In contrast, 2% of high proficient students are very high users of cognitive strategy, 60% of them are high users, 34% is moderate users and 4% is the low users of cognitive strategy.
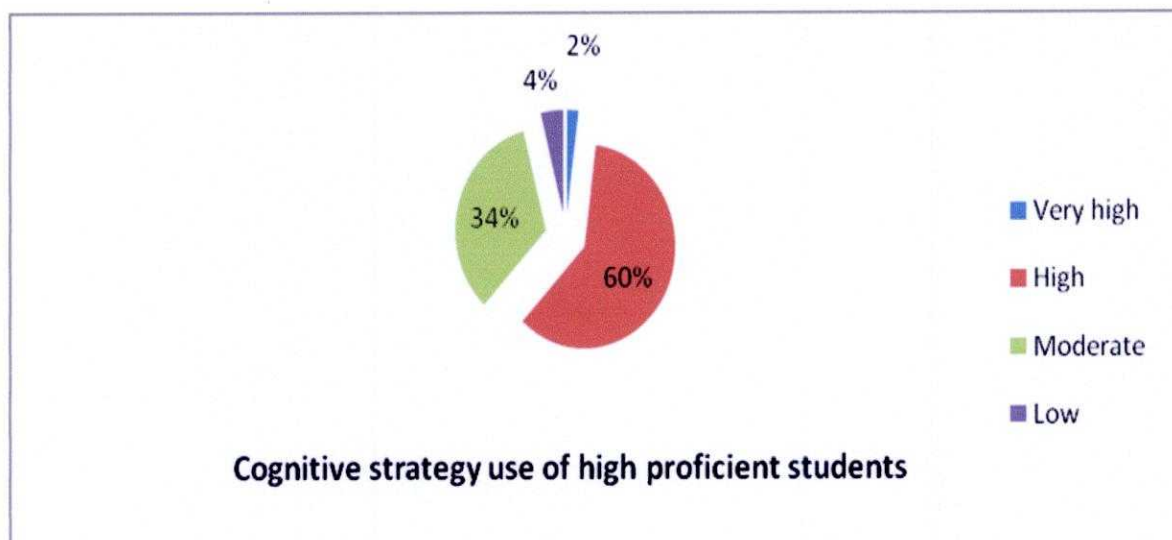
Figure 6: Memory Strategy Use of Low Proficient Students.

4.1.3: Results of part C

'Part C' of the questionnaire deals with six different types of compensation strategies. Oxford (1990) identified compensation strategy as a direct language learning strategy where Brown (2000) identified it as a communication strategy. Earlier researches tend to suggest that low proficient students use compensation strategies to a grater extent than high proficient students. However, the summary of the findings of this part has been presented in the table below:

Table 4:*Findings of 'Part C' of the Questionnaire*

Proficiency of the students	Number of the students	Mean	Range of individual average	Standard deviation Between low and high proficient students
Low	50	3.6	4.5 - 3	0
High	50	3.6	4.8 - 2	

The mean of the compensation strategy for the low proficient students is 3.6 as a result they are high users of compensation strategy. The highest individual response of low proficient students in this area is 4.5 and the lowest individual response is 3. Here, we see that individual responses of the less proficient students fluctuate from 3 to 4.5. On the other hand, the mean of the high proficient students for compensation strategies is 3.6 and they are also high users of compensation strategies. The highest individual response of high proficient students in this

category is 4.8 and the lowest individual response is 2. The range of individual responses of the

proficient students in this category fluctuate from 2 to 4.8.
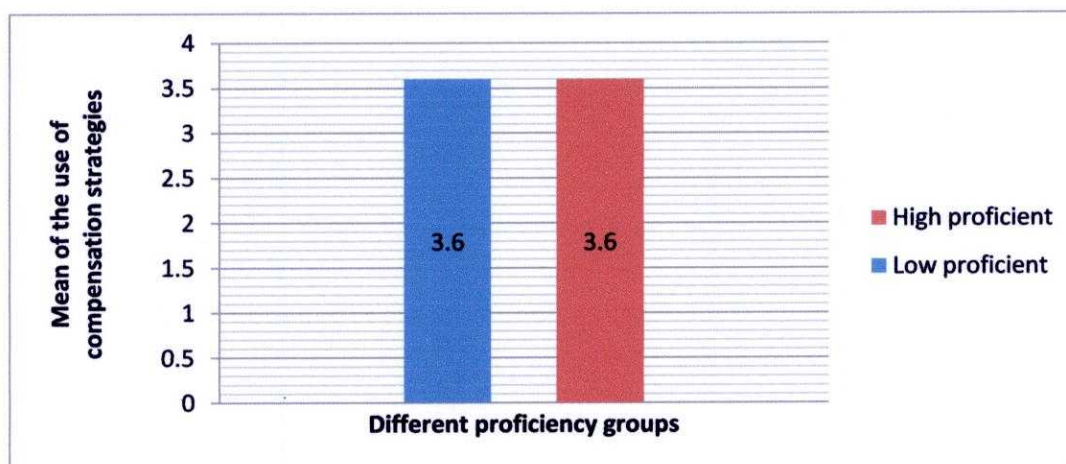
Figure 7: *Average Use of Compensation Strategies by both High and Low Proficient Students*

Data of the low proficiency students show that 6% of them are very high users of

compensation strategy, 64% of them are high users and 30% of them are moderate users.
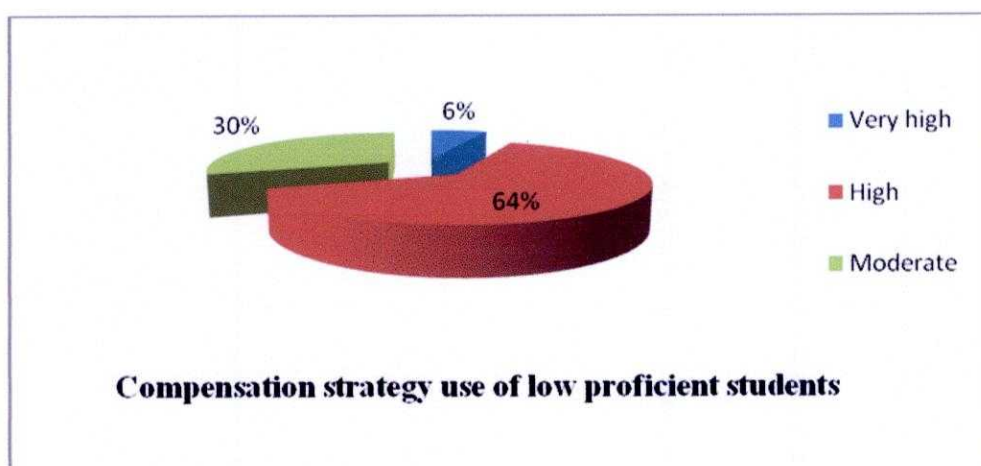
Figure 8: Compensation Strategy Use of Low Proficient Students.

On the contrary, 10% of the high proficiency students are very high users of compensation strategy, 46% are high users, 42% are moderate users and 2% are low users.

Compensation strategy use of high proficient students
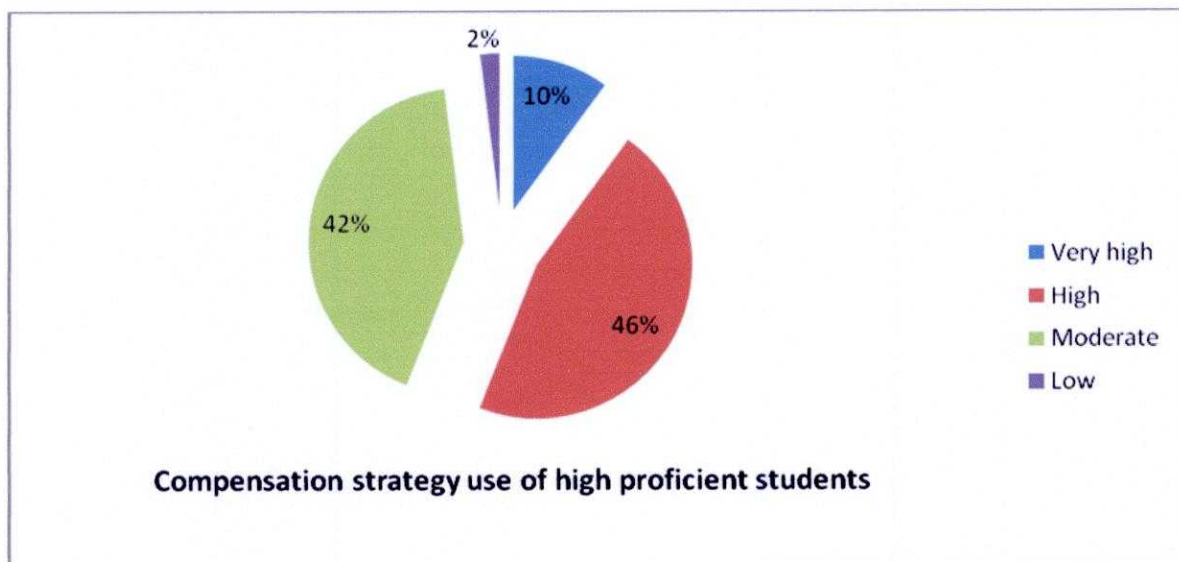
Figure 9: Cognitive strategy use of high proficient students.

4.1.4: Results of part D

'Part D' of the questionnaire investigates the use of metacognitive strategies of the learners and consisted of nine different metacognitive strategies. According to Oxford (1990) metacognitive strategies are indirect language learning strategies and influences the learning in an indirect way. The summary of the result of this part has been presented bellow it the table:

Table: 5 *Findings of 'Part D' of the Questionnaire*

Proficiency of the students	Number of the students	Mean	Range of individual average	Standard deviation Between low and high proficient students
Low	50	3.72	4.1-3	0.1
High	50	3.5	4.8-2.1	

Data suggests that the mean use of metacognitive strategies among the less proficient students is 3.72, which means they are high users of metacognitive strategy. The mean of individual response score of these students fluctuates from 4.1 to 3. On the other hand, high proficiency students' data suggest that their mean use of metacognitive strategy is 3.5 and they are also high users of metacognitive strategy. The mean of individual students' responses in this category fluctuates from 4.8 to 2.1.
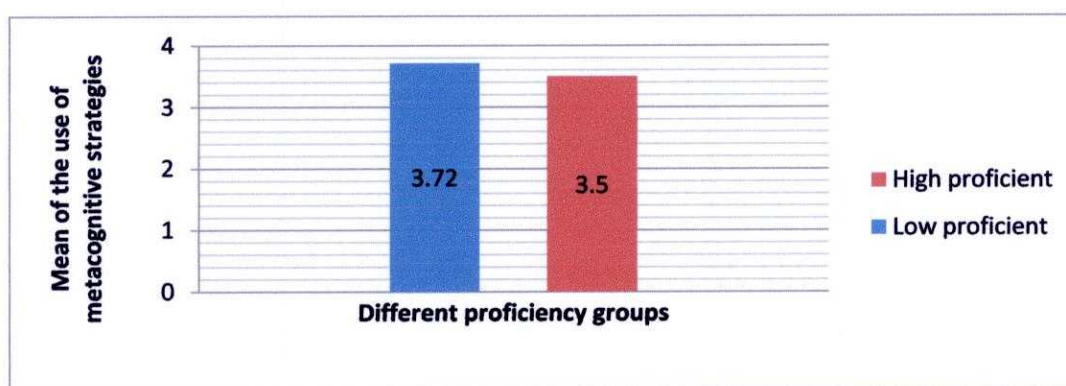
Figure 10: *Average Use of Metacognitive Strategies by both High and Low Proficient Students*

Data shows that 64% of the less proficient students are high users and 36% of them are moderateusers of metacognitive strategies.
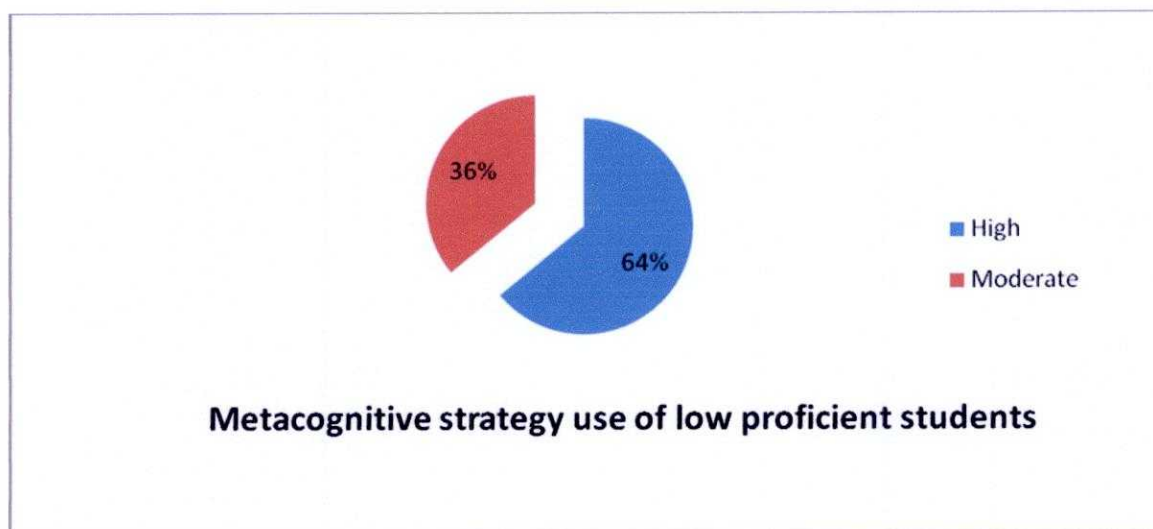
Figure 11: Metacognitive strategy use of low proficient students.

On the other hand, minute interpretation of high proficient students' data reveals that 6% of them are very high users of cognitive strategy, 38% high users, 54% are moderate users and 2% are low users of metacognitive strategy.
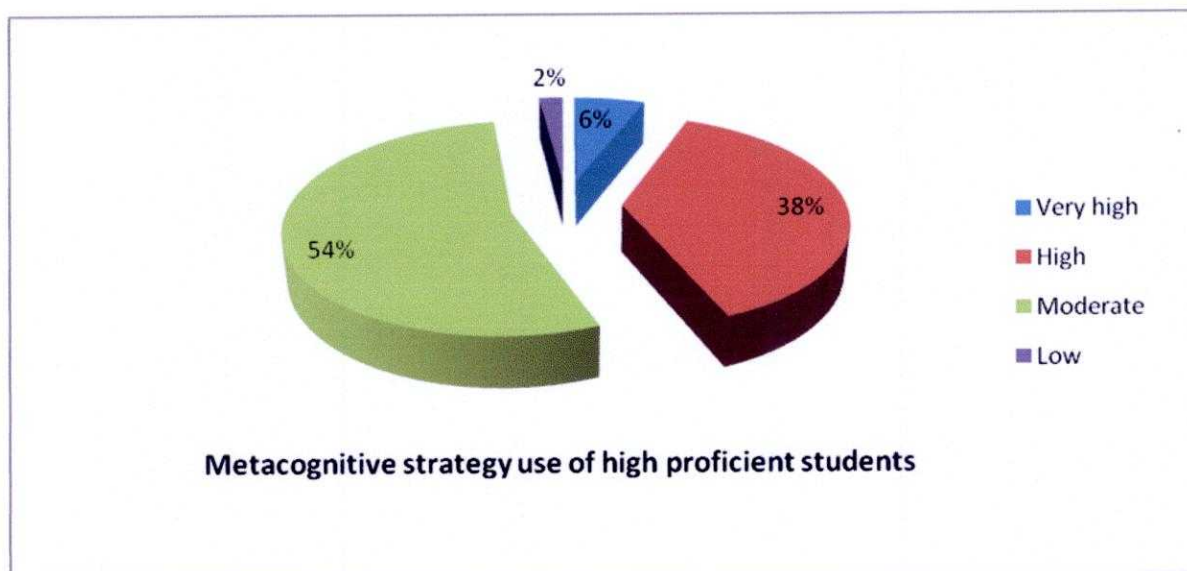
Figure 12: Metacognitive strategy use of high proficient students.

4.1.5: Results of part E

'Part E' of the questionnaire explores the use of affective strategies of the learners. Oxford(2000)categorized affective strategies as indirect language learning strategies. The summary of the findings of this part has been presented in the table bellow:

Table 6:*Findings of 'Part E' of the questionnaire*

Proficiency of the students	Number of the students	Mean	Range of individual average	Standard deviation Between low and high proficient students
Low	50	3.3	4.3 – 2.5	
				0.25
High	50	2.82	4.5 – 1.2	

Data shows that low proficiency students are moderate users of affective strategies and the mean of their response is 3.3. The mean of the individual responses of less proficient students for affective strategy fluctuates from 2.5 to 4.3. Similarly, high proficient students are also moderate users of affective strategies and the mean of their responses is 3.8. Here, the mean of the individual responses of proficient students for the same strategy fluctuates from 1.2 to 4.5.
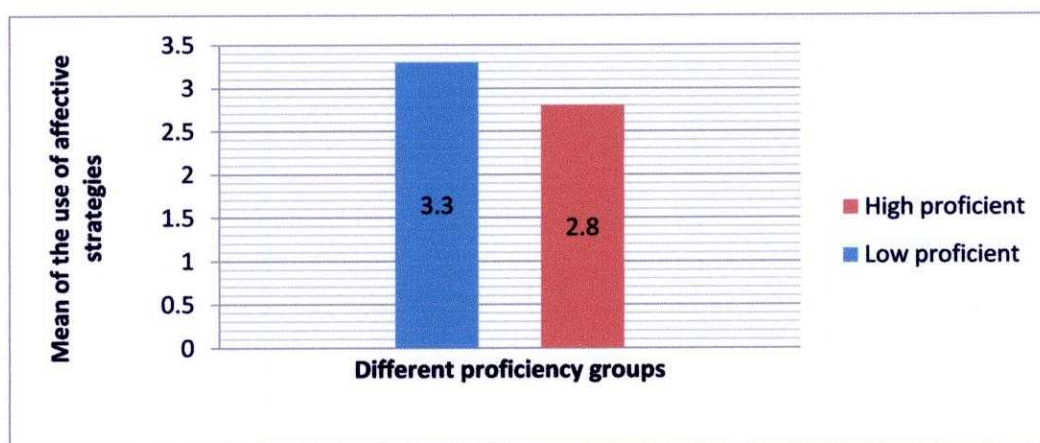
Figure 13: *Average Use of Affective Strategies by both High and Low Proficient Students*

In addition, findings of the data of this segment reveal that all the low proficiency students are either high or moderate users of affective strategy. Among them, 44% are high users and 56% are moderate users of this strategy.

Affective strategy use of low proficient students
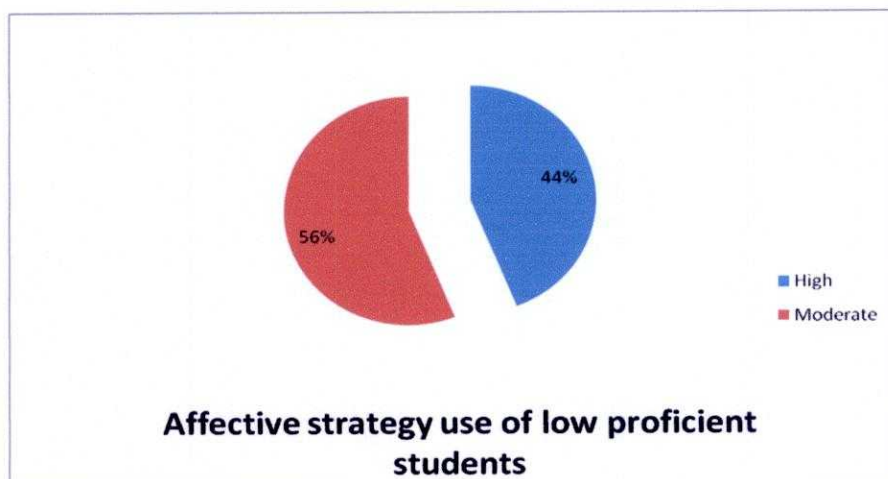
Figure 14: Affective strategy use of low proficient students.

On the other hand, there are different types of affective strategy users among the proficient students. Data shows that 8% of them are very high users, 22% are high users, 28% are moderate users, 40% are low users and 2% are very low users of affective strategies.

Affective strategy use of high proficient students
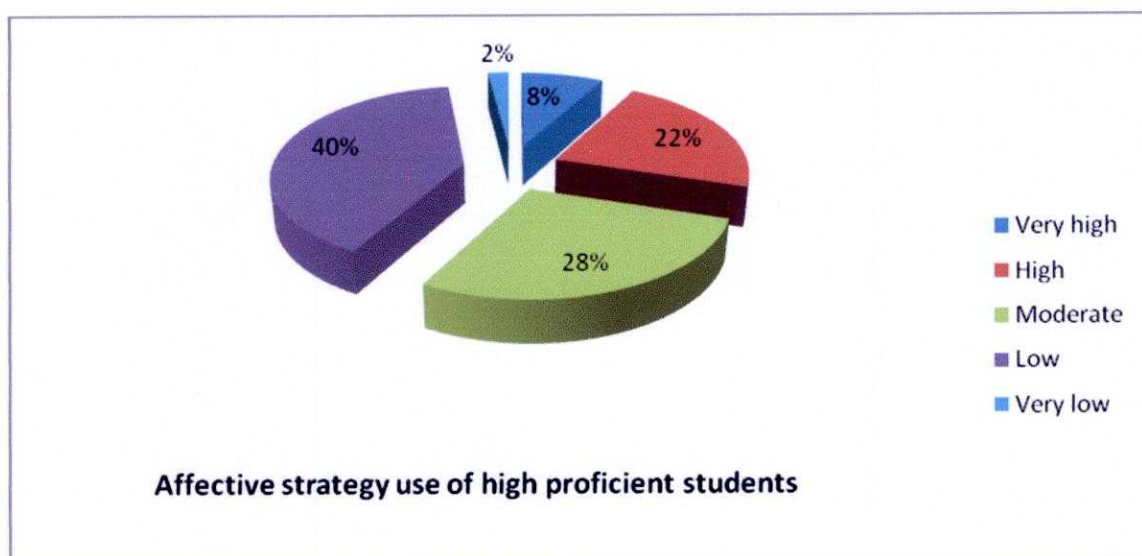
Figure 15: Affective Strategy Use of Low Proficient Students.

4.1.6: Results of part F

'Part F' of the questionnaire investigates the use of social strategies of the learners. These types of strategies according to Oxford (1990) are indirect language learning strategies. This segment of the questionnaire is consisted of six questions and the summary of the findings of this part has been presented in the table below.

Table 7: *Results of part F*

Proficiency of the students	Number of the students	Mean	Range of individual average	Standard deviation Between low and high proficient students
Low	50	3.8	4.5 – 2.8	0.25
High	50	3.3	4.8 – 2.1	

Data of this part shows that low proficiency students are high users of social strategies and their mean use of social strategies is 3.8. The mean of the individual responses of these students for social strategies fluctuates from 2.8 to 4.5. On the other hand, high proficiency students are moderate users of social strategies and their mean use of social strategies is 3.3. The mean of individual responses of this group for social strategies fluctuates from 2.1 to 4.8.
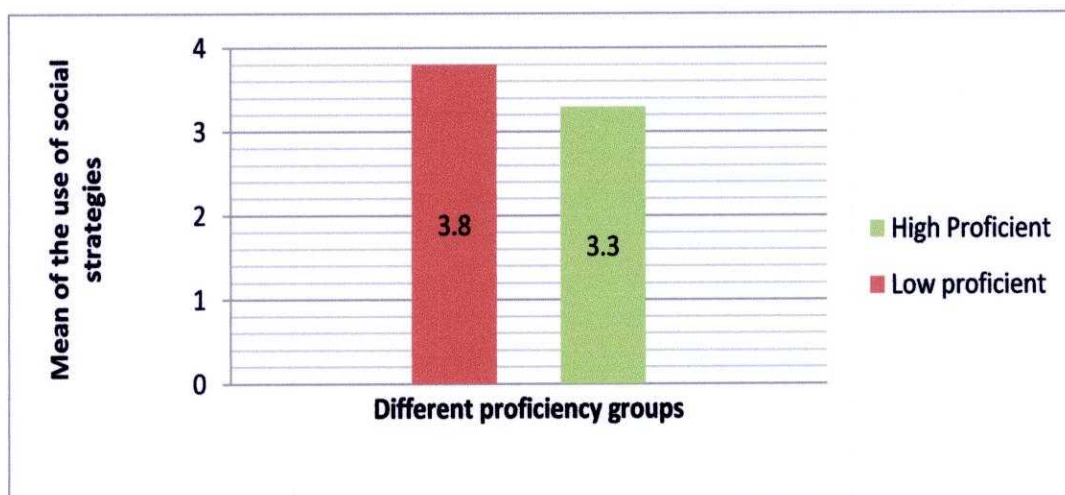
Figure 16: *Average Use of Social Strategies by both High and Low Proficient Students*

Beside this, data of low proficiency students show that, 12% of them are very high users, 66% are high users and 22% of them are moderate users of social strategies.

Social strategy use of low proficient students
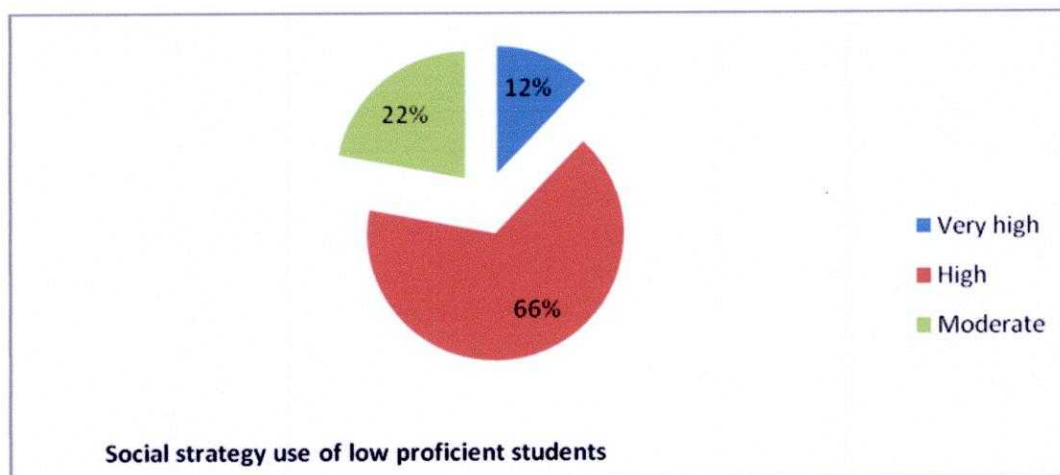
Figure 17: Social strategy use of low proficient students.

On the other hand, among the proficient students 6% are very high, 42% are high, 44% are moderate and 8% are low users of social strategies.

8%   6%

42%

44%

■ Very high

■ High

■ Moderate

■ Low

Social strategy use of high proficient students
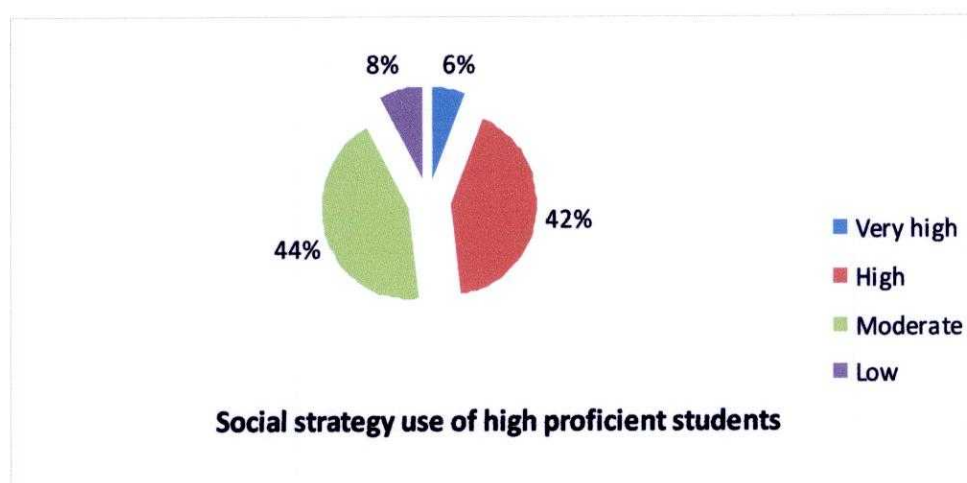
Figure 18: Social strategy use of low proficient students.

4.1.7: Results of the average

This part of the questionnaire does not basically talk about any particular type of learning strategy rather it is the average of the scores of all the different parts of SILL. This part gives us a comprehensive idea about the overall strategy use. The summary of the findings of this part has been presented in the table below.

Table 8: *Findings of the Average of the Questionnaire*

Proficiency of the students	Number of the students	Mean	Range of individual average	Standard deviation Between low and high proficient students
Low	50	3.5	4.1 – 2.9	0.14
High	50	3.2	4 – 2.5	

The average part determines the average of the six different parts of the questionnaire. Data of this part reveals that less proficient students are high users of language learning strategies and their mean of the average use of language learning strategy is 3.5. Low proficiency students' mean of the average part fluctuates from 4.1 to 2.9. In contrast, high proficiency students are moderate users of language learning strategies and their mean of the average use of language learning strategy is 3.2. High proficiency students' means of the use of overall language learning strategies fluctuates from 4 to 2.5. Standard deviation between the means of the overall language learning strategies between the two groups is 0.14.
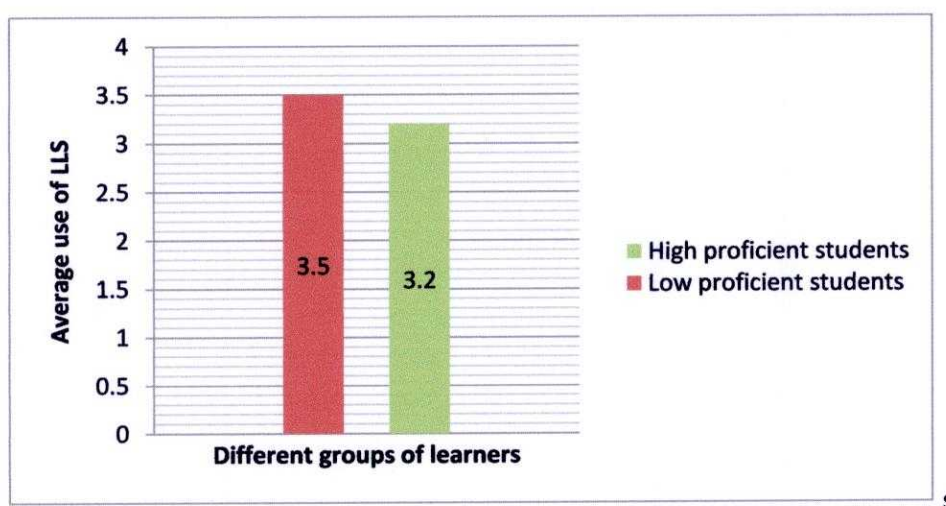
Figure 19: *Average of the overall use of LLS.*

In addition to this, data of the average use of language learning strategies shows that 68% of the low proficient students are high users and 32% of these students are moderate users of overall language learning strategies.
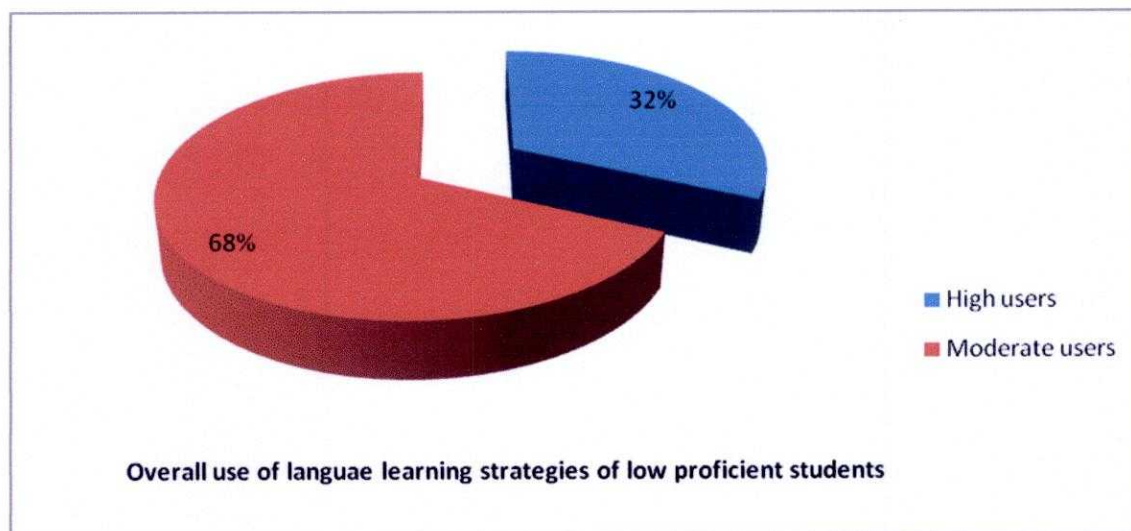
Figure 20: Overall strategy use by low proficient students.

Beside this, it is evident from the data that 22% of the high proficient students are high users of overall language learning strategies and 78% of this group is moderate users of all the language learning strategies.
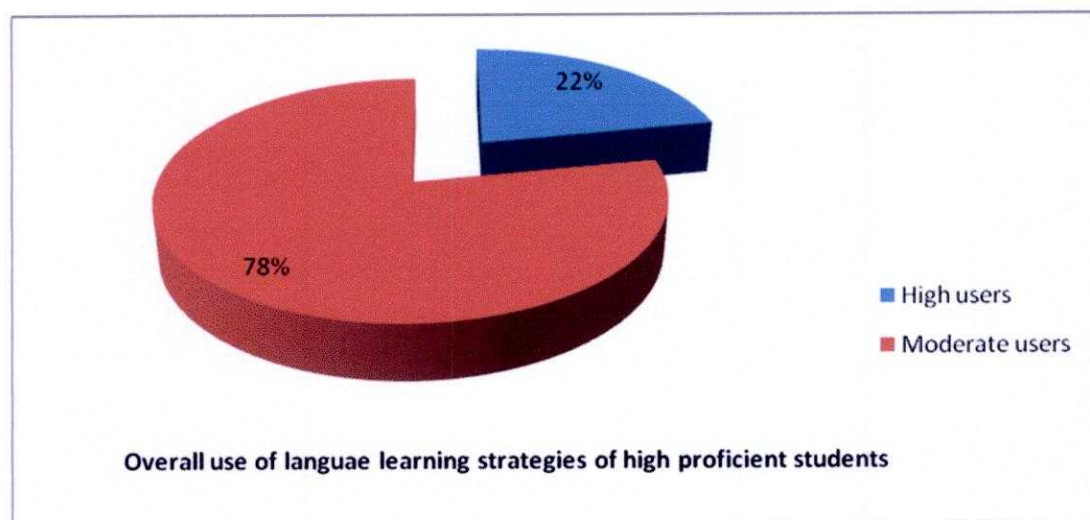
Figure 21: Overall Strategy Use by High Proficient Students.

4.2. Discussion

In this part of the paper, the major findings of the study will be discussed and the hypotheses will be tested on the basis of the findings.

4.2.1 Discussion on the first Hypothesis

The first hypothesis of this study claims that learners with high proficiency use language learning strategies more frequently than learners with low proficiency. Data of the study shows that the mean use of memory strategy among the low proficiency students is 3.16 and the mean use of memory strategy of high proficiency students is 2.7. So, it is clearly evident that less proficient students use memory strategies more frequently than proficient students. In the same way, mean use of cognitive strategy of low proficiency students is 3.7 and mean of high proficiency students for the same is 3.5. Data in our study also show that low proficiency students use cognitive strategies more frequently than high proficiency students. Next, mean use of compensation strategy among low proficiency students is 3.6 and mean of the use of compensation strategy of high proficiency students is 3.6. In this case, we notice that both the two different groups use compensation strategy with the same frequency. Besides, mean of the use of metacognitive strategy of low proficient students is 3.72 and mean use of metacognitive strategy of high proficiency students is 3.5. In the case of metacognitive strategy, we further notice that the low proficiency students use metacognitive strategies more frequently than high proficiency students. In addition, mean use of affective strategy of less proficient students is 3.3 and mean use of proficient students for the same is 2.8. Data of this study reveal that low proficiency students use affective strategies more frequently than high proficiency students. Furthermore, data show that mean of the use of social strategies of low proficiency students is

3.8 and mean of the use of high proficiency students for the same strategy is 3.3. In this case, we further witness that low proficiency students use social strategies more frequently than high proficiency students. Finally, data on the average use of language learning strategies of low and high proficiency students reveal that mean use of average language learning strategies of low proficiency students is 3.5 and mean of the use of average language learning strategies of high proficiency students is 3.2. Result of this average part further shows that less proficient students use all the different types of strategies more frequently than proficient students.

Finding of the study is somewhat paradoxical to the first hypothesis of this study. In other words, although the first hypothesis of the study suggests that high proficiency students use language learning strategies more frequently than low proficiency ones, findings of this study suggest that low proficiency students use language learning strategies more frequently than high proficiency students. This result is relevant to the findings of the earlier studies on strategies used by second language learners by O'Malley and Chamot (1990) where they mentioned "beginning level students were able to identify more strategies than intermediate level students" (p.118). O'Malley and Chamot (1990) further reported in another study that advanced and intermediate EFL students use strategies more frequently than beginning level students. Now the question arises whether the setting of this study (i.e. Bangladesh) is EFL or ESL? Although there is no consensus about it, we can still reach a conclusion that BRAC University context is more likely to an ESL context, where learners use the new language even outside the class room with their teachers and fellows as a means of everyday communication. There are a number of reasons why ESL learners use more language learning strategies than EFL learners. According to Rao (2006) this tendency of using more language learning can be explained from three different perspectives:

First, ESL learners learn English in an environment where the language is the means of daily survival and communication while EFL learning takes place in settings where the language plays a less major role in communication; therefore ESL learners are more strongly motivated to master the language by using a variety of LLS. Second, students in ESL settings can have access to numerous authentic materials whereas such resources are hardly available for English learners in EFL situations. Finally, learning English in an English environment provides ESL learners with many interaction opportunities to practise the language, but EFL students learn English primarily in the classroom, which greatly limits their chances for strategy use (P.498-499).

In addition to this, some of the studies in language learning strategies discover that learners have a tendency to use language learning strategies less frequently as they develop their proficiency level. For instance, Zhou (2010) in his study on the use of language learning strategy by different grade students discovers that "as for the differences among three grades, students use learning strategies less frequently as they go into higher grades" (p.155).

Another most notable point in this regard is the fact that the motivation of a particular group of students that can influence the use language learning strategies to a large extent. According to Oxford and Nyikos (1989), "the degree of expressed motivation was the single most powerful influence on the choice of language learning strategies" (p.294). The same study further asserted that more motivated students use language learning strategies more frequently than less motivated students. In this regard, we have to acknowledge the fact that low proficiency students of this study are customarily more motivated than high proficiency students since low proficiency students are learning English for their survival in BRAC University. If they do not

pass the intensive language course successfully, they would not be allowed to study in this university as regular students. As a result, their extrinsic motivation is obviously higher than the advanced students who are already regular students of the university.

Another possible explanation why more proficient students use language learning strategies less frequently might be the language learning tasks that the learners are exposed to. Findings of the previous studies on this issue including O'Malley and Chamot (1995) suggest that less frequent use of language learning strategies by high proficiency students might also be the result of "the nature and difficulty of the tasks to which they were exposed" (p.118).

From the above discussion, we can come to a conclusion that the context of this particular study is more likely to an ESL setting as a result of which students with low proficiency tend to use more language learning strategies than proficient students. Apart from this, proficient students use language learning strategies less frequently probably because of their proficiency development and as they are now studying in higher grades. In addition, comparatively low motivation and types of language learning strategies that the learners are exposed might be the other probable reasons why high proficient students are using LLS less frequently than low proficient students.

4.2.2 Discussion on hypothesis two:

The second hypothesis of this study says that high proficiency students use more metacognitive strategies than other language learning strategies. Findings of this study suggest that mean of the use of metacognitive strategy of high proficiency students is 3.50, and mean of the other strategies are: memory = 2.7, cognitive = 3.5, compensation =3.6, affective =2.8 and social = 3.3. It is evident from the findings that although metacognitive strategies are one of

those mostly preferred or used language learning strategies, these are not the maximum-used ones. Rather, high proficiency students in our study use compensation strategies most frequently (M=3.6) and their second most frequently used strategies are metacognitive strategies.

This finding of the study is also similar to the findings of the study by Bedell and Oxford (cited in Cohen and Macaro, 2007) who assert that "higher use of compensation might be typical of Asian students" (p.73). The abovementioned finding has further been supported by the study conducted by Lee and Oxford (2008) who suggest that, " in contrast to perceptions about Asians as constant memory-strategy users, compensatory strategies for making up the missing knowledge were used the most frequently" (p.15). Nevertheless it is convincingly argued by Oxford (1990), O'Malley and Chamot (1995) that good language learners are more likely to use metacognitive strategies more frequently and it is mainly the use of metacognitive strategies that makes the difference between effective and ineffective language learners. Mingyuah (2001) also asserts that there is a strong correlation between the uses of metacognitive strategies and language proficiency and says " when metacognitive strategy was used as an independent variable, the result indicated that the more the students used this particular strategy, the more progress they made in their overall language proficiency" (p.65).

Even though, the mean of the use of metacognitive strategies is not the highest one (mean for metacognitive is 3.5 and mean for compensation is 3.6), high proficiency students are yet the high users (score between 3.5 and 4.4) of metacognitive strategies according to the division of different types of language learning strategy users. From the above discussion, we can arrive at the decision that although metacognitive strategies might not be the most frequently used

language learning strategies among the proficient students, this group of students are still high users (M = 3.5) of metacognitive strategies and in fact it is the second most frequently used strategies among all the six different types of language learning strategies.

4.2.3 Discussion on the hypothesis three:

Third hypothesis of this study suggests that less proficient students tend to use compensation strategies to a larger extent than other strategies. Data of low proficient students' strategies use show that mean of their compensation strategy use is 3.6 and mean use of other strategies are: memory = 3.16, cognitive = 3.7, metacognitive = 3.72, affective = 3.3, social = 3.8. From the data of this study, it is evident that low proficiency students use social strategies (M = 3.8) more frequently than compensation strategies (M = 3.6). As Oxford (1990) suggests, it is generally expected that low proficient students will be using more compensation strategies than any other strategies to compensate for their lack of knowledge in the target language. Though finding of this part does not support the third hypothesis, it still supports the findings of Bremner (as cited in Mingyuah ,2001) and Mingyuah (2001) as both of these two studies came up with almost the same conclusion that "compensation and metacognitive strategies were the most used, while affective and memory strategies were the least used" (p. 57).

Furthermore, findings of this segment show that low proficiency students' most frequently used strategies are social strategies which might be due to the learning situation of the study. Cohen and Macaro (2007), referring back to the earlier studies suggest that "situational variables exert a substantial influence on the use of strategies" (p.75). In this regard, we must recognize the fact that less proficient students of this study are exposed to a new learning

environment where the medium of classroom instruction and everyday communication is English. As a result, they have no other alternative except using English mostly inside the classroom and to a certain extent even outside the classroom. This mandatory use of the target language both outside and inside the classroom definitely accelerates their use of social strategies. In addition to the above points, it has to be recognized that the intensive language program that the low proficiency students undertake is based on the principles of communicative language teaching and learning where the learners frequently have to do group work and peer work. Classroom activities like group work and peer work evoke more exchange of ideas and comparatively more use of target language, which ultimately lead to more frequent use of social strategies. Cohen and Macaro (2007) also recognise the influence of the types of learning tasks and learning contexts on the use and development of learners' language learning strategies and claim that " strategies are linked both to specific cognitive activities and also to the social communities in which they occur" (p.76). From the above discussion we can reach the conclusion that university environment, classroom context, types of the language learning activities, procedures of executing learning activities have influenced the learners to use social strategies more frequently than any other strategies.

4.2.4 Major findings of the study

This study has a number of major findings where some of them agree with the hypotheses and some do not. One of the major findings of this research is about the frequency of the language learning strategies by different proficiency groups of this study, i.e. high proficiency group and low proficiency group. Results show that high proficiency group uses LLS less frequently than low proficiency students. This finding undoubtedly indicates that the high

motivation level of the less proficient students and the learning context where they are learning English as a second language rather as a foreign language contribute to this tendency. In addition to the above factors, difficulty of the language task, types of the language task, procedures of the language task completion (i.e. individual work, peer work, group work), classroom environment, reasons for learning English are the key dynamics that influence the low proficient learners to use LLS more frequently than the high proficient students.

Another important finding of this study is the pattern of LLS use by high proficient students. Data exhibits that high proficient students use compensation strategies most frequently (M = 3.6) and the rating of the use of other strategies are metacognitive and cognitive are both (M = 3.5) second most frequently used, social (M = 3.3) third most frequently used, affective (M = 2.8) fourth most frequently used and memory (M = 2.7) is the least frequently used strategy. This findings support Minguangyuan's (2001) findings of the earlier study. Minguangyuan (2001) studied the LLS use of Chinese ESL university students and found that compensation was the most frequently used strategy followed by metacognitive being the second most frequently used strategies. He also reported that memory and affective strategies were the least frequently used strategies, which is also true in our context. Bremner (1998) studied the LLS use of group of Hong Kong learners and reported similar findings.

Another unique finding of this study is the LLS use pattern of low proficient students. One of the most surprising findings of this part is the most frequently used strategy of low proficient students. Unlike the findings of previous study data shows that low proficient students of our study use social strategies (M = 3.8) more frequently than any other strategies. Besides, data further suggests that social, metacognitive (M = 3.72), and cognitive (M= 3.7) are the most frequently used strategies of the low proficient students of our study and affective (M = 3.3) and

memory (M = 3.16) are the least frequently used language learning strategies.   Findings of this segment partly agrees with the findings of Rao (2006) where he says that Chinese ESL learners' most frequently used LLS is social strategy :

> It is interesting to note that all the Chinese subjects reporting high use of social strategies studied English in Singapore, where English is learnt as an L2. Living in an unfamiliar English-speaking country, handicapped by their limited knowledge of the target language and with an immediate need to communicate, they had to resort more frequently to the use of social strategies (p. 500).

Although the participants of the current research are not studying in a country like the above one, they are studying in a new learning environment where the medium of communication and classroom instruction is English. As a result, participants of this study also find it important to communicate in English which ultimately leads to frequent use of social strategies.

Chapter 5

Conclusion

In this chapter implications of the study, limitations of the study recommendation for future researches along with a end note have been presented.

5.1 Implications of this study

This current study has examined the use of LLS by low and high proficiency students in a Bangladeshi English medium private university context and revealed some distinctive features of the LLS use of Bangladeshi learners learning English in an ESL setting. The distinctive findings of this study unavoidably suggest a number of implications and extensions for the classroom pedagogy. Among the implications, first of all, this study suggests that low proficiency students use LLS more frequently than high proficiency students which might imply that the research context (i.e. BRAC University) of this study is ESL and not EFL. From this finding we can say that, if our urban context changes into ESL, education policy makers of our country have to take prompt decisions to bring the same changes in the rural areas which otherwise will evoke a huge disparity between the urban and the rural learners in terms of language proficiency and expertise. In addition to this, high proficiency students' less frequent use might be due to less motivation and types of language activities that they are exposed to. In this regard respective teachers and authority need to double check the appropriateness of the learning materials and learning activities. Improvisation of the types of language learning activities and learning materials can ensure learners' interest and sustainable motivation of the learners which ultimately promote the use of language learning strategies and develop proficiency.

Secondly, this study reveals the rank order of high proficient students' LLS use which also has pedagogical implications. This finding suggests that whenever teachers incorporate LLS in their lessons they must be aware of those strategies that are used less frequently. Another most important finding of this study is the pattern of LLS use both by high and low proficiency students. Earlier researches in this field suggest that learners with the same cultural background tend to use almost the same pattern of LLS. From the findings of this study teachers and course designers will get an idea about the culturally accepted and highly preferred LLS of Bangladeshi ESL learners which they have to take into account. Sutter (as cited in Oxford, 1990), in this respect, claims "…..if strategies being taught were opposed to learners' cultural backgrounds, disaster resulted, Sutter found it necessary to "camouflage" certain new strategies under the guise of old, culturally accepted one" (p. 48). In addition to the above findings, data suggests that low proficiency students use social strategies most frequently which reinforce finding of the earlier researches that claim learning environment influences the use of LLS to a great extent. In the same way, high proficiency students use compensation strategies most frequently which further confirms earlier research findings that claim Asian students tend to use compensation strategies more than any other strategies. Apart from the above findings, this study shows that both the high and low proficiency students use memory strategy most infrequently than other strategies. However, this finding disagrees with the finding of Bedell and Oxford (as cited in Oxford, 1990) where they assert that Asian learners culturally tend to use memory strategies more frequently. Despite this disagreement, it might suggested that the changes in learning and teaching methods and approaches that has taken place in our context over the last few years are responsible for such 'preferences'. To be more exact, previously we used to exercise grammar translation method and learn vocabulary in an isolated way which ultimately promoted the use of memory

strategies. On the other hand, recently we have been practicing Communicative Language Teaching which, by its principles, encourages interaction and this interaction accelerates learners' use of social strategies. Another striking implication of this study comes from the finding that low proficiency students use LLS more frequently which might be due to the extrinsic motivation i.e. getting them admitted in BRAC University as a regular student. It has to be noted that this sort of motivation might not be sustainable and there is a possibility of losing the motivation just after getting admission into BRAC University as a regular student. This downward motivation level will possibly results in less use of LLS, slow development or even downfall of proficiency.

5.2 Limitations of the study:

There are a number of limitations of this study. First of all, in the investigation of the correlation between the language learning strategies use and language proficiency this study has not considered the other variables including: motivation, gender and subject of study which possibly can overshadow the actual correlation. Secondly, the study collected data using a questionnaire and did not go for any classroom observation. As a result, it can not be confidently said that learners are actually using all the reported LLS. In this regard observation along with the survey could make the data more reliable. In addition, no research has been done in our context to investigate the use of LLS by Bangladeshi learners which impeded the opportunity to crosscheck the findings of this study with relevant previous findings. Beside this, the academic resources on this issue are extremely limited in our country for an extensive reading due to which the researcher of this study has largely been dependent on secondary sources.

5.3 Recommendations for further studies:

It will be a good idea to translate the SILL into Bangla and conduct another research to make sure that there is no obscurity in the questionnaire in terms of language. The findings of that research can be compared with the findings of this current research which will amplify the reliability and validity of the findings of both the researches. In addition to translating the SILL, future researches on this area should employ other research instruments (classroom observation, learners' journals etc) to ensure the validity of the reported information.

5.4 End Notes

Trends in language learning and teaching have changed a lot in the last few decades and this shifting clearly transcends from teacher-centered teaching and learning to learner-centered teaching and learning. As a part of learner-centered teaching and learning approach, researchers are now more interested in figuring out the individual learner's traits that transform the learners into more effective, autonomous and self directed ones. As, the above transformation can easily be brought by ensuring the proper use LLS of the learners, teachers should not hesitate to incorporate LLS in the lessons. Before doing so, we need to have a very comprehensive and clear idea about the use of LLS of Bangladeshi learners in order to know which strategies are most frequently used by our learners and which strategies teachers need to emphasise on in their lessons. As a response to this issue, this study has come up with a number of unique findings on LLS use of Bangladeshi learners which have huge implications for ELT practitioners, material designers and curriculum planners of our country. This is one of the early researches that have investigated the use of LLS of Bangladeshi learners. Most interestingly, some of the findings of

this study agree with the findings of the earlier researches on Asian learners' LLS use and some do not due to the distinctive features of this particular Bangladeshi language learning environment. Still, further studies in the other Bangladeshi learning contexts are required to reach a conclusion about the general LLS use pattern among the Bangladeshi learners.

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Appendix A- Questionnaire

Strategy Inventory for Language Learning (SILL)

Male/Female: Module:

Version for Speakers of Other Languages Learning English

Version 7.0 (ESL/EFL) © R.L.Oxford, 1989

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. On the worksheet, write the response (1,2,3,4, or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me.

2. Usually not true of me.

3. Somewhat true of me.

4. Usually true of me.

5. Always or almost always true of me.

NEVER OR ALMOST NEVER TRUE OF ME

means that the statement is <u>very rarely</u> true of you.

USUALLY NOT TRUE OF ME.

means that the statement is true <u>less than half the time</u>.

SOMEWHAT TRUE OF ME.

means that the statement is true <u>about half the time</u>.

USUALLY TRUE OF ME

means that the statement is true <u>more than half the time</u>

ALWAYS OR ALMOST ALWAYS TRUE OF ME

means that the statement is true of you <u>almost always</u>.

Answer in terms of <u>how well the statement describes you</u>. Do not answer how you think you should be, or what other people do. <u>There are no right or wrong answers to these statements</u>. Put your answers on the Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes 20 – 30 minutes to complete. If you have any questions, let the teacher know immediately.

EXAMPLE:

    1. Never or almost never true of me.

    2. Usually not true of me.

    3. Somewhat true of me.

    4. Usually true of me.

    5. Always or almost always true of me.

Read the item, and choose a response (1 through 5, as above). And write it in the space after the item.

    I actively seek out opportunities to talk with native speakers of English. …………..

You have just completed the example item. Answer the rest of the items on the Worksheet.

Strategy Inventory for Language Learning (SILL)
Version for Speakers of Other Languages Learning English

Version 7.0 (ESL/EFL) © R.L.Oxford, 1989

1. Never or almost never true of me.

2. Usually not true of me.

3. Somewhat true of me.

4. Usually true of me.

5. Always or almost always true of me.

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new english word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read it quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Strategy Inventory for Language Learning (SILL)

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

Part C
24.   To understand unfamiliar English words, I make guesses.
25.   When I can't think of a word during a conversation in English, I use gestures.
26.   I make up new words if I do not know the right ones in English.
27.   I read English without looking up every new word.
28.   I try to guess what the other person will say next in English.
29.   If I can't think of an English word, I use a word or phrase that means the same thing.

Part D
30.   I try to find as many ways as I can to use my English.
31.   I notice my English mistakes and use that information to help me do better.
32.   I pay attention when someone is speaking English.
33.   I try to find out how to be a better learner of English.
34.   I plan my schedule so I will have enough time to study English.
35.   I look for people I can talk to in English.
36.   I look for opportunities to read as much as possible in English.
37.   I have clear goals for improving my English skills.
38.   I think about my progress in learning English.

Part E
39.   I try to relax whenever I feel afraid of using English.
40.   I encourage myself to speak English even when I am afraid of making a mistake.
41.   I give myself a reward or treat when I do well in English.
42.   I notice if I am tense or nervous when I am studying or using English.
43.   I write down my feelings in a language learning diary.
44.   I talk to someone else about how I feel when I am learning English.

Part F
45.   If I do not understand something in English, I ask the other person to slow down or to say it again.
46.   I ask English speakers to correct me when I talk.
47.   I practice English with other students.
48.   I ask for help from English speakers.
49.   I ask questions in English.
50.   I try to learn about the culture of English speakers.

Strategy Inventory for Language Learning (SILL)
Worksheet for Answering and Scoring the SILL

1. The blanks (..........) are numbered for each item on the SILL.
2. Write your response to each item (write 1,2,3,4, or 5) in each of the blanks.
3. Add up each column. Put the result on the line marked SUM.
4. Divide by the number under SUM to get the average for each column. Round this average off to the nearest tenth, as in 3.4.
5. Figure out your overall average. To do this, add up all the SUMS for the different parts fo the SILL. Then divide by 50.
6. When you have finished, look at the Profile of Results. Copy your averages from the Worksheet onto the Profile.

Part A		Part B		Part C		Part D		Part E		Part F		
Q1.	.	Q10		Q24 .		Q30 .		Q39		Q45		
Q2. .		Q11		Q25 .		Q31		Q40 .		Q46 .		
Q3.		Q12		Q26		Q32		Q41 .		Q47 .		
Q4.		Q13		Q27 .		Q33		Q42		Q48 .		
Q5		Q14		Q28 .		Q34		Q43 .		Q49 .		
Q6.		Q15		Q29		Q35		Q44 .		Q50 .		
Q7.		Q16				Q36						
Q8.		Q17				Q37						
Q9		Q18				Q38						
		Q19										
		Q20										
		Q21										
		Q22										
		Q23										
SUM Part A:		SUM Part B:		SUM Part C:		SUM Part D:		SUM Part E:		SUM Part F:		A+B+C+D +E+F =

SUM ÷ 9	SUM ÷ 14	SUM ÷ 6	SUM ÷ 9	SUM ÷ 6	SUM ÷ 6	A+B+C+D +E+F ÷ 50 =
(Average)	(Average)	(Average)	(Average)	(Average)	(Average)	