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Z á s a d y   p r o   v y p r a c o v á n í :

Diplomandka se ve své práci bude zabývat problematikou učebních strategií v kontextu výuky anglického jazyka na základní škole. V teoretické části bude diskutovat otázku učebních strategií ve vztahu k různým teoriím učení, dále pak koncept autonomie žáka a nástroje jejího rozvoje u žáků příslušné věkové skupiny, a to v souvislosti s cíli základního vzdělávání. V praktické části práce bude na základě teoretických východisek realizováno vlastní empirické šetření. Jeho cílem bude zjistit, jak je rozvoj strategií učení se cizímu jazyku zakotven ve školním vzdělávacím programu konkrétní školy, jaká je jeho realizace a jaké strategie žáci 8. a 9. tříd při učení se anglickému jazyku využívají. Kromě analýzy školního vzdělávacího programu diplomandka bude pracovat s dotazovacími technikami.

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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

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Abstract:

The changes that the educational system has undergone in recent times conditioned a new perspective on the role of a teacher and a learner. The teacher no more presents encyclopaedic information, but equip the pupils with such skills and abilities that make the process of becoming more independent and successful easier. The main aim of the thesis called "Language Learning Strategies in Learning English as a Foreign Language" was to elicit what language learning strategies the pupils use when learning English. The theoretical part deals with a description of the Framework Education Programme for Primary Education from the viewpoint of competence to learn. Identification of learning theories which leads to better recognition of the systems of language learning strategies and the issue of language learning strategies from the viewpoint of their definition, classification, identification are discussed. The concept of the pupils´ autonomy is presented as well. The practical part focuses on the data analyses obtained from the research. This is based on the analysis of the School Education Programme from the point of view of learning language strategies. The results of the data based on the pupils´ questionnaires and interviews with their teachers are exposed as well.

Key words: Framework Education Programme for Primary Education, School Education Programme, competence to learn, theories of learning, language learning strategies, Oxford´s classification of language learning strategies, learning to learn

Souhrn:

Změny ve vzdělávacím systému, ke kterým v nedávné době došlo, podmínily nové pojetí pohledu na role učitele a žáka. Učitel se stává tím, kdo žákovi nepřekládá jen encyklopedické znalosti, ale především ho vybavuje takovými schopnostmi a dovednostmi, které mu usnadní dosáhnout samostatnosti a úspěchu v procesu učení se. Hlavním cílem této diplomové práce nazvané „Strategie učení používané v procesu učení se anglickému jazyku" bylo zjistit, jaké strategie učení používají žáci při učení se anglickému jazyku. Teoretická část se zabývá popisem Rámcového vzdělávacího programu pro základní školy z hlediska kompetence k učení, dále teoriemi učení, jejichž poznání vede k lepšímu pochopení systému strategií učení a v neposlední řadě strategiemi učení z hlediska jejich definování, klasifikace a identifikace. Praktická část se zabývá analýzou dat získaných při výzkumu. Ten je založen na analýze školního vzdělávacího programu z hlediska strategií učení. Dále jsou zde prezentovány výsledky získaných dat z dotazníků zjišťujících žáky používané strategie učení a z rozhovorů s vyučujícími, kteří tyto žáky učí.

Klíčová slova: Rámcový vzdělávací program pro základní vzdělávání, školní vzdělávací program, kompetence k učení, teorie učení, strategie učení, klasifikace strategií učení dle Oxfordové, učení se učit, nácvik strategií

I. Introduction

"Give a man a fish and feed him for a day; teach a man to fish and feed him for a lifetime"

<div align="right">(The Chinese proverb)</div>

Recently, not only our society but also the educational system has undergone many changes. With the reform of education new requirements are exerted on both teachers and learners. One of the most important function of a teacher as an educator is not only to transfer knowledge to learners but, what is considered more important, to equip pupils with abilities and skills to be able to learn in a self-directed way. Teaching pupils to become self-directed and more successful can be done with no regard to the educational field the teachers teach in. The attention is no more paid only to "what to learn", but to the methods and learning strategies that enable the pupils to attain an autonomy and responsibility and at the same time, to make the process of learning easier and more effective.

The thesis dealing with language learning strategies that the pupils use while learning English is divided into two parts: theoretical and practical. The theoretical part provides the basis for the follow-up research. The first chapter of the theoretical part helps introduce The Framework Education Programme for Primary Education (2007) as significance of knowing "how to learn" is defined there. This curricular document was created in accordance with new principles of curricular policy, and defines using effective ways, methods and strategies for learning as attaining one of the key competences – competence to learn. The attention is paid to the educational field Foreign Language and Second Foreign language from the viewpoint of language learning strategies. The next chapter focuses on concept of learning theories. The importance of learning theories has increased as a consequence of the interest in the field of learning strategies. Behaviourism and cognitive psychology, as two main learning theories concepts, were described. The final chapter deals with the issue of learning strategies from the viewpoint of their definitions, characteristics, classification and identification. It is also aimed at the issue dealing with learning to learn.

The second, practical part presents the research and describes its phases, tools and results. The aim of the research is to elicit what language learning strategies the pupils of eighth and ninth grades use. The core of the practical part lies on the highly-structured questionnaires completed by the pupils and commented on by their teachers. Starting from the beginning, the first chapter of the practical part deals with the analysis of the School Educational Programme of the particular investigated school from the viewpoint of language learning strategies. The subsequent chapter focuses on the analysis of the data collected through interviews with teachers in their introductory phase. As far as the introductory phase of the interviews is concerned, the issue of language learning strategies was discussed in general there. The third chapter of the practical part concentrates on the analysis of the data collected through pupils´ questionnaires and follow-up interviews with teachers. The highly structured questionnaire – the SILL consists of fifty items divided into six groups in accordance with Oxford classification that is discussed in detail in the theoretical part.

II. *Theoretical part*

1. Curricular documents

1.1 System of curricular documents

In accordance with new principles of curricular policy (RVP ZV, 2007, p. 9), formulated in the National Programme of the Development of Education in the Czech Republic (the so-called Bílá kniha), published in 2001, a new system of curricular documents for education of pupils aged three to nineteen is introduced into the education system.

The curricular documents are created on two levels – state and school.

The state level represents the National Programme of Education and the Framework Education Programme for Primary Education (FEP). The Framework Education Programme for Primary Education concerns these levels of education: pre-school, primary and secondary. This document is perceived as an essential step in realisation the national curriculum that expresses the main principles of the state educational politics (Skalková, 2004, p. 146).

The school level is represented by the School Education Programme (SEP), according to which the education at individual primary schools is realized (RVP ZV, ibid). This document, from the point of view of the topic of this thesis, will be analyzed in detail in the practical part.

1.2 The Framework Education Programme for Primary Education

The basic concept of the Framework Education Programme grounds on the fact that it is not concentrated on the organisational structure of the educational system. It focuses on the content of education. Broader pedagogical autonomy is given to primary schools, which means a higher professional responsibility of teachers for the educational results. Attention should be paid to new parts of this document such as objectives of primary education, key competences, intersecting topics and newly composed educational content consisting of expected outcomes and subject matter. Integration of knowledge and intersecting relationships is ensured by dividing the content of education into nine educational areas such as Language and Language Communication, Mathematics and Its Application, Information and Communication Technologies, Man and His World,

Man and His Society, Man and Nature, Arts and Culture, Man and Health, Man and the World of Work (Skalková, 2004, p. 147).

1.3 Characteristics of the educational field Foreign Language and Second Foreign Language

The educational fields Foreign Language and Second Foreign Language and Czech Language and Literature (RVP ZV, 2007) are included in the educational area Language and Language Communication. Language instruction provides the pupil with such knowledge and skills that enable them to perceive various kinds of messages, understand them, express themselves in an appropriate way and utilize the results of their learning effectively (p. 20).

The educational field Foreign Language and Second Foreign Language provides an active language basis for the pupils´ communication within an integrated Europe and the world. This educational field enables to meet other ways of life in foreign countries, their different cultural traditions and strengthen mutual international understanding and toleration (ibid). The requirements for foreign language education specified in the FEP are based on the Common European Framework of Reference for Languages, which describes various levels of language proficiency. The field Foreign Language is aimed at attaining the Level A2, whereas education in the field Second Foreign Language requires the level A1 (ibid).

1.4 Key competences

The Framework Education Programme for Primary Education is based on the assumption that the aim and purpose of education is to equip pupils with a set of knowledge, skills, abilities, attitudes and values that are important for personal development and realization of each individual of the society (RVP ZV, 2006, p. 14). All these skills, abilities, knowledge and attitudes are called key competences. They should be reachable for the pupils, and prepare them for the following education and life. The individual items of key competences are not separated from each other. They are linked, multifunctional and are possible to be acquired as a result of the overall process of education. That is the reason why the educational content and school activities must contribute to their formation and development. At the primary stage of

education, the following are considered as key competences: competence to learn, competence to problem solving, communicative competence, social and personal competence, civic competence and competence to work. It is expected, that the pupils will reach the level of competences specified in Framework Education Programme for Primary Education at the end of primary educational process (ibid). However, the personal dispositions and pupils´ abilities differ in many ways so that the assumption of reaching the given level is unsure. At any case, during the process of education teachers should pay attention to individual needs of each individual and should employ such educational techniques and procedures that lead to the development of these competences.

As mentioned, one of the key competences is the competence to learn, and it is strongly related with the language learning strategies that will be focused on in the practical part of this thesis. According to the FEP (2006), attaining the competence to learn means that at the end of primary school the pupil is able to choose and use effective ways, methods and strategies for learning. They interconnect knowledge from various educational areas into larger wholes, demonstrate willingness to carry out further studies and lifelong learning. The pupil makes observations and experiments independently, compares the results obtained, assesses them critically and draws conclusions for further application. They are able to sort out information on the basis of its understanding, connection and systematization. The pupil recognizes the meaning and aim of learning, possesses positive relationship towards learning and defines the obstacles in learning. They plan ways to improve their learning, assess their own results objectively and are able to discuss them (p. 14). In order to be able to teach pupils all these skills to reach the competence, it is important to understand how an individual learns, what strategies are employed when learning and the theory of learning. All of which will be discussed in the following chapters.

2. Learning theories

The concept of learning theories has been fairly neglected until recent times. Nevertheless, lately, psychologists have expressed growing interest in the strategies that people use when thinking, learning or solving various situations. To recognise the systems of language learning strategies, identification of contemporary learning theories that significantly influenced the concept of a strategic learner is essential. Chamot et al.(1999) state that learning theory may not allow to predict or explain all variations in learners but it can offer a framework for understanding commonalities among students and possible reasons for individual variations (p. 156).

In the following part, I will focus on theories of learning – behaviourism and a cognitive theory of learning that are cardinal for this study.

2.1 Behaviourism

Behaviourism is an approach to psychology that has its ancestry in positivism. It has had a profound influence on language teaching all over the world. The founder of modern behaviourism is generally considered to be B. F. Skinner, who created a system of principles to account for human behaviour in stringently observable terms (Williams, Burden, 1997, p. 8 – 9). Skinner began with the assumption that learning was the result of environmental rather than genetic factors (Mitchell, Myles, 2004, p. 31).

Fontana (2003) claims that since the beginning of the 1930´s, it was supposed that a suitable surrounding can initiate a process of learning without an intention of those who learn (p. 147 – 148).

2.1.1 Operant conditioning

Behaviourist approach arouse out of the ideas of early learning theorists who tried to clarify all learning in terms of conditioning. Skinner extended the probable application of principles of conditioning by introducing the notion of operants, i. g., the range of behaviours that organism performed or were capable of performing (Mitchell, Myles, 2004, p. 30-31).

Language teachers adopted the behaviourist view of learning. According to Mitchell and Myles (2004), language learning in this view is seen like any other kind of learning. That is as the formation of habits. It rises from work in psychology that saw learning as

being based on the notions of stimulus and response. This view perceives human beings as being exposed to plentiful stimuli in their environment. The response they give to such stimuli will be reinforced if successful. In other words, if some required outcome is obtained. Through repeated reinforcement, a certain stimulus will elicit the same response time and again, which will later become a habit (p. 30-31). When we apply this to language learning, a certain situation will call for a certain response. For example, the situation when we meet someone requires some kind of greeting and the response is reinforced if the desired outcome is obtained, that is, if the greeting is understood.

2.2 Cognitive psychology

In contrast to behaviourism, cognitive psychology is concerned with a way in which the human mind thinks and learns. Therefore, cognitive psychologists are centred on the mental processes that are involved in learning.

Mental processes involve such aspects as how people build up and draw upon their memories and the ways in which they become involved in the process of learning. Cognitive approach perceives the learner as an active participant in the process of learning. They use a range of mental strategies in order to sort out the system of the language to be learned (Williams, Burden, 1997, p. 13).

2.2.1 Cognitive models of learning

A rationale for supporting the use and development of learning strategies is provided by two major domains. They include cognitive learning models, which aim at learners´ mental processes, and social-cognitive models, which study the roles of interaction between individuals and a group processes in learning (Chamot et al, 1999, p. 157).

Three cognitive learning models shed light on how learning strategies work: Information processing, Schema theory and Constructivism. These models sustain both the significance of learning strategies and the goal of helping students become independent learners (ibid).

From a viewpoint of Chamot et al. (1999), information processing, constructivism and schema theory are labelled as models, however, Williams and Burden (1997), e. g.,

identify them as approaches. For this study, the term "model" by Chamot et al. will be used.

2.2.1.1 Information processing

Cognitive information processing perception of human action and thought is based on two basic principles:

1. Behaviour can best be explained by reference to how individuals perceive and interpret their experiences.
2. The way in which individuals think and reason has parallels with the manner in which computers process information (Shuel, 1986, cited in O´Malley, Chamot, 1990, p. 1).

Information processing theory examines the thinking processes connected with learning and remembering. These processes include routing information from a person´s immediate awareness into a person´s long-term memory. The theory states that learning requires processing new information by organizing it, elaborating on it, and connecting it with already existing knowledge. This is in fact the purpose of cognitive strategies such as summarizing, inferencing and predicting (Chamot et al, 1999, p. 157).

The role of learning strategies in the acquisition of new information can be, in general, understood by reference to the information processing. The purpose of this is to give explanation how new information is acquired and how information is stored in the memory. It is suggested that information is stored in two different ways, either in short-term memory, the active working memory that holds information only for a short period, or a long-term memory, the sustained storage of information (O´Malley, Chamot, 1990, p. 17).

In this cognitive theory, new information is acquired through a four stage encoding process that involves selection, acquisition, construction, and integration:

1. Selection - learners focus on specific information of interest in the environment, and transfer that information into working memory.
2. Acquisition - learners actively transfer information from working memory into a long-term memory for permanent storage.
3. Construction – learners actively build internal connections between ideas contained in working memory. The information from long-term memory

can be used to enrich the learner´s understanding or retention of the new ideas by providing related information.
4. Integration – the learner actively searches for prior knowledge in long-term memory and transfers this knowledge to working memory

(Weinstein and Mayer, 1986 cited in O´Malley, Chamot, 1990, p. 17).)

It is important to mention that selection and acquisition determine how much is learned whereas construction and integration determine what is learned and how it is organised.

As it is explained in the previous text, cognitive models view learning as an active, dynamic process in which learners select from incoming information, encode it into long-term memory, and retrieve it when necessary.

Since a long-term memory is important in the processes of thinking, cognitive theorists commonly define two types of knowledge stores in a long-term memory. Namely Anderson (1983, adapted in O´Malley, Chamot, 1990, p.20) distinguishes between "static" information, that is, what we know about (facts, events, beliefs), and "dynamic" information, that is, what we know how to do (reading, writing). All of the things we know about comprise declarative knowledge, and the things we know how to do form procedural knowledge. This differentiation is important since declarative knowledge and procedural knowledge are learned differently.

When thinking about learning English, particularly the field of grammar, it is necessary to transform declarative knowledge into procedural knowledge, which might be an uneasy way. This is confirmed by Anderson (1980) who states that when we learn a foreign language in a classroom situation, we are aware of the rules of the language. At that time our knowledge of the language is declarative. We speak the learned language by using the rules we have learned, rather than speaking directly, as we do in our native language. Anderson (ibid) further adds that applying this knowledge is a much slower and painful process than applying the procedurally encoded knowledge of our own language. In ideal case, we can achieve the knowledge of a foreign language as we have in our native language. At that point, we often forget the rules of the foreign language. It is if the class-taught declarative knowledge had been transformed into procedural knowledge (adapted in Mitchell, Myles, 2004, p. 104).

Another important component that is necessary to mention as an essential part of information processing is metacognition, a term first introduced by John Flavell. According to Chamot et al. (1999), cognitive theorists explain it as the "executive control" over thinking processes. The components of metacognition involve both declarative knowledge about one´s own thinking processes as well as procedural knowledge about how to direct and monitor learning and thinking (p. 158). Meta-cognition is fundamental to effective learning since it is "the process that underlies the efficient use of strategies and the essence of intelligent activity." Nevertheless, what is sometimes neglected is that a broader view of metacognition includes not only a knowledge of one´s cognitive strategies but it also includes affective aspects of learning such as a conscious knowledge of the feelings that the learning problem evokes (Williams, Burden (1997, p. 154). Metacognitive knowledge is stable, therefore it is retrievable for the learners with learning tasks. It can also be reflected upon and employed as the topic of discussion with others. Nevertheless, it can be fallible. In other words, what one believes about one´s cognitive processes may be inaccurate. And finally, meta-cognitive knowledge appears late in development, because the ability of learners to step back from learning in order to reflect on their cognitive processes may require prior learning experiences (O´Malley, Chamot, 1990, p. 105). Quick (1994, p. 249 cited in Williams, Burden, 1997, p. 154) supports this, as he states:

> A meta-cognitive approach to teaching and learning is in fact a step away from a narrow cognitivist view of education to a more holistic view which encompasses "total development" and "development of the self" as agent.

With regard to this definition, the barriers between emotions and cognitions are broken down. The process of learning is perceived as involving the whole learner with meta-cognitive awareness. This is essential in the process of language learning. The issue, regarding metacognitive awareness, will also be also discussed in the chapter dealing with strategy training.

2.2.1.2 Schema theory

The second cognitive learning model supporting the importance of learning strategies is called schema theory. According to Chamot et al. (1999), learning occurs as we attempt

to organize and understand life experiences according to our earlier knowledge. This earlier knowledge is preserved in organized structures called schemata. They can be considered as "concept maps".

Schemata can also be used as "scripts" for specific situations. The schema can allow us to make predictions, visualize events, draw inferences, monitor comprehension, and create summaries. Learning strategies such as these are cardinal to understanding new information in light of already existing knowledge (p. 158.).

Applying schema theory to second language learning, the transferability of first language schemata to the second language has been identified as cardinal to successful school achievement for foreign language learners (ibid). Cummins (1996) has argued:

> Strategies for activating prior knowledge are of particular importance for second language learners. Not only does the use of students´ prior knowledge assist in learning new information, but perhaps even more importantly, teachers can validate culturally diverse students´ background experiences and affirm their cultural knowledge (p. 78, cited in Chamot et al, 1999, p. 158).

2.2.1.3 Constructivism

With regards to previous cognitive model of learning, constructivism goes a step beyond it by proposing a more interactive relationship between new and existing knowledge (Chamot et al., 1999, p. 159).

Jean Piaget is considered the dominant figure of constructivism. Piaget saw cognitive development as a process of maturation, within which genetics and experience interact. The developing mind is viewed as constantly seeking a balance between what is known and what is currently being experienced. This is accomplished by processes of assimilation and accommodation. Piaget´s notions of assimilation and accommodation can be explained when applied to learning new language. When we receive new input of the language, for example by listening to a conversation, we need to modify what we already know about the language (accommodation) so as to "fit" the new information into our existing knowledge (assimilation) (Williams and Burden, 1997, p. 21 - 23).

Chamot et al. (1999) add that learners employ their background knowledge of the world as an initial frame for relating to new information. They then use cognitive strategies as

techniques to help build meaning from the new information and from their background knowledge (p. 159).

2.2.2   Social-Cognitive models of learning

Cognitive approaches to psychology that are mentioned above emphasise the learner´s cognitive involvement in learning. However, learning does not take place in isolation. It can be affected by other factors such as emotions, an environment.

The following part of this chapter will focus on the social nature of learning and other factors. Theories which deal with this issue are called social-cognitive models of learning.

2.2.2.1   Bandura´s Social-Cognitive theory

The theory is based on assumption that people learn by observing others, while environment, behaviour and personal factors are the crucial influental elements. The factors are dynamic and mutually interactive (Bandura, 1997, p. 238).

In Bandura´s theory, special attention is paid to the role of personal motivation. It is suggested that when experiencing success at a valued task, a learner develops a sense of self-efficacy. This can be explained as a belief that one has the capability to succeed at that kind of task. Self-efficacy can, in turn, affect whether the student is willing to try a task, as well as the student´s persistence at the task, thoughts during the task, and eventual performance (ibid.).

2.2.2.2   Vygotsky´s Social-Cognitive theory

Vygotsky´s broadly known concept concerning learning is the zone of proximal development. This term refers to the layer of knowledge or skill which is just beyond that with which the learners are presently capable of coping (Williams and Burden, 1997, p. 40).

When the teachers provide their pupils support that is needed for finishing task, the pupils can operate in their zone of proximal development. According to this theory, on the other hand, learners develop their mature thinking when they observe how teachers

approach learning tasks and when they practise processes with coaching from the teacher (Chamot et al., 1999, p. 160).

In other words, the aim of providing the support needed for finishing task is to focus on the phase where the students themselves begin to use various thought processes, particularly learning strategies that they have learned while being trained by their teachers.

To sum up this chapter, cognitive and social-cognitive models of learning support the need for learning strategies. Moreover, they can provide the ways in which strategies might be taught.

3. Language learning strategies

The following chapter will focus on defining the term "learning strategies" from the viewpoint of various researchers.

However, to understand the learning strategies, it is useful to identify the basic term, strategy. This word comes from the ancient Greek word strategia by which the art of war or generalship is marked. A different, but related, word is tactics. Von Clausewitz (adapted in James, 1984, p. 15) gives a specific example of strategy and tactics in the following statement "Tactics is the art of using troops in battle; strategy is the art of using battles to win wars".

3.1 Definition of language learning strategies

One of the earliest researchers in the field of learning strategies, Joan Rubin (1975, p. 43 cited in O´Malley and Chamot, 1990, p. 3) provided a very broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge".

Richards and Lockhard (1996) define the learning strategies in the light of learning styles:

> Whereas cognitive styles can be thought of as relatively stable characteristics of learners which affect their general approach to learning, learning strategies are the specific procedures learners use with individual tasks (p. 63).

Moreover, language learning strategies are teachable unlike learning styles.

R. Oxford (1990, p.1-8) defines learning strategies as steps taken by students to improve their own learning. These specific actions are taken by learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

In his volume on learning strategies, Andrew D. Cohen (1998, p. 4) defines learning strategies as learning processes which are consciously selected by the learners. It is pointed out that the element of choice is important since this is what gives a strategy its special character. Cohen (1998) further states that learning strategies are also moves which the learner is at least partially aware of, even if full attention is not being given to them.

Pedagogical dictionary (Průcha, et al., 2001) defines learning strategies as "sequence of activities while learning that are intentionally ranged in order to achieve the aim" (p. 230).

Looking at several definitions of learning strategies, it is difficult to choose one definition that would be the most appropriate to describe what the learning strategies are. It confirms R. Oxford (1990) by saying that there is no complete agreement on exactly what strategies are; how many strategies exist; how they should be defined, demarcated, and categorised (p. 17). Nevertheless, with respect to all mentioned definitions, Oxford´s definition seems to involve all essential outputs that the learners should reach by using of appropriate language learning strategies. That it effectiveness, autonomy, joyfulness and ability to transfer learning strategies to new situations while learning a foreign language.

3.2 Features of language learning strategies

Language learning strategies differ in many ways. Oxford (1990, p. 9 - 14) provides a list of twelve basic features of learning strategies which the following discussion is aimed at.

1. <u>They contribute to the main goal - communicative competence.</u> Learning strategies can foster particular aspects of that competence; grammatical, sociolinguistic, strategic competence (Williams, Burden, 1997, p. 151).

2. <u>They allow learners to become more self-directed.</u> Self-direction is particularly important for language learners since they will not always have the teacher around to guide them as they use the language outside the classroom. Moreover, an appropriate use of learning strategies helps learners to take control of their own learning (Oxford, ibid, p. 10).

3. <u>They expand the role of teachers.</u> As Harmer (1983) states, "The teacher instructs. This is where he or she explains exactly what the students should do" (p. 203). Teachers traditionally view themselves as authority figures, identified with roles like director, manager and leader. Therefore, a new role of becoming facilitator or adviser may discomfort some teachers who feel that their position is being challenged.

4. <u>They are problem orientated</u>. In other words, learning strategies are used because there is a problem to solve, a task to complete, or an objective to attain (Williams, Burden, ibid, p. 152).

5. <u>They are specific actions taken by learners.</u> That is, they are specific behaviours accomplished by learners to enhance their learning (ibid). These behaviours, for example, include learning for a language task, guessing the meaning of the word, self-evaluating, taking notes.

6. <u>They include many aspects of the learner, not just the cognitive.</u> Learning strategies are not restricted only to mental processes that the learner deals with while learning a

foreign language. Strategies also include meta-cognitive functions like planning, evaluating; emotional, social and other functions as well.

7. <u>They support learning both directly and indirectly.</u> Classification of direct and indirect strategies that influence language learning will be discussed in detail, in the following chapter.

8. <u>They are not always observable</u>. Degree of observability regarding learning strategies is questionable, since some are not readily observable to the human eye. For example, regarding cooperating, a strategy in which a learner cooperates with someone else is immediately observable. However, the mental associations, an important memory strategy used while learners are working on some task, cannot be seen. Consequently, teachers very often find it difficult to know about learning strategies their learners use (Oxford, 1990), p. 12).

9. <u>They are often conscious</u>. Level of consciousness can be seen as a rather controversial issue. The ancient Greek definition of the term strategy, given above, includes consciousness. On the other hand, some researchers in the field of learning strategies debate whether consciousness is a condition for them to be considered strategies. Cohen (1998) states that on the base of recent discussions of the role of consciousness in the field of foreign language learning, he suggests that language learning strategies are either within the focal attention of the learners, or within their peripheral attention, in that learners can identify them if asked about what they have just done or thought (p. 11). Ellis (1994) out that if learning strategies become so automatic for the learners that they are not able to identify them while employing them, learning strategies lose their significance as strategies and they may be simple referred to as processes (p. 72). Paradoxically, making appropriate learning strategies fully automatic – that is, unconscious – is very often the most desirable thing in strategy training.

10. <u>They can be taught.</u> Comparing to learning styles, for example, learning strategies can be taught. This can be done through strategy training, which is an essential part of

language education. Its goal is to help learners become more aware of the strategies they use, to distinguish between appropriate and inappropriate ones and as Cohen (1998) adds, to explore ways that the learners can learn the target language more effectively (p. 69).

11. <u>They are flexible</u>. That is, they are not always found in predictable patterns. Williams and Burden (1997, p. 152) state that learners exert choice over the way they use, combine and sequence strategies. However, according to Oxford (1990, p. 13) learners sometimes combine strategies in a predictable way. For instance, in reading a text, learners often preview the passage by skimming or scanning, then they read it more closely while they use guessing to fill in any gaps, and finally they organize the material by taking notes and summarizing.

12. <u>They are influenced by a variety of factors.</u> Williams and Burden (1997) suggest that there is a number of factors influencing strategy choice. For example, stage of learning, task requirements, degree of awareness, age, sex, general learning style, personality motivation and purpose for learning the language (p. 152). Oxford (1990) declares that on the base of recent studies, learners who are more aware, advanced and motivated seem to use a greater range of appropriate strategies. Regarding motivated learners, motivation is related to the way learning strategies are used by learners (p. 13). For instance, those who want to learn a foreign language only for interpersonal communication will use different strategies from those learners who want to fulfil graduation requirements.

As indicated in the above description, some learning strategies are behavioural and can be directly observed, others are mentalistic and not directly observable. In addition to this, strategies are sometimes labelled as belonging to "successful" or "unsuccessful" learners. Strategies have also been divided according to whether they influence language learning directly or indirectly.

The list of key features of learning strategies has provided us a basic notion about them while discussing their characteristics including problematic features, like consciousness,

for instance. This review can offer a helpful background to a following part of the theses that deals with classification of language learning strategies.

3.3 Classification of language learning strategies

To classify language learning strategies, it is unavoidable to come into problems in learning strategy field. The problem is that the distinctions are not so strictly clear-cut. Oxford (1990, p. 17) gives an example, as she suggests:

> There is confusion among some strategy specialists as to whether a particular strategy, like self-monitoring, should be called direct of indirect; this may be because researchers disagree on the basic definitions of the terms direct and indirect.

Even if a variety of categories that learning strategies are divided into and classification conflicts are inevitable, Ellis (1994, p. 139) takes a somewhat positive attitude by stating:

> Considerable progress has been made in classifying learning strategies… from the early beginnings when researchers did little more than list strategies.

Ellis (1994) further notes that there are now comprehensive, multi-level, and theoretically motivated taxonomies (for example, Oxford, 1990; Rubin, 1987; Wenden, 1991).

Despite obvious problems in classifying learning strategies, research continues to show their usefulness in the process of language learning. As stated above, there is a number of taxonomies, though some in imperfect form, that provides a general view into the learning strategies systems.

3.3.1 Joan Rubin´s classification

Joan Rubin (1987), who pioneered much of the work in this field, makes the helpful distinction when suggests that there are three major categories of strategies. They contribute to the language learning directly or indirectly.

The first group is identified as learning strategies. They directly contribute to language learning and include both cognitive and meta-cognitive strategies. Rubin (1987, p. 22-

27, adapted in Williams and Burden, 1997, p. 149-150) identifies six main cognitive strategies that will be discussed in the following part.

1. <u>Clarification/verification</u> concerns strategies used by learners in order to check whether their understanding of a rule or language item is right. For example, a student asks for an example of how to use a word or expression or repeats words to confirm understanding.

2. <u>Guessing/inductive inferencing</u> relates to different strategies concerned with making hypotheses about how the language works. To make appropriate hypotheses, learners need to be able to choose appropriate information, attend to what is important, hold a number of pieces of information in the head, and use information from the context, their world knowledge as well as samples of the language. For example, a learner guesses meaning from key words, structures, pictures, etc.

3. <u>Deductive reasoning</u> represents a strategy where knowledge of general rules is used by learners to produce or understand language. For instance, the learner compares native/other language to target language.

4. <u>Practice</u> refers to storage and retrieval of language. This includes, e. g., such strategies as repetition and rehearsal. For example, the student repeats sentences until pronounced easily.

5. <u>Memorisation</u> also concerns with storage and retrieval of information, and ways of organising the information for storage. For instance, the student takes notes of new items, pronounces out loud, finds a mnemonic, and he writes items repeatedly.

6. <u>Monitoring</u> refers to learner´s checking of their own performance. For example, the learner corrects errors in own/other´s pronunciation, vocabulary, spelling, grammar, etc.

In Rubin´s categorisation, meta-cognitive strategies are used to supervise, regulate or self-direct language learning, as discussed above. The strategies involve such processes as prioritising, setting goals, planning, self-management .

The second group, in Rubin´s categorization, is called communication strategies. These strategies use speakers when they come across a difficulty in their communication because of a lack of adequate knowledge of the language. By finding ways to continue the communication rather than quiet it, the speaker indirectly obtains more exposure to the language and an increased opportunity to put it into practice (Williams and Burden, 1997, p. 150).

An example of communication strategies used between speakers gives Ishida (1993, cited in William and Burden, 1997, p. 150 – 151):

> Speaker A: Ah, some green, some green …..
> Speaker B: What´s that?
> Speaker A: A little pot, in that, trees.
> Speaker B: Ah, plants.

The term "communication strategies" is quite problematic, though. Oxford (1990, p. 243) states that researchers, including Rubin, use it only in a very limited sense, referring to strategies used only during conversational speech production. On the other hand, the argument that communication strategies cannot also be learning strategies is inaccurate. Tarone (1983) claims that it is often impossible to determine whether the learner intends to use a given strategy to communicate or to learn. The motivations are often mixed, and besides, learning very often results even if communication is the main goal (adapted in Oxford, 1990, p. 243).

The third group of Rubin´s classification is represented by social strategies. Like communication strategies, they indirectly contribute to a process of language learning. Strategies in this category refer to the activities that learners use in an effort to increase their experience with the language. For example, the learner creates situation with native speaker, initiates conversation with fellow students. He spends time in language lab, listens to radio, watches TV, reads books, etc. (Williams and Burden, 1997, p. 151).

3.3.2 Rebecca L. Oxford´s classification

Categorisation of learning strategies was further developed by R. L. Oxford (1990, p. 14). Even though the classification contains most of the features of previous classification, Oxford´s strategy system varies in several aspects. It is more detailed and comprehensive.

Oxford (ibid), similarly as Rubin (1987), divides learning strategies into two major classes: direct and indirect. Direct strategies directly involve the target language, whereas indirect strategies support the business of language learning. These two classes are further sorted out into six groups (memory, cognitive and compensation under the direct class; meta-cognitive, affective and social under the indirect class). Vlčková, probably the best known Czech researcher in the field of language learning strategies, says that direct and indirect strategies support mutually each other and that each strategy group can be connected with and assist every other strategy group (2007, p. 45).

Oxford´s strategy classification, concretely her Strategy inventory for language learning (SILL), forms a base for the research in this thesis regarding learning strategies the pupils use while learning English. All the items in the SILL depict some of the subgroups and particular techniques. That is the reason why all these groups and subgroups of language learning strategies will be described in detail in the following part.

3.3.2.1 Direct strategies for dealing with language

All direct strategies require mental processing of the language. The three groups of direct strategies (memory, cognitive and compensation) do this processing in a different way and for various purposes (Oxford, 1990, p. 37).One should realize, that direct strategies are aimed at pupil´s ability to identify what is important, unknown and uneasy for them in the process of learning.

Memory strategies

Memory strategies, sometimes called mnemonics, are important in the process of learning f foreign language since a lot of information (for instance, a large amount of vocabulary) is necessary to remember.

According to Oxford (1990), memory strategies reflect principles, such as arranging things in order, making associations and reviewing. All these principles must be meaningful to a learner since a meaning is included there. Memory strategies regarding correct reviewing help transfer information from the basic fact level to the skill level, where knowledge is more automatic. Moreover, it is more easily retrieved and less probable that the knowledge will be lost after a period of time when it is not used. Memory strategies often involve pairing different types of material. That is, to give verbal labels to pictures, to create visual images of words and phrases (p. 38 – 40).

Memory strategies are divided into four groups: Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, and Employing Actions. The first letter of each of these strategy group spell CARE, an acronym that itself can be considered as a memory aid: "Take CARE of your memory and your memory will take CARE of you." (ibid, p. 38)

Oxford (1990) gives a classification of memory strategies in detail:

A. <u>Creating Mental Linkages</u>
1. Grouping.
2. Associating/Elaborating.
3. Placing new words into a context.

B. <u>Applying images and sounds</u>
1. Using imaginary.
2. Semantic mapping.
3. Using keywords.
4. Representing sound in memory.

C. <u>Reviewing well</u> – only one strategy is included
1. Structured reviewing.

D. <u>Employing action</u>
1. Using physical response or sensation.
2. Using mechanical techniques.

Cognitive strategies

Cognitive strategies are considered to play an important role in the process of learning a foreign language. Williams and Burden (1997, p. 148) define cognitive strategies as ´mental processes directly concerned with the processing of information´. Oxford (1990) divides this major group into four sets of strategies: Practising, Receiving and sending messages, Analyzing and reasoning, and Creating structure for input and output. Like in preceding explanation, the initial letters of each of these strategy sets can be combined to create the acronym PRAC, because "Cognitive strategies are PRACtical for language learning" (ibid, p. 43). Strategies for practicing belong to the most significant cognitive strategies, however, learners do not always become conscious of it. Strategies for receiving and sending messages are indispensable tools since they can help learners to locate the main idea through skimming or scanning. Another strategy, using resources, is supportive for both comprehension and production as it helps learners to take advantage of a range of resources. Many learners tend to "reason out" the new language by making a formal model in their minds which is based on analysis and comparison. They incline to create new rules and revise them when new information is available. Even if this process is remarkably valuable, the learners sometimes unreasonably transfer these rules or expressions from the mother tongue directly to the new language. Nonetheless, it is considered to be a normal phase of language learning. Sometimes it may happen that some language learners stuck in this phase as they misuse or overuse some of the analyzing and reasoning strategies (ibid, p. 43-46).

Oxford´s (1990) classification of cognitive strategies is following:

A. <u>Practicing</u>
1. Repeating
2. Formally practicing with sounds and writing systems
3. Recognising and using formulas and patterns
4. Recombining
5. Practicing naturalistically

B. <u>Receiving and sending messages</u>
1. Getting the idea quickly
2. Using resources for receiving and sending messages

C. <u>Analyzing and reasoning</u>
1. Reasoning deductively
2. Analyzing expressions

3. Analyzing contrastively (across languages)
4. Translating
5. Transferring

D. <u>Creating structures for input and output</u>
1. Taking notes
2. Summarizing
3. Highlighting

Compensation strategies

Compensation strategies help learners to overcome difficulties caused by some limitations in the field of knowledge. With help of these strategies the learners can use the new language either for comprehension or production. Oxford (1990) states that compensation strategies are intended to make up for an insufficient learner´s range of grammar and vocabulary. Two sets of compensation strategies are identified: Guessing intelligently in listening and reading, and Overcoming limitations in speaking and writing.

Guessing strategies include using a variety of clues either linguistic or non-linguistic to enable learners guess the meaning when they do not know all words (p. 48). It is important to mention that not only beginners are those who employ guessing. This statement could be supported by Oxford, as she writes:

> Advanced learners and even native speakers use guessing when they haven´t heard something well enough, when they don´t know a new word, or when the meaning is hidden between the lines (ibid).

Compensation occurs not only when we want to understand the new language but also in its production. Compensation strategies for production can be described as helping learners to keep on using the language, so that they obtain more practice. To become more fluent in what the learners already know ensure using the strategies such as approximating or adjusting message. Additionally, the learners should not, for instance, avoid asking someone for help to provide the missing information in the target language (ibid, p. 49 -50).

A system of compensation strategies according to Oxford (1990):

A. <u>Guessing intelligently in listening and reading</u>
1. Using linguistic clues
2. Using other clues

B. <u>Overcoming limitations in speaking and writing</u>
1. Switching to the mother tongue
2. Getting help
3. Using mime or gesture
4. Avoiding communication partially or totally
5. Selecting the topic
6. Adjusting or approximating the message
7. Coining words
8. Using a circumlocution or synonym

3.3.2.2 Indirect strategies for language learning

Indirect strategies (meta-cognitive, affective and social), as already described in this work, support and manage language learning indirectly, that is, without the including of target language. Oxford (1990) says that they are interrelated with direct strategies and are (in a way) their exact opposite. Indirect strategies are useful in all language situations and are applicable to four language skills such as reading, writing, listening and speaking (p. 135). Indirect strategies focus on convenient psychological climate that provides the learners suitable environment for language learning and makes it easier.

In the following part of this chapter the three groups (meta-cognitive, affective and social strategies) that the indirect strategies are divided into will be discussed.

Metacognitive strategies

These strategies operate at different level to cognitive ones. According to Williams and Burden (1997), metacognitive strategies involve an awareness of what one is doing and the strategies one is employing, as well as knowledge about the actual process of learning (p. 148). Oxford (1990) states that language learners are quite often overwhelmed by a large amount of new things regarding unfamiliar vocabulary, confusing grammatical rules, different writing systems, and additionally, different styles of teaching. All these things can cause that the learners become confused and may lose their interest in language learning. It is suggested that to get back learner´s focus, conscious use of metacognitive strategies, namely paying attention and overviewing / linking with already known material, is necessary (p. 136 – 137). In general, meta-cognitive strategies help learners to arrange and plan their language learning in an effective way, notice and learn from errors and evaluate their overall progress.

Oxford (1990) identifies the following groups and subgroups of meta-cognitive strategies:

    A. <u>Centering your learning</u>
    1. Overviewing and linking with already known material
    2. Paying attention
    3. Delaying speech production to focus on listening

    B. <u>Arranging and planning your learning</u>
    1. Finding out about language learning
    2. Organizing
    3. Setting goals and objectives
    4. Identifying the purpose of a language task
       (purposeful listening/speaking/reading/writing)
    5. Planning for a language task
    6. Seeking practice opportunities

    C. <u>Evaluating your learning</u>
    1. Self-monitoring
    2. Self-evaluating

Affective strategies

The affective side of the learner is probably one of the most important influences on language learning success or failure. Concepts such as self-esteem, emotions, attitudes, motivation, anxiety, cultural shock, inhibition, risk taking, and tolerance for ambiguity refers to the term affective. With respect to already mentioned factors, language learners can control them through affective strategies. Positive feelings and emotions can make language learning more enjoyable while, on the contrary, negative feelings can hinder development. Regarding positive and negative emotions, the teacher can have a tremendous impact on the classroom atmosphere. Not only teachers´ beliefs and attitudes can influence the way of the language learning. The teacher can significantly affect it by changing the social structure of the classroom to give students more responsibility, by providing increased amounts of naturalistic communication, and finally, by teaching learners to use affective strategies (Oxford, 1990, p.140 - 142). Oxford´s (1990) classification of affective strategies:

    A. <u>Lowering your anxiety</u>
    1. Using progressive relaxation, deep breathing, or meditation
    2. Using music
    3. Using laughter

B. <u>Encouraging yourself</u>
1. Making positive statements
2. Taking risks widely
3. Rewarding yourself

C. <u>Taking your emotional temperature</u>
1. Listening to your body
2. Using a checklist
3. Writing a language learning diary
4. Discussing your feelings with someone else

Social strategies

"Probably no greater need exists than to learn how to participate effectively…….

Humans are, and always have been, social animals" (James Botkin cited in Oxford, 1990, p. 145).

Language, as a form of communication among people, is considered a social behaviour. In the process of language learning not only a learner but also other people are involved so that appropriate social language learning strategies are important to help in this procedure.

Asking questions is one of the crucial social interactions. By asking questions, learners can get closer to the intended meaning and thus support their understanding. While conversing, asking questions indicates interest and involvement. Furthermore, the response of the conversation partner indicates whether the question was understood and provides an indirect feedback about the learner´s production skills.

In addition to asking questions, cooperating especially with more proficient users of the target language is important for language learners (ibid, p. 145). On the whole, cooperation lacks a competition and it implies the presence of a group spirit so that the process of language learning can become more enjoyable and achievable.

The system of learning strategies according to Oxford(1990):

A. <u>Asking questions</u>
1. Asking for clarification or verification
2. Asking for correction

B. <u>Cooperating with others</u>
1. Cooperating with peers
2. Cooperating with proficient users of the new language

C. <u>Empathizing with others</u>
1. Developing cultural understanding

2. Becoming aware of others´ thoughts and feelings

The chapter dealt with classification of language learning strategies from the viewpoint of two significant researchers in the field of learning strategies. This theoretical input of taxonomies, namely Oxford´s classification, has provided us with a comprehensive overview concerning the division of learning strategies into groups and subgroups. This will be valuable in a practical part.

3.4   Identification of language learning strategies

With regards to these theoretical taxonomies, Ellis notes that "high inference is still called for in order to interpret which strategy is being used and when" (1994, cited in Cohen, 1998, p. 13).

If teachers wish to gather information regarding language learning strategies their learners use, there is a number of possible approaches and series of assessment methods. In the following part, the thesis will describe some of the assessment methods in detail in order to show how they are used and what to focus on during their preparation. The next part of this thesis will discuss some of these assessment methods in detail.

Observation

Planning an observational study is a very important process, and the teachers need to consider a variety of factors. These include, for instance, learning strategies the teacher wants to focus on, the number of the learners they want to observe, the length of observations, and the way to collect and analyze the obtained data. According to Cohen (1998), a major challenge for teachers in attempting to apply observational techniques to language learners is that many of the learning strategies cannot be observed by the teacher. These strategies are mentalistic and not behavioristic (e.g., associating / elaborating, using imaginary, guessing intelligently) (p. 30-31). On the other hand, learning strategies like asking for clarification or verification, and overcoming limitations in speaking through gestures, e.g., are directly observable, so that the teachers can collect information about how learners go about language learning without any troubles.

Oxford (1990, p.194) suggests that there is a possibility to use either published and readily available observation forms or self-made forms that the teacher creates by making a list of the strategies they think are important to observe. On this observation form the strategies can be recorded in the following way: by taking notes, by checking off the strategies the teacher sees in a certain period of time or by combining these two approaches.

In addition, Oxford (1990) and Cohen (1998) find videotaped and audiotaped data regarding observation valuable, since they provide a permanent record of what happened and they can also see some moments that might have not been noticed on the first sight.

Verbal report

With respect to other assessment methods, verbal report can be assumed as a more feasible means of obtaining empirical evidence regarding the use of language learning strategies use than provide other means. Cohen (1998) claims that verbal report is based on obtaining data from the learners before, during and after performing language learning tasks. Data that reflect verbal reports involve self-report, self-observation, and self-revelation (p. 33).

Self-report data include learners´ descriptions of what they do. They are characterized by general statements about learning behaviour (e. g., ´I tend to be a speed listener.´).

Self-observation includes reference to some authentic examples of language learning or language use either introspectively (e.g., within 20seconds of the mental event) or retrospectively (e.g., ´What I just did was to skim through the incoming oral text as I listened, picking out key words´).

Self-revelation or think-aloud data are only possible at the moments that the language learning or language use are taking place (ibid, p. 34). Think-aloud is a method in which a learner verbalizes his or her thought processes while working on a task. Since a think-aloud is in an actual time, it is probable that the learners do not forget their thoughts or make up false ones. Therefore, the technique has a high degree of validity in connection with the task (Chamot et al., 1999, p. 68).

Nonetheless, Selinger (1983 adapted in Cohen, 1998) argues that whereas verbal report methods may help to describe the use of language learning strategies, it remains to be shown whether they can inform about language knowledge or skill learning, because this information is more likely to be unconscious (p. 36).

To conclude, even if a verbal report has come under criticism as a research tool, data collected through this method seem to be still a valuable and thoroughly reliable source of information about cognitive processes, which are not easy to assess.

Questionnaires

Questionnaires are another widely used research method that provides a systematic way of collecting information on the learning strategies use. When using a questionnaire as a means of assessment instrument, the learners have enough time to assess the information and they can reflect on what they usually do in a given situation.

According to Chamot et al. (1999, p. 71), questionnaire items can be open-ended and closed. Open-ended questionnaires allow learners a broader response range. Cohen (1998) states that unstructured questions simply ask the learners to express their opinion in a certain area of interest. It is only up to learner´s discretion what extent and depth of answers will be used. Thus, the learners have the possibility to response with only a minimal guidance from the teacher. In semi-structured questionnaires there is most likely a prompt which requests certain information, but the exact shape of this information is not given. It is mainly up to learners to give any description they wish (p. 28).

On the other hand, as Chamot et al.(1999, p. 79) state that closed questionnaires provide learners with a response range in the form of a scale (e. g., never, sometimes, always; 1, 2, 3; useful, not useful) or ask for yes-no type responses. This type of questionnaire is used if specific information is to be collected. Cohen (1998, p.27) adds that in highly structured questionnaires, the researcher has a specific set of questions that are to be answered by the learner in a set order. In this case, the teacher has a complete control over the questioning (1998). Written questionnaires are usually administered to large groups of learners.

Oral interviews

While in many ways oral interviews and written questionnaires are different strategy assessment methods, similarities can be found between them, though. They both elicit learner responses to a set of questions. According to Cohen (1998) questions can range from those that ask strictly for yes-no responses or indications of frequency to less structured questions asking respondents to discuss language learning behaviour in detail (p. 34).

With regard to a number of participants, one-on-one interviews can be applied. This form of interview allows the teacher to develop a detailed study of that learner. On the other hand, in this situation a respondent may be ashamed of making answers. In addition to individual interviews, a teacher can conduct a group interview. Chamot et al. suggest that in small groups the teacher can introduce a theme and provide the learners with structured interview guide that explains learning procedure and ask learners questions what they usually do to finish the tasks. Students can share their responses with their classmates and talk about them (1999, p. 66). Comparing to individual interviews, small group interviews may be more effective since more learners are involved in the discussion and this type of interview can provide them more information of the strategies their classmates use.

All of the techniques described here are valuable for checking the students´ use of learning strategies in the process of foreign language learning. As a consequence, it is difficult for the teachers to choose the assessment technique that will provide the desired type of information for the given study.

With respect to all these factors and after a detail study of variety of assessment methods, I have decided to use a highly structured questionnaire for the first part of my research. Reliability and validity of the given method enables to provide the desired information that the main part of the research deals with.

Finding out what strategies the learners use in the process of learning foreign language is a next step in the learning strategies issue. This is helpful for both the learners and the teacher. Learners become aware of the strategies they use and, on condition the teacher

releases the results in the classroom, also of their classmates'. Besides, identifying students' current strategies use enables the teacher to come to the decision which strategies should they focus on in the instruction.

3.5 Learning to learn

When the teachers know how the learners go about learning the foreign language, they can significantly help them to learn more effectively. Nevertheless, language learning process is not the accountability only of the language teachers. Cohen (1998) confirms this when saying:

> No longer the teachers act as controlling every aspect of the learning process. More than ever, the learners themselves share responsibility for the process of learning (p. 66).

Learners are being encouraged to learn how to learn and the importance of it is undoubted. It is important to help them become more effective, responsible and autonomous in learning a foreign language.

With respect to learning to learn, it is important to mention learner autonomy. To make a definition of autonomy has never been an easy task. In connection with language learning, Holec´s (1981, p. 3) definition seems to be one the most appropriate ones. He states:

> To take charge of one´s own learning is to have, and to hold, the responsibility for all decisions concerning all aspects of this learning, e.g.i. g.: determining the objectives, defining the contents and progressions, selecting method and techniques to be used, monitoring the procedure of acquisition….., evaluating what has been acquired.

A learner´s negative attitude towards making decisions about their own learning is one of the greatest barriers to the development of learner autonomy (Sinclair, 2000, p.7). To sump up, an effort to develop positive learner´s attitude towards his learning is a fundamental stage in gaining learner autonomy.

Theoretical definitions regarding autonomy consider the learners to be automatically willing to take over more responsibility for their own learning. Nevertheless, the willingness of learners is not in many cases innate to them and must be acquired either by natural means or by formal learning in a systematic, deliberate way. This Holec´s

view led to the development of a wide range of techniques and procedures known as "learning to learn" (ibid).

3.6   Strategy training

The process of language learning can be eased if the learners are trained to use a wide range of language learning strategies. By themselves, learning strategies are not inherently effective or appropriate. Cohen (1998) reasons that "no single strategy is appropriate for all language learners or tasks". Choosing an effective strategy depends on many factors. The learner must posses not only knowledge of mental processes, as these are necessarily linked to and affected by emotions and feelings. He must also have knowledge of factors relating to the self, and the way in which these affect the use of cognitive processes. Thus, an awareness of one´s personality, feelings, motivation, attitudes and learning style are important (Williams, Burden, 1997, p. 155).

Teaching language learning strategies can be done in different ways. Cohen (1998) defines strategy training as explicit teaching learners to apply appropriate and effective language learning strategies in order to help them to find their own pathways to success, to self-evaluate and self-direct their learning (p. 67). Williams and Burden (1997) state that some ways are concerned with teaching strategies in isolation, and others with integrating the strategy instruction with language tasks (p. 162).

In general, explicit teaching, where the learners´ attention is aimed at the strategy being taught, is preferred to indirect teaching where learners are not told the purpose of the tasks. Furthermore, Oxford (1990) suggests the following ways such as awareness training, one-time strategy training and long-term strategy training.

As far as awareness training, known also as consciousness rising, learners become aware of general idea of language learning strategies and they learn how such strategies can be helpful for them. Awareness training should be motivating and fun for the learners since in many cases it is the individual´s introduction to the concept of learning strategies. Nonetheless, in awareness training learners do not have to use the strategies with the actual tasks (ibid, p. 202 - 203).

On the contrary, one-time strategy training and long-term strategy training include learning and practising strategies with actual tasks. These kinds of trainings provide learners with information on the significance of particular strategies, when they can be used, how to use them, and how to monitor and evaluate their own performance. From the viewpoint of content, long-time strategy training can be seen as more effective and valuable for the learners as it is more long-lasting and covers a great number of strategies (ibid)

The assumption that the strategy trained learner will become more effective by choosing, using and evaluating appropriate learning strategies is slightly lowered by the fact, as Sinclair et al (2000) state, that even a well strategy trained learner does not use learning strategies regularly and with the tasks the strategy use is expected (p. 10).

4. Conclusion of the theoretical part

The theoretical part of this thesis was created with an intention to provide the base for the follow-up research dealing with the issue of language learning strategies in the process of learning English. As one of the parts of the research is aimed at an analysis of the School Educational Programme from the point of view of language learning strategies, the Framework Educational Programme for Primary Education was necessary to introduce. It represents the state level of education. The focus was made on the field of Foreign Language and Second Foreign language, namely the competence to learn.

The importance of learning theories has increased as a consequence of the interest in the field of learning strategies. Two basic concepts were discussed – behaviourism and cognitive psychology. According to behaviourism, learning is the result of environmental factors whereas cognitive psychology perceives a learner as using mental processes when learning. Operant conditioning, a behaviourist approach, adopted by language teachers, comes from the assumption that learning is based on the notions of stimulus and responses that are consequently reinforced if successful. Contrary to this, cognitive psychology is aimed at mental processes that are involved in the process of

learning. Two basic models of cognitive psychology are identified in the theoretical part: cognitive models and social-cognitive models of learning. Cognitive models of learning are represented by Information processing which focuses on processing new information by organizing, elaborating and collecting with already existing knowledge. Metacognition is necessary to point out as an important part of Information processing. The components of metacognition involve both declarative knowledge about one´s own thinking processes as well as procedural knowledge about how to direct and monitor learning and thinking. Schema theory, the next model, is based on the supposition that learning happens when we try to understand new things according to our previous experience. These organisational structures are called schemata. Finally, constructivism points out that when learning a new language we receive an input, consequently we need to modify what we know about language in order to assimilate new information with already existing knowledge. All of them deal with mental processes. Social-cognitive processes are represented by Banduras´s social-cognitive theory and Vygotsky´s social-cognitive theory deals with interaction between an individual and environment it lives in.

We can see that there are various types of definitions of language learning strategies and their features. The two language learning strategies classifications important for this study are Joan Rubin's and Oxford's classifications. The latter mentioned is crucial for our research. She divides learning strategies into two main classes – direct and indirect. The direct class is further divided into three groups of strategies – memory, cognitive and compensation. The indirect class contains three groups of strategies (meta-cognitive, affective, social).

There are various assessment methods and instruments that teachers have. They are employed so that the teachers find out how the learners go about learning. In other words, by using those (e.g. observation, questionnaires, etc.) they realize what language learning strategies the learners use.

Knowing the strategies, teachers can help learners become more effective and successful. They help them to learn how to learn. This leads to a learner's responsibility and autonomy. For the purpose of strategy training, there are various types (one-time strategy training, awareness training, long-term strategy training).

III. Practical part

5. Introduction to the research

The aim of this small-scale research is to present and describe all the data and findings which were obtained from the research I carried out as a researcher. Nunan (1992, p. 211) suggests that a minimum requirement for an activity to be a research is that it involves three components such as a question, data analysis and interpretation. Formulating the question is a crucial moment which may cause problems to those who are new to the research process. Nunan (ibid) adds that it is worth spending as much time as it is needed to get the question right in order to avoid possible difficulties while the research is carried out.

The research was conducted in the following stages:
1. Setting the aim of the research
2. Introducing the research to the school, to the teachers
3. Data collection instruments (questionnaires for pupils, interviews with teachers, analysis of SEP)
4. Data collection via distribution of pupils´ questionnaires and interviews with teachers; appropriate adjustments made
5. Data analysis and evaluation - analysis of SEP, analysis of the data collected through interviews with teachers, analysis of the data collected via pupils´ questionnaires and interviews with teachers – SILL
6. Final evaluation of the collected data

5.1 Aim of the research and its background

As it has been mentioned in the theoretical part, using appropriate language strategies in the process of the foreign language learning can significantly help pupils to become more effective and autonomous learners. With respect to this, the aim of my research is to find out what language learning strategies the pupils use when learning English and how the language learning strategies´ development is embedded in the school education programme of a particular school.

The research tries to answer the following questions:

Q1: Is the language learning strategies´ development integrated in the school education programme? If yes, what is its implementation?

Q2: What language learning strategies do the pupils of 8th and 9th grades use?

The research was carried out at one primary school in South Bohemia. The reason why I chose this school was the fact that I have known it from my previous teaching experience. I was sure that there would not be any problems with the management and the staff regarding the research. When I introduced the research to the headmaster, I did not even have to ask the pupils´ parents for permission to distribute the questionnaires to their children. I arranged the meetings with three teachers who teach English in the classes I wanted to focus on. We agreed on the schedule of questionnaires´ distribution and made arrangements for the interviews. The only problem arouse when making arrangements for these interviews. This was caused by the absence of teachers because of school trips. Nevertheless, it was nothing to complicate the research so much.

5.2   Case study

Brown (1988) in his study presents a number of techniques used by teachers which perfectly describe various ways of studying the learning and teaching of the language. Thus I decided to use the case study as a research design for the thesis.

The case study is a subcategory of a primary research which means that it is derived from a primary source (e. g., students who are learning a language), rather than from secondary sources (books about students learning a language). To define a case study, Brown (ibid) states that case studies follow an individual or a group of individuals over a period of time, while tracing some aspects of language development (p. 2). In my case, the research was conducted within a period of four weeks. The questionnaires were distributed within 8th and 9th grades. The number and gender of pupils in each grade is not relevant for the research, but altogether there were 103 pupils who obtained and completed the questionnaires.

5.3 Data collection instruments

Based on the studied literature and the theoretical part I chose three instruments for the research: analysis of the school education programme of the investigated school, interviews and questionnaires.

Questionnaire for pupils

In general, to find out what language learning strategies pupils use, the teachers have several possibilities. They can choose a suitable assessment method, as discussed in the theoretical part, in accordance with their beliefs, requirements and conditions they have. With respect to the number of pupils that were supposed to be researched, I found a questionnaire as the most suitable assessment instrument. To decide how to create the questionnaire and which items should be included was not an easy process. At the end after considering the studied literature – Oxford (1990), Cohen (1998), Chamot et al. (1999) and the aim of the research I came to the conclusion that I would use a highly structured questionnaire designed by R. Oxford. Cohen (1998) states that when using this type of questionnaire, the researcher has a specific set of questions that are to be answered by the respondents in a set order and in this case the researcher has a complete control over the questioning (p. 27).

Owing to the fact that R. Oxford´s Strategy Inventory for Language Learning (SILL), version 7.0 (Appendix) plays a cardinal role in the research, it is necessary to characterise it. Essential adjustments that were made, especially in administrating, will be described as well.

The SILL version 7.0 distributed among the pupils consists of fifty items of strategies divided into six parts (A - F). Part A regarding memory strategies includes items 1 - 9, part B regarding cognitive strategies involves items 10 - 23, part C regarding compensation strategies consists of items 24 – 29, part D concerning meta-cognitive strategies includes items 30 – 38, part E dealing with affective strategies consists of items 39 – 44 and part F regarding social strategies involves items 45 – 50.

In this phase it is essential to point out that each of the individual items of the SILL represents some of the groups and subgroups of the Oxford´s classification, which were described in detail in the theoretical part.

The reason why I chose a ready made questionnaire (Oxford, 1990) is that it is geared to students of English as a foreign language. It is intended for students of higher primary and secondary schools, the language used is very simplified, and the time about 35 minutes, depending on the skill level of students, is recommended for completing (p. 227).

Interview with teachers

Interview with the teachers who teach in the investigated classes was another instrument which was used in this research. To decide what type of questions should be included was probably one of the most difficult decisions that had to be made in a preparation phase. Finally, after the consultation with Dr. Černá, I decided to use the same questionnaire as the pupils completed, namely the highly-structured SILL. Additionally, I prepared a background questionnaire regarding school education programme and language learning strategies in general. The semi-structured questionnaire consists of six items.

Analysis of the school education programme

The analysis of the school education programme was carried out in order to elicit the data regarding how language learning strategies´ development and its implementation are integrated in the SEP. Only the part concerning learning strategies, namely the competence to learn, was analysed for the purpose of the study. Thorough analysis will be presented in the following chapters.

5.4 Data collection

Data collection via pupils´ questionnaires

Rebecca Oxford (1990) designed not only the SILL but she also worked out a precise list of instructions regarding its administration. The Strategy inventory for language learning is designed to assess how the learners go about language learning. The results can help them to get to know more about themselves as language learners. Moreover, the results provide their teachers with information how to encourage their pupils to achieve better results in learning English. Based on this, the teachers can decide to plan any strategy training (p. 277).

Oxford (1990) suggests that while conducting a research, each student would receive the SILL – items, directions sheet, and worksheet for scoring and administrating the SILL. When receiving all the documents and reading the directions, the pupils take the SILL, write down the answers into the worksheet while following the detailed directions given there. As soon as the students have finished the worksheet, they are given the profile of results on the SILL. It is suggested to collect the profiles and discuss them with the pupils the next lesson with respect to the time needed. While the profiles are collected, it is useful to figure out classroom averages for each of the categories and for the overall SILL to plan potential strategy training.

It is recommended to give the students a little advance notice, 1 - 3 days ahead, that they would be taking the SILL on a certain day. They could think about the things they do in order to learn a new language (p. 278).

Since I do not teach the classes I investigated, some necessary adjustments regarding the administration of the SILL had to be made. Not having the opportunity to discuss the reasons for taking the SILL in advance, I did so at the beginning of each lesson. The introductory phase of the lesson lasting five minutes was introduced by brainstorming in order to find out whether the pupils were able to describe the term "strategy" in general. Additionally, I asked the pupils if they had ever thought about or discussed the way they learn English. In the next phase lasting forty minutes, the pupils were given items and adapted worksheet for answering (there was no space for averages). They were told that they would find fifty statements about learning English and that their task was to write responses (1, 2, 3, 4, 5) that tell how true of them the statement is on the worksheet. For better understanding, the chart with responses is shown:

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.

The pupils were reminded that they were to answer in terms of how well the statements describe them and that there were no right or wrong answers to these statements.

After a thorough consideration, I decided not to leave the responsibility for completing the worksheets fully on the pupils but to go through the items together with them. This decision was made so as to make sure that the pupils understand the meaning of every single item. I also wanted to prevent the situation when the fields in the worksheet would be completed in a nonsense way or would remain blank. After the pupils read the individual item, I commented on it. It is important to state that my intention was not to influence the pupils, just provide them with some clues and make it easier for them to complete their worksheets.

Even though I did not follow Oxford´s instructions in a strict way, in my opinion, a great benefit was made. The pupils asked questions, thought over the items in depth, asked for clarification, which is even one of the strategies. The atmosphere was friendly and I did not have to deal with misbehaviour. As I elicited, they had never talked about English in such a way, which was completely new for them. The reason why I adjusted the worksheet (no averages + score) and did not give the pupils the profile was that there was no opportunity to discuss the pupils´ results. In other words, without discussing the profile, the pupils might get a feeling that they did something wrong. With regard to this, the worksheets were collected and averages were calculated only for research reasons.

Data collection via interviews with teachers

The interviews with teachers were divided into two parts. The first phase was aimed at the teachers´ perception and attitude towards language learning strategies in general. In the second part, the teachers commented on every single item of the SILL from their viewpoint of how they thought that their pupils went through the inventory. It other words, they expressed their opinion on pupils´ frequency of using individual strategies of SILL. A range of answers was as follows: always or almost always used; usually used; sometimes used; generally not used; never or almost never used. Moreover, they were given possibility to make further comments regarding each item of the inventory. In order to get as much information as possible, the teachers were encouraged to freely

discuss the items. The interviews were carried out after the pupils completed their questionnaires within a period of two weeks approximately. The procedure of the interviews followed the same schema every time. The teachers´ answers were written down and processed subsequently. The interviews were held in a friendly atmosphere in a teacher´s office and lasted approximately 60 minutes. As mentioned, despite the attempt to make the sessions very friendly and relaxing, it was surprising that the responses given by one of the teachers (namely teacher C) were very brief. On the whole, she is rather loquacious, and she is perceived to be one of the most creative teachers in the school.

5.5 Data analysis and evaluation
5.5.1 Analysis of the School Education Programme

This section of the theoretical part focuses on language learning strategies used in the process of learning English from the viewpoint of their integration and development in a particular School Education Programme of the school where the research on using language strategies by the pupils of 8th and 9 grades was conducted. The research dealing with the use of learning strategies will be discussed in the next section.

As mentioned in the theoretical part, the School Education Programme (SEP) is a curricular document which is formed on the school level. For the first time in history of the Czech educational system, the teachers were given the opportunity to participate in creating of a binding educational document. This expression of newly obtained pedagogical autonomy certainly has its positives and negatives. What one perceives as advantage and possibility to create education programme for "their" pupils on the base of teachers´ knowledge, interests and well known working conditions, the other can perceive it as something unknown, unsure and useless. If the School Education Programme of each primary school is just a paper document, or it brings benefit to teachers as well as pupils is a matter of the teachers. That is those who create this obligatory document.

To start with the analysis of integrating and development the language learning strategies into the School Education Programme of the investigated primary school,

introduction to the school and "background" of the educational field – the English language - should be done first.

The primary school is located in South Bohemia. Not only traditional classes, but also classes aimed at sports (football, basketball) are found here. The sports classes follow their own schedule with respect to the needs of pupils´ training sessions.

English language taught at this school has three lessons per week as a time week donation for the pupils from the third to the ninth grade and one extra hour per week for conversation for the pupils from the seventh grade. The conversation lessons are only for those who choose the subject conversation as a voluntary one. English language learning takes place in the classrooms, two language rooms, and the computer rooms.

Three levels of curriculum are distinguished: intended, implemented and attained. Průcha (1997, p. 244) says that it is important to realize that the intended educational content is not identical with the implemented educational content. In other words, there are differences between what the authors has planned as educational content and what the pupils are able to learn in reality.

The focus of the School Education Programme´s analysis is on the field of the English language. The attention is drawn to the competence to learn. This competence is strongly connected with language learning strategies since one of its goals that the pupils should attain is to use appropriate strategies, methods and ways for their effective learning. It is apparent from the document that the characterization of this competence was divided into two parts. The first part deals with the goals the pupils should reach at the end of primary education and the second part aims at educational processes that develop this competence. To be precise, according to SEP, this competence is developed by leading pupils to self-direction, giving them opportunities to create projects individually or in groups with the possibility to carry out their own ideas and also to present the results in front of their classmates. The pupils are acknowledged with the aim of the lesson and given the opportunity to assess the level of attained educational results with the whole class.

Evaluation of the analysis of the SEP

Even though the teachers described the processes that lead to an achievement of the main goal – the competence to learn, from the viewpoint of language learning strategies, the list is very vague. There are no concrete steps to help the pupils become more effective and autonomous in the process of learning English. It is confirmed by Williams and Burden (1997) that learner training in foreign language teaching should be concerned with the ways of teaching learners explicitly the techniques of learning language, and the awareness of when and how to use strategies to enable the pupils to become self-directed (p. 147).

William and Burden (ibid) state that curricula, traditionally, have tended to concentrate on imparting knowledge and skills and have neglected the teaching how to learn the language. This is entirely confirmed by the analysis of the SEP. The educational processes that teachers describe as the ways leading to achievement of the competence to learn do not have any special conception. They do not follow any framework dealing with teaching learners how to learn the language.

Obviously, the educational processes that the teachers describe as the ways leading to achievement of the competence to learn do not have any special conception and do not follow any framework dealing with teaching learners how to learn the language. My assumption can be clearly confirmed by William and Burden´s (ibid) statement that curricula, traditionally, have tended to concentrate on imparting knowledge and skills, and have neglected the teaching how to learn the language. This is entirely confirmed by the analysis of the SEP

5.5.2 Analysis of the data collected through interviews with teachers in an introductory phase

This part of the thesis focuses on the analysis of the interviews with the teachers. The attention is drawn to the six item questionnaire that deals with the issue of language learning strategies in general. These questions were asked at the beginning of each interview as an introductory phase and the responses were recorded into a notebook.

1. Is the area of learning strategies included in your school's SEP?
2. Would you try to define the term "learning strategies"?
3. Are you the kind of teacher who is aware of the strategies and who thinks about them while teaching?
4. Do your pupils use learning strategies when learning English?
5. Do you show your pupils what strategies there are available when learning English?
6. Do you know how to teach your pupils language learning strategies?

The first question was answered in a similar way by all three teachers. However, this can be a surprising fact for some readers. On the other hand, the way the teachers answered can express the teachers´ perception of this document in general. Teachers B and C agreed that they do not know but, if I was asking, there is probably something regarding learning strategies. Teacher A said that there was something regarding learning strategies, however, she admitted that she had not seen this document for a long time and she had to check it.

To the second question, dealing with definition of language learning strategies, similar responses were given again. Teacher A stated that "they are some steps that make the process of learning easier". Teacher B said that "they are probably the best methods to reach the best results" and teacher C admitted that "they are techniques that help learners to learn more effectively". From this point of view, there could be seen the teachers´ awareness of this issue.

Teacher C and B provided the researcher with a similar answer to question number three as they shared the same attitude towards thinking about language learning strategies. Teacher C stated that she thinks about them, however, she was not able to specify this any further. Teacher B added that "this is the pupils what makes me come up with new ways to make the process of their learning easier". On the contrary, teacher´s A response differs from the previous opinions since she admitted that she had never thought about language learning strategies.

In the last case, question number six, all the teachers affirmatively uttered that the pupils use language learning strategies. Teacher A expressed the opinion that she hoped they used at least these strategies she tells them about. Teacher C pointed out that the pupils use some strategies automatically. It means that they are not aware that the steps they do are considered learning strategies, since she has never discussed this issue with them. Finally, teacher B gave a brief response by saying: "Yes, of course". To specify the background of these responses, not surprisingly, teachers B and C asked me to provide them some clues or examples regarding language learning strategies. I did so by naming three or four items from the Oxford´s classification. On the basis of this, they expressed their opinions.

In answers to question number five, the teachers A and C agreed on the fact that they do not show the pupils what strategies the pupils can use while learning English. However, they tell them or advice them what to do to make the process of learning easier and more effective. Teacher A expressed her experience when saying:

> I rather tell the pupils what to do when they learn new vocabulary. I remind them of writing new vocabulary several times, practising aloud and repeating more than twice. Or, I advice them to listen to the English songs with simple lyrics and try to sing the songs aloud. It doesn´t matter that they don´t understand but they should try to pronounce the words correctly. All these things helped me when I studied English so I suppose that they can be useful for my pupils, anyway.

Both teachers C and B independently added that they support their pupils not to be afraid of speaking, and teacher C mentioned that she tries to make their pupils use monolingual dictionary.

The responses to the last, sixth question were not surprising to the researcher as all three teachers came to the conclusion that if there is any special training programme to teach pupils learning strategies, they have never heard about it. On the contrary, teacher A pointed out that she tries to find and to use methods and techniques she thinks that are the most appropriate for pupils to reach the best results.

Evaluation of the introductory phase of teacher´s interviews

To conclude, despite the fact that all the teachers have an awareness to define the term "language learning strategies", a thorough consideration of the responses leads inevitably to a conclusion that the knowledge in this field is insufficient. This emerges from the fact that even the knowledge of their SEP is unsatisfactory. In this case, the SEP is only a paper which was created not to provide the teachers with a guide on their way to fulfil the aims of primary education. Rather, it was created as a form of obligatory document with no further implementation. Regarding the language learning strategies, it is apparent that at the moment of the interviews the only procedures or techniques the teachers were aware of as learning strategies concerned the ways of learning vocabulary, listening and speaking. Nevertheless, in a very limited manner and, I do not hesitate to say, based on their own experience as learners only. This is closely related to absence of knowledge of any special training programme to teach pupils to use learning strategies. Not surprisingly, the questionnaires´ results will show that the teachers did not know in some cases that all the tools, techniques and steps described in SILL are strategies.

5.5.3   Analysis of the data collected through pupils´ questionnaires and interviews with teachers

Even if the pupils´ questionnaires (SILL) form the core of the whole research and their distribution was carried out as the first one, representation of the results is presented only in the third, final phase.

In terms of graphic representation of the SILL results, a key to understanding resulting averages is essential to provide. The chart tells us how often the pupils use strategies for learning English.

	Frequency	Average
HIGH	**Always or almost always used**	**4.5 to 5.0**
	Usually used	**3.5 to 4.4**
MEDIUM	**Sometimes used**	**2.5 to 3.4**
LOW	**Generally not used**	**1.5 to 2.4**
	Never or almost never used	**1.0 to 1.4**

It is necessary to remind that the SILL consists of fifty items divided into two main classes and six categories. As mentioned in the theoretical part, direct strategies subdivided into memory, cognitive and compensation categories directly involve the target language and require mental processes when learning a new language. Indirect strategies, including meta-cognitive, effective and social categories influence the language learning only indirectly. However, their importance is equal.

Chart 1 shows the average extent of using direct and indirect strategies
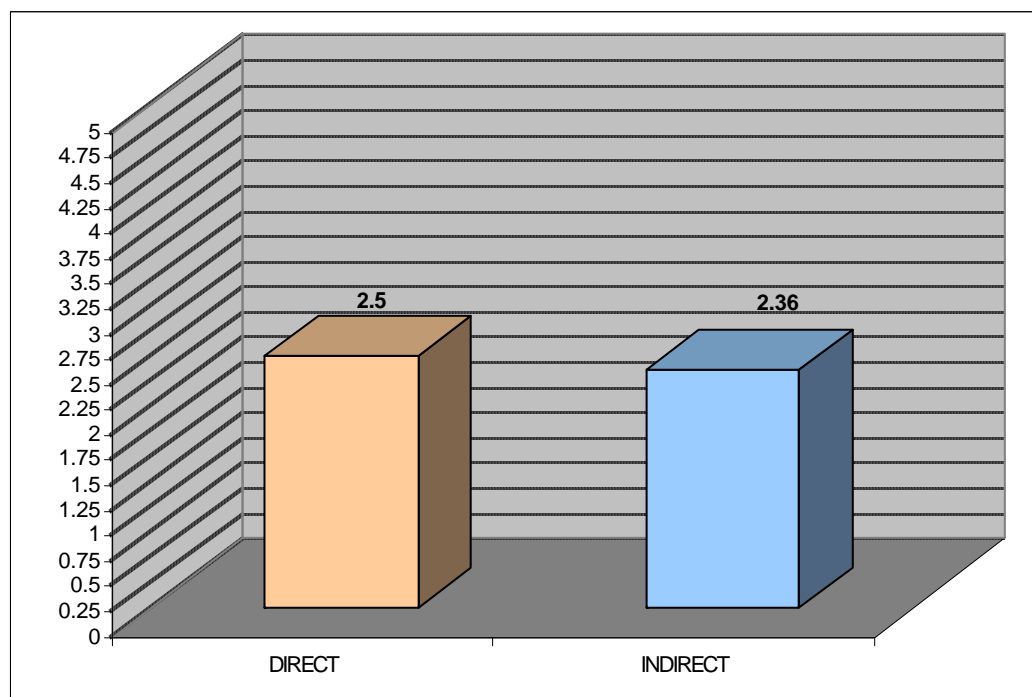
After analysing the data collected via the SILL and making the averages of two primary classes of Oxford´s classification, it is apparent that there is a difference between using direct and indirect strategies. Although the direct strategies average lies on the boarder, the frequency of using direct strategies is medium according to the chart. It can be stated that although the direct strategies´ average lies on the boarder, the frequency of using direct strategies is considered to be medium with a respect to the chart telling us how often the pupils use learning strategies. On the contrary, the frequency of indirect strategies´ usage is low.

In the following part, graphical presentation of the resulting figures of the individual items of the SILL will be realised. The SILL is divided into six parts (A – F) which represent six groups of language learning strategies (memory, cognitive, compensation under the direct class; and metacognitive, affective and social under indirect class). Each of these groups will be graphically presented in the above stated order.

5.5.3.1 Memory strategies

The chart focuses on the group of memory strategies. Nine graphically presented strategies (M1 – M9) are represented in accordance with the order of the SILL. When looking at the chart, the difference in using of individual language learning strategies is significant.

Chart 2 reveals average figures in using memory strategies
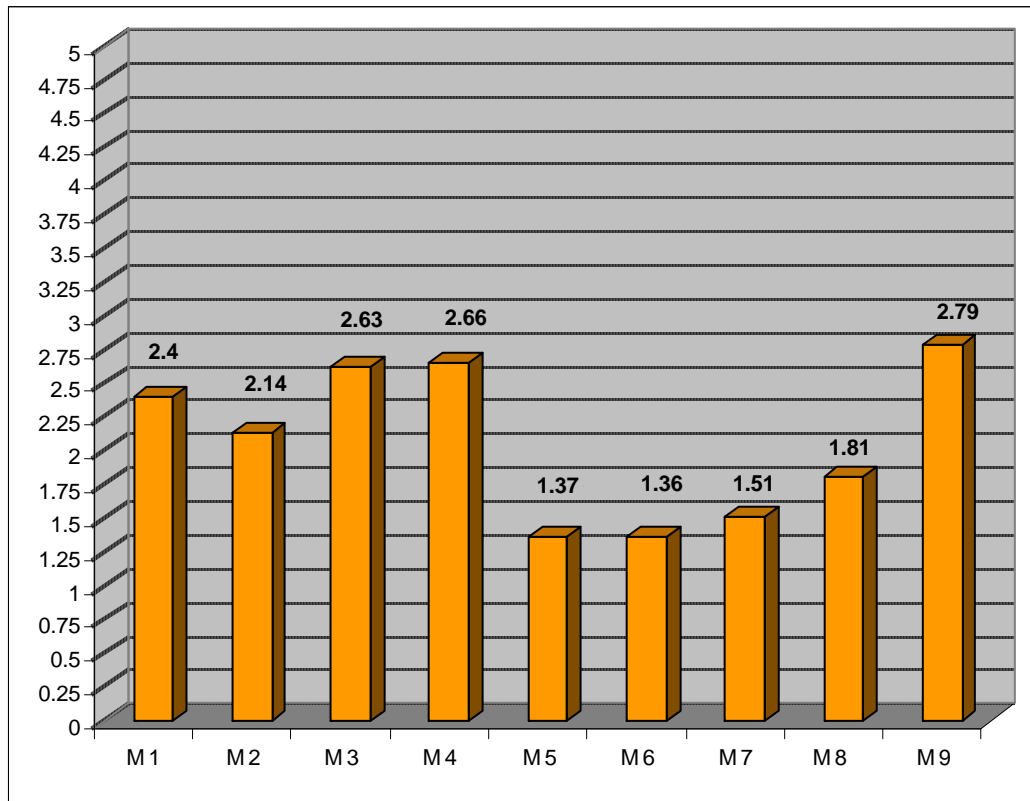
The first item (M1), ´I think of relationships between what I already know and new things I learn in English´, in the chart was identically evaluated by teachers A and B when saying that the pupils sometimes use this strategy. However, teacher´s C assumption that this technique is not generally used proved to be true. Teachers A and B based their suppositions on the fact that the strategy is employed only by the pupils who like learning English. Teacher A further mentioned that she tries to build new vocabulary based on semantic mapping as much as possible, and regarding new grammar, she always reminds their pupils of what they have already learnt. Teacher C remarked, that there are only few pupils who relate new information to concepts already in memory since the others are too indolent to think.

The second item in this group (M2), ´I use new English words in a sentence so I can remember them´, was coincidently rated by teachers B and C when suggesting that the pupils do not generally use this strategy which was identical with the pupils´ result. Besides, teacher A admitted in a more pessimistic way that the pupils themselves never

place a new word in a meaningful sentence or story so as to remember it. Teacher B described her experience that they practise this during....expressed her experience when said that they practise this during the lessons, since new vocabulary is straight forward connected with each unit. Teacher C declared the same but admitted that this way of remembering new vocabulary is time demanding.

To evaluate the following item (M3), ´I connect the sound of a new English word and an image or picture of the word to help me remember the word´, teachers A and C made the same assumption when guessing that the pupils sometimes use this strategy. Moreover, teacher B even stated that they usually employ this strategy. However, all the teachers admitted that relating new language information to concepts in memory by means of visual imaginary is broadly used with younger pupils in the first grade of a primary school. Teacher C stated that "this is the greatest way to teach younger pupils new vocabulary". Teacher B remarked that not only with younger pupils but also with sixth graders she uses picture dictionaries. Though, in her opinion, it is time demanding. Regarding the next item (M4), ´I remember a new English word by making a mental picture of a situation in which the word might be used´, neither of the interviewed teachers made a correct guess about how often the pupils use this strategy. Teachers B and C supposed that the pupils usually use it while the teacher A, surprisingly, thought that the pupils never employ it because "they simply don´t want to think". Teacher B could object by saying:

> I know that it isn´t a situation, however, at the moment we read interesting texts and the pupils like them as I have found out. So, they can connect new vocabulary with the text that is funny and attractive for them and remember the vocabulary easily.

In spite of the teachers´ guesses, the pupils sometimes use this strategy.

All the teachers shared very similar opinions on evaluating the following two items (M5) ´I use rhymes to remember new English words´ and (M6) ´I use flashcards to remember new English words´. Teachers A and B rated these items as generally not used. Teacher C was even more pessimistic by giving the lowest evaluation in both cases. It is evident from the chart, that the teacher´s C guess regarding the frequency of using these techniques was right. In general, the teachers gave reasons for such a low frequency. They stated that when stated that older pupils probably consider these techniques as inadequate with respect to their age. Nonetheless, all agreed on the fact

that remembering new language information according to its sound is highly used with younger pupils because they like rhymes, and a half of the exercises in their textbooks is based on sounds.

Low rating on the scale of frequency of using strategies was given to the next item (M7) ´I physically act out new English words´ as well. Teachers A and C assumed that the pupils never use this technique, whereas teacher B expressed a little bit more optimistic opinion. She answered that that the pupils do not generally use this strategy. Her supposition proved to be true even if the resulting average lies on the boarder. Teacher A elucidated this low frequency by declaring that physically acting out a new expression is very unusual for the pupils and she could not imagine them to do so outside of the classroom. With regard to the last mentioned, teacher B stated that "miming based on the TV show Kufr where miming the words is one of the rounds is favourite activity even with older pupils".

After reading the following item (M8), ´I review English lessons often´, all the teachers pointed out that they would have never said that this could be a learning strategy supporting pupils in becoming effective learners, which supports pupils to become effective learners. Their opinions on pupils´ rating differed in all three cases. Teacher A positively remarked that the learners usually do this. On the other hand, teacher C sadly expressed her opinion when stated that they never review the lessons. Finally, teacher B admitted that it is not generally done, which proved to be true. The teachers made an agreement that they do not want to make further comments on this technique.

As it is apparent from the graphical form of results, the frequency of the last strategy (M9), ´I remember new English words or phrases by remembering their location on the page, on the board, or on the street sign´, is medium. In other words, the pupils sometimes employ this technique regarding effective remembering. Teachers´ A and B opinions were identical with the pupils´ resulting average. Nevertheless, Teacher C uttered less positive belief by stating that the learners do not usually employ the mentioned technique. Teacher A admitted that this can work only with such learners who have visual learning style. Teacher C stated, with respect to the knowledge of the pupils she teaches, that they do not want to waste time by this strategy. Finally, teacher B pointed out that "this strategy works in case that the pupils learn vocabulary regularly, not a day, even an hour before a test".

Evaluation of the data

To sump up, although memory strategies can help learners of a foreign language, namely English, to cope with difficulties caused mostly by a need to remember a large amount of vocabulary, the graphic form of results shows that the frequency of using these strategies is low in general. Moreover, some of them (M5, M6) are stated as never or almost never used. The result is in accordance with Oxford´s (1990) notion who states that even though memory strategies can be powerful contributors to language learning, the students "simply do not use memory strategies" (p. 40).

Contrary to this, the chart shows that the frequency of using strategies such as M3 ´I connect the sound of a new English word and an image or picture of the word to help me remember the word´, M4 ´I remember a new English word by making a mental picture of a situation in which a word might be used´, and M9 ´I remember new English words or phrases by remembering their location on the page, on the board, or on the street sign´, is considered medium. Even though the result is not fully satisfactory, it can be perceived as a positive step in pupils´ effort to become effective learners. With respect to already mentioned strategies M3 and M4, regarding applying images and sounds, Oxford (ibid) states that there are at least four reasons why linking the verbal with the visual is very useful to language learning. For instance, visual images may be the most potent device to aid recall of verbal material, and simply, large amount of learners have a preference for visual learning.

The most surprising was that the pupils do not generally review English lessons (M8). However, it was a surprise for the researcher but not for the teachers. The pupils´ result may show that the pupils are not interested in English language, particularly the English lessons very much.

5.5.3.2 Cognitive strategies

Fourteen items (CG10 – CG23) of cognitive strategies are depicted in the chart bellow. At first sight, the average figures do not show significant differences in the frequency of using the individual strategies.

Chart 3 indicates the average figures of using cognitive strategies
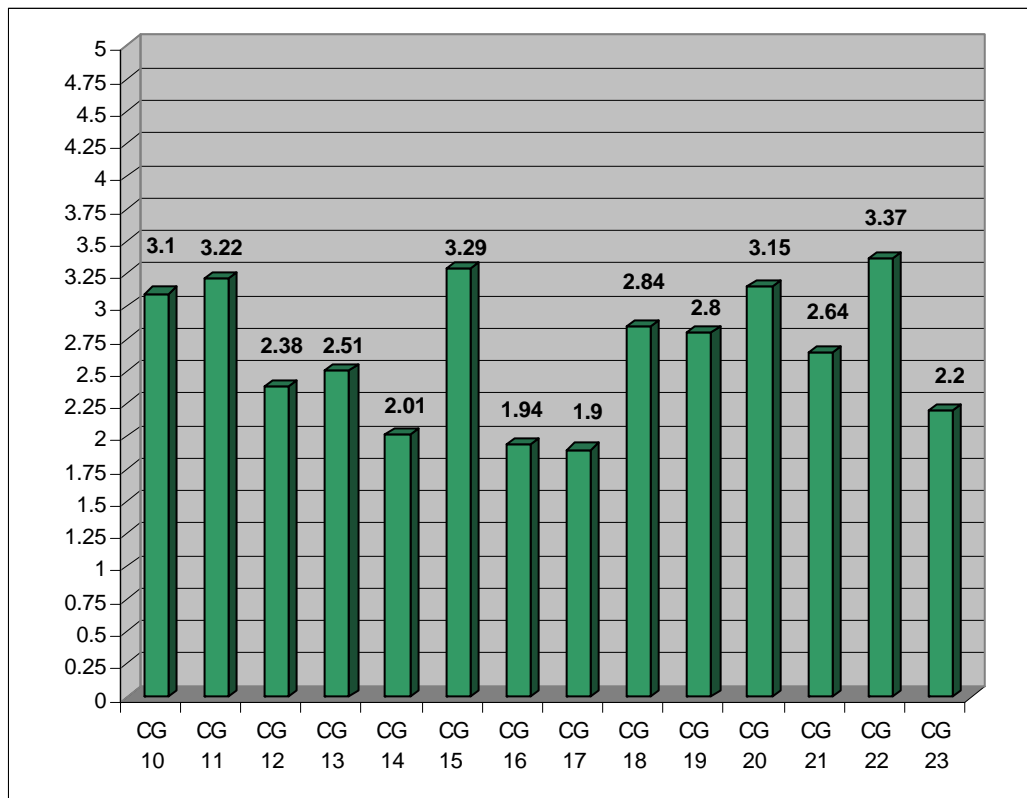
Concerning the first item (CG10), ´I say or write new English words several times´, all the teachers independently expressed a positive view by saying that the pupils usually use this method. They agreed on the fact that they always remind the pupils to write and repeat new vocabulary over and over. Nevertheless, teacher B lowered this optimistic view when stating that only those who want to learn do so. Even though the pupils did not fulfil the teachers´ suppositions, the frequency of using this strategy is medium

With regard to the next item (CG11), ´I try to talk like native English speakers´, agreement of all teachers was made again. However, this time they lowered their evaluation in order to label this strategy as generally not used. Their assumption proved not to be true since the pupils sometimes use this strategy, which is optimistic. Teachers A and B based their premises on the fact that older pupils are ashamed of doing so, and they may try to do this at home when they are alone. Contrary to this, they expressed their experience with younger pupils who like repeating short role plays while listening to a CD. Teacher C remarked that the pupils do not want to waste time by trying to talk like native speakers.

After reading the item number CG12, ´I practice the sounds of English´, the teachers identically stated that this technique is done as a part of a school curriculum but the pupils do not generally practice pronunciation, intonation or even the new writing system by themselves, which proved to be true. Teacher A further explained this by saying that "the pupils don´t like practising sounds at school, much less at home".

Concerning the following item (CG13), ´I use the English words I know in different ways´, teachers B and C assumed that this strategy is sometimes used, which is in accordance with the pupils´ result. Teacher A mentioned that the pupils do not generally use it. She supported her conviction when saying that this method is time demanding and they do not even do it in the classes so often. On the contrary, teacher B expressed her experience with this strategy by stating:

> We do this at school quite a lot. I try to explain them that they need to learn a structure of the sentence as patterns in physics, for example. On the basis of this, they can combine vocabulary or phrases to produce a number of sentences. However, I must help them in many cases.

In the following case (CG14), ´I start conversations in English´, all the teachers shared the same opinion on strategies´ usage when uttered that the frequency of using this strategy is medium. Nevertheless, the pupils´ resulting average confirmed teacher´s A comment when conceding that the pupils do not probably use it because they are shy. Teacher B pointed out that the conversations are not realistic and are prepared in advance in most cases. She was not sure about pupils´ reaction in a real situation. Moreover, teacher C wondered at this strategy since she would have never though it could be considered as a method to help pupils in learning English.

The assumption made by the teachers A and B that the pupils sometimes watch English TV shows spoken in English or go to movies spoken in English (CG15) proved to be true. Teacher B supported her opinion by giving an example when during the conversation lessons the pupils watch films and other programmes with native speakers. She pointed out that her aim is to make English part of their everyday life. Teacher A added that she even has one pupil who watches movies spoken in English quite often. As a consequence of this, his correct pronunciation, which differs from the others, is apparent. The teachers, including teacher C, also remarked that the pupils could watch MTV channel or the BBC news, however, it is only up to the pupils´ attitude towards English.

After reading the sixteenth item (CG16), teachers B and C slightly smiled upon the image that the pupils read in English for pleasure. A simple explanation was given since as not only the English teachers but also Czech language teachers have to face problems with pupils´ unwillingness to read books in Czech. On the basis of this, they do not suppose that the pupils would read in English, moreover, for pleasure. Nonetheless, teacher A remarked in an optimistic way that not all but some pupils could sometimes read magazines aimed at their age for pleasure. Not surprisingly, as it is evident from the graphic form of results, the pupils do not generally employ this strategy.

Diverse response was not expected in the next case (CG17), either. All the teachers made the right supposition when admitted that the pupils do not generally write notes, messages, letters, or reports in English. Teachers C and B agreed that the pupils write only some English words in short text messages, but they do not write down any meaningful ideas or continuous texts. One aspect is to be mentioned here. Teacher A conceded that they do not generally use this strategy since the pupils do not like writing longer texts. She said that, as a part of a school curriculum, the pupils were supposed to write a letter to their pen-friend and that the result was unsatisfactory. She also added that with respect to the low resulting average, she should focus on developing writing skill in her lessons.

Regarding the item CG18, ´I first skim an English passage (read over the passage quickly), then go back and read carefully´, all the teachers shared a positive viewpoint by saying that the pupils usually or sometimes employ this strategy. The last mentioned proved to be true. Teachers A and B declared that activities using skimming to determine the main idea are included in the textbooks. Additionally, teacher C admitted that most pupils must go back and read the article carefully again, since after first reading they do not have any idea what the article or passage is about. An interesting point was added by teacher B who expressed her experience that the pupils read the text quickly since they are impatient and want to go through the task as quickly as possible. So there is no connection with the strategy "getting the idea quickly".

When the teachers rated the item CG19, they all shared the same viewpoint that the pupils usually look for words in their own language that are similar to new words in English. Though, on the basis of the resulting average, it is clear that they overrated

the pupils since they only sometimes employ this technique. Teacher C supported her high rating when saying: "To compare new elements of the English language with words of the Czech language is the easiest way to determine similarities".

According to the graphic result, the next strategy (CG20), ´I try to recognize and use patterns in English´, is sometimes used by the pupils. Though, different evaluations were given by all the teachers. Teacher A made nearly the lowest rating and expressed her opinion that the pupils are not generally aware of using even routine formulas. Teacher B raised her evaluation by saying that the pupils sometimes employ this strategy. She stated that the pupils are aware of existing simple formulas such as, for instance, "How are you?". Nevertheless, when this formula is desired in a given situation they do not say it by themselves. Even if teacher C provided us with the highest evaluation, her comment was identical with teacher B.

When asked to make assumption how often the pupils find the meaning of an English word by dividing it into parts that they understand, (CG21), the teachers agreed that the pupils sometimes use this strategy. All of them were right as it is evident from the chart. With regard to their attitudes, two groups of the pupils can be distinguished. Starting with teacher B, she remarked that when finding a meaning of new vocabulary she tries to draw pupils´ attention to known elements of the word or make them to separate prefixes or suffixes to help them understand. However, in her opinion, this technique is used only by those who want to learn. The others just wait or ask the teacher for the meaning. Teacher A shared a similar opinion. She added that there is probably more than a half of the pupils who like to receive the meaning of the vocabulary passively without their own invention. Teacher C confirmed this when giving a comparable opinion.

Different guesses were made on the following item (CG22) - ´I try not to translate word-for-word´. The pupils´ resulting average indicates that they sometimes use this strategy. Even if the teachers´ A and B opinions were identical, teacher C stated a completely different supposition when interviewed. Teachers A and B supposed that the pupils do not generally use this technique. They declared it from their long experience as language teachers by stating that the pupils tend to translate every single word at any case. On the other hand, teacher C said that the pupils always employ this

strategy, however, in a negative way. She explained it by stating that it is caused by pupils´ passive approach to the English language as a whole.

Teachers A and B made correct guesses when supposed that the pupils do not generally make summaries of information that they hear or read in English (CG23). This proved to be true. They supported this evaluation by similar statements that the pupils employ this strategy only when they are required to do so. In other words, when this method is a part of some activity during the lesson. They themselves are too indolent to write summaries. Teacher C expressed even more negative opinion when stating that the frequency of employing this method is very low so that never used. She added that

> the pupils show a negative attitude towards making summaries of longer passages and I do not use it as a part of the school curriculum, though. As a result of this, I do not assume that the pupils would employ this strategy by themselves.

Evaluation of the data

To conclude, it is evident from the chart that the frequency of using cognitive strategies is higher than in the previous part dealing with the group of memory strategies case. This can be confirmed by Oxford (1990) who expresses a very positive viewpoint on the cognitive strategies´ popularity among language learners (p. 43). Not only the pupils, but also their teachers when evaluating how often the pupils use the individual strategies, expressed more positive suppositions. The only case when the teachers underestimated their pupils can be noticed within the item CG11. The frequency of using this strategy reveals that the pupils have an effort, however, not in an accord with the teachers´ assumptions, to speak like native speakers.

One interesting point was made here when teachers A and C revealed that until they read the SILL they considered writing and saying new vocabulary over and over as nearly the only methods to help their pupils to learn English. In general, they were able to identify only repeating as dependable learning strategy when learning new vocabulary.

Low figures regarding items dealing with writing texts or summaries (CG17, CG23) should be a challenge for the teachers to find ways to make the pupils employ these strategies. In other words, teachers should try to focus on developing writing skills in a way that would be attractive for their pupils.

5.5.3.3 Compensation strategies

The last group of direct strategies pictures six items (C24 – C29). Most of the strategies was labelled as "sometimes" used or in one case as "usually used" with regard to the chart concerning of the resulting average.

Chart 4 describes the average figures regarding using compensation strategies
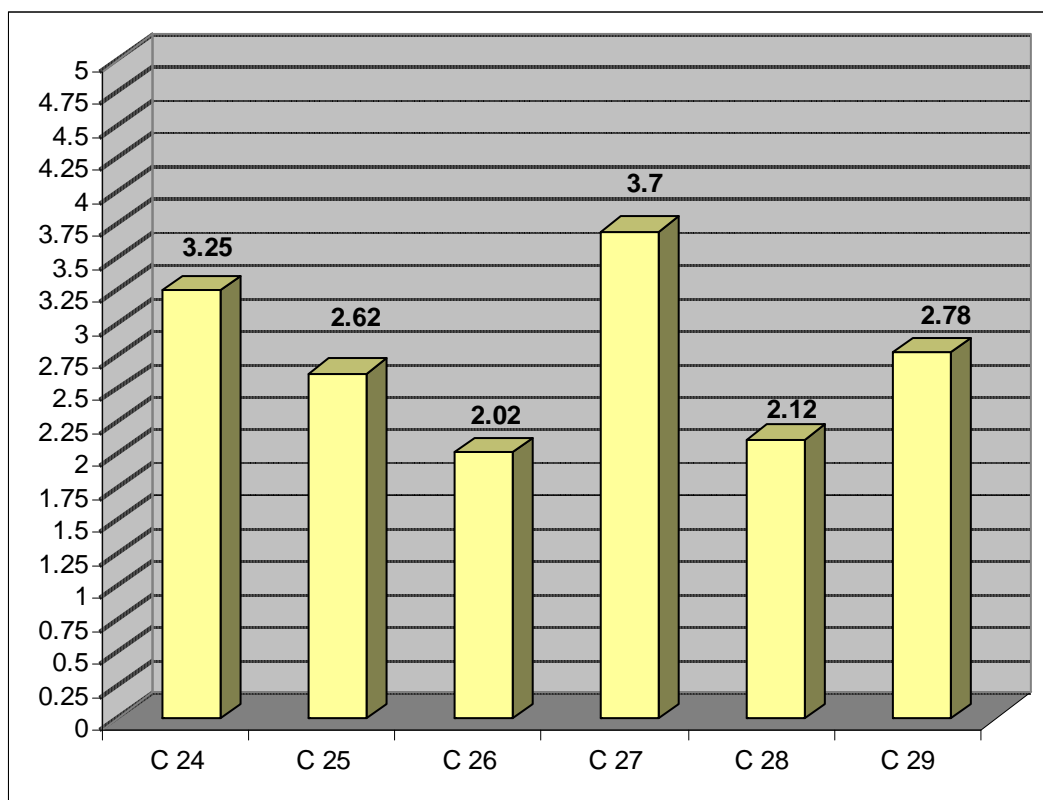
Regarding the first item in this group (C24), ´To understand unfamiliar English words, I make guesses´, all the teachers made an agreement about how often the pupils use it nearly identically. Teachers B and C stated that the pupils sometimes employ this method. Teacher C admitted that even if the pupils sometimes make guesses, it is a matter of chance. "To be honest, I really don´t know if my explanation is correct", she added. Even if teacher´s A rating was higher, she shared the same viewpoint when saying that the pupils usually make guesses, but she does not know what they are based on. Teacher A further added that they use this method as a part of a lesson activity. Teacher B also remarked that some of the pupils make guesses in order to draw the others´ attention. In other words, they say nonsense.

Different responses were given to the following item (C25), ´When I can´t think of a word during a conversation in English, I use gestures´. Teacher´s C rating was high, which she explained by saying that she very often uses this method with their pupils. She also added that she reminds them to use this technique because it can significantly help them to overcome problems with limitation in knowledge of vocabulary. From her experience she could confirm that the pupils usually use physical motions in place of a desired vocabulary. On the contrary, teacher´s A experience was completely opposite. She admitted that the pupils do not generally use this strategy. Moreover, they are very often staying and waiting without any effort to continue in conversation. The pupils expect that the teacher helps them at any case. At this moment one interesting point is to be mentioned. Teacher A admitted that she is used to help them immediately to overcome limitations in speaking. Finally, teacher´s B evaluation was identical with the frequency the pupils employ this strategy. She said that the pupils sometimes use gestures. According to her,

> it depends on the pupils´ attitude towards learning. If they want to reach some goal, they are not passive and try to do their best. It is the same with overcoming limitations in vocabulary. If the pupils want, they use gestures in order to continue in conversation.

In the next case (C26), ´I make up new words if I do not know the right ones in English´ the teachers´ attitudes differed significantly. Teachers A and B made an agreement that the pupils do not generally make up new words to communicate the desired idea, since it is too difficult for them. Their viewpoint proved to be true. On the other hand, teacher C stated that the pupils usually use this technique. However, newly makeup words are in many cases a mixture of Czech and English so she was not sure if this can be considered a correctly used technique.

Interesting opinions were shared on the item (C27) - ´I read English without looking up every new word´. It is evident from the chart that only teacher C made a right assumption regarding the frequency of the given strategy. To describe the teachers´ attitudes, teachers A and B answered that the pupils sometimes use this strategy. However, they pointed out that some pupils employ this method not as a strategy to make their learning more effective but as a consequence of their inappropriate approach to learning. Teacher C also stated that besides the already mentioned group there also

exist the pupils who insist on looking up every new vocabulary in the dictionary since they are worried about not understanding the text. Finally, the teachers independently from each other came to the conclusion that when the pupils are told what exactly they are supposed to do as a whole class activity, namely read a passage or an article without looking up every new word, most of them do so. On the contrary, if the pupils are asked to do this activity as an individual work in tests, they try to look up every new word. Or, vice versa, they stop working since they do not have any effort to understand the text without looking up every new word.

Concerning item C28, ´I try to guess what the other person will say next in English´, teachers A and C wondered that this is considered a strategy. When making assumptions, there was no agreement on rating. Nonetheless, teachers A and B shared the same comments on reasons why the pupils generally not (A) or sometimes (B) employ this strategy. The teachers expressed beliefs that the conversations do not take place in naturalistic settings. Since they are prepared in advance in many cases, the pupils very often concentrate on their "roles" and do not listen to their partners. Teacher C only stated that the pupils never employ this method. As it is evident from the chart, teacher A made a correct guess by stating that the pupils generally do not employ this strategy.

It is apparent from the graphic results that if the pupils cannot think of an English word, they sometimes use a word or phrase that has the same meaning (C29). Teachers A and B pointed out that they employ this strategy in the lessons. Namely teacher A provided a nice example when stated that

> the pupils like playing a game "Kufr" where one of the rounds concentrates on getting the meaning by describing concepts or using synonyms. However, only the pupils successful in English are usually involved. The rest of the class remains passive or it is difficult to make them cooperate because either they do not have sufficient vocabulary or are afraid of embarrassment.

On the other hand, teacher C admitted that she does not employ this strategy very much in her lessons. To sump up, teachers A and B assumed that the pupils use this strategy frequently. Opposite to this, teacher C stated that the pupils never use this method since it is either difficult for them or, simply, they do not want to.

Evaluation of the data

As mentioned in the theoretical part, compensation strategies are intended to help the learners overcome limitations in knowledge of grammar and vocabulary.

The resulting figures in the chart reveal that compensation strategies´ usage is quite popular with the pupils. What is more, one of the strategies (C27),´I read English without looking up every new word´, was provided with highest assessment from all until now assessed items.

When the teachers were asked to comment on the pupils´ usage of guessing strategies in general, they admitted that they are not sure what their guesses are based on. However, it is to be explained, as mentioned in the theoretical part, that guessing is based on either linguistic or non-linguistic clues. In other words, on previous knowledge of vocabulary, grammar or context.

The teachers made an interesting point when mentioned the group of pupils who insist on looking up every single unknown word at any case in a dictionary. Oxford (1990, p. 47) states that good language learners, when confronted with unknown expressions, make educated guesses. Contrary to this, less adept language learners often panic, tune out, or grab the dictionary and try to look up every unfamiliar word – harmful responses which impede progress toward proficiency.

In general, medium frequency regarding using of guessing strategies (C24, C27, C28) – which compensate for a limited language repertoire in listening or reading shows that the pupils try can be perceived as quite positive. Although the resulting averages concerning the strategies used for overcoming limitations in speaking and writing (C25, C26, C29) are not so high comparing to the previous named, a pupils´ effort to overcome difficulties is present.

5.5.3.4 Metacognitive strategies

This group of strategies contains nine items (MC30 – MC38). The significant gap in the strategies use is demonstrable. Both possibilities "never or almost never used" and "usually used" are present.

Chart 5 reveals the resulting averages regarding the usage of metacognitive strategies
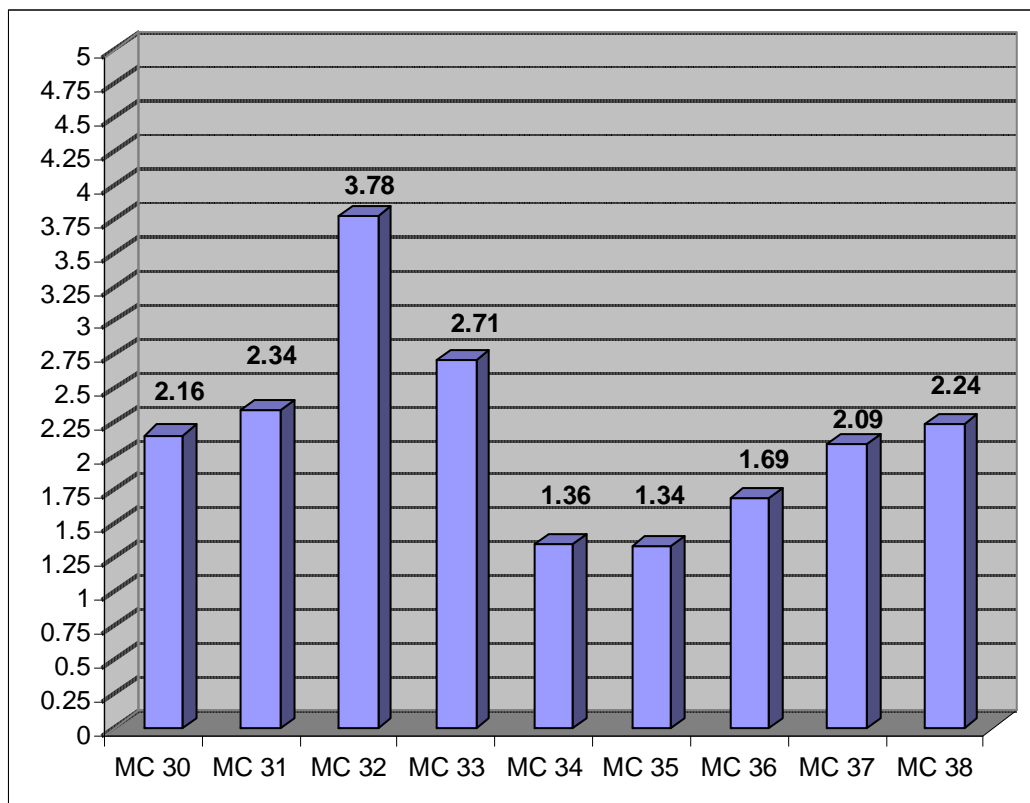
With regard to item MC30, ´I try to find as many ways as I can to use my English´, different suppositions were made by the teachers. Teacher C stated that from her experience the pupils never look for ways to use their English. Teacher B confirmed this by saying that they do not generally use this strategy because the pupils are indolent. Her assumption regarding the use of language learning strategy proved to be true. Teacher A optimistically remarked that the pupils sometimes employ this method. She added that it highly depends on the pupil´s approach towards the school and learning. If the pupil´s effort is to learn English, they try to find ways where to use it. This is confirmed by Oxford (1990) when saying that the learners who are seriously interested

in learning a foreign language should themselves seek opportunities for practice and take advantage of it as much as possible (p. 136 – 137).

In the following case (MC31), ´I notice my English mistakes and I use that information to help me to do better´, teachers B and C stated that the pupils themselves do not generally use this strategy. This proved to be true. On the contrary, teacher B remarked that she employs this method with the whole class during the lessons. She gave an example by stating that she makes the pupils to correct their tests together in class or they together look trough the marked tests and discuss the mistakes. Moreover, teacher C said that in case of repeating the same mistakes, she prepares special colourful charts presenting particular grammar. The pupils are supposed to stick it to their notebooks. Teacher A, who expected medium frequency, expressed her opinion that this strategy is probably used only by those pupils who have a responsible approach to learning. They may notice mistakes but she was not sure whether they use this information for their better development.

As it is apparent from the graphic result, strategy MC32, ´I pay attention when someone is speaking English´, is usually used by the pupils. This corresponds with teachers´ B and C guesses. Both the teachers stated that they hope that the pupils usually pay attention when someone is speaking in English even if they do not understand. Teacher A, at first surprised by the fact that this is considered the strategy, added that this is natural to people to always pay attention when someone is speaking a foreign language.

In the following case MC33, ´I try to find out how to be a better learner of English´, teachers´ assumptions differed from the result. The pupils stated that on average they sometimes try to find out how to be better learners. When asked, all teachers underestimated them by saying that the pupils do not generally do so. To be precise, teacher B stated that the pupils do not use this strategy with the aim to become better learners but to get better marks. Especially when the school year is coming to its end, they are looking for tutoring in order to improve their knowledge and hence their marks. Teacher A supports this saying that they seek only a fast way to learn for their immediate better results. On the other hand, teacher B remarked that with respect to their age, the pupils like listening to songs. This could help them to improve listening skills.

One of the lowest results was achieved in the following case (MC34) – ´I plan my schedule so I will have enough time to study English´. Teachers A and C stated that the pupils do not generally plan their schedules. Teacher A admitted that the only situation when the pupils are willing to organize their time is probably because of improving their marks for their final report. Teacher B was more pessimistic because she mentioned that the pupils never do so which proved to be true. However, she admitted that those who have excellent results may plan their schedule, but she was not sure.

Diverse response was not expected in the next case (MC35) ´I look for people I can talk to in English´, either. All the teachers shared the same opinion that the pupils never do so, which proved to be true again. Nonetheless, teacher A admitted that the pupils, let us say their parents, could arrange lessons of conversation for their children either with native speakers or the teachers of English language. This would be a great idea to spend free time.

Concerning item MC36, ´I look for opportunities to read as much as possible in English´, different rating was provided by the teachers. Teacher A expressed her experience that this strategy is sometimes used. She stated that some pupils even asked her to recommend them some books suitable for their level of English. On the contrary, Teacher C remarked that the pupils never seek out opportunities to read in English. Finally, teacher´s B assumption that the pupils do not generally use this strategy proved to be true. She explained that even if they read magazines, aimed at the pupils´ age, as a part of lessons´ activities, the pupils do not like them so much. In her opinion, they prefer crosswords and riddles.

The following item (MC37), ´I have clear goals for improving my English skills´, was identically evaluated by teachers A and B when saying that the pupils generally not employ this method. This was coincident with the pupils´ result in the chart. Teacher A pointed out that their only aim is a mark. However, again, only for those who care about their results. Teacher B conceded that she is not used to say the aim of the lessons so the pupils do not probably know that they should set aims for language learning. She optimistically added that when the pupils are older, they could have some long-term goals, such as being able to communicate abroad, au pair jobs, studying abroad. On the

other hand, teacher C expressed her negative guess when stating that the pupils never use this strategy because they are simply indifferent.

The last item MC38, ´I think about my progress in learning English´, was identically guessed by teachers A and B. They uttered that the pupils do not generally evaluate their own progress in the new language. Teacher B admitted that even if the pupils write tests to find out about their progress it would be interesting to employ this strategy as a whole class activity. The pupils would share their statements with the rest of the class. Despite the fact that teacher´s C presumption about how often the pupils use this strategy was high, she did not provide the researcher with satisfactory explanation what it is based on.

Evaluation of the data

Metacognitive strategies involve both knowledge about learning and control or regulation over learning (O´Malley, Chamot, 1990, p. 105). Low average figures in the chart show that the pupils do not generally use this kind of strategies. Oxford (1990) confirms this by stating that although metacognitive strategies are extremely important, research shows that learners employ these strategies sporadically and without much sense of importance (p. 136).

As it is evident from the chart, there are significant differences in using individual strategies. Whereas the strategy concerning paying attention to specific aspect of the language (MC32) is the most popular among the pupils not only within the given set but from the whole SILL, the strategies regarding planning for the tasks (MC34) and seeking out opportunities to practise (MC35, MC36) are never used in most cases. Low frequency of using can be observed with other strategies as well.

One important aspect is to be mentioned. When evaluating how often the pupils employ the individual strategies, the teachers expressed opinion nearly with every item that it is always dependent on the pupil´s approach to the school and learning if they possess an endeavour to become successful learners. In other words, if the pupils complete only the tasks that the teacher tells them to do and they do not develop an effort to employ the strategies concerning centering, planning, arranging and evaluating their learning by themselves, they can never become effective learners. This is confirmed by Oxford

(1990) when stating that "metacognitive strategies are essential for successful language learning" (p. 136). O´Malley et al. (1985a) add that

> students without metacognitive approaches are essentially learners without direction and ability to review their progress, accomplishments, and future learning directions (cited in O´Malley, Chamot, 1990, p. 99)

Nevertheless, the teachers seem they want their pupils become autonomous and responsible but they do not tell them how to achieve this. They apparently leave the responsibility how to direct one´s own learning on the pupils.

The low resulting averages that represent how often the pupils employ the individual strategies may emerge from the fact that the pupils are not familiar with how and when to employ them. When interviewed, the teachers stated independently from each other that they do not talk with their pupils about the things such as, for example, organizing and planning their time and activities, setting goals, evaluating progress, seeking chances to practice the language, and finding out about language learning in general. To conclude, metacognitive strategies are neglected not only by the learners but also their teachers.

5.5.3.5 Affective strategies

Six items of learning strategies (A39 – A44) are exposed in this chart. An extreme difference in using some of these strategies is obvious in this case as well.

Chart 6 represents the average figures regarding affective strategies
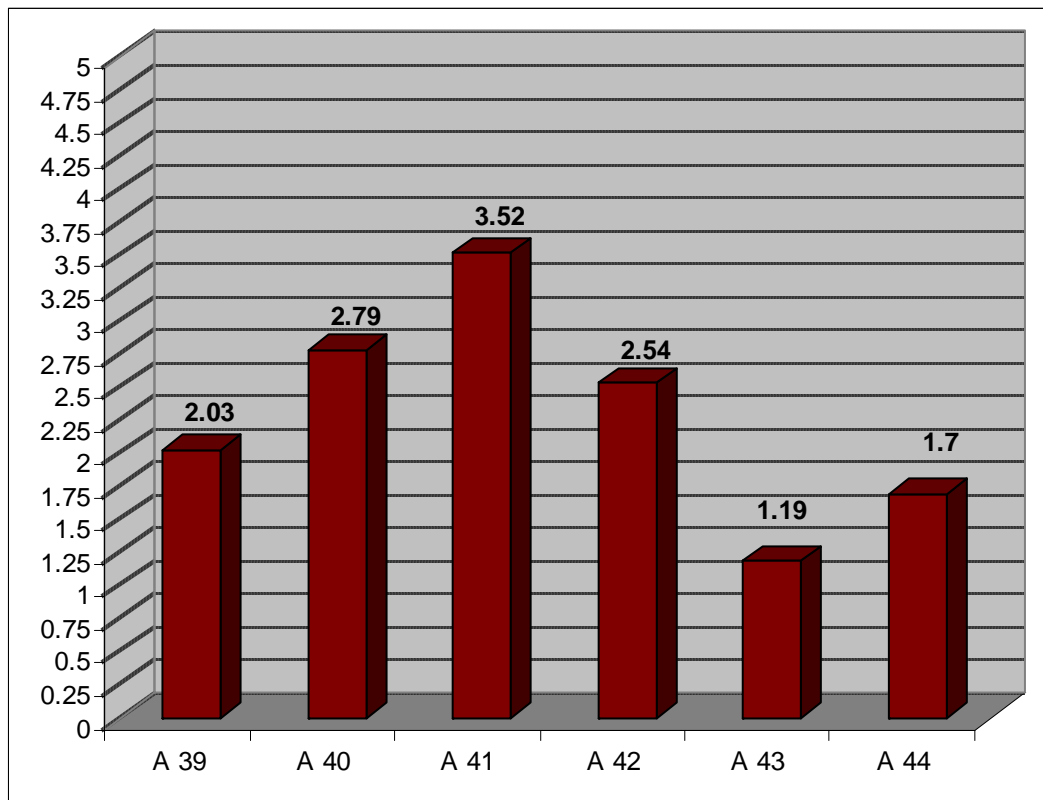
As far as the item A39, ´I try to relax whenever I feel afraid of using English´, is concerned, teachers A and C congruently stated that the pupils do not generally use this strategy. As it is evident from the chart, their guesses were true. Teacher A explained this when saying that the pupils do not know that this could work. She admitted that she has never talked about how to lower anxiety with their pupils. Even if teacher B stated that the pupils sometimes use this method, she agreed with teacher C in terms of their attitudes towards the pupils. They both remarked that only successful and responsible pupils may use this strategy. The others lower the anxiety by their self-confidence, though, in a negative way of meaning.

Surprisingly, the teachers guesses about how often the pupils employ the strategy A40, ´I encourage myself to speak English even when I am afraid of making a mistake´, were different from the pupils´ evaluation. The chart shows that the pupils sometimes employ this method. Nevertheless, teachers A and B expected that they do not generally do so. Teacher´s C assumption was even lower. Teacher A stated that an image of embarrassing situation when they speak and make mistakes prevents them from taking

risks in a language learning situations. On the other hand, teacher B pointed out that the classroom atmosphere is friendly and the pupils do not have to be afraid of looking foolish at any case.

In the next case (A41), ´I give myself a reward or treat when I do well in English´, the teachers B and C shared the same opinion that the pupils usually employ this strategy. This proved to be true. Teacher B expressed her experience that they like to give themselves a valuable reward for a good performance either verbally or nonverbally. Teacher C added that joy of a good performance is strongly expressed by younger pupils, especially those who are not regularly successful with tasks. On the other hand, teacher A did not suppose that the pupils reward themselves. She clarified it by stating that it is not typical for us, as a nation, to give oneself rewards.

The following item A42, ´I notice if I am tense or nervous when I am studying or using English´, was evaluated in a similar way by teachers A and B. They supposed that this strategy is sometimes used, which proved to be true. One interesting point was made by teacher B when saying that the pupils who do not study English regularly – they are not good at English – threat of bad marks – fear and nervousness rise - can notice tenseness. On the contrary, teacher A admitted that nervousness and fear can affect those who have low self-confidence, are responsible and serious about their English learning. Teacher C only stated that the pupils do not generally use this.

Concerning the item A43, ´I write down my feelings in a language learning diary´, all the teachers accounted this strategy as very unusual and strange. As a consequence, they stated that none of the pupils use this technique. Their assumption did not differ from the result. Nevertheless, teacher B admitted that writing a journal to keep track of events and feelings in the process of learning a new language might be an interesting, but time demanding method.

The assumptions made by teachers A and C in the last case (A44), ´I talk to someone else about how I feel when I am learning English´, were rather surprising to the researcher since they were even lower than the pupils´ result. Both teachers stated that the pupils never talk with their friends or relatives about English learning. Though, teacher B admitted that they do not generally employ this strategy, which is in accordance with the pupils´ result. She conceded that this is highly dependant on the pupils´ family background and relationships among family members if they are used to

talking about their feelings in general. Nevertheless, teacher C made one interesting viewpoint when expressing her experience with younger pupils. She said that these pupils talk about their feelings when learning English since the language is attractive for them and they feel to be "V.I.P."

Evaluation of the data

As stated in the theoretical part, affective factors such as emotions, attitudes, motivation can significantly influence language learning. Affective strategies help the learner to gain control over them and make the process of learning easier and more effective.

Although the importance of affective strategies is clear, they are very often forgotten or underestimated by the learners. It is affirmed by Oxford (1990) when saying that

> few studies have examined the frequency of using of affective strategies, but those who have done so revealed that these strategies are woefully underused…(p. 143).

The graphic results shows that the pupils of the eight and ninth grades do not make the exception, however, some positive steps can be seen.

The contrast that is apparent at the first sight captures the use of strategies that dealt with encouraging oneself (A40, A41) and those that take the pupils´ emotional temperature (A42, A43, A44). Evidently, the pupils are sometimes used to take risks wisely in language learning situation, which according to their teachers´ assumptions was very surprising as they have never supposed that the pupils could provide their own encouragement – not only to rely on teacher´s support – when speaking. Moreover, it is not only taking risks but also rewarding themselves that the pupils like using. Contrary to this, keeping a diary about how the pupils feel was perceived as something strange from both the pupils and the teachers´ side. However, even if the previous strategy was considered very unusual, the most surprising for the researcher, not as for the teachers, was that the pupils do not generally talk with their relatives or friends to express feelings they have when learning English.

It seems that if the pupils use these strategies, they themselves invented them as they have never been TAUGHT to use them.

5.5.3.6 Social strategies

The last of the six groups and the last of the indirect class depicts six remaining items (S45 – S50).

Chart 7 shows the average figures concerning social strategies
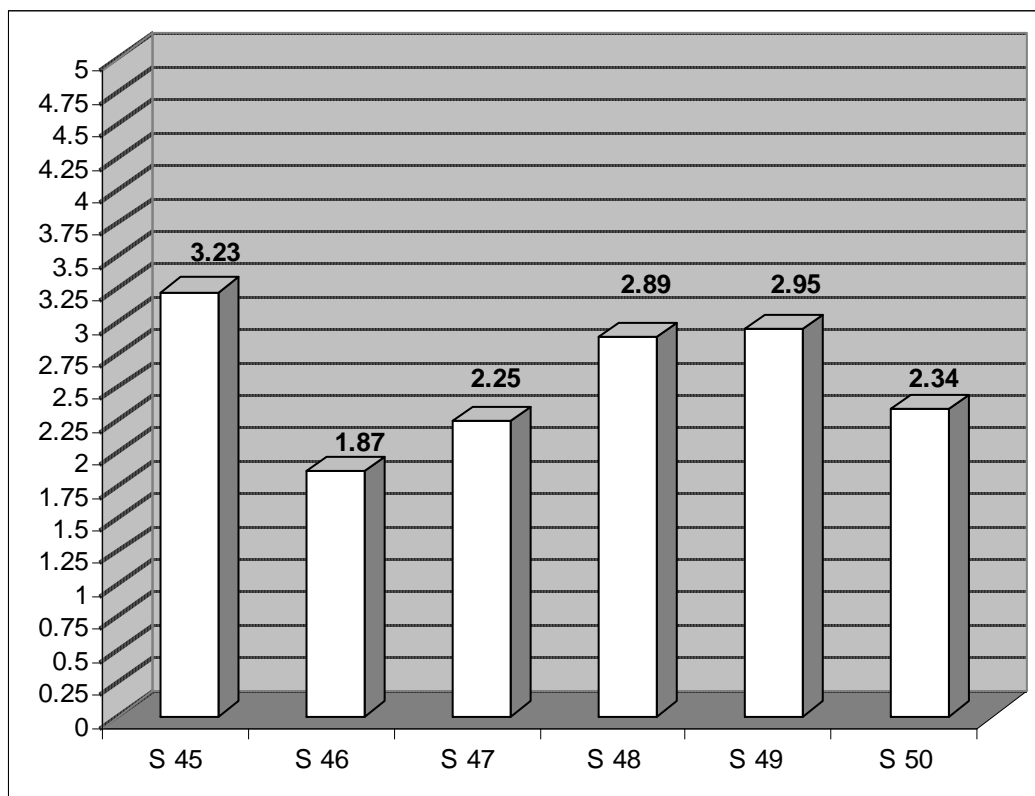
Learning a language is the process which does not take place in isolation but the interaction of other people is required. Social strategies help learners to learn how to cooperate with the others to become more effective learners. They also increase learners´ language performance, social acceptance and give the learners chance to become aware of others´ feelings and thoughts. Oxford (1990, p. 251) states that when students in a cooperative group are of different ability levels, they help each other more than students whose ability levels are the same.

When evaluating item S45, ´If I do not understand something in English, I ask the other person to slow down or say it again´, different guesses were made by all teachers. Teacher A stated that the pupils never employ this strategy. She acknowledged that she has never used this method in her lessons. Moreover, she has never told the pupils to do

so. Though, when thinking of this strategy she came to the conclusion that this strategy use is very important for the pupils in naturalistic conversations. Contrary to this, teacher B stated that she always reminds the pupils to ask for clarification. Consequently, she supposed that the pupils usually use this method. Finally, teacher C expressed her experience when saying that the pupils do not generally use this strategy and rather remain quiet without an effort to understand. However, it is apparent from the chart that the pupils sometimes use this strategy. Despite teachers´ various guesses, the pupils sometimes employ it, which can be perceived as a positive step on their way to become more effective and successful learners.

In the following case (S46), ´I ask English speakers to correct me when I talk´, the teachers B and C coincidently stated that the pupils do not generally use this strategy. This corresponds with the pupils´ result. Teacher B conceded that she has never experienced the situation when she would be asked for correction in conversation. On the contrary, she added that the pupils have probably never thought of it, either. The teacher A was even more pessimistic when stating that this strategy is never employed. She clarified her assumption when saying that the pupils do not mind making mistakes in most cases. Moreover, she remarked that she herself has never used this strategy since she would fell feel as if she was bothering the other person.

As far as item C47, ´I practice English with other students´, is concerned, teachers A and B shared the same opinion that the pupils sometimes use this strategy. Even if the teacher A stated medium frequency of using it, she added that the pupils cooperate with the others purposely. In other words, the only situation she was able to identify from her experience was that they test each others' knowledge of vocabulary before written tests or they practise dialogues before their performance. However, this is common only for the responsible learners. Teacher B basically expressed the same attitude. Though, teacher´s C supposition that the pupils do not generally work with the others to improve language skills proved to be true. Nevertheless, she did not provide the researcher with any further comments.

With regard to the next item (S48), ´I ask for help from English speakers´, teachers A and C supposed that the pupils usually employ this method. Teacher A stated that she always reminds their pupils not to be afraid and ask for help. She admitted that the

frequency of asking for help is getting lower and the pupils just sit and wait instead. An interesting viewpoint was made by teacher C:

> The pupils employ this because they are not willing to find new vocabulary in a dictionary by themselves. It is more comfortable for them to ask me immediately.

Teacher B, whose assumption that the pupils sometimes ask for help from English speakers, made a remarkable view as well. She expressed that

> when in troubles, the pupils ask their friends, siblings, parents or other more proficient users to give them advice. Even at parental meetings, some parents who are not proficient users ask me to tell them how they can provide their children with advice. Though, the number of the parents with such approach is very low.

As it is evident from the chart, teacher´s B guess corresponds with the result.

The assumption made by teachers A and B was that the pupils sometimes ask questions in English (S49). This proved to be true. Both teachers admitted that asking questions is one of the most difficult skills in English learning and teaching. Teacher B remarked that two significant aspects might influence the pupils when asking questions. In her opinion it was/is knowledge of grammar and pupils´ willingness to ask. Teacher´s C supposition was even higher when stated that the pupils usually ask the questions.

Concerning the last item of the SILL (S50), all the teachers declared that the pupils do not generally try to learn about the culture of English speakers. Unfortunately, their suppositions were correct. The teachers admitted that when the pupils are supposed to find something out about English speaking countries as homework, they do so in most cases. However, they were sure that the pupils do not employ this by themselves as a voluntary activity. Teacher B further added that she has used this strategy during the conversation lessons.

Evaluation of the data

Learning a language is the process which does not take place in isolation but the interaction of other people is required. Social strategies help learners to interact and cooperate. Oxford (1990) states that when students are in cooperative groups of different ability levels, they help each other more than students whose ability levels are the same. According to the chart, cooperation is not generally employed by the pupils of eighth and ninth grades. Although practicing English with classmates (S47) would

provide the pupils an opportunity to improve speaking skills, based on their teachers´ experience, the pupils themselves employ this strategy only when expecting a vocabulary test or an oral examination.

As stated in the theoretical part, asking questions is one of the most important social interactions. The chart reveals that the pupils sometimes employ strategies such as asking someone to slow down or repeat (S45), asking for help (S48), or asking questions in general (S49). Nevertheless, the pupils are not used to asking for correction (S46), which is contingent on the pupils´ character and self-confidence if they decide to ask someone who is a proficient user of English for correction.

The low frequency of using the strategy dealing with developing cultural understanding (S50) can be a signal that something is wrong. Learning a foreign language should also arouse the learner's interest to learn about the country.

5.5.3.7 Analysis and evaluation of the data concerning six groups of strategies (memory, cognitive, compensation, metacognitive, affective and social)

So far in this chapter, we could see the analysis of the individual data of the research. They were graphically presented and discussed. However, it is important to give an overall image how the individual groups of strategies of the SILL are employed when learning English.

Chart 8 represents resulting figures regarding using of six groups of strategies
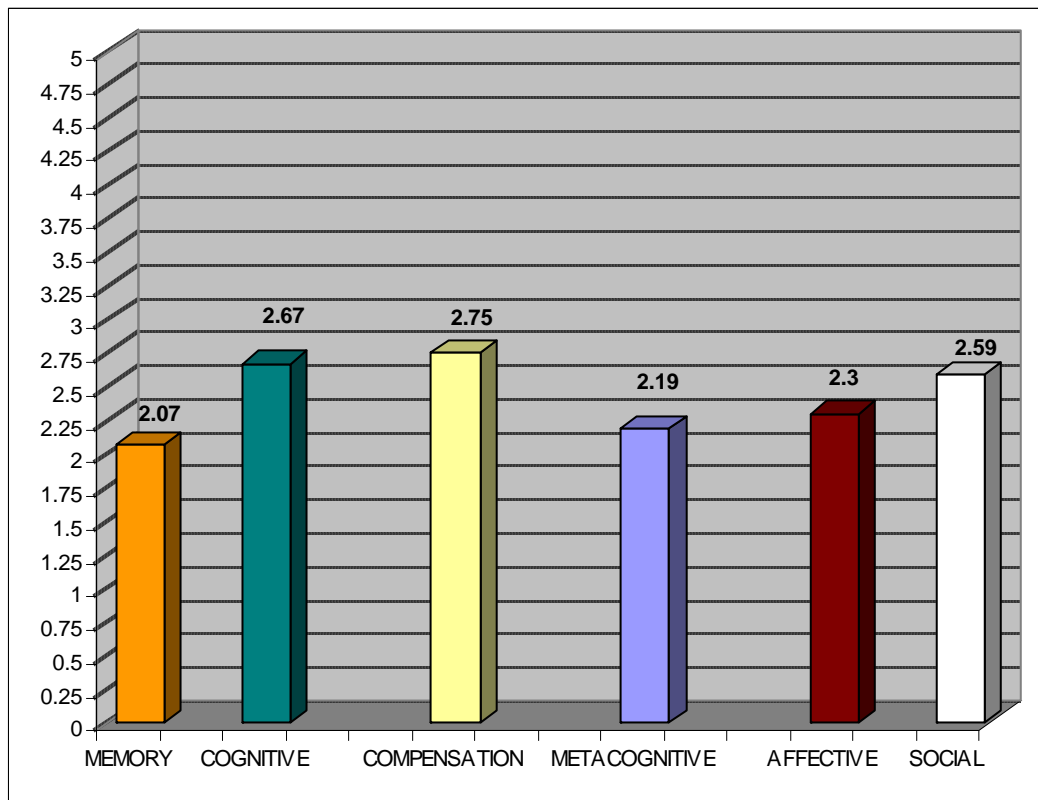
When looking at the data results in the above chart and with respect to the chart dealing with how often the pupils employ the individual strategies – presented in the beginning of this chapter – it can be stated that only three groups of strategies are sometimes employed by the pupils of ninth and eighth grades. They are – as follows – cognitive and compensation under the direct class, and social under indirect class.

The least popular among the pupils is a group of memory strategies. Processing new information in order to remember it is complicated. However, to use memory strategies so as to make this process easier is met with pupils´ unwillingness. Or, not being trained, the pupils are not familiar with the possibility of making the process of remembering easier. Although memory strategies belong under the direct class, this class all in all is preferred by the learners. This is confirmed by already graphically presented results, concerning direct and indirect classes, which were exposed at the beginning of this chapter. In contrast to memory group, compensation group is the most popular among the pupils. Although the pupils were not trained, they are aware of

linguistic and non-linguistic clues to guess meaning in listening and reading, and with overcoming limitations in speaking and writing.

As far as a group of cognitive strategies is concerned, Oxford (1990) states that "cognitive strategies are typically found to be the most popular strategies with language learners" (p. 43). Even though the group of cognitive strategies did not reach an imaginary peak in frequency of using learning strategies, it is still popular with the pupils as they sometimes use practising strategies of which probably the most significant one is practising naturalistically.

The resulting figure concerning a group of social strategies provides information that this set of strategies is sometimes used despite the fact that the figure lies nearly on the boarder.

Low frequency of using of two indirect groups such as metacognitive and affective can be reasoned by the fact that the pupils are not aware where and how to use the indirect strategies belonging to these groups. Moreover, the teachers seem as they rely that the learners themselves use these strategies without being instructed when they desire to be successful.

Although the research results show that the frequency of three groups of learning strategies reached medium frequency of using, the use of language learning strategies as a whole is not sufficient.

5.6   Research conclusion

The aim of this of this research was to carry out a case study in order to obtain data providing the answers to the research questions. Two research questions were stated in the beginning of the practical part. The first question deals with language learning strategies´ integration and development within the School Education Programme of the investigated school. The second research question is aimed at the pupils´ use of language learning strategies. The research was conducted on the base of the theoretical part.

To answer these two questions, interconnection of the data collected from all three data collection instruments is to be made. The data obtained from the analysis of the School Education Programme, namely the field of the Foreign Language and Second Foreign

Language – competence to learn revealed that all the processes described by the teachers as ways to achieve the main goal – competence to learn – are depicted as very vague and general, and do not provide the teachers with any base for teaching the pupils how to learn. Consequently, as far as the language learning strategies is concerned, the analysis did not reveal any conception or framework that would deal with teaching learning strategies.

Due to the insufficient definition of the ways to achieve competence to learn in the SEP it is possible to draw two conclusions. Either it is considered as a cause or as a sequence of the unsatisfactory knowledge of language learning strategies.

The data concerning the results of language learning strategies use collected through the pupils´ questionnaires and interviews with teachers revealed that the frequency of learning strategies used by pupils is low in general. It emerges from the fact that the most strategies from the SILL are used on the base of personal feelings when the pupils are not trained to use appropriate language strategies. Even though the data collected from the teachers interviews revealed that some of the strategies are employed during the English lessons, the pupils do not perceive them as language learning strategies as nobody has told them to be so. Moreover, they are not familiar with their significance in sense that they can help the pupils on their pathways to success.

One important aspect is to be mentioned here. Despite the low language learning strategies use in general, the resulting figures show, as it is evident from chart 8, that the most used group of strategies is that of compensation. Compensation strategies are defined as using the language despite knowledge gaps.

IV. Conclusion of the thesis

As it was stated in the beginning of the thesis, with regard to the changes in the educational system of the Czech Republic, new curricular documents were created. The Framework Education Programme defines the main idea, that the attention is no more paid to "what to learn", but points out the significance of "how to learn". With respect to this, a role of teachers and learners has changed as well. Teachers no more provide learners only with knowledge but with the methods, ways and strategies that enable the pupils to become more effective on their pathways to success. In other words, they help learners to reach the competence to learn.

The purpose of the thesis was to expose and analyse the data regarding the issue of learning language strategies in the process of learning English as a foreign language. The thesis is divided into two parts: theoretical and practical.

Theoretical part provides the base for the research as it tries to cover the following fields such as curricular documents, namely Framework Education Programme, concept of learning theories – behaviourism and cognitive psychology, and finally the issue of language learning strategies. The last mentioned chapter, particularly the part focusing on Oxford´s classification of language learning strategies is crucial for this thesis. Individual groups and subgroups of this taxonomy are represented by the fifty items in the SILL that the pupils were supposed to answer. Their language teachers consequently commented on it which was another data collection instrument of the research. As for the practical part, the relevant data obtained from the small-scale research were presented in three chapters in order to answer two research questions: "Is the language learning strategies´ development integrated in the school education programme? If yes, what is its implementation?"; and the second question "What language learning strategies do the pupils of 8th and 9th grades use?"

As the analysis of the SEP (namely the field of the Foreign Language and Second Foreign language) shows that all the processes used by teachers in order to achieve the main goal, which is competence to learn, are depicted as very vague and general. Consequently, the analysis did not reveal any conception of framework that would deal

with teaching learning strategies. This can be caused by the fact that the teachers do not have enough knowledge of the strategies as the interview with the teachers indicates. The questionnaires released among pupils of eighth and ninth grades prove that the most frequently used group of strategies is that of compensation (with the score 2,75 out of 5). However, the use of language learning strategies as a whole is not sufficient. The results of the research not only present the bare fact but it can be considered as a stimulus for teachers what to focus on when teaching or when preparing their curricular documents and stating their goals.

V. Resumé

V nedávné době došlo nejen v naší společnosti, ale v celém vzdělávacím systému České republiky ke změnám. S těmito změnami ve vzdělávací soustavě souvisí i nově kladené požadavky jak na učitele, tak i nově na žáka. Role učitele již není soustředěna na pouhý přenos encyklopedických znalostí žákům. Učitel se stává tím, kdo žáka vybavuje takovými schopnostmi a dovednostmi, aby byl schopen se učit samostatně. Tento výchovně vzdělávací proces, kdy učitel „vybavuje" žáky soubory schopností a dovedností za účelem dosažení jejich úspěchu, může učitel aplikovat bez ohledu na to, v jaké vzdělávací oblasti vyučuje. Pozornost již tedy není zaměřena na obsah, ale především na postupy, metody a strategie, pomocí nichž by žák dosáhl samostatnosti a zodpovědnosti ve vyučovacím procesu.

Cílem mé diplomové práce bylo zjistit jaké strategie učení používají žáci při učení se anglickému jazyku a jak je tato oblast strategií učení zakotvena ve školním vzdělávacím programu dané školy. Diplomová práce se skládá z části teoretické a praktické, které jsou navzájem propojeny. Teoretická část je základem pro uskutečnění výzkumu v praktické části.

První kapitola se zabývá kurikulárními dokumenty, které byly vzhledem ke změnám v kurikulární politice státu zavedeny. Na základě Národního programu rozvoje vzdělávání České republiky byly vytvořeny dvě úrovně dokumentů. Rámcový vzdělávací program pro základní vzdělávání vymezuje úroveň státní. Úroveň školní je reprezentována školním vzdělávacím programem. Vzhledem k tomu, že jedna z kapitol praktické části se zabývá analýzou školního vzdělávacího programu – začleněním strategií učení, bylo nutno popsat rámcový vzdělávací program (RVP) z hlediska této oblasti. Nejprve však byla pozornost soustředěna na vzdělávací oblast Cizí jazyk a Další cizí jazyk. Tato vzdělávací oblast poskytuje žákům jazykový základ a předpoklady pro komunikaci nejen v Evropě, ale i ve světě. Požadavky, které byly formulovány pro vzdělávání se v cizím jazyce vychází ze Společného evropského referenčního rámce pro jazyky, který vymezuje různé úrovně pro ovládnutí jazyka – úroveň A1, A2. Rámcový vzdělávací program je postaven na předpokladu, že hlavním cílem a účelem

vzdělávání, jak již bylo zmíněno, je vybavit žáky takovými schopnostmi a dovednostmi, které by mohl uplatnit nejen při vzdělávání, ale i ve společnosti. Tyto schopnosti, dovednosti a vědomosti se nazývají klíčovými kompetencemi. Pro výzkum v této diplomové práci je stěžejní kompetence k učení, neboť praktická část mé diplomové práce je v zásadě o rozvinutí této kompetence v praxi. Dosažení klíčové kompetence pro žáka znamená efektivní využívání metod, technik, postupů a strategií učení.

Druhá kapitola teoretické části diskutuje teorie učení. Koncept teorií učení byl až do nedávné doby opomíjen. Toto však bylo změněno, když psychologové vyjádřili zájem o strategie, které lidé používají, když se učí, přemýšlí nebo řeší problémy. K pochopení jednotlivých systémů strategií učení je tedy nutné identifikovat současné teorie učení, které mají vliv na žáka, jako jedince používajícího tyto strategie. Behaviorismus a kognitivní teorie učení jsou považovány za nejzákladnější pro tuto práci. Behaviorismus vychází z předpokladu, že základním prvkem zkoumání v psychologii je chování, které lze pozorovat či měřit. Operantní podmiňování jako behavioristický přístup je postaven na předpokladu, že lidská bytost je ve svém prostředí vystavena různým podnětům. V případě, že dojde k odpovědi na tyto podněty dochází ke zpevnění, pokud je tato odpověď úspěšná. Tato teorie byla adoptována i učiteli jazyků Při učení se jazyku lze toto aplikovat na situaci, kdy pozdravíme a v případě, že odpověď byla úspěšná dochází k jejímu zpevnění.

Kognitivní psychologie se na rozdíl od behaviorismu zabývá psychickými procesy, které jsou součástí procesu učení. Chamotová a kol.(1999) rozlišuje kognitivní a sociálně-kognitivní modely učení. Kognitivní modely učení jsou dále rozlišovány na informační zpracovávání, teorii schémat a konstruktivismus. Za neméně důležitou součást teorie informačního zpracování lze považovat tzv. metakognitivní znalost. Převedeno na proces učení, jedná se o způsob jakým je žák schopen regulovat toto učení. Metakognitivní znalost, kdy je žák schopen reflektovat své kognitivní procesy je výsledkem jeho rozvoje a zkušeností.

Třetí kapitola praktické části je zaměřena již na samotné strategie učení. Ty jsou definovány z různých úhlů pohledů. Za nejvýstižnější lze považovat definici Oxfordové,

která říká, že strategie učení jsou kroky, které žáci používají, aby proces se proces učení stal jednodušším, rychlejším a efektivnějším. Tak lze dosáhnout žákova úspěchu a zároveň jeho větší samostatnosti a zodpovědnosti. Tato definice je úzce spjata s následnou klasifikací strategií učení, kterou R. Oxfordová vypracovala. Klasifikace strategií učení podle Oxfordové tvoří základ pro výzkum, který je prezentován v praktické části. Vzhledem k důležitosti této klasifikace, byla v teoretické části věnována velká pozornost jednotlivým skupinám, do kterých jsou dle Oxfordové strategie členěny. V zásadě se jedná o rozdělení na strategie přímé a nepřímé. Za přímé lze považovat ty, které jsou přímo zahrnuty do procesu učení se novému jazyku. Nepřímé strategie se podílejí na tomto procesu nepřímo, tedy ho podporují. Jejich význam je však neméně důležitý. Jak bude patrné z výsledků výzkumu, jejich význam je podceňován nejen žáky, ale i vyučujícími. Za přímé strategie učení jsou považovány strategie paměťové, které žákům pomáhají uchovat si a vybavit informaci, dále kognitivní, které umožní porozumět a produkovat nově získaný jazyk. Poslední skupinu tvoří strategie kompenzační, díky nimž žák komunikuje i navzdory nedostatkům v jeho jazykových schopnostech. Za nepřímé strategie jsou považovány strategie metakognitivní, které pomáhají žákovi řídit jeho učební činnost, strategie afektivní, díky nimž zvládá své emoce. Poslední skupina je tvořena strategiemi sociálními, díky nimž žák lépe spolupracuje s lidmi.Tyto skupiny jsou dále členěny na jednotlivé podskupiny. Například systém kompenzačních strategií je rozdělen na podskupinu Inteligentní odhadování, které zahrnuje používání lingvistických a nelingvistických vodítek. Další podskupina „Překonávání nedostatků a omezení v mluveném a písemném projevu" zahrnuje: používání mimiky a gestikulace, používání slovního opisu či synonym. Tyto skupiny a podskupiny Oxfordové klasifikace jsou reprezentovány jednotlivými položkami v dotazníku, který je významným prvkem výzkumu. Vzhledem k teoretickému popsání jedné z taxonomií strategií učení, naskýtá se otázka, jakým způsobem zjišťovat, zda žáci tyto strategie používají. Existují různé způsoby, jakým tuto skutečnost zjistit. Jsou to například rozhovory se žáky, ať už s jednotlivci nebo ve skupinách, možnost distribuce dotazníků, observace žáků. To, jakou metodu si učitel zvolí pro zjištění používání strategií jeho žáky, je závislé na mnoha okolnostech. Významným faktorem je počet žáků ve třídě. Dále povaha informace, kterou chceme získat, jelikož strategie mohou být jak pozorovatelné, tak i na první pohled

nezachytitelné, protože jsou to psychické procesy. V této části byla také diskutována otázka zodpovědnosti a autonomie žáka, a také možnosti, jak učitelé mohou žáky naučit tyto strategie používat.

Praktická část popisuje jednotlivé fáze výzkumu, analýzu a zhodnocení dat. Cílem výzkumu, který byl založen na případové studii, bylo zjistit, jaké strategie učení používají žáci osmých a devátých ročníků v procesu učení se anglickému jazyku. Do této případové studie byli zahrnuti jak žáci (v počtu 103), tak i jejich učitelé (v počtu3). Sběr dat byl proveden následujícími formami: analýza školního vzdělávacího programu – oblast „Cizí jazyk a Další cizí jazyk" z hlediska kompetence k učení, dále byly provedeny rozhovory s vyučujícími a v neposlední řadě byly rozdány dotazníky žákům. Za nástroj pro zjištění používání strategií u dětí, byl na základě teoretických východisek vybrán vysoce strukturovaný dotazník – Inventář strategií (verze 7.0) vytvořený R. Oxfordovou. Tento inventář obsahuje padesát položek strategií učení, které reprezentují jednotlivé skupiny nebo podskupiny již výše zmíněné klasifikace. Dotazník je rozdělen do šesti částí (A – F) dle jednotlivých skupin.

Je nutno podotknout, že Oxfordová vypracovala jasný systém pro distribuci těchto inventářů. Po zvážení všech okolností, zejména skutečnosti, že zkoumaný vzorek žáků nebylo možno dříve poznat, byly v administraci provedeny poměrně velké změny. Žáci dotazníky nevyplňovaly samy, ale za účasti a komentáře toho, kdo výzkum prováděl. Dalším důvodem pro provedení změn byla reálná možnost, kdy by pracovní listy byly vyplněny částečně, s nemyslnými odpověďmi, nebo by nebyly vyplněny vůbec. Sběr dat byl následován rozhovory s vyučujícími, kteří v těchto třídách učí. První fáze rozhovoru se týkala obecného povědomí o oblasti strategií učení, jejich ukotvením ve školním vzdělávacím programu a rozvojem. Ve druhé fázi rozhovoru vyučující komentovali jednotlivé položky inventáře strategií. Jejich úkolem bylo na základě znalosti svých žáků tipovat jak ti hodnotili jednotlivé položky z hlediska četnosti používání. Vyučující dále tyto strategie komentovali, vyjadřovali názory na používání jednotlivých položek žáky a také zmiňovali způsoby, jak začleňují strategie učení do výuky.

Data z výsledků analýzy školního vzdělávacího programu byla popsána a následně ohodnocena. Totéž data týkající se první fáze rozhovoru s vyučujícími. Data získaná z dotazníků a následných rozhovorů s vyučujícími byla graficky prezentována dle jednotlivých skupin a popsána za podpory komentářů jednotlivých učitelů.

Analýza školní vzdělávacího programu odhalila, že způsoby jakým lze dosáhnout kompetence učení jsou zde definovány nejasným, velmi obecným způsobem. Co se týče oblasti strategií učení, analýza neodhalila žádný koncept či program zabývající se způsoby, jak žáky učit strategie učení používat. Tato skutečnost se odrazila i v konečném hodnocení úvodních rozhovorů s učiteli, u kterých, i když byli schopni definovat pojem strategie učení, byla zjištěna nedostačující znalost této oblasti. Výsledná data z dotazníků odhalila, že nejvíce používanou skupinou strategií mezi žáky jsou strategie kompenzační. I když případová studie pracovala pouze s omezeným množstvím dat a nebylo provedeno žádné další srovnání výsledků, je nutné zmínit, že celková frekvence používání strategií je nízká, a žáci tyto strategie ve většině případů používají jen na základě vlastního uvážení, jelikož nebyli ve většině případů instruováni jak a kdy tyto strategie učení používat.

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VII. Appendices

Appendix 1

Strategy Inventory for Language Learning (SILL)

(version 7.0)

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 spoken in English 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 over the passage quickly) then go back and read carefully.
19.   I look for words in my own language that are similar to new words in English.
20.   I try to recognize and use patterns in English.
21.   I find the meaning of an English word by dividing it into parts that I understand.
22.   I try not to translate word-for-word.
23.   I make summaries of information that I hear or read in English.

Part C

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 I 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 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.

Apendix 2

WORKSHEET FOR SCORING the SILL

Part A	Part B	Part C	Part D	Part E	Part F	Whole SILL
1. ____	10. ____	24. ____	30. ____	39. ____	45. ____	SUM Part A ____
2. ____	11. ____	25. ____	31. ____	40. ____	46. ____	SUM Part B ____
3. ____	12. ____	26. ____	32. ____	41. ____	47. ____	SUM Part C ____
4. ____	13. ____	27. ____	33. ____	42. ____	48. ____	SUM Part D ____
5. ____	14. ____	28. ____	34. ____	43. ____	49. ____	SUM Part E ____
6. ____	15. ____	29. ____	35. ____	44. ____	50. ____	SUM Part F ____
7. ____	16. ____		36. ____			
8. ____	17. ____		37. ____			
9. ____	18. ____		38. ____			
	19. ____					
	20. ____					
	21. ____					
	22. ____					
	23. ____					

Apendix 3

Oxford´s Classification of Language Learning Strategies

LEARNING STRATEGIES
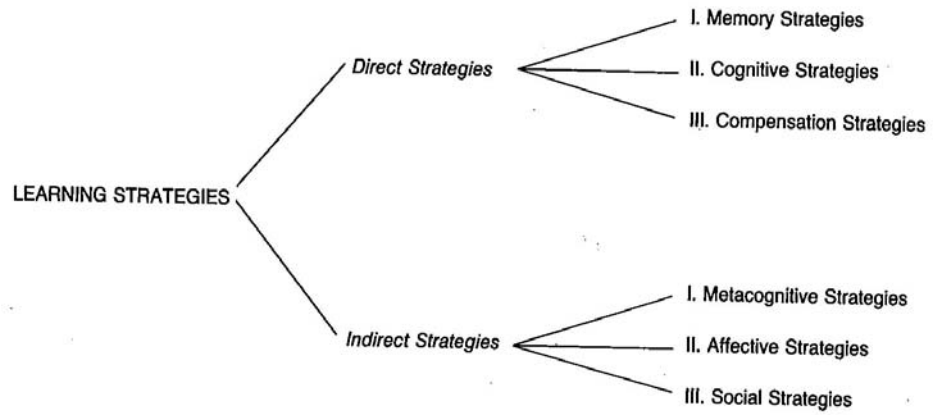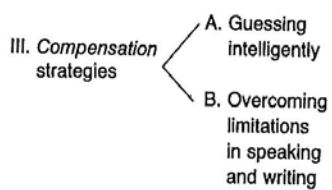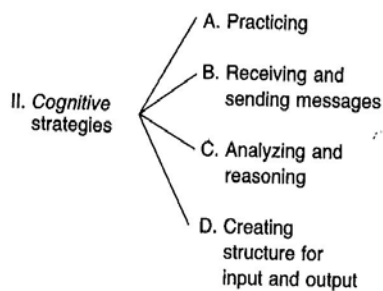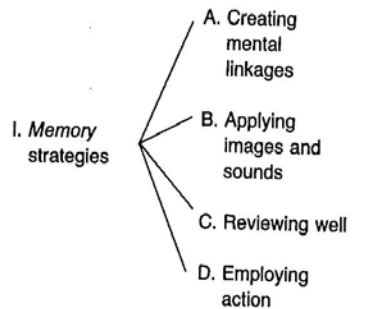
- Direct Strategies
  - I. Memory Strategies
  - II. Cognitive Strategies
  - III. Compensation Strategies
- Indirect Strategies
  - I. Metacognitive Strategies
  - II. Affective Strategies
  - III. Social Strategies

DIRECT STRATEGIES

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

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

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

INDIRECT STRATEGIES

I. *Metacognitive* strategies
- A. Centering your learning
- B. Arranging and planning your learning
- C. Evaluating your learning

II. *Affective* strategies
- A. Lowering your anxiety
- B. Encouraging yourself
- C. Taking your emotional temperature

III. *Social* strategies
- A. Asking questions
- B. Cooperating with others
- C. Empathizing with others

DIRECT STRATEGIES

(Memory, Cognitive, and Compensation Strategies)

```
                                                    ┌─── 1. Grouping
                                  A. Creating        │
                                     mental     ─────┼─── 2. Associating/elaborating
                                     linkages        │
                                                    └─── 3. Placing new words into a context


                                                    ┌─── 1. Using imagery
                                                    │
                                  B. Applying        ├─── 2. Semantic mapping
I. Memory ─────────────────────────  images and ────┤
   strategies                        sounds          ├─── 3. Using keywords
                                                    │
                                                    └─── 4. Representing sounds in memory


                                  C. Reviewing well ──── 1. Structured reviewing


                                  D. Employing        ┌─── 1. Using physical response or sensation
                                     action     ──────┤
                                                      └─── 2. Using mechanical techniques
```

A. Practicing
1. Repeating
2. Formally practicing with sounds and writing systems
3. Recognizing and using formulas and patterns
4. Recombining
5. Practicing naturalistically

B. Receiving and sending messages
1. Getting the idea quickly
2. Using resources for receiving and sending messages

II. *Cognitive* strategies

C. Analyzing and reasoning
1. Reasoning deductively
2. Analyzing expressions
3. Analyzing contrastively (across languages)
4. Translating
5. Transferring

D. Creating structure for input and output
1. Taking notes
2. Summarizing
3. Highlighting

A. Guessing intelligently
1. Using linguistic clues
2. Using other clues

III. *Compensation* strategies

B. Overcoming limitations in speaking and writing
1. Switching to the mother tongue
2. Getting help
3. Using mime or gesture
4. Avoiding communication partially or totally
5. Selecting the topic
6. Adjusting or approximating the message
7. Coining words
8. Using a circumlocution or synonym

INDIRECT STRATEGIES
(Metacognitive, Affective, and Social Strategies)

A. Centering your learning
— 1. Overviewing and linking with already known material
— 2. Paying attention
— 3. Delaying speech production to focus on listening

I. *Metacognitive* strategies

B. Arranging and planning your learning
— 1. Finding out about language learning
— 2. Organizing
— 3. Setting goals and objectives
— 4. Identifying the purpose of a language task (purposeful listening/reading/speaking/writing)
— 5. Planning for a language task
— 6. Seeking practice opportunities

C. Evaluating your learning
— 1. Self-monitoring
— 2. Self-evaluating

II. *Affective* strategies

A. Lowering your anxiety
1. Using progressive relaxation, deep breathing, or meditation
2. Using music
3. Using laughter

B. Encouraging yourself
1. Making positive statements
2. Taking risks wisely
3. Rewarding yourself

C. Taking your emotional temperature
1. Listening to your body
2. Using a checklist
3. Writing a language learning diary
4. Discussing your feelings with someone else

III. *Social* strategies

A. Asking questions
1. Asking for clarification or verification
2. Asking for correction

B. Cooperating with others
1. Cooperating with peers
2. Cooperating with proficient users of the new language

C. Empathizing with others
1. Developing cultural understanding
2. Becoming aware of others' thoughts and feelings

94