An-Najah National University
Faculty of Graduate Studies

An Investigation of English Language Learning Strategies Used by Eleventh Grade Students in Learning English as a Foreign Language in Governmental and Private Schools in Nablus City in Palestine.

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Dedication

In memory of my father who has always been the main source of patience and encouragement.

In memory of my mother who has always been the main source of support and inspiration.

To my beloved sisters Muyassar and Tamam.

To my beloved brothers Jaser, Sayel and Ziyad.
To my beloved wife A'faf for her patience.

To my beloved daughters Nuha, Fatimah, Maha, Azhar and Rahmah.

To my beloved sons Tayseer, Mohammad, Anas, O'mar and A'mmar.

To them all with love and gratitude.

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List of Abbreviations

(LLS)	Second Language Learning Strategies
(L1)	The First Language / The Mother Tongue
(L2)	The Target Language
(SILL)	Strategy Inventory for Language Learning
(EFL)	English as a Foreign Language
(ESL)	English as a Second Language
(UNRWA)	United Nations Relief and Work Agency
(B/S)	Boys' School
(G/S)	Girls' school
(SBI)	Strategy Based Instruction
(DARPA)	Defiance Advanced Research Project Agency

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Abstract

This study aimed to investigate the language learning strategies used by the eleventh grade students who are learning English as a foreign language in governmental and private schools in Nablus city in Palestine. It also aimed at examining the effects of gender, proficiency, major of study, tutorial lessons and visiting English speaking countries on the use of language learning strategies among the eleventh graders in Nablus city in Palestine.

This study was conducted on the eleventh grade students who are learning English as a foreign language. The whole population consisted of (1955) students, (965) males and (990) females. The researcher randomly chose a sample that consisted of (20%) of the population. The sample consisted of (390) students (264) males and (126) females.

The study attempted to answer the following questions:

1) What are the language learning strategies (LLS) that are more frequently adopted by the eleventh graders in Nablus city in Palestine?

2) Are there any statistical significant differences at ($\alpha = 0.05$) in using language - learning strategies (LLS) by the eleventh graders in Nablus city due to gender / students' proficiency / major of study / receiving tutorial lessons or visiting English speaking countries variables?

For data collection, the researcher used a questionnaire devised by (Oxford, 1990) entitled by (Strategy Inventory for Language Learning) (SILL) as an instrument for assessing the frequency of the use of language learning strategies by students.

Results revealed the following:

1) The level of using language learning strategies (LLS) of the eleventh grade students who are learning English as a foreign language in Nablus city in Palestine were moderate in general.

2) There were statistically significant differences among language learning strategies (LLS) domains.

3) There were statistically significant differences in language learning strategy use among the eleventh grade students in Nablus city in Palestine in the affective strategies domain due to gender variable in favor of male students.

4) There were statistically significant differences in language learning strategy use (LLS) among the eleventh grade students in Nablus city in Palestine due to proficiency variable generally in favor of more proficient students.

5) There were statistically significant differences in using language learning strategies (LLS) among the eleventh grade students in Nablus city in Palestine due to the major of study variable in cognitive strategies domain in favor of the scientific stream students.

6) There were statistically significant differences in using language learning strategies (LLS) among the eleventh grade students in Nablus

city in Palestine due to receiving tutorial lessons variable in favor of students who did experience those tutorial lessons.

7) There were no statistically significant differences in using language learning strategies (LLS) among the eleventh grade students in Nablus city in Palestine due to visiting English speaking counties variable**.**

Chapter One

Introduction:

A program of research in learning strategies was initiated by the Defiance Advanced Research Project Agency (DARPA) in 1979.

The goal of the program was to improve learning, decrease training time and reduce training costs by developing and evaluating instructional materials designed to teach basic intellectual and effective skills.

Learning strategies are potentially useful in number of learning situations. The potential will be realized when the person acquires facility in their use and formality with their application. This is not to say that learning strategies will replace specific job skills or knowledge of specific content domains; they are simply necessary conditions for more effective learning (Harold & O'Neil, 1978).

Recent studies indicated that many students lack effective learning strategies. Since the early 1960s, both aptitude and achievement scores of college- bound high school students have dropped (National Institute of Education, Declining Test: A Conference Report, February 1976). At the same time, the sophistication of our technological society has increased. These factors indicated that this education and training problems will intensify. Therefore, teaching these learning strategies directly should reduce the need to and thus the cost for extensive instructional support in each and every course. For example, if the student's memory ability was increased, then one might expect a decreased requirement for remedial loops and extensive practice in all subsequent courses. Furthermore, prospects for the development and evaluation of such learning strategies look very favorable.

Educational researches have been directed almost exclusively at the improvement of teaching. The relative neglect of the learning aspect of education is probably unwarranted, especially when one considers the importance of ameliorating the transfer of classroom knowledge and skills to the job situation. Dubin and Taveggia (1968), in an extensive review of the educational literature, concluded that there appear to be no difference among truly distinctive methods of college instruction when evaluated by student performance and examinations.

Therefore, educators and researchers should be redirecting at least some of their efforts to the development and training of appropriate learning strategy skills.

1.1 Background

Within the field of education during the last two decades, gradual but significant shift has taken place, resulting from less stress on teachers and teaching to greater emphasis on learners and learning, “the learner centered curriculum ” (Nunan, 1988).

This shift is attributed to the shift of psychologists and the specialists in the field of education from committing the principles of "Behaviorism Theory" in interpreting the learning process to committing the principles of "Cognitivism Theory" in that interpretation (Divesta, 1989; Divesta & Peverly, 1984; Gagne & Driscoll, 1988; Gagne, Briggs & Walter, 1992; Wittrock, 1990; Darwazeh, 1995).

Behaviorism views the process of learning as responses, which become stronger through practice and reinforcement (Skinner, 1954). Cognitivism on the other hand views this process to be an internal mental

process expressed by the learners' ability to understand the learned information, comprehending, retrieving, and using them in similar situations (Eggen & Kauchak, 1992).

One consequence of this shift was an increasing awareness and interest in resources for learning styles and language learning strategies in foreign and second language learning and teaching. Moreover, research emphasized the role of social, affective and psychological factors as personality, attitude and motivation. Researchers concluded that effective learners use a variety of different strategies and techniques in order to solve problems that they face in acquiring or producing the language.

Language learning strategies (LLS) are important elements of a language program and are now considered as essential factors for successful language learning and successful language learners. Moreover, strategies are the tools for active, self – directed involvement needed for developing (L2) communicative ability (Oxford & Green, 1992).

In other words, (LLS) help students find out a great deal about themselves through assessing their strategy use, which enables them to recognize the power of using (LLS) for making learning quicker, easier and more efficient. According to Brown & Douglas (1994) there are two types of strategies: learning strategies and communication strategies. Learning strategies deal with receiving the message while communication strategies deal with delivering the message to others. Teachers can assess their students' current learning strategies in a variety of ways such as surveys, interviews and diaries (Cohen, 1987; Oxford, 1990 b) The instrument of assessment used in this study is a survey, namely Oxfords' (1990/b) (SILL); Strategy Inventory for Language Learning.

1.2 Statement of the problem

Because of the shift that has taken place in the field of education from (Behaviorism) to (Cognitivism), the shift stemmed from less stress on teachers and teaching to greater emphasis on learners and learning. As a result of this shift there was an increasing awareness in resources of learning styles and language learning strategies (LLS) in foreign and second language teaching. The researcher being an English language teacher in (UNRWA) schools in Nablus area since 1996 felt the priority of conducting such a research in the field of language learning strategies because of its importance to both students and teachers in the field of education in addition to the assumption that language learning strategies of being important elements in successful language learning. The lack of studies being conducted in the field of language learning strategies in Palestine was another cause of conducting this study.

1.3 Purpose of the Study

The present study aimed to investigate the current learning strategies used by the eleventh graders learning English as a foreign language in the governmental and private schools in Nablus city in Palestine and their relationship to students' gender, proficiency, major of study (either literary or scientific streams), receiving tutorial lessons, and visiting English speaking countries variables**.**

1.4 Research Questions

The research is going to tackle the following questions:

1. What are the language learning strategies (LLS) that are more frequently used by the eleventh graders in Nablus city in Palestine?

2. Are there any statistically significant differences at ($\alpha = 0.05$) in using language - learning strategies (LLS) by the eleventh graders in Nablus city due to gender variable?

3. Are there any statistically significant differences at ($\alpha = 0.05$) in using language learning strategies (LLS) by the eleventh graders in Nablus city due to the students' proficiency in learning English as a foreign language?

4. Are there any statistically significant differences at ($\alpha = 0.05$) in using language learning strategies (LLS) by the eleventh graders in Nablus city due to the major of study variable?

5. Are there any statistically significant differences at ($\alpha = 0.05$) in using language learning strategies (LLS) by the eleventh graders in Nablus city due to tutorial lessons variable?

6. Are there any statistically significant differences at ($\alpha = 0.05$) in using language learning strategies (LLS) by the eleventh graders in Nablus city due to visiting English speaking countries variable?

1.5 Hypotheses of the Study

The present study has the following null hypotheses: -

1. There are no statistically significant differences at ($\alpha = 0.05$) in the frequency of using any language-learning strategy (LLS) by the eleventh graders in Nablus city more than the other strategies.

2. There are no statistically significant differences at ($\alpha = 0.05$) in the use of language learning strategies (LLS) by the eleventh graders in Nablus city due to gender variable.

3. There are no statistically significant differences at ($\alpha = 0.05$) in the use of language learning strategies (LLS) by the eleventh graders in Nablus city due to proficiency variable.

4. There are no statistically significant differences ($\alpha = 0.05$) in the use of language learning strategies (LLS) by the eleventh the graders in Nablus city due to the major of study variable.

5. There are no statistically significant differences at ($\alpha = 0.05$) in the use of language learning strategies (LLS) by the eleventh graders in Nablus city due to receiving tutorial lessons variable.

6. There are no statistically significant differences at ($\alpha = 0.05$) in the use of language learning strategies (LLS) by the eleventh graders in Nablus city due to visiting English speaking countries variable.

1.6 Significance of the Study

The present study is significant because it: -

1) Encourages autonomous learning especially in the time of the large amounts of information and technological complexities to our world and our societies.

2) Provides insight for both teachers and learners on strategy use.

3) Highlights the importance of using effective strategies in carrying out learning activities.

4) Improves the learners' proficiency through training them on the use of language learning strategies.

5) Stresses the value of strategy instruction in planning courses in order to help learners become successful language learners.

6) Provides explanation for strategy preference by Arab students with regards to educational background and the learning level.

7) Provides information for further research on teacher and student training in the field of strategy use.

1.7 Definition of Key Terms

- Language learning strategies (LLS): conscious actions, behaviors, steps or techniques that students (often intentionally) use to improve their progress in developing (L2) skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language strategies (Oxford 1990 a / 1993/b).

- Eleventh graders: this refers to the students who are in first secondary classes or what is known (Al–Tawjeehi) in public schools in Palestine (Researcher's definition).

- Foreign language: it is a term which is used to for situations in which learners learn a language that is neither their mother tongue nor spoken as means of communication in the place where they live (Researcher's definition).

- Language proficiency: The ability to use language modalities (listening, reading, writing, and speaking) and to assume the cultural framework of language being studied for the purpose of communicating ideas and information while guidelines for specific definition of foreign language proficiency get exist, (Krashen, 1982).

- Acquisition: a subconscious process, which results in the knowledge of a language.

- Learning: a conscious process, which results only in knowing about the language.

1.8 Limitations of the Study

This study is limited to**:**

- Its population to the (EFL) learners of the eleventh graders with the literary and scientific majors in Nablus city governmental and private schools.

- The first semester of the scholastic year 2003 / 2004.

- Its questionnaire (the SILL questionnaire which stands for the (Strategy Inventory for Language Learning) which was first devised by (Oxford 1990/a).

1.9 Variables of the Study

- Independent variables: gender (males and females), proficiency (less than 50%, 50-69%, 70-79%, 80-89%, 90-99%), stream of study (literary and scientific), tutorial lessons (either receiving or not receiving these lessons) and visiting English speaking countries (either students have/ haven't visited such countries).
- Dependent variable: using language learning strategies (LLS) in learning English as a foreign language by (EFL) eleventh graders who are the subject of this study**.**

Chapter Two

Review of Literature

2.1 Review of the Literature

Due to the shift from adopting " Behaviorism Theory " to adopting "Cognitivism Theory", lots of changes had occurred concerning the concept of the learning process from one hand, and the roles of the students, the teachers and the instruction designers on the other hand.

Darwazeh (1995) states that we can illustrate the major points that formed the core of change from" Behaviorism Theory " to "Cognitivism Theory" in the following points:

1) Behaviorism views the learning process as separated individual responses, whereas Cognitivism views it as integrated and connected mental processes that can't be divided into individual responses.

2) Behaviorism believes in the noticed behavior as an index to learning, whereas Cognitivism doesn't see the noticed behavior as a condition to learning. Cognitivism believes that there are lots of mental processes that happen in the learner's memory as a result of learning, which can't be directly expressed by a noticed behavior, hence we can't deny the occurrence of such processes.

3) Behaviorism believes that learning should gradually shift from concrete to abstract, whereas Cognitivism believes that the whole learning process is abstract by itself, and it isn't necessary to start from concrete to be inferred to, because learning is an entirely mental process.

4) Behaviorism views learning as a retrieval process to what has been learned or discovering something which already exists whereas Cognitivism views learning as a process for building knowledge or

reorganizing that knowledge in a manner that leads to more knowledge of the learned information.

5) Behaviorism views the role of the individual learner in the learning process as the camera lens which picks up a picture of a certain scene and gives it back or reflects it as it is. Whereas cognitivism views the role of the individual learner in the learning process as a computer which doesn't keep data which have entered to it as it is, but it processes and coordinates it and gives it in a different mould which differs from the way in which it entered to it. The same applies to the learner who receives the information through his senses, and through his memory, he processes these information and gives them in a different way from that he received them. That is; when the student reads, he concludes new meanings between the lines and adds new meanings to them from his previous knowledge and recognizes relations and creates new cognitive meanings that differ from that which the author originally intended.

6) Behaviorism is concerned in the results of the learning process regardless of the mental processes that happen in the learner's memory. For instance, if the teacher asked a student to resolve a mathematical formula, then the teacher from the Behaviorism perspective would be concerned in the final answer irrespective of the steps taken by the student to lead him to the final solution. Whereas the teacher from the cognitivism perspective would be interested in the logical steps taken by the student and the mental processes that he applied to infer that the student has comprehended and understood what should be learned either he reached the correct final solution or not. So the teacher here doesn't deny the student's understanding even though he didn't reach the correct final solution.

In this part it is worth mentioning the Characteristics of Language Learning Strategies (LLS):

Early on, Tarone (1981) defined learning strategies (LS) as “an attempt to develop linguistic and socio-linguistic competence in the target language to incorporate these into ones inter language competence”.

Rubin (1987) later wrote that (LS) are “strategies which contribute to the development of the language system which the learner constructs and affects learning directly”.

O’Malley and Chamot (1990) defined LS as “the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information”.

Oxford (1990 a); Oxford & Green (1993) indicated that “Language Learning Strategies are conscious actions, behaviors, steps or techniques that students (often intentionally) use to improve their progress in developing (L2) skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language strategies” The emphasis thus lies on the process and the characteristics of (LLS) when defining language learning strategies**.**

From the above-mentioned definitions, the characteristics of (LLS) according to Oxford (1990 / a) can be summed in the following points:

1. Language learning strategies (LLS) are learner generated; they are steps taken by language learners.

2. Language learning strategies (LLS) improve language training and help develop language competence as reflected in learners' skill in listening, speaking, reading and writing.

3. Language learning strategies (LLS) may be visible (behaviors, steps, techniques, etc.) or unseen (thoughts, mental processes).

4. Language learning strategies (LLS) involve information and memory (vocabulary knowledge, grammar rules).

Oxford (1990) added that language learning strategies include: using visual clues; cognates, a variety of writing processes such as brainstorming, sharing, revising, editing and publishing. When students apply a range of specific strategies on their language learning, they will be more able to understand information, clarify and negotiate meaning, and consequently communicate.

2.2 Strategy Classification System:

Rubin (1987) and Naiman *et.al*. (1978) classified learning strategies as follows:

2.2.1 Meta-Cognitive Strategies:

These strategies include the following processes:

a) **Selective Attention:** focusing on special aspects of learning tasks, as in planning to listen for key words or phrases.

b**) Planning**: planning for the organization of either written or spoken discourse.

c) **Monitoring:** reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring.

d**) Evaluation:** checking comprehension after the completion of a receptive language activity, or evaluating language production after it has taken place.

2.2.1.1 The Elements of Meta-Cognitive Strategies:

Haller, et.al.(1988) restricted the elements of meta-cognitive strategies and stated that they include the following intellectual processes whatever the task is:

1) **Awareness:** This denotes the individual's awareness of the mental processes that he uses in processing a certain task. This process demands the following actions:

   a) The individual's knowledge of the aim of the activity he is going to perform.

   b) The individual's awareness of the responsibilities that the task demands.

   c) The individual's awareness of the relationships that connect these tasks with each other.

   d) The individual's awareness of the mental processes required for processing these tasks.

e) The individual's awareness of the knowledge and the previous experiences that already exist in his memory concerning the task being processed.

f) The individual's awareness of his performance level in the activity being processed and the level of his success in performing it.

2) Monitoring: which denotes the individual's ability to monitor himself during processing the task and checking the level of his performance and learning to recognize his deficiencies and disabilities in addition to aspects of his success and failure in performing a certain task.

3) Regulating: which is the process that is concerned with rendering the judgment and taking a decision or prescription of the rules so as to avoid any shortage that the individual suffers in processing a certain task and doing his best to tackle the subject by suggesting assessment techniques.

Flavell (1976) states that meta-cognitive strategies are classified into these types:

1. Meta-cognition: related to the awareness of cognition which means the awareness of cognitive strategies which the learner applies, monitors and controls.

2. Meta-memory: related to the awareness of remembering strategies which means the awareness of memory strategies which the learner applies, monitors and controls.

3. Meta-comprehension: related to the awareness of ways that leads to comprehension and the knowledge of whether the learner is understanding what is being read.

4. Meta-attention: related to the awareness of what the person is paying attention to.

5. Meta-thinking: related to the awareness of the thinking skills being used (Eggen and Kauchak, 1992).

2.2.2. Cognitive Strategies:

Cognitive Strategies include the following processes:

a) **Rehearsal:** repeating the names of items or objects to be remembered.

b) **Organization:** grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes.

c) **Inferencing:** using information in text to guess meanings of new linguistic items, predict outcomes, or complete missing parts.

d) **Summarizing:** intermittently synthesizing what one has heard to ensure the information which has been retained.

e) **Deducing:** applying rules to the understanding of language.

f) **Imagery:** using visual images (either generated or actual) to understand and remember new verbal information.

g) **Transfer:** using known linguistic information to facilitate a new learning task.

h) **Elaboration:** linking ideas contained in new information, or integrating new ideas with known information**.**

Cognitive strategies are defined as: " Those processes that take place in the learner's memory which lead to understanding, insight perception, remembering and retrieval. Therefore, they are a mental type that distinguishes an individual from another, the matter that makes people differ in the way they think." (Darwazeh, 1991).

Wham (1987) defined learning strategies as " Mental processes or mental activities that the individual does which aim at understanding, comprehension and insight perception."

Cognitive strategies differ from one individual to another, but people share some common characteristics of these mental processes. Classifying these processes is just for facilitating the study of these processes and strategies.

Cognitive psychologists didn't only stress the importance of activating or functioning the learner's cognitive strategies to gain understanding and knowledge, but they also stressed the learner's awareness of the strategies he uses, like monitoring and controlling them. These processes of awareness, monitoring, controlling and directing them were known as (meta-cognitive strategies). Hence, if cognitive strategies were concerned in the mental processes that the individual functions or activates when processing a certain issue, then the meta-cognitive strategies are the learner's awareness of these processes monitoring and controlling them. Cognitive strategies are defined as the intellectual mental processes that the learner activates to gain understanding, comprehension, knowledge and

learning like: imaging, organizing, chunking. Whereas meta-cognitive strategies are defined as the mind's perception, the perception of perception, or thinking about thinking, and knowledge about knowledge (Reigeluth and Darwazeh, 1982; Haller *et.al* 1988; Wham, 1987).

2.2.2.1 The Major Differences Between Cognition and Meta-Cognition:

Li (1992) states the following differences between cognition and meta–cognition:

1) Cognition aims at gaining meaning, understanding and adding new meanings for the thing being read. Whereas meta-cognition aims at monitoring and controlling this meaning and keeping it to the longest period as possible.

2) Cognition is formed in the early ages of development, whereas meta-cognition requires a long period to be formed, it may start by the age of five years and keeps developing until the first years of university.

3) Cognition is considered as inherited or inborn, whereas the meta-cognition is an acquired skill that needs training to be activated and functioned.

2.2.2.2 The Classification of Mental Processes:

1) Chunking: The human brain uses these processes which help him in dealing with large, difficult and complex information by putting that information in categories which share similar characteristics. This process includes classification, organizing and symbolization. The main aim of chunking is to decrease the area that this information occupies in the memory to facilitate remembering it. For instance, when an individual

finds it difficult to remember a list of unrelated words like: pen, orange, apple, notebook, cucumber, book, banana, and then he would tend to store them into two categories: stationary and fruits.

2) Rehearsal: Which is memorizing information, repeating it, and studying it more than once to remember it and implant it in memory and retrieve it when necessary. This process demands physical and mental efforts at the same time. The more the individual reads the information and repeats it in a loud voice, the easier the retrieval is supposed to be.

3) Organizing and Reorganizing: Which is the basic mental process that aims at organizing information on the basis of the common characteristics they share to be stored in the memory as abstract units. It is worth mentioning here that one should recognize the common relationships that these units share. Organizing and reorganizing differ from chunking. The aim of chunking is minimizing the area in which the information will be stored in the memory, whereas organizing and reorganizing aims at generalizing the common characteristics and storing them in the long term memory in a form of general and abstract concepts.

4) Interpretation: A mental process which aims at interpreting the information entering to the memory and giving them new meanings, the part which is responsible for such a process is " Process Schemata". This mental process helps in perception, classifying the information into concepts, skills, colors, smells, sizes.

5) Analysis: A process that aims at dividing the general concept into smaller parts from which it consists in order to see the details. It is the opposite of chunking and organizing. It takes place when dealing with a

difficult or complex material or with an ambiguous situation or when the individual tries to retrieve special and partial information. Analysis helps the individual to see the details before storing them into the memory.

6) Imaging: A process concerned in forming intellectual images for things, subjects, or the learned events. It helps in storing information into the memory, and retrieving them when needed. It may include imaging pictures, figures, data, maps or anything which had a visible shape.

7) Relating: A process which aims at the perception of new learned information and the previous information by the perception of similarities and differences between them.

8) Retrieval: is the ability to remember the information and getting it from the memory in a different mould from that which it entered. Retrieval may be on the level of literal remembering or on the level of non-literal remembering. It may also be on the level of understanding, comprehension, analysis, problem solving, discovering or invention. Retrieval simply means using the stored information whenever needed.

The aim of these mental processes is to perceive the meanings, create new meanings, perceiving the relationships and understanding, the matter that will lead to an effective learning.

2.2.3 Social / Affective Strategies:

These strategies include:

a) Cooperation: working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity.

b) Questioning for clarrification: eleciting additional explanation from a teacher or peer, rephrasing, or examples.

c) Self-talk: using mental redirection of thinking to assure that a learning activity will be successful or to reduce anxiety about a task.

2.3 Factors Affecting Students' Choice of Learning Strategies:

2.3.1 Gender Differences and Strategy use

Research suggested the existence of sex difference in strategy use. In many (EFL) / (ESL) studies in strategy use the studies checked the gender variable and its role in choosing a certain learning strategy**.**

The results have favored females as more frequent users of strategies (for example, Green, 1992; Noguchi, 1991; Green and Oxford, 1995; Oxford, 1993/a).

However, sometimes males surpassed females in the use of a particular strategy with certain strategies often being used by older students (Watanabe, 1990; Bedell, 1993).

In a recent study, Sheorey (1998) studied (1261) Indian college students and her results were consistent with those of other studies on the learning strategies of students studying in other environments: female students reported significantly more frequent use of strategies than male students, so did students whose proficiency in English was high.

In a study conducted by Osanai (2000) to investigate the difference in Language learning Strategies (LLS) use between males and females, its

findings showed that there were no statistically significant gender differences in the use of language learning strategies (LLS) as a whole.

However, female students tend to use learning strategies more often than males. As for differences in the use of the six categories of language learning Strategies (LLS), gender differences were significant in the use of social and affective strategies, with female reporting the use of more strategies.

Hatcher (2000) conducted a study entitled "Motivation, instructional preferences, and learning strategies among Japanese university English as a Foreign Language students." Its findings indicated that gender influenced learning strategy use.

Chen (2002) conducted a study with the title "An explanatory study of language learning strategies and the relationships of these strategies to motivation and language proficiency among English as a Foreign Language Taiwanese technological and vocational college students." The findings showed that no significant effect was found for gender on the use of learning strategies among the participants.

Hsun (2002) conducted a study which aimed to investigate the English language – learning strategies used by 5^{th} and 6^{th} graders in Taipei, Taiwan and the background variables affecting the use of language – learning strategies in selected schools in Taipei, Taiwan**.**

The findings of this study showed that there were gender differences found in the use of language – learning strategies, except in compensation strategies and constructive learning strategies. Females reported the use of language learning strategies more frequently than males.

Natalie (1995) conducted a study that investigated language learning strategies (LLS) of (904) about half male and half female) Taiwanese students from three educational levels (junior high, senior highs, and college) learning English as a foreign language. The study identified strategies associated with high proficiency and ranks predictors of strategy use. The results showed that the descending rank of predictors affecting strategy choice was motivation, proficiency, gender and educational level. For junior high students the gender variable was non- significant. But for senior high and college students the effect of motivation, proficiency and gender were significant on strategy use in the six categories of the (SILL).

In a study conducted by Tran (1988) with the title of "Sex differences in English language acculturation and learning strategies among Vietnamese adults aged (40) and over in the United States" Results revealed that older Vietnamese women had more problems with their English language than older Vietnamese men. In addition, Vietnamese men were more likely to use various learning strategies to improve their English skills than women.

2.3.2 Cultural Background and Strategy use

Research conducted by Oxford *et.al*. (1990 / b) reported that students were more comfortable when employing strategies that were consistent with their cultural background.

The influence of second language learners, cultural background and the educational setting in which they learn the target language on the choice of their learning strategies have been subject of several research studies (Green and Oxford, 1995).

Osanai (2000) conducted a study that aimed to investigate whether or not differences exist between males and females and also between Latino and Asian students in the use of Language learning Strategies (LLS) by administering self reported questionnaires to foreign students learning English in American Universities. The findings of this study showed that there was no statistically significant difference between Latino and Asian students as a whole. Nonetheless, Latino students in general reported using strategies more frequently than their Asian counterparts. In the use of six categories of language learning strategies, significant differences were found in the use of meta-cognitive and social strategies, with Latino students using them more frequently.

Research found that different cultural groups use particular kind of strategies and different kinds of frequency, in their study of Chinese of English, Huang and Naesreen (1987) reported that these memorization strategies were clearly influenced by traditional Chinese reverence of knowledge and wisdom as reflected in books and practice of memorizing this wisdom was a way to gain knowledge. In addition, Castro (1994) have also reported a similar preference of memorization were common among some Asian student, than any students from other cultural background (Oxford, 1990).

After reviewing (36) research studies on cross-cultural differences in the use of language learning strategies on learners from a variety of cultural and educational back-ground, Bedell & Oxford (1996) concluded that "learners often thought not always-behave in certain culturally approved and socially encouraged ways as they learn".

Ninnes (1996) added that cultural components could have an effect on formal learning situations due to the differences in behaviors and learning approaches of learners of different cultures. In addition, learners of such cultures bring their own informal systems and strategies with then to the formal learning setting.

2.3.3 Proficiency and Strategy use

Researchers in the field of language learning strategies (LLS) indicated that more proficient learners seem to employ a variety of strategies in many situations than do less proficient learners. It has been repeatedly shown that there is a strong relationship between (LLS) and language performance. Russi (1989) found that more proficient (ESL) students use self – management strategies like planning, evaluation, and formal practice significantly more often than less proficient (ESL) students. Chamut & kupper (1989) added that learners might not be fully aware of the strategies they use to the most beneficial strategies to use. Further more, they noticed that weaker students lack a critical self – awareness (i.e. the strategies of self – monitoring and self evaluation), while successful students have adopted these in addition to skills to benefit from any learning situation. Moreover, successful students, use all available and choose suitable follow – up activities to tackle their problems (Halbach, 1999).

Another study was conducted by Kang (1999) entitled "Modeling relationships between the use of English as a second language and the test performance of Asian Students". The study found only weak relationships between language learning strategies and language proficiency.

Only (13% - 15%) of variance of the listening grammar / reading factor were explained by the language teaming strategies. The model of the relationships among the meta-cognitive, cognitive and language proficient level groups. The social and affective strategies were found not to be included in the model of high level group.

Mahlobo (1999) conducted a study about "Contextual and learner factors in the development of English as second language proficiency". With its focus on language learning strategies (LLS), the investigation found a significant relationship between the learners' level of (ESL) proficiency and the use of direct strategies (strategies that involve the mental processing of the target language, albeit in different ways and for different purposes).

The investigation found no significant relationship between the learners' level of (ESL) –proficiency and the use of indirect strategies (strategies that underpin the process of language learning). Several contextual and learner factors were found to influence the relationship between the learner's strategy use and the development of (ESL) proficiency.

Investigations with language learners often showed that the most successful learners tend to use learning strategies that are suitable to the task, material, self–objectives, needs motivation and stage learning (Oxford, 1990). Learners differ profoundly in exactly how they learn, and their success in certain situation.

Rubin (1975) observed that certain learners seemed to possess abilities to succeed while others lacked those abilities. This observation led (Rubin

and Thompson, 1982) to summarize (14) characteristics of "good" language learners:

2.3.3.1 Good Language Learners

1. Find their own way, take charge of their learning.

2. Organize information about language.

3. Are actively developing a "feel" for the language by experimenting with its grammar and words.

4. Make their own opportunities for practice in using the language inside and outside the classroom.

5. Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.

6. Use mnemonics and other memory strategies to recall what have been learned.

7. Make errors work for them and not against them.

8. Use linguistic knowledge, including knowledge of their first language, in learning a second language.

9. Use contextual cues to help them in comprehension.

10. Learn to make intelligent guesses.

11. Learn chunks of language as a whole and formalize routines to help them perform "beyond their competence".

12. Learn certain tricks that help to keep conversation going.

13. Learn certain production strategies to fill in gaps in their own competence.

14. Learn different styles of speech and writing and vary their language according to the formality of the situation.

Recent research on" good language learners", however, revealed that effective language learners develop combinations of strategies rather than using a single strategy pattern. Successful learners usually choose strategies that match their personality, learning style and task demands. They tailor their strategies according to their needs and requirements (Oxford, Eherman, & Lavin, 1995).

Deoring (2000) carried out a study with the title "Language Learning strategies of younger second language learners" in which strategies were categorized and based on six strategy groups: memory, cognitive, compensation meta-cognitive, affective, and social. Effective second language learners used a greater number and wider range of strategies than less effective learners. Some evidences indicated a tendency for more effective language learners to use a different strategy group than weaker students.

Students of this age have confirmed that they can successfully verbalize their strategy use, even in such cognition and meta-cognitive. The age of the students encourages further study into second language learning strategy use by younger children, in anticipation of increasing language proficiency with greater strategy use.

2.3.4 Learning Styles and Strategy use

Language learning styles and strategies appear to be among the most important aspects that influence performance in a second language. Learning styles are general characteristics that differentiate an individual from another, and they often determine the choice of (L2) learning strategies.

Oxford (1990) for example, describes analytic – style students as those who favor strategies that depend on rule - learning and contrastive analysis, while global students prefer to use strategies that demand finding meaning such as guessing and scanning, and conduct conversation without knowing all the words. Russi (1989) found a significant relationship between sensory preference and overall strategy use on the (EFL) setting. Oxford et.al, (1991) identified the strong relationship between sensory preferences and strategy use. They divided it into (4) kinds according to their learning styles:

1) Visual students who employ strategies that involve reading alone or paying attention to the black board and other forms of visual stimulation.

2) Auditory students are those who use memory strategies and strategies that enhance conversation in social environments.

3) Kinesthetic students who need strategies that involve movement.

4) Tactile students who employ strategies that require manipulating real objects in the classroom and self - management. Moreover, Sheorey (1998) indicated that Indian students seemed to favor functional practice

strategies, and tend to rely on examination – oriented memory strategies that would help them succeed in the examination – driven educational system.

2.3.5 Nature of Task and Strategy use

The nature of the task helps determine the strategies employed to carry out task. Certain strategies or groups of strategies are related to particular language skills or tasks (Chamut & Kupper, 1989). For example (L2) writing, like (L1) writing, benefits from the learning of planning, self – monitoring, deduction and substitution. (L2) speaking demands comprehension gains from strategies of elaboration, inferencing, selective attention, and self – monitoring.

2.3.6 School Major and Strategy use

Research suggested the existence of the school major differences in strategy use. In those too few studies, according to the researcher's knowledge, the school major variable and its role in choosing a certain learning strategy was checked. Chou (2002) carried out a study with the title "An explanatory study of language learning strategies and the relationship of these strategies to motivation and language proficiency among (EFL) Taiwanese technological and vocational college students". The results revealed that students majoring in foreign language have shown a strong tendency to employ a greater number of learning strategies compared to, for example, nursing majors who were identified as the least motivated group as well as the least frequent users of learning strategies.

Sheorey (1998) in her study that is entitled "An Examination of Language Learning Strategies Use in the Setting of an Indigenized Variety

of English" concluded that cultural and educational backgrounds seem to influence the strategies they use.

Osanai (2000) concluded that those students who major in science, computer, and health science reported to use more strategies than business and law students. This is evidence that the school major affects the choice of a certain language learning strategy.

2.4 Strategy Inventory for Language Learning (SILL)

Oxford (1990) devised the (SILL) as an instrument for assessing the frequency of use of language learning strategies by students. There are two versions: one of native speakers of English (80) items and another for learners of English as a second or foreign language (50) items. The (SILL) is one of the most successful manuals of learner strategy training currently available. It is estimated that (40-50) major studies including dissertations and these have been done using the (SILL). The (SILL) appears to be the only language learning strategy instrument that has been checked for reliability and validated in multiple ways (Oxford and Burry, 1993). Many previous measures were not adopted because they lacked reliability and validity data. The (SILL) uses a (5) Likart – scale for which the learners are asked to indicate their response (1, 2, 3, 4, 5) to a strategy description such as "I use rhymes to remember new English words". Moreover, the (SILL) has been translated into many language among which is Arabic language. The (SILL) is a (50) item instrument that is grouped into six subscales as follows: Memory strategies (9) items, Cognitive strategies (14) items, Compensation strategies (6) items, Meta-cognitive strategies (9) items, Affective strategies (6) items, and Social strategies (6) items.

Chapter Three

Introduction

In this chapter the researcher presents the methodologists involved in this study. The research classified them into the following section: (1) Population, (2) Sample (3) Instrumentation (4) Procedures (5) Statistical Analysis.

3.1. Methodology

The population of study consisted of (1955) students of the eleventh graders in both governmental and private schools in both scientific and literary streams in Nablus city in Palestine in the first semester of the scholastic year 2003/2004. The population consisted of (965) male students from both majors scientific and literary streams and (990) female students from both majors scientific and literary streams. Male student formed about (44.4%) of the population while female students formed about (50.6%) of the whole population. As shown in table 3.1.

Table 3.1. Population distribution of the students according to gender variable.

Gender	Number	Percentage
Male	965	49.4%
Female	990	50.6%
Total	1955	100%

The population was divided into two majors (scientific and literary) streams. Male students population consisted of (965) students, (432) students of which majored in the scientific stream whereas (533) majored in the literary stream.

Female students population consisted of (990) students, (202) of which majored in the scientific stream. Whereas (788) majored in the literary stream, as shown in Table 3.2.

Table 3.2. Population distribution of the students according to the major of study variable.

	Scientific	**Literary**	**Percentage**
Male	432	533	49.4%
Female	202	788	50.6%

The population of the study consisted of the eleventh graders males and females from two majors scientific and literary streams which was drawn from (11) schools and (6) were girls schools. Table (3) presents boys schools and girls schools.

Table 3.3. The distribution of the population's school names.

No.	**Boys' schools**	**No.**	**Girls' schools**
1.	Qadri Tuqan Secondary B/S	1.	Kamal Junbulat Secondary G/S
2.	Al- Salahiyyah SecondaryB/S	2.	Jamal Abd Al-Naser Secondary G/S
3.	King Tatal secondary B/S	3.	Sameer Sa'd Al-Din Secondary G/S
4.	Omar Bin El – Kahttab Secondary B/S	4.	Al-Salahiyyah Secondary G/S
5.	Al–Islamiyyah Secondary B/S (private)	5.	Rashda Secondary G/S
		6.	Al-Talei' SecondarG/s (private)
	Total		Total = 6

The total number of the schools was (11).

3.1.1 Sample

The sample of this study consisted of (20%) of the population. The researcher chose (20%) of the population of the each single section in each school of those mentioned in table (3). That is to say that every school was visited after getting the necessary statistics of the numbers of the target students, them (20%) of the population in each single section were randomly chosen, that is to cover the whole population of the study in a

just way. The questionnaires were distributed upon them randomly and they were gathered the next day.

Table 3.4 presents the distribution of schools the total number of students they contained in both streams (scientific and literary), in addition to the sample taken from each school.

Table 3.4. The distribution of the target male students with regard to the number of students in each school and the sample taken from each major o f study.

No.	School Name	Total No. of Students	Scientific Stream	Literary Stream	Scientific/ Sample	Literary/ Sample	Total Sample
1.	Qadri Tuqan S. B/S	264	73	190	15	38	53
2.	AL- Slahiyyah S.B/S	250	150	100	30	20	50
3.	King Tatal S. B/S	285	110	175	22	35	57
4.	Omar Bin Al-Khattab S. B/S	068	-	68	-	14	14
5.	Al-Islamiyyah S.B/S (private)	099	99	-	20	-	20
	Total no.	965	432	533	87	107	194

Table 3.5. The distribution of the target female students with regard to the number of students in each school and the sample taken from each major of study.

No.	School Name	Total No. of Students	Scientific Students	Literary Students	Scientific/ Sample	Literary/ Sample	Total Sample
1.	Kamal jumbulat S. G/S	277	125	152	25	30	55
2.	Jamal Abl Al –Naser S. G/S	201	62	139	12	28	40
3.	Sameer Sa'd Al-Din S. G/S	356	-	356	-	71	71
4.	Al-Salahiyyah S. G/S	87	-	87	-	17	17
5.	Hajjeh Rashdah S. G/S	54	-	54	-	11	11
6.	AL – Talaei' S. G/S	15	15	-	2	-	2
	Total	990	202	788	39	157	196

From the data present in (Tables 4 and 5) we conclude that the number of the students concluded in the sample from both male and female and scientific and literary streams majors were as follows:

- (87) male students from those who majored in the scientific stream.

- (107) male students from those who majored in the literary stream.

- (39) female students from those who majored in the scientific stream.

- (157) female students from those who majored in the literary stream.

Table 3.6. The distribution of the sample with regards to their gender and major of study variables.

No.	Gender	Scientific stream	Literary stream	Total
1.	Male	087	107	294
2.	Female	039	157	96
3.	Total	126	264	390

The total number of the questionnaires distributed was (390).

In order to determine the type of English Language Learning Strategy used by the eleventh graders in both governmental and private schools in Nablus city in Palestine, the study was conducted on (390) students from the eleventh graders who majored in both scientific and literary streams. The subjects were both and female students. The research used a descriptive research method. The subjects were given the questionnaire by hand, to complete during a classroom meeting or to be done at have, then questionnaires were gathered in two days time.

The variables, assessed in this study, were both independent and independent variables. In this study the research assessed the dependent variable which is Language Learning Strategies used by the subject

students. The research also assessed three in dependent variable. The were (gender, proficiency and stream of study or what is known major of study (scientific or literary).

3.1.2 Instrumentation

The research used Oxford (1990) Strategy Inventory for Language Learning (SILL) as an instrument for assessing the frequency of use of language strategies by students. There are two versions: one of native speakers of English (80) items and another for learners of English as second language (50) items.

The (SILL) appears to be the only language Learning Strategy instrument that has been checked for reliability and validated in multiple ways (Oxford & Burry, 1995). The (SILL) use a (5) Likart – scale for which the learners are asked to indicate the response (1, 2, 3, 4, 5) to a strategy description. In addition to the fact the (SILL) has been translated into many languages among which is Arabic Language.

The (SILL) is a (50) item instrument that is ground into (6) subscales as follows: Memory strategies (9) items, Cognitive Strategies (14) items, Compensation strategies (6) items, Meta-cognitive strategies (9) items ,Affective strategies (6) items , and social strategies (6) items .

After its translation into Arabic, the researcher made copies of the questionnaire and submitted them to (5) juries from the Faculty of Education at An-Najah National University .The modifications were suggested by the juries and were taken into consideration and were modified, but all of the juries agreed that all of its (50) items suit the Palestinian learners and no item was dropped, and no negative item was recorded.

3.1.3 Validity of the Instrument

For validating the instrument (checking if it measures what is it meant to measure), the research translated it into Arabic language then it was submitted to (5) experts from the Faculty of Education. After approving its suitability for the purpose of the study, the research took the suggested modifications into consideration and it was typed again and ready for distribution to the target students**.**

3.1.4 Reliability of the Instrument

A total sample of (30) students (15) males and (15) females took part in ensuring the reliability of the inventory. Alpha formula was used to determine the reliability of the inventory as presented in table 3.7.

Table 3.7. Chrombach - alpha for instrument reliability.

Domains	No. of items	Reliability
Memory strategies	9	.7789
Cognitive strategies	14	.7314
Compensation strategies	6	.7313
Meta-cognitive strategies	10	.8002
Affective strategies	5	.7918
Social strategies	6	.7630
Total	50	.8985

The results of table 3.7 show that the ranges of reliability of strategies domains were between (.7313 and .8002) and the total score (.8985), and all of these values are suitable for conducting such a study.

3.1.5 Procedures

The research used the following procedures during the application of the study:

1) Establishing the validity and reliability of the instrument by the experts of the Faculty of Education who approved the utility of the instrument

for carrying out the study, the research incorporated the changes suggested by the experts.

2) The researcher obtained the number of the (the population) who are the eleventh graders from both majors scientific and literary streams in Nablus city governmental and private schools.

3) After drawing the sample that consisted of (20%) of the population of the study, the researcher obtained a permit from the Ministry of Education and arranged with principals in charge for entering schools for the purpose of distributing and collecting the questionnaires again.

4) The researcher himself distributed the copies of the instrument on the target students of the sample in each school in Nablus city**.** For getting more valid results, students were given the opportunity to respond to the questionnaire at home.

The research managed to collect almost all of the copies of the questionnaire, which were distributed to the target students. Them the questionnaire data were statistically processed and analyzed.

3.2 Statistical Analysis

In this study the researcher used the (SPSS), which stands for (the Statistical Package for Social Sciences), analysis for analyzing data using the following statistics: Means, Percentages, Independent t - test in addition to the One Way Analysis of Variance (ANOVA) and the Scheffe's post – hoc test, Sidak pairwise, Wilks Lambd's.

Chapter Four

The Results

4.1 Introduction

The purpose of the study was to determine the level of language learning strategies used by the eleventh graders from the literary and scientific majors in the governmental and private schools in Nablus city in Palestine and the role gender, proficiency, major of study, receiving tutorial lessons and visiting English speaking countries on the level of language learning strategies in learning English as a foreign language .The results are displayed in this chapter.

After statistical analysis, the researcher categorized results into (6) parts. The first part was related to the level of language learning strategies in learning English as a foreign language used by the eleventh graders in governmental and private schools in Nablus city in Palestine. Then the second part was related to the first hypothesis (LLS and gender variable). The third part was related to the (LLS and proficiency variable). While the fourth part was related to the (LLS and major of study variable). The fifth part was related to (LLS and tutorial lessons variable). Finally, the sixth part was related to (LLS and visiting English speaking countries variable). The researcher also provided charts and tables and figures for additional clarification.

4.2 Results Related to the Major Question of the Study

**What are the language learning strategies (LLS) that are more frequently used by the eleventh graders in Nablus city in Palestine?*

To answer this question, means and percentages of each item domain and total score of (LLS) were used as in table (4.2.1).

For data analysis, the researcher used the following percentages:

* (80%) and above is a very high degree of (LLS) use.

* (70 - 79%) is a high degree of (LLS) use.

* (60 - 69%) is a Moderate degree of (LLS) use.

* (50-59%) is a low degree of (LLS) use.

* (Less than 50%) is a very low degree of (LLS) use.

In the following part the researcher presents each domain of strategies used with the means and percentages. For the first domain of the study (Memory Strategies) table (4.2.1) shows the means, standard deviations and percentages of each item.

4.2.1 Memory Strategies

Table 4.2.1 Means and percentages of (Memory Strategies)

No	Items	Means	Standard D.	Percentage (%)	Degree
1	I think of relationships between what I already know and new things I learn in English.	3.45	1.07	69.0	Moderate
2	I use key English words in sentences so that I can remember them.	3.27	1.20	65.4	Moderate
3	I associate the sound of a new English word with its image or picture to help me remember it.	3.50	1.31	70.0	High
4	I remember a new English word by making a mental picture of a situation or	3.33	1.28	66.6	Moderate

No	Items	Means	Standard D.	Percentage (%)	Degree
	context in which the word might be used.				
5	I use rhymes to remember new English words.	2.84	1.35	56.8	Low
6	I use flashcards to remember new English words.	2.41	1.42	48.2	Very low
7	I physically act out new English words.	4.23	1.14	84.6	Very high
8	I often review English lessons.	3.69	1.26	73.8	High
9	I remember new English words or phrases by remembering their locations on the page, or the black board, or on a street sign.	3.57	1.31	71.4	High
Total Score		3.36	.66	67.27	Moderate

Table (4.2.1) shows that memory strategies used by the eleventh grades in Nablus city in Palestine were very high on item no. (7). The level was high on items (3, 8, and 9). The level was moderate on items (1, 2, and 4). The level was low on item no. (5). Finally, the level was very low only on item no. (6).

For the second domain of the study that is (Cognitive strategies). Table (4.2.2) shows the means, standard deviations and percentages of each item.

4.2.2 Cognitive Strategies

Table 4.2.2 Means and percentages of (Cognitive Strategies)

No.	Items	Means	Standard D.	Percentages (%)	Degree
10	I say or write new English words several times.	3.72	1.25	74.4	High
11	I try to talk like native English speakers.	3.66	1.30	73.2	High
12	I practice the sounds of English.	3.38	1.33	67.6	Moderate
13	I use the English words I know in different ways.	3.36	1.30	67.2	Moderate
14	I initiate conversations in English.	3.15	1.38	63.0	Moderate
15	I watch TV programs in English or go to movies spoken in English.	3.63	1.50	72.6	High
16	I write notes, messages letters or reports in English.	2.84	1.44	56.8	Low
17	I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.49	1.41	69.8	Moderate
18	I read for pleasure in English.	2.92	1.38	58.4	Low
19	I look for words in my own language that are similar to new in English words.	3.26	1.42	65.2	Moderate
20	I try to find study methods that improve my performance in English.	3.78	1.34	75.6	High

No.	Items	Means	Standard D.	Percentages (%)	Degree
21	I find the meaning of an English word by dividing it into parts that I understand.	3.40	1.38	68.0	Moderate
22	I try not to translate word – for – word when I am studying.	2.88	1.34	57.6	Low
23	I make summaries of information that I hear or read in English.	2.50	1.27	50.0	Low
Total Score		3.28	.64	65.66	Moderate

Table (4.2.2) shows that the (Cognitive Strategies) used by the eleventh grade students in Nablus city in Palestine in learning English as foreign languages were high on items (10, 11, 15 and 20)**.** The level is moderate on items (12, 13, 14, 17, 19, and 21). The level was low on items (16, 18, 22, and 23).

For the third domain of the study which is (Compensation Strategies) table (4.2.3) shows the means, standard deviations and percentage of each item.

4.2.3 Compensation Strategies

Table 4.2.3 Means and percentages of (Compensation Strategies)

No	Items	Means	Standard D.	Percentages	Degree
24	To understand unfamiliar English words, I make guesses.	3.58	1.23	71.6	High
25	When I can't think of a word during a conversation in English, I use gestures.	3.08	1.40	61.6	Moderate

26	I make up new words if I do not know the right ones in English.	3.02	1.43	60.4	Moderate
27	I read English without looking up every new word.	3.09	1.42	61.8	Moderate
28	I try to guess what the other person will say next in English.	3.38	1.34	67.6	Moderate
29	If I can't think of an English word, I use a word or phrase that means the same thing.	3.84	1.25	76.8	High
	Total Score	3.33	.73	66.61	Moderate

Concerning table (4.2.3) it shows that the (Compensation Strategies) used by the eleventh grade students in Nablus city in Palestine in learning English as a foreign language were high on items (24, 29). The level was moderate on items (25, 26, 27, and 28).

For the fourth domain of the study that is (Meta-cognitive Strategies) table (4.2.4) shows the means, standard deviations and percentages of each item.

4.2.4 Meta-cognitive Strategies

Table 4.2.4. Means and percentages of (Meta cognitive Strategies)

No	**Items**	**Means**	**Standard Deviations**	**Percentages**	**Degree**
30	I try to find as many ways as I can to use my English.	3.86	1.20	77.2	High
31	I notice my English mistakes and use that information to help me do better / improve my performance.	4.20	1.08	84.0	Very high

No	Items	Means	Standard Deviations	Percentages	Degree
32	I pay attention when someone is speaking English.	4.22	1.15	84.4	Very high
33	I try to find out how to be a better learner of English.	4.23	1.07	84.6	Very high
34	I plan my schedule so I will have enough time to study English.	3.37	1.30	67.4	Moderate
35	I look for people I can talk to in English.	3.10	1.37	62.0	Moderate
36	I look for opportunities to read as much as possible in English.	3.24	1.34	64.8	Moderate
37	I have strong motivation to read what I can in English	3.64	1.28	72.8	High
38	I think about my progress in learning English.	3.88	1.25	77.6	High
39	I try to relax whenever I feel afraid of using English.	3.48	1.40	69.6	Moderate
Total Score		3.72	.74	74.42	High

For table (4.2.4) it presents that the (Meta-cognitive strategies) used by the eleventh grade students in Nablus city in Palestine in learning English as a foreign language were very high on items (31, 32 and 33). The level was high on items (30, 37, and 38). The level was moderate on items (34, 35, 36, and 39).

For the fifth domain of the study that is (Affective Strategies) table (4.2.5) shows the means, standard deviations and percentages of each item.

4.2.5 Affective Strategies

Table 4.2.5 Means and percentages of (Affective Strategies)

No	Items	Means	Standard D	Percentages %	Degree
40	I encourage myself to speak English even when I am afraid of making mistakes.	3.62	1.37	72.4	High
41	I give myself a reward or treat when I do well in English.	3.57	1.37	71.4	High
42	I notice if I am under heavy tension or nervous when I am studying or using English.	3.12	1.41	62.4	Moderate
43	I write down my feelings in a language learning diary	2.46	1.44	49.2	Very low
44	I talk to someone else about how I feel when I am learning English.	3.13	1.45	62.6	Moderate
	Total Score	3.18	.80	63.61	Moderate

Table (4.2.5) presents that the (Affective Strategies) used by the eleventh graders in Nablus city in Palestine in learning English as a foreign language were high on items (40 and 41). The level was moderate on items (42 and 44). The level was very low on item (43).

Finally, for the sixth and the last domain, which is the (Social Strategies), table (4.2.6) presents the means, standard deviations and the percentages of each item.

4.2.6 Social Strategies

Table 4.2.6. Means and percentages of (Social Strategies)

No.	Items	Means	Standard Deviations	Percentages (%)	Degree
45	If I do not understand something in English, I ask the other person to slow down or to say it again.	3.69	1.32	73.8	High
46	I ask English speakers to correct me when I talk.	3.59	1.34	71.8	High
47	I practice English with my classmates.	3.04	1.41	60.8	Moderate
48	I ask for help from English speakers.	3.56	1.34	71.2	High
49	I ask questions in English for an explanation.	3.33	1.33	66.6	Moderate
50	I try to learn about the culture of English speakers.	3.54	1.34	70.8	High
Total Score		3.45	.82	69.16	Moderate

For the final domain, table (4.2.6) shows that the (Social Strategies) used by the eleventh grade students in Nablus city in Palestine in learning English as a foreign language were high on items (45, 46, 48 and 50). The level was moderate on items (47 and 49).

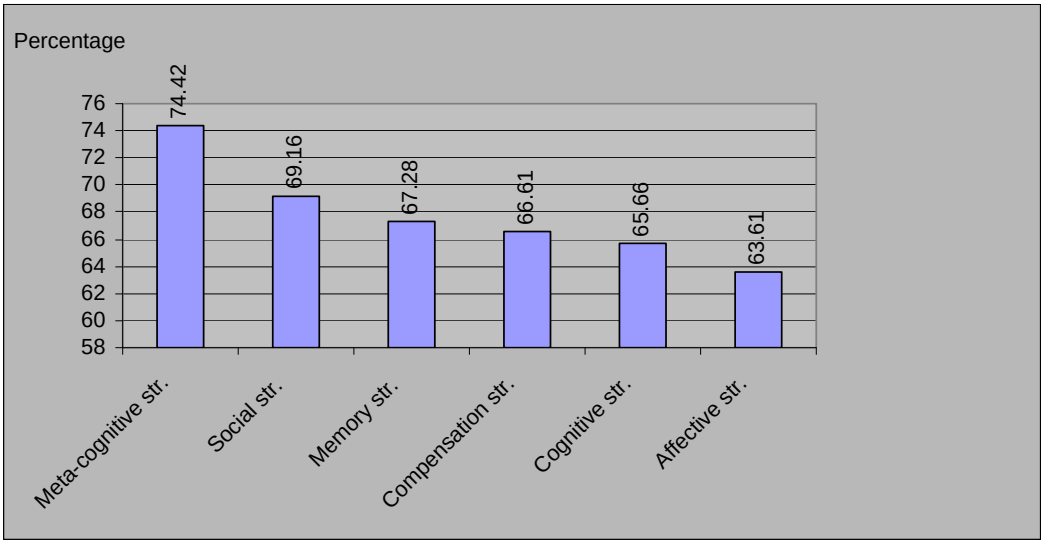
Concerning the total score of language learning strategies used by the eleventh grade students, the level was moderate where the percentage of response was (69.16%).

Table 4.2.7 Ranks of domains and total score of (LLS).

Domains	Means	Percentages	Degree	Rank
Meta-Cognitive Strategies	3.72	74.42	High	1
Social Strategies	3.45	69.16	Moderate	2
Memory Strategies	3.36	67.28	Moderate	3
Compensation Strategies	3.33	66.61	Moderate	4
Cognitive Strategies	3.28	65.66	Moderate	5
Affective Strategies	3.18	63.61	Moderate	6
Total Score	3.38	67.79	Moderate	

The result of table (4.2.7) show high level of (LLS) used by the eleventh grade students in the fourth domain which is (Meta-cognitive Strategies) where the percentage of responses was (74.42%). While the level of using (LLS) was moderate for the rest of the five domains, as shown in **figure (4.1):**

Figure 4.1. Percentages of using (LLS) for the six domains.



The results indicated that the ranks of the six domains in the sample were as follows:

a) First rank: Meta-cognitive strategies domain (74.42%).

b) Second rank: Social strategies domain (69.16%).

c) Third rank: Memory strategies domain (67.28%).

d) Fourth rank: Compensation strategies domain (66.61%).

e) Fifth rank: Cognitive strategies domain (65.66%).

f) Sixth rank: Affective strategies domain (63.61%).

To determine if there is a significant difference among (LLS) domains, Repeated (MANOVA) using Wilks' Lambda test was used as in table (4.2.8).

Table 4.2.8. Results of Wilks' Lambda test for the differences among (LLS) domains.

Wilks' Lambda Value	**(F) Value**	**Hypothesis (DF)**	**Error (DF)**	**Significance**
.565	59.129	5	384	.0001

** Significant at (α = 0.05).*

The results of table (4.2.8) show that there is significant difference at (α =0.05) among (LLS) domains. To determine between which domains the difference was found, Sidak pair wise comparisons test was conducted as in table (4.2.9).

Table 4.2.9 Sidak pair wise Comparisons Test among (LLS) domains

Domains	Memory Strategies	Cognitive Strategies	Compensation Strategies	Meta-Cognitive Strategies	Affective Strategies	Social Strategies
Memory Strategies		0.08	0.03	-0.35*	0.18*	-0.09
Cognitive Strategies			-0.04	-0.43*	0.10	-0.17*
Compensation Strategies				-0.39*	0.15*	-0.12
Meta-Cognitive Strategies					0.54*	0.26*
Affective Strategies						-0.27*
Social Strategies						

** Significant at (α =0.05)*

The results of table (4.2.9) show a significant difference at (α =0.05) among (LLS) domains and these were as follows:

- Memory Strategies and Meta-cognitive Strategies in favor of Meta-cognitive Strategies.
- Memory Strategies and Affective Strategies in favor of memory Strategies.
- Cognitive strategies and Meta-cognitive Strategies in favor of Meta-cognitive Strategies.
- Cognitive strategies and Social Strategies in favor of social Strategies.
- Compensation Strategies and Meta cognitive Strategies in favor of Meta-cognitive Strategies.
- Compensation Strategies and Affective Strategies in favor of Compensation Strategies.
- Cognitive Strategies and Affective Strategies in favor of Compensation Strategies.
- Meta-cognitive Strategies and Affective Strategies in favor of Meta-cognitive Strategies.
- Meta-cognitive Strategies and Social Strategies in favor of Meta-cognitive Strategies.
- Affective Strategies and Social strategies in favor of Social Strategies.

There were no significant differences between:

- Memory Strategies from one hand and Cognitive Strategies, Compensation Strategies, and Social Strategies on the other hand.
- Cognitive Strategies from one hand and Compensation Strategies and Affective Strategies on the other hand.
- Compensation Strategies and Social Strategies.

4.3 Results Related to the First Hypothesis

**There are no statistically significant differences at (α = 0.05) in the use of language learning strategies (LLS) by the eleventh graders in Nablus city due to gender variable.*

For testing this hypothesis Independent t-test was used as in table (4.3.1).

Table 4.3 Independent t-test for differences between students according to gender

Domains	Male		Female		T value	P-value
	Mean	Standard Deviation	Mean	Standard Deviations		
Memory Strategies	3.32	0.67	3.40	0.66	-1.10	0.27
Cognitive Strategies	3.26	0.63	3.30	0.65	-0.67	0.49
Compensation Strategies	3.34	0.76	3.32	0.70	0.27	0.78
Meta-Cognitive Strategies	3.68	0.78	3.76	0.70	-1.04	0.29
Affective Strategies	3.28	0.78	3.07	0.82	2.54	0.01*
Social strategies	3.51	0.84	3.39	0.79	1.44	0.15
Total score	3.40	0.56	3.37	0.50	0.45	0.64

The results of table (4.3.1) show that there is a significant difference at(α = 0.05) on the (Affective Strategies) domain between male and female students in favor of male students, while it shows that there are no significant difference at (α = 0.05) on Memory Strategies, Cognitive Strategies, Compensation strategies, Meta-cognitive Strategies and Social Strategies and total score of (LLS) between male and female students learning English as a foreign language in Nablus city in Palestine.

4.4 Results Related to the Second Hypothesis

**There are no statistically significant differences at (α = 0.05) in the use of language learning strategies (LLS) by the eleventh graders in Nablus city due to proficiency.*

To test this hypothesis, One–Way–Analysis of variance (ANOVA) was used, where table (4.4.1) shows means of (LLS) according to proficiency variable, and table (4.4.2) shows the results of (ANOVA) test.

Table 4.4.1 Means of (LLS) of students according to proficiency

Domains	**Means**				
	Less than (50%)	**(50-69%)**	**(70-79%)**	**(80-89%)**	**(90-99%)**
Memory Strategies	3.02	3.22	3.48	3.64	3.48
Cognitive Strategies	2.94	3.09	3.38	3.54	3.49
Compensation Strategies	3.25	3.28	3.18	3.53	3.44
Meta-Cognitive Strategies	3.45	3.52	3.79	3.98	3.93
Affective Strategies	3.28	3.10	3.26	3.31	3.07
Social Strategies	3.21	3.27	3.62	3.69	3.57
Total Score	3.19	3.24	3.45	3.62	3.49

The arrangement of groups using (LLS) according to their marks were as follows:

1) The first rank was those whose marks ranged between (80 – 89%).

2) The second rank was those whose marks ranged between (90 – 99%).

3) The third rank was those whose marks ranged between (70 – 79%).

4) The fourth rank was those whose marks ranged between (50 – 69%).

5) The fifth rank was those whose marks were less than (50%).

Table 4.4.2 Results of One-Way - (ANOVA) for (LLS) according to proficiency

Domain	Source of Variance	Sum of Squares	DF	Mean Square	F	P-Value
Memory Strategies	Between Groups	15.360	4	3.840	9.314	.0001*
	Within Groups	158.313	384	.412		
	Total	173.674	388			
Cognitive Strategies	Between Groups	18.583	4	4.646	12.591	.0001*
	Within Groups	141.960	384	.369		
	Total	160.273	388			
Compensation Strategies	Between Groups	5.547	4	1.387	2.597	.036*
	Within Groups	205.006	384	.534		
	Total	210.553	388			
Meta Cognitive Strategies	Between Groups	16.464	4	4.116	7.923	.0001*
	Within Groups	199.489	384	.520		
	Total	215.953	388			
Affective Strategies	Between Groups	3.859	4	.965	1.481	.207*
	Within Groups	250.232	384	.652		
	Total	254.092	388			
Social strategies	Between Groups	13.500	4	3.375	5.206	.0001*
	Within Groups	248.925	384	.648		
	Total	262.425	388			
Total Score	Between Groups	8.761	4	2.190	8.215	.0001*
	Within Groups	102.375	384	.267		
	Total	111.136	388			

The results of table (4.4.2) show that there are no significant statistical differences at (α = 0.05) in Affective Strategies domain for the eleventh graders in Nablus city in Palestine due to proficiency variable, while the results reveal significant differences at (α = 0.05) in the rest of the other five domains and the total score due to proficiency variable. To determine between which proficiency level the significant differences were found, Scheffe's Post – hoc test was conducted as in tables (4.4.3), (4.4.4), (4.4.5), (4.4.6), (4.4.7), (4.4.8) and (4.4.9).

Table 4.4.3. Scheffes' Post – hoc Test for the differences of the levels of proficiency according to (Memory Strategies)

Proficiency	**Less than (50%)**	**(50-69%)**	**(70-79%)**	**(80-89%)**	**(90-99%)**
Less than (50%)		-0.20	-0.46*	-0.62*	-0.46*
(50-69%)			-0.26	0.42*	-0.26
(70-79%)				-0.16	-0.001
(80-89%)					-0.16
(90-99%)					

**Significant at (α = 0.05), critical (F) value (2.40)*

The results of table (4.3.3) show the following**:**

There are no statistically significant differences at (α = 0.05) in the levels of proficiency according to (Memory Strategies) domain between:

- Less than (50%) and (50 - 69%).
- (50 - 69%) and (70 - 79%), (90 - 99%)
- (70 - 79%) and (80 - 89%), (90 - 99%)
- (80 - 89%) and (90 - 99%)

Whereas there are significant differences at (α = 0.05) between:

- Less than (50%) and (70 - 79%), (80 - 89%), (90 - 99%) in favor of (70 - 79%), (80 - 89%), (90 - 99%).

- (50 - 69%) and (80 - 89%) in favor of (80 - 89%).

Table 4.4.4 Scheffes' Post – hoc Test for the differences of the levels of proficiency according to (Cognitive Strategies)

Proficiency	**Less than (50%)**	**(50-69%)**	**(70-79%)**	**(80-89%)**	**(90-99%)**
Less than50%		-0.14	-0.43*	-0.59*	-0.54*
(50-69%)			-0.29*	-0.45*	-0.40*
(70-79%)				-0.15	-0.10
(80-89%)					-0.15
(90-99%)					

**Significant at (α = 0.05), critical (F) value (2.40)*

The results of table (4.4.4) show the following:

There are no statistical significant differences at (α = 0.05) of (Cognitive Strategies) domain between:

- Less than (50%) and (50 - 69%).

- (70-79%) and (80-89%), (90 - 99%).

- (80 - 89%) and (90 - 99%).

There are significant differences at (α = 0.05) between:

- Less than (50%) and (70 - 79%), (80 - 89%), (90 - 99%) in favor of (70 - 79%), (80 - 89%), (90 - 99%).

- (50 - 69%) and (70 - 79%), (80 - 89%), (90 - 99%) in favor of (70 - 79%), (80 - 89%), (90 - 99%).

Table 4.4.5 Scheffes' Post – hoc Test for the differences of the levels of proficiency according to (Compensation Strategies)

Proficiency	Less than (50%)	(50-69%)	(70-79%)	(80-89%)	(90-99%)
Less than50%		-0.23	0.78	-0.27	-0.18
(50-69%)			0.10	-0.24	-0.15
(70-79%)				-0.35	-0.26
(80-89%)					0.90
(90-99%)					

**Significant at (α = 0.05), critical (F) value (2.40)*

The results of table (4.4.5) show the following:

There are no significant differences at (α = 0.05) of (Compensation Strategies) domain between:

- Less than (50%) and (50 - 69%), (70 - 79%), (80 - 89%), (90 - 99%).
- (50 - 69%) and (70 - 79%), (80 - 89%), (90 - 99%).
- (70 - 79%) and (80 - 89%), (90 - 99%).
- (80 - 89%) and (90 - 99%).

That is to say there are no significant differences between (Compensation Strategies) domain and the rest of the other domains.

Table 4.4.6 Scheffes' Post – hoc Test for the differences of the levels of proficiency according to (Meta-Cognitive Strategies)

Proficiency	**Less than (50%)**	**(50-69%)**	**(70-79%)**	**(80-89%)**	**(90-99%)**
Less than (50%)		-0.68	-0.33	-0.53*	-0.47*
(50-69%)			-0.26	-0.46*	-0.40*
(70-79%)				-0.19	-0.14*
(80-89%)					0.58
(90-99%)					

**Significant at (α = 0.05), critical (F) value (2.40)*

The results of table (4.4.6) show the following:

There are no significant at (α = 0.05) of (Meta - cognitive Strategies) domain between:

- Less than (50%) and (50-69%), (70 - 79%).
- (50 - 69%) and (70 - 79%).
- (70 - 79%) and (80 - 89%), (90 - 99%).
- (80 - 89%) and (90 - 99%).

There are significant differences at (α = 0.05) between:

- Less than (50%) and (80 - 89%), (90 - 99%) in favor of (80 - 89%) and (90 - 99%).
- (50 - 69%) and (80 - 89%), (90 - 99%) in favor (80 - 89%), (90 - 99%).

Table 4.4.7 Scheffes' Post – hoc Test for the differences of the levels of proficiency according to (Social Strategies)

Proficiency	**Less than (50%)**	**(50-69%)**	**(70-79%)**	**(80-89%)**	**(90-99%)**
Less than (50%)		-0.59	-0.40	-0.47	-0.36
(50-69%)			-0.34	-0.41*	-0.30
(70-79%)				-0.71	0.44
(80-89)					0.11
(90-99%)					

The results of Scheffe test table (4.4.7) show that there is a significant difference between the levels (50-69%) and (80-89%) in favor of (80-89%), while the difference isn't significant between other levels.

Table 4.4.8 Scheffes' Post –hoc Test of proficiency according to the total score of the six domains

Proficiency	**Less than (50%)**	**(50-69%)**	**(70-79%)**	**(80-89%)**	**(90-99%)**
Less than (50%)		-0.52	-0.25	-0.42*	-0.30*
(50-69%)			-0.20	-0.37*	-0.24*
(70-79%)				-0.16	-0.45
(80-89%)					0.12
(90-99%)					

**Significant at (α = 0.05), critical (F) value (2.40)*

The results of table (4.4.8) show the following:

There are no significant differences at (α = 0.05) of the total score of differences in using (LLS) used by the eleventh grade students learning English as a foreign language according to proficiency variable between:

- Less than (50%) and (50 - 69%), (70 - 79%).
- (50 - 69%) and (70 - 79%)
- (70 - 79%) and (80 - 89%) and (90 - 99%).
- (80 - 89%) and (90 - 99%).

There are significant differences at (α = 0.05) of the total score of differences in using (LLS) as a whole according to proficiency variable between:

- Less than (50%) and (80 - 89%), (90 - 99%) in favor of (80 - 89%) and (90 - 99%).
- (50 - 69%) and (80 - 89%) and (90 - 99%) in favor of (80 - 89%) and (90 - 99%).

4.5 Results Related to the Third Hypothesis

**There are no statistically significant differences (α = 0.05) in the use of language learning strategies (LLS) by the eleventh the graders in Nablus city due to the stream of study.*

For testing this hypothesis Independent t-test was used as shown in table (4.5.1).

Table 4.5.1 Results of Independent t-test for the differences in using (LLS) according to the stream of study.

Domains	Literary		Scientific		T value	P-value
	Means	Standard Deviation	Means	Standard Deviation		
Memory Strategies	3.35	.69	3.37	.60	-.18	.85
Cognitive Strategies	3.23	.66	3.38	.58	-2.22	.02*
Compensation Strategies	3.31	.75	3.35	.69	-.46	.64
Meta-Cognitive Strategies	3.67	.78	3.81	.66	-1.65	.09
Affective Strategies	3.19	.82	3.14	.78	.59	.55
Social Strategies	3.41	.85	3.53	.74	-1.36	.17
Total Score	3.36	.57	3.43	.43	-1.17	.24

The results of table (4.5.1) show that there is a significant difference at (α = 0.05) on the Cognitive domain between literary stream and scientific stream students in favor of scientific stream students, while t-test for Memory Strategies, Compensation Strategies, Meta-cognitive Strategies, Affective Strategies and Social Strategies shows that there are no significant differences at (α = 0.05) between literary stream and scientific

stream students learning English as a foreign language in Nablus city in Palestine due to the major of study variable.

4.6 Results Related to the Fourth Hypothesis

**There are no statistically significant differences at (α = 0.05) in the use of language learning strategies (LLS) by the eleventh graders in Nablus city due to receiving tutorial lessons.*

For testing this hypothesis Independent t-test was used as shown in table (4.6.1).

Table 4.6.1 Results of the Independent t-test for the differences in using (LLS) according to the tutorial lessons

Domains	Yes (48)		No (341)		F value	P-value
	Means	Standard D.	Means	Standard D.		
Memory Strategies	3.31	.80	3.37	.64	-.51	.60
Cognitive Strategies	3.14	.77	3.30	.62	-1.54	.12
Compensation Strategies	3.43	.77	3.31	.73	1.07	.28
Meta Cognitive Strategies	3.81	.64	3.70	.75	.94	.34
Affective Strategies	3.42	.81	3.14	.80	2.20	.02*
Social Strategies	3.54	.75	3.44	.83	.75	.45
Total Score	3.44	.58	3.38	.52	.79	.42

The results of table (4.6.1) show that there is a significant difference at (α = 0.05) on the Affective domain between students who receive tutorial lessons and students who don't receive such lessons in favor of those who receive such lessons, while computed t-test for Memory Strategies, Cognitive Strategies, Compensation Strategies, Meta-cognitive Strategies and Social Strategies shows that there are no statistically

significant differences at (α = 0.05) between students who receive tutorial lessons and those who don't receive such lessons.

4.7 Results Related to the Fifth Hypothesis

**There are no statistically significant differences at (α = 0.05) in the use of language learning strategies (LLS) by the eleventh graders in Nablus city due to visiting English speaking countries.*

For checking this hypothesis Independent t-test was used as shown in table (4.7.1).

Table 4.7.1. Results of the Independent t-test for the differences in using (LLS) according to the visit of English language speaking countries

Domains	Yes (29)		No (360)		T value	P-value
	Means	Standard Deviation	Means	Standard Deviation		
Memory Strategies	3.46	.69	3.35	.66	.83	.40
Cognitive Strategies	3.38	.69	3.27	.63	.88	.37
Compensation Strategies	3.30	.70	3.33	.73	-.19	.84
Meta-Cognitive Strategies	3.83	.72	3.71	.74	.82	.41
Affective Strategies	3.33	.80	3.16	.80	1.04	.29
Social Strategies	3.66	.71	3.44	.82	1.42	.15
Total Score	3.49	.51	3.38	.53	1.12	.26

The results of table (4.7.1) show that the computed t-test value of all the domains is less than the critical t-test value (1.96). This means that these are no statistically significant differences between the eleventh grade students in Nablus city in Palestine at (α = 0.05) due visiting English speaking countries. So the fifth hypothesis is accepted.

Chapter Five

Discussion, conclusions and recommendations.

5.1 Introduction

The main purpose of the study is to investigate the current learning strategies used by the eleventh grade students in the governmental and private schools in Nablus city in Palestine. Also, this study sought to examine the role of gender, proficiency, major of study, tutorial lessons and visiting English speaking countries on the language learning strategies (LLS) used by the eleventh graders in Nablus city in Palestine. Accordingly, the discussion of results is presented in this chapter. Consequently, on the light of the study results, the researcher is going to draw conclusions. Finally, recommendations will be suggested.

5.2 Discussion of the First Question of the Study

**What are the language learning strategies (LLS) that are more frequently used by the eleventh graders in Nablus city in Palestine?*

The results of table (4.2.7) indicated that the more frequent learning strategies used were the meta-cognitive strategies with the first rank and a high degree (74.42%). Second, social strategies with the second rank and a moderate degree (69.16%). Third, memory strategies with the third rank and a moderate degree (67.28%). Fourth, compensation strategies with fourth rank and a moderate degree (66.61%). Fifth, cognitive strategies with the fifth rank and a moderate degree (65.66%). Finally, affective strategies with the sixth and the last rank with a moderate degree (63.61%). To be clearer, meta-cognitive strategies got the first and a high rank (74.42%), whereas the rest of the five strategies were moderate and ranged between (63.61-69.16%). Meta-cognitive strategies involve exercising "executive control" over one's language learning through planning,

monitoring and evaluating. They are techniques that are used for organizing, planning, focusing and evaluating ones' learning. In general, these strategies help learners to gain control over their emotions and motivations related to language learning through self–monitoring. The high usage of meta-cognitive strategies among Palestinian students is similar to that noticed among Indian students who seemed to favor functional practice strategies and other studies from Asian countries like Japan, China, korea and Taiwan as reported in some of the Asia studies on Asian students (e.g. Sheorey, 1998; Oxford *et.al*, 1991). Deoring (2000) also found that students used meta-cognitive strategies more than any other strategies. The use of some individual strategies may be attributed to cultural differences, students' personalities, task demands, age, and nature of the task and to the educational system in Palestine where students have very limited opportunities to use functional practice strategies. Moreover, students are more concerned in passing exams and responding to questions that are directly related to the content in their prescribed textbooks, in addition to the fact that rote memorizing is highly used by students who learn the language as isolated fragments.

The results of this study were consistent with the results of Osanai (2000) in which the use of six categories of language learning strategies, significant differences were found in the use of meta-cognitive and social strategies.

5.3 Discussion of the First Hypothesis

**There are no statistically significant differences at ($\alpha = 0.05$) in the use of language learning strategies (LLS) by the eleventh graders in Nablus city due to gender variable.*

The results of t-test analysis in table (4.3.1) indicated that there were no significant differences in memory strategies, cognitive strategies, and meta-cognitive strategies between male and female students although female students were more frequent users of these strategies than male students. And there were no significant differences in the use of compensation strategies, social strategies between male and female students although male students were frequent users of these strategies than female students. The only significant difference in the use of language learning strategies between male and female student was in the affective strategies domain where the t- test value of affective strategies domain was (2.54) and this is more than the critical value (1.96) in favor of male students. This may be due to cultural reasons, motivation and learning styles. The results of this study were consistent with the results of other studies like (Watanabe, 1990; Bedell, 1993) in which male students surpassed female students in the use of particular strategies. Osanai (2000) concluded that gender differences were significant in the use of affective strategies and social strategies. Hatcher (2000) found that gender influenced learning strategy use. Tran (1988) found that Vietnamese men were more likely to use various learning strategies to improve their English skills than women. But the findings of this study were inconsistent with some studies like (Green, 1992; Noguchi, 1991; Green and Oxford, 1995; Oxford, 1992) whose results have favored females as more frequent users of strategies. Osania (2000) found that there were no statistically significant gender differences in the use of language learning strategies as a whole.

Natalie (1995) indicated that the descending rank of predictors affecting strategy use were gender in addition to motivation, proficiency, and educational level.

Chen (2002) found that no significant effect was found for gender in the use of language learning strategies among participants. Hsun (2002) found that females reported the use of language learning strategies more frequently than males. And this may be attributed to cultural background differences, age differences, motivation differences, proficiency differences and to the speaking of other languages because most of the students and populations of these studies were multilingual whereas the matter here in this study is different because most of the students are monolingual.

5.4 Discussion of the Second Hypothesis

**There are no statistically significant differences at ($\alpha = 0.05$) in the use of language learning strategies (LLS) by the eleventh graders in Nablus city due to proficiency variable.*

Results of One–Way Analysis of Variance (ANOVA) in table (4.4.2) revealed that there are significant difference at ($\alpha = 0.05$) in using language learning strategies by the eleventh grade students in Nablus city in Palestine in all the six domains.

To determine the difference between which domains, Scheffes' Post-hoc test for the differences was conducted for each group of proficiency and very domain.

Table (4.4.3) shows that the more proficient students use memory strategies. Table (4.4.4) indicates that the more proficient students use

cognitive strategies, too. While table (4.4.5) presents that there are no statistically significant differences in using compensation strategies due to proficiency variable. That is, there is no relationship between the level of proficiency and the use of compensation strategies. While table (4.4.6) shows that there is a strong relationship between students' proficiency and using meta-cognitive strategies. That is, the more proficient students use meta-cognitive strategies while less proficient students don't tend to use meta-cognitive strategies. This may be due to the fact that they have got control over their planning, monitoring and evaluating, while less proficient students lack these abilities. Researchers in the field of language learning strategies indicated that more proficient learners seem to employ a variety of strategies in many situations than less proficient learners do .The results of this study were supported by the results of some other studies and were consistent with them. For example, Russi (1989) found that more proficient students use self-management strategies like planning, evaluation, and formal practice significantly more often than less proficient learners do. Halbach (1999) found that weaker students lack a critical self - awareness (i.e. the strategies of self–monitoring and self-evaluation), while successful students have adopted these in addition to skills to benefit from any learning situation. Moreover, successful students use all available strategies and choose suitable follow–up activities to tackle their problems. Mahlobo (1999) found that there was a significant relationship between learners' level of proficiency and the use of direct strategies (i.e. strategies that involve the mental processing of the target language. Oxfords' (1990) investigation with language learners showed that the most successful learners tend to use strategies that are suitable to the task, material, self–objective, needs, motivation, stage learning and their success in certain

situations. (Rubin, 1975) found that certain learners seemed to possess abilities to succeed while others lacked these abilities. In addition, Oxford and Eherman (1995) found that good language learners develop combinations of strategies rather than using a single strategy pattern. They added that students usually choose strategies that match their personality, learning styles and task demands and they tailor strategies to match their needs and requirements. Moreover, Deoring (2000) found that stronger students used greater number and wider range of strategies than less effective learners do. Table (4.4.7) presents that there are no statistically significant difference at ($\alpha = 0.05$) by the eleventh grade students in using affective strategies due to proficiency variable. That is to say that there is no significant relationship between more or less proficient students in using affective strategies. While table (4.4.8) shows that there are statistically significant difference at ($\alpha = 0.05$) by the eleventh grade students in using social strategies between those whose marks between (50-69%) and those whose marks range between (80 and 89%) in favor of the second group. This may be attributed to the fact that more proficient students tend to use variety of strategies than less proficient students do. And this was consistent with the results of some investigations that have been conducted like those of (Rubin, 1975), (Oxford & Eherman, 1995) and (Deoring, 2000).

Finally, table (4.4.9) shows that there are significant differences (α=0.05) of the total score of the six domains by the eleventh graders according to proficiency variable between those whose marks are less than (50%) on one hand and those whose marks range between (80 - 89%) and those marks range between (90-99%) on the other hand in favor of the two

later groups. And between the group whose marks range between (70-79%) on one hand and those whose marks range between (80 - 89%) and those who ranged between (90 - 99%) on the hand in favor of the two later groups. And that is consistent with the results of the above mentioned studies. But the results were inconsistent with a study conducted by kang (1999) whose results revealed that there was only a weak relationship between language learning strategies use and proficiency variable.

5.5 Discussion of the Third Hypothesis

* *There are no statistically significant differences ($\alpha = 0.05$) in the use of language learning strategies (LLS) by the eleventh the graders in Nablus city due to the stream of study variable.*

After applying Independent t - test for the differences it was seen that there were significant differences between students who majored in the scientific stream and those who majored in the literary stream in using cognitive strategies in favor of those who majored in the scientific stream, and that may be attributed to the learning style variable or to the proficiency variable because majoring in the scientific stream demands higher schools marks achievement in comparison to that of the literary stream, and the nature of task demands affect choosing a certain strategy because generally speaking scientific stream students tend to analyze rather than to rote memorize as the matter with the literary stream students. This came consistent with the results of some other studies. For instance, Sheorey (1998) concluded that the educational background seems to influence strategy use. And that of Osanai who came to the conclusion that students who majored in science, health science, computer science reported

to use more strategies than business and law students. But the results came inconsistent with those of Chou (2002) who found that students majoring in foreign language have shown a strong tendency to employ a greater number of learning strategies compared to nursing majors who were identified as least frequent users of learning strategies and this may be attributed to age differences, cultural back ground and selective attention variables.

5.6 Discussion of the Fourth Hypothesis

* *There are no statistically significant differences at (α = 0.05) in the use of language learning strategies (LLS) by the eleventh graders in Nablus city due to receiving tutorial lessons variable.*

Table (4.6.1) shows the results of the Independent t-test for the differences using (LLS) due to tutorial lessons variable which revealed no significant differences at (α = 0.05) in using (LLS) due to tutorial lessons variable in five domains which are memory strategies, cognitive strategies, compensation strategies, meta -cognitive strategies and social strategies, in which the T- value in each domain was less than the critical t-test value (1.96) the results of t-test value were as follows: memory strategies (0.51), cognitive strategies (1.54), compensation strategies (1.07), meta-cognitive strategies (0.94) and social strategies (0.75). For all of the five mentioned domains there were no significant differences. The only significant difference was in the affective strategies domain in which the t-value was (2.20) and it is more than the critical t-test (1.96) which indicates the rejection of the hypothesis for the affective strategies domains. That is there are significant difference at (α = 0.05) in using (LLS) between

students who receive tutorial lessons and those don't receive such lessons in favor of those who do receive tutorial lessons in the affective strategies domains. This may be attributed to the differences between English teachers at schools or in ordinary classes and those teachers of tutorial lesson. That is to say, students who received tutorial lessons may be affected by their tutorial lessons teachers and may be taught how to create or build (LLS) and may get more encouragement from tutorial lessons teachers rather than they do in ordinary classes, and they may be rewarded more than they do in ordinary classes and this may be due to the special attention they get during tutorial lessons. Class size may be another variable that affect (LLS) use, because it is supposed that the bigger the class size is the less the student has his chance to be encouraged or rewarded or treated as an individual who has a special personality to be dealt with. But the matter is different in the case of tutorial lessons in which the student is supposed to have a good opportunity to find himself being encouraged and treated according to his own speed of learning and certain areas of weakness in certain areas of language skills the matter that is supposed to encourage his motivation and self confidence and urge him to do better due to the fact that he is receiving tutorial lessons and talk to others about how good he feels when he's learning English.

5.7 Discussion of the Fifth Hypothesis

** There are no statistically significant differences at ($\alpha = 0.05$) in the use of language learning strategies (LLS) by the eleventh graders in Nablus city due to visiting English speaking countries variable.*

The results of the Independent t-test of differences in using (LLS) table (5.7.1) show that the computed t-test value of all the domains was less than the critical t-test value (1.96). This indicates that there are no significant differences between the eleventh grade students in using (LLS) due to visiting English speaking countries variable.

This may be due to the low percentage of those students who did visit English speaking countries in comparison of those who didn't visit such countries .The number is considered too small. (29) / (389) and it equals only (7%) of the total sample of the study. Another reason that may interpret such no significant relationship between using (LLS) and visiting English speaking countries may be the length of the period and staying in such English, that is the period of the visit may not be enough to affect (LLS) use. In addition, those students may rarely have been exposed to formal learning situations in those countries to take advantage of such visits in real learning classroom situations in these countries. So the fifth hypothesis is accepted.

5.8 Conclusions

On the basis of the findings of this study, the researcher concluded the following:

1) The level of using language learning strategies (LLS) of the eleventh grade students who are learning English as a foreign language in Nablus city in Palestine were moderate in general.

2) There were significant differences among language learning strategies (LLS) domains.

3) There were significant differences in language learning strategy use among the eleventh grade students in Nablus city in Palestine in the affective strategies domain due to gender variable in favor of male students.

4) There were significant differences in language learning strategy use (LLS) among the eleventh grade students in Nablus city in Palestine due to proficiency variable generally in favor of more proficient students.

6) There were significant differences in using language learning strategies (LLS) among the eleventh grade students in Nablus city in Palestine due to the major of study variable in cognitive strategies domain in favor of the scientific stream students.

6) There were significant differences in using language learning strategies (LLS) among the eleventh grade students in Nablus city in Palestine due to receiving tutorial lessons variable in favor of students who did experience those tutorial lessons.

7) There were no significant differences in using language learning strategies (LLS) among the eleventh grade students in Nablus city in Palestine due to visiting English speaking counties variable**.**

5.9 Recommendations

In the light of the results of the study, the following recommendations are suggested so that they may benefit future research and the educational system as well:

1) To help students to be successful language learners, teachers need to become aware of the learning strategies and styles through appropriate

learning, so that teachers may help their students by designing instruction that meets the needs of individualization and taking students interests and preferences into consideration and helping students to improve their learning strategies. Attempts to teach students to use learning strategies (called strategies training or learner training) have produced good results (Rubin and Thompson, 1994). The main objective of such attempts was to allow students become aware of their preferred learning styles and strategies to help them become responsible for meeting their own objectives. Such objectives can only be achieved when students are trained in strategy use so that they become more effective and independent learners.

2) Learner training is woven into regular classroom activities. Cohen, Weaver and Li (1996) emphasized the role of Strategies–Based Instruction (SBI) in the foreign language classroom. The researchers advised teachers to systematically introduce and reinforce learning strategies that help students use the target language more effectively and thus to improve their performance. The researchers support integrating strategies training directly into the classroom instructional plan and embedding strategies into classroom activities rather than introducing them as separate strategy course.

3) English language teachers are advised to be aware of the recent efforts being conducted in the field of language learning strategies and to take advantage of the results of these studies by adopting them in their classrooms and suiting the needs of their students to such learning strategies because learning strategies are supposed to facilitate learning for students and make it quicker, easier and more efficient to

facilitate and accelerate the students being independent learners as much as they can.

4) Female English teachers are advised to emphasize and activate the cognitive strategies role in planning and performing the instruction with their female students like encouraging them to write letters or reports in English, providing additional reading for pleasure to them in addition to encouraging them to make summaries of information that they hear or read in English. Moreover, the English language teachers are advised to get their students use new English words and items more functionally and contextually to help them be more effective and successful language learners.

5) Teachers are advised to pay more attention to less proficient students to help them to be good learners and encourage them to be exposed to using different language learning strategies according to their own speed and levels because our ultimate goal ,as teachers, is to teach our students both language content and the learning strategies as well, the matter that calls for providing strategies – Based Instruction (SBI) into our classrooms so that the strategies become an integral part of teaching the English language.

6) There is also a need to provide literary stream students with the necessary cognitive strategies skills to help them become independent language learners nearly in the same manner suggested in the (4^{th}) item above to help them overcome their problems and become closer to their counterparts who majored in

the scientific stream to gain a satisfactory use of cognitive strategies.

7) Less proficient students who find themselves in need of tutorial lessons should be encouraged and urged enough in the ordinary classroom and their needs to be treated individually should be taken into consideration and they should have their opportunity to be exposed to various learning strategies to tailor their needs, speeds in learning English as well as more proficient counterparts.

8) Finally, the researcher suggests conducting additional research studies that may help in shedding light on other variable that may contribute into explaining the factors affecting strategies use like the age of students, learning styles, motivation, teachers' knowledge of learning strategies, class size, reinforcement of students, parental involvement and checking the effect of these variables on language learning strategies adopted by Arab learners. Such studies are supposed to be helpful for learners and teachers as well.

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Appendices

A: Abstract in Arabic

B: Instrument in English

C: Instrument in Arabic

D: The request from the deanship of graduate studies to the ministry of education for distributing the instrument.

E: The reply of the ministry of education for the distribution of the instrument.

F: The reply of the directorate of education- Nablus for distributing the instrument.

A: Abstract in Arabic

#	Strategies	Always	Usually	Sometimes	Rarely	Never
Part A: Memory Strategies						
1	I think of relationships between what I already know and new things I learn in English.					
2	I use key English words in sentences so that I can remember them.					
3	I associate the sound of a new English word with its image or picture to help me remember it.					
4	I remember a new English word by making a mental picture of a situation or context 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 often review English lessons.					
9	I remember new English words or phrases by remembering their locations on the page, or the board, or on a street sign.					

#	Strategies	Always	Usually	Sometimes	Rarely	Never
Part B: Cognitive Strategies.						
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 initiate conversations in English.					
15	I watch TV programs in English or go to movies spoken in English.					
16	I write notes, messages, letters or reports in English.					
17	I first skim an English passage **(**read over the passage quickly **)** then go back and read carefully.					
18	I read for pleasure in English.					
19	I look for words in my own language that are similar to new English words.					
20	I try to find study methods that improve my performance in English.					
21	I find the meaning of an English word by dividing it into parts that I understand.					

#	Strategies	Always	Usually	Sometimes	Rarely	Never
22	I try not to translate word for word when I am studying.					
23	I make summaries of information that I hear or read in English.					
Part C: Compensation Strategies						
24	To understand unfamiliar English words ,I make guesses.					
25	When I cant think of a word during a conversion 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: Metacognitive Strategies						
30	1 try to t1nd as many ways as I can to use my English.					
31	I notice my English mistakes and use that information to help me do better / improve my performance.					

#	Strategies	Always	Usually	Sometimes	Rarely	Never
32	I pay attention when someone is speaking English.					
33	I try to find out how to be a better learner of English.					
34	1 plan my schedule so I will have enough time to study English.					
35	1 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 strong motivation to read what I can in English					
38	1 think of ways to further my progress in learning English.					
39	I try to relax whenever I feel afraid of using English.					
Part E: Affective Strategies						
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.					

#	Strategies	Always	Usually	Sometimes	Rarely	Never
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: Sociai Strategies						
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 my classmates.					
48	I ask for help from English speakers.					
49	I ask questions in English for an explanation.					
50	I try to learn about the culture of English speakers.					

B: Instrument in English

أخي الطالب/ اختي الطالبة....

السلام عليكم ورحمة الله وبركاته...

تهدف هذه الاستبانة إلى معرفة الاستراتيجيات والطرق والتقنيات التي يستخدمها طلبة الصف الحادي عشر في تعلمهم للغة الإنجليزية كلغة أجنبية في المدارس الحكومية والخاصة في مدينة نابلس، فالدراسة هي لأغراض البحث العلمي البحتة والسرية فيها مضمونة تماماً.

لذا يرجى الاستجابة على فقرات هذه الاستبانة بتأن وتمعن وذلك بوضع إشارة (×) في الخانة التي تراها مناسبة وتنطبق مع رأيك. وقد صممت هذه الدراسة من أجل استكمال نيل درجة الماجستير من جامعة النجاح الوطنية.

1. الجنس: ذكر ☐ أنثى ☐

2. الفرع: الأدبي ☐ العلمي ☐ التجاري ☐

3. المعدل في اللغة الإنجليزية للفصل الدراسي الأول:

أقل من 50% ☐ 50%-69% ☐ 70%- 79% ☐

80%-89% ☐ 90%- 99% ☐

4. أتلقى دروساً خصوصية لتحسين أدائي في اللغة الإنجليزية: نعم ☐لا ☐

5. هل زرت أقطاراً تتحدث اللغة الإنجليزية؟ نعم ☐ لا ☐

شاكراً لكم حسن تعاونكم

الباحث

ياسر محمد مصطفى يامين

استبانة حول الاستراتيجيات المستخدمة في تعلم اللغة الإنجليزية كلغة أجنبية

الاستراتيجية		درجة الاستجابة				
#	الفقرات	دائماً	غالباً	أحياناً	قليلاً	مطلقاً
استراتيجية التذكر						
1	أفكر في العلاقة بين ما أعرفه من قبل وبين الأشياء الجديدة التي أتعلمها في اللغة الإنجليزية.					
2	أستعمل كلمات إنجليزية مفتاحية أو أساسية في جملة حتى أتمكن من تذكرها.					
3	أذكر الكلمة الجديدة عن طريق تكوين صورة ذهنية للوضع أو السياق الذي يمكن أن تستعمل فيه.					
4	استخدام القافية لتذكر الكلمات الإنجليزية الجديدة.					
5	استخدم القافية لتذكر الكلمات الإنجليزية الجديدة.					
6	استخدم البطاقات التعليمية لتذكر الكلمات الإنجليزية الجديدة.					
7	أحاول نطق الكلمات الإنجليزية الجديدة.					
8	أراجع الدروس الإنجليزية غالباً.					
9	أتذكر الكلمات الإنجليزية الجديدة أو شبه الجملة عن طريق تذكر مكان وجودها عن الصفحة أو السبورة أو على اشارات الشارع.					
الاستراتجية المعرفية						
10	ألفظ الكلمات الجديدة واكتبها أكثر من مرة حتى أتعلمها.					
11	أحاول أن أتكلم الإنجليزية كالناطقين بها.					
12	أتدرب على نطق الأصوات الإنجليزية.					
13	أشاهد برامج تلفزيونية أو أفلام باللغة الإنجليزية.					
14	أبادر إلى بدء المحادثة باللغة الإنجليزية.					

الاستراتيجية		درجة الاستجابة				
#	الفقرات	دائماً	غالباً	أحياناً	قليلاً	مطلقاً
15	أشاهد برامج تلفزيونية أو أفلام باللغة الإنجليزية.					
16	أعمل على كتابة الملاحظات أو الرسائل باللغة الإنجليزية.					
17	عندما أقرأ قطعة باللغة الإنجليزية أقرأها أولاً بسرعة ثم أعود إليها لأقرأها بدقة وتمعن.					
18	أقرأ الإنجليزية من أجل الاستمتاع.					
19	أبحث عن كلمات في العربية شبيهة بالكلمات الإنجليزية الجديدة.					
20	أحاول أن أبحث عن طرق دراسية تحسن أدائي عندما أدرس الإنجليزية.					
21	أجد معنى الكلمة الجديدة عند تقسيمها إلى أجزاء ليسهل فهمها.					
22	أحاول أن لا أترجم الجملة الإنجليزية حرفياً عندما أدرس.					
23	أقوم بتلخيص دروس اللغة الإنجليزية عندما أقرأها أو أسمعها.					
استراتيجية التعويض						
24	أحاول أن أتحرز معنى الكلمات غير المألوفة حتى أستطيع فهمها.					
25	أستعمل الإشارات عندما لا أستطيع أن أجد كلمة إنجليزية مناسبة خلال المحادثة.					
26	أختلق كلمات جديدة إذا تصعب علي الكلمات الإنجليزية الصحيحة.					
27	أقرأ الإنجليزية دون أن أبحث عن معنى كل كلمة في القاموس.					
28	أحاول أن أتحرز ما سيقوله الطرف الآخر بالإنجليزية.					
29	إذا لم أجد كلمة استعمل كلمة أو جملة أخرى					

الاستراتيجية		درجة الاستجابة				
#	الفقرات	دائماً	غالباً	أحياناً	قليلاً	مطلقاً
	تحمل المعنى نفسه.					
	الاستراتيجية فوق المعرفية					
30	أحاول أن أجد طرقاً كثيرة من أجل أن أمارس لغتي الإنجليزية.					
31	أحاول أن ألاحظ أخطائي التي أرتكبها من أجل أن أحسن أدائي.					
32	أصغي بانتباه عندما يتحدث شخص ما باللغة الإنجليزية.					
33	أحاول أن أبحث عن طرق تساعدني لكي أكون أفضل في لغتي الإنجليزية.					
34	أرتب جدولي بحيث يكون عندي وقت كاف لدراسة اللغة الإنجليزية.					
35	أبحث عن أشخاص أستطيع أن أتحدث اللغة الإنجليزية معهم.					
36	أبحث عن فرص من أجل أن أقرأ ما أستطيع باللغة الإنجليزية.					
37	عندي دافعية قوية من أجل أن أقرأ ما أستطيع باللغة الإنجليزية.					
38	أفكر بطرق أو وسائل للعمل على تحسين أدائي في تعلم اللغة الإنجليزية.					
39	أحاول أن أسترخي عندما أشعر بالخوف من استعمال الإنجليزية.					
الاستراتيجية العاطفية						
40	أشجع نفسي على التحدث بالإنجليزية حتى عندما أكون خائفاً من ارتكاب أخطاء.					
41	أكافئ نفسي عندما يكون أدائي جيداً بالإنجليزية.					
42	أستطيع معرفة الأوقات التي أكون فيها متوتراً وأنا أتعلم أو استعمل الإنجليزية.					

الاستراتيجية		درجة الاستجابة				
#	الفقرات	دائماً	غالباً	أحياناً	قليلاً	مطلقاً
43	أدون أحاسيسي ومشاعري في مفكرة خاصة بتعلم الإنجليزية.					
44	أتحدث مع الاخرين حول شعوري وأنا أتعلم الإنجليزية.					
الاستراتيجية الاجتماعية						
45	إذا لم أفهم شيئاً بالإنجلزية أسأل المتحدث أن يبطئ أو أن يعيد.					
46	أطلب من الناطقين باللغة الإنجليزية أن يصححوني إذا ما أخطأت وأنا أتكلم الإنجليزية.					
47	أمارس الإنجليزية مع زملائي الطلبة.					
48	أطلب مساعدة من الناطقين بالإنجليزية عندما أحتاجها.					
49	أطرح أسئلة بالإنجليزية لعرض التوضيح والاستفسار.					
50	أحاول أن أتعلم ثقافة الناطقين بالإنجليزية.					

C: Instrument in Arabic

An-Najah
onal University
nship of Graduate Studies

جامعة
النجاح الوطنية
عمادة كلية الدراسات العلـ

التاريخ : ٢٠٠٣/٤/٣١

معالي وزير التربية والتعليم العالي المحترم
رام الله

تحية وبعد ،

الموضوع : تسهيل مهمة الطالب / ياسر محمد مصطفى ياسين (٩٩٥٠٤٣٢)

الطالب المذكور اعلاه هو احد طلبة الماجستير في جامعة النجاح الوطنية ، تخصص اساليب تدريس اللغة الانجليزية في كلية التربية ، وهو بصدد اعداد الاطروحة الخاصة به بعنوان :

(التحقق من استراتيجيات التعلم التي يتبعها طلبة الصف الحادي عشر في تعلم اللغة الانجليزية كلغة أجنبية في مدارس مدينة نابلس الحكومية والخاصة)

يرجى من حضرتكم تسهيل مهمته في توزيع استبانة على طلاب الصف الحادي عشر في المدارس الحكومية والخاصة التابعة لمديرية التربية والتعليم في محافظة نابلس لاستكمال دراسته.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام والتقدير ،،،

عميد كلية الدراسات العليا
د. سامي جبر

جامعة النجاح الوطنية
كلية الدراسات العليا
نابلس - فلسطين

ص.ب ٧٠٧ هاتف ٢٣٨١١١٣/٢٣٨٦٥٨٤/٢٣٧٠٠٤٢ (٠٩) ٩٧٢ فاكس ٢٣٨٧٩٨٢ (٠٩) ٩٧٢
P. O. Box 7) Tel. 972 9 2370042, 2386584, 2381113/7 Fax: 972 9 2387982 www.najah.edu
2202 / 2201

D: The request from the deanship of graduate studies to the ministry of education for distributing the instrument.

Palestinian National Authority
inistry of Education & Higher Education
irectorate General Of General Education

السلطة الوطنية الفلسطينية
وزارة التربية و التعليم العالي
الإدارة العامة للتعليم العام

الرقم: وت/ ٤/٤٦/ ٧٥٠٦
التاريخ: ٩/ ١٣/ 2003م
الموافق: ٧/ ١٨/ 1424هـ

السيدة مديرة التربية والتعليم/ نابلس المحترمة
تحية طيبة وبعد ،،،

الموضوع : الدراسة الميدانية

الطالب: " ياسر محمد مصطفى يامين "

الإشارة : كتابكم رقم م ن/4573/14/30 بتاريخ 2003/9/4م

أوافق على قيام الطالب المذكور أعلاه بإجراء دراسته الميدانية بعنوان " التحقق من استراتيجيات التعلّم التي يتبعها طلبة الصف الحادي عشر في تعلم اللغة الإنجليزية كلغة أجنبية "، وتوزيع الإستبانة المعدة لذلك على المدارس الحكومية والخاصة في محافظة نابلس، وذلك بعد التنسيق المسبق مع مديرة التربية والتعليم فيها .

مع الاحترام ،،،،،

/ وزارة التربية والتعليم العالي
مساعد مدير عام التعليم العام
إلهام عبد القادر

نسخة/ الملف
سهاد البرغوثي
س.ق.ن.ع

السلطة الوطنية الفلسطينية ★ وزارة التربية والتعليم العالي ★

Ramallah. P.O.Box (376) ... Fax: (+972-2-998-3222) ... Tel.: +972-2-998-3291) ...

E: The reply of the ministry of education for the distribution of the instrument.

بسم الله الرحمن الرحيم

Palestinian National Authority
Ministry of Education And Higher Education
Directorate Of Education-Nablus

السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مديرية التربية والتعليم ـ نابلس

الرقم : ٢٠٠٣/١٤/٤٩٥٥
التاريخ : 2003/9/16
الموافق : 1424/7/٢٥هـ

مديري ومديرات المدارس الثانوية المحترمين

بعد التحية ،

الموضوع : الدراسة الميدانية للطالب " ياسر محمد مصطفى يامين "
الاشارة : كتاب معالي وزير التربية والتعليم العالي رقم 4/46/7506 بتاريخ 2003/9/14

أرجو تسهيل مهمة الباحث المذكور أعلاه لاجراء دراسته الميدانية بعنوان
" التحقق من استراتيجيات التعلم التي يتبعها طلبة الصف الحادي عشر في تعلم اللغة الانجليزية كلغة أجنبية "

مع الاحترام ،

مديرة التربية والتعليم
جيهان طاهر قرمان

نسخة – النائب الفني المحترم .
نسخة – للملف .

ي ش/هـ ر

* هاتف (+972-9-2380034) * فاكس (+972-9-2389495) * ص.ب (11) نابلس email: edunab @ hotmail.com

بسم الله الرحمن الرحيم

جامعة النجاح الوطنية
كلية الدراسات العليا

التحقق من استراتيجيات التعلم التي يستخدمها طلبة الصف الحادي عشر في تعلم اللغة الإنجليزية كلغة أجنبية في المدارس الحكومية والخاصة في مدينة نابلس في فلسطين

إعداد
ياسر محمد مصطفى يامين

إشراف
الدكتور فواز عقل

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب التـــدريس بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس، فلسطين.

2004م

التحقق من استراتيجيات التعلم التي يستخدمها طلبة الصف الحادي عشر في تعلمهم للغة الإنجليزية كلغة أجنبية في المدارس الحكومية والخاصة في مدينة نابلس في فلسطين

إعداد

ياسر محمد مصطفى يامين

إشراف

الدكتور فواز عقل

الملخص

هدفت هذه الدراسة للتحقق من الاستراتيجيات التي يستخدمها طلبة الصف الحادي عشر في تعلمهم للغة الإنجليزية كلغة أجنبية في مدارس مدينة نابلس الحكومية والخاصة في فلسطين، وهدفت كذلك لفحص أثر متغيرات الجنس، الكفاءة، حقل التخصص (العلمي/الأدبي)، تلقي الدروس الخصوصية وزيارة الأقطار التي تتحدث اللغة الإنجليزية على استخدام مثل تلك الاستراتيجيات.

طبقت هذه الدراسة على طلبة الصف الحادي عشر الذين يتعلمون اللغة الإنجليزية كلغة أجنبية، وكان عدد أفراد مجتمع الدراسة (1955) طالباً وطالبة من الفرعين العلمي والأدبي، واتخذ الباحث ما نسبته (20%) من أفراد المجتمع كعينة، حيث بلغ عدد أفراد العينة من الذكور (294) ومن الإناث (96).

وقد حاولت الدراسة الإجابة عن الأسئلة التالية:

1. ما هي استراتيجيات تعلم اللغة الأكثر استخداماً من قبل طلبة الصف الحادي عشر في تعلمهم للغة الإنجليزية كلغة أجنبية؟

2. هل توجد فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha = 0.05$) لدى طلبة الصف الحادي عشر في استخدام استراتيجيات تعلم اللغة الإنجليزية تعزى لمتغيرات الجنس، الكفاءة،

حقل التخصص (العلمي/ الأدبي)، تلقي الدروس الخصوصية وزيارة الأقطار التي تتحدث اللغة الإنجليزية؟

ولجمع البيانات استخدم الباحث أداته وهي استبانة قامت بإعدادها الباحثة (اكسفورد، 1990) لتقييم الاستراتيجيات التي يستخدمها الطلبة في تعلمهم للغة الإنجليزية كلغة أجنبية.

بينت نتائج هذه الدراسة أن هناك استخداما عاليا للاستراتيجيات فوق المعرفية وأن هناك استخداما متوسطا لبقية الاستراتيجيات وهي استراتيجيات التذكر، الاستراتيجيات المعرفية، استراتيجيات التعويض، الاستراتيجيات العاطفية والاستراتيجيات الاجتماعية، وأن استخدام تلك الاستراتيجيات في مجالاتها الستة كان متوسطا في معدله.

وضحت الدراسة أنه توجد فروق ذات دلالة إحصائية في استخدام الاستراتيجيات العاطفية بين الذكور والإناث لصالح الذكور، وأنه لا توجد فروق ذات دلالة إحصائية في استخدام الاستراتيجيات العاطفية تعزى لمتغير الكفاءة بينما تبين أن هناك فروقاً في استخدام استراتيجيات التذكر، الاستراتيجيات المعرفية، الاستراتيجيات فوق المعرفية، استراتيجيات التعويض، الاستراتيجيات الاجتماعية تعزى لمتغير الكفاءة وذلك لصالح الطلبة الأكثر كفاءة.

وضحت الدراسة كذلك وجود فروق ذات دلالة إحصائية في استخدام الاستراتيجيات المعرفية تعزى لمتغير التخصص (علمي/ أدبي) وذلك لصالح طلبة الفرع العلمي، وأن هناك فروقاً في استخدام الاستراتيجيات العاطفية تعزى لمتغير تلقي الدروس الخصوصية وذلك لصالح الطلبة الذين تلقوا مثل تلك الدروس، وأخيراً وضحت نتائج هذه الدراسة أنه لا فروق تذكر في استخدام أي من استراتيجيات التعلم تعلم لمتغير زيارة الأقطار الناطقة بالإنجليزية.