An Investigation of the Use of Language Learning Strategies of Bangladeshi Learners: Secondary Schools in Focus

SUMAIYA AKTER

Thesis Submitted as a Partial Requirement to Fulfill the Degree of

Masters of Arts in English Language Teaching (ELT)

Department of English

Supervisor: MST Moriam Quadir, PhD

Associate Professor, East West University

Dhaka, Bangladesh

March 2019

An Investigation of the Use of Language Learning Strategies of Bangladeshi Learners: Secondary Schools in Focus

A Thesis

Submitted to the Department of English

of

East West University

by

SUMAIYA AKTER

ID: 2016-3-92-011

As a partial requirement to fulfill the degree

of

Masters of Arts in English Language Teaching (ELT)

March 2019

Supervisor: Mst Moriam Quadir, PhD

Associate Professor, Department of English

East West University

To My Honorable Parents

Md. Nuruzzaman

and

Mrs. Jannatul Ferdous

who brought me up with unlimited love and care

Declaration of Authorship

I, hereby declare that the thesis I am submitting is entirely my own original research work, and that any use of the works of any other author, in any form, is properly acknowledged at the point of use. It has not been submitted, in whole or in part, by me or another person, in any other institution for the purpose of obtaining any other credit / grade. I understand the ethical implications of my research.

---------------------------------   -------------------------------

Sumaiya Akter   Dr. Moriam Quadir

ID: 2016-3-92-011   Supervisor

Acknowledgement

My foremost gratitude goes to the Almighty for giving me the strength and ability to complete the work in due time.

I am deeply indebted to my supervisor Dr. Moriam Quadir, Associate Professor, Department of English, East West University, without whom, completing this work would be impossible. Her constant supervision, guidance, co-operation, encouragement and support made the work easier and increased my self-confidence.

I wish to express my sincere thanks to all the participants who co-operated me by giving their valuable responses and time. I am also grateful to the principals of the schools from where I have collected data. Without their permission it would be impossible for me to conduct the study.

Finally, my heartfelt thanks go to my family and my friends. Their beliefs on me and their invaluable support and encouragement gave me strength from the beginning to the end of the work.

Abstract

As a global language the growing demand of English is noteworthy. To survive as a global citizen in this global world English is indispensable. Countries as well as people all around the world are now paying special attention to learn English. Knowing English allows people to communicate with the whole world. In this modern technological era, the whole world is in our grip. To take advantages of technology, knowing English is inevitable.

Realizing the crucial demand of English, like other counties, Bangladesh is also aware of learning English. The reality is in spite of making English a compulsory subject from grade one to grade twelve and pouring a lot of money into English, the national English proficiency level is not developing. It is proved with numerous research works that employing language learning strategies in the process of learning second/foreign language is a fruitful way. Learners of all the countries and all the levels do not use the same set of language learning strategies. It varies according to a number of variables such as age, gender, motivation, proficiency level, aptitude, background, culture and so on. So, to make language teaching and learning effective, it is essential to know the types of strategies which are used by the learners frequently in their process of learning.

Research studies are being conducted on this issue throughout the world. Asian countries are also in the list but in Bangladesh it is very few in number. For this reason, English instructors cannot employ proper Language learning strategies in their teaching materials. This study aims at measuring awareness as well as dig up a common set of language learning strategies employed

by the secondary school students in Bangladesh. The researcher hopes that it will help to change the scenario of ELT in secondary schools in Bangladesh.

This study used the most accepted and the most reliable instrument as the research questionnaire developed by oxford (1989) titled Strategy Inventory for Language learning commonly known as SILL (ESL/EFL version). In almost all the Asian countries the Sill has been translated into the native languages to enhance the success rate of the research. The researcher of this current study could not find any reference of conducting research by translating the questionnaire (SILL) into Bangla. The researcher translated the Strategy Inventory for Language Learning (SILL) into Bangla so that the result of the research can be more reliable. While translating the SILL, the age level and the understanding level of the participants were kept in consideration.

The study was conducted in two phases. The first one was quantitative phase using the SILL and the second one was qualitative phase using an open ended questionnaire. From these two phases of investigation, the awareness of using language learning strategies among the secondary school EFL learners has been measured and a list of commonly used language learning strategies of secondary school students in Bangladesh has been developed.

Table of Content

List of Tables and Figures

Chapter One

Introduction

1.1 Background of the Research

Techniques used by the language learners to facilitate and enhance their learning, to support their language competence are called language Learning Strategies (LLS). Language learners usually use some techniques while they learn a second or foreign language. A number of research works have been conducted on LLS throughout the world. This paper tries to find out the techniques or strategies used by the language learners of Bangladesh. The students of grade six and grade seven are the concern of this study.

To instill the basic skills in the learners' to achieve success, to develop critical, active, cognitive skills; to culture the learners' mind is the ultimate goal of education (Birjandi, Maftoon & Mohammadi, 2015). Kries (2004) talks about the sole responsibility of a teacher, it is to shape his or her students' belief so that they can be regarded as the extension of themselves rather than simply imparting knowledge into the learners. He also suggests the way how a teacher can shape or reshape his/her students' mentality. Learners of a class come with a diverse range of educational experiences, knowledge, socio-cultural background, personal attitudes towards English language learning. These varieties show the importance of exploring learners' attitude about language learning and it also signifies the necessity of knowing their belief.

A number of research works have been conducted on language learning and teaching. Specially second or foreign language learning and teaching grabbed the concern of the

researchers for a long time. As a result, a significant development has taken place in the field of second/foreign language learning and teaching.

It is an acceptable belief throughout the world that learner centered instruction is the most effective way to achieve success in teaching second/foreign language. To provide learner centered instruction, the administrators and the teachers need to know about their learners' learning styles, interests and language learning strategies they employ (Bada & Yapici).

This paper will focus on only language learning strategies among these characteristics.

It is seen that people with good command over English are almost always the people who use language learning strategies skillfully (Anderson, 2005; Bruen, 2001; Chamot & El-Dinary, 1999; Green & Oxford, 1995; Mohammadi, 2009; O'Malley & Chamot, 1990; Wharton, 2000). So the usefulness of language learning strategies cannot be denied. It appears that it is necessary to know the learners' language learning strategies preferences so that learner centered instructions can be provided. This study aims at discovering the language learning strategies employed by the Bangladeshi secondary level students which may help the language instructors to make their teaching successful by imparting those into their curriculums.

Dorney and Thurrell (1991) provide evidence from O'Malley's (1987) research about the importance of language learning strategies: teachers should not have any doubt about the existence of language learning strategies and they should include them in their curricula, only some easy and extra efforts are needed to teach LLS to the learners, and the overall class performance will certainly be improved. Cohen (1998) also speaks out in the same tone about language learning strategies. It is also seen that second language learners who need the language

for their survival in everyday life use more strategies than the foreign language learners who do not need the language in everyday communication (Oxford, 1992a see Oxford & Ehrman, 1995).

In Bangladeshi society, English is popular among the common people. Even the uneducated and lower class people also value English and aware of learning it. As they do not have the required resources, they cannot learn English adequately. As a result, the advantages and social mobility cannot be achieved by them (Hamid, 2009).

But the scenario should be different because English is compulsory in the national curriculum of Bangladesh from Grade one to Grade twelve. The English proficiency level should be better than the real scenario.

In the eighteenth century, with the emergence of British colonial rule, English came to Bangladesh. Since then it entered into the society with the position of dominance and prestige. Currently, from grade one to grade twelve English is a compulsory subject in Bangladeshi curriculum. From the first day at school to the end of their education life even in tertiary level of education students receive English lessons. For its prestige, power and instrumentality English is regarded highly in the society (Earling, 2017; Hamid, 2010; Banu & Sussex, 2001; Kachru, 2005, see Hamid, Khan & Sussex, 2009).

In Bangladesh, English is required mostly for higher education. It is also very important for the employment both in public and private sectors. English is also required for social mobility and material achievement (Hamid, 2010). Though English is needed in so many ways in Bangladeshi

context, the real scenario is regretful. It is investigated by the researchers. For example, Hamid (2019) portrays the picture of English proficiency in his research paper.

> He finds it paradoxical for a society where English is compulsory from the beginning of the education life and primary education is universal. But only middle and upper class people in the society get mastery in English. This is because of home environment of those students and also for the support of their family capital for which they can get extra support in English by getting private tutor. Again, almost no functional English competence is achieved after completing five years of primary education with compulsory English. It is especially true for rural areas. … So they end their primary education with a minimal knowledge of English taught in their schools.

From the above discussion, it is clear that to improve the present condition of English language competence in Bangladesh, it is highly necessary to develop the curriculum where language learning strategies certainly should be included. For this purpose, it is needed to explore the preference of language learning strategies of Bangladeshi learners. It may help to understand the learners' attitude towards LLS. As very few research works have been conducted on LLS in Bangladesh (Paul, 2011), it is the demand of time to study on this area for the development of English language teaching.

1.2 Objective

The study aims at two objectives. The first one is to make a list of language learning strategies which are frequently employed by the secondary school students of Bangladesh in their process of language learning and the second one is measuring the awareness of using language learning strategies by the secondary school students of Bangladesh.

Chapter Two

Literature Review

2.0 Introduction

Learning second or foreign language has become a part of institutional education throughout the world. It has been found that second and foreign language learning strategies have great impact on the development of language learning. It enables the learner to use language more appropriately and successfully. According to Oxford (1989), language learning strategies are used by language learners at all level though they might not fully aware of (see Lavasani & Faryades, 2011)

Relevant theoretical framework and literature have been presented in this chapter. At the beginning of the chapter, the present status of English language throughout the world is discussed. The position of English language in Asia pacific region is presented then. It followed the further discussion of the emergence of English language in Bangladesh and the present scenario. After that, definition of learning strategy, definition of language learning strategies and its classifications are discussed comprehensibly. The chapter ends with the comparative study of different types of classifications and the impacts of LLS on proficiency.

2.1 English as a Global language

Crystal (1997) has defined global language in his book *English as a global language* as when a language develops a special role that is recognized in every country, it achieves a genuinely global status. He also clarifies the special role which makes a language global: when

majority of a country can use the language as native language. For example, how English serves in United States and Australia; another special role according to Crystal (1997) is when a language achieves the status of the official language or the status of priority foreign language. TESOL professionals got inspiration from Crystal's analysis to look at English as a language of education, business, science, technology, popular entertainment, sports even internet. Indeed, English is not limited into its usage as official language, priority language and foreign language. It is really difficult to calculate the use of English in everyday life in various purposes.

Applied linguists have also provided some data of using English in academic context. Swale (1987) quantified that millions of academic papers are being published in every year, more than 50% of those papers are written in English and year by year the percentage is increasing. He also interpreted that undisputedly English is the language of science and technology at present and in many countries, scientific journals are now switching to English from various languages. Applied linguists also estimated the use of English in various disciplines. They studied the use of English among German physicists and it appeared that 98% of them consider English as their working language. Likewise, they also closely examined psychologists, biologists, and chemists. 81% of psychologists, 81% of biologists and 83% of chemists use and believe that English is their working language. So it is found by the applied linguists that for communication, English is the universal language for some specific disciplines (Graddol, 1997; see also Block& Cameron, 2002; Crystal, 1997 as cited in Nunan, 2003)

Very few researchers are saying something different about the globalization of English language. Graddol (1997) conducted a study commissioned by the British Council. He states that the usage of English as a global language is apparently "unstoppable" but he also speaks out that abruptly and unexpectedly this scenario could be changed if some comparatively minor changes

happen in the world events. Wallraff (2000) also examined the actual language and gave an example that with the increasing use of Spanish in United States, English can be swiped away. However, these arguments are really very few in comparison to popularity and widespread use of English in the global world. English is spreading unbeatably throughout the world in the recent years. So it is believed by the linguists that implication of global English is undoubtedly needed in the educational policy (Nunan, 2003)

2.2 English in Educational policy

The current widespread perception is English is a global language. So the whole world is running after it. Governments all over the world are imparting English into their educational policies. Some research works have been conducted on the impact of the implications of English all over the world.

It is evidenced that around the world English is introducing as a compulsory subject for younger learners by the governments. As a result, governments are arranging teacher education or training for the beginning level or primary school teachers, even without proper funding. They also emphasize on developing educational materials and curriculum for younger learners (Nunan, 2003).

Nunan (2003) also argues that this scenario is almost same for the corporate world. In industry, business, even governments want workers to develop their English language proficiency. It is a challenge for the educators to implement English in educational policies

successfully because it is really difficult to meet the growing need of English in such countries where English is not their mother tongue.

At present, the authorities, ministries, and governments are developing policies to teach, learn and use English in a wide range but they are not aware of the fact how such practices and policies can affect the lives of the teachers and students (Szulc-Kurpaska, 1996).

2.3 English in the Educational Policies and Practices in the Asia-Pacific Region and responses

David Nunan (2003) has conducted a research on educational policies and practices of English in Asia-Pacific region. Mainland China, Japan, Hong Kong, Taiwan, Malaysia and Vietnam are the countries where he conducted his survey. The research was administrated on middle schools and high schools of these countries which is relevant to this current research.

2.3.1 English in the Educational Policy and Practice in China

English was introduced in all the elementary schools in Grade-3 as a compulsory subject in China in September 2001. Compulsory English instruction begins at the age of 9. Two or three lessons are received by the students in every week generally. The class duration is 40 minutes. It becomes 45 minutes and five or six lessons in a week in secondary schools. There is a considerable implication of the global language English in China is observed. Lack of English proficiency affects in the prospect in workplace, entrance examinations in universities, published materials, curricula, and so on. After the regular schools and university classes, teaching English

is becoming a private business throughout the China especially in the big cities. There are two major influences for which English is becoming widespread in China. The influences are- the joining of the World Trade Organization (WTO) and the Olympic Games 2008 awarding in Beijing. China has 45 joint programs approved by the Degree Committee of the State Council. All the programs are conducted bilingually (Chinese and English).

All the colleges and universities which are under the ministry of Education were received an instruction to use English in some particular subjects as the main language of instruction. The courses are finance, information technology, foreign trade, new-material technology, law and economics. As the resources became available other courses would be included into the instruction. The latest syllabus of China focuses on notional and functional view of English, and emphasizes on learner-centeredness and communicative language teaching. Top schools in Beijing and Shanghai and schools in other big cities have introduced teaching Science and Math in English. In universities, English proficiency is becoming a requirement for more courses than before in China. This requirement directs secondary level education more English oriented.

2.3.2 English in the Educational Policy and Practice in Hong Kong

As Hong Kong was a colony of Great Britain and English is an official language alongside Putonghua and Cantonese, Nunan (2003) gave a special place to this country in his survey. In Hong Kong there are five kinds of schools according to the students' ability and their parents' socio-economic status. The medium of instructions in these schools are English (EMI) or Cantonese (CMI). The English medium instruction schools are burdened with a number of curriculum models (Marsh, Hau & Kong, 2000 see Nunan, 2003). Though some of the teachers

are not suitably proficient in English the EMI schools were established in a great number. Until the late 1990s the ratio of EMI and CMI was 9:1. In 1990, a government report of Hong Kong stated that 70% of school children are not able to cope with English medium instruction.

In EMI schools, oral and aural instructions and communications were in Cantonese though all the works and examinations were in English. As a result, the students could not communicate in spoken English. On the other hand, they were illiterate in functional Cantonese. There is no official plan to decide in which level English should be introduced. In all the primary schools, English is introduced at the first year. Even kindergarten schools use English as their medium of instruction. Primary school students receive English lessons 4-6 hours per week and secondary school students receive 7-9 hours per week.

Hong Kong is one of the major centers of international business, banking, trading and communication where English plays a key role among these sectors (Forey & Nunan, 2002). For the crucial role of English in almost all the sectors like education, employment, business, social status Hong Kong government developed their curriculum with special emphasis on English. They included English in their educational policy and practice as a global language.

For the increasing demand of English, it became the source of business in Hong Kong. Though a huge amount of money is poured into English every year, the proficiency level of the students is not satisfactory. The quality of the teachers is being questioned for this reason. It is felt necessary to provide training to the teachers. Chan (2001) stated that there is a huge difference between the quality a teacher should have and quality they meet.

2.3.3 English in the Educational Policy and Practice in Japan

At the age of twelve, Japanese students start learning English as a compulsory subject. They attend three classes in every week. Each class contains 50 minutes. A course titled General Studies is offered in all the primary and public schools in Japan. To cover global education, the environment, welfare, foreign languages are the objectives of the course. Almost all the primary schools usually plan to teach English as a foreign language. They focus on listening and speaking most. The intention is to introduce the language. There is a rule from the Ministry of Education is that the purpose of including English is not to "teach" but to have "fun" time with the English language. No textbooks are allowed.

A language course titled Course of Study for Lower Secondary Schools offered by Ministry of Education, in 1999, stressed on the practical communication skills of English such as listening and speaking. To instill a positive attitude towards communicating in English and developing an understanding of English culture and language is another goal of introducing the course. Though the government concern is on listening and speaking skills and these two skills to be developed in the early years it does not reflect in the practical language classes. As senior high school and college entrance exams require a good command over reading and writing skills, primary schools also put their effort on the development of these two skills to help their students getting admission in favorable institutions.

It is about 15 years since Japan has introduced a program named Japan Exchange and Teaching (JET). About 5,000 native English speakers teach English in the schools of Japan under this scheme. This is one of the costly schemes as each JET teacher receives roughly 300,000 yen a month as salary.

2.3.4 English in the Educational Policy and Practice in Korea

When Korean children are at the age of 9 and in Grade-3, they get introduced with English. In Grades 3-6, they receive 1-2 hours of instruction in English per week. In Grades 7-9, it becomes 2-4 hours and in Grades 10-12 they receive 4-hour instruction per week (Kwon, 2000, Park, 2000). English has a major impact in all the government and private sectors. It also has impact on education and business. The entrance of all the colleges and universities require a certain proficiency in English. Getting jobs or getting admission into universities both require to pass an English language proficiency test.

A communicative, grammatical-functional syllabus was adopted in the Sixth National Curriculum in 1995 in Korea. A policy of teaching English through English was adopted in 2001 by the Ministry of Education. The purpose of the policy was to use English in the English classes. Like the previous discussed countries, Korean teachers also do not have enough English language proficiency. As a result, all the policies are in vain. Most of the teachers lack English language proficiency and methodological skills. So they cannot help to implement the policy. According to Park (2000), only teacher training can solve the problem.

Like the other Asian countries Korea is also in the race of spending money on the business of English language teaching and learning. It is revealed that one third of family income is spending on private lessons of English, music and art, for the children. In primary and secondary schools, instructions are given in native language generally. In universities, instructions are given in English in certain courses.

2.3.5 English in the Educational Policy and Practice in Malaysia

Like Hong Kong, Malaysia has a special place in this survey by Nunan (2003) as Malaysia was also a colony of Great Britain. At the age of seven, English is introduced in Malaysian schools. Schools which use other languages like Mandarin and Tamil, start teaching English two years later. In primary schools, English is taught 90 minutes a week and in secondary schools 4 hours a week. As a global language, English is getting concern in almost all the countries, especially in Asian countries. Malaysian government also became aware of developing English language competence among the Malaysian people. The University of Malaya has been commissioned by the government to find out the causes of decline in English among the university students.

To employ a task-based approach, Malaysia is one of the pioneer countries in the world. Embellish of Malaysia is the communicative movement. It is a matter of regret that many primary school teachers especially teachers of the rural areas do not have enough confidence to conduct their classes as they do not have a good command over English language.

Malaysian people do not want the impact of English on their national language. Some political influences promoted this value. English was removed from the medium of instruction in the 1960s and in the 1970s. Malaysian government realized the importance of English in economic development in the 1990s. To declare Malaysia as a developed nation by 2020, English language competence is the main hinder. For the success of national language policy, English became deteriorated. English is considered as a foreign language in Malaysia. In rural areas, English gets less attention. The business of English is also exists in Malaysia. Malaysian

parents who have the ability also arrange private English tuitions after institutional classes for their children.

Malay language is exclusively used in Malaysia. Mandarin and Tamil are also used in some areas. To make English as the medium of instruction, Ministry of Education is working. For Math and Science English is implemented as a medium of instruction in January 2003. University teachers who speak Tamil are instructed to use English. Code switching is common is Malaysia as English is being practiced in education as a medium of instruction in the recent years.

2.3.6 English in the Educational Policy and Practice in Taiwan

As Taiwan wants to be one of the prominent economic global players, it put emphasis on the global language English. English was introduced in Grade 5 in Taiwan in September 2001. In 2002, it lowered to Grade-1. The Ministry of Education developed an English curriculum. The purpose is to make the students able in basic communication in English and to make them competent for global area. The Ministry planned for an enjoyable language learning environment for the elementary and the middle schools. It is difficult to meet the expectation of the ministry because to make students competent in English language, proficient teachers are needed but there is a huge vacancy of efficient teachers. Teachers' training is very much needed. A few trainings are being arranged but they do not work much. Teachers cannot provide quality teaching even after training because they do not have sufficient skills of English language. To deal with younger learners is another challenge for Taiwan. Most of the teachers do not have any experience with younger learners. The government of Taiwan is investing huge amount of

money to change the scenario and to develop the entire curricula. The result is not that much satisfactory now but the situation will be changed in the long run. The whole educational system of Taiwan is undergoing a development construction.

2.3.7 English in the Educational Policy and Practice in Vietnam

The countries Nunan (2003) investigated Vietnam is the poorest among them. The school year in Vietnam starts in September and ends after 30 weeks in May. Children of Vietnam join elementary schools when they are 6 and they spend five years with the completion of junior high school and senior high school. They start receiving English as a compulsory lesson in the junior high school level. Students receive four 45-minutes lessons in a week in junior high schools and it lowers into three 45-minutes lessons in senior high schools at the age of 10, 11, and 12. This policy is taken by the Ministry of Education and Training. Different types of practices also exist. There are English language schools in Ho Chi Minh City where they provide up to 14 periods a week according to the students' requirement.

In the early years of education, priority is given on all the four skills of English language: listening, speaking, reading, and writing but in high school level only reading skill is given priority in Taiwan. At the age of seven, students practice all the four skills according to their text books and at the age of twelve, they practice reading skill exclusively. With the exclusive practice of reading skill, students also practice all the previous textbook lessons in this year. An English teacher in Vietnam states that students cannot communicate in English practically as listening and speaking skills do not get attention to develop in their schools.

The demand of English is high in Vietnam also. English is compulsory at university level. Success in study and career is largely dependent on English language proficiency which is a requirement in job advertisements also.

2.3.8 English in the Educational Policies and Practices in the Asia-Pacific Region and responses: A Generalization

We can visualize the position of English in the countries of Asia-Pacific region from the study by David Nunan (2003). Asian countries are now concern about English as a global language. In every country, English is being included in national curriculum. Asian students are receiving English lessons as compulsory at their early ages. The age range is 6 to 9 for public schools when they are in Grades-1 to Grades-3. But in some countries like Hong Kong, English is being introduced in kindergartens before entering the elementary school. Governments of Asian countries are taking many initiatives to develop English language proficiencies among the students. New English language curricula have been introduced to emphasize on English. English has been taken as the medium of instruction in all the above mentioned countries.

English has a huge demand in job employments throughout the Asia. People with better English language proficiency can upgrade their positions. It is also needed for university admissions. It is required to pass an English test to get chance of admission in universities. This type of test is also required for job exams. Specific courses like English, Math, Science, technology etc. are taught in English in the universities. The practice of English throughout the Asia is increasing in the recent years.

Though Asian curriculums introduced English to their textbooks, schools cannot provide quality education to their students. The main reason is teacher education. Teachers are not proficient enough to succeed the policies taken by the governments. More teachers' training programs are needed to be arranged. For this reason, a huge amount of money is poured into English throughout the Asia. English language learning and teaching became a source of business. Private tuition and so called coaching centers are available and the number is increasing with the demand of English. Insufficient school education is responsible for it. It reasons to the fact that English is becoming a language of upper class and middle class all over the Asia who can afford private tuitions for their children. There are a number of evidences on the practices of private tutoring in Asia. Private tutoring (PT) or after-hour supplementary schooling has grown dramatically in Asia, Africa, Europe and North America (Baker, Akiba, LeTendre, & Wiseman, 2001; Bray, 2003, 2006; Ireson, 2004). Bray (2003) called it "shadow education". It amounts to billions of dollars annually as family investment in private tutoring in wealthier East Asian counties like Japan, Korea, Hong Kong and Taiwan (Bay, 1999; lee, 2005; Stevenson and Bake, 1992). Private tutoring has become an essential part of education, society and culture in parts of East Asia (Foondun, 2002; Kwok, 2004).

2.4 Language policy and planning, English Language Education and Development in Bangladesh

This section will start with the discussion of the emergence of English in Bangladesh and will end with the presentation of the present condition of English in Bangladesh. In the middle, other issues: language issues in the post independent Bangladesh, national curriculum and English proficiency, national failure in learning English, which led the situation to the present condition, will be discussed with references.

2.4.1 The Emergence of English and Language Movement

In eighteenth century, English came to Bangladesh with the starting of British colonial rule. The language entered into the society since then and is still enjoying the status of prestige (Banu & Sussex, 2001; Kachru, 2005, see Hamid, Sussex, & Khan, 2009; Hamid, 2010).

The end of British colonial rule divided Indian subcontinent on the basis of religion into two countries: Pakistan and India. Bangladesh named as East Pakistan became a wing of Pakistan. East Pakistan was 1,000 miles away of West Pakistan. Only the religion Islam was the glue which attached two parts of a county in spite of having a lot of dissimilarities in culture, people and language. Being inspired by the European one language-one nation model, the ruler of Pakistan wanted to promote Urdu as national language though Urdu was the minority language. Bangla was the majority language and was spoken in East Pakistan. It was unaccepted to East Pakistan. They want Bangla along with Urdu as state language. East Pakistani people offered another option to make English as official language. Both the solutions were rejected by the Pakistani ruler. This disagreement led the situation to the language movement of 1952. People of East Pakistan sacrificed their lives in this movement. This is the only example in the world where people sacrificed their lives for the sake of mother tongue. The East Pakistani people realized that the colonial rule had not been demolished rather the ruler had been changed only. Previously it was British colony and then it became Pakistani colony. So East Pakistan wanted a separate national identity. A nine-month-long war

gave them the desired identity in 1971. So language is in the core of the heart of Bangladesh (Hamid, 2010).

2.4.2 Language Issues in the Post Independent Bangladesh

At the dawn of independence, the national language policy was "promotion of Bangla for national identity". The policy presented Bangladesh as a monolingual Bangla-speaking country (Hamid, 2010). It was decided to keep balance between Bangla and English in educational policy. In 1999, the University of Dhaka introduced a foundation course on English for the first year undergraduate students. A same course was offered on Bangla to keep the balance. Without promoting Bangla no public institution could promote English (Hamid, 2000).

The use of English was becoming deteriorated as people perceived that English learning is less important in the newly formed country (Hamid, 2010). There was a tremendous decline in English language proficiency in the national level in the post independent decade (BERRI 1976 as cited in Hamid 2010). This deficiency created the scope of stablishing private English-medium schools in the late 1970s and in the early 1980s when national English proficiency had almost been fallen down (Hamid, 2010). The popularity of English-medium school is increasing with the course of time and the number of school is also increasing as a result throughout the country.

After the independence, in 1972, the constitution recognized the importance of English. It also emphasized on teaching and learning English but in reality, English has lost its identity as a second language. Bangla had taken over many of its function. But this view is argued and believed that Bangla did not have the position of taking over the functions of English (Hamid,

2010). For instance, Chowdhury (2001) stated that for higher education, textbooks were written in English. It was impossible to translate them into Bangla within the short period of time. So the national language Bangla could not take over the function of English in this sector.

2.4.3 National Curriculum and English Proficiency

For the tremendous deterioration of English, government realized the necessity of developing national English language proficiency. In the 1990s, English became a compulsory subject from Grade one. Previously, English was introduced in Grade three (Hamid, 2010). So English became compulsory from Grade-one to Grade-Twelve (Earling, 2017).

> By replacing the literature and grammar based English curriculum, communicative language teaching (CLT) was introduced. In the late 1990s, government started the English Language Teaching Improvement Project with the direct assistance from the Department for International Development of the British government. The project planned to implement the CLT by providing CLT training to the secondary school teachers and developing new English textbooks according to CLT (Hamid, 2010).

Even after almost a decade English language teaching and learning has not attain the benefit of CLT because a-thirteen-day training is not sufficient to develop the knowledge of the teachers and to make them able to teach according to CLT. Moreover, the majority of English teachers are yet not trained (Farooqi, 2008; Hamid, 2009; Hamid & Baldauf, 2008).

The outcome of English language teaching and learning through CLT over the last decade has been examined. It should have a significant impact on students' English language proficiency. If national school-leaving examination can be considered as an indicator, the situation is depressing. CLT could not bring any changes in the passing rate of English. Previously, the highest number of students would fail in English in their school-leaving examinations and they still do. Over and above, under the present curriculum, only minimal functional competence is being achieved by the successful students even (Hamid & Baldauf, 2008).

Though all the four skills: listening, speaking, reading and witting should be practiced according to CLT only reading and writing skills are being practiced in the schools in Bangladesh. The textbooks contain listening and speaking exercises but those are avoided by almost all the schools. Insufficient technological support (Haq, 2004; Hossain, 2009) and less proficient teachers (Hossain, 2009) are responsible for this fact. Another factor is universities require reading and writing proficiencies for admission tests. This factor also holds the attention towards these two skills only.

2.4.4 National Failure in Learning English

After twelve years of compulsory English learning under national curriculum, the nation still lack of desired English language proficiency. Though English is largely recognized for its instrumental value the monolingual character of the nation does not

influence people to achieve English proficiency. People do not need to use English for internal communication (Hamid, 2010).

The adverse socio-cultural condition of Bangladesh does not provide adequate support in learning English (Resnick, 1993).

The state policy and planning holds the principal causes of the failure in ELT in Bangladesh. The over emphasis on Bangla in 1970s constrained the growth of English language proficiency. It causes the lack of resources when emphasis was given on English in the 1990s. The policy of expanding English language teaching and learning is not justified by the resources of the state (Hamid, 2010).

Allen (1994) argued that a significant misapplication of human resources and money is represented by the present state of English language in Bangladesh.

2.4.5 The Social Consequences of the Failure

The failure of national policy not only impacts on the education but also has a great social consequence. English is making some people wealthier by earning money with English on one hand it also broadens the distinctions among social classes on the other (Hamid, 2010).

As English is not taught properly and sufficiently in schools, students go for outside school private tuition (Hamid, Khan, & Sussex, 2009). It costs a handsome amount of money. In urban as well as rural areas, this private tutoring is being practiced. In a study, Hamid, Sussex, and khan (2009) show that 75% students of a rural sub district of Bangladesh attend private tuition in English. This practice is derived by mainstream teachers in a large number. Teachers

from other institutions and even non teachers are also involved in private tutoring in English, PT-E (Hamid, Khan, & Sussex, 2009). In Bangladesh, English language learning centers, coaching centers, private tuitions, and English-medium schools are increasing in a remarkable number though their qualities are still questioned (Hamid, Khan, & Sussex, 2009). It has become a business in which a huge amount of money is poured every year.

As a consequence, learning English became expansive. So it is confined into the wealthier families who can afford extra money for private tuition of English for their children (Hamid, 2010). Higher class people are sending their students to the English-medium schools which cost excessively. Poor parents or lower class people cannot help their children providing extra classes or by sending to the English-medium schools. As a result, their proficiency levels do no develop. Though English is compulsory for the students of the whole country it became the language of elite class people (Hamid, 2010).

As English proficiency is needed to get jobs in both public and private sectors, and to take admission in universities (Hamid, 2010) people are largely dependent on after school classes. It became a part of education, social belief and culture (Hamid, Khan, & Sussex, 2009).

2.5 English in Bangladesh and the other Asian Countries: An overview

From the above detailed discussion, it is seen that the position of English in Bangladesh is almost same as the position of English in the other countries of Asia-Pacific region in a number of ways:

- Governments have taken policies, revised English curriculum to facilitate national English language proficiency

- English is introduced in the elementary levels of schooling

- Curriculum of English language is not fully followed by the schools

- In schools, emphasis is given on reading and writing skills mostly

- Teachers are not efficient enough to implement the government policies

- Teacher education and trainings are very much needed

- English became a matter of business; a huge amount of money is being spent after English education

- Social classes are being broaden

- The demand of English is increasing day by day all over the Asia; English proficiency impacts on education, career, business, and even on social status.

Countries of Asia-Pacific region including Bangladesh are going through an outbreak of English fever. As English has spread across the world as a global language, the governments of low proficiency countries are taking policies to upgrade their language curriculums and policies (Tsui & Tollefson, 2007). These upgrading give English larger space in the national curriculum such as where English was an optional subject became compulsory, or considering the principle "the earlier, the better", English is introduced in earlier grades (Medgyes, 2005).

2.6 Definitions of Learning Strategy

Linguists attempted to define strategies in numerous ways. Rubin (1975) provided an early definition of strategies where strategies are defined as "techniques" or "device" which are used by learners to "acquire knowledge" (see Griffiths, & Oxford, 2014, p. 1). O'Malley et al. (1985) came up with a definition which is inspired by the definition of Rigney (1978) where they defined strategies as procedures which help acquisition, retrieval, retention, and performance. Some other terminologies are used instead of learning strategy such as "learning behavior" (Politzer & Macaro, 2006), "tactic" (Seliger, 1984) (see Griffiths, & Oxford, 2014, p. 2).

2.7 Definitions of Language Learning Strategies

The term "learning strategy" has been introduced by Anna Uhl Chamot(1987, p.71) and explained it as " techniques, approaches or actions that learners take deliberately in order to facilitate the learning and recall of both linguistic and content area information." Wenden (1987, p.6) termed it as "learner strategy" and Oxford (1989 p.3) who has special interest in language learning strategies used the term as "language learning strategies" and came up with a broader definition of language learning strategies as " specific actions, behaviors, steps or techniques students use – often consciously -- to improve their progress in apprehending, internalizing , and using the L2". Another comprehensive definition was given by Oxford, Ehrman and Lavine (1990), "… the general approaches students are predominantly disposed to use in order to learn a new language" (p.69). Brown (2000) marked language learning strategies as "specific attack" that a learner employs on a given problem.

2.8 Classification of Language Learning Strategies

Language learning strategies (LLS) has been classified by many scholars depending on their researches. A number of classifications have been found:

2.8.1 Wenden's Classification

In her research (1983), Wenden studied on adult foreign language learners' use of strategies. The following three general categories are identified by her whom she calls as self-directing strategies:

a. Knowing about language and relating to what language and language learning involve

b. Planning relating to the 'what' and 'how' of language learning.

c. Self-evaluation. It's about the learning progress and outcome of the learning.

This classification was considered as a basic framework for the later EFL learner's training.

2.8.2   Dansereau's Classification

Dansereau (1985) divided language learning strategies into two categories:

  a. **Primary Strategies**, related to learning material management and
  b. **Support Strategies,** related to ensure a perfect learning environment also related to cope with frustrations, fatigue, and distractions.

   Oxford's two broad categories are parallel to Dansereauw's two categories.

2.8.3 Rubin's Classification

Rubin (1987) proposed a classification scheme according to the criteria of whether the strategy contributes directly or indirectly to learning. She also proposed a number of subgroups.
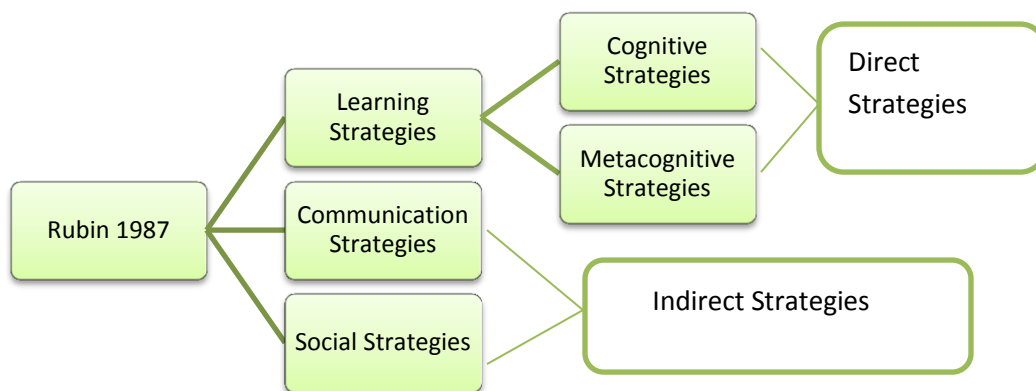
Figure 1: Rubin's (1987) Classification Model

She talks about three major types of strategies under direct and indirect strategies:

a. **Learning strategies:** According to Rubin, Learner strategies affect directly on learning and the development of the language system is also influenced by these strategies (Rubin 1987:23). She categorizes language leaning strategies into further two groups and these groups contribute directly to the language learning system. They are:

   i. **Cognitive Strategies:** guessing/inductive inferencing, deductive reasoning, clarification/verification, practice (imitation, rehearsal, repetition, experimentation, attention to detail etc.), monitoring, and memorizing.

   ii. **Metacognitive Strategies:** includes processes like planning, setting goals, prioritizing, and self-management.

b. **Communication Strategies:** conducting a conversation, clarifying speaker's original intention or getting the speaker understood. These processes contribute indirectly in language learning system.

c. **Social Strategies**: includes the processes and activities through which learners practice their knowledge. These are also included into indirect language learning strategies.

2.8.4   Oxford's Classification

Oxford's (1990) language learning strategies classification model is more detailed and comprehensive than the other classification models which were proposed earlier (Jones, 1998). Oxford has divided language learning strategies into two main categories: direct strategies and indirect strategies. Language learning strategies which are directly involved to the development of language learning are labelled as direct strategies by Oxford and language learning strategies which provide indirect support are called indirect strategies. These two major categories are also divided into subgroups.
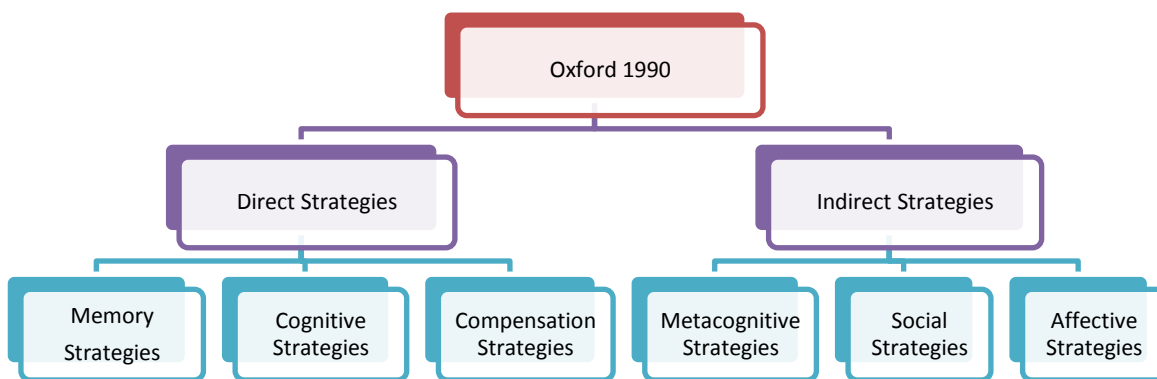
Figure 2: Oxford's (1990) Classification Model

a. **Direct Strategies:** According to Oxford (1990), direct strategies include memory strategies, cognitive strategies and compensation strategies.

  i. **Memory Strategies:** Meaning is the principal of memory strategies. To store and retrieve new information, learners adopt many steps or techniques which are known as memory strategies. These techniques have to be personally meaningful and have to contribute to the development of language learning. These strategies include employing action, applying images and sounds, creating mental linkage etc. Oxford's example of memory strategies is to use new English words in a sentence to remember them (Oxford, 1990, p 294).

  ii. **Cognitive Strategies:** Analyzing and reasoning, practicing, creating structure for input and output, receiving and sending messages are included into cognitive strategies. The main aim of these strategies is manipulating o transforming target language. An example of cognitive strategies is trying to talk like native English speakers (Oxford, 1990, p 295).

  iii. **Compensation Strategies:** With the limited knowledge of new language, learners can produce more language output by using compensation strategies. In listening and reading, guessing is a compensation strategy. An example is making guesses to understand new English words (Oxford, 1990, p 295). Compensation strategies help to enhance individual linguistic repertoire. There are ten specific types of compensation strategies (Lavasani & Faryadres, 2011):

  1. Approximation

  2. Circumlocution

  3. Word coinage

  4. Use of all-purpose words

5. Nonlinguistic signals

6. Prefabricated patterns

7. Literal translation

8. Code-switching

9. Stalling or time gaining strategies

10. Appeal for help

(see Paul, 2011)

b. **Indirect Strategies:** According to Oxford (1990), indirect strategies include metacognitive strategies, affective strategies, and social strategies.

    i. **Metacognitive strategies:** Actions which go beyond purely cognitive devices are metacognitive strategies. To coordinate own learning process, metacognitive strategies provide ways to the learners (Oxford, 1990, p.137). Language learning activities like arranging and planning, evaluating, monitoring errors are some metacognitive strategies. Paying attention when someone is speaking English is an example of metacognitive strategies (Oxford, 1990, p.296).

    ii. **Affective Strategies:** it is related to learners' emotions, attitudes, values and motivations. Learners can control their emotional feelings using affective strategies. According to Oxford (1990), good language learners can control their emotions and attitudes. Oxfords example of affective strategies is: "I encourage myself to speak English even when I am afraid of making mistake" (Oxford, 1990, p.296).

iii. **Social Strategies:** how learner use the target language with the natives is the area of social strategies. These include cooperating with others, asking questions, empathizing with others etc. An example is trying to learn about the cultures of English speakers (Oxford, 1990, p.296).

2.8.5 O'Malley and Chamot's Classification

On the basis of interviews with novices and experts with theoretical analysis of reading comprehension and problem solving, O'Malley and Chamot (1990) proposed a language learning classification which is classified into three categories: cognitive strategies, meta-cognitive strategies and affective or social strategies.
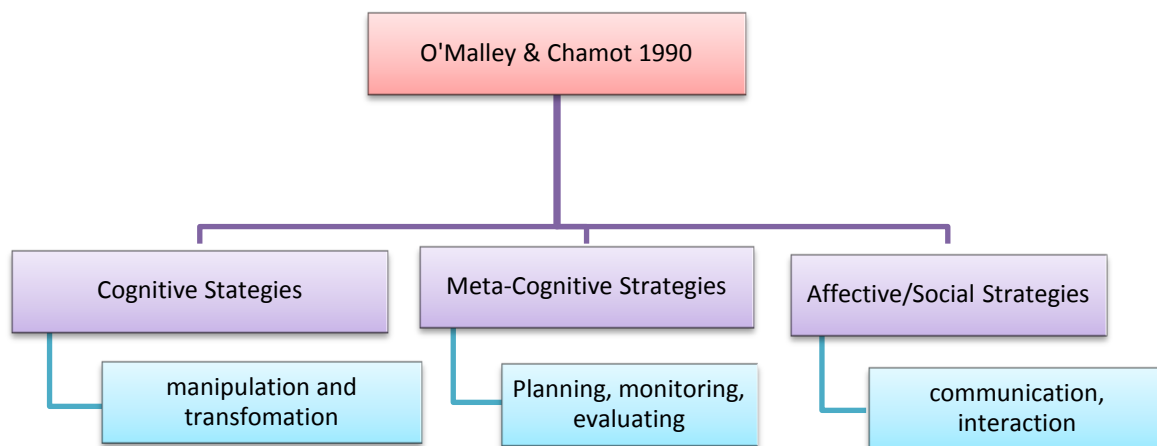
Figure 3: O'Malley and Chamot's (1990) Classification Model

a. **Cognitive Strategies:** manipulation and transformation of the information into the target language. Occurs through repetition, deduction, resourcing, grouping, auditory representation, imagery, key word method, note taking etc.

b. **Meta-Cognitive Strategies:** it is about learning and controlling learning. It involves planning (functional planning, directed attention, selective attention, and self-management), monitoring (checking, verifying and correcting), and evaluating the language learning activity.

c. **Social/Affective Strategies:** learners use social/affective strategies when they communicate with others. The ways of interaction and communication of the learner with other people ae mainly social strategies.

2.8.6 Cohen's Classification

Cohen (2000) defined language learning strategies as processes consciously used by language learners. He divided language learning strategies into four groups: cognitive strategies, meta-cognitive strategies, affective strategies, and social strategies.
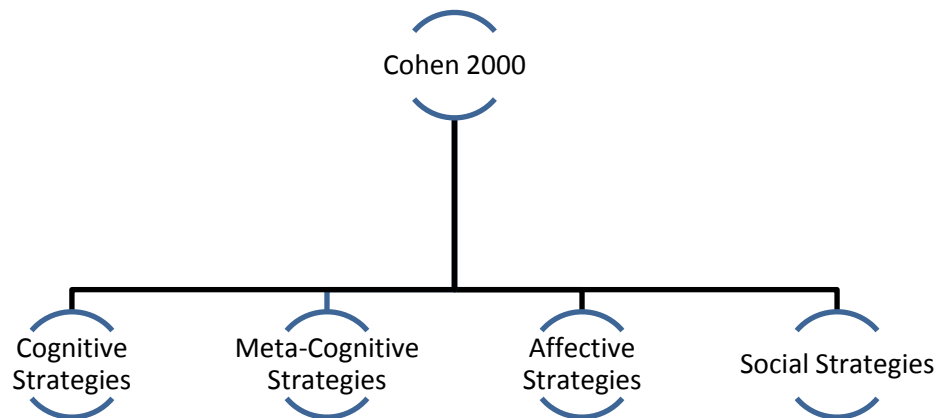
Figure 4: Cohen's (2000) Classification Model

a. **Cognitive Strategies**: According to Cohen (2000), identification, grouping, rehearsal, comprehensions are some cognitive strategies of language learning.

b. **Meta-Cognitive Strategies:** pre-assessment, preplanning, planning, organization, evaluation and post evaluation are meta-cognitive strategies of Cohen's (2000) classification.

c. **Affective Strategies:** Affective strategies enable learners to control emotion, anxiety, and self-encouragement. These strategies help language learner to gain control over emotion, motivation, and attitudes.

d. **Social Strategies:** Social strategies encompass the actions used by the learners to interact with native speakers. It includes clarification, cooperation, and communication.

2.8.7 Classification of Language Learning Strategies in Strategy Inventory for Language Learning (SILL)

The most complete and comprehensive classification of language learning strategy is developed by Rebecca L. Oxford titled Strategy Inventory for Language Learning (SILL). The ESL/EFL version of the SILL is at present widely used by the researchers all over the world (Oxford, 1996). The SILL is classified into six groups based on Oxford's (1990) language learning strategies classification:

1. **Memory Strategies:** creating a mental linkage, reviewing in a structured way, applying images and sounds etc.

2. **Cognitive Strategies:** reasoning, analyzing, translating, transforming etc.

3. **Compensation Strategies:** guessing, using gestures, using a synonym or description, code switching etc.

4. **Metacognitive Strategies:** setting goals, planning, monitoring, evaluating etc.

5. **Affective Strategies:** self-encouragement, self-reward etc. (anxiety reduction strategies)

6. **Social Strategies:** cooperating with others, asking questions, becoming culturally aware etc.

2.9 Language Learning Strategies Classification: A Closer Look

A number of scholars classified language learning strategies in a number of ways. There are similarities as well as dissimilarities among the classifications. Rubin (1987) classified language learning strategies into two main groups: direct and indirect strategies. She subsumed cognitive and metacognitive strategies into direct strategies and communication and social strategies into indirect strategies whereas, Oxford (1990) classified LLS into two major groups: direct and indirect like Rubin but she subsumed three categories into direct strategies: memory, cognitive and compensation strategies are also subsumed three more categories into indirect strategies: metacognitive, affective and social strategies. Rubin proposed clarification/verification and monitoring are direct strategies while Oxford argued that clarification/verification is indirect social strategy and monitoring belongs to indirect metacognitive strategy.

Dansereau (1985) also classified LLS into two main categories like Rubin (1987) and Oxford (1989). But no subgroup is mentioned by Dansereau. Densereau put emotion related strategies like self-encouragement, managing frustration in support strategies while oxford created a separate category for these strategies known as affective strategies under the main category indirect strategies.

In comparison to the classifications of O'Malley and Chamot (1995) and Oxford (1990), it is found that the metacognitive strategies are same in both O'Malley and Chamot's (1995) classification and Oxford's (1990) classification but oxford's cognitive and memory strategies are combined into O'Malley and Chamot's cognitive strategies. Likewise, in Oxford's classification, social strategies and affective strategies are two separate categories whereas O'Malley and Chamot put social strategies and affective strategies into one single category.

2.10   Variables that Influence the Use of Language Learning Strategies

Learners' uses of language learning strategies are influenced by a number of variables. Reasons for studying the language, career orientation, learners' motivational level, proficiency, nationality, achievement, culture, major subjects of study, learning context are remarkable among them. Many researches have been conducted and it has been found that above mentioned factors are responsible to influence learners' use of language learning strategies (Paul, 2011)

2.11 Language Learning Strategies and Proficiency

According to Green and Oxford (1995), the higher level students use strategies remarkably more frequently than the lower level students. The positive interrelation between frequency and successful TOFEL scores has also been found by Dreyer and Oxford (1996). Park (1997) also states that proficient learners use more strategies. It was noticed by Kyungsim and Leavell (2006) in their study that active strategy users made faster progress than the participants who used strategies less often. Therefore, numerous strategies discovered that there is a positive interrelation between successful strategy users and successful language learners.

Chapter Three

Research Methodology

This chapter discusses the background of the research, participants and settings, research instruments and data collection procedure.

3.1 Background Information

It is previously discussed that in spite of making English a compulsory subject from Grade One to Grade Twelve, our students' English language proficiency is still bellow standard. After twelve years of studying language proficiency does not develop because the language policies are not applying properly in the schools. Research studies found that teachers' proficiency is one of the main causes behind it (Hamid, 2010; Nunan, 2003).

It is also found in research that language learning becomes fruitful when the teaching becomes learner centered (Bada & Yapici) The success rate of learner centeredness is an accepted belief now. Learner centeredness is included into the language policy and planning of Bangladesh. But it is not being practiced in the schools in Bangladesh. So learners' English language proficiency is not developing. For this reason, the outcomes of the national language policy cannot be enjoyed. To make the lesson learner centered, it is prerequisite to know the learning strategies of the students. But very few research works have done on this issue in Bangladesh. It is even fewer for primary and high school levels.

As primary school students are too little to be aware of LLS (Language Learning Strategies), this study targets the secondary level students' specially students of Grade six and

Grade seven. As Hamid (2010) states that after entering into high school, students still get five years to develop their English language proficiency, this research aims at measuring awareness of LLS used by secondary school students and tries to make a preference list of their language learning strategies.

3.2 Nature of the Study

To meet the objectives, the study needed both quantitative and qualitative data collection method. From quantitative data collection, a preference list of language learning strategies has been developed. Qualitative data helps to measure the awareness of language learning strategies among the secondary level students.

3.3 Participants and Settings

Students of grade six and grade seven were the target participants of the study. The age range was 11 years to 13 years. 50 students from different schools took part in the quantitative data collection process of the research. In the qualitative part, 12 students were randomly selected for interview from 50 participants. All the students were from Bangla medium background.

3.4 Quantitative Data Collection

In this part, instrument of the quantitative data collection, description of the instrument, validity of the instrument, and procedure of quantitative data collection is presented.

3.4.1 Instrument for Collecting Quantitative Data

For quantitative part, a language learning strategy questionnaire adopted from Oxford, 1989, Version 7.0 (ESL/EFL), titled *Strategy Inventory for Language Learning (SILL)* was used for the study. The questionnaire contained 50 items which were divided into 6 parts. It was in brief and written in English. The questionnaire required participants to respond by selecting among five alternatives: "Never or almost never true of me", "Usually not true of me", "somewhat true of me" and "Always or almost always true of me". The questionnaire was translated into Bengali so that participants feel comfort to response.

3.4.2 Questionnaire for Collecting Quantitative Data

To collect a large amount of data from a huge number of participants, the easiest and cheapest way is questionnaire. In quantitative study, usually the questionnaire contains close ended structured questions which allows participants according to Seliger and Shohamy (1989) to check agreements or disagreements, to mark responses or to select among a number of alternatives (as cited in Paul, 2011). The description of the questionnaire used in this study (Strategy Inventory for Language Learning, SILL, Oxford, 1989) is discussed below:

Part A of the questionnaire:

This part deals with memory strategies. There are 9 questions included into part A, all of which are related to memory strategies. Memory strategies refer to grouping, rhyming, applying sounds and images, creating mental linkage.

Part B of the questionnaire:

This part focuses on cognitive strategies and consists of fourteen questions (10 to 23).

Cognitive strategies are reflections of deep processing such as analyzing, reasoning, summarizing, as well as general practicing.

Part C of the questionnaire:

Compensation strategies are the focus of part C of the SILL. There are six questions (24 to 29) altogether. Compensation strategies offer learners to compensate for limited knowledge (Oxford, 1996), for example, when the exact expression is not known, using synonyms and gestures to convey meaning, guessing meaning from the context in reading and listening.

Part D of the questionnaire:

This part focuses on metacognitive strategies. Nine questions (30 to 38) are included into part D. Consciously searching for practice opportunities, paying attention, planning for language tasks, monitoring errors, self-evaluating one's progress are metacognitive strategies according to Oxford (1996). Learners use these strategies to control their own cognition.

Part E of the questionnaire:

Affective strategies are the concerns of part E. This segment consists of six questions (39 to 44). Learners use affective strategies to control their emotion and to lower their anxiety. Self-reward is also a kind of affective strategy.

Part F of the Questionnaire:

Social strategies related items are included into part F. There are six questions (45 to 50) about this type of strategy. Cooperating with native speakers of the language, asking questions, and becoming culturally aware are known as social strategies.

A choice of five Linkert-scale responses is used in the SILL for each strategy. According to Oxford (1996), she has taken these response options basing on Weinstein, palmer, and Schuklte's (1987) well accepted response options of the *Learn-ing and Study Strategies Inventory.*

Oxford (1989) used these responses in her Strategy Inventory for Language Learning (SILL) questionnaire according to the following sequence:

1. Never or almost never true of me

2. Usually not true of me

3. Somewhat true of me

4. Usually true of me

5. Always or almost always true of me

3.4.3 Psychometric Qualities (reliability and validity) of the Questionnaire

Oxford (1996) stated about the psychometric qualities of the SILL. Usually psychometric qualities are measured in terms of reliability and validity. According to Oxford (1996), "reliability refers to the degree of precision or accuracy of scores on an instrument." And "validity refers to the degree to which an instrument measure what is purports to measure."

Oxford (1996) mentioned a number of strategy inventory instruments such as Bedell (1993), Hung (1984), Huang and Van (1987), Pardon and Waxman (1988), Chamot, O'Malley, Kupper, &Impink-Hernandez (1987), McGroatry (1987), Politzer and McGroarty (1985) and asserted that reliability and validity data can be found for only few of these instruments. This reason exhorted her to develop the SILL. We can hardly put faith in the results of the research if the psychometric properties (reliability and validity) of the instrument have not been explored (Oxford, 1996).

About the psychometric qualities of SILL, Oxford (1996) states that the most reliability index, Cronbach alpha, a measure of internal consistency, was chosen for her Strategy Inventory for Language Learning questionnaire. Oxford (1996) claims the high reliability of the ESL/EFL SILL as it is substantiated by a number of research studies in many countries (China, Taiwan, Japan, Korea, island of Puerto Rico). It is found from the research woks that the average range of Cronbach alpha is .91 to .95.

To prove the validity of the SILL Oxford (1996) evidenced a number of studies: oral language proficiency test (Chang, 1991), general language proficiency tests (Green & Oxford, 1992; Rossi-Le, 1989; Wen & Johnson, 1991; Philips, 1990,1991), grades in a language course (Mullin, 1991), proficiency self-rating (Chang, 1991; Oxford & Nyikos, 1989; Watanabe, 1990), professional language career status (Ehrman & Oxford, 1989) and language achievement test directly related to course content (Oxford, Park-Oh, Ito, & Sumrall, 1993a, 1993b, see Oxford, 1996). All the aforementioned studies prove the relationships between language performance and strategy use of the ESL/EFL SILL. Oxford believes that these are the strongest evidences to claim the validity of the Strategy Inventory for Language Learning (SILL).

3.4.4 Quantitative Data Collection Procedure

Data had been collected through the proper authority. Permissions had been taken from the principals of the schools beforehand. Before collecting data, the purpose of the study was explained to the students. They were ensured that the personal information will not be disclosed and they did not have to provide their names or roll numbers.

3.4.5 Pilot Study

A pilot survey was conducted before administrating the final data collection procedure to find out the loopholes of the questionnaire and to get a primary experience. This study really helped to improve my performance with the participants who were sensitive enough as they were younger in age. The greatest result which was found from the pilot study is students were getting nervous to see a large number of questions written in English which they needed to response. As they were too young to have enough English proficiency, a 50-item questionnaire was scaring to them. So I felt urge to translate the questionnaire into Bangla so that the participants felt comfort and desired data could be collected. Finally, I translated the Strategy Inventory for Language Learning (SILL) questionnaire into Bangla.

3.4.6 Administering the Final Questionnaire

The data was collected at three different high schools. The goal of the study was explained beforehand and the nature of the questionnaire was also explained thoroughly. Students were clarified what language learning strategy means. The alternatives were also

illustrated clearly as "Never or almost never true of me" means that the statement is very rarely true of you, "Usually true of me" means that the statement is true less than half the time, "Somewhat true of me" means that the statement is true of you about half the time, "Usually true of me" means that the statement is true more than half the time, and "Always or almost always true of me" means that the statement is true of you almost always. After that they were given the questionnaire.

It took approximately 25 minutes in every school to describe the purpose of the study, to brief the responses of the questionnaire, and to give instruction how they were going to handle the questionnaire along with the introduction. Approximately 35 to 40 minutes were taken by the students to submit their responses after distributing the questionnaire. This time Bangla questionnaire was given and it was noticed that students were more comfortable with it. Confusions were handled with care, if they faced any. When the participants were providing their responses, I tried to provide necessary support by moving participant to participant.

3.5 Qualitative Data Collection

Instrument of qualitative data and the procedure of collecting qualitative data are discussed in this section.

3.5.1 Instrument for Collecting Qualitative data

For qualitative part, a questionnaire was prepared. It was a one-to-one interview session. There were four open ended questions. Questions were asked in Bengali and participants were allowed to answer in Bengali so that they could express their opinion freely.

3.5.2 Questionnaire for collecting Qualitative Data

The objective of the qualitative study was to find out if the secondary school students of Bangladesh are aware of language learning strategies or not. Four relevant open ended questions were prepared. The questions were according to their age level: comprehensible and easy to answer, and of course in Bengali. The following questions were asked to the participants:

1. How do you feel about learning English?

2. How did you know about Language Learning Strategies? Did you know it before?

3. Do you use any Language learning strategies? What are they?

4. After this discussion how do you feel about using Language Learning Strategies?

3.5.3 Qualitative Data Collection Procedure

This session was conducted after the quantitative data collection session. As they have passed through the quantitative data collection session earlier, no formal introduction was needed. They had already known the purpose of the research. They were also introduced with the language learning strategies before attending the quantitative data collection session. As the interviewer was the same person who attended them when they were providing responses of the quantitative questionnaire, most of them did not get nervous. 12 participants were randomly selected for this session. All the participants were asked the same questions.

It was not possible to get a separate room for conducting the interview session. Teachers' tables and chairs which were placed in front of the classes in every school were used as interview place. The discussion was in low voice so that the other participants could not be influenced from the answers of the previous interviewees. Some jolly questions were asked as ice breaking

sessions like, how are you today? Have you done your breakfast? Or, your wrist watch is nice. Who has bought it for you? After breaking the hesitation, I moved to the research questions. The participants were not influenced while they were answering. The interview session was like a discussion. As they were young learners, formal interviews might be scaring to them. Enough time was given to think. The interviews were recorded by an electronic device.

Chapter Four

Data Analysis and Findings

This chapter will present findings of the collected data, data analysis and the results of the study. Quantitative and qualitative data analysis and findings are discussed separately.

4.1 Quantitative Data Analysis and Findings

In quantitative analysis, the frequencies and the percentages of responses for each item are calculated. The findings of each part of the questionnaire are analyzed sequentially. After that, a preference list of language learning strategies of the secondary school students of Bangladesh is prepared according to the responses.

4.1.1 Findings and Analysis of Part A

Part A deals with memory strategies. Memory strategies involve creating mental linkage, reviewing in a structured way, applying images and sounds etc. The percentages of the frequencies are given below:

Table: 1: Use of Memory Strategies

Item No.	Options ⟶ Strategy ↓	Never or almost never true of me (%)	Usually not true of me (%)	Somewhat true of me (%)	Usually true of me (%)	Always or almost always true of me (%)
1	I think of relationships between what I already know and new things I learn in English	2	0	74	10	14
2	I use new English words in a sentence so I can remember them	12	18	32	12	28
3	I connect the sound of a new English word and an image or picture of the word to help remember the word	26	8	32	18	16
4	I remember a new English word by making a mental picture of a situation in which the word might be used	16	14	24	22	24
5	I use rhymes to remember new English words	34	24	16	20	6
6	I use flashcards to remember new English words	36	24	8	4	4
7	I physically act out new English words	20	14	24	26	14
8	I review English lessons often	0	6	30	12	52
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign	6	20	22	28	24

In table 1, it is seen that item no 8 "I review English lessons often" is the mostly used strategy which is always or almost always used by 52% students. 30% students use the strategy about 50% time and 12% students use it regularly. After item no 8, item no. 2, 4 and 9 are the

commonly used strategies. On the other hand, item no. 5 and 6 are rarely used strategies of table 1. Among the memory strategies, most preferred items are:

- I review English lessons often.

- I use new English words in a sentence so I can remember them.

- I remember a new English word by making a mental picture of a situation in which the word might be used.

- I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

4.1.2 Findings and Analysis of Part B

This section shows the percentages of the use of cognitive strategies. Cognitive strategies are reasoning, analyzing, translating, transforming etc.

Table: 2 Use of Cognitive Strategies

Item No	Option ——→ Strategy ↓	Never or almost never true of me (%)	Usually not true of me (%)	Somewhat true of me (%)	Usually true of me (%)	Always or almost always true of me (%)
10	I say or write new English words several times	2	4	10	18	66
11	I try to talk like native English speakers	0	4	34	26	36
12	I practice the sounds of English	2	6	20	22	50
13	I use the English words I know in different ways	2	8	34	22	34
14	I start conversation in English	6	24	44	20	6
15	I watch English language TV shows spoken in English or go to movies spoken in English	16	14	8	36	26
16	I read for pleasure in English	2	4	20	26	46
17	I write notes, messages, letters, or reports in English	10	4	34	24	26
18	I first skim an English passage (read over the passage quickly) than go back and read carefully	2	4	20	20	52
19	I look for words in my own language that are similar to new words in English	10	2	36	20	30
20	I try to find patterns in English	10	14	38	26	10
21	I find the meaning of an English word by dividing it into parts that I understand	2	2	20	20	56
22	I try not to translate word-for-word	34	26	24	6	8
23	I make summaries of information that I hear or read in English	40	14	18	18	8

Item no 10 "I say or write new English words several times" is the most preferred strategy among the cognitive strategies documented by the participants. Nearly 70% students use this strategy always or almost always. Total usage of item no. 10 is 94%. After the item no. 10, item no.12, 16, 18 and 21 are most preferred strategies listed in table 2. More than 50% students use these 3 items always or almost always. In table 2, average used strategies are item no. 11, 13, and 19.

According to collected data, most preferred cognitive strategies are:

- I say or write new English words several times

- I practice the sounds of English

- I first skim an English passage (read over the passage quickly) than go back and read carefully

- I find the meaning of an English word by dividing it into parts that I understand

- I read for pleasure in English

4.1.3 Findings and Analysis of Part C

Part C of the SILL contains compensation strategies. There are six strategies listed in this section altogether. Compensation strategies involve guessing, using gestures, using a synonym or description, code switching etc. The percentages of the use of compensation strategies by the participants are given in the table below:

Table: 3: Use of Compensation Strategies

Item No	Option ⟶ Strategy ↓	Never or almost never true of me (%)	Usually not true of me (%)	Somewhat true of me (%)	Usually true of me (%)	Always or almost always true of me (%)
24	To understand unfamiliar words, I make guesses	6	6	24	26	38
25	When I can't think of a word during a conversation in English, I use gestures.	6	10	48	16	20
26	I make up new words if I do not know the right ones in English	12	26	28	18	14
27	I read English without looking up every new word	14	22	26	20	18
28	I try to guess what the other person will say next in English	4	4	24	30	38
29	If I can't think of an English word, I use a word or phrase that means the same thing	12	10	26	26	26

In table 3, it is seen that all the strategies are average used strategies. Among these, item no. 24 and 28 are mostly used. 38% students use the strategies always or almost always. 72% - 76% students use compensation strategies which is average in comparison to other categories.

The most preferred compensation strategies are:

- I try to guess what the other person will say next in English.

- To understand unfamiliar words, I make guesses.

4.1.4 Findings and Analysis of Part D

Part D deals with metacognitive strategies. Setting goals, planning, monitoring, evaluating, etc. are known as metacognitive strategies. The percentages of the use of metacognitive strategies are listed below:

Table: 4: Use of Metacognitive Strategies

Item No Option → Strategy ↓		Never or almost never true of me (%)	Usually not true of me (%)	Somewhat true of me (%)	Usually true of me (%)	Always or almost always true of me (%)
30	I try to find as many ways as I can to use my English	0	2	4	38	56
31	I notice my English mistakes and use that information to help me do better	2	0	18	20	60
32	I pay attention when someone is speaking in English	0	0	2	18	80
33	I try to find out how to be a better learner of English	0	4	6	14	76
34	I plan my schedule so I will have enough time to study English	2	2	22	46	28
35	I look for people I can talk to in English	6	14	38	10	30
36	I look for opportunities to read as much as possible in English	2	0	18	36	42
37	I have clear goals for improving my English skills	0	6	20	24	48
38	I think about my progress in learning English	0	10	18	26	44

In table 4, it is seen that item no. 30, 31, 32 and 33 are highly preferred strategies by the language learners in which item no. 32 and 33 are always and almost always used by almost 80% students and item no. 30 and 31 are always or almost always used by nearly 60% students.

From table 4, most preferred metacognitive strategies are:

- I pay attention when someone is speaking in English.

- I try to find out how to be a better learner of English.

- I notice my English mistakes and use that information to help me do better.

- I try to find as many ways as I can to use my English.

4.1.5 Findings and Analysis of Part E

Affective strategies are listed in part E. Anxiety reduction strategies are known as affective strategies such as self-encouragement and self-reward.

Table: 5: Use of Affective Strategies

Item No.	Option ———→ Strategy ↓	Never or almost never true of me (%)	Usually not true of me (%)	Somewhat true of me (%)	Usually true of me (%)	Always or almost always true of me (%)
39	I try to relax whenever I feel afraid of using English	2	4	14	16	62
40	I encourage myself to speak English even when I am afraid of making a mistake	2	0	6	24	68
41	I give myself a reward or treat when I do well in English	4	6	6	14	66
42	I notice if I am tense or nervous when I am studying or using English	6	22	30	14	22
43	I write down my feelings in a language learning diary	30	28	20	6	14
44	I talk to someone else about how I feel when I am learning English	12	22	28	14	24

Table 5 shows that item no 39, 40 and 41 are mostly used strategies of this list. More than 60% students use these strategies always or almost always. Other strategies of this list are less preferred by the learners. Most preferred affective strategies are:

- I encourage myself to speak English even when I am afraid of making a mistake.

- I give myself a reward or treat when I do well in English.

- I try to relax whenever I feel afraid of using English.

4.1.6 Findings and Analysis of Part F

Cooperating with others, asking questions, becoming culturally aware etc. are considered as social strategies. Uses of social strategies by the participants are given below:

Table: 6 Use of Social Strategies

Item No.	Option ———→ Strategy ↓	Never or almost never true of me (%)	Usually not true of me (%)	Somewhat true of me (%)	Usually true of me (%)	Always or almost always true of me(%)
45	If I do not understand something in English, I ask the other person to slow down or say it again	2%	4%	12%	24%	56%
46	I ask English speakers to correct me when I talk	0%	6%	26%	16%	50%
47	I practice English with other students	0%	4%	42%	20%	32%
48	I ask for help from English speakers	2%	6%	24%	30%	36%
49	I ask questions in English	4%	8%	46%	20%	22%
50	I try to learn about the culture of English speakers	4%	6%	22%	28%	36%

In table 6, it is found that item no. 45 and 46 are always or almost always used by more than 50% students. Item no. 48 and 50 are always used by nearly 40% students.

The preference list for affective strategies is:

- If I do not understand something in English, I ask the other person to slow down or say it again.

- I ask English speakers to correct me when I talk.

- I ask for help from English speakers.

- I try to learn about the culture of English speakers.

4.1.8 Result of Quantitative Study

From the analysis of the collected data, it is found that almost all type of language learning strategies are used by the language learners of Bangladesh. Some strategies are mostly preferred while some are less preferred. The objective of the study is to find out the most preferred strategies.

4.1.9 Preference List of Language Learning Strategies

From the above analyzed data of table 1-6, a preference list of language learning strategies has been developed. 15 strategies are included in the list according to the percentage. The frequencies of all the strategies are more than 85%.

Table: 7: A Preference List of Language Learning Strategies

Serial No.	Strategy	Somewhat true of me (%)	Usually true of me (%)	Always or almost always true of me (%)	Total (%)
1	I pay attention when someone is speaking in English	2	18	80	100
2	I encourage myself to speak English even when I am afraid of making a mistake	6	24	68	98
3	I notice my English mistakes and use that information to help me do better	18	20	60	98
4	I try to find as many ways as I can to use my English	4	38	56	98
5	I try to find out how to be a better learner of English	6	14	76	96
6	I find the meaning of an English word by dividing it into parts that I understand	20	20	56	96
7	I say or write new English words several times	10	18	66	94
8	I try to relax whenever I feel afraid of using English	14	16	62	92
9	I first skim an English passage (read over the passage quickly) than go back and read carefully	20	20	52	92
10	I review English lessons often	30	12	52	92
11	I practice the sounds of English	20	22	50	92
12	I ask English speakers to correct me when I talk	26	16	50	92
13	I have clear goals for improving my English skills	20	24	48	92
14	I read for pleasure in English	20	26	46	92
15	I give myself a reward or treat when I do well in English	6	14	66	86

From the above mentioned list, it is found that item no 10 belongs to memory strategies. Item no. 6, 7, 9, 11 and 14 belong to cognitive strategies. Item no.1, 3, 4, 5 and 13 belong to metacognitive strategies. Item no. 2, 8, and 15 belong to affective strategies and item no 12 is of social strategies.
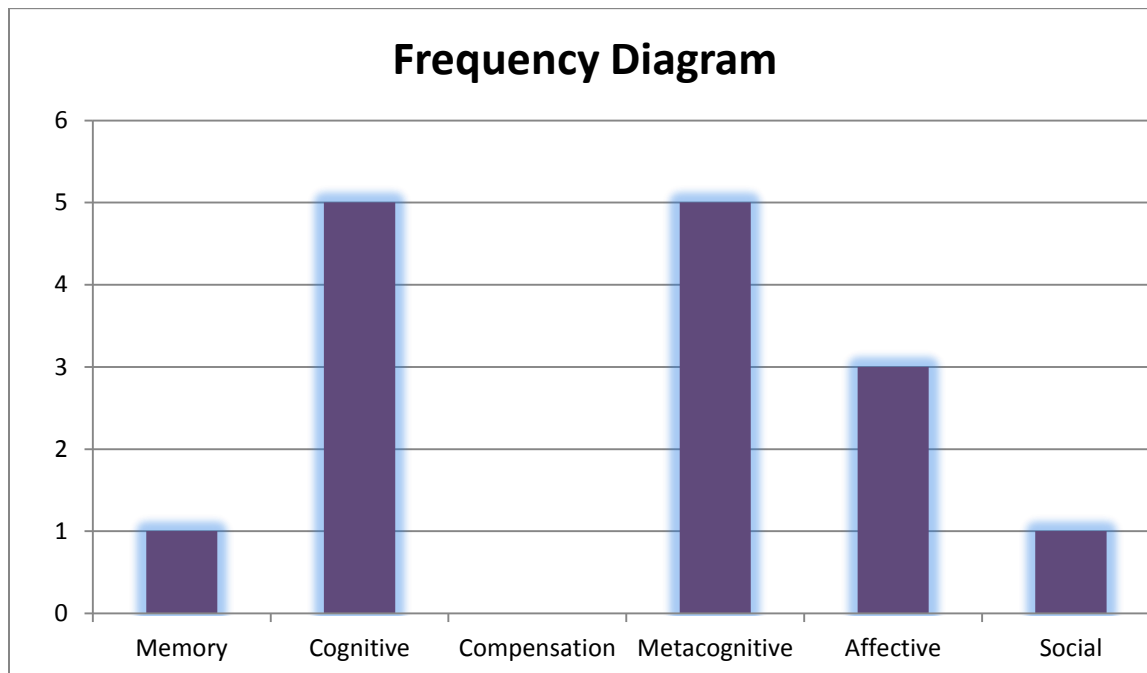
Figure 5: Preferences of Strategy Types

So, the study shows that cognitive and metacognitive strategies are mostly used by the EFL students of Bangladesh because among 15 preferred strategies, 5 items belong to cognitive strategies and 5 items belong to metacognitive strategies which are highest in number than the other types. After that, affective strategies are preferred by the students. There are 3 items of affective strategies in the preference list.

4.2 Qualitative Data Analysis and Findings

The objective of qualitative study is to measure the awareness of language learning strategies among the Bangladeshi EFL learners.

Four open ended questions were set for this part. It was a one-to-one interview session. The questions were:

5. How do you feel about learning English?

6. How did you know about Language Learning Strategies? Did you know it before?

7. Do you use any Language learning strategies? What are they?

8. After this discussion how do you feel about using Language Learning Strategies?

The questions were same for all the participants. The session was like a discussion. As they were young learners, a formal interview might be scaring to them. In the discussion, above mentioned questions were asked to every participant.

4.2.1 Findings of Question no.1

For question no. 1, 72% students said that they feel good to learn English, 18% students admitted that they are afraid of learning English, 8% are learning English because it is compulsory in school, 2% of them said that they feel good when teacher make the lessons clear.

4.2.2 Findings of Question no.2

For question no.2, all the students said that they did not know about Language Learning Strategies before. It was completely a new topic to them when they came to know about LLS before attending the quantitative questionnaire.

4.2.3 Findings of Question no.3

For question no.3, almost all the students admitted that though they did not know about language learning strategies, they used techniques for learning English. 48% students said that they utter and write the new word several times so that they can memorize it, 8% said that they read their new topic again and again to memorize the new words and sentence structures, 10% students said that they try to find out the meaning of a new English word by dividing it into parts, 3% students said that they try to guess the meaning of a new English word from the context, 7% students said that they watch English movies to learn English, 21% students do not want to develop their English language proficiency by studying a lot or by memorizing thoroughly. They want to develop their English by speaking and listening practice. They want English speaking environment which is not available in their institutions they claimed. 3% students were confused about their LLS.

4.2.4 Findings of Question no.4

For question no.4, almost all the students said that they use techniques while learning English but they did not know about LLS. 4% students were more aware than others because they expressed that it would be good to them if some better techniques were taught to them. It would help them to learn English better.

4.2.5 Result of Qualitative Study

From the findings of qualitative questionnaire, it is clear that almost all the students, most accurately 97% students are aware of language learning strategies. They employ different types of techniques while learning English. Some students are afraid of learning English. They also employ some learning techniques to learn English. It is mentionable that the students who are

afraid of learning English, most of them administered that if they were taught some techniques, learning English would be less scaring to them.

4.3. Summary of the Results of Quantitative and Qualitative study

With the detailed analysis of both quantitative and qualitative data, it is found from the study that almost all the students use language learning strategies in their process of learning English but they did not know about the term Language Learning Strategies before participating the research. This result is similar to Oxford's (1989) opinion. She claims that language learning strategies are used by language learners at all level though they might not fully aware of (see Lavasani & Faryades, 2011).

Another result found from the study is about learners' preferences of strategy type. The frequently administered techniques used by the EFL learners in Bangladesh are of cognitive and metacognitive strategy types. This result is also reliable as it is supported by some other researchers. With the prevalence of cognitive approach in 1970s, it is noticed that learners were more actively engaged in the way of language learning (Bijandi, Maftoon & Mohammadi, 2015)

4.4 Discussion

From both types of study it appears that students are aware of language learning strategies. The result of quantitative study shows that, cognitive and metacognitive strategies are highly preferred strategies among the six categories. From quantitative analysis it is found that, 5 items among 15 items of preference list are of cognitive strategies, which is 33.33% of the preference list. The result is same for the metacognitive strategies as well. There are 5 items of

metacognitive strategies in the preference list. So the percentage for both the highly preferred categories is same and the percentage is 33.33%. On the other hand, in qualitative analysis, 48% (the highest range of qualitative study) students administered that they utter and write the new word several times so that they can memorize it. This strategy is also included into cognitive strategies according to oxfords classification. The other strategies mentioned by the participants such as they try to find out the meaning of a new English word by dividing it into parts (10%), They want to develop their English by speaking and listening practice. These strategies are also included into cognitive and metacognitive strategy types. So the preference of strategy type appears same in both the qualitative and quantitative study.

Chapter Five

Conclusion

This chapter will talk about the implications of the study, limitations of the study and conclusion.

5.1 Pedagogical Implications of the Study

This study has examined the awareness of language learning strategies and prepared a strategy preference list of LLS of the secondary school students of Bangladesh. All the participants are studying under national curriculum and they are from Bangla medium background. They are the students of the mainstream education. The study suggests a number of classroom pedagogy. First of all, this study suggests that the existing memorization based teaching strategy should be changed. It should be replaced by practicing and drilling. Secondly, language learning strategy training could be included in ELT. Thirdly, as students feel comfort using cognitive and metacognitive strategies, teachers can plot their teaching taking it into consideration. Fourthly, the study reveals that English speaking environment can help the students to develop their English language proficiencies.

5.2 Limitations of the Study

The study has a number of limitations such as this study has not considered some other variables including: gender motivation, personality type and social status which possibly could overshadow the result. The study was conducted only on some private schools. If some government schools could be included, the result might be different. Furthermore, the study did not include any classroom observation. Data was collected by using questionnaire. For this

reason, it cannot firmly be said that students use all the language learning strategies they reported in the questionnaire. The study did not go for any teachers' interview. Some teachers' interview could make the result more reliable. Finally, in our country, the academic resources on this issue are awfully limited for an extensive investigation. For this reason, the research had to dependent on secondary sources.

5.3 Recommendations for Further Studies

This study only focused on grade six and grade seven students. Another research can be conducted by including all the classes of secondary level. In fact, Studies should be conducted on every level: primary, secondary and tertiary. It would be a good idea to take some teachers' interview and include class observation which will enhance the reliability and validity of the findings. It is also needed to conduct studies on language learning strategy training.

5.4 Conclusion

Language learning strategies have a great impact on second/foreign language learners … LLS can help to progress their communicative competence (Faryadres & Lavasani, 2011). So it is necessary to have a clear idea about learners' language learning strategies so that learner centered curriculums can be prepared. Many studies have been conducted in last few decades on this issue throughout the world. Paul (2011) asserted that there is no research work on the use of language learning strategies of Bangladeshi learners.

This paper studied primarily the use of language learning strategies of secondary school students in Bangladesh. The paper also tried to measure the awareness of language learning strategies among the learners. This current research work can be considered as a primary study on this issue in Bangladesh.

This study reveals which strategies are most frequently used by Bangladeshi secondary school students. This result may hugely help the teachers, the ELT practitioners, curriculum planners and material designers to incorporate proper LLS in the lessons.

Bangladesh government is spending a considerable amount of money on education sector. In 47th national budget, the highest amount of money is allocated on Education and technology sector (National Budget 2018-2019). Education policy has also been changed. CLT has introduced in the replacement of grammar and literature based English language curriculum. All these initiatives can be fruitful if the policy can be implemented in the language classrooms practically. It is the demand of time to conduct more studies on language learning strategies in Bangladesh and design the language materials according to the results of the studies. It is also highly necessary to arrange teachers' trainings so that they can incorporate LLS in their lessons and train language learning strategies to their students. Thus, language learning can be more comfortable to the Bangladeshi EFL learners which may contribute to enhance national English language proficiency.

REFERENCES

Anderson, N. J. (2005). L2 learning strategies. in E. Hinkel (ED.), *Handbook of research in Second Language Teaching and Learning,* (pp. 757-771). Mahwah, NJ: Lawrwnce Erlbaum.

Baker, D. P., Akiba, M., LeTendre, G. K., & Wiseman, A. W. (2001). Worldwide shadow education: Outside-school learning, institutional quality of schooling, and cross-national mathematics achievements. *Educational Evaluation and Policy Analysis, 23,* 1-17.

Block, D., & Cameron, D., (Eds). (2002). *English and globalization.* London: Routledge.

Bray, M. (1999). *The Shadow Education System: Private Tutoring and its implications for planners.* Paris: UNESCO.

Bruen, J. (2001). Strategies for success: profiling the effective learner of German. *Foreign* Language *Annals, 34,* 216-225

Chamot, A. W., & El-Dinary, P. B. (1999). Children's learning strategies in immersion classrooms. *The Modern Language Journal, 83,* 319-341.

Choudhury, S. I. (2001). Rethinking the two Englishes. In F. Alam, N. Zaman, & T. Ahmed, R*evisioning English in Bangladesh* (Eds.), 15-25, Dhaka: University Press Limited.

Cohen, A. D. (1998, 2000). *Stratrgy in Learning and Using a Second Language.* Addison Wesley Longman Limited.

Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.

Dansereau, D. F. (1985). Learning Strategy Research. In J.W. Segal, S.F. Chipman and R. Glase (Eds.), *Thinking and learning Skills.* Hillsdale, N J Erlbaum, (I): 9-39.

Deyer, C., & Oxford, R. L. (1996). Learning strategies and other predictors of ESL proficiency among Afrikaans Speakers in South Africa. In R. L. Oxford (ed.). *language Learning Strategies around the World: Cross Cultural Perspectives* (pp. 61-74). Manoa. HI: Second Language Teaching and Curriculum Center. University of Hawaii.

Dorney, Z., & Thurrell, S. (1991). Strategic competence and how to teach it. *ELT Journal, Oxford University Press*, 45, 16-23.

Earling, E.J., (2017). Language planning, English Language education and development aid in Bangladesh. *Current Issues in Language Planning*, 18:4, 388-406.

Farooqui, Sabrin (2008). Teachers' perceptions of textbooks and teachers' guide: A study in secondary education in Bangladesh. *The Journal of Asia TEFL* 5(4): 1912-210.

Foondun, A. R. (2002). The issue of private tutoring: An analysis of the practice in Mauritius and selected South-East Asian countries. *International Review of Education, 48,* 485-515.

Forey, G., & Nunan, D. (2002). The role of language and culture within the accountancy workforce. *Knowledge and discourse: Towards an ecology of language.* London: Longman/Pearson.

Graddol, D. (1997). *The Future of English.* London: British Council

Green, J, & Oxford R. L. (1995). A closer look at learning strategies, L2 proficiency, and sex. *TESOL Quarterly, 29(2),* 261-297.

Green, J. M., & Oxford R. (1995). A closer look at learning strategies, L2 proficiency, and gender. *TESOL Quarterly, 29,* 261-297.

Griffiths, C., Oxford, R.L., (2014). The twenty-first century landscape of language learning strategies: introduction to this special issue. *System,* 43, 1-10.

Hamid, M. O. (2000). A proposed content based English for academic purposes syllabus for the foundation course-2 at University of Dhaka, Bangladesh. Unpublished MA thesis, Deakin University, Geelong, Australia. In M. O. Hamid (Ed.)

Hamid, M. O. (2009). *Sociology of language learning: Social biographies and school English achievement in rural Bangladesh.* Unpublished doctoral dissertation, The University of Queensland, Brisbane, Australia.

Hamid, M. O. (2009). Sociology of language learning: Social biographies and school English achievement in rural Bangladesh. Unpublished Ph.D. dissertation, The University of Queensland, Brisbane, Australia. M. O. Hamid (Ed.)

Hamid, M. O., & Baldauf, R. B., Jr. (2008). Will CLT bail out the bogged down ELT in Bangladesh? *English Today, 24(3),* 16-24.

Hamid, M. O., & Earling, E. J. (2016). English-in-education policy and planning in Bangladesh: A critical examination. In R. Kirkpatrick (Ed.), *English Language Education Policy in Asia (*pp. 25-48). Springer International. doi: 10.1007/978-3-319-22464-0_2

Hamid, M.O., (2010). Planning for failure: English and language policy and planning in Bangladesh,

Hamid, M.O., Sussex, R., & Khan, A. (2009). Private tutoring in English for secondary school students in Bangladesh. *TESOL Quarterly*, 43:2, 281-308.

Known, O. (2000). Korea's English education policy changes in the 1990s: Innovations to gear the nation for the 21st century. *English Teaching, 55,* 47-91.

Lavasani, M.G., & Faryadres, F. (2011). Language learning strategies and suggested model I adults processes of learning second language. *Procedia Social and Behavioral Sciences*, 15, 191-197.

Lee, C. J. (2005). Perspective: Korean education fever and private tutoring. *KEDI Journal of Educational Policy, 2,* 99-107

Liu, J., (2010). Language learning strategies and its training model. *International Education Studies*, 3, 100-104.

Manan, N. A. A., Alias, A.A., Yusof, J., Pandian, A. (2011). The effects of language learning strategy (LLS) training on ESL college students' strategies use. *Gading Business and Management Journal,* 15, 25-39.

Marsh, H., Hau, K. T., & Kong, C. K. (2000). Late emmersion and language instruction in Hong Kong high schools: Achievement growth in language and nonlanguage subjects. *Harvard Educational Review*. 70(3), 302-346.

Medgyes, P. (2005). World-language: Foreign language policy in Hungary. In P. Bruthiaux, D. Atkinson, W. Eggington, W. Grabe & V. Ramanath (Eds), *Directions in applied linguistics (pp. 264-278).* Clevedon, England: Multilingual Matters.

Mohammadi, M. (2009). On the relationship between learning strategies and EFL learners' level of proficiency. *The Journal of Modern Thoughts in Education, 4(3),* 103-116.

Mohammadi, M., Brinjandi, P., & Maftoon, P., (2015). Learning strategy training and the shift in learners' beliefs about language learning: a reading comprehension context. *Sage Open*, April-June, 1-11.

Nunan, D. (2001). English as a global language. *TESOL Quarterly, 35,* 605-606.

Nunan, D., (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37:4, 589-613.

O'Malley J. M., Chamot, A., Stewner-Manzanares, G., Kupper, L., & Russo, R. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning, 35(1),* 21-46.

O'Malley, J. M. (1987). The effect of training in the use of learning strategies on learning English as a second language. In J. Dorney, & S. Thurrell, (Eds.). *ELT Journal, 45/1,* 16-23. Oxford: Oxford University Press.

O'Malley, J. M., & Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition.* Cambridge, UK: Cambridge University Press.

O'Malley, J.M. & A.U. Chamot. (1990). *Learning Strategies in Second Language Acquisition.* Cambridge: Cambridge University press.

Oxford, R. L. (1996). Employing a questionnaire to assess the use of language learning strategies. *Applied Language Learning, 7,* 28-47.

Oxford, R. L., & Ehrman, M. E. (1995). Adults language learning strategies in an intensive foreign language program in the United State. *System, 23(3),* 359-386.

Park, G. (1997). Language learning strategies and English proficiency in Korean university students. *Foreign language annals, 30(2),* 211-211.

Park, J. K. (2000, August). *Teacher education for ELT in Korean elementary schools.* paper presented at the English Language Teaching Contacts Scheme (ELTeCS) Conference on Young Learners' ELT Curriculum in East Asia, Taiwan Normal University, Taipei, Taiwan.

Paul, P. (2011). Use of language learning strategies: An investigation of the use pattern of language learning strategies of Bangladeshi learners and its correlation with the proficiency. Unpublished thesis of BRAC University, Bangladesh.

Politzer. R., & MacGroarty, M. (1985). An exploratory study of learning behaviours and their relationship to gain in linguistic and communicative competence. *TESOL Quarterly 19,* 103-123.

Resnick, Melvin, C. (1993). ESL and language planning in Puerto Rican education. *TESOL Quarterly 27(2),* 259-275.

Rigney, J. W. (1978). Learning strategies: A theoretical perspective. In H. F. O'Neil, Jr. (Ed). *Learning Strategies,* (pp. 165-205). New York: Academic Press.

Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly, 9(1),* 41-51.

Rubin. (1987). Learner Strategies: Theoretical Assumptions, Research History and Typology. In Wenden & Rubin (Eds.).

Seliger, H. (1984). Processing universals in second language acquisition. In F. Ekcman. L. Bell, & D. Nelson (Eds.), *Universals of Second Language Acquisition (pp. 36-47).* Rowley, MA: Newbury House.

Stevenson, D. L., & Baker, D. P. (1992). Shadow education and allocation in formal schooling: Translation to university in Japan. *American Journal of Sociology,* 97, 1639-1657

Szulc-Kurpaska, M. (1996). A survey of early foreign and second language programmes. *Orbis Linguarum, 5,* 167-188

Tsui, A. B. M., & Tollefson, J. W. (Eds.) (2007). *Language Policy, Culture, And Identity In Asian Contexts.* Mahwah, NJ: Erlbaum.

Wallraff, B. (2000, November). What global language? *The Atlantic Monthly, 286(5),* 52-66. Retrieved from http://www.theatlantic.com/issues/2000/11/wallraff.htm

Wenden, A. Rubin. (1987). Learner strategies in Language Learning. Englewood Cliffs, NJ: Prentice Hall.

Wharton, J. (2000). Language learning strategy use of bilingual foeign language learners in Singapore. *Language Learning, 50,* 203-244.

Yapici, E. G., & Bada, E. Language leraning strategies of EFL learners. Turkish ministry of education, Cukurova University

.**Appendix A**

Questionnaire of the Quantitative Study

Strategy Inventory for Language Learning (SILL)

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

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. On the separate worksheet, write the response (l, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

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

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

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

EXAMPLE

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

On this page, put an "X" in the blank underneath the statement that best describes what you actually do in regard to English now. Do not make any marks on the Worksheet yet.

Never or Almost Never	Generally Not True of Me	Somewhat True of Me	Generally True of Me	Always or Almost Always True of me
1	2	3	4	5
_____	_____	_____	_____	_____

If you have answered the question above, you have just completed the example item.

Now wait for the teacher to give you the signal to go on to the other items. When you answer the questions, work carefully but quickly. Mark the rest of your answers on the Worksheet, starting with item 1.

Strategy Inventory for Language Learning

Version 7.0 (ESL/EFL)

© R. Oxford, 1989

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

(Write answers on Worksheet)

Part A

1. I think of relationships between what I already know and new things I learn in English.

2. I use new English words in a sentence so I can remember them.

3. I connect the sound of a new English word and an image or picture of the word to help remember the word.

4. I remember a new English word by making a mental picture of a situation in which the word might be used.

5. I use rhymes to remember new English words.

6. I use flashcards to remember new English words.

7. I physically act out new English words.

8. I review English lessons often.

9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.

11. I try to talk like native English speakers.

12. I practice the sounds of English.

13. I use the English words I know in different ways.

SILL
Page 4

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

(Write answers on Worksheet)

14. I start conversations in English.

15. I watch English language TV shows spoken in English or go to movies spoken in English.

16. I read for pleasure in English.

17. I write notes, messages, letters, or reports in English.

18. I first skim an English passage (read over the passage quickly) then go back and read carefully.

19. I look for words in my own language that are similar to new words in English.

20. I try to find patterns in English.

21. I find the meaning of an English word by dividing it into parts that I understand.

22. I try not to translate word-for-word.

23. I make summaries of information that I hear or read in English.

Part C

24. To understand unfamiliar English words, I make guesses.

25. When I can' t think of a word during a conversation in English, I use gestures.

26. I make up new words if I do not know the right ones in English.

27. I read English without looking up every new word.

28. I try to guess what the other person will say next in English.

29. If I can' t think of an English word, I use a word or phrase that means the same thing.

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

(Write answers on Worksheet)

Part D

30. I try to find as many ways as I can to use my English.

31. I notice my English mistakes and use that information to help me do better.

32. I pay attention when someone is speaking English.

33. I try to find out how to be a better learner of English.

34. I plan my schedule so I will have enough time to study English.

35. I look for people I can talk to in English.

36. I look for opportunities to read as much as possible in English.

37. I have clear goals for improving my English skills.

38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.

40. I encourage myself to speak English even when I am afraid of making a mistake.

4l. I give myself a reward or treat when I do well in English.

42. I notice if I am tense or nervous when I am studying or using English.

43. I write down my feelings in a language learning diary.

44. I talk to someone else about how I feel when I am learning English.

         1. Never or almost never true of me

2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

<div align="center">(Write answers on Worksheet)</div>

<div align="center">

Part F

</div>

45. If I do not understand something in English, I ask the other person to slow down or say it again.

46. I ask English speakers to correct me when I talk.

47. I practice English with other students.

48. I ask for help from English speakers.

49. I ask questions in English.

50. I try to learn about the culture of English speakers.

Appendix B

Bangla Translation of the SILL (Strategy Inventory for Language Learning, Oxford, 1989)

<div align="center">

ভাষা শিক্ষার কৌশলের তালিকা

</div>

- নিচের প্রতিটি প্রশ্নের শেষে নিচের ৫টি অপশন থেকে তোমার ক্ষেত্রে সঠিক উত্তরের নাম্বারটি লিখ।

১. কখনওই আমার ক্ষেত্রে প্রযোজ্য নয়

২. সাধারণত আমার ক্ষেত্রে প্রযোজ্য নয়

৩. কিছু কিছু ক্ষেত্রে আমার ক্ষেত্রে প্রযোজ্য

৪. সাধারণত আমার ক্ষেত্রে প্রযোজ্য

৫. সবসময়ই আমার ক্ষেত্রে প্রযোজ্য

<div align="center">

<u>প্রথম অংশ</u>

</div>

1. আমি ইংরেজিতে যা ইতোমধ্যে শিখেছি এবং যা নতুন শিখছি তার মধ্যে একটি সম্পর্ক খুজেঁ দেখি।

2. নতুন শেখা ইংরেজি শব্দ একটি বাক্যে প্রয়োগ করি যাতে আমি সেগুলো মনে রাখতে পারি।

3. আমি নতুন শেখা ইংরেজি শব্দের সাথে মিলিয়ে একটি ছবি কল্পনা করি যাতে আমি সেটি মনে রাখতে পারি।

4. আমি নতুন শেখা ইংরেজি শব্দের সাথে একটি পরিবেশ কল্পনা করি যেখানে এই শব্দটি ব্যবহার করা যেতে পারে।

5. আমি নতুন ইংরেজি শব্দগুলো ছন্দের আকারে মনে রাখার চেষ্টা করি।

6. নতুন ইংরেজি শব্দ শেখার জন্য আমি flash card (ফ্লাশ কার্ড) পদ্ধতি ব্যবহার করি।

7. আমি শারীরিক অঙ্গভঙ্গি ব্যবহার করে নতুন ইংরেজি শব্দ চর্চা করি।

8. আমি প্রায়ই পূর্বের পড়াগুলো রিভিশন করি।

9. আমি নতুন শেখা ইংরেজি শব্দটি বইয়ের পৃষ্ঠার কোথায় লিখা ছিল অথবা বোর্ডের কোন জায়গায় লিখা ছিল তা থেকে মনে করার চেষ্টা করি।

• নিচের প্রতিটি প্রশ্নের শেষে নিচের ৫টি অপশন থেকে তোমার ক্ষেত্রে সঠিক উত্তরের নাম্বারটি লিখ।

১. কখনওই আমার ক্ষেত্রে প্রযোজ্য নয়

২. সাধারণত আমার ক্ষেত্রে প্রযোজ্য নয়

৩. কিছু কিছু ক্ষেত্রে আমার ক্ষেত্রে প্রযোজ্য

৪. সাধারণত আমার ক্ষেত্রে প্রযোজ্য

৫. সবসময়ই আমার ক্ষেত্রে প্রযোজ্য

দ্বিতীয় অংশ

10. আমি নতুন ইংরেজি শব্দ বার বার বলে ও লিখে শেখার চেষ্টা করি।

11. আমি ইংরেজি ভাষাভাষিদের মত ইংরেজি বলার চেষ্টা করি।

12. আমি ইংরেজির সঠিক উচ্চারণ চর্চা করি।

13. আমার জানা ইংরেজি শব্দগুলো আমি বিভিন্ন ভাবে ব্যবহার করি।

14. আমি কারো সাথে কথোপকথন ইংরেজিতে শুরু করি।

15. আমি টিভিতে ইংরেজি ভাষার অনুষ্ঠান ও মুভি দেখি।

16. আমি ইংরেজি শেখাকে উপভোগ করি।

17. আমি আমার দৈনন্দিন জীবনের প্রয়োজনীয় লেখাগুলো যেমন: মেসেজ, নোটস, চিঠি ইত্যাদি ইংরেজিতে লিখি।

18. আমি একটি ইংরেজি অনুচ্ছেদ প্রথমে দ্রুত পড়ি এর পর শুরু থেকে আবার গুরুত্ব সহকারে বুঝে বুঝে পড়ি।

19. আমি আমার মাতৃভাষার সাথে নতুন শেখা ইংরেজি শব্দের অর্থের মিল খুজিঁ।

20. একই রকমের উচ্চারিত শব্দগুলো খুঁজে বের করে একসাথে শিখি।

21. আমি অর্থ বুঝার জন্য ইংরেজি শব্দগুলোকে ভেঙে ভেঙে পড়ি।

22. আমি ওয়ার্ড বাই ওয়ার্ড (word by word) অনুবাদ করি না।

23. আমি ইংরেজিতে যা পড়ি বা শুনি তার তথ্যগুলোর একটি সারাংশ তৈরী করি

- নিচের প্রতিটি প্রশ্নের শেষে নিচের ৫টি অপশন থেকে তোমার ক্ষেত্রে সঠিক উত্তরের নাম্বারটি লিখ।

১. কখনওই আমার ক্ষেত্রে প্রযোজ্য নয়

২. সাধারণত আমার ক্ষেত্রে প্রযোজ্য নয়

৩. কিছু কিছু ক্ষেত্রে আমার ক্ষেত্রে প্রযোজ্য

৪. সাধারণত আমার ক্ষেত্রে প্রযোজ্য

৫. সবসময়ই আমার ক্ষেত্রে প্রযোজ্য

তৃতীয় অংশ

24. আমি অপরিচিত ইংরেজি শব্দের অর্থ অনুমান করার চেষ্টা করি।

25. আমি কথোপকথনের সময় কোন একটি ইংরেজি শব্দ মনে করতে না পারলে অঙ্গভঙ্গির মাধ্যমে প্রকাশ করি।

26. যদি কোন ক্ষেত্রে আমি সঠিক ইংরেজি শব্দটি না জানি তবে নতুন শব্দ তৈরীর চেষ্টা করি।

27. ইংরেজি পড়ার ক্ষেত্রে আমি প্রতিটি নতুন শব্দেরই অর্থ বের করার চেষ্টা করি না।

28. কেউ যখন ইংরেজিতে কথা বলে ঠিক পরবর্তীতে কি বলবে তা আমি অনুমান করার চেষ্টা করি।

29. কোন একটি ইংরেজি শব্দ মনে করতে না পারলে তখন আমি অন্য একটি শব্দ বা শব্দগুচ্ছ ব্যবহার করে ঐ শব্দটি বুঝানোর চেষ্টা করি।

চতুর্থ অংশ

30. আমি যতভাবে সম্ভব ইংরেজি ব্যবহারের চেষ্টা করি।

31. আমি আমার ইংরেজি ভুলগুলো বের করে সেগুলো সমাধানের চেষ্টা করি।

32. কেউ যখন ইংরেজিতে কথা বলে আমি মনোযোগ সহকারে শুনি।

33. আমি ভাল ইংরেজির ছাত্র হওয়ার চেষ্টা করি।

34. ইংরেজি শেখার জন্য আমি পর্যাপ্ত সময় রাখি।

35. আমি এমন লোক খুঁজি যাদের সাথে আমি ইংরেজিতে কথা বলতে পারি।

36. আমি বেশি বেশি ইংরেজি পড়ার সুযোগ খুঁজি।

● নিচের প্রতিটি প্রশ্নের শেষে নিচের ৫টি অপশন থেকে তোমার ক্ষেত্রে সঠিক উত্তরের নাম্বারটি লিখ।

১. কখনওই আমার ক্ষেত্রে প্রযোজ্য নয়

২. সাধারণত আমার ক্ষেত্রে প্রযোজ্য নয়

৩. কিছু কিছু ক্ষেত্রে আমার ক্ষেত্রে প্রযোজ্য

৪. সাধারণত আমার ক্ষেত্রে প্রযোজ্য

৫. সবসময়ই আমার ক্ষেত্রে প্রযোজ্য

37. ইংরেজির দক্ষতা বাড়ানোর জন্য আমার সুনির্দিষ্ট লক্ষ্য রয়েছে।

38. আমি ইংরেজিতে কতটা উন্নতি করছি তা লক্ষ্য করি।

পঞ্চম অংশ

39. ইংরেজি ব্যবহার কররেতে যেয়ে যখন আমি ভয় পাই তখন নিজেকে স্বাভাবিক রাখার চেষ্টা করি।

40. ভুল করার ভয় থাকা সত্ত্বেও ইংরেজিতে কথা বলতে আমি নিজেকে উৎসাহিত করি।

41. যখন আমি ইংরেজিতে ভাল করি তখন নিজেই নিজেকে পুরস্কৃত করি।

42. ইংরেজি শেখা ও ব্যবহারের সময় আমি চিন্তিত বা স্নায়বিক চাপে থাকলে সেটা বুঝতে পারি।

43. আমি ডায়রিতে আমার অনুভুতিগুলো ইংরেজিতে লিখি।

44. ইংরেজি শেখার সময় আমি কেমন বোধ করি তা নিয়ে অন্য কারো সাথে আলাপ করি।

ষষ্ঠ অংশ

45. ইংরেজিতে যখন কোন বক্তব্য বুঝতে না পারি তখন বক্তাকে ধীরে ধীরে বলার অথবা পুনরাবৃত্তি করার জন্য অনুরোধ কারি।

46. কথা বলার সময় শ্রোতাকে আমি আমার ভুল সংশোধন করে দেয়ার অনুরোধ কারি।

47. আমি অন্য ছাত্র-ছাত্রীদের সাথে ইংরেজি চর্চা করি।

48. যারা ভাল ইংরেজি বলতে পারে আমি তাদের সাহায্য প্যার্থনা করি।

49. আমি যখন কোন কিছু জানতে চাই তখন ইংরেজিতে জিজ্ঞেস করি।

50. আমি ইংরেজি ভাষাভাষিদের সংস্কৃতি জানার চেষ্টা করি।

C Appendix

Qualitative Study the Questionnaire of

9. How do you feel about learning English?

10. How did you know about Language Learning Strategies? Did you know it before?

11. Do you use any Language learning strategies? What are they?

12. After this discussion how do you feel about using Language Learning Strategies?

Appendix D

Bangla Translation of the Questionnaire of the Qualitative Study

১. ইংরেজি পড়তে তোমার কেমন লাগে?

২. Language Learning Strategies সম্পর্কে কিভাবে জানতে পেরেছ? এর আগে এ সম্পর্কে জানতে?

৩. তুমি কি কোন Language Learning Strategies ব্যবহার কর? সেগুলো কী কী?

৪. আজকের এই আলোচনার পরে Language Learning Strategies সম্পর্কে তোমার মতামত কী?