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**EFL Teachers' Attitudes towards
Language Learning Strategies
Integration**

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in
Language Sciences

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Dedication

I dedicate this work to:

My parents and my family,

My future husband,

All my teachers, friends and relatives.

Acknowledgments

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Abstract

Foreign language learning strategies are specific actions, behaviors and techniques students use, often consciously, to improve their progress in apprehending, internalizing, and using the language. When taught effectively, learning strategies are proved to increase learners' level of language proficiency. It is important for teachers to believe in the effectiveness of these factors in order to integrate them effectively. The present study aims at investigating the perceptions and attitudes of EFL teachers towards the integration of language learning strategies. It is hypothesized that language learning strategies would be integrated and taught effectively if teachers had positive attitudes towards these strategies. The hypothesis was examined through a questionnaire administered to teachers at the department of English, Jijel University. The results revealed that teachers are aware of the significant role language learning strategies play and the benefits of their integration. In addition, teachers show their readiness to train their learners and to receive any training on how to integrate and teach language learning strategies. Therefore the hypothesis was confirmed in that teachers need to develop positive attitudes towards language learning strategies so as to integrate them effectively.

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List of Abbreviations

CALLA	Cognitive Academic Language Learning Approach
EFL	English as a foreign language
ESL	English for Specific Purposes
GLL	Good Language Learners
LLSs	Language Learning Strategies
L2	Second or foreign Language
SILL	Strategy Inventory for Language Learning
SLA	Second Language Acquisition
SLLSs	Second Language Learning Strategies
TL	Target Language

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General Introduction

In Algeria, English is used by a minority. Only 7 per cent of the whole population use the language mainly for occupational purposes such as: education and economy. This means that for Algerian EFL learners, classrooms are the only source of exposure. This is not enough as the mastery of any language contains attempts to understanding through real practice and engagement in significant communication. On the other hand, teachers faced by crowded classrooms and lack of materials find it a highly difficult task whatever the method of teaching is that is being used. To this point a need for developing learners' autonomy is appealing.i.e. learners themselves are responsible for carrying out their studies as well as working by themselves in order to improve their level of proficiency in English. Teaching language learning strategies can fulfill such purpose as learners they become more conscious of the learning process. University-level language learning involves higher, more demanding skills and tasks such as reading a novel, analyzing a poem or story, listening to lectures, or writing a research paper. Learning strategies can help students meet these demands. For example, when faced with long-term assignments, students benefit from planning their time and organizing the assignment into small tasks.

1. Statement of the Problem

Regardless to the applied teaching method; some students could be successful in learning a second or foreign language. This type of learners is referred to as 'strategic learners'. They are strategic in the sense that they have knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths. Based on the previous studies, language learning strategies are important factors that influence learners' performance and achievement. According to Oxford (1990: 8) 'language learning strategies...make learning easier, faster, more

enjoyable, more self-directed, more effective, and more transferrable to new situations'. However, learners will be more successful if their teachers help them to select and use the appropriate strategy. In other words, 'it is the teachers' role to bring about the learners' self-awareness, to empower them by providing structured directions on when and how to use a strategy and to give feedback, evaluate their performance and provide support if needed' (Şen, 2009: 34).

2. Purpose of the Study

If a goal exists to create more successful language learners, then a complementary goal of creating better teachers also exists. We find it inductive to start with an investigation which aims at getting to know teachers' point of view concerning language learning strategies integration. Up to this point, teachers' awareness of language learning strategies as well as their beliefs and attitudes towards the task of integrating language learning strategies in their language classrooms are explored. The study also attempts to contribute to studies that encourage candidate teachers to develop positive attitudes by determining troubles and dissolving them and shed some light on teachers' training and its valuable contribution to developing teachers' expertise on how to teach language learning strategies.

3. Research Questions

This study aims at examining specific factors such as teachers' awareness level in language learning strategies, their beliefs on the effectiveness of these strategies and affective factors such as ease of strategy instruction. For this purpose the research questions are:

1. What are EFL teachers' attitudes towards language learning strategies integration?

- a. Are teachers aware of the significance of language learning strategies in learning?
 - b. Do they have positive views towards language learning strategies?
2. How do the teachers' awareness level, attitudes towards the effectiveness of language learning strategies and reported level of ease of strategy instruction relate to their reported use of strategy integration in their language classes?
- a. Are teachers aware of the significance of teaching language learning strategies?
 - b. Do they integrate and teach language learning strategies in their classes?

4. Assumptions and Hypothesis:

We assume that:

- a. Teachers have positive attitudes towards language learning strategies.
- b. Teachers' repertoire of language learning strategies is limited.
- c. Teachers believe that their learners are not aware of language learning strategies.
- d. Language learning strategies are not taught.
- e. Teachers' integration of language learning strategies is not effective.

We hypothesize that:

If EFL teachers had positive attitudes towards language learning strategies, they would integrate them effectively in their language classes.

5. Means of Research

To carry out this research, a study was conducted to investigate EFL teachers' attitudes towards language learning strategies. It also attempted to determine whether teachers of different gender, degree, and years of teaching experience differed significantly

in how they viewed language learning strategies. A questionnaire was used not to guarantee the validity of hypothesis, but to achieve a reliable picture as well as to get a deeper insight about teachers' perceptions and views towards language learning strategies integration. Interviews were not used, as the questionnaire, adopted from previous studies, was felt to be comprehensive and hence adequate for the purpose of the present study.

6. The Structure of the Research

The present study is divided into three chapters: two chapters representing the literature review about attitudes as well as language learning strategies, in addition to the field work that aims at checking the teachers' views concerning the applicability of teaching language learning strategies.

The first chapter is mainly concerned with exposing a synthesized review of literature concerning 'the language learning strategies', namely, their definition according to key figures in the field, their characteristics, factors affect their choice and more importantly the effectiveness of language learning strategy instruction.

The second chapter consists of detailed information about attitudes as socio-psychological construct. It provides a comprehensible definition of the concept, its dimensions and components in addition to the different psychological frameworks attitudes fall into such as: functional theory, behavioral theory and observational theory.

The last chapter is a field of investigation and is mainly divided into two sections. The first section is devoted to the description of the teachers' questionnaire and the second is concerned with the analysis and the discussion of the results generated by teachers' questionnaire. The main objective is getting to know teachers' attitudes towards language learning strategies and their integration.

Chapter One

Language Learning Strategies

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Chapter One

Language Learning Strategies

Introduction

Following on from the observation that some students were more successful than the others no matter what teaching methods or techniques were used in the language classroom attracted a continuous interest for research. In fact, students were found to employ various learning strategies to assist themselves while learning a second or foreign language. It is assumed that the strategies employed by the more successful students may be learnt by those who are less successful and the teachers can assist the language learning process by promoting awareness of them and encouraging their use. The main purpose of strategy integration is to help learners realize their full potential of learning since there is a tremendous shift from the traditional view of teachers as authority figures controlling every aspect of the learning process and “spoonfeeding” education system in which it is the teacher responsibility to explain everything to a more humanistic atmosphere in which the students are responsible for their own learning and teachers adapt new roles as facilitators, helpers, consultants, advisors, coordinators and so on. This teachability component means that LLSs enhances an individual’s ability to learn a language (Griffiths and Parr, 2001). It will be comprehensive to start with considering a number of definitions of learning strategies before moving to the models that have been set to teach them.

1.1. Definition of language learning strategies

Numerous definitions of learning strategies exist in literature and it is not easy to make a generalization. According to Ellis (1996), “a strategy consists of mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use. Cohen (1996) defines learning strategies as: “learning

processes which are consciously selected by the learner which may result in actions taken to enhance learning (p. 5). Rubin (1975) also refers to strategies as “strategies which contribute to the development of the language system that the learner constructs and affect learning directly.” When we investigate the definitions it is not easy to make a generalization. While Ellis (1996) perceives strategies as both observable and mental activities, Cohen (1996) sees them as deliberate, conscious and intentional processes and Rubin (1985) assumes that strategies have a direct effect on interlanguage development.

Although different researchers highlight different aspects of learning strategies, the common point is that learning strategies exist to solve some learning problems and to promote learning. A broader categorization has been made by Cohen and Macaro (2007) about the purpose of language learning strategies. The main purpose of incorporating language learning strategies into lessons is to enhance learning. However; the very specific comprehensive definition of language learning strategies was provided by Rebecca Oxford who states: ‘language learning strategies are specific actions, behaviours, steps, or techniques that students use to improve their progress in developing L2 skills. She also claims that “learning strategies are easier to teach and modify” (1990: 12) through strategy training.

1.2. Characteristics of language learning strategies

Even though the terminology used for language learning strategies is not uniform among the scholars in the field, there are a number of basic characteristics accepted by them.

Oxford (1990) summarizes her view of LLS by listing twelve key features below as they:

- Contribute to the main goal, communicative competence.
- Allow learners to become more self-directed.
- Expand the role of teachers.

- Are problem oriented.
- Are specific actions taken by the learner.
- Involve many aspects of the learner, not just the cognitive.
- Support learning both directly and indirectly.
- Are not always observable.
- Are often conscious.
- Can be taught.
- Are flexible.
- Are influenced by a variety of factors. (Oxford, 1990: 9)

1.2. Language Learning Strategies Taxonomies

These strategies are classified by many scholars like, O'Malley *et al.* (1985), Wenden and Rubin (1987); Stern (1992); Oxford (2001) etc. However, most of these endeavours to classify language learning strategies reflect more or less the same categories of language learning strategies without any radical changes. In what follows, some taxonomies of language learning strategies will be dealt with:

1.2.1. O'Malley and Chamot's Taxonomy

O'Malley et al. (1985: 582-84) categorize SLLSs into three main subcategories namely; meta-cognitive Strategies, cognitive Strategies and socio-affective Strategies.

1.2.1.1. Meta-cognitive Strategies

It can be pointed out that meta-cognitive is a term used to express executive function; strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main meta-cognitive strategies, it is possible to include advance organizers, directed attention, selective

attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation.

1.2.1.2. Cognitive Strategies

These strategies are more limited to specific tasks. They involve direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, deduction, imagery, key word, note-taking, recombination, auditory representation, elaboration inferencing, contextualization and transfer are among the most essential cognitive strategies.

1.2.1.3. Socioaffective Strategies

As Brown (2000: 93-94) states, socio-affective strategies relate with social-mediating activity and transacting with others. Cooperation and question for clarification are the major socio-affective strategies.

1.3.2. Rubin's (1987) Taxonomy

Rubin makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. He states three types of strategies used by learners. These are: learning strategies, communication strategies and social strategies.

1.3.2.1. Learning Strategies

These strategies fall into two main types. They contribute directly to the development of the language system constructed by the learner:

Cognitive Learning Strategies; refer to the steps or operations used in learning or problem solving that requires direct analysis, transformation, or synthesis of learning materials.

Rubin identified six main cognitive strategies contributing directly to language learning:

- a. Clarification/ Verification
- b. Deductive Reasoning
- c. Guessing/ Inductive Inferencing
- d. Practice
- e. Memorization
- f. Monitoring

Meta-cognitive Learning Strategies; these strategies are used to self-direct or regulate, oversee language learning. They include various processes as planning, prioritizing, setting goals, and self-management.

1.2.2.2. Communicative Strategies

Communication strategies less relate to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. They are used by speakers when met with some difficulties due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

1.2.2.3. Social Strategies

They are the type of activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. According to Wenden and Rubin (1987: 23), these strategies contribute indirectly to learning although they provide exposure to the TL because they do not lead directly to the obtaining, storing, retrieving, and using of language.

1.3.3. Stern's (1992) Classification

There are five main SLLSs according to Stern (1992: 262). They are as follows:

-Management and Planning Strategies

- Cognitive strategies
- Communicative-Experiential Strategies
- Interpersonal Strategies
- Affective Strategies

1.3.2.1. Management and Planning Strategies

These strategies relate with the learner's attention to direct his own learning. A learner can take charge of the development of his own programme when he is helped by a teacher whose role is to say that the learner must:

- a. set himself reasonable goals.
- b. decide on an appropriate methodology, select appropriate resources, and monitor progress
- c. decide what commitment to make language learning,
- d. evaluate his achievement in the light of previously determined goals and expectations.

1.3.2.2. Cognitive Strategies

These are operations used in learning or problem solving which need direct analysis, transformation, or synthesis of learning materials. Here, some of the cognitive strategies: clarification, deductive reasoning, guessing / inductive inferencing, memorization, practice as well as monitoring.

1.3.2.3. Communicative-experiential Strategies

As stated by Stern communication strategies like gesturing, circumlocution, paraphrase, explanation, or asking for repetition are techniques learners use to maintain a conversation. The aim of using these techniques is to avoid interrupting the flow of communication.

1.3.2.4. Interpersonal Strategies

Learners should contact with native speakers and cooperate with them. In addition, they should monitor their own development and evaluate their own performance. They must become acquainted with the target culture.

1.3.2.5. Affective Strategies

Stern puts it that good language learners use distinct affective strategies. Because of the nature of language learning which is in some cases frustrating, L2 learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these emotional problems, so they try to create associations of positive effect towards the foreign language and its speakers as well the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise.

1.2.3. Oxford's (2001) Taxonomy

The aim of LLSs as viewed by Oxford (2001) is the orientation towards the development of communicative competence. She classifies these strategies into two main divisions, direct and indirect, which are further sub-classified into six categories. In Oxford's system, meta-cognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language (TL). Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford (2001: 359) presents six categories of language learning strategies: cognitive, meta-

cognitive, memory-related, compensatory, affective, and social. They can be summarized as follows:

- a. Cognitive: practicing and repeating new words; deductive reasoning, translating, analyzing; taking notes, highlighting, summarizing.
- b. Meta-cognitive: paying attention, organizing, setting goals, and objectives, evaluating one's own performance.
- c. Memory-related: creating mental linkages, such as grouping and placing words in context; applying images and sounds to represent things in memory; structured reviewing; using mechanical techniques, such as physical response.
- d. Compensatory: selecting a topic for discussion based on one's knowledge of the language and shaping the discussion to avoid unknown vocabulary, guessing at words based on context, using gestures and coining words to communicate.
- e. Affective: using music or laughter as part of the learning process, rewording oneself, making positive statements about one's own progress, discussing feelings.
- f. Social: seeking correction, asking for clarification, working with peers, developing cultural understanding.

1.3.5. Other Specific-to-instruction LLSs Taxonomy

As far as integrating LLSs instruction is concerned, classifying LLSs into two categories: Metacognitive and task-based can be useful for different teaching situations. Here is a list of twenty commonly used and effective language learning strategies students can use to improve their skills in reading, writing, speaking, listening, master grammatical features, increase their vocabulary, and learn content.

1.3.5.1. Meta-cognitive Learning Strategies

These general learning strategies can be used for almost any task and are based on reflecting on one's own thinking. Once students begin to think about their own learning,

they can then begin to notice how they learn, how others learn, and how they might adjust how they learn to learn more efficiently. We list four general metacognitive strategies:

Organize/Plan your own Learning- reflects what do I do before I start?

Manage your own Learning-reflects what do I do while I am working on the task?

Monitor your own Learning-reflects how do I make sure I am doing the task correctly?

Evaluate your own Learning-reflects what do I do after I have finished the task?

These metacognitive strategies follow the sequential order of the process a learner generally goes through in accomplishing any task.

1.3.5.2. Task-based Strategies for Learning

The Task-Based Learning Strategies are more determined by the specific nature of the task and the resources of the student. They focus on how students can use their own resources to learn most effectively. Sixteen task-based strategies are in the list under four categories: ‘Use What You Know’, ‘Use Your Imagination’, ‘Use Your Organizational Skills’, and ‘Use a Variety of Resources’ category. Within each of these four groups, there are specific strategies that are examples of what the students can do with these resources to help them learn. For example, in the group “Use What You Know” we include Use Background Knowledge, Make Inferences, Make Predictions, and Transfer/Use Cognates.

We can notice that much of the recent work in this area has underpinned by a broad concept of LLSs that goes beyond cognitive processes to include social and communicative strategies.

1.4. Factors Affecting LLSs Choice

Language learners use LLSs of some kind. However; learners largely differ in the type and frequency. This difference is resulted from the existence of different variables that exert influence over the choice of particular strategies. Such factors include the level of proficiency, age, gender, learners’ beliefs, cultural differences, career choice, motivation,

teacher expectations, task requirements, learning stage and style, personality traits, tolerance of ambiguity and the degree of metacognitive awareness. Some of these factors are discussed. Oxford (1990) synthesized existing research on how the following factors influence the choice of strategies used among students learning a second language.

1.4.1. Motivation

More motivated students tended to use more strategies than less motivated students, and the particular reason for studying the language (motivational orientation, especially as related to career field) was important in the choice of strategies.

1.4.2. Age and L2 Stage

Students of different ages and stages of L2 learning used different strategies, with certain strategies often being employed by older or more advanced students.

1.4.3. Gender

Females reported greater overall strategy use than males in many studies (although sometimes males surpassed females in the use of a particular strategy).

1.4.4. Cultural Background

Rote memorization and other forms of memorization were more prevalent among some Asian students than among students from other cultural backgrounds. Certain other cultures also appeared to encourage this strategy among learners.

1.4.5. Attitudes and Beliefs

These were reported to have a profound effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

1.4.6. Learning Style

Learning style (general approach to language learning) often determined the choice of L2 learning strategies. For example, analytic-style students preferred strategies such as contrastive analysis, rule-learning, and dissecting words and phrases, while global students used strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing).

1.5. The Importance of LLSs

Language learning strategies are essential tools for learning. As Oxford emphasized: “learning strategies are important for language learning because they are tools for active, self-directed involvement” (1990: 1), making learning strategies a crucial element of the learning process. Learning strategies can foster learners’ autonomy in language learning (Holec, 1981) and assist learners in promoting their own achievement in language proficiency (Bremner, 1998; Green & Oxford, 1995; Griffiths, 2003; Lee, 2003; O’Malley, Chamot, Stewner-Manzanares, Russo, & Küpper, 1985; Oxford, 1990; Politzer, 1983). Research supports the effectiveness of using L2 learning strategies and has shown that successful language learners often use strategies in an orchestrated fashion. Some findings are listed below:

- Use of appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skill areas (Oxford et al., 1993; Thompson & Rubin, 1993).

- Successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task (Chamot and Kupper, 1989). These learners can easily explain the strategies they use and why they employ them (O’Malley and Chamot, 1990).

Research by O'Malley and Chamot (1990) also showed that the effective use of particular learning strategies can positively affect language acquisition and is an indicator of successful learners. Furthermore, they recognized that these activities might be learned. As a motivating factor, language learning strategies contribute to creating motivation for learning and developing learning responsibility since the appropriate use of such strategies leads learners to take control over their own learning.

1.6. Assessing Language Learning Strategies

There exist different ways to assess the strategy use of learners. Since a large amount of strategies are unobservable, the only way to identify them lays in using "the self report procedures" (Chamot, 2004: 15; 2005: 113). Self report procedures include interviews, questionnaires, written diaries and journals as well as think aloud protocols.

1.6.1. Interviews

In interviews, learners are asked to describe the different steps he followed in accomplishing a given task either by recalling the task (retrospective interviews) or by watching themselves (introspective interviews).

1.6.2. Questionnaires

Another way to identify the strategy use is through a questionnaire. The questionnaire is considered to be 'the most frequent and efficient method for identifying students' learning strategies' (Chamot, n. d). Numerous questionnaires were developed to accomplish this job. However, Oxford's (1990) SILL either for SL or FL contexts has been extensively employed in several countries because of its highly reliability and validity.

1.6.3. Language Diary or Journal

Diaries and journals also are useful instrument to report the strategy use. Diary writing is a way of reporting the thoughts, feelings, achievements, and problems the learners report as well as their notions of teachers, friends or native speakers. Diaries are self-reports that are usually subjective. Language diary or journal helps learners to identify the strategies they use to accomplish task or to learn a language (Long 1997; Brown, 1985; in Oxford *et al.*: 21).

1.6.4. Think Aloud Protocols

Think aloud protocols are obtained by having participants report verbally what their thoughts are while performing a task. However, they are not expected to analyse their behavior as in introspection (Cohen, 1987). Pressley and Afflerbach (1995) refer to the think aloud protocols as “a maturing methodology with much interesting work already accomplished and considerable work to be done” (in Cohen, 1996: 1) , which implies that they have been used in many recent studies and they will be used in studies that will be carried out in the future.

1.7. The Teachability of Language Learning Strategies

While SLA theories have viewed L2 learning from a behavioral, linguistic, cognitive, and sociocultural perspective, wide variation in L2 achievement has led to exploration of individual differences, particularly language aptitude and language learning motivation, in L2 studies since the 1960s. Consequently, language learning strategies were rightfully included into Skehan’s (1989) list of individual difference influences in second language learning among other cognitive and affective variables. Strategy instruction is rooted in cognitive instructional approach. It is as a learner-centered approach in which explicit classroom instruction regarding language learning and strategies use are provided

to learners (Cohen, 1996: 13). The goal behind is to help learners to approach the language learning in a more effective way by teaching them how, when, and why to use LLSs. Oxford and Leaver (1996) stressed that training learners to acquire a variety of LLSs that can be further be employed to new situations help learners to become more autonomous (in Ozdemir, 2006: 25). The best strategy training not only teaches language learning strategies but also deals with feelings and beliefs about taking on more responsibility and about the role change implied by the use of learning strategies (Oxford, 1990: 201). One of the main reasons for teaching LLSs is that research in both first and second language contexts have been documented that better learners have greater metacognitive awareness, which helps them select appropriate strategies for a specific task. More importantly is that most students can learn how to use learning strategies more effectively.

1.7.1. The Concept of Good Language Learners (GLL)

In the 1970s, research into individual differences was given further impetus by the “good language learner” studies, which focused on strategic characteristics of excelling learners, and inspired a large number of other studies in the following decade. Researchers tended to make lists of strategies and other features presumed to be essential for all "good L2 learners." Rubin (1975) suggested that good L2 learners are willing and accurate guessers; have a strong drive to communicate; are often uninhibited; are willing to make mistakes; focus on form by looking for patterns and analyzing; take advantage of all practice opportunities; monitor their speech as well as that of others; and pay attention to meaning. Naiman, Frohlich, and Todesco (1975) made a list of strategies used by successful L2 learners, adding that they learn to think in the language and address the affective aspects of language acquisition. They are also willing to try anything in order to get their message across and practice what they have just acquired. Furthermore; they are systematic organizers, friendly initiators of conversation find an appropriate learning style

and involve themselves in the language learning process. A number of these characteristics have been validated by subsequent research. However, the "uninhibited" aspect has not been confirmed as part of all or most good language learners i.e. Rather than limiting the description of the good language learner to one that is prescriptive and ignores learner differences, the more recent and inclusive view is that there are various ways that language learners can be successful.

1.7.2. Language Teachers' Role in Strategy Instruction Learning

In describing how to facilitate second language acquisition, the goal of teaching learning strategies is to facilitate learners to become independent learners with the dexterity and wisdom to use strategies appropriately in a variety of contexts (Anstrom, 1998). Teachers play a central role in language learning strategy instruction. A teacher's first act should be to identify the students' learning strategies so that instruction can be adapted accordingly (Hosenfield, 1977). Moreover, a teacher should conduct training on learning strategies and guiding students to self-directed learning (Oxford, 1990). Teachers need to direct learners on when and how to use strategies from the beginning. When learners become independent and can use strategies appropriately, teachers still need to evaluate their strategy use and provide additional support. Furthermore; the teacher can learn what SLLSs his/her students appear to be using by observing their behaviour in class: do they cooperate with their peers or seem to have much contact outside of class with proficient foreign language users? Do they ask for clarification, verification or correction? In addition to that, the teacher can have adequate knowledge about his/her students' goals, motivations, language learning strategies, and their understanding of the course to be taught (Lessard-Clouston 1997: 5).

1.8. Types of Strategy Training

One of the arguments in learning strategy training is whether strategy training should be given separately or should be integrated into classroom instruction. The argument of the researchers in favour of separate strategy training is that strategies are generalizable to many contexts. On the other hand, some other researchers argue that strategy training should be fully integrated into the language teaching materials. The second argument in strategy training is about implicit or explicit strategy training. In direct (explicit) instruction students are informed of the value and purpose of each strategy, whereas in embedded (implicit) instruction this is not the case.

1.8.1 Separate versus Integrated Strategy Training

In separate strategy training programmes instruction focuses only on learning strategy teaching, while in the integrated ones instruction is integrated with language or teaching content. Researchers in favour of *separate* training programmes (Derry and Murphy 1986, Gu 1996, Jones *et al.* 1987) have argued that students will learn strategies more effectively if they can direct all their attention towards developing strategic skills rather than trying to learn content at the same time, whereas others have voiced their concern about separate strategy instruction (Chamot and O' Malley 1987, Chamot *et al.* 1999, Nunan 1997, Oxford 1990, Oxford and Leaver 1996, Wenden 1986). Their arguments in favour of *integrated* strategy instruction programmes support the position that practising strategies in authentic tasks facilitates the transfer of strategies to similar tasks in other occasions.

1.8.2 Implicit versus Explicit Strategy Training

Many language teachers and researchers are in favour of explicit strategy training as they believe that it makes language learning more meaningful and facilitates self-reliance

(Oxford, 1990). Since students cannot reach the mastery of strategy use on their own, it necessitates an explicit training to become aware of and proficient with the language. Explicit instruction aims to raise students' awareness and knowledge of strategies by enabling them to practice these strategies in a systematic way and apply these strategies flexibly in various language tasks. In explicit strategy training students are informed of why a strategy is useful, and how and where to apply it (O'Malley and Chamot, 1990). Cohen (1996) points out explicit learning strategies as they need to be conscious and explicitly stated in order for them to be considered as strategies.

In strategy instruction process while some researchers insist on stating the strategies directly to learners, researches like O'Malley and Chamot (1990), Oxford (1990), Wenden (1987) recommend incorporating strategies into language learning implicitly. They assert that the most effective strategy instruction appears to include demonstrating when a given strategy might be useful, as well as practicing how to use and evaluate it and how to transfer it to other related tasks and situations. Cohen and Macaro (2007) states that the most beneficial strategy instruction is to be integrated into regular, everyday L2 teaching. Anderson (2005) also highlights the importance of integrating explicit instruction into classroom curriculum as he states that language classrooms should focus on developing learning processes as well as teaching language content. Oxford (1990) maintains that language learning strategies can be taught in at least three different ways: 1. Awareness training is also named as consciousness raising or familiarization training in which the participants become aware of and familiar with the general idea of language learning strategies. 2. One-time strategy training involves learning and practicing one or more strategies with actual language tasks. 3. Long-term strategy training is a prolonged process and covers a greater number of strategies in which students learn the significance of

particular strategies, when and how to use them and how to monitor and evaluate their own performance (Oxford, 1990: 203).

1.9. Strategy Instruction Models

In order to train students on language learning, strategy researchers attempted to provide both teachers and learners with various means of learning about strategy use and strategy development and a number of models for teaching learning strategies with utmost attention placed on the role of the teacher in strategy training in both first and second language contexts have been developed (see, for example, Chamot *et al.*, 1999; Cohen, 1998; Graham & Harris, 2003; Grenfell & Harris, 1999; Harris, 2003; O' Malley & Chamot, 1990; Oxford, 1990; Pressley, El-Dinary, Gaskins, Schuder, Bergman, Almasi & Brown, 1992). These instructional models share many features as it will be shown in the four selected frameworks of language learning strategies instruction.

1.9.1. Grenfell and Harris (1999) Model

It starts with “awareness raising” and followed by “modeling, practice, action, planning, and evaluation”. In awareness raising stage, students brainstorm the strategies that they use and share the ones that work for them. Then, teacher demonstrates new strategies; learners are given a range of tasks to deploy new strategies. In action planning stage, learners are guided to select strategies that will help them address their particular difficulties and finally teacher guides students to evaluate their progress and strategy use so that they can set themselves new goals.

1.9.2. O'Malley and Chamot's Model (CALLA)

As far as language learning strategies teaching is concerned, CALLA model that is developed by O'Malley and Chamot (2005) is the highly referential. The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second

and foreign language learners based on cognitive theory and research. It integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning, and explicit instruction in using learning strategies for academic tasks. The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school.

The steps in CALLA are “preparation, presentation, practice, self-evaluation, expansion and assessment”. In preparation stage, teacher identifies students’ current learning strategies for familiar tasks. In presentation stage, teacher models, names, explains new strategies. It is followed by practice and students’ evaluation of their own strategy use. In the expansion stage, students transfer strategies to new tasks, develop repertoire of preferred strategies and finally teacher assesses students’ use of strategies and impact on performance. Literature is full of studies offering ways to facilitate effective use of strategy knowledge for both young and adult learners. CALLA approach, as it was stated before, integrates grade-appropriate content topics, academic language development and direct instruction and practice in using learning strategies to acquire both procedural and declarative knowledge to ESL students. Declarative, meaning conscious, effortful knowledge about strategies is taught, practiced, transferred and evaluated so that it gradually becomes procedural knowledge (O’Malley and Chamot, 1990).

To conclude with, CALLA Instruction is Learner-centered, Reflective, Supportive, Focused as well as Enthusiastic.

1.9.3. The Cohen (1998) Model (SSBI)

Styles and Strategies-Based Instruction model (SSBI) has the teacher take on a variety of roles in order to help students learn to use learning strategies appropriate to their own learning styles. The primary goal of (SSBI) is to integrate style and strategy

instruction so that learners know about their preferred style of learning and how, when and how to use a strategy. Research suggests that there is a link between learning styles and strategies. For example, a visual learner may draw a graphic organizer to help visualize the organization of a reading passage (Anderson, 2005). Cohen (2001) also highlights the link between language learning styles and strategies and summarizes the ultimate goal of integrating styles and strategies as it helps students to become more efficient, effective and responsible language learners. He focuses on crucial aspects of the instructional process of SSBI and provides sample tasks with illustrative activities to the teachers as he believes that SSBI enable teachers to get rid of the burden of imparting language knowledge and skills to students.

1.9.4. Oxford's Model

Oxford's suggested steps for strategy training will be outlined as a framework developed for strategy instruction. Oxford (1990) lists the steps to be followed in strategy instruction as follows:

1. Determine the learners' needs and time available
2. Select strategies well
3. Consider integration of strategy training
4. Consider motivational issues
5. Prepare materials and activities
6. Conduct completely informed training
7. Evaluate the strategy training
8. Revise the strategy training

While the first five items are planning and preparation steps, the last three items involve conducting, evaluating and revising the training.

There are many similarities between the list proposed by Oxford (1990) and the other frameworks in terms of the flow of stages and attention placed on the role of the teacher in strategy training. Bellow is an illustrative table of language learning strategies instruction models for Chamot (2004) that is taken from the “Electronic Journal of Foreign Language Teaching” which compares three current models for language learning strategy instruction (Chamot, 2005; Chamot *et al.*, 1999; Cohen, 1998; Grenfell & Harris, 1999).

SSBI* Model (Cohen, 1998)	CALLA** Model (Chamot, 2005; Chamot <i>et al.</i>, 1999)	Grenfell & Harris (1999)
Teacher as diagnostician: Helps students identify current strategies and learning styles.	Preparation: Teacher identifies students’ current learning strategies for familiar tasks.	Awareness raising: Students complete a task, and then identify the strategies they used.
Teacher as language learner: Shares own learning experiences and thinking processes.	Presentation: Teacher models, names and explains new strategy; asks students if & how they have used it.	Modeling: Teacher models, discusses value of new strategy, makes checklist of strategies for later use.
Teacher as learner trainer: Trains students how to use learning strategies.	Practice: Students practice new strategy; in subsequent strategy practice, teacher fades reminders to encourage independent strategy use.	General practice: Students practice new strategies with different tasks.
Teacher as coordinator: Supervises students’ study plans and monitors difficulties.	Self-evaluation: Students evaluate their own strategy use immediately after practice.	Action planning: Students set goals and choose strategies to attain those goals.
Teacher as coach: Provides ongoing guidance on students’ progress.	Expansion: Students transfer strategies to new tasks, combine strategies into clusters, develop repertoire of preferred	Focused practice: Students carry out action plan using selected strategies; teacher fades prompts so that students use strategies

	strategies.	automatically.
	Assessment: Teacher assesses students' use of strategies and impact on performance.	Evaluation: Teacher and students evaluate success of action plan; set new goals; cycle begins again.

* Styles and Strategies-Based Instruction

** Cognitive Academic Language Learning Approach

Table 1: Models for Language Learning Strategy Instruction

Adapted from Harris (2003; in Chamot ,2004: 22)

All three models begin by identifying students' current learning strategies through activities such as completing questionnaires, engaging in discussions about familiar tasks, and reflecting on strategies used immediately after performing a task. These models all suggest that the teacher should model the new strategy, thus making the instruction explicit. The CALLA model is recursive rather than linear so that teachers and students always have the option of revisiting prior instructional phases as needed (Chamot, 2005). The Grenfell and Harris (1999) model, on the other hand, has students work through a cycle of six steps. The model provides initial familiarization with the new strategies, then has students make personal action plans to improve their own learning, whereas the CALLA model builds in a self-evaluation phase for students to reflect on their use of strategies before going on to transfer the strategies to new tasks.

In summary, current models of language learning strategy instruction are solidly based on developing students' knowledge about their own thinking and strategic processes and encouraging them to adopt strategies that will improve their language learning and proficiency.

1.10. Developing Teachers' Expertise to Integrate LLSs

Since the focus of the present study is on investigating teachers' attitudes in an adult, university setting, ways to raise older learners' awareness of LLSs will be considered. In

order to help learners gain responsibility for using the strategies independently, four sequence of steps need to be followed; raising awareness of learners, teacher modeling of strategies so that students can be aware of their own thinking and learning processes, multiple practice opportunities to help learners move towards autonomous use of strategies and self evaluation of the effectiveness of the strategies (Cohen and Macaro, 2007). Research studies on strategy training aim to help learners become more effective language learners. Although numerous studies have been conducted in this area, there are some concerns related to longitudinal nature of such studies. That is, training language learners to use strategies is proved to be effective in the short term. However, there is not enough evidence whether its effects persist over time (Hassan, *et al.*, 2005; in Cohen and Macaro, 2007). Moreover, more research is needed on the development of language teacher expertise for integrating LLSs into their classrooms, including teachers' characteristics such as teaching approach, attitude and beliefs, which will be elaborated in the following section.

1.10.1. Teachers' Attitudes and Teacher Training on LLSs

There have been a number of studies concerning guiding teachers to incorporate language learning strategies into their classes. In spite of close collaboration with the classroom teachers, there have been differences among the classroom teachers in the degree of being able to implement strategy training successfully (O'Malley and Chamot, 1990; Grenfell and Harris, 1990; Cohen and Macaro, 2007). In one of these studies, Chamot collaborated closely with classroom teachers who had not previously participated in the foreign language learning strategies studies. While outlining the findings, he stated that "...teachers tend to perceive learning strategy instruction as an extra activity rather than as part of their regular instruction" (1993: 309)." Before convincing our learners that strategy training is worthwhile, we should find ways to persuade and involve the teachers

who will incorporate these strategies in their classes as it is not just an interesting research topic or area; it is a set of concepts and procedures that any intelligent teacher can use to help students learn more effectively (Oxford, Nyikos, 1990). In order to overcome these obstacles, we should first consider what the teachers' concerns are and then investigate the literature for recent teacher education programs on strategy training. In the introduction to TESOL Journal on learning styles and strategies, Ely and Pease-Alvarez (1996) focus on the same topic as they claim that many teachers find themselves 'ambivalent' about implementing learning strategies. Some of the teachers are willing to help their learners discover more about themselves as learners while some other teachers are worried about the new instructional responsibilities as well as uncertainties this work produce. Some teachers may be worried as their role is getting diminished since the new focus is on 'future out-of-class learning'. However, Ely and Pease-Alvarez suggest that rather than diminishing the role of the teacher, strategy orientation heightens the importance of classroom teacher as the teacher "...is the most important catalyst in bringing about the learners' self-awareness and it is the teacher who may be in the best position to empower students by showing them how to empower themselves."(1996: 6). They added that strategy training is getting more widespread which necessitates active teacher involvement in recursive work rather than linear so that more opportunities can be provided for self-reflection and self-monitoring. Some of the factors that may effect classroom teachers' decision and cause them to experience difficulties in strategy training are curriculum constraints, teaching style, comfort with current style, teacher beliefs and lack of knowledge in promoting strategies (Vieira, 2003). The curriculum may determine the amount of time teachers can spend on strategy training. If the curriculum is too detailed, it may not give teachers the flexibility to include strategy training into the pacing and even strategy training can be assumed as an extra curricular activity. Another variable is related

to teachers' preferred teaching style. Some teachers who are in favour of a transmission style of teaching may impose strategies on students without investigating their preferences and background knowledge about learning strategies (Cohen and Macaro, 2007). In such classes, rather than helping learners become conscious about their learning process, take their own responsibility of learning and become more autonomous learners, strategy training turns out to be another burden for such students, something else to be memorized. In fact, ways have to be found of taking into account learners' own preferred learning strategies. Another concern that discourages teachers from incorporating learning strategies into their lessons may be the difficulty of providing individual support and advice to students when working with large classes. The teacher needs to come up with creative solutions like putting learners into smaller groups, using peer feedback, making use of student diaries and so on. In order to overcome these prejudices and concerns against strategy training, teachers need to be equipped with knowledge and skill in this area through professional preparation programs. However, Cohen and Macaro (2007) stated the major focus of such programs as they are based on pedagogical techniques, lesson planning and classroom management. Teachers are informed about strategy training either through self-study or exposure in professional development workshop, not through an active and experiential approach. As Anderson (2005) highlights, in order to have metacognitively aware learners, we must have metacognitively aware teachers. In order to support teachers in effective strategy instruction, Ely and Pease-Alvarez's (1996) suggests two model teacher training program. One of the models is about training teachers on appropriate instruction and the other model involves preparing teachers for development and heightening their ability to "observe, reflect upon and modify their instructional patterns" (Pease-Alvarez, 1996: 336). The training programs involve lesson preparation, presentation and feedback on the lessons prepared. The main focus of the programs is the development

of independent and analytical thoughts related to cognitive (psychological and linguistic) and affective thought processes of learner and teachers (Pease- Alvarez, 1996). Harris (2001) supports such kind of active, experiential approach in training programs as they enable teachers to discover their own strategies, consider new ones, learn how to model and teach them, and have many opportunities to practice strategy-based instruction into the curriculum. Such training is similar to students' strategy training as they need to reflect on how well they are learning and managing the learning strategies, teachers need to be clear about how well they are facilitating strategy training.

Conclusion

Language learning strategies are indeed key elements in effective learning. Those special techniques to comprehend, store, and retrieve new information, foster the learning/acquisition process and helps learners to build their autonomy and develop communicative competence. There are various factors, which affect the choice and implementation of learning strategies such as cognitive, social and affective factors. It is important for teachers to be aware of these factors as well as their implications to facilitate second language learning. Learners thus, are exposed to use several different strategies so as to promote learning. Teachers on another hand are asked to help learners to approach the language learning in a more effective way by teaching them how, when, and why to use LLSs through strategy training. The latter takes different forms, methods and models that all have a significant impact on learners' academic achievement and results. To this point, the thoughts of a number of researchers who highlights the importance of professional preparation programs in which teachers are equipped with knowledge and skill in this area were summarized.

Chapter Two

Attitudes

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Chapter Two

Attitudes

Introduction

This chapter will introduce some insights into social psychology. Specifically the concept of attitude, its types, dimensions, and components, the effects of attitudes on behavior and more importantly behavior formation and change that can help in better understanding EFL teachers' attitudes towards language learning strategies integration and how attitudes can influence their behavior and teaching practices.

2.1. The Concept of Attitude

Attitudes have long been considered a central concept of social psychology. In fact, the whole field of social psychology used to be defined by early writers as the scientific study of attitudes and in 1954 Gordon Allport (in Schwarz and Bohner, 2001) noted, "This concept is probably the most distinctive and indispensable concept in contemporary American social psychology" (43). As one may expect of any concept that has received decades of attention, the concept of attitudes has changed over the years. The initial definitions of the concept 'attitudes' were broad and general to the extent that they cover three components namely; cognitive, affective, motivational, and behavioral elements. One example is Allport's 1935 definition that viewed an attitude as "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related" (810). A decade later, Krech and Crutchfield (1948: 152; in Schwarz and Bohner, 2001) wrote, "An attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world" .

These definitions emphasized the enduring nature of attitudes and their close relationship to individuals' behavior. Some sociologists and psychologists even defined attitudes simply in terms of the probability that a person will show a specified behavior in a specified situation. Over the subsequent decades, the attitude concept lost much of its breadth and was largely reduced to its evaluative component (Schwarz and Bohner, 2001). In Daryl Bem words, "Attitudes are likes and dislikes" (1970: 14). Similarly, Eagly and Chaiken (1993; in Gawronski, 2007), in a highly influential textbook, defined attitudes as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" (1). Along the way, many functions that were initially ascribed to attitudes have been reassigned to other cognitive structures and the accumulating body of empirical findings drew many of the classic assumptions into question. Accordingly, a growing body of literature on attitudes was written in an attempt to bring some clarity to the confusing nature of the concept. For example Pickens (2005) argues that a simpler definition of attitude is the tendency to act in a specific manner due to both a person's experience and temperament. Inc, in the other hand argues that attitudes are ways to express a person's likes and dislikes towards specific people, things and events (2007). Following on attempts for simplifying the concept, Cherry (2012) states that attitudes are the learned tendency to evaluate or assess objects or issues. As we review below, self-reports of attitudes are highly context-dependent and can be profoundly influenced by minor changes in question wording, question format or question order. For some researchers, this malleability simply reflects measurement error. People presumably hold stable attitudes.

It is surprisingly difficult to design conclusive empirical tests to evaluate the relative merit of these proposals and, with a few plausible assumptions; each is compatible with the available data. In fact, the contemporary definitions of attitudes equate attitudes with

evaluative judgments. Generally speaking, attitudes can be defined as the favorable and unfavorable evaluation or judgments that a person makes towards an attitude object.

2.2. Types of Attitude

The main types of attitudes in addition the differences between them will be discussed.

2.2.1. Explicit Attitudes

Explicit attitudes can be defined as the conscious beliefs, thoughts, views and perceptions towards attitude objects. Therefore they can guide us to taking decisions and acting behaviors. According to Whitfield and Jordan (2009) state that explicit attitudes reflect the deliberate evaluating judgments. Moreover, Ewing, Allen and Kardes (2008) states that explicit attitudes depend on judgments of the validity of syllogistic inferences about an attitude object in order to form or change. Explicit attitudes generally are consciously controllable because they arise from qualitatively different from implicit attitudes (2008: 593). To express that differently, in explicit attitudes, we evaluate an object, idea or event deliberately and intentionally. This is the way they are explicit and may influence our behavior. In this sense, explicit attitudes can be measured by using different methods and techniques that help us to know such expressed attitudes. One of these methods is the self-report technique in which one just asks individuals questions for the sake of getting to know their beliefs, assumptions and views an attitude object. A second method is measuring explicit attitudes through observation. It means that one just observes the behaviors and actions of others, and then he reports what they acted.

2.2.2. Implicit Attitude

Implicit attitudes are the unconscious views, beliefs and thoughts that can made about attitude objects. They are not clear and defined intentionally; however; they have an

impact on one's behaviors and actions. Whitfield and Jordan (2009) believe that implicit attitudes could be automatic assistive responses and can be measured in an indirect way. Ewing *et al.* (2008: 32) state: "this kind of attitudes emerges from automatic affective responses to a source." From his part, Rudman (2004; in Ewing *et al.*, 2008) explains that when an individual encounters a particular attitude object, the activation of associations leads to an implicit attitude. Thus, implicit attitudes are not expressed explicitly nor clearly shown. They are the unexpressed feelings, beliefs and views about an attitude object.

The methods and techniques that can be used in measuring implicit attitudes are muscle activity; reaction time. The first method is used to measure the tension of the person's muscle at the same time when the individual is thinking about a particular attitude object. The second method, as it is mentioned previously is a reaction time, through which we measure how much people take time to respond or react to an attitude object.

2.3. Dimensions of Attitude

Dimensions of attitudes are mainly: attitude strength, accessibility and ambivalence.

2.3.1. Attitude Strength

Several researchers suggested that attitudes vary in their degree of "strength", "centrality", or "crystallization". Although these concepts have been difficult to operationalize and measures of attitude strength are weakly related to each other, attitude strength has proved important in other domains of research. Most importantly, strongly held attitudes have been found to be more stable over time and less likely to change in response to persuasive messages. Moreover, they are better predictors of behavior than weak attitudes (Bohner and Schwarz, 2001). Thus for an attitude to be strong, it should be influential, significant, interesting and attractive enough for people.

In this sense, when teachers are aware and knowledgeable about the significant of an attitude object, they will hold a strong attitude towards it.

2.3.2. Attitude Accessibility

Fazio and his colleagues (1999) suggested that some attitudes are more accessible than others, as reflected in respondents' reaction times. Presumably, a fast response to an attitude question indicates that a previously formed evaluation was accessible in memory, whereas a slow response indicates that an evaluation had to be computed on the spot, which takes time. For example, an attitude object may elicit an affective response that may serve as a basis for a fast evaluative judgment. Several studies have found that highly accessible attitudes, as inferred from fast answers, are more stable over time and are better predictors of behavior.

2.3.3. Attitude Ambivalence

Ambivalence refers to the percentage of positive and negative assessments that setup an attitude. It is only when different pieces of information have opposite implications that we should see low stability over time and low attitude-behavior consistency. Integrating the implications of these different pieces of information, however, would take time (Bassili, 1998), potentially resulting in the observed relationship between response time and stability or attitude-behavior consistency.

2.2.5. Components of Attitude

Attitudes are defined as enduring systems of beliefs that can be examined on three different levels: Affective, cognitive and behavioral. The three components are referred to as ABC's components (Cherry, 2012).

2.5.1. The Affective Component of Attitude

It reflects how we feel regarding an attitude. Cherry (2012) states that the emotional component means how an issue, event, person makes the person feels. The affective component is related to emotional positive or negative reactions to an object. It refers to one's likes and dislikes.

2.5.2. The Behavioral Component of Attitude

This refers to how we think or reason through an attitude. Some researchers like Inc (2007) states that the behavioral component is the person's verbal indication of what these individual tend to act. Ajzen states that the behavioral responses can be either expressions of behavioral intentions or overt and observed actions.

2.5.3. The Cognitive Component of Attitude

As the word cognitive suggests, the cognitive component of an attitude refers to how we act on an attitude, in other words, the mental knowledge, thoughts, ideas, perceptions and beliefs about the attitude object. While Pickens (2005) states that attitudes also bring us with internal cognition or beliefs and thought about individuals and objects, Inc (2007) argues that the cognitive component describes the individual's cognitive evaluation of the entity that is used in the attitude formation.

2.6. Attitude and Behavior

Respondents may base their attitude judgments on information about their own behavior towards the attitude object.

2.6.1. Attitude as predictor of behavior

Many social psychologists such as Zhang, Sun (2009) and Meyers (1993; in Brewer, 2003) argue that attitude can predict one's behaviors. This means that attitudes are very effective factors for anticipating people's behaviors. For example, if a teacher is known for

having positive attitudes towards language learning strategies, his behavior can be anticipated, i.e. he will teach language learning strategies in his classroom lessons.

Social psychologists also identify some factors that help to increase the correlation between attitude and behavior. Specificity and accessibility of an attitude to be regarded as predictive are mentioned in addition to some conditions states by Meyers. The first condition for an attitude to predict behavior is the minimal influence on how people express attitudes. Secondly is the situational norms and thirdly, the attitude should be specific to the behavior and finally, attitude is made salient before behavior achieved or performed.

2.6.2. The Influence of Attitude on Behavior

As have been shown so far, attitudes are determinant of behavior. Researchers agree that attitudes influence behaviors. Fazio (2004; in Joseph, 2010) claims that there are four factors which determine the strength of the relationship between attitude and behavior namely; the behavior qualities, the person qualities, the situation qualities and the qualities of the attitude itself. Accordingly, it was discovered that individuals are more likely to behave according to their attitudes under some conditions as in the case when a person's attitude is the outcome or the consequent of personal experience, when a person is an expert in the subject, when a person expects a favorable consequence, when the attitude is repeatedly expressed and when a person has to win or lose something due to the issue. Simonson and Maushak (2001) explain that attitudes have an influence on behavior by influencing one's intentions, which are decisions to behavior in a specific manner. The issue of how an attitude shift to behavior was resolved by the addition of another psychological event that is the formation of an intention. Therefore, intention was explained to be the individual's motivation for making effort to perform an action.

Similarly, the theory of planned behavior provides a useful conceptual framework for dealing with the complexities of human social behavior; it incorporates some of the central notions in the social and behavior sciences, and identifies them in a manner that allows prediction and understanding of specific behavior in particular contexts. According to this theory, attitudes toward behavior are guided by the accessibility of beliefs about the behavior. Beliefs are viewed as the subjective likelihood which the behavior is going to produce certain results. Subjective norms, on the other hand, are the person's perception of normative pressures of society that the person should or should not act or behave in such behaviors like subjective norms from peers, family and society. The perceived behavioral control means that the person finds an easiness or difficulty in acting or behaving the specific action or behavior. Behavioral intention refers to the person's readiness to act or behave in a particular way.

2.6. Attitude Formation and Change

2.6.1. Attitude Formation

Research has indicated that there are several ways in which we acquire attitudes. One of our earliest agents of attitude formation is our parents, later followed by our peers and the media. In social psychology, attitude formation is rooted in four major sources namely;

- Classical conditioning: associating behaviors and attitudes as "good" or "bad" (i.e. it is good to tell the truth, it is bad to steal).
- Operant conditioning: being rewarded or punished for behavior and attitudes (i.e. being praised for telling the truth or being punished for stealing something).
- Cognitive appraisals: weighing logical arguments in determining your attitude.
- Observational learning: learning attitudes through peer behavior and the media.

2.6.2.1. Mere Exposure Theory

In simple words, Mere exposure implies that the more someone is exposed to an attitude, the more that person will like it. As an example: buying the name brand item because you've seen lots of commercials for it.

Joseph (2010) supposes that individuals tend to develop positive attitudes towards something whenever they are frequently and repeatedly exposed to it. Applying this to our concern of teacher's attitudes towards LLSs integration, the more EFL teachers are exposed to integrating language learning strategies through frequent teachers' conferences and training, the more they hold good attitudes towards it.

In this theory, the affective component of attitudes is crucial. On this basis the theory highlights the dominant role emotions play in forming attitudes.

2.6.2.2. Associative Learning Theory

Associative learning theory explains the formation of attitudes through classical conditioning and operant conditioning.

Classical conditioning is the process of reflex learning through which attitudes are formed in automatic, uncontrollable way. According to Joseph (2010); the classical conditioning method of forming attitude involves the implicit pairing of a neutral stimulus with an unconditioned stimulus one that is known to produce an emotional reaction. As a result, the neutral stimulus finally starts to produce an effective response of its own. To illustrate more, the subsequent example is given. When a teacher was a student, his teacher may enjoy teaching language learning strategies in a favorable way. The teacher attitude is subject to students' approval and Students automatically develop a good opinion towards language learning strategies. Thus, as teachers; language learning strategies evoke the same response or reaction.

Classical conditioning explains some learning of involuntary, emotional and psychological responses. It influences the affective component of attitude. Consequently, positive or negative feelings about an attitude object can be elicited.

Explaining attitude formation in an associative way can also be done through Operant conditioning. The latter differs from classical conditioning in the point that it involves conditioning voluntary, controllable behaviors, not the automatic psychological responses in classical conditioning. Teachers can deliberately use operant conditioning with their students (training). Attitudes towards an object or situation that are followed by satisfaction are strengthened. On the other hand, attitudes that are followed by discomfort are weakened. Attitudes change because of its consequences. According to Joseph (2010), in operant conditioning one eventually learns not only which views and beliefs or attitudes are acceptable, but also how to add one's attitudes to fit his social settings based on the perception which he believes he will obtain. To state this in practical words; whenever a teacher moved to teach language learning strategies theoretically in his classroom, students complain; argue and ask him to skip this section because it is complicated. Such discouraging reaction from the students leads the teacher to develop a negative opinion towards integrating language learning strategies in his lessons.

As the word associative suggests; the learning theory links the construction of attitudes to some in-depth associations' people make either intentionally or automatically.

2.6.1.3. Observational Learning theory

While associative learning theory renders attitudes formation to internal factors, Observational learning theory supposes that one's attitudes are formed through external observation of others' behavior results.

Cherry (2012) argues that people also learn attitudes by observing people around them, he also makes a small differentiation between the observation effect and the impact of

reinforcement. In other words; observation guides the reaction one learns, whereas reinforcement guides the reaction that one expresses. As far as the teaching process is concerned, the theory is meant to explain such example. When a teacher watches other experienced teachers' behaviors, he imitates what they do and hold the same opinions and attitudes they have. Therefore, teachers construct positive or negative attitudes towards an object under the impression of other teachers' strong observable behaviors.

2.6.1.4. Self-Perception Theory

This theory is proposed by the psychologist Bem Daryl. Its main assumption is that attitudes are formed from the outcome of one's behavior contradicting in that to other theories of attitude formation which see behavior as a consequence of attitude

The self-perception theory claims that one develops or improves his attitude by watching his own actions or behaviors and understands what attitude have caused to them. In doing so, they follow the same inference rules that an external observer would apply, as initially suggested by Bem (1970, 1972). Moreover, it is not individuals' actual behavior, but their perception of their behavior, that drives their attitude judgments. Bem also argues that we assess or evaluate our attitudes and make internal or external attributions on the basic of what we think might have produce them. In this sense, Joseph (2010) explains that when an attitude is inferred from ones behavior or action, it is not likely to occur if one does not access prior information about an accessible attitude towards a situation. For example; after teachers perform certain behaviour, they report a happier feeling or favorable attitude if the behaviour is pleasant.

2.7.1.5. The Functional Theory of Attitude Formation

The core of this theory is formulated on the basic assumption that attitudes are guided by the function they are used for. Everyone holds a particular attitude since this

attitude is helpful for him/her to achieve his/her essential goals. Joseph (2010) sees that in functionalism attitudes play an active role, in the sense that attitudes are viewed as hypothetical constructs that are formed to satisfy particular psychological needs, unlike the other theories in which attitudes construction is viewed as cognitively passive process.

This theory is used to serve four kinds of psychological functions namely; instrumental, ego-defensive, value-expressive and knowledge function. Instrumental function implies that teachers develop favorable beliefs towards an attitude object if they can make advantage of it. Such as favoring the use of language learning strategies that support their teaching practice and bring satisfaction to their students. Ego-defensive function means that attitudes are helpful in keeping people's self image and dignity. It is also useful when it comes to keeping one safe from sharp or hard realities of life. In a teaching atmosphere if a novice teacher brings some brilliant ideas, he may receive some offensive comments from experienced teachers and thus construct negative beliefs toward the attitude object.

The third function is the value expressive. According to Joseph (2010), the value expression of an attitude is to convey values which are significant to people and which reflect and reinforce their self-concept or self-image. For example; teachers who value language learning strategies teaching, may reinforce this image by adopting effectiveness beliefs and characteristics of successful teachers' values. The last function that is the knowledge function is helpful to organize, simplify and predict some aspects of our social world. Therefore it is attitudes that bring us to a meaningful and structured setting and help us to understand the social environment in a good manner.

2.6.2. Attitude Change

Researchers argue that behaviour change can be even explained by theories that are dealt attitude formation since the process changing an existing attitude to a new one is too

similar to forming a new attitude. The major theories that concern itself with language change are: the learning theory, the persuasion theory, and the social judgment theory. Each one is exposed subsequently.

2.6.2.1. The Learning Theory of Attitude change

The same theory is used to explore both attitude construction and change. Thus, attitude change can be explained through classical conditioning, operant conditioning and observational learning. Cherry (2012) states that classical conditioning can be used to produce positive emotional responses to an attitude object whereas operant conditioning can be served to strengthen favorable attitudes and weaken unfavorable ones. On the other hand, observational learning can be also used to describe or explain how attitudes are changing. Based on such principles, attitudes change according to their consequences or when being influenced by other people attitudes.

2.6.2.2. The Persuasion Theory of Attitude Change

Persuasion is an attempt to change a person's attitudes. The process of attitude change is a complex one; however; it is commonly studied through communication means under this theory. Research has indicated there are several key components that make messages more persuasive, the persuasive communicator and the persuaded audience. The persuasive message has several variables:

- Familiarity: messages are more persuasive if we are familiar with the product or information.
- Repetition: the more a message is repeated (especially if it is complex), the more persuasive it is.
- Two-sided arguments: both sides to an argument are presented.

– Emotional appeals: commercials, especially, are more persuasive if they appeal to the emotions.

– Arguments that run counter to the communicator's interests: messages that seem to go against the interests of the person speaking tend to be more persuasive.

The persuasive communicators tend to show expertise, be trustworthy and attractive, be similar to the audience as well as come from health professions. The last element is the persuaded audience which tends two characteristics: Low self-esteem: low sense of self-worth and high social anxiety: a high need to fit into society.

The theory is proposed and developed by Carl Hovland *et al.* and it assume that persuasion leads to change attitudes through producing uncertainty in the minds of those strongly opposing the persuader's opinion, decreasing the audience's resistance, modifying their attitudes, and enhancing behaviour from those who may already accept the persuader. Inc (2007) explains that attitudes change can be understood as a reaction to communication.

2.6.2.3. Dissonance Theory

The theory of cognitive dissonance is proposed by Leon Festinger (1957) who states that when we have two contradictory beliefs we feel anxiety. For example, teachers know that teaching language learning strategies is beneficial for learners, but don't teach them anyway. They will attempt to reduce their anxiety, called dissonance reduction, by coming up with a reason for their actions. Teachers might rationalize this by saying "classes are overcrowded" or "evidence is contradictory on the effects of teaching language learning strategies on leaning".

According to Joseph (2010) cognitive dissonance occurs when a person experiences two conflicting or inconsistent beliefs that produce a state of tension and discomfort. Moreover, Brewer (2003) asserts that the cognitive dissonance has also found two other

cases like post-decision; in which cognitive dissonance produces the situation where the person highlight all pleasant points of object and also all the unpleasant points of other objects. The counter-attitudinal behavior occurs when people voluntarily act in a behavior that is opposite to held attitudes.

2.6.2.4. Social Judgment Theory

In social judgment theory, the source of attitude change is referred to the judgment processes. The word 'attribution' is crucial in this theory. This is why it is sometimes labeled 'attribution theory'. Attribution is the process by which individuals make a decision why particular events happened or why a specific individual behaves in a particular way. The theory suggests that there are some factors that influence the individual's attribution such as internal and external causes and the actions of others in addition to the particular individual's role as an actor in a specific situation. Attribution theory examines how we attribute the source of our actions:

- Dispositional (or person) attribution--attributing actions to personal factors.
- Situational attribution--attributing actions to external or environmental factors.
- Stable attribution--conditions that are always present.
- Unstable attribution--conditions that are not stable and may be occasional or intermittent.

Harold Kelley believes people make attributions based on three kinds of information:

- Consistency means how an individual acts in the same situation over time. It's important in determining whether to make a stable or unstable attribution.
- Distinctiveness refers to how the situation the individual is placed in is different from more common situations and finally;
- Consensus which indicates how similar others would respond in the same situation. It is important in determining whether to make a dispositional or situational attribution.

Based on social judgment theory, individuals may develop preconceived ideas about someone else which may affect the way they view or act toward the other person. These expectations may cause individuals to change the way they act. The self-fulfilling prophesy is this change in behavior due to the influence of how others view the individual.

It is worth mentioning, as a conclusive note that most theories assume, at least implicitly, that when attitude changes the new attitude replaces the former one. The authors argue that a new attitude can override, but not replaces the former one. Dual attitudes are defined as different evaluations of the same attitude object: an automatic/implicit attitude and an explicit attitude.

2.7. Defining EFL Teachers' Attitudes towards LLSs Integration

Studies and researches that aim at investigating EFL teachers' attitudes towards the use and integration of language learning strategies in their classroom lessons are too limited when compared to the importance of this issue in foreign language teaching and learning.

One of the most accomplishments in learning strategies studies (O'Malley, 1990; Oxford, 2000) is to investigate how much these strategies have been employed by teachers in their different teaching tasks, and by learners while learning. Second-language researchers have also investigated a variety of language learning tasks, including listening, reading, speaking, and writing. While much additional research remains to be done with language learning strategies, many of the studies carried out to date report that instruction in learning strategies can, if properly conducted, help students increase their language learning ability and confidence (Ross and Rost, 1991; Thompson and Rubin, 1993). This implies the importance role teachers play, and appeals for the necessity for considering the psychological part of teachers. According to an article in *Journal of Instructional Pedagogies*, "decades of research on the connection between teachers' theoretical beliefs

and their practices yield a common theme: all teachers bring to the classroom some level of beliefs that influence their critical decision making” (Squires and Bliss, 2004: 756). Freedman and Carver, after reviewing many studies, suggest “it is now widely accepted that teachers’ personally held beliefs and values help to guide their teaching practices” (2007: 656). Hall also indicates that the decisions that content area teachers make about what to teach and how to teach it may be largely influenced by their beliefs (2005: 404). Hall elaborates, “Despite the types and amounts of knowledge that teachers may hold, it is their beliefs that are more likely to dictate their actions in the classroom” (2005: 405). Regardless of their pre-service exposure and preparation and in service training, teachers’ beliefs inform their professional attitudes and conduct in their classrooms.

Conclusion

Attitude is a multi-dimensional notion that can be dealt with from different angles. Accordingly, attitude can be described as a feature that is an indicator of individual’s point of view and feelings towards a subject and that motivates him/her to behave in a positive or negative way. Behaviorism, cognitivism and social learning are the major psychological frameworks that outline the concept of attitudes and its formation and change. Accordingly, attitudes can be realized through operant and classical conditioning from a behaviouristic point of view. They can also be conceived as the acquisition of meaning by stressing the important role plays by human brain mainly memory as holds the cognitive theory. Finally, attitudes formation and change can be explained as an active construction and of knowledge and understanding of the world out of personal experiences. Studies prove that affective characteristics are as important as cognitive on influencing learning products. In this context, it is of great importance that teachers develop good opinions towards the material being taught.

Chapter Three

Field of Investigation

Introduction

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Chapter Three

Field of Investigation

Introduction

So far, we have devoted the first two chapters to a review of related literature about attitudes and language learning strategies. The next step is to set out the practical study which aims at investigating teachers' views towards language learning strategies integration in EFL classrooms in order to explore how language learning theory relates to practice. A questionnaire was designed on the light of data suggested by the literature, and administered to EFL teachers at Mohammed Seddik Ben Yahya- Jijel University, English department for the sake of confirming our hypothesis. Thus, this chapter starts by describing the population of the study, then explaining the design, implementation and the results yielded from teachers' questionnaire and then it is followed by a discussion of the results.

We have hypothesized in the introduction of this research that teachers would integrate language learning strategies effectively if they had positive attitudes towards language learning strategies.

3.1. Teachers' Questionnaire

3.1.1. Aim of the Questionnaire

We believe that in order to investigate effectively the students' needs in terms of their English learning ability. It is necessary to consider the teachers' opinions and attitudes towards the use of language learning strategies and more importantly their teaching as teachers plays crucial role in such leaning-teaching situations. It also aims at investigating the teachers' thoughts of how language learning strategies are being taught and the problems being encountered with teachers in their teaching tasks.

3.1.2. Administration of the Questionnaire

Our target population consists of all teachers of English in the department of English at the University of Jijel. There is no possibility of covering the whole population. As such we have reduced the sample to twenty-five teachers, who do have similarities with the whole population. The questionnaire was handed out to twenty-eight teachers however, only eighteen teachers have handed back their questionnaire. Thus, our sample contains a total of eighteen teachers. It is worth mention that the present study took place at the very end of the year and most teachers were either busy or absent. In the light of these circumstances, only 18 teachers have co-operated with the work and we feel very grateful to their comprehension.

3.1.3. Description of the Questionnaire

In order to elicit general information about teachers' background, awareness of LLSs in general and of those adopted by their learners in particular, this questionnaire was addressed. The whole questionnaire is made up of (26) items fallen into four broad sections; and fifth one for any further suggestions. Each section focuses on a particular aspect. The questionnaire involves different types of questions: "closed" and 'open-ended' questions. Closed questions require from the teacher to answer by 'Yes' or 'No' or to tick up the right answers from a set of options; however; open-ended questions necessitate giving their personal opinions or background information about subjects. Finally, the questionnaire makes use of "follow-up" questions by which teachers are ask to clarify, or specify some of his/her close ended answer. Questions in section one aim at collecting items of information on the sample. Namely; gender, degree held, teaching situation, their work and training experiences. The second section includes six question items which investigate the teachers' awareness about language learning strategies and their importance, whether they perceive them as crucial, do they try to identify the different

strategies adopted by their students as well as to what level students are strategic in learning English...etc. Information whether teachers motivate their students to benefit from LLSs or not are also included. In the third and fourth section, fourteen questions are addressed in order to comprise a detailed picture about the attitudes and perceptions teachers hold towards language learning strategies integration. The questions are meant to test if teachers incorporate or not the LLSs, how they do so, and under which factors. Section five is left for teachers to express their suggestions for improving both teachers and learners repertoire on LLSs, if they have any.

3.1.4. Global Analysis of the Questionnaire

Section One: General Information

Question 1: Gender

Gender	Subjects	Percentage
Male	11	61.12%
Female	7	38.88%
Total	18	100%

Table2: Gender

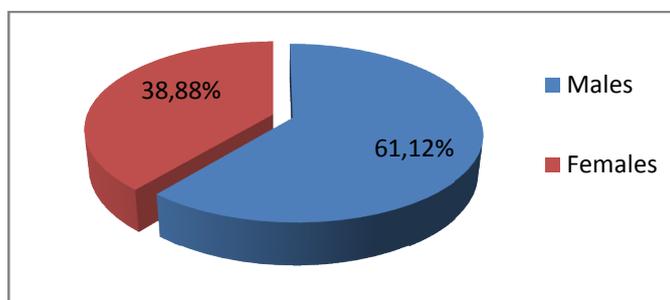


Figure 1: Gender

Most teachers that participate in the study are males; we find this in the English Department of Jijel University where male English teachers are more than females. As shown above, females are represented by (38.88%) and males by (61.12%). Thus, attitudes of teachers both males and females were checked.

Question2: Teachers' Qualification

Degree	Number	percentage
BA	6	33.33%
MA	11	61.11%
PhD	1	5.55%
Total	18	100%

Table 3: Teachers' Qualification

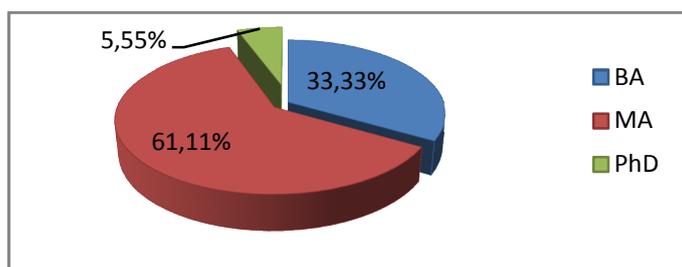


Figure 2: Teachers' Qualification

A clear majority of teachers (61.11%) to whom the questionnaire was delivered hold a master/magister degree. (33.33%) of teachers declares to have a license degree, two of which are inspectors and only one PhD teacher is presented in the population. That means that are highly qualified and skilled educators whose answers and suggestions are very reliable.

Question 3: Years of Experiences

Years	Subjects	Percentage
[1-5[8	44.44%
[5-10[5	27.77%
[10-15]	3	16.66%
25 & more	2	11.11%
Total	18	100%

Table 4: Years of Experience

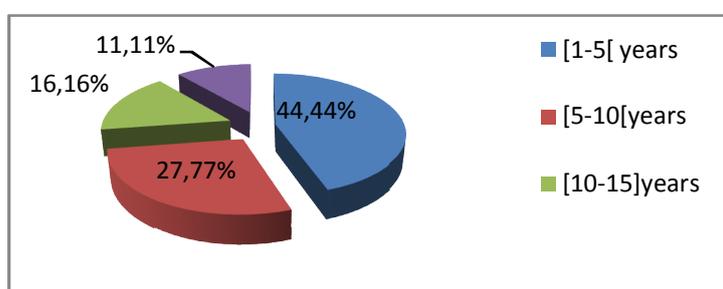


Figure 3: Years of Experience

Teachers here are asked to give in numbers the years of their teaching experiences. The teachers that participated in this study are classified into four groups. The first group consisted of 8 teachers with less than 5 years of experience. The second group includes 5 teachers with an experience between 5 to 9 years. The third group consisted of 3 teachers with an experience between 10 to 15 years and there are 2 teachers in last group whose teaching experiences varied between 25 to 32 years. This question is to ensure that teachers are mature enough to distinguish what it is that suits their learners better. The results indicate that the sample is perfectly representative and highly reliable.

Question4: Benefiting from Training on LLSs

Options	Subjects	Percentage
Yes	7	38.88%
No	11	61.12%
Total	18	100%

Table 5: Teachers' Benefit from Training on LLSs

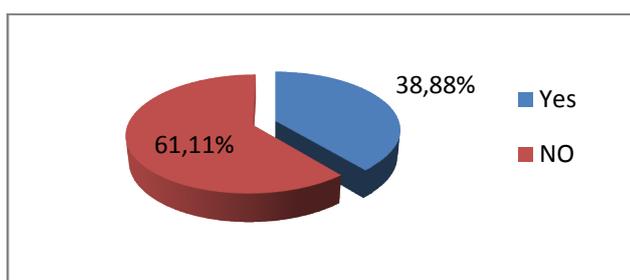


Figure 4: Teachers Benefit from Training on LLSs

The table above illustrates that the vast majority of teachers (61.11%) have not received any training on how to teach language learning strategies which means that teachers are not formed how to integrate the LLSs training which explains why teachers view the task of teaching LLSs as a difficult one.

Section Two: Teachers' awareness of language learning strategies

Question 5: The Importance of LLSs

Options	Subjects	Percentages
Yes	17	94.44%
No	1	5.55%
Total	18	100%

Table 6: The Importance of LLSs

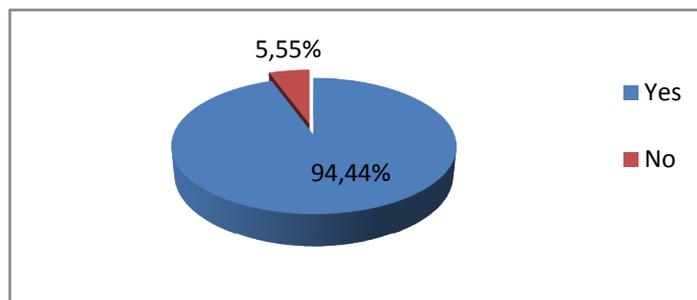


Figure 4: The Importance of LLSs

As indicated in the above table, except for (5.55%) of teachers, answered negatively. (94.44%), whose answers were positive, believe that language learning strategies are crucial components in learning a foreign language. According to teachers' explanations, learners become very unlikely to achieve an acceptable learning level without the use of LLSs. What results report have been supported by the literature and ensures that to teachers are aware of the significance of learning strategies. Teachers were asked to show how language strategies promote learning.

To investigate teachers' awareness of the existing relationship between language learning strategies use and learners' proficiency, teachers are asked to explain more and show in which way language learning strategies are important. According to teachers' illustrations, learning strategies have been proven very effective by researchers in learning in general and foreign language learning in particular. These learning procedures facilitate the learning process; therefore teachers should give more attention to the learning process. Both teachers and learners should be aware of LLSs, what they are and how they can use them to make their learning easier and more beneficial. In addition to that, learning to learn helps a learner to achieve autonomy. If a student learns how to learn, he will be able to learn more quickly and efficiently as well as to take control over his/her own learning. Teachers go further to explain more the importance of matching appropriately language tasks with the right strategies, one teacher write: "resorting to the wrong learning strategy may hamper the learning process." Other states that the learning process should be flexible.

Question 6: Paying Learners Attention to Use LLSs

Options	Subjects	Percentage
Always	3	16.66%
Often	7	38.88%
Sometimes	5	27.77%
Rarely	2	11.11%
Never	1	5.55%
Total	18	100%

Table 7: Paying Learners Attention to Use LLSs

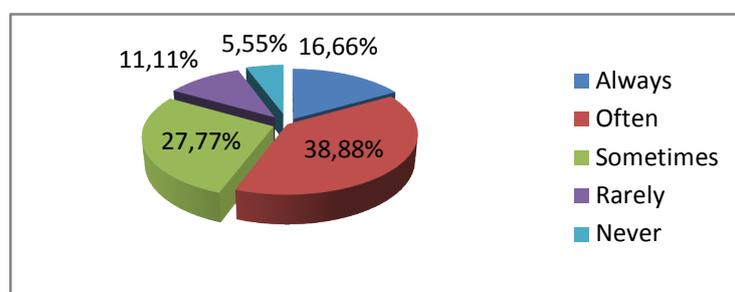


Figure 6: Paying Learners Attention to Use LLSs

The results indicate that 83.31% of teachers always, often, or sometimes pay students Attention to the existing relationship between language learning strategies use and success in second language learning. However; 16.66% teachers mentions that they have never raised the issue with their students.

Question 7: Motivating Students to Use Language Learning Strategies

Options	Subjects	percentage
Yes	15	83.33%
No	3	16.66%
Total	18	100%

Table 8: Motivating Students to Use Language Learning Strategies

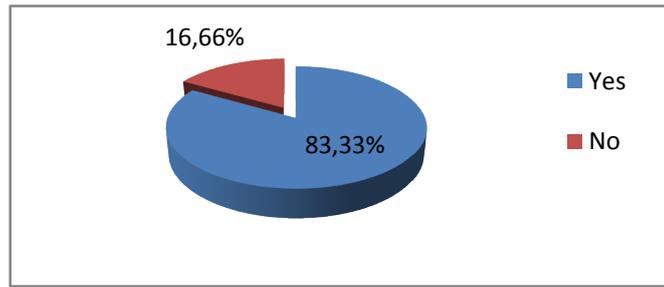


Figure 7: Motivating Students to Use Language Learning Strategies

The common shared reaction among the majority of teachers (83.33%) is that they motivate their students to use LLSs to learn or accomplish a task. Only 16.66% of our population claims not trying to motivate learners to use LLSs. Again, motivating learners to use these tactics reflect the teachers' awareness of the usefulness of LLSs in the learning process.

Question 8: Helping Students to Identify LLSs

Options	Subjects	Percentage
Always	2	11.11%
Often	5	27.77%
Sometimes	8	44.44%
Rarely	1	5.55%
Never	2	11.11%
Total	18	100%

Table 9: Helping Students to Identify LLSs

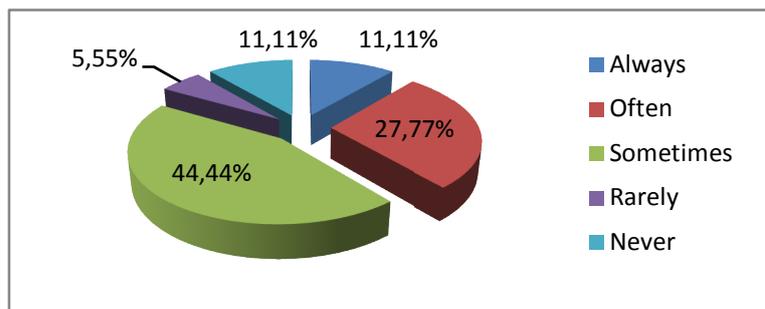


Figure 8: Helping Students to Identify LLSs

As shown in the table above, more than half teachers (83.33%) declare that try to identify the different learning strategies employed by their learners in different occasion. Among this ratio, 27.77% of teachers are often interested in identifying these strategies while 44.44% sometimes investigate the use of LLSs by their students, and 11.11% of teachers tend to practice a kind of daily classroom observation. However; 16.16% of teachers do rarely or never make any trial to identify the types of strategies employed by their learners. It is believed that when teachers identify the favored types of strategies learners employ more , they can built their instructions and select the material needed based on this choice so that to help learners to acquire better . Besides, learners may prefer one type of strategy and neglect others. Teachers in this case may motivate and help learners to use a wide range of strategies and thus enlarge their strategy' repertoire.

Question 9: Factors Affecting LLSs Choice

In this question teachers are asked to choose from a set of factors the one that they believe it has a strong impact on the choice of LLSs. In fact all these factors are proven in literature to exert an influence on LLSs choice. The factors mentioned are: age, gender, language ability, cultural background, learning style, motivation, teaching methods, nature of task. All teachers choose more than one factor which entails the complexity of the issue. In our context of study, teachers agree that LLSs choice is strongly affected by, first,

language ability, followed by motivation then, learners learning style and the teaching method. Nature of task, cultural background, gender, and age come last in the list of factors affecting LLSs choice. This means that teachers believe that the choice of strategy is affected by just learners' character rather than by external factors as teaching methods and the nature of task. In fact, teachers need to be informed that the last two factors do influence the choice of strategy as was shown in the literature. This is illustrated in the following table:

Options	Age	Gender	Task Nature	Language Ability	Cultural Background	Learning Style	Motivation	Teaching Method
Subjects	2	3	6	11	5	9	10	8

Table 10: Factors Affecting LLSs Choice

Question 10: Causes of Difficulties Students Face to Learn English

Similarly, in this question teachers make choice for more than one reason when were asked to note the major source of difficulty students face to learn English in the Algerian context and within the boundaries of the study three main causes were cited namely: English is a difficult language, the use of few learning strategies and the use of inappropriate LLSs. As shown in the following table:

Options	English is difficult t	The use of few LLSs	Wrong use of LLSs
Subjects	1	6	14

Table 11: Causes of Difficulties Students Face to Learn English

Regarding teachers' answers, the difficulty in learning English is attributed mainly to language learning strategies and not to the fact that English is a difficult language. Again teachers consolidate the claims about the significance role language learning strategies play in learning a foreign language.

Section Three: Teachers' knowledge of LLSs Adopted by their learners

Question 11: Frequency of Learners Use of LLSs

Options	Subjects	Percentage
Always	0	0%
Often	1	5.55%
Sometimes	8	44.44%
Rarely	5	27.77%
Never	4	22.22%
Total	18	100%

Table 12: Frequency of Learners Use of LLSs

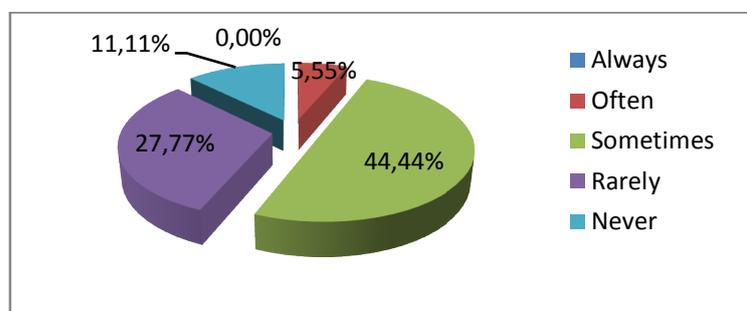


Figure 9: Frequency of Learners Use of LLSs

The results show that students use language learning strategies sometimes, rarely, to never at all. Few (5.55%) are the teachers who consider their learners as strategic in their learning and often use language learning strategies. The others (83.33%) view the learners as passive. This is may be one source of teachers' lack of motivation to teach.

Question 12: The Adoption of LLSs by Some Students more than others

Options	Subjects	Percentage
Yes	17	94.44%
No	1	5.55%
Total	18	100%

Table 13: The Adoption of LLSs by Some Students more than others

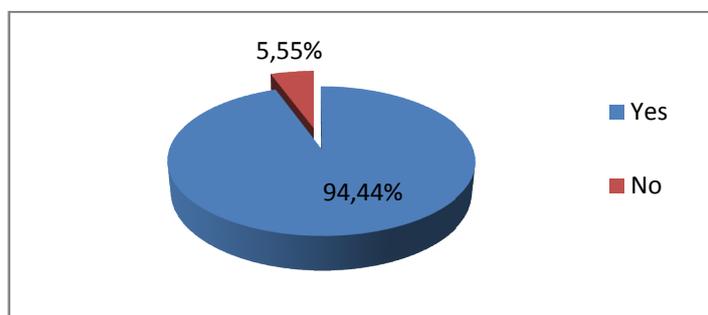


Figure 10: The Adoption of LLSs by Some Students more than others

Almost all teachers (94.44%) confirm that some students do adopt language learning strategies in their learning more than others. Teachers indeed practice some kind of classroom observation.

Question 13: The Appropriate Use of LLSs by Successful Students

Options	Subjects	Percentage
Yes	16	88.88%
No	2	11.11%
Total	18	100%

Table 14: The Appropriate Use of LLSs by Successful Students

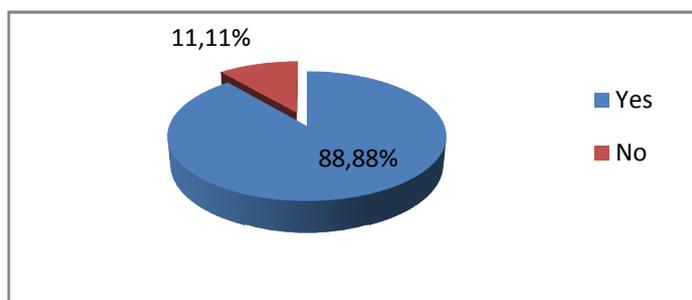


Figure 11: The Appropriate Use of LLSs by Successful Students

The results show that the majority of teachers (88.88%) confirm on the statement that successful students use language learning strategies better and more appropriately than less successful students, consolidating with that the literature and the “concept of good language learners”.

Question 14: Teachers Evaluation of Their Students Awareness of LLSs

Options	Subjects	Percentage
High	0	0%
Low	11	61.11%
Average	7	38.88%
Total	18	100%

Table 15: Teachers Evaluation of Their Students Awareness of LLSs

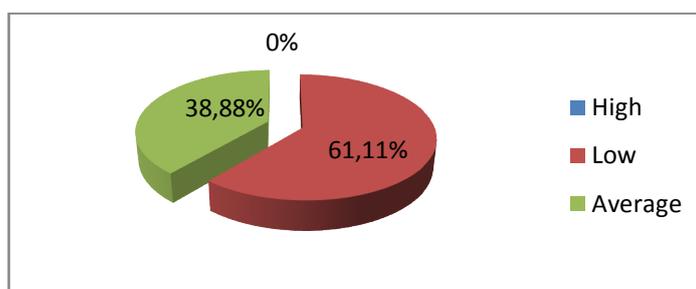


Figure 12: Teachers Evaluation of Their Students Awareness of LLSs

Added to previous results, a large portion of teachers (61.11%) view that learners awareness of language learning strategies is low, if not (38.88%) of teachers judge their students level of awareness as average. This indicates that language learning strategies are not taught.

Question 15: Teachers Identification of Students' Use of LLSs

Options	Subjects	Percentage
Yes	9	50%
No	9	50%
Total	18	100%

Table 16: Teachers Identification of Students' Use of LLSs

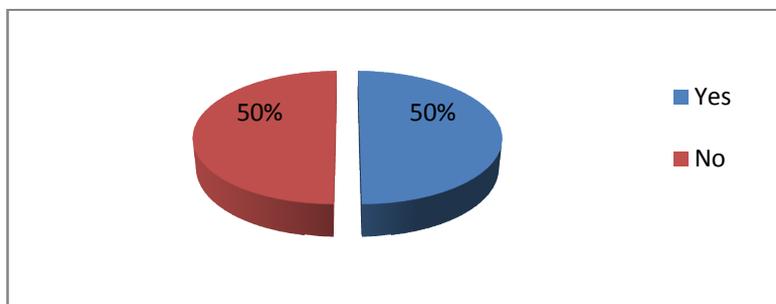


Figure 13: Teachers Identification of Students' Use of LLSs

The results show that half of the teachers (50%) do give importance to the students' styles and preferences and thus help learners to reach the style in which they find themselves dealing at ease with the language. The other half (50%) is found to pay no attention to the strategies used by their learners.

Section Four: Attitudes towards learning strategies integration

Question 16: Teachers Focus Point when Teaching

Options	Subjects	percentage
The appropriate & effective teaching methodology	12	66.66%
The necessary material	2	11.11%
Individual differences learners manifest	4	22.22%
Total	18	100%

Table 17: Teachers Focus Point when Teaching

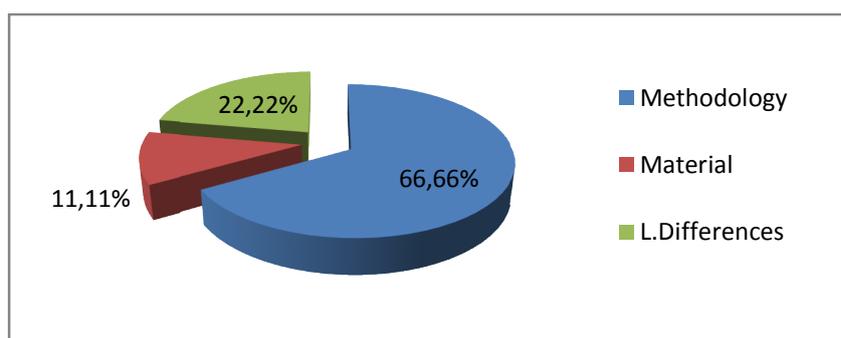


Figure 14: Teachers Focus Point when Teaching

This item of information sheds light on subject's focus point while teaching. From the results revealed by the table above, it seems that a considerable proportion of teachers, approximately 66.66% of the total respondents, said they focus on the appropriate and effective teaching methodology. The rest of teachers claim that they focus on the differences learners manifest and the necessary material with a percentage of 22.22 % and 11.11% respectively.

Question 17, 18 and 19: The Effectiveness of LLSs Integration

Statements	S. Agree	Agree	Disagree	Total
(1) Students can be taught to use effective LLSs	6	12	0	18
	33.33%	66.66%	0%	
(2) LLSs teaching helps students to become more effective language learners	8	10	0	18
	44.44%	55.55%	0%	
(3) LLSs teaching can increase students' confidence in their own learning ability	8	10	0	18
	44.44%	55.55%	0%	

Table 18: The Effectiveness of LLSs Integration

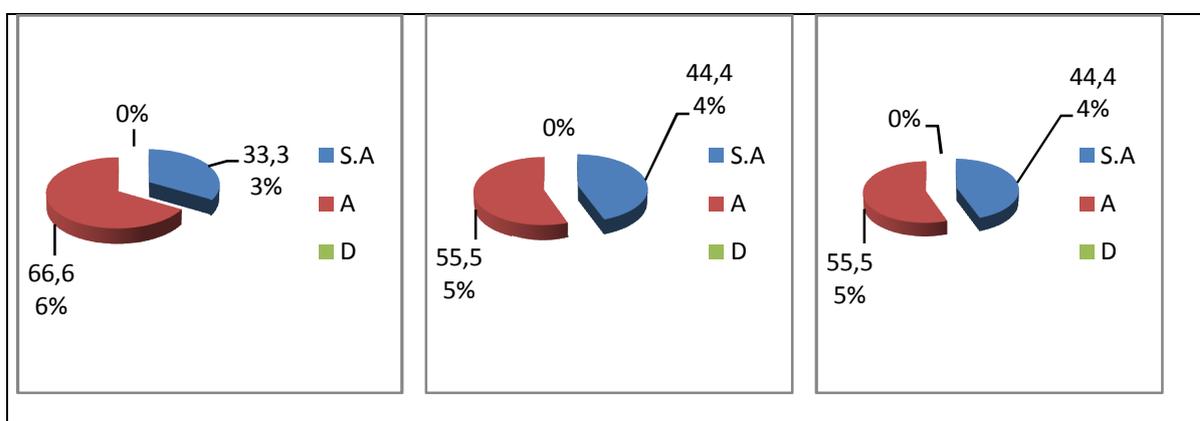


Figure 15: The Effectiveness of LLSs Integration

Here, the teachers are given three statements with which they are asked to agree or disagree. All teachers agree or strongly agree on the facts that Students can be taught to use effective LLSs, second, LLSs teaching helps students to become more effective language learners and finally, LLSs teaching can increase students' confidence in their own learning ability. The results entail that teachers are highly aware of the effectiveness or language learning strategies instruction.

Question 20: Teachers Integration of LLSs

Options	Subjects	Percentage
Yes	9	50%
No	9	50%
Total	18	100%

Table 19: Teachers Integration of LLSs

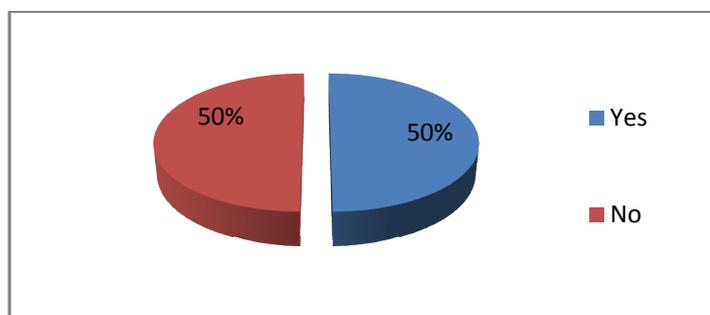


Figure 16: Teachers Integration of LLSs

The results obtained denote that (50%) of teachers integrate to some level language learning strategies in their classes; however; the same ratio (50%) of teachers declare that they do not teach or present any technique/language strategy in their lessons.

What are these strategies?

Teachers who responded positively in the previous question are asked to state the strategies they integrate and in their language classes. The results reveal that teachers tend to incorporate more metacognitive strategies mainly: planning, organizing (in written expression module), seeking practice opportunities, and self-correction (in phonetics and oral expression modules). Cognitive strategies are: repetition (mainly taught in phonetics

and oral expression). Under socio-affective category, teachers note that they urge their students to ask for clarification and correction whenever they find it necessary.

Question 21: How do you teach them explicitly or implicitly?

Teachers’ answers for this item vary. Only few teachers respond this question in one word (either explicitly or implicitly) without any justifications. Most of them claim that they incorporate language learning strategies often implicitly and give some time to practice. Others note that they present them rather explicitly since they are part of the syllabus.

Question 22: LLSs Integration Level of Difficulty

Options	Subjects	Percentage
Highly difficult	0	0%
Difficult	11	66.66%
Easy	7	33.33%
Very easy	0	0%
Total	18	100%

Table 20: LLSs Integration Level of Difficulty

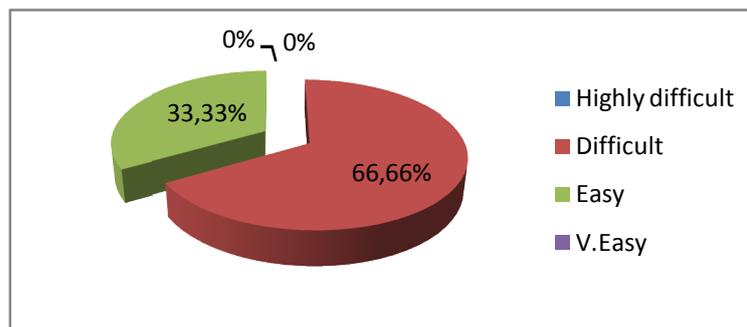


Figure 17: LLSs Integration Level of Difficulty

Surprisingly, while research reports that there is no magic about teaching or integrating language learning strategies, a majority of teachers (66.66%) believe in the difficulty of integrating language learning strategies task. Only a minority (33.33%) view the same task as easy. The results lead us to think about the educational and professional background of teachers participants in the study. First, most teachers have not receive any training on how to teach LLSs. Secondly, they might not have been taught in language learning strategies when themselves were students.

Question 23: Factors Affecting Teachers in Integrating the LLSs in their Lessons

All the teachers participated to the study attributed the difficulty of incorporating LLSs into their lessons to external factors. None of them mentioned about the inability or lack of expertise of the self in teaching LLSs. namely, the teaching environment and the learners' characteristics. The first category, on one hand, consists of factors such as: curriculum constraints, the module itself, teaching materials and timing, nature of task; as well as classes with multi-level students. The second category on the other hand, comprises factors as learners' lack of motivation and interest, personality factors their weak educational background, inability to learn English, as well as the learners' differences.

Question 24: Teachers Need of becoming aware of LLSs

Options	Subjects	Percentage
Yes	17	94.44%
No	1	5.55%
Total	18	100%

Table 21: Teachers Need of becoming aware of LLSs

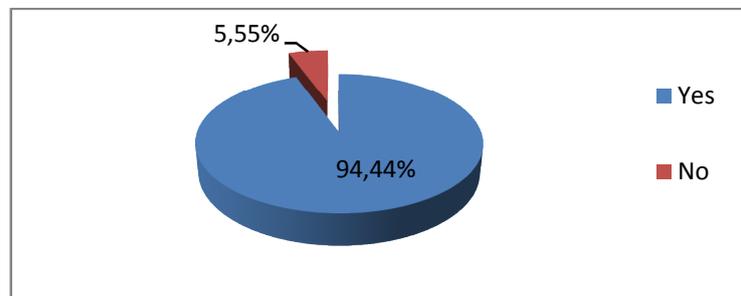


Figure 18: Teachers Need of becoming aware of LLSs

Accordingly with what has been presented in the theory, the results show that almost all teachers (94.44%) think that teachers need to be aware of language learning strategies. Only (5.55%) declare they need not to become aware of such techniques.

.Teachers Readiness to Receive Any Training on LLSs

Options	Subjects	Percentage
Yes	17	94.44%
No	1	5.55%
Total	18	100%

Table 22: Teachers Readiness to Receive Any Training on LLSs

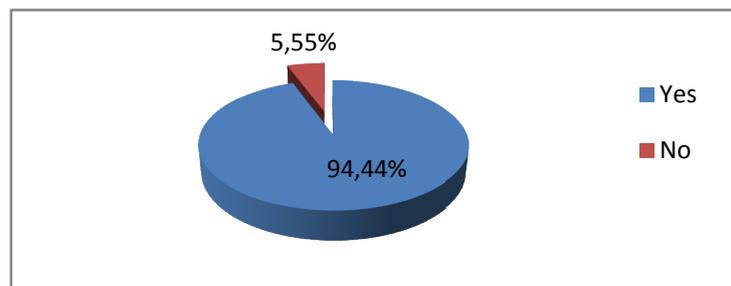


Figure 19: Teachers Readiness to Receive Any Training on LLSs

The results imply teachers’ desire in developing their expertise concerning teaching English in general and language learning strategies in particular. Almost all teachers (94.44%) declare their pre-readiness to receive any formation on how to teach language learning strategies. This is an indication of teachers’ maturity and flexibility. They are professional in the sense that they are ready to develop themselves.

Section Five: Further Suggestions

Question 25: Suggestions to Improve Teachers’ Repertoire on LLSs

The vast majority of teachers agree that training teachers is the best and the most effective way to provide understanding and to improve their repertoire on LLSs. Training, according to teachers’ comments, helps teachers keep to date with technological developments that serve students’ needs and pedagogical objectives. Some teachers find that being knowledgeable of the complex components of the teaching/learning process is the teacher’s own responsibility. To exemplify, here two models from teachers’ notes cited in their own words:

“Teachers should continue professional development.” (Teacher 1)

“Teachers should read the major research works of language learning strategies such as: Rebecca Oxford (1990), O’Malley and Chamot (1990)...etc.” (Teacher 2)

However; it’s a bit of strange that no teacher mentioned teachers’ collaboration as a valuable and important way for increasing teachers’ repertoire of language learning strategies as well as raising their awareness about current learning issues.

Question 26: Suggestions to Improve Learners' Repertoire on LLSs

As far as this item is concerned, improving learners' repertoire on LLSs is viewed as a responsibility of both teachers and learners. As for teachers, they are responsible of raising learners' awareness about the effectiveness of LLSs in second language learning and teaching, as well as motivating them to adopt and make use of such effective strategies and finally teaching them the appropriate matching between the language tasks and the more suitable strategies. Learners on the other hand, are supposed to enrich their repertoire concerning the use of LLSs through reading, benefiting from teachers' feedback and exchanging ideas and new strategies with their peers.

3.1.4. Discussion of the Results of the Questionnaire

The analysis of the questionnaire reveals many facts on teachers' attitudes towards teaching language learning strategies, their awareness about them, their behavior in the classroom, and also their views towards teachers and learners training as far as language learning strategies are concerned. Section two and four answers are very positive in that, they are entirely supporting and strengthening the assumptions of the significance of language learning strategies and their integration in improving learning. For instance, teachers consider LLSs as crucial elements in learning a foreign language. For that reason, the majority admits that they paid learners' attention that using LLSs is attributed to successful learning and language proficiency, also they motivate them to use these tactics. Moreover; a portion of (83, 32%) of teachers declare to help learners identify their strategies either always, often or sometimes. Regarding students' use of LLSs, teachers evaluate their learners' level of awareness as low, if not. It is at best average. They also believe that students vary in the frequency of making use of learning strategies. To this point, most teachers diagnose the use of few or inappropriate strategies as one of

difficulties students face when learning English. However, teachers strongly support the claim that learners can be taught to use language strategies effectively. Another point is that teachers have indicated different causes they believe it affect LLSs choice such as nature of task, learning style....etc. Teachers tended to agree with the idea that motivation, language ability and learning style affect the LLS learners' choice. Interestingly, teachers felt unsure that gender and age are factors which affect learners' choice of strategies even though numerous researchers stressed that gender plays a role in influencing the kind of strategies used as in Lee (2003), Chang *et al.* (2007)'s works assert that female students use strategies significantly more often than their males counterparts. In addition, literature supports the idea that older learners tend to use more sophisticated strategies than do younger students. Thus, teachers should be aware of the potential gender effect in EFL learners' use of language learning strategies through appropriate teaching training in order to help their students learn more effectively. On the other hand, students' character such as personal and individual differences involved in learning have been neglected by teachers who claim that their point of focus while teaching is the appropriate and effective methodology. These findings urge teachers to consider individual differences such as strategies learners manifest in the process of learning and take into account the different factors that exert influence over them (strategies).

As far as teachers' integration of language learning strategies is concerned, acknowledging the usefulness of language learning strategies does not mean necessarily that teachers integrate, present, or teach them in their classes. To illustrate with, half (50%) of teachers confess not to integrate them as opposed to the other half (50%) which claims the teaching of LLSs. teachers claim that different reasons impeded them such as syllabus and curriculum, teaching materials, learners behaviors...etc. For those who claim to integrate learning strategies, they report to integrate strategies like: organizing, planning,

asking for clarification and self-correction. In fact, this seems very limited if compared to the large existing number of language learning strategies (for, eg. Oxford (1990) name sixteen strategies). Surprisingly, while research indicates that there is no magic about teaching language learning strategies; most teachers report a difficulty in teaching language learning strategies. According to the social-psychological model, knowing a strategy well, perceiving it as effective and not considering it too difficult to use predicts the majority of the variance in strategy use (MacIntyre, 1996). The teaching/using of learning strategies in class may be attributed to teachers' lack of expertise as well as the fact of not receiving any training on how to teach LLSs to foreign language learners. Up to this level, the discussed findings confirm our hypothesis; in that teachers integrate effectively language learning strategies in their lessons when they develop positive attitudes towards them. Teachers also need to have more professional opportunities in order to enhance their awareness level as well as their expertise concerning the teaching of language learning strategies.

3.2. Limitations of the Study

Although data collection and analyses were carried out with caution in order to ensure reliability and validity of the study, some limitations should be kept in mind when interpreting the findings. The study was conducted with a considerably large number of EFL teachers, the participants of the study were EFL teachers in the English department of Jijel university-Mohamed Seddik Ben Yahya. In addition, the sample was limited to teachers who voluntarily participated in the study. Consequently, caution will be required when attempting to make generalizations of the findings to larger populations in an Algerian context or to other populations with different ethnic, linguistic, or educational backgrounds.

Validity of the results of the study depends on the participants' honesty, willingness, and ability to respond accurately to each question. Hence, the results obtained from the questionnaire are of valuable application.

Conclusion

Studies on learning strategies indicate that a teacher's orientation and expertise in language learning strategies play a critical role in successful learner strategy instruction (Thompson and Rubin, 1996). The findings from this study revealed that EFL teachers acknowledge the significance of language learning strategies integration in language classes. They also realize that language learning strategies facilitate the learning of the target language. However; language teachers should understand both language learning strategies and factors affecting students' choice of which language learning strategies they might employ. They should also understand language learning strategies and know more about the methods of integrating them in their language lessons since models like CALLA, and SSBI, clarify the way in which language strategies can be incorporated should be addressed in teacher education.

General Conclusion

The paradigm shift from the instructionist perspective to the constructivist one has brought great attention to the active role of learners in the learning process. In parallel to this shift, what kinds of strategies learners use to understand, learn, or process information has been the primary concern of researchers tackling the area of second language learning strategies.

A great deal of research has focused on potential effect of strategy training on learners' performance, models for their teaching and developing teachers perceptions towards language learning strategies. On the other hand, there are not enough studies concerning teachers' own attitudes about integrating language learning strategies into their teaching. In fact, it is the teachers' role to bring about the learners' self-awareness, to empower them by providing structured directions on when and how to use a strategy. Studies on learning strategies show that teachers' orientation and expertise in language learning strategies play a critical role in effective learning strategy instruction. We believe that teachers may use language learning strategies in their lessons when they are aware of them, believe in the effectiveness of their integration and find them easy to apply in the classroom. On this basis it is hypothesized that if EFL teachers had positive attitudes towards LLSs, they would integrate them effectively in their language classes.

This study aims at finding out EFL teachers' attitudes of LLSs integration within the Algerian context. The relevant data were obtained by means of a questionnaire. A total of 18 teachers teaching at the English language department of Jijel University were involved in the study. The overall results are indicative of the fact that the participants of this study acknowledge the role of language learning strategies in promoting students proficiency. They tend to agree with the effectiveness of strategy integration in learning and teaching,

and they are also interested in LLSs teacher training. However, none of the teachers mentioned about daily planned integration of strategy instruction.

The present study is composed of three chapters. The first and the second chapters are the descriptive part which reviews the related literature. As for the third chapter, we have examined to what extent theory is related to practice. The first chapter mainly outlines some of the theoretical issues related to language learning strategies mainly their classifications, importance, methods of teaching them and more importantly their teaching models and ways of integration. The second chapter provides a better understanding to the concept of attitudes and its underlying principles in relation to language teaching and learning. It is meant to developing teachers attitudes towards the issue hence, promoting their classroom practices. The third chapter is concerned with analysis of the obtained data gathered from teachers' questionnaire. All in all, the obtained results confirm our hypothesis highlighting the importance of teachers' beliefs and attitudes in the teaching/learning process.

To sum up, a successful training of strategy use necessitates training of the teachers first of all. Hence, for strategy training to become an integral part of second and foreign language education, it is necessary to convince teachers of the benefits of the learning strategy training and to develop their instructional expertise.

General Recommendations and Implications

In the light of the discussion of the findings, we recommend the following:

1. As far as the Algerian context is concerned, the profile of LLSs needs more attention. In addition, teachers should be equipped with a lot of strategies that they will be able to propose to students so that they can deal with difficult academic tasks. If, for instance, one strategy does not work they should be able to suggest another alternative.
2. Evident gaps in teacher knowledge of second language acquisition and learning, underscored the need to add those content considerations into comprehensive professional development offerings. Teachers should be given opportunities to acquire the theoretical knowledge on LLSs and gain the skills necessary to form a connection between theory and practice.
3. Teachers were significantly less confident in integrating LLSs—a trend that clearly pointed to the need to focus on building skills, expanding resources, and enhancing teachers' sense of efficacy and confidence, and, therefore, motivation to work with the EFL student population.
4. Effective strategy instruction depends on the teacher's experience. The more familiar the teacher is with strategy instruction, the more effective it is. This means in application that:

A successful training of strategy use necessitates training of the teachers first of all. Hence, for strategy training to become an integral part of second and foreign language education, it is necessary to convince teachers of the benefits of the learning strategy training and to develop their instructional techniques to help students become more autonomous learners.

5. Teachers can raise their students' awareness through the use of these important strategies by focusing on less-used strategies. They can apply them inside their classroom since their courses are with social, affective, and cognitive orientations. That is, strategy-based instruction is advisable since more successful learners have better and more meta-cognitive awareness.
6. Students cannot realize the potential benefit of strategy use if they are not informed about it. Strategy training succeeds best when it is integrated into regular class activities.
7. Teachers must be more flexible in terms of the material they implement and pacing that they follow. In the present study, however, the teachers mentioned some learner- related and external factors affecting strategy instruction in a negative way.
8. Last but not least, it is recommended that further research should be done to test the applicability of the findings to larger population and to determine which factors have stronger correlation with the issue of integrating language learning strategies.

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Appendix I: Teachers' Survey Questionnaire

This questionnaire is a part of a Master study aiming at investigating teachers' perceptions towards language learning strategies. I would greatly appreciate your taking the time to complete this questionnaire. All information you provide will be kept strictly confidential and under no circumstances will your individual responses be released.

Section One: General Information

1. Gender

Male Female

2. Degree held

Ph. D (Doctorat) MA (Magister/Master) BA (Licence)

3. For how many years have you been teaching English.....year(s).

4. Have you received any training on how to teach learning strategies?

Yes No

Section Two: Teachers Awareness of Language Learning Strategies

5. Do you consider learning strategies a crucial component in learning a foreign language?

Yes No

. How?

.....
.....
.....

6. Have you ever drawn your students' attention that using learning strategies is significant for successful learning?

Always Often Sometimes Rarely Never

7. Do you motivate your students to use learning strategies?

Yes No

8. Do you help your students to identify strategies they use in their learning?

Always Often Sometimes Rarely Never

9. Do you think the strategies used by your students have been affected by their:

- a. Age
- b. Gender
- c. Language Ability
- d. Cultural Background
- e. Learning Style
- f. Motivation
- g. Teaching methods
- h. Nature of task

10. Do you think that students' difficulties to learn English in classrooms is because:

- a. English is a difficult language
- b. The use of few learning strategies
- c. The use of inappropriate learning strategies

Section Three: Teachers' knowledge of LLSs Adopted by their Learners

11. Do you think that your learners make use of language learning strategies?

Always Often Sometimes Rarely Never

12. Do you feel that some learners adopt language learning strategies in their learning less than others?

Yes No

13. Do you feel that successful students tend to use learning strategies that appropriate to the task and their own goals and stage of learning?

Yes No

14. How do you evaluate your learners' awareness of language learning strategies?

High Low Average

15. Do you try to identify the different strategies employed by your students?

Yes No

.If yes, which kinds of strategies are more adopted by your students?

Cognitive Metacognitive Affective

Section Four: Attitudes towards Learning Strategies Instruction

16. When you are teaching do you focus on:

- a. The appropriate and effective teaching methodology
- b. The necessary material
- c. Individual differences learners manifest (such as strategies)

17. Students can be taught to use effective strategies.

Strongly Agree Agree Disagree

18. Language learning strategies teaching helps students become more effective language learners.

Strongly Agree Agree Disagree

19. Language learning strategies teaching can increase students' confidence in their own learning ability.

Strongly agree Agree Disagree

20. Do you teach and/or present any technique or strategy in your lesson?

Yes No

. If yes, what is this strategy (ies)?

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21. How do you present it (them); explicitly or implicitly?

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22. Do you find the task of teaching language learning strategies:

Highly Difficult Difficult Easy Very easy

23. What factors affect you in integrating or not integrating LLSs into your lessons?

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24. Teachers need to become aware of learning strategies through appropriate teacher training?

Yes No

. If yes, are you ready to receive any?

Yes No

Section Five: Further Suggestions

25. What would you suggest to improve teachers' repertoire on LLSs?

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26. What would you suggest to improve learners' repertoire on LLSs?

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Thank you for collaboration

Résumé

Les stratégies d'apprentissage des langues étrangères ou secondes sont des actions spécifiques, comportements et techniques. Les étudiants les utilisent, souvent consciemment, afin d'améliorer leurs progrès concernant l'usage de la langue, l'intériorisation, et l'utilisation du langage. Si enseignées de manière efficace, ces stratégies sont prouvées pour augmenter le niveau de compétence linguistique des apprenants. Il est important que les enseignants soient conscients de ces facteurs pour une intégration effective. La présente étude vise à étudier les perceptions et les attitudes des enseignants d'Anglais vers l'intégration des stratégies d'apprentissage des langues. Elle est basée sur l'hypothèse que les stratégies linguistiques seraient intégrées et enseignées efficacement lorsque les enseignants avaient des attitudes positives à l'égard de ces stratégies. L'hypothèse a été examinée par le biais d'un questionnaire administré aux enseignants au département d'anglais de l'Université de Jijel. Les résultats ont révélé que les enseignants sont conscients de l'importance des stratégies d'apprentissage et les avantages de leur intégration. En outre, les enseignants montrent qu'ils sont prêts à former leurs étudiants et de recevoir une formation sur la façon d'intégrer et d'enseigner les stratégies d'apprentissage des langues. Par conséquent, l'hypothèse a été confirmée par le fait que les enseignants ont besoin de développer des attitudes positives à l'égard des stratégies d'apprentissage afin de les intégrer d'une manière efficace.

ملخص

إستراتيجيات تعلم اللغات هي تقنيات غالبا ما يستعملها الطلبة في تحسين و تطوير عملية إستعمالهم وإكتسابهم للغة. إذا ما دُرست هذه التقنيات بفاعلية، فهذا من شأنه أن يعمل على تنمية مستوى إحترافية اللغة عند الطلبة. إذ أنه من المهم أن يُؤمن الأساتذة بالأهمية الكبيرة لهذه الإستراتيجيات حتى يعملوا على دمجها بالشكل الملائم. حيث تهدف هذه الدراسة إلى معرفة آراء ووجهات نظر أساتذة اللغة الإنجليزية حول دمج إستراتيجيات اللغة في التعليم. هذا وقد إنطلق بحثنا من الفرضية التالية:

- دمج وتدریس إستراتيجيات التعلم سيكون فعالا إذا ما امتلك الأساتذة إنطباع إيجابي تجاه إستراتيجيات التعلم.
- وللتأكد من صدق هاته الفرضية قمنا بإعداد إستمارة وُزعت على أساتذة من قسم اللغة الإنجليزية بجامعة جيجل، وبعد إجراء المعالجة الإحصائية لبيانات الدراسة توصلنا لمجموعة من النتائج كان من أهمها:
- أن الأساتذة على وعي بالدور الهام الذي تلعبه إستراتيجيات التعلم في عملية إكتساب اللغة. كما أنهم يُدركون الأهمية والفائدة من وراء دمج إستراتيجيات اللغة. إضافة إلى إستعدادهم لتدريب طلبتهم على إستعمال هذه الإستراتيجيات بشكل أنسب، وإستعدادهم كذلك لتلقي أي تدريب مهني فيما يخص دمج إستراتيجيات اللغة .
- وبناء على هذا فقد تُبِت صدق فرضية الدراسة وجدواها بأنه يجب أن يمتلك الأساتذة إتجاه إيجابي لتقنيات تعلم اللغة من أجل نجاح عملية دمجهم في الدروس .

