An Investigation of the Pre-University EFL Learners’ Opinion and Choice of the Language Learning Strategies in Reading Comprehension

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Citation

Abstract
This paper attempted to investigate the pre-university EFL learners’ opinion and choice of language learning strategies in the process of reading comprehension. A qualitative interview method was used in the study and the results indicated that the reading strategies were affected by numerous factors, including learners’ first language, cultural adscription, background knowledge, and life experience. However, this study also justified the different types of language learning strategies to enhance the EFL reading comprehension. In conclusion, it revealed that successful language learners were more aware of the specific strategies: the awareness of vocabulary barrier, the tool of first language used for translating to L2, motivation, and self-evaluation in the development of reading comprehension.

1. Introduction
This paper attempted to scrutinize the pre-university EFL learners’ opinion and choice of language learning strategies (Oxford, 1990) in process of the reading comprehension. Firstly, there was a brief literature review and then the research context was described including two stated questions. This study also justified that interview (McNamara, 1999) is an appropriate technique to achieve the goal and purpose of this research. In this case, there were three Chinese pre-university students participating in two sets of interview: one was a structured interview to scrutinize in-depth information about three participants’ idea and the use of language learning strategies and the other interview was a conversational interview considered as a follow-up session towards the structured interview. The next part of this study was a detailed explanation of how these two interviews were planned, conducted, and analysed on the basis of a qualitative research method. Finally, there were several pedagogical implications discussed in relation to metacognitive, cognitive and social affective strategies. The results eventually indicated that the particular choice and use of the language learning strategies were positively supporting and enhancing the reading comprehension in the EFL class.

2. Context of the Research Problem

2.1. Literature Review
The term language learning strategies was initially proposed by Rubin (1975), since
many researchers started to investigate the behaviours and characteristics of individual learners in order to distinguish successful language learners (Stern, 1975). However, Rigney (1978) defined language learning strategies (LLSs) as a particular process for the language learners to maintain the language learning. O’Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985) considered it as a powerful tool, which was classified into three categories: cognitive, metacognitive, and socio-affective strategies (O’Malley & Chamot, 1990).

Grabe (1991) pointed out that reading is an essential skill for the language learners to acquire a second or foreign language especially in academic contexts (Ness, 2009). Tierney (2005) stated the reading comprehension is a process to gain knowledge and apply what readers have read. Thus reading comprehension is defined as an active process of understanding the meaning and reflection of reader’s response with social contexts (Garner, 1987; May, 2001; Walker, 2000). That the language learning strategies used in reading comprehension stand for reading strategies (Janzen, 2003), which can be considered as plans or behaviours to solve problems when constructing meanings. After all, reading strategies in relation to cognitive, metacognitive and social affective strategies are a tool in language learning.

According to Oxford (1990), (i) metacognitive strategies refer to planning and processing for learning, monitoring learning procedure, and evaluating outcome of learning, which is a macro perspective to help the language learners to understand and master cognitive strategies (Ramesh, 2009). In contrast, (ii) cognitive strategies play a specific role of focusing on how to interact, manipulate, organise and infer meaning in a micro perspective (O’Malley & Chamot, 1990; Phakiti, 2003). Social affective strategies including social strategies that are how the learners interact with other learners and the learning to the related culture, and (iii) affective strategies that help the language learners to control their motivation, emotion, belief, and attitude (Oxford, 1990). To sum up, a detailed classification of specific strategy inventory for language learning is described in Appendix 1 (O’Malley & Chamot, 1990).

However, many studies revealed the importance of reading strategies to develop reading comprehension (Anderson, 1999; Carrell, 1989; Zarc, 2013). Song (2003) pointed out that the reading strategies in an ongoing EFL university reading classroom enhanced their reading proficiency. There is a high correlation between metacognitive awareness and reading comprehension for the EFL tertiary students in China and Taiwan (Gou, 2008; Wang, 2009). In a similar way, Ozek and Civelek (2006) identified that the cognitive reading strategies indeed ensure the learners succeed in academic studies from the first to fourth year at a Turkish University. Kharazi, Ezhehei, Ghazi-Tabatabaeei and Kareshki (2008) found a significant connection among the language learning goal, self-efficacy and metacognitive strategies for 685 third grade high school students in Iran. In primary settings, Gursoy (2010) did an observation for children who used different language learning strategies to engage EFL reading.

2.2. Significance of Study

There are few studies concerned with pre-university EFL learners’ reading strategies. This study focused on the pre-university students’ opinion and choice of language learning strategies in the process of reading comprehension. To fill this gap, the study attempted to identify what strategies the learners choose and whether there is a positive relationship between selected reading strategies and EFL reading performance. What the pre-university learners’ opinions on language learning strategies, implies what the choice and use of strategies that influence the quality of reading comprehensive performance. For this purpose, the study of learners’ choice of reading strategies was probed into the use of language learning strategies, the performance of reading comprehension, and the learners’ achievement. The issue that how effective these language learning strategies enhance the reading comprehension was consequently justified in this study. Thus, two research questions were stated below:

What types of reading strategies did these pre-university learners choose and why?

How effective the language learning strategies process the reading comprehension?

3. Methodology

3.1. Research Paradigm

In order to answer the two stated questions, an interview method was demonstrated in this study, since interview is a typical qualitative research method that is a research paradigm more about interpretive epistemology. However, the term ‘research paradigm’ refers to a framework of theoretical research that makes up by the researcher’s own ontological and epistemological assumption (Scotland, 2012). For its aim, qualitative research targets the understanding of a particular social phenomenon and its method. The interview generates words or meanings rather than numbers or figures in this situation. Scotland (2012) claimed that the paradigm of interpretive epistemology does not allow to make objective observations, but to observe the results in a target small group with only three participants in this study. Therefore interview is a good way to cover a factual and meaning level (Kvale, 1996), though it is difficult to interview on a meaning level that is about how effective the reading strategies enhance reading comprehension.

For the first research question - what types of reading strategies did these pre-university learners choose and why, with a clear and specific research aim, research procedure could be in a structured way. Admittedly, a structured interview comprises: (i.) a questionnaire, which is about participants’ rating of the language learning strategies with their opinions and frequency of use (Appendix 2), and (ii.) a formal interview (Appendix 3), which is extremely useful to
gather the story behind the participants’ opinion and choice (McNamara, 1999) in order to further comment on the use of language learning strategies in reading comprehension. In doing so, the interviewer can capture in-depth information for this question as there is a great amount of interests in interviewee’s opinions. It is also possible to maximize the reliability and validity of the identification for the selected reading strategies through a structured interview.

Based on the first research question, the researcher further investigated the participants’ performance of reading comprehension with the language learning strategies in an authentic situation. Reading tasks were offered in Appendix 4. The qualitative interview method allowed the researcher to interview the participants more than once in order to get detailed and rich information. Thereby, a conversational interview was employed to answer the second research question - how effective the language learning strategies process the reading comprehension, which involved two tasks: (1) the participants were required to process one reading task and (2) a face-to-face individual interview with the researcher. This conversational interview tended to be a flexible response, but also with in-depth response as a follow-up to the certain issues, idea and situation (McNamara, 1999), for example, why in doing so, whether it is useful, and to what extent.

3.2. Participants

Three participants were selected by the researcher from the volunteers in a public senior high school in China. These participants speak different dialects and share Mandarin as a medium of instruction in school who have been studying English for 9 years. They are planning to study at a university overseas. They did an IELTS test recently and two of them got 6.0 in reading and one was 5.5. Apparently, the students were keen to be involved in this interview in order to get some useful feedbacks from the researcher to pass the IELTS test successfully in the near future.

3.3. Procedure

The former discussion justified that interview is not only a good description of question, also a sufficient solution to the problem. Creswell (2007) suggested that the procedure of running interview research should include three main steps: a) the preparation for the interview, b) the construction of effective interview questions and techniques, and (c) the actual implementation of the interview.

The researcher was an instructor to provide guide to the participants to rate their opinions on different reading strategies. In addition, the researcher should inform and explain the specific meaning of the strategies, for example, the direct attention strategy means to decide in advance to attend in general to a learning task and to ignore irrelevant distracters and participants, which was required to comment on their frequency and preference to rate with ‘always, usually, sometimes, and never’, four different degrees. This was done in Appendix 2. The researcher had responsibility to explain in Chinese language, if the participants were not sure about the definition of any strategy.

The researcher was also an interviewer to ask questions to their students in a structured interview. It is a way to probe why these students comment on and choose the particular reading strategies based on the questionnaire above. So the researcher was required to ask leading questions (Herman & Bentley, 1993), in which they would justify their comments and choices. A suggested list of interview questions was presented in Appendix 3. Furthermore, the researcher needed to gather relevant and accurate data during interview by written notes or through tape recording if it is necessary.

3.4. Pilot Reading Task

Pilot reading task in Appendix 4 offered an opportunity for the participants to demonstrate reading comprehension, which also made a good preparation to be involved in the real task. The researcher was a monitor to look at this reading demonstration procedure, nonetheless it was a good way to build up cooperation between the participants and researcher in order to ensure a more reliable and valid result.

3.5. Reading Task and Conversational Interview

The researcher was a monitor to observe the participants’ performance in the reading task. This is a procedure to prove between what the participants said in interview and did in a real situation, in which the researcher found out whether the opinion and choice were matched. When monitoring, students’ performance should not be interrupted too much, but the researcher had chance to take notes and write down his feelings and ideas for any discovery or problem, because the observation of reading is about the researcher’s subjective evaluation of the learners’ performance.

On the other hand, the conversational interview was a wash-back session to identify how effective the language learning strategy that the participants chose and used to enhance reading comprehension. Like a standard interview, the researcher started the interview with greetings and avoided asking leading questions, instead to encourage the participants to expand on their answers and give as many details as possible. In this regards, the researcher spoke less in order to allow the participants to talk about their own view, experience and reflection. Tape recording for data analysis was informed to the participants in this case.

3.6. Ethic Consideration

Besides the role of instructor, monitor, and interviewer, the researcher was also a facilitator to consider any ethic issues, for example, to inform the participants that research was done in a confidential environment and a consent form was signed for establishing collaborating trust. The researcher had to create a stress-free, motivated and spontaneous interview ambience, to keep the conversation in interview going ahead.
3.7. Data Collection and Analysis

Cohen (1998) suspended that one single data collection method is not sufficiently to indicate all language learning strategies at a time due to its limitations. In regards to this constraint, data was collected from the observation (Stern, 1975) of questionnaire and reading task, and the interpretation of the transcript of interview, too (Naiman, Frohlich, & Stern, 1978). Moreover, data analysis was through three categories: the meta-cognitive, cognitive, and social affective strategies in terms of the specific strategy for the reading comprehension, which is summarized in the section of findings.

4. Findings

The findings indicated that there were so many strategies, but not every strategy was suitable for these participants, because different language learners choose different strategies. Secondly, three specific strategies: the awareness of vocabulary barrier, L1 use and translation, and self-evaluation were the common choices of the strategies to effectively process the reading comprehension in this study.

Table 1. Findings on the learners' opinion and choice of language learning strategies (LLSs) in the process of reading comprehension.

<table>
<thead>
<tr>
<th>Language learning strategies (LLSs)</th>
<th>Preference of choice by students</th>
<th>Frequency and use in this task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific strategy</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>Advanced organisation</td>
<td>Usually</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>Organisational planning</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>Directed attention</td>
<td>Always</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>Selective attention</td>
<td>Usually</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>Self-evaluation</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>Self-management</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Repetition</td>
<td>Always</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Translation</td>
<td>Always</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Resourcing</td>
<td>Usually</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Note-taking</td>
<td>Usually</td>
</tr>
<tr>
<td>Social affective</td>
<td>Clarification</td>
<td>Always</td>
</tr>
<tr>
<td>Social affective</td>
<td>Self-reinforcement</td>
<td>Usually</td>
</tr>
</tbody>
</table>

Criteria: Almost always true to the learner: 76-100%; usually true to learner 51-75%; sometimes 26-50%; and almost never true to the learner 0-25%

Table 2. The effectiveness of the strategies of the performance and achievement for reading comprehension.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Learners' opinion on achievement</th>
<th>Teachers' observation to performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of vocabulary barrier</td>
<td>Very effective</td>
<td>Effective</td>
</tr>
<tr>
<td>L1 use and translation</td>
<td>Very effective</td>
<td>Effective</td>
</tr>
<tr>
<td>Motivation and self-evaluation</td>
<td>Effective</td>
<td>Very effective</td>
</tr>
</tbody>
</table>

There were so many strategies, but only a few were chosen and liked by the participants who would be beneficial in their learning. These three key strategies were effective in the participants’ performance and achievement that agreed by both the researcher and these EFL students.

5. Discussion and Pedagogical Implications

5.1. The Reading Comprehension Should Be Approached in A Learner-Centred Pedagogical Situation

There is no doubt that these participants’ successful performance was influenced by their own effects and choices of language learning strategies. Rubin and Thompson (1982) claimed that the learner is the first factor succeeds in learning. In a learner-centred second language class, the students are taught reading knowledge and learning strategies by their teacher, who also needs to teach them the way of becoming a successful second language learner. In fact, this is why many Chinese EFL teachers notice the importance of encouraging learner-centred learning and they try to speak less in order to let the EFL learners practice more. Instead the teachers spend time understanding the students’ need, and help them to achieve the language learning goal. If the students know how to read effectively, it could be assumed that the students are effectively processing reading comprehension. In practice of reading comprehension, learners are encouraged to choose and use reading strategies to achieve the goal, for example, to pass IELTS reading for these participants.

5.2. Be Aware of Vocabulary Barrier in Reading Comprehension

Jin (2006) found most EFL students in China learn vocabulary through memorizing and silently practicing the
reading skill. When the participants cannot understand the meaning and usage of a word, they checked dictionary immediately. The purpose of using a bilingual dictionary (Marmol & Sanchez-Lafuente, 2013) is to help the learners quickly to know word’s linguistic explanation and the way of use. Once knowing the word, the learners are able to repeat its pronunciation, spelling, meaning, and the usage in the reading context. This is a similar way with most Turkish EFL learners to learn new vocabulary through traditional memorization pattern and technique (Sahbazian, 2004). It implies that the EFL learners are aware of the importance of vocabulary, therefore they put a big effort to overcome vocabulary barrier in reading comprehension.

From a pedagogical point of view, the learners should be able to identify what are important and useful words in order to understand reading context easily. There are four categories of vocabulary: high-frequency, academic, technical, and low-frequency words in learning a second language. Nation (2001) argued 80% of the running words in texts are the high-frequency words. In this circumstance, learners are strongly suggested to spend time on learning the high-frequency words, for example, vacancy, selection, satisfaction and respect in the reading tasks. One pedagogical implication in EFL class is that learners can check their vocabulary size (Gu, 1999; Nation, 2006) to identify what else useful words are missed. The EFL learners eventually focus on these missed important words within a limited area. This strategy also refers to the direct attention strategy.

5.3. Using First Language to Support Reading Comprehension in L2

Feedback from the interview revealed the participants’ beliefs on first language usage in L2 reading comprehension, that L1 is preferred as a medium of instruction to understand and process the English reading contexts. This was significantly affected by the grammar translation method for the past several decades, while L1 is banned sometimes in class by those EFL teachers who believed the more use of L2, the better achievements in the L2 learning. The participants felt inconvenient without L1 to support L2 reading comprehension, so the translation process approach (Machida, 2008) could be applied on the basis of L1 as a translation tool. Machida (2008) found the working between L1 and L2 perfectly integrates the linguistic, pragmatic and cultural knowledge into a corpus problem-solving approach. The EFL learners are advised to use the selective attention strategy to take notes or write annotations in L1 and L2 for a better understand while reading.

On the other hand, Laufer (2003) noticed the EFL learners prefer to match the English words to the equivalents in their first language. So is this research, the word ‘vacancy’ in pilot reading task refers to accommodation, but it means holiday in Spanish. In summary, it is possible for an English word has several different meanings in Chinese. One by one matching meaning is not a good way for translation, therefore the EFL learners should consider both L1’s and L2’s cultures in order to understand and translate the meaning correctly.

5.4. Motivation and Self-Evaluation Engaging Reading Successfully

The self-reinforcement as a social affective strategy, while self-evaluation as a metacognitive strategy in terms of the motivation and autonomy continuously maintain the participants succeed in the performance of reading comprehension. The observation of motivational strategies was so successful in L2 reading (Cho & Teo, 2012) that the EFL teachers have responsibilities to explore whether the students are motivated or not, to encourage them to learn, and to provide valuable feedback in a learner-centered environment.

Based on these findings, the participants informed that they set up several short-term goals in order to achieve the long-term goal. Ellis (1994) argued that good language learners can use strategies to control themselves in learning process. The participants indeed claimed what chosen and used reading strategies enhance the process of reading comprehension. The learners’ autonomous strategy with regular self-evaluation helped them to know their performance and achievement. Unlike the traditional teaching in EFL class, the EFL teachers could attempt to test what the students already known rather than unknown. This is a way to provide an opportunity for both the teachers and students to reflect the learnt and known syllabus, for instance, organising an activity for students to watch the movie - brave heart after they reading the book brave heart.

6. Conclusion

In conclusion, the study identified what the preferred and frequent reading strategies that the pre-university EFL learners used. The results indicated that reading strategies are affected by numerous factors, including learners’ first language, cultural adscription, background knowledge, and life experience. The findings in this study justified that the students’ belief, preference and use of the reading strategies strongly enhance the performance in the reading comprehension. Therefore, the successful language learners are more aware of the reading strategies in terms of overcoming the vocabulary barrier in understanding, to use the tool of first language for translating to L2, autonomy continuously learning with their motivation in the development of reading comprehension, and the self-evaluation and goal setting for the achievement of the performance in EFL Reading.
Appendix 1

Language Learning Strategy Definitions

a. Metacognitive Strategies

Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced Organization</td>
<td>Previewing the main idea and concepts of the material to be learned, often by skimming the text for the organizing principle.</td>
</tr>
<tr>
<td>2. Organizational Planning</td>
<td>Planning the parts, sequence, main ideas, or language functions to be expressed orally or in writing.</td>
</tr>
<tr>
<td>3. Directed Attention</td>
<td>Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.</td>
</tr>
<tr>
<td>4. Selective Attention</td>
<td>Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts and / or linguistic markers.</td>
</tr>
<tr>
<td>5. Self-monitoring</td>
<td>Checking one’s comprehension during listening or reading, or checking the accuracy and / or appropriateness one’s oral or written production while it is taking place.</td>
</tr>
<tr>
<td>6. Self-evaluation</td>
<td>Judging how well one has accomplished a learning activity after it has been completed.</td>
</tr>
<tr>
<td>7. Self-management</td>
<td>Understanding the conditions that help one learn and arranging for the presence of those conditions.</td>
</tr>
</tbody>
</table>

b. Social Affective Strategies

Social and affective strategies involve interacting with another person to assist learning, or using affective control to assist a learning task.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Questioning for Clarification</td>
<td>Eliciting from teacher or peer additional explanation, rephrasing or verification.</td>
</tr>
<tr>
<td>2. Cooperation</td>
<td>Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.</td>
</tr>
<tr>
<td>3. Self-talk</td>
<td>Reducing anxiety by using mental techniques that make one feel competent to do the learning task.</td>
</tr>
<tr>
<td>4. Self-reinforcement</td>
<td>Providing personal motivation by arranging rewards for oneself when a language learning activity has been completed successfully.</td>
</tr>
</tbody>
</table>

c. Cognitive Strategies

Cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task.

<table>
<thead>
<tr>
<th>Strategy</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Repetition</td>
<td>Imitating a language model exactly including oral practice, silent practice or copying.</td>
</tr>
<tr>
<td>2. Rehearsal</td>
<td>Rehearsing the language needed, with attention to meaning, for an oral or written task.</td>
</tr>
<tr>
<td>3. Resourcing</td>
<td>Using target language reference materials such as dictionaries, encyclopaedias, or textbooks.</td>
</tr>
<tr>
<td>4. Translation</td>
<td>Using the first language as a base for understanding and / or producing the second language.</td>
</tr>
<tr>
<td>5. Grouping</td>
<td>Classifying words, terminology or concepts according to their attributes.</td>
</tr>
<tr>
<td>6. Substitution</td>
<td>Using a replacement target language word or phrase when the intended word or phrase is not available.</td>
</tr>
<tr>
<td>7. Note-taking</td>
<td>Writing down key words and concepts in abbreviated verbal, graphic, or numerical form during a listening or reading activity.</td>
</tr>
<tr>
<td>8. Summarizing</td>
<td>Making a mental or written summary of information gained through listening or reading.</td>
</tr>
<tr>
<td>9. Deduction/Induction</td>
<td>Applying rules to understand or produce the second language.</td>
</tr>
<tr>
<td>10. Imagery</td>
<td>Using visual images to (either mental or actual) understand and remember new information.</td>
</tr>
<tr>
<td>11. Auditory Representation</td>
<td>Playing back in one’s mind the sound of a word, phrase or longer language sequence.</td>
</tr>
<tr>
<td>12. Contextualization</td>
<td>Assisting comprehension or recall by placing a word or phrase in a meaningful language sequence or situational context.</td>
</tr>
<tr>
<td>13. Elaboration</td>
<td>Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations to the new information.</td>
</tr>
<tr>
<td>14. Transfer</td>
<td>Using previous linguistics knowledge or prior skills to assist comprehension or production.</td>
</tr>
<tr>
<td>15. Inferencing</td>
<td>Using information in an oral or written text to guess meanings, predict outcomes, or complete missing parts.</td>
</tr>
</tbody>
</table>

Appendix 2

Findings about the learners’ opinion and choice of language learning strategies (LLSs) in process of the reading comprehension

<table>
<thead>
<tr>
<th>Language learning strategies (LLSs)</th>
<th>Preference of choice by students</th>
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</tr>
<tr>
<td>Organisational planning</td>
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</tr>
<tr>
<td>Directed attention</td>
<td>always, usually, sometimes, never</td>
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<tr>
<td>Self-monitoring</td>
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<td>Self-evaluation</td>
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<th>Preference of choice by students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td></td>
</tr>
<tr>
<td>Self-management</td>
<td>□ always □ usually □ sometimes □ never</td>
</tr>
<tr>
<td>Repetition</td>
<td>□ always □ usually □ sometimes □ never</td>
</tr>
<tr>
<td>Rehearsal</td>
<td>□ always □ usually □ sometimes □ never</td>
</tr>
<tr>
<td>Resourcing</td>
<td>□ always □ usually □ sometimes □ never</td>
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<tr>
<td>Translation</td>
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<td>Note-taking</td>
<td>□ always □ usually □ sometimes □ never</td>
</tr>
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<td>Summarizing</td>
<td>□ always □ usually □ sometimes □ never</td>
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<td>Deduction/Induction</td>
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<td>Auditory representation</td>
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<td>Elaboration</td>
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<tr>
<td>Inferencing</td>
<td>□ always □ usually □ sometimes □ never</td>
</tr>
<tr>
<td>Clarification</td>
<td>□ always □ usually □ sometimes □ never</td>
</tr>
<tr>
<td>Cooperation</td>
<td>□ always □ usually □ sometimes □ never</td>
</tr>
<tr>
<td>Self-talk</td>
<td>□ always □ usually □ sometimes □ never</td>
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<td>Self-reinforcement</td>
<td>□ always □ usually □ sometimes □ never</td>
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<tr>
<td>Social affective</td>
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</tbody>
</table>

Criteria: Almost always true to the learner: 76-100%; usually true to learner 51-75%; sometimes 26-50%; and almost never true to the learner 0-25%

Appendix 3

Structured interview questions
1. Do you think that the advanced organisation strategy is useful?
2. Have you ever tried the organisational planning strategy?
3. Did your teacher suggest you would apply the directed attention strategy in reading comprehension?
4. Did anyone advise you to use the selective attention strategy before?
5. What do you about the self-evaluation strategy?
6. How often you use the self-management strategy?
7. I think repetition is a very good strategy, what do you think?
8. In the past language learning based on translation, do you still use this strategy now?
9. Why you prepare a dictionary, is it for resourcing purpose?
10. How often do use the note-taking strategy in the reading comprehension?
11. What about the clarification strategy, do you like it?
12. How would you apply the self-reinforcement strategy in your study?

Appendix 4

Task: please read the following passages and answer the questions accordingly

Please note: two pilot tasks are not meant to be a test, but the research task should be demonstrated as a test. On completion of these three, you will be interviewed about how you plan, do and evaluate the task. Thank you very much again for your participation.

Pilot Reading Task 1

When I lived in Spain, some Spanish friends of mine decided to visit England by car. Before they left, they asked me for advice about how to find accommodation. I suggested that they should stay at ‘bed and breakfast’ houses, because this kind of accommodation gives a foreign visitor a good chance to speak English with the family. My friends listened to my advice, but they came back with some funny stories.

“We didn’t stay at bed and breakfast houses,” they said, “because we found that most families were away on holiday.”

I thought this was strange. Finally I understood what had happened. My friends spoke little English, and they thought ‘VACANCIES’ meant ‘holidays’, because the Spanish word for ‘holidays’ is ‘vacaciones’. So they did not go to house where the sign outside said ‘VACANCIES’, which in English means there are free rooms. Then my friends went to house where the sign said ‘NO VACANCLES’, because they thought this meant the people who owned the house were not away on holiday. But they found that these houses were all full. As a result, they stayed at hotels!

We laughed about this and about mistakes my friends made in reading other signs. In Spanish, the word ‘DIVERSION’ means fun. In English, it means that workmen are repairing the road, and that you must take a different road. When my friends saw the word ‘DIVERSION’ on a road sign, they thought they were going to have fun. Instead, the road ended in a large hold.

English people have problems too when they learn foreign languages. Once in Paris, when someone offered me some more coffee, I said ‘Thank you’ in French. I meant that I would like some more, however to my surprise the coffee pot was taken away! Later I found out that ‘Thank you’ in French means ‘Mo, thank you.’

1. My Spanish friends wanted advice about ______.
A. learning English  B. finding places to stay in England  
C. driving their car on English roads  D. going to England by car

2. I suggested that they stay at bed and breakfast houses because ______.
   A. they would be able to practise their English  
   B. it would be much cheaper than staying in hotels  
   C. it would be convenient for them to have dinner  
   D. there would be no problem about finding accommodation there

3. “NO VACANCIES” in English means ______.
   A. no free rooms  B. free rooms  C. not away on holiday  
   D. holidays

4. If you see a road sign that says ‘Diversion’, you will ______.
   A. fall into a hole  B. have a lot of fun and enjoy yourself  
   C. find that the road is blocked by crowds of people  D. have to take a different road

5. When someone offered me more coffee and I said ‘Thank you’ in French, I ______.
   A. hadn’t finished drinking my coffee  B. was expecting another cup of coffee  
   C. meant that I didn’t want any more  D. was never misunderstood

6. I was surprised when the coffee pot was taken away because I ______.
   A. hadn’t finished drinking my coffee  B. was expecting another cup of coffee  
   C. really wanted some more coffee  D. wanted to express my politeness

7. The passage mainly talks about ______.
   A. differences between men and women shoppers  B. a man goes shopping because he needs something  
   C. How women go about buying clothes.  D. Women are better at shopping than men

8. The underlined sentence “the price is a secondary consideration” in the first paragraph means when a man is shopping ______.
   A. he buys good quality things, so long as they are not too dear  
   B. he buys whatever he likes without considering its value  
   C. he does not mind how much he has to pay for the right things  
   D. he often buy things without giving the matter proper thought.

9. What does a man do when he can not get exactly what he wants?
   A. he buys a similar thing because of the color he wants.  B. he buys whatever he likes without considering its value  
   C. he does not mind how much he has to pay for the right things  
   D. he often buy things without giving the matter proper thought.

10. What is the most obvious difference between men and women shoppers?
    A. Men do not try clothes on in a shop while women do.  B. Women bargain for their clothes, but men do not.  
    C. At least two of his requirements must be met before he buys.  D. the style they take over buying clothes.

Now how does a woman go about buying clothes? In almost every respect she does so in the opposite way. Her shopping is not often based on need. She has never fully made up her mind what she wants, and she is only “having a look round”. She is always open to persuasion; indeed she sets great store by what the saleswoman tells her, even by what companions tell her. She will try on any number of things. Uppermost in her mind is the thought of finding something that everyone thinks suits her. Contrary to a lot of jokes, most women have an excellent sense of value when they buy clothes. They are always on the lookout for the unexpected bargain. Faced with a roomful of dresses, a woman may easily spend an hour going from one rail to another, to and fro, often retracing her steps, before selecting the dresses she wants to try on. It is a laborious process, but apparently an enjoyable one. Most dress shops provide chairs for the waiting husbands.

Pilot Reading Task 2

Shopping for clothes is not the same experience for a man as it is for a woman. A man goes shopping because he needs something. His purpose is settled and decided in advance. He knows what he wants, and his objective is to find it and buy it; the price is a secondary consideration. All men simply walk into a shop and ask the assistant for what they want. If the shop has it in stock, the salesman promptly produces it, and the business of trying it on follows at once. All being well, the deal can be and often is completed in less than five minutes, with hardly any chat and to everyone’s satisfaction. For a man, slight problems may begin when the shop does not have what he wants, or does not have exactly what he wants. In that case the salesman, as the name implies, tries to sell the customer something else, he offers the nearest he can to the article required. No good salesman brings out such a substitute politely; he does so with skill: “I know this jacket is not the style you want, sir, but would you like to try it for size? It happens to be the color you mentioned.” Few men have patience with this treatment, and the usual response is: “This is the right color and may be the right size, but I should be wasting my time and yours by trying it on.”

In 1939 two brothers, Mac and Dick McDonald, started a drive-in restaurant in San Bernadino, California. They carefully chose a busy corner for their location. They had run their own businesses for years, first a theater, then a barbecue restaurant, and then another drive-in. But in their new operation, they offered a new, shortened menu: French fries, hamburgers, and sodas. To this small selection they added one new concept: quick service, no waiters or waitresses, and no
Their hamburgers sold for fifteen cents. Cheese was another four cents. Their French fries and hamburgers had a remarkable uniformity, for the brothers had developed a strict routine for the preparation of their food, and they insisted on their cooks' sticking to their routine. Their new drive-in became incredibly popular, particularly for lunch. People drove up by the hundreds during the busy noontime. The self-service restaurant was so popular that the brothers had allowed ten copies of their restaurant to be opened. They were content with this modest success until they met Ray Kroc.

Kroc was a salesman who met the McDonald brothers in 1954, when he was selling milk shake-mixing machines. He quickly saw the unique appeal of the brothers' fast-food restaurants and bought the right to franchise other copies of their restaurants. The agreement struck included the right to duplicate the menu. The equipment even their red and white buildings with the golden arches.

Today McDonald’s is really a household name. Its names for its sandwiches have come to mean hamburger in the decades since the day Ray Kroc watched people rush up to order fifteen-cent hamburgers. In 1976, McDonald’s had over $1 billion in total sales. Its first twenty-two years is one of the most incredible success stories in modern American business history.

1. This passage mainly talks about ________.
   A. the development of fast food services
   B. how McDonald’s became a billion-dollar business
   C. the business careers of Mac and Dick McDonald
   D. Ray Kroc’s business talent

2. Mac and Dick managed all of the following businesses except ________.
   A. a drive-in   B. a cinema   C. a theater   D. a barbecue restaurant

3. We may infer from this passage that ________.
   A. Mac and Dick McDonald never became wealthy for they sold their idea to Kroc
   B. the location the McDonalds chose was the only source of the great popularity of their drive-in
   C. Forty years ago there were numerous fast-food restaurants
   D. Ray Kroc was a good businessman

4. The passage suggests that ________.
   A. creativity is an important element of business success
   B. Ray Kroc was the close partner of the McDonald brothers
   C. Mac and Dick McDonald became broken after they sold their ideas to Ray Kroc
   D. California is the best place to go into business

5. As used in the second sentence of the third paragraph, the word unique means ________.
   A. special   B. financial   C. attractive   D. peculiar


References


