Appendix A: Taxonomy


Rubin, who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are:

- Learning Strategies
- Communication Strategies
- Social Strategies

Learning Strategies: They are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner:

- Cognitive Learning Strategies
- Metacognitive Learning Strategies

Cognitive Learning Strategies: They refer to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin identified 6 main cognitive learning strategies contributing directly to language learning:

- Clarification / Verification
- Guessing / Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring

Metacognitive Learning Strategies: These strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritising, setting goals, and self-management.
**Communication Strategies:** They are less directly related 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. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

**Social Strategies:** Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practise their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden 1987:23-27).


Oxford (1990:9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive 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. 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's (1990:17) taxonomy of language learning strategies is shown in the following:

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

  o II. Cognitive
    • A. Practising
    • B. Receiving and sending messages strategies
    • C. Analysing and reasoning
    • D. Creating structure for input and output

  o III. Compensation strategies
    • A. Guessing intelligently
    • B. Overcoming limitations in speaking and writing

• INDIRECT STRATEGIES
  o I. Metacognitive Strategies
    • A. Centering your learning
    • B. Arranging and planning your learning
    • C. Evaluating your learning

  o II. Affective Strategies
    • A. Lowering your anxiety
    • B. Encouraging yourself
    • C. Taking your emotional temperature

  o III. Social Strategies
    • A. Asking questions
    • B. Cooperating with others
    • C. Empathising with others

It can be seen that much of the recent work in this area has been underpinned by a broad concept of language learning strategies that goes beyond cognitive processes to include social and communicative strategies.

O'Malley et al. (1985:582-584) divide language learning strategies into three main subcategories:

- Metacognitive Strategies
- Cognitive Strategies
- Socioaffective Strategies

Metacognitive Strategies: It can be stated that metacognitive is a term 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 metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.

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

Socioaffective Strategies: As to the socio-affective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socio-affective strategies (Brown 1987:93-94)


According to Stern (1992:262-266), there are five main language learning strategies. These are as follows:

- Management and Planning Strategies
- Cognitive Strategies
- Communicative - Experiential Strategies
Interpersonal Strategies

Affective Strategies

Management and Planning Strategies: These strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own program when he is helped by a teacher whose role is that of an adviser and resource person. That is to say that the learner must:

- decide what commitment to make to language learning
- set himself reasonable goals
- decide on an appropriate methodology, select appropriate resources, and monitor progress,
- evaluate his achievement in the light of previously determined goals and expectations (Stern 1992:263).

Cognitive Strategies: They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited:

- Clarification / Verification
- Guessing / Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring

Communicative - Experiential Strategies: Communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern 1992:265).

Interpersonal Strategies: They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture (Stern 1992: 265-266).
Affective Strategies: It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards 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 (Stern 1992:266).
Appendix B:

Metacognitive and Cognitive strategies by Ellis and Sinclair (1989).

(Overlapping in brackets)

The metacognitive strategies taught are:

- Self-awareness, in which students develop an understanding of themselves as learners and of their individual attitudes and motivation toward different aspects of the target language;
- Language awareness, in which students develop metalinguistic knowledge about language as an organized system; Such knowledge includes the ability to identify language register and functions, as well as strategies for different language skills, and the ability to make grammatical deduction and linguistic transfer;
- Self-assessment, in which students learn to monitor and evaluate their language learning progress; and
- Setting short term aims, in which students identify goals and use self management techniques to determine which are achievable in a realistic time frame.

The cognitive strategies:

1. Personal strategies

- Vocabulary: Grouping words together by topic (grouping).
- Grammar: Collecting real world examples of grammar patterns (grouping and deduction).
- Listening: Using imagery while listening; planning to listen for selected information (selective attention); identifying prior knowledge before listening (elaboration).
- Speaking: Finding practice opportunities (self-management and cooperation); conducting imaginary mental conversations (auditory representations).
- Reading: Identifying a reason to read (problem identification); finding out about the topic before reading (planning, elaboration, resourcing); preliminary skimming to
determine difficulty level (advance organization and self evaluation); using L1 reading strategies (elaborations of prior strategy knowledge).

Writing: Collecting models of different types of writing (grouping, elaboration of knowledge about discourse); keeping audience in mind (organizational planning).

2. Risk Taking

Vocabulary: Using paraphrases, synonyms, inventions, and foreign words (substitution).

Grammar: Inventing personal rules from grammar examples (deduction / induction).

Listening and reading: Predicting based on prior knowledge (elaboration and inferencing); using linguistic signals and paralinguistic cues (selective attention); guessing unknown words from context (inferencing).

Speaking: Using hesitation techniques to provide thinking time in a conversation (self management and organizational planning); rehearsing (advance preparation); staying within once own repertoire (organizational planning and self-evaluation).

Writing: using known vocabulary and structures (organizational planning and self-evaluation); composing directly in the target language (self-evaluation and substitution); revising (self-evaluation).

3. Getting organized

Organizing resources: Analyzing usefulness of available resources, including reference materials, media, and human resources (resourcing) selective attention, self-evaluation, cooperation).

Organizing materials: Collecting and classifying materials by topic, grammatical pattern, or language skill (self-management and grouping).

Organizing time: Scheduling regular practice for each language skill, both alone and with another person (self-management and cooperation).

O’Malley and Chamot cited these strategies to prove that each category includes a cluster of metacognitive, cognitive, and social /affective strategies (which are shown in brackets).
### Appendix C: Needs Questionnaires

#### C1.

++ : Very High Needs
+ : High
O : Medium
- : Low
-- : Very Low

<table>
<thead>
<tr>
<th>Needs</th>
<th>Frequency</th>
<th>Importance</th>
<th>Proficiency Required</th>
<th>Proficiency Now</th>
<th>Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for pleasure</td>
<td>++</td>
<td>++</td>
<td>O</td>
<td>O</td>
<td>+</td>
</tr>
<tr>
<td>Reading newspaper, listening to radio (for information)</td>
<td>++</td>
<td>++</td>
<td>O</td>
<td>O</td>
<td>+</td>
</tr>
<tr>
<td>Survival English (seeing abroad as a tourist)</td>
<td>_</td>
<td>++</td>
<td>_</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Social conversation</td>
<td>_</td>
<td>+</td>
<td>++</td>
<td>_</td>
<td>O</td>
</tr>
<tr>
<td>Writing private letters</td>
<td>_ _</td>
<td>O</td>
<td>O</td>
<td>--</td>
<td>+</td>
</tr>
<tr>
<td>Writing formal letters</td>
<td>_ _</td>
<td>+</td>
<td>++</td>
<td>_ _</td>
<td>_</td>
</tr>
<tr>
<td>Giving a lecturer</td>
<td>_ _</td>
<td>++</td>
<td>+</td>
<td>_ _</td>
<td>O</td>
</tr>
<tr>
<td>Listening to a lecturer</td>
<td>O</td>
<td>O</td>
<td>+</td>
<td>O</td>
<td>+</td>
</tr>
<tr>
<td>Taking part in a scientific discussion</td>
<td>_ _</td>
<td>O</td>
<td>+</td>
<td>_</td>
<td>O</td>
</tr>
<tr>
<td>Writing scientific papers</td>
<td>_ _</td>
<td>++</td>
<td>++</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Reading scientific (professional) books and journals</td>
<td>++</td>
<td>++</td>
<td>+</td>
<td>_</td>
<td>O</td>
</tr>
<tr>
<td>Speed Reading</td>
<td>_ _</td>
<td>_</td>
<td>++</td>
<td>_ _</td>
<td>_</td>
</tr>
</tbody>
</table>
### Appendix C2: Needs Questionnaires

HH : very high
H  : high
M  : medium
L  : low
LL : very low

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>LEARNING ACTIVITY/STRATEGY</th>
<th>PERSONAL PREFERENCE RATING</th>
<th>FREQUENCY OF PERSONAL USE</th>
<th>PERSONAL USEFULNESS RATING</th>
<th>'OWN EFFICIENCY AT USING IT' RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class</td>
<td>Learning words and language rules, doing exercises</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>L</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>Answering the questions</td>
<td>H</td>
<td>L</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>Improving the pronunciation by conversation with teacher</td>
<td>H</td>
<td>L L</td>
<td>H H</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>Writing the Dictations</td>
<td>M</td>
<td>L</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>Privately</td>
<td>Reading papers and books</td>
<td>M</td>
<td>H H</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>Conversation with a friend who knows English better</td>
<td>H H</td>
<td>M</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>Talking with guess from abroad</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>Translating text from Polish to English</td>
<td>H</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>In real life</td>
<td>Asking/Answering, and talking with people during staying</td>
<td>H</td>
<td>L L</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>encounters</td>
<td>abroad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Needs questionnaire for self use by Harding-Esch (Lifted from Leslie Dickinson. 1987. pp.95-97)
### Appendix C3: Needs Questionnaire

| **M**otivation | What is your attitude towards the community whose language you want to learn?
|                | How much does it matter if you don’t succeed?
|                | Do you need to learn the language to be able to achieve certain specific task or do you want to learn enough to be accepted as a member of a foreign community? |
| **A**ims       | What do you want to be able to do in the language?
|                | Do you want to communicate in the written or the spoken language or both?
|                | Will it be enough if you just understand the language?
|                | For you is it sufficient to learn just enough language for communication to occur? |
| **F**unctions  | What use will you be making the language?
|                | What kind of situations will you have to perform in?
|                | What functions of language will you primarily need?
|                | What will your relationship be with the people you will be dealing with?
|                | (Friends, inferiors, superiors etc) |
| **I**nformation| What kind of linguistic information do you need to meet your needs?
|                | Which are the most important: technical vocabulary? The precise meaning of information? Correct pronunciation? A set of readymade sentences to get by with? |
| **A**ctivities | What need you so to learn what you want? How much time can you devote to it?
|                | What are your learning habits? Do you like working of your own? Is the language lab suitable? Do you need help? (Dictionary, radio, newspapers, grammars, contact with native speakers, etc.). Do you know native speakers who would agree to talk with you in their own language? Do you make full use of other possibilities, e.g., the radio? Sub-titled film?, etc. |

Needs questionnaire for self use by Harding-Esch (Lifted from Leslie Dickinson. 1987. pp.95-97)
## Appendix C3.1: Sample

<table>
<thead>
<tr>
<th><strong>M</strong>otivation</th>
<th>Extremely high; success essential</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong>ims</td>
<td>Surviving in Turkey: shopping finding lodging etc. ,social life; discussing efficiently with Turkish Engineers; understanding the workers in his department dealing with them with too much difficulty</td>
</tr>
<tr>
<td><strong>F</strong>unctions</td>
<td>Asking about the language; apologizing for not understanding; asking people to correct his Turkish; asking for information; giving advice ; giving orders; suggesting; etc.</td>
</tr>
<tr>
<td><strong>I</strong>nformation</td>
<td>Correct pronunciation; survival kit of sentences for every day life in the first instances; as much comprehension as possible; technical vocabulary etc.</td>
</tr>
<tr>
<td><strong>A</strong>ctivities</td>
<td>Spent 1 hour 3 times a week in the lab, using the Turkish basic course; ex</td>
</tr>
</tbody>
</table>

A filled-in one by a third year Engineering native speaker of English ,in Turky, beginning Turkish from scratch
## Appendix D: Self – Assessment

### D1. Form 1

<table>
<thead>
<tr>
<th>Rating</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I understand language as well as a well educative native</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>I understand most of what is said in the language even when said by native speakers, but have difficulty in understanding extreme dialect and slang. It is also difficult for me to understand speech in unfavorable conditions for example through bad loud speakers outdoors</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I can follow and understand the essential points concerning every day and general things when spoken normally and clearly but do not understand native speakers if they speak very quickly or use some slang or dialect</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>I can follow and understand the essential points concerning everyday and general things when spoken slowly and clearly but in the course of conversation I often have to ask for things to be repeated or made clearer. I only understand words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I understand the meaning of simple requests, statements and questions if they are spoken slowly and clearly and if I have a chance of asking for them to be repeated. I only understand common words and phrases.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I understand the meaning of simple requests, statements and questions if they are spoken slowly and clearly and if I have a chance of asking for them to be repeated. I only understand common words and phrases.</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>I understand the meaning of simple requests, statements and questions if they are spoken slowly and clearly and if I have a chance of asking for them to be repeated. I only understand common words and phrases.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I understand the meaning of simple requests, statements and questions if they are spoken slowly and clearly and if I have a chance of asking for them to be repeated. I only understand common words and phrases.</td>
<td></td>
</tr>
<tr>
<td>0.5</td>
<td>I understand the meaning of simple requests, statements and questions if they are spoken slowly and clearly and if I have a chance of asking for them to be repeated. I only understand common words and phrases.</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>I understand the meaning of simple requests, statements and questions if they are spoken slowly and clearly and if I have a chance of asking for them to be repeated. I only understand common words and phrases.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D1 contd...

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand practically everything that is said to me in English</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>I do not understand spoken English at all</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix D2:

Excerpts from Type E

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can ask a person if he or she is of the same opinion as I am.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't you think so?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I can express disappointment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>That's a great pity.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I am very sorry to hear that.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>14. I can ask others to do something.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you please give me a hand?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Can I have this shirt washed, please?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>20. I can express approval.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good!</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>That's fine!</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Total number of crosses: | Yes | No |

*Evaluation*: If your total number of Yes crosses is above fifteen, and if your judgment of your own language ability accurate, you are likely to have reached Threshold Level in English.
D.3 Extracts from Oskarsson’s form

1. In the last few lessons (days, weeks) we/I have studied/practiced/worked on...
   a) ........................................
   b) ........................................
   c) ........................................
   d) ........................................
   e) ........................................
   f) ........................................

Fill in the empty spaces with topics and areas of study that are relevant in your case, for example:
   a) Pronunciation of words containing the sound /θ/
   b) How to greet people
   c) Questions with do/does

2. How well do you master the above topics according to your own estimate?
   Not at all               to some extent               fairly well               very well               completely
   a)                      [ ]                       [ ]                       [ ]                       [ ]                       [ ]
   b)                      [ ]                       [ ]                       [ ]                       [ ]                       [ ]
   c)                      [ ]                       [ ]                       [ ]                       [ ]                       [ ]
   d)                      [ ]                       [ ]                       [ ]                       [ ]                       [ ]
   e)                      [ ]                       [ ]                       [ ]                       [ ]                       [ ]
   f)                      [ ]                       [ ]                       [ ]                       [ ]                       [ ]

9. I judge my weak points to be the following:
   ........................................................................................................................................

Follow-up
Discuss your assessment and your points of view with a fellow student or in a small group, or with your teacher. Try to find out whether others think you tend to overestimate or underestimate your ability and acquired skills and then decide whether you ought to reconsider and readjust your ‘yard stick’. Compare your subjective impressions with other criteria such as test scores, your teachers evaluation, estimates by your fellow students.
D.4 Extracts from Type D

(Type D)
Sample questionnaire for self-assessment at T-level
[To be translated into the learner’s native language]
Instruction: imagine that you meet an English speaking person from another country. Indicate your estimated command of the language by putting a cross in the appropriate box (yes or no) for each statement

4. I can tell him what kinds of food and drink I like and don’t like
   Yes ☐ No ☐

5. I can tell him about my interest (hobbies, interest in general, etc.)
   Yes ☐ No ☐

14. I can say something about social security in my country
    (Old age pensions, medical care, etc.)
    Yes ☐ No ☐

15. I can tell him what sort of government we have in our country
    Yes ☐ No ☐

29. I can describe weather conditions in the four seasons in my own country.
    Yes ☐ No ☐

30. I can tell him where he can eat and drink.
    Yes ☐ No ☐

Total no. of crosses:

Evaluation: If your total no. of yes crosses is (25) or above, and if your judgment of your own language ability is fairly accurate, you are likely to have reached threshold level in English.
## Appendix F1: Self directed learning strategies

<table>
<thead>
<tr>
<th>Knowing about learning</th>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: how does this language work?</td>
<td>Decision: learners make judgments about the linguistic and sociolinguistic codes</td>
</tr>
<tr>
<td>Question: what's it like to learn a language?</td>
<td>Decision: learners make judgments about how to learn a language and about what language learning is like.</td>
</tr>
</tbody>
</table>

### Planning

| Question: what should I learn and how? | Decision: learners decide on linguistic objectives, resources, and use of resources |
| Question: what should I emphasize? | Decision: learners decide to give priority to special linguistic items |
| Question: how should I change? | Decision: learners decide to change their approach to language learning |

### Self-evaluation

| Question: how am I doing? | Decision: learners determine how well they use the language and diagnose their needs. |
| Question: what am I getting? | Decision: learners determine if an activity or strategy is useful. |
| Question: how am I responsible for learning? How is language learning affecting me? | Decision: learners make judgments about how to learn a language and about what language learning is like. |
### E2: Learning to learn objectives

<table>
<thead>
<tr>
<th></th>
<th>Approach to learning</th>
<th>1.1 The ability to decide what knowledge and skills to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- intelligent regulation of learning, self monitoring, selection of strategies, insight through reflection</td>
<td>1.2 The ability to diagnose learning needs realistically</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3 The ability to translate learning needs into learning objectives</td>
</tr>
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<td>1.4 The ability to identify resources- both human and material</td>
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<td>1.5 The ability to allocate and organize time for learning</td>
</tr>
<tr>
<td>2</td>
<td>Learning plans</td>
<td>2.1 The ability to apply other skills and knowledge to the completion of learning contracts, etc</td>
</tr>
<tr>
<td></td>
<td>- super ordinate skills, generalized procedures or sequences of activities with a conscious purpose</td>
<td>2.2 The ability to determine task objectives (e.g. what to use a particular reading/listening passage for)</td>
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<td>2.3 The ability to undertake self-assessment</td>
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<td>2.4 The ability to use course materials to help maintain language learning objectives</td>
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<td></td>
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<td>2.5 The ability to use reference materials (dictionaries, grammar books etc.) to help attain language learning objectives</td>
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<tr>
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<td></td>
<td>2.6 The ability to use self access learning systems (e.g. learning resources, libraries, etc.)</td>
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<td>2.7 The ability to work co-operatively with others to achieve learning objectives</td>
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<td></td>
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<td>2.8 The ability to use human resources to help attain language learning objectives etc.</td>
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</tbody>
</table>
### 3 Learning skills
- skills specific to particular aspects of language learning, e.g. reading for information, oral communication for transactional purposes, etc.

<table>
<thead>
<tr>
<th>3.1 Selecting learning techniques</th>
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<tr>
<td>3.2 Devising exercises</td>
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<tr>
<td>3.3 Doing exercises</td>
</tr>
<tr>
<td>3.4 Monitoring performance - written and spoken</td>
</tr>
<tr>
<td>3.5 Applying criteria for assessment</td>
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<td>3.6 Administering self – tests etc.</td>
</tr>
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</table>
Appendix F:

ELTIF activities:

A few samples of ELTIF activities may help the readers to realize the processes through which the learners explore and exploit the pedagogic constructs highlighted in the study.

1. Profile: The learners visit the barber with structured questions in L1. After the interview, they arrange the important questions and their answers in an order (in English) so that the profile will be properly organized. Based on the answers, the profile is written as a group activity. Both the question-answer text and the profile are exhibited on a chart so that the whole class discuss on the final product. Timely editing at each step ensures accuracy and appropriacy. While discussing the final products, each strategy behind asking each question and other probable ways of asking for information are detailed. A sample of the structured interview may help.

- How long have you been working as a barber?
- Do you mean, you started this in your teens?
- Has there been any notable difference in your work since then? We mean… in the attitude of the people, the working atmosphere, the remuneration, your way of looking at it and the like?
- To be frank, we feel that you are an unavoidable person in the society. Do you feel the same about yourself?
- We are sorry to bother you, but you will have something to tell us, don’t you?
It was so nice of you to spend so much of your time. Anyway, we really enjoyed to be with you. Thank you very much. See you again.

2. Walk and talk: The learners, along with their teacher, set off at a short walk. Probably useful expressions for asking for information, clarification, clearing doubts, and linguistic knowledge for other language functions had been discussed and mastered before the walk. On the way, they can talk about anything that comes across their path. Using the language at hand, the group note down everything they utter, every bit of language each one of them uses, every description and explanation offered by the teacher or the passers-by and so on. Those who are good at sketching or drawing can very well express their view on what they see or feel. A few expressions that were found handy:

- Sir, do you notice something? That woman has six fingers on her right hand!
- Can you see that…?
- If you don’t mind, could you please explain (tell us) why …?
- Do you mind my plucking these …?
- Why is it so, Sir?
- I mean the other person?
- Excuse me. / Pardon? / I’m sorry. I think I didn’t get you.
- Thank you, Sir.
- That’s so very kind of you, Sir.
- Did you see that?
- Look! Here comes our Papa’s mother. Anybody knows her? …and so on
After the ‘walk and talk’, back at home everyone writes a report of how they spend the time focusing on the linguistic and strategic factors, seeking peer-help or teacher-help.

3. Reflexive activities: Teacher and students accidently come upon the bad temper of someone or the poor performance of some students. She uses it as an opportunity to talk about ‘self-reflection’. Asking each student to write down what they feel they are poor at or good at, and think of ways and means to avoid it or enhance it, by answering the following:

- What am I good/bad at?
- Is it because I was born like that or I have tried to be (not) like that?
- Did I really work very hard or things happened to me just like that?
- Shouldn’t I get better? How?
- Can I myself find a solution? If not, who should I go to? so on.

In all these activities, the teachers’ interest and influence determines the success or failure of students’ acquisition of the language. Only a highly devoted and resourceful teacher alone can make this practically useful to the learners.
Appendix G1: A Simple Contract Form

The initial intervention is through simple contract forms where the peers initial as witnesses and report the progress.

- What to study?
  ........................................................................................................................................
  ........................................................................................................................................

- How to study?
  ........................................................................................................................................
  ........................................................................................................................................

- When to study?
  ........................................................................................................................................
  ........................................................................................................................................

- When to complete?
  ........................................................................................................................................
  ........................................................................................................................................

- Witnessed by?
  ........................................................................................................................................
  ........................................................................................................................................

- Evaluation and the report of the witness?
  ........................................................................................................................................
  ........................................................................................................................................
### Appendix G2: Learner Contract for Language Skill  
(Tudor (1996: 100), Slightly adapted)

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</thead>
<tbody>
<tr>
<td>Seminar discussion</td>
<td>--- Take part in oral skills option</td>
<td>--- Supplied by tutor</td>
<td>--- from reactions of other participants</td>
<td>--- do they look startled or irritated</td>
<td>--- Opinion of peers</td>
<td></td>
</tr>
<tr>
<td>— Break into a discussion</td>
<td>--- Try to arrange additional discussions with friends</td>
<td>--- Try to get a native speaker to take part; watch TV news and discuss</td>
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<tr>
<td>--- Disagree politely with</td>
<td>--- Practice during tutorials and, seminars in subjects</td>
<td>--- Supplied by tutor</td>
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<td></td>
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<tr>
<td>— State an alternative view point</td>
<td>Writing Composition - Essays</td>
<td>— Collecting points on the topic</td>
<td>— Help from tutor and peers</td>
<td>— Self assessment sheet</td>
<td>— Asking tutor</td>
<td></td>
</tr>
<tr>
<td>— Planning</td>
<td>— Essays</td>
<td>--- Reading different essays</td>
<td>— Learning how to make notes</td>
<td>— peer assessment</td>
<td></td>
<td></td>
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<tr>
<td>--- Rough Drafting</td>
<td></td>
<td>— Studying different from of writing</td>
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</tbody>
</table>
Appendix G3: Peer Evaluation Form

Seminar Evaluation Sheet

Name of Presenter
Name of Evaluator
(Please complete this sheet by filling in the spaces or by circling the items)

1. What do you think were the strengths of the presentation

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

2. Were you able to follow to follow the main points?

YES WITH DIFFICULTY NO

3. Would you be able to summarize the talk for someone else?

YES WITH DIFFICULTY NO

4. Was the presentation well organized?

YES GENERALLY NO

5. Did the speakers show clearly when they were moving to a new point?

YES GENERALLY NO

6. Did they make good use of visual support?

YES NOT ALWAYS NO

7. Was their speed of speaking appropriate?

YES TOO FAST TOO SLOW

8. Was the loudness appropriate?

YES NOT LOUD ENOUGH TOO LOUD

9. Was the amount of information appropriate?

YES TOO LITTLE TOO MUCH

10. How would you judge the speaker's eye contact with the listeners?

GOOD UNEQUAL INSUFFICIENT

11. What advice would you give the speaker for seminar preparations?

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