

# World Scientific News

7 (2015) 160-184

EISSN 2392-2192

---

## **Direct Language Learning Strategies in the theory by Rebecca Oxford in English vocabulary acquisition at the age group of 11-12 year olds**

**Kamila Chilkwicz**

Department of English Language, Szczecin College of Modern Language,  
13 Mazowiecka Street, Szczecin, Poland

E-mail address: [kama.piwowarska@wp.pl](mailto:kama.piwowarska@wp.pl)

### **ABSTRACT**

An unwritten rule in many countries says that it is very important or even necessary to know at least one foreign language. Undoubtedly, there are many factors which influence our language acquisition and have been extensively researched in order to ensure that they address the needs of different students. The elements which affect our language abilities are motivation, techniques, methods but also appropriate language strategy. For many years experts have paid attention to the plans that students use in order to achieve results in their study. In their research they have decided to reject the way of study based on particular principles or methods and they have decided to concentrate on students. Moreover, they have started to explore the nature of Language Learning Strategies and the matter how they influence receiving foreign language. The results of their investigations are considered to be the greatest causes in the process of language acquisition, by focusing on differences in language realisation.

**Keywords:** foreign language, students, Language Learning Strategies, theory by Rebecca Oxford

## **TABLE OF CONTENTS**

### **INTRODUCTION**

#### **1. LANGUAGE LEARNING STRATEGIES**

1.1. Different definitions and various classifications of language learning strategies

1.2. Learning language strategies in theory by Rebecca Oxford

1.3. Direct Language Strategies in theory by Rebecca Oxford

#### **2. METHODOLOGY OF RESEARCH**

2.1. The aims and object of research

2.2. The problem of research

2.3. Methods, techniques and research instruments

2.4. Settings and Participants profiles

#### **3. FINDINGS OF THE SURVEY**

### **CONCLUSIONS**

References

### **APPENDIX**

## **INTRODUCTION**

The main purpose of my work is to reveal which direct language strategies, in the theory by Rebecca Oxford are the most favored at the age group of 11-12 year olds.

The work is composed of three chapters, one of them presents theoretical issues and two contain the methodology of research.

Chapter 1 deals briefly with different definitions and various classifications of language learning strategies. It also reveals the classification of language learning strategies in theory by Rebecca Oxford.

Chapter 2 presents and confers with the methodology of research.

Chapter 3 shows the findings from my survey.

Finally, the conclusion copes with some key points, and my own deductions from the surveys dealing with Direct Language Learning Strategies in the theory by Rebecca Oxford in English vocabulary acquisition by primary English students aged 11-12.

## **1. LANGUAGE LEARNING STRATEGIES**

### **1.1. Different definitions and various classifications of language learning strategies**

The reason why some foreign language students are able to learn faster and can achieve better results in their attempts while others are unsuccessful has been one of the main questions asked many second language researchers and teachers. There were a lot of theories and speculations; finally a reply to this investigation was found in the study of diverse language teaching methods. It was supposed that "... it was possible to identify a set of procedures which, if executed correctly and efficiently, would result in successful language learning" (Ellis 1992: 4). Unfortunately, it was impossible to establish comprehensible and understandable superiority of one method to the other; moreover, none from those methods provided success for all students<sup>1</sup>. "The quest for the perfect teaching method seems to have been a vain one, and, in the light of the fact that learners of the languages vary in some many ways and are effected by so many social and psychological factors it seems to have been doomed from the very start" (Toney 1983: 352). According to the Logan process of education it is unique and individual for all learners: "students have different abilities: they have different modes of learning, they have different disabilities: they have different objectives, they have different interest in the content" (Logan 1973: 2).

Since researchers and teachers have focused on language strategies in the field of second language acquisition, there are many different definitions<sup>2</sup>. Rubin defines strategies as "...the techniques or devices which a learner may use" (Rubin 1971: 43). Naiman described strategies as "... a particular method of approaching a problem or task, a mode of operation for achieving a particular and a planned design for controlling and manipulating certain information" (Naiman 1980: 83). Chaudron refers to strategies as "cognitive operations that learners apply while in the classroom or other learning situations" (Chaudron 1988: 109-110). Language strategies according to O'Malley are defined as "... set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information" (O'Malley 1985a: 23).

---

<sup>1</sup> Drożdźiał – Szelest. K. (1997). *Language learning strategies in the process of acquiring a foreign language*.Poznań.Motivex.

<sup>2</sup> Drożdźiał – Szelest. K. (1997). *Language learning strategies in the process of acquiring a foreign language*.Poznań.Motivex

Cook wrote that “A learning strategies ... refers to a choice that a learner makes while learning or using the second language that affects learning” (Cook 1993: 79).

According to Dicinson “Learning strategy is concerned with actual activities and techniques which lead to learn” (Dicinson 1987: 20).

Oxford emphasized them as “... behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable” (Oxford 1989: 235).

Researchers agree that “...there is no agreement on exactly what strategies are, how many strategies there are, how they should be defined and classified. There are evident problems with developing coherent taxonomies of learning strategy types. Most researchers develop their own list. The reliable identification of strategies is quite difficult, which is indicated by the continuous modification of strategies as a result of various studies. Researchers admit that identifying the different strategies in second language acquisition is difficult due to a variety of factors” ( Drożdżał-Szelest 1997: 44).

To begin with Rubin’s classification, through Carver, Ellis, O’Malley, I am going to reveal varied taxonomies on the authority of few researchers which contain contracting factors, groups and categories.

### **Rubin’s categorization**

Rubin presents her own model of learning strategies and she bases on “...her research and subsequent analysis, she identified some major cognitive process used in second language target with specific strategies which exemplify these processes” (Drożdżał-Szelest 1997: 36).

She has classified strategies in the following way (Rubin 1981: 124-126):

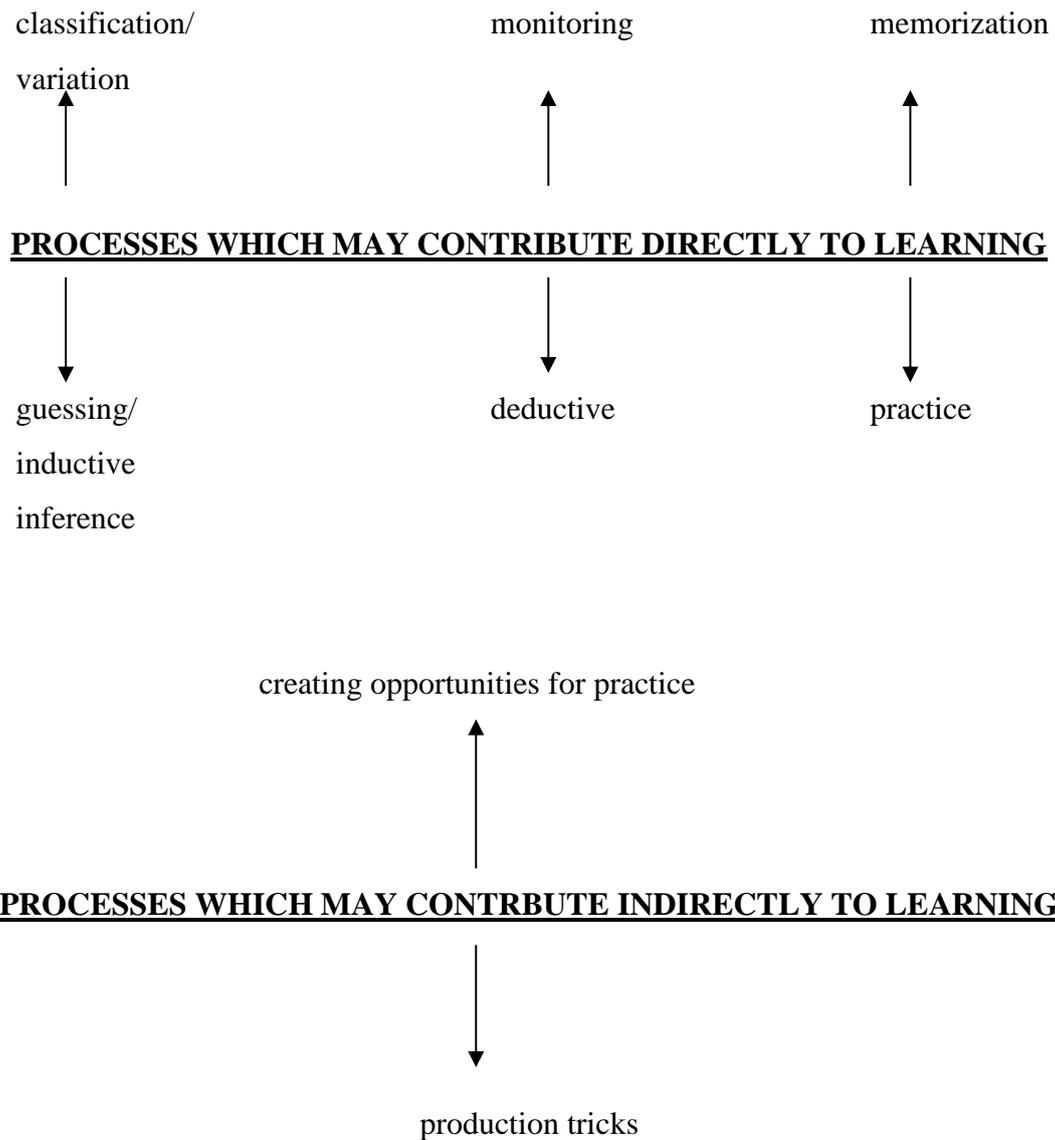
#### **1. PROCESSES WHICH MAY CONTRIBUTE DIRECTLY TO LEARNING**

- A. *Clarification/verification* – the learner asks for examples of how to use a word or expression, asks for the correct form to use, etc.
- B. *Monitoring* – the learner corrects his or her or other’s errors, notes their sources, observes and analyses language use.
- C. *Memorization* – the learner attempts to acquire words or other language elements through associations, use of mechanical devices, etc.
- D. *Guessing/inductive inference* – the learner uses various hunches to guess the meaning or general rules of language. etc.
- E. *Deductive reasoning* – the learner looks for and uses general rules. etc
- F. *Practice* – the learner experiments with the new elements of language, etc.

#### **2. PROCESSES WHICH MAY CONTRIBUTE INDIRECTLY TO LEARNING**

- A. *Creating opportunities for practice* – the learner creates situations with native speakers to practice, spends extra time in the language lab, etc.
- B. *Production tricks* – related to communication focus, the learner uses circumlocution, synonyms, etc.

### RUBIN'S CLASSIFICATION



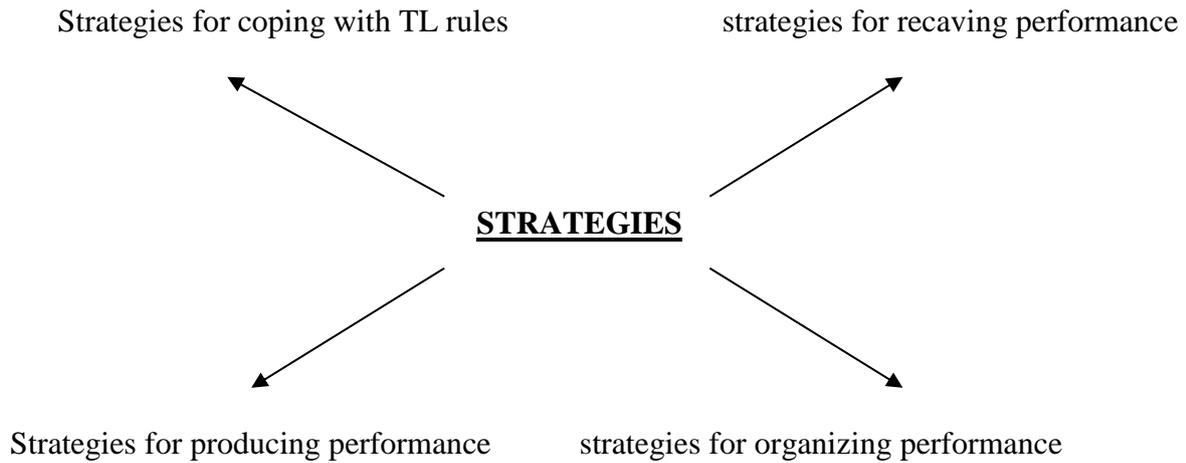
**Figure 1.** Rubin's taxonomy (Rubin 1981: 124-126).

### Carver's distinction

Carver reveals language learning strategies in below categories (Carver 1984:125-126).

1. *strategies for coping with TL rules* ( neutral with regard to production or reception) – e.g. generalization, transfer from L1, hypercorrection;
2. *strategies for receiving performance* – e.g. inferring, predicting, checking;
3. *strategies for producing performance* – repeating, labeling, monitoring reception;
4. *Strategies for organizing learning* – repetition, cognition, whole or part learning (cf. 2.1.4. for Carver's taxonomy of language teaching methodology).

**CARVER'S TAXONOMY**

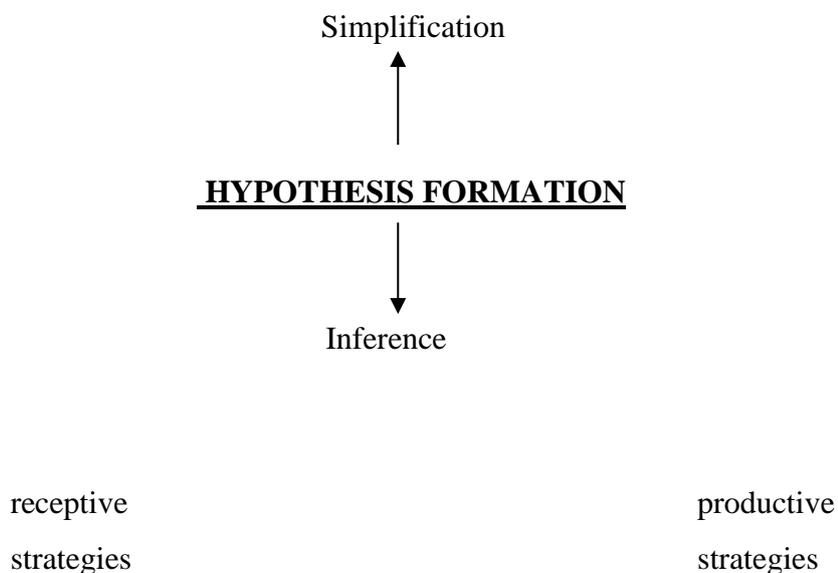


**Figure 2.** Carver's taxonomy (1984: 125-126).

**Ellis' categorisation**

Ellis decided to put the strategies into three main board process types: hypothesis formation, hypothesis testing and automatisation. "Hypothesis formation includes such strategies as simplification (overgeneralization and transfer) and inference. It refers to strategies by means of which learners come to conclusions about the structure of the target language. Hypothesis testing includes receptive, productive, multilingual, and interaction strategies which are responsible for trying out rules while communicating. Automatisation includes strategies for practicing the language, that is formal and functional practice" (Drożdżał-Szelest 1997:37).

**ELLIS'S CATEGORISATION**



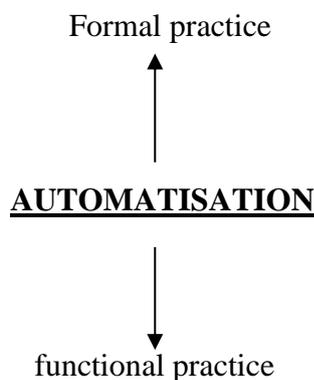
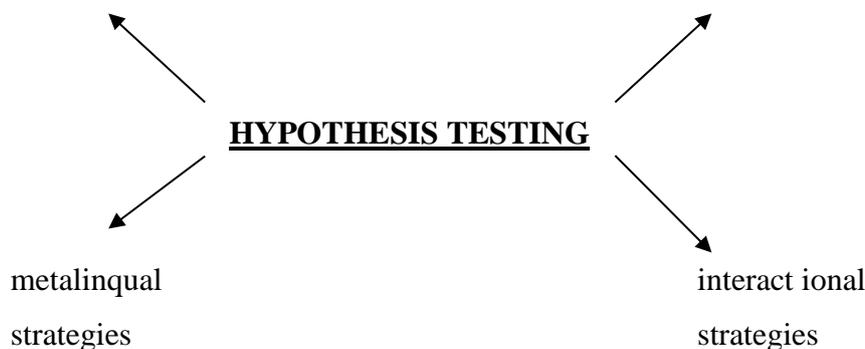


Figure 3. Ellis's categorization (Ellis 1985: 175).

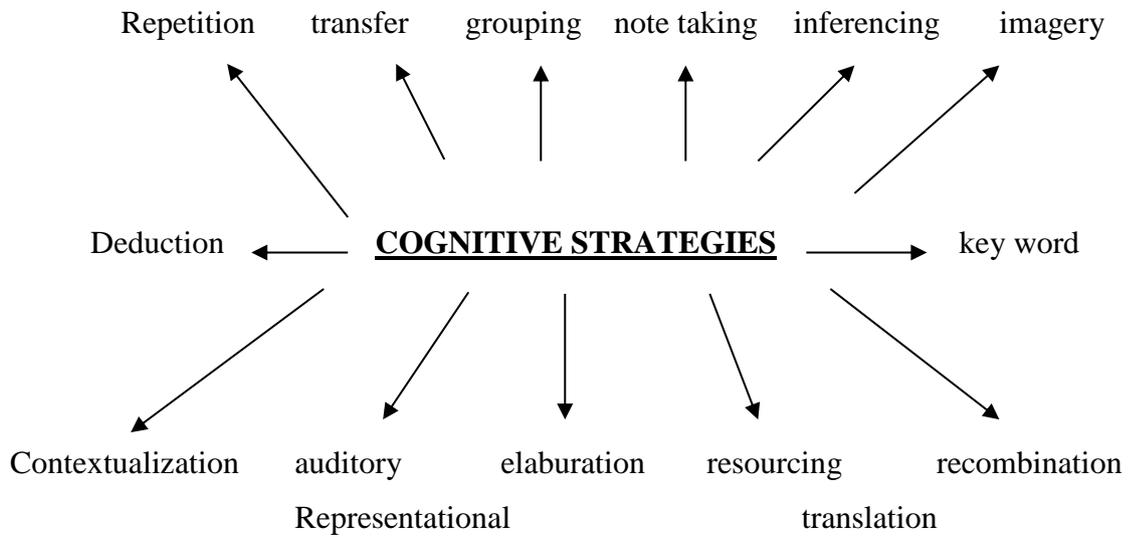
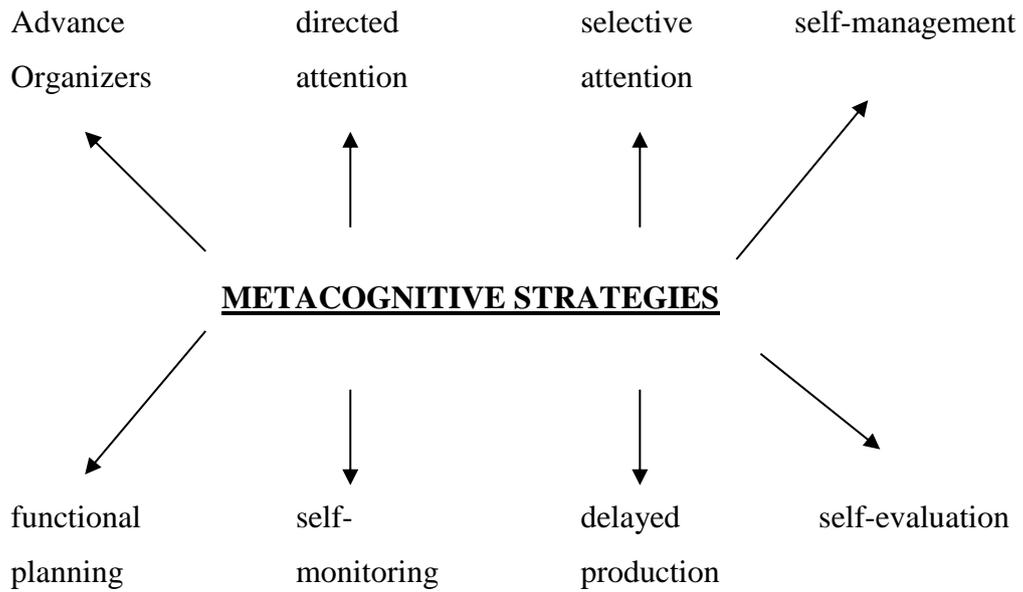
### O'Malley et al.'s taxonomy

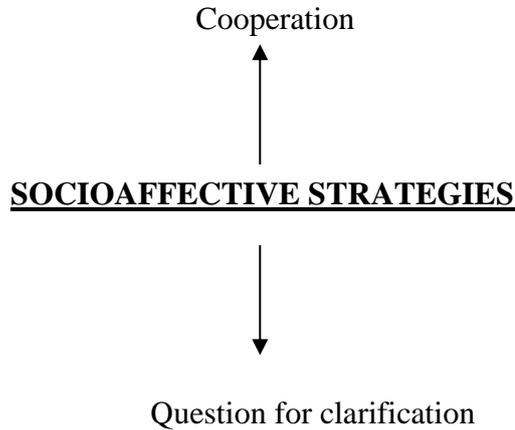
According to O'Malley and his colleagues "...there are three major types of learning strategies, in accordance with the information-processing model of learning: *metacognitive strategies* (performing an executive function), *cognitive strategies* (functioning operatively), and *socioaffective strategies* (performing social-mediating function)" (Drożdżał-Szelest 1997: 38).

**Metacognitive strategies** are "higher order executive skills that may involve planning for, monitoring, or evaluating the success of a learning activity (they are an attempt to regulate language learning). They are applicable in a variety of tasks" (Drożdżał-Szelest 1997: 38).

**Cognitive strategies** "...are more directly related to individual learning task and entail direct manipulation or transformation of the learning materials in ways that enhance learning. Socioaffective strategies describe the ways in which people learn to interact with other people" (Drożdżał-Szelest 1997: 38).

**O' MALLEY ET AL'S**





**Figure 4.** O' Malley et al.'s classification of learning strategies (1985b: 582-84).

### **1.2 Learning language strategies in theory by Rebeca Oxford**

In addition to the last chapter, there is one more classification, which has been created by Rebecca Oxford, and which I am going to use in my research.

During her long-term observations, she has been created her own definition and plan, which is used by students to achieve better results in second language acquisition<sup>3</sup>.

"She defines learning strategies as steps taken by students to enhance their learning" (Droździał-Szelest 1997: 41). On the authority of Oxford, the main aim of language strategies is to assemble learning" easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford 1990:8). "Oxford's taxonomy, although not without faults, has been considered the most comprehensive classification of learning strategies to data"(Droździał-Szelest 1997: 41). During her study Oxford has been noticed "...a distinction between two major classes of strategies: *direct* and *indirect*, which are further subdivided into three groups each" (Droździał-Szelest 1997: 41).

On the authority of Oxford, strategies system includes strategies like.

### **DIRECT STRATEGIES**

#### **I. Memory strategies**

- A. Creating mental linkages
- B. Applying images and sounds
- C. Reviewing well
- D. Employing action

#### **II. Cognitive strategies**

- A. Practicing
- B. Receiving and sending messages
- C. Analyzing and reasoning
- D. Creating structure for input and output

---

<sup>3</sup> Droździał – Szelest. K. ( 1997). *Language learning strategies in the process of acquiring a foreign language*.Poznań.Motivex.

**III. Compensation strategies**

- A. Guessing intelligently
- B. Overcoming limitations in speaking and writing

**INDIRECT STRATEGIES**

**I. Metacognitive strategies**

- A. Centering your learning
- B. Arranging and planning your learning
- C. Evaluating your learning

**II. Affective strategies**

- A. Lowering your anxiety
- B. Encouraging yourself
- C. Taking your emotional temperature

**III. Social strategies**

- A. Asking questions
- B. Cooperating with others
- C. Empathizing with others

**Figure 5.** Diagram of the strategy system: Direct and Indirect strategy groups and sets (Oxford 1990: 17).

**1.3. Direct Language Strategies in the theory by Rebecca Oxford**

As stated by Oxford, *direct language strategies* “...require mental processing of the language” (Oxford 1990: 37). Their main aim is to help students develop their own system of study. Moreover, they apply the most useful study skills for their purpose, such as understanding new words and phrases, organize and produce vocabulary and accurate communication. Direct language strategies permit students to comprehend and produce second language. They assist learners with better and more effective speaking and develop the nature process of acquiring language during meaningful activities. We all know that speaking is a slow procedure which recognizes that students may not be ready to produce language unaided, but *direct strategies* should confidently respond to language required for numerous of tasks and strategies<sup>4</sup>.

Following piece of work reveals classification of *direct language strategies* in theory by Rebeca Oxford with special consideration to vocabulary acquisition.

- I. Memory strategies.** They are responsible for “...remembering and retrieving new information” (Drożdźiał-Szelest 1997: 42).
- II. Cognitive strategies** – “...for understanding and produce the language” (Drożdźiał-Szelest 1997: 42).
- III. Compensation strategies** - “...for using the language to make up for the lack of relevant knowledge” (Drożdźiał-Szelest 1997: 42).

---

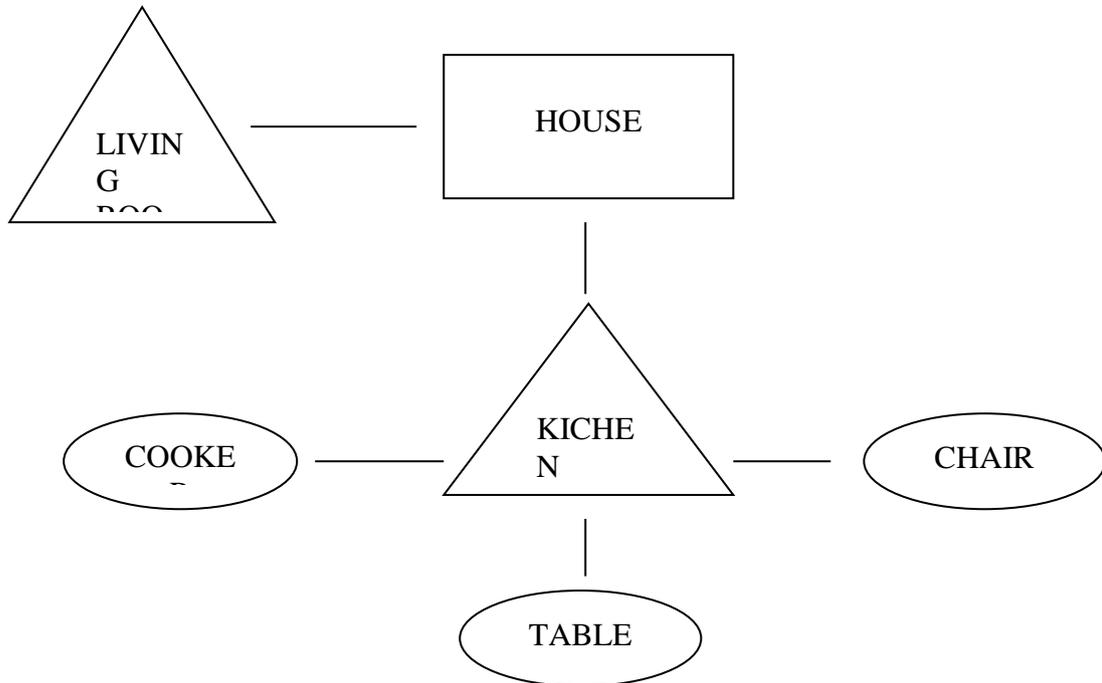
<sup>4</sup> Drożdźiał – Szelest. K. ( 1997). *Language learning strategies in the process of acquiring a foreign language.* Poznań. Motivex.

**I. Memory strategies** allow remembering and absorbing some new part of material.

They consist of:

A. Creating mental linkages – which provide following strategies:

- Groups some new words according to their meaning. For example, organize vocabulary in word maps, or label the picture



**Figure 6.** An example of word map.

- Creating association. For instance, teacher can encourage students to make their own class story with ten new words (house, roof, bedroom...)

They can start like this:

Once upon a time in a beautiful house with golden roof and ...

- Putting new words in a context. It means that students can use new expressions in written work. One typical example of this is, an exercise within they must write short letter to some friend and describe their house or flat. Teacher is able to give them some pattern or write beginning on the board.

Beginning:

Dear Sue,

Thanks for you letter. In my house there is/are...

B. Applying images and sounds.

- Association of eyesight. This is clearly illustrated by the task in which students do some association with picture and sound. For example, teacher presents few flashcards, which show different animals, and ask students to imitate animal's

voices. Then he produces some sound and asks pupils to guess the number of picture with right animal.

- Putting words in some situational context. Learners may place new vocabulary in some dialogue and then in pairs they can learn the dialogue by heart.

- Key word – create some short rhyme with terms they have to become competent in. For example:

He was dark and smart.

She was thin and slim

They were bold and cold

You were...

- Replying sounds in memory. Pupils can build linkages between two similar words. They can think about minimal pairs of some words. For example:

Fan – van

Cat – wat

C. Reviewing well – give opportunities for students to revise what they have learned in regularly and systematical way. Moreover, students can monitor their progress and achievements.

D. Employing action. Learners may present some story, situation or project. This strategy is an ideal opportunity for students to use English in a creative and personal way that will give them a real sense of achievement.

- physical reaction
- mechanical technique of memorizing

## **II. Cognitive strategies are:**

A. Practicing with strategies like:

- Formal exercises in spelling and pronunciation. It can be shown on typical class task, when teacher play the recording and ask students to listen and repeat.
- Combination of structures, exercises in natural way with communicative aim. Students talk to each other about some ideas or topics without worrying too much about their mistakes. The main aim of such activities is to communicative a message that somebody else can understand with any correction of their slips and attempts.

B. Receiving and sending message which supply:

- different techniques which allow to understand text faster and easier
- usage of varied sources for example, dictionaries, magazines

C. Analyzing and reasoning:

- deduction thinking
- translation
- outside – language transfer

D. Creating structure for input and output

- making own notes
- summarizing
- underlining the most important information

## **III. Compensation strategies:**

According to Oxford they assist with:

A. Guessing intelligently

- Using linguistic or other pointers. For example students may use pictures or text structure

B. Overcoming limitations in speaking and writing

- using native language
- asking for help (teacher)
- using gestures and mimic
- text adjustment
- avoidance of conversation
- topic selection
- creation of new words
- using synonyms or descriptions.

## 2. METHODOLOGY OF RESEARCH

### 2.1. The aims and object of research

The object of methodological research, it is conscious pedagogical activity. In other words it is the procedure of upbringing and teaching with specific matters, resources and organization. The object of methodological research can cover children or youth, which are in different educational situations.<sup>5</sup>

The object of my research is direct language strategies usage at the age group of 11-12 by students from Primary School in Maszewo.

The aim of pedagogical research we can call objective recognition of reality, its tendency to develop what gives perdition to educational improvement.<sup>6</sup>

The aim of my work is to reveal which direct language strategies in the theory by Rebecca Oxford are the most popular among children 11-12.

### 2.2. The problem of research

If we talk about some scientific investigation, we have to think about the problem, aim and the sphere of research. In methodology, we are able to find many definitions of the problem. According to Pilch problem is the particular question on which we are looking for an answer on the way of scientific investigations<sup>7</sup>.

The main problems of my work is:

**Which language learning strategies in the theory by Rebeca Oxford are the most favored at the age group of 11-12.**

Each problem needs detailed questions which are indirect way of analysis. In my research I decided to focus on three types of direct language strategies (Memory Strategies, Cognitive Strategies, Compensation Strategies), that is way I created separate detailed question for each type.

---

<sup>5</sup> Sztumski, J. (1995). *Wstęp do metod i technik badań społecznych*. Katowice

<sup>6</sup> Nowak, S. (1985). *Metodologia badań społecznych*. Warszawa

<sup>7</sup> Pilch, T. (1995). *Zasady badań pedagogicznych*. Warszawa.

- Which Memory Strategies are the most popular among students aged 11-12
- Which Cognitive Strategies are the most popular among students aged 11-12
- Which Compensation Strategies are the most popular among students aged 11-12

### 2.3. Methods, techniques and research instruments

As claimed by Sztumski method, it is the way which allows to know as much as possible about the problem. Such investigation is successful if we use accurate methods, techniques and research instruments.

The are four methods of research:

- pedagogical experiment
- pedagogical monography
- method of case study
- diagnostic method probe ( soundings )

In may research, I am going to use diagnostic method probe because in the view of definition this method covers social phenomena which undoubtedly are very important for upbringing. Moreover, they build social consciousness, opinion and view. It means that, this method covers all phenomena which are in the institution but also in society. The definition which is inferior to the method is called – the method of investigation. On the authority of Sztumski there are numerous of practical activities with specific aim which permits to know some information, opinions and facts.

The most popular instruments used in diagnostically method probe are: survey, view, analyze of documents ECT<sup>8</sup>.

In my research I will use surveys which contain questions related with Three types of Learning Language Strategies created by Rebecca Oxford. The following table reveals the cooperation between Language Learning Strategies and my survey.

LANGUAGE LEARNING STRATEGIES	SURVEY'S QUESTIONS AND POSSIBLE ANSWER
<p><b>I. Memory strategies</b></p> <p>A. Creating mental linkages</p> <p>a) Group some new words according to their meaning</p> <p>b) Creating association</p> <p>c) Putting new words in a context</p>	<p><b>I. Memory strategies</b></p> <p>A. How do you learn new words?:</p> <p>a) I group them according to their meaning</p> <p>b) I create association between story and picture</p> <p>c) I create short dialogue with new words</p>

<sup>8</sup> Sztumski, J. (1995). *Wstęp do metod i technik badań społecznych*. Katowice.

<p>B. Applying images and sounds</p> <ul style="list-style-type: none"><li>a) association of eyesight</li><li>b) putting words in some situational context</li><li>c) key words</li><li>d) replying sounds in memory</li></ul> <p>C. Reviewing well</p> <p>D. Employing action</p> <ul style="list-style-type: none"><li>a) physical reaction</li><li>b) mechanical techniques of memorizing</li></ul> <p><b>II. Cognitive strategies</b></p> <p>A. Practicing</p> <ul style="list-style-type: none"><li>a) repetition</li><li>b) formal exercises in spelling and pronunciation</li><li>c) combination of structures</li><li>d) recognize and usage of rutyn form for example: In my opinion</li><li>e) exercises in natural way with strict communicative aim</li></ul> <p>B. Receiving and sending messages with supply</p> <ul style="list-style-type: none"><li>a) usage of different techniques which allow to understand text easier and faster</li></ul>	<p>B. What do you use for words association?</p> <ul style="list-style-type: none"><li>a) I associate the word with the picture</li><li>b) I use words in context</li><li>c) I create dialogue with new (key) words</li><li>d) I build linkages between two similar words</li></ul> <p>C. How often do you revise new words</p> <ul style="list-style-type: none"><li>a) every day</li><li>b) twice a week</li><li>c) three times a week</li><li>d) I do not revise</li></ul> <p>D. In what way do you memorize new word</p> <ul style="list-style-type: none"><li>a) I do some project</li><li>b) I repeat them systematically</li></ul> <p><b>II. Cognitive strategies</b></p> <p>A. How do you practice new vocabulary</p> <ul style="list-style-type: none"><li>a) I repeat them till I achive good results</li><li>b) I practice their spelling and pronunciation</li><li>c) I write short dialogue with new words</li><li>d) I write some essays where I use some routine forms for example: in my opinion...</li></ul>
--	---

<p>b) usage of varied sources for example: magazines, dictionaries</p> <p>C. Analyzing and reasoning</p> <p>a) deduction thinking</p> <p>b) translation</p> <p>c) outside-language transfer</p> <p>d) interlingual analyzing</p> <p>D. Creating structure for input and output</p> <p>a) making own notes</p> <p>b) summarizing</p> <p>c) underlining the most important information</p>	<p>e) I make role play for example in shop (shop assistant-customer)</p> <p>B. In what way do you receive and send messages....</p> <p>a) I watch some cartoon or film with Polish letters</p> <p>b) I read a book or comics in English</p> <p>C. In what way do you analyze new words?</p> <p>a) I try to guess the meaning from the context</p> <p>b) I check their meaning in dictionary</p> <p>c) I generalize some word</p> <p>d) I compare English word with Polish equivalent</p> <p>D. In what way do you organize your knowledge</p> <p>a) I make my own notes</p> <p>b) I summarize information</p> <p>c) I underline the most important information</p>
<p><b>III. Compensation strategies</b></p> <p>A. Guessing intelligently</p> <p>a) using linguistics pointers</p> <p>b) using another points for example the structure of the text</p> <p>B. Overcoming limitations in speaking and writing</p> <p>a) using of native language</p> <p>b) asking for help</p> <p>c) using of structures or mimic</p> <p>d) text adjustment</p> <p>e) avoidance of conversation</p> <p>f) topic selection</p> <p>g) creation of new words</p> <p>h) using of synonyms or description</p>	<p><b>III. Compensation strategies</b></p> <p>A. How do you guess the mean of the word?</p> <p>a) I listen to teacher advice</p> <p>b) I guess looking at the picture</p> <p>B. How do you communicate when you do not know appropriate word?</p>

	<ul style="list-style-type: none"><li>a) I use Polish</li><li>b) I ask my friend or teacher</li><li>c) I use gestures or mimic</li><li>d) I avoid the topic</li><li>e) I choose another topic</li><li>f) I select the topic relevant to my knowledge</li><li>g) I create new words</li><li>h) I use synonyms or description</li></ul>
--	---

**Figure 7.** Juxtaposition of Learning Language Strategies with survey's research questions and justification.

#### 2.4. Settings and Participants profiles

The data included in this report was obtained from a random sample of 100 students, aged 11-12, from 5th and 6th classes of Primary School in Maszewo, who responded a questionnaire survey on 15th and 16<sup>th</sup> February 2004. They were:

- 28 students from Va (13 girls, 15 boys )
- 27 students from Vb (12 girls, 15 boys )
- 21 students from VIa (11 girls, 10 boys )
- 24 students from VIb (12 girls, 12 boys )

The day before I informed students that on 15th and 16<sup>th</sup> February they are going to fulfill some survey connected with Learning Strategies.

I explained the aim and I gave them few questions to consider.

1. What do you do when you have to learn new English words?
2. Do you know what does "learning strategy" mean?
3. Have you ever thought about numerous of possible strategies to learn?

On the next two days (15th and 16<sup>th</sup> February ) I asked them about their opinions. I used "brainstorming" to create their own definition of learning strategy and after short discussion I gave out the surveys which I explained clearly and smoothly.

### 3. FINDINGS OF THE SURVEY

To find the answers on my main problems and detailed questions, I decided to divide this half-chapter into five sections

**Section A** – explores findings about the most popular Memory Strategies among children of 11-12

**Section B** – confers with investigations of research connected with Cognitive Strategies at the age group 11-12

**Section C** – reveals renditions of Compensation Strategies

**Section D** – focuses on general taxonomy which reveals the most popular Direct Learning Strategies in English vocabulary acquisition at the age group of 11-12

### Section A

In this section I will present memory strategies which are responsible for “...remembering and retrieving new information.” (Drożdżiał-Szelest 1997: 42).

The following figures show the results of my survey attached with particular memory strategies like:

- Create mental linkages

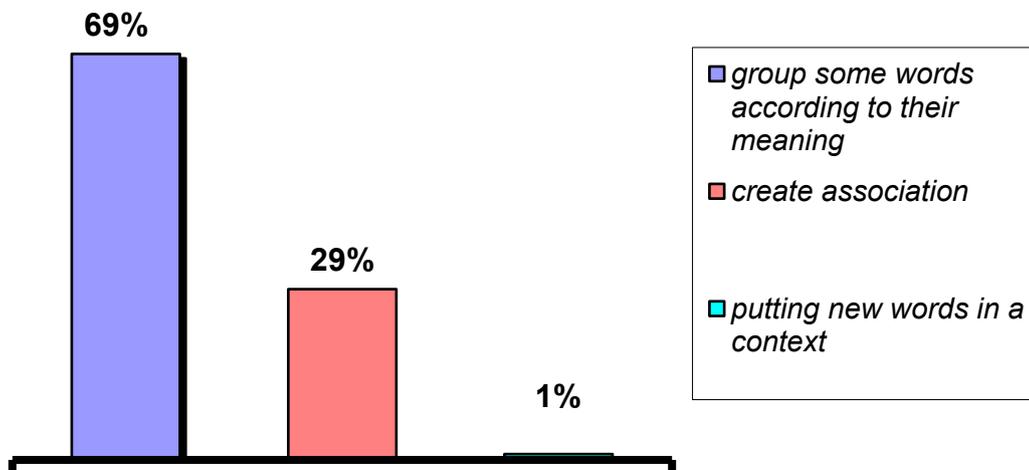


Figure 8. Strategies for create mental linkages.

- Applying images and sounds

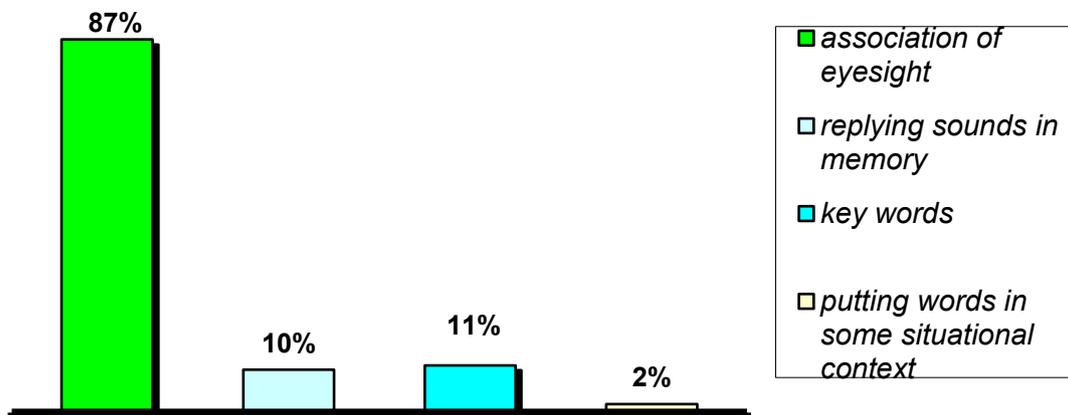


Figure 9. Strategies connected with applying images and sounds.

- Reviewing well

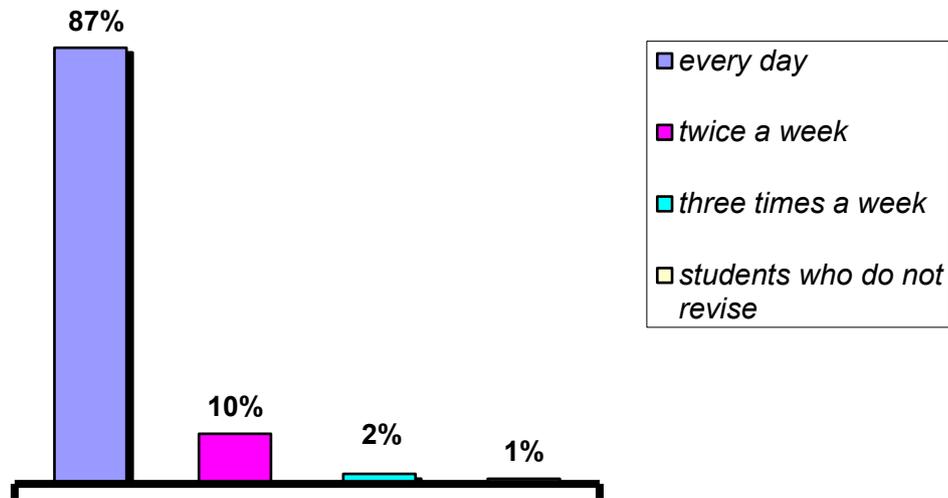


Figure 10. Strategies connected with frequent of vocabulary revising.

- Employing action

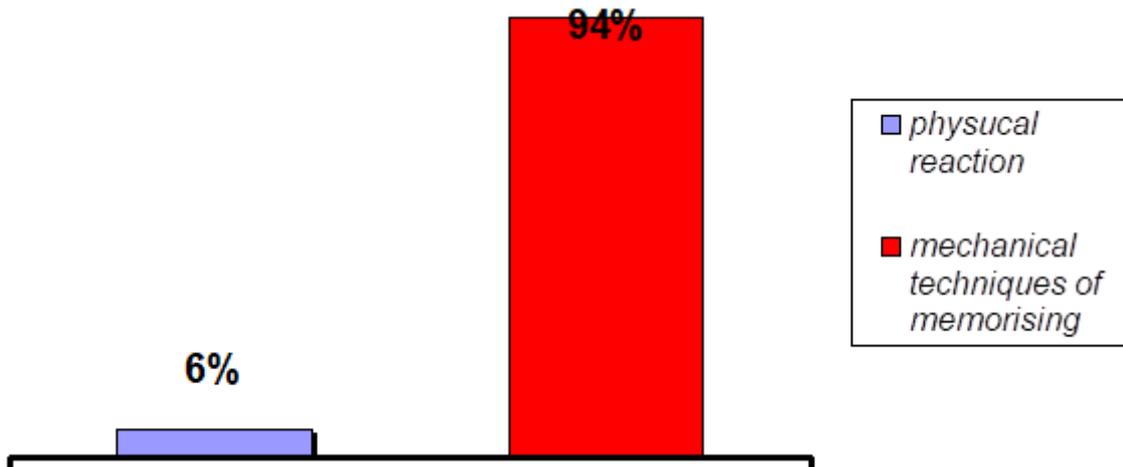


Figure 11. Strategies cover among employing action.

As it is clearly visible from the diagrams above, there are few the most popular memory strategies:

- Group some words according to their meaning ( 69 % of students)
- Association of eyesight ( 72 % of students)
- Mechanical techniques of memorizing ( 94 % of students)

It is also important that students are very keen on revision. It is supported by the fact that 87 % of those who responded reported that they revise new vocabulary every day.

## Section B

In this section I will focus on cognitive strategies which are in charge of “...understanding and produce the language.” ( Drożdżał-Szelest 1997: 42).

The diagrams below reveal the findings connected with separate cognitive strategies like:

- Practicing

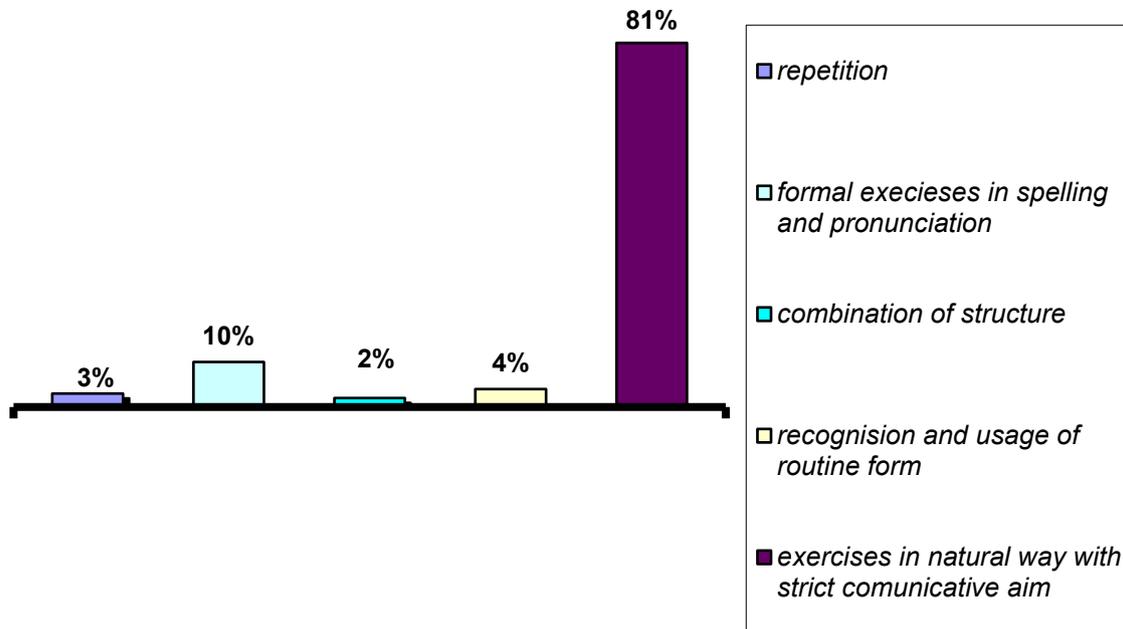


Figure 12. Practicing.

- Receiving and sending messages with supply

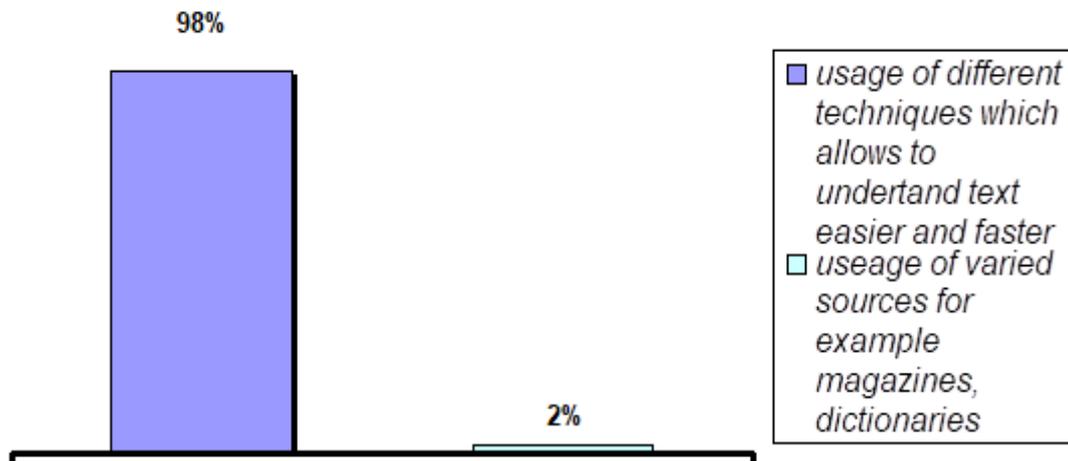


Figure 13. Receiving and sending messages with supply.

Analyzing and reasoning

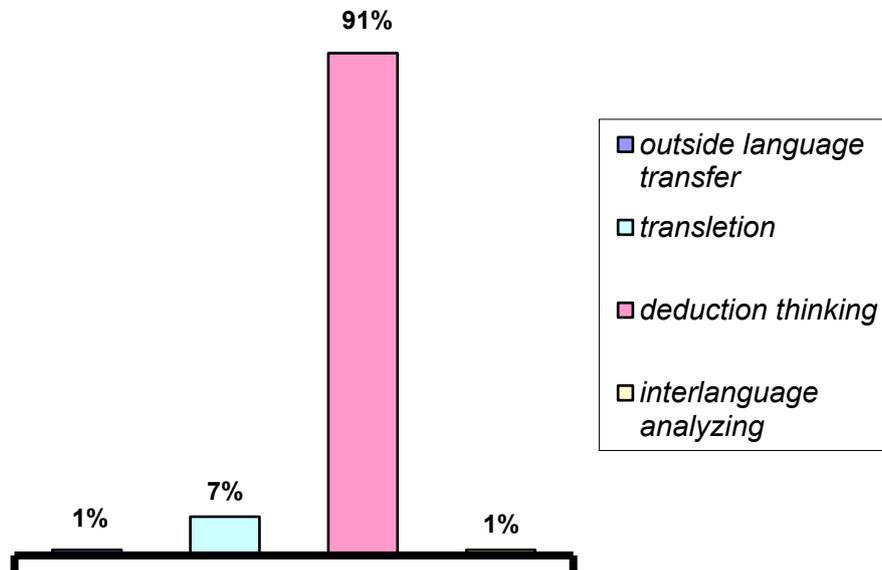


Figure 1. Analyzing and reasoning.

- Creating structure for input and output

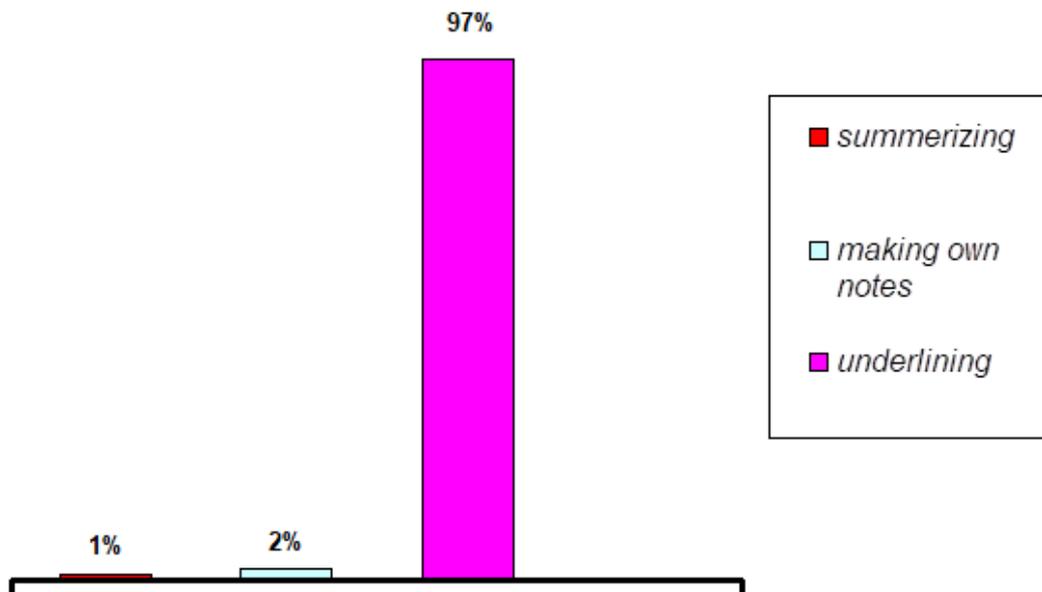


Figure 2. Creating structure for input and output.

The figures above indicate that the most popular cognitive strategies of students surveyed are:

- exercises in natural way with strict communicative aim ( 81 % of students)
- usage of different techniques which allow to understand text easier and faster ( 98 % of students)

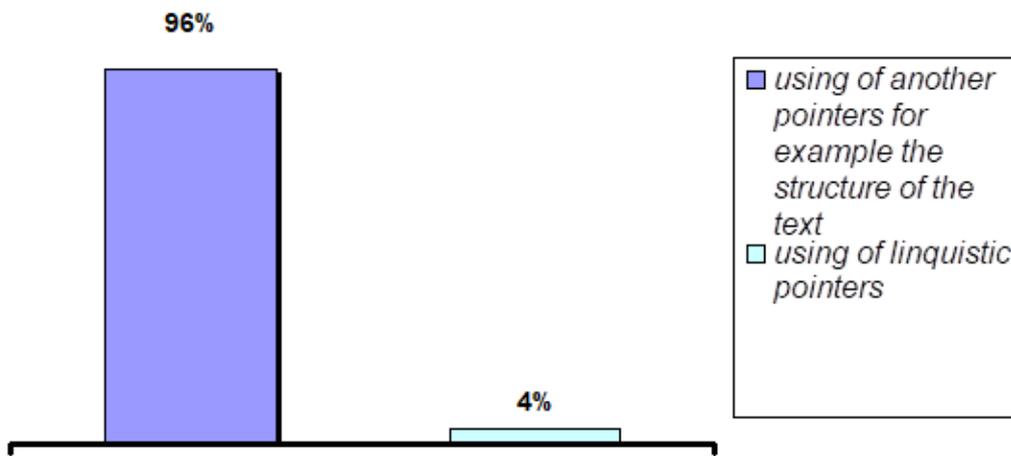
- deduction thinking ( 91 % of students)
- underline the most important information ( 97 % of students)

**Section C**

This part concentrates on compensation strategies which are responsible “...for using the language to make up for the lack of relevant knowledge.” (Drożdżał-Szelest 1997:42).

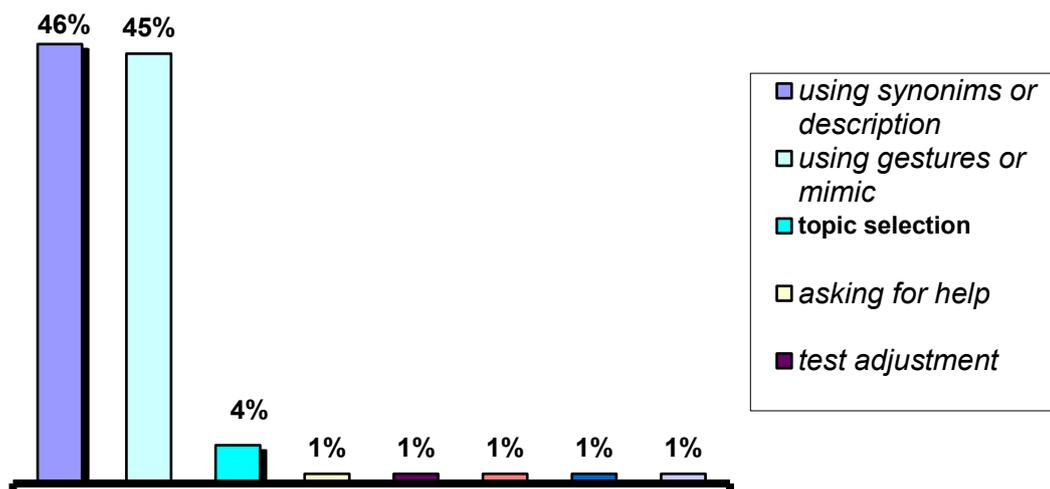
The further diagrams demonstrate the proportions between the most and less popular compensation strategies like:

- Guessing intelligently



**Figure 16.** Guessing intelligently.

- Overcoming limitations in spelling and pronunciation



**Figure 3.** The taxonomy of all Compensation Strategies

As it is shown there are few the most popular compensation strategies like:

- using another pointers for example the structure of the text
- using synonyms or description
- using gestures or mimic

#### Section D

This piece of material shows the most popular direct learning strategies in English vocabulary acquisition at the age group of 11-12. I will present them in the following table.

DIRECT LANGUAGE STRATEGIES	THE MOST POPULAR
1. Memory Strategies	<ul style="list-style-type: none"><li>- group some words according to their meaning</li><li>- association of eyesight</li><li>- mechanical techniques of memorizing</li></ul>
2. Cognitive Strategies	<ul style="list-style-type: none"><li>- exercises in natural way with strict communicative aim</li><li>- usage of different techniques which allow to understand text easier and faster</li><li>- underlining the most important information</li></ul>
3. Compensation Strategies	<ul style="list-style-type: none"><li>- using synonyms or description</li><li>- using gestures or mimic</li></ul>

#### CONCLUSIONS

The purpose of my work was to reveal which direct language strategies, in the theory by Rebecca Oxford, are the most popular among children of 11-12. The investigation has covered 100 students from Primary School in Maszewo. The results of the rendition reveal following deductions. Firstly, we are able to notice that the most popular strategies for remembering and retrieving new information are:

- group some words according to their meaning
- association of eyesight
- mechanical techniques of memorizing

Such student's choice suggests that in this particular group there were a lot of Visual Students. In this case, teacher ought to do a lot of extra exercises like: maps, graphs, charts all those which are rich in colours, shapes and physical position for memory aids. Secondly, the most favored strategies connected with understanding and language production are:

- exercises in natural way with strict communicative aim
- usage of different techniques which allow to understand text easier and faster
- deduction thinking
- underlining the most important information

This fact shows that students are keen on discovering English vocabulary in natural way. In this situation teacher should propose numerous of speaking tasks. Finally, the rendition

reveals that from strategies concerning using the language to make up for the lack of relevant knowledge they use:

- synonyms or description
- gestures or mimic

It means that students try to communicate even if they do not know appropriate English words. In this case teacher should convince students that it is important to practice as much as possible. Taking all these points into consideration, I decided to assemble all information into one table which presents my deductions and task for teachers together.

<b>DEDUCTIONS</b>	<b>TASK FOR TEACHERS</b>
- big percentage of Visual Students	- exercises which cover: computer graphic, maps, graphs, charts, cartoons, posters, diagrams, graphic organizers, text with a lot of pictures - use a lot of different, colours, shapes and physical position for memory aids
- students are keen on exercises with natural way of speaking with strict communicative aim	- teacher ought to establish English as the main language in the classroom - simple teaching instructions can be given in English - teacher can encourage students to ask questions in English
- students are trying to use English even if they feel the lack of relevant knowledge	- teacher must convince students that it is important to practice speaking as much as possible - use continuous assessment as a method of evaluating oral performance - try not to correct students during speaking activities, as this will make them lost confidence and interest.

## References

- [1] Carver, D. 1984. *Plans, learner strategies, and self-direction in language learning*. System 12/1.

- [2] Chaudron, C. 1988. *Second language classrooms: Research on teaching and learning*. Cambridge/New York: CUP
- [3] Cook, V. 1993. *Linguistics and second language acquisition*. Londyn: The Macmillan Press Ltd.
- [4] Dickinson, L. 1978. *Autonomy, self-directed learning and individualisation*. In *ELT Documents* 103.
- [5] Drożdżał – Szelest. K. (1997). *Language learning strategies in the process of acquiring a foreign language*. Poznań. Motivex.
- [6] Ellis, R. 1992. *Second language acquisition and language pedagogy*. Clevedon: Multilingual Matters Ltd.
- [7] Logan, G.E. 1973. *Individualized foreign language learning: An organic process*. Rowley, Mass.: Newbury House.
- [8] Naiman, N., Fröhlich, M., Stern, H.H. and Todesco, A. 1978. *The good language learner. A Raport*. Research in Education Series 7. The Ontario Institute for Studies in Education.
- [9] Nowak, S. (1985). *Metodologia badań społecznych*. Warszawa
- [10] O'Malley, J.M., Chamot, A., Stewner-Manzanaraes, G., Küpper, L. And Russo, R. 1985a. *Learning strategies used by beginning and intermediate ESL students*. LL 35/1.
- [11] Oxford, R.L. 1989. *Use of language learning strategies: a synthesis of studies with implications for strategy training*. System 17/2.
- [12] Oxford, R.L. 1990. *Language learning strategies*. New York: Newbury House Publishers.
- [13] Pilch, T. (1995). *Zasady badań pedagogicznych*. Warszawa.
- [14] Rubin, J. 1975. *What the good language learner can teach us*. TESOL Quarterly 9/1.
- [15] Rubin, J. 1981. *Study of cognitive processes in second language learning*. Applied Linguistics 2/2.
- [16] Sztumski, J. (1995). *Wstęp do metod i technik badań społecznych*. Katowice.
- [17] Toney, T. 1983. *Guides for language learners*. ELT Journal 37/4.

( Received 20 January 2015; accepted 15 February 2015 )