Language learning strategies: adult' and young' perceptions

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Abstract:

This paper explored the effect of age on perceptions of using language- learning strategies by Iranian adult and young EFL learners. The participants of the study consisted of 384 EFL learners including adult and young at Razavi Khorasan Iran. One instrument used to gather the needed data: A 50-item Likert-type strategy questionnaire, based on Oxford's SILL (Strategy Inventory for Language Learning, Oxford, 1990). The model had been used was Knowles' (1984). The results have shown that there are statistically significant differences in the frequency of the learning strategy use: metacognitive strategies are most frequently used ones, while memory strategies are the least frequently used. However, there are differences in the use of learning strategies between adult and young EFL learners, where the Adult more frequently use all types of learning strategies. The results revealed that there was mismatch between adult and young EFL learners' perceptions of language learning strategies.

Key words: adult learners, language-learning strategies, Perception, Young learners.

1. Introduction

These days, EFL scientists and teachers have changed their focus away from the teacher-centered perspective to the learner-centered perspective. It causes learners to feel more responsibility for their own learning.

One way to increase learners' development is to raise their knowledge of the importance of language-learning strategy. Perfectly, strategy research would help learners to combine their theoretical and empirical knowledge with English language practice and to be able to use that knowledge in learning process.

The main suggestion about adult learning has begun by [1] the principle of "andragogy", or learner-centered approach, which represents the science of mature learning; other scientists have also shown interest about adult learning such as [3]. Indeed, the interest in adult learners has related to the idea that young learners learn differently from the adult ones.

In [4] point of view, learners' learning difficulties are due to the use of inappropriate learning strategies. For this reason, studies in learning strategy appear valuable for the improvement of the learning among EFL learners. The strategies in learning encourage students (a) to become more independent, (b) to discover their own strengths and weaknesses in learning, and (c) to guide their own learning process [6].

Language- learning experts [7] and [8] have tried to identify successful learners' learning process, to discover various useful strategies for learning of languages, and to find a path to use them in the classroom context because these strategies help learners with any level improve their learning. It is essential for all teachers to know how to help students in order they become effective learners. Strategy instructions make English learning process very efficient. The findings of many scientists indicate the value of strategies for language- learning [9] and [10] but little works on adult and young EFL students' language- learning strategies are limited.

This study aimed to explore the differences between adult and young EFL of language learning strategy (LLS) in Iran in order to enhance target language learning outcomes. Up to now the studies conducted were mostly on teachers and students or male or female learners of English. The present study attempts to fill the gap in the literature by answering the following research questions:

Q1: Is there any significant difference between the adult and young EFL learners' perceptions of learning strategies in learning English?

Q2: Which strategies of the SILL questionnaire reported to used least frequently and which ones reported to use most frequently by adult and young Iranian learners?

Q3: Is there any significant difference between the adult and young EFL learners' perceptions of memory strategies in learning English?

Q4: Is there any significant difference between the adult and young EFL learners' perceptions of cognitive strategies in learning English?

Q5: Is there any significant difference between the adult and young EFL learners' perceptions of compensation strategies in learning English?

Q6: Is there any significant difference between the adult and young EFL learners' perceptions of meta-cognitive strategies in learning English?

Q7: Is there any significant difference between the adult and young EFL learners' perceptions of affective learning strategies in learning English?

Q8: Is there any significant difference between the adult and young EFL learners' perceptions of social strategies in learning English?

2. Literature Review

2.1. Learning strategies

According to [5] over three decades, many classification of learning strategies have been proposed. The well-known classification systems in language learning are those of proposed by [12]. [11] established a taxonomy of learning strategies include of 23 strategies classified under three categories: metacognitive, cognitive and social affective.

[12] Improved the questionnaire of strategy inventory. She classified strategies in two parts direct strategies and indirect strategies. Direct strategies, requires the mental processing of the language, but indirect strategies, which the role of it is to provide indirect support for language learning through, planning, focusing and evaluating. Direct strategies can be subdivided into memory strategies (used for recalling, storing and retrieving information), cognitive strategies (used to understand, produce & practice the language) and, at last compensation strategies (utilized by learners to deal about the difficulties). Indirect strategies used for managing of learning and include of meta-cognitive strategies (for monitoring learning), affective strategies (for regulating attitudes of people), and social strategies (for learning at the time of interacting with others).

Many researchers have found EFL learners as moderate strategy users [13] and [14]. Other scholars have found diverse patterns of strategy use by learners. For example, [15] examined ESL students in Canada using children's SILL. The results showed that the compensation strategies were mostly used, followed by affective and metacognitive categories. Cognitive, social and memory categories were the least applied. In another study, [16] observed that the children used mostly affective and compensatory strategies.

[14] Explored the frequently used strategies by the EFL Korean university students and found out that they used compensation, metacognitive, social, cognitive, affective, and memory strategies in the order of frequency of use. As [17], asserted, highly proficiently learners recognize how to use suitable strategies to reach their learning aims, while low proficiency learners are less professional in their choice of strategy use.

Based on study of [18] for discovering students' language learning strategies (memory, cognitive, compensation, meta- cognitive, affective, and social) the students' and teachers' perceptions did not match at all at any point.

[19] et al. Studied the EFL university learners' strategy use and found cognitive strategy as the most frequently used strategy followed by metacognitive, compensation, memory, and socio-affective strategies. [13] et al. Found out that the Iranian EFL learners employed metacognitive, affective, compensation, cognitive, social, and memory strategies.

3. Methodology

3.1. Participants and setting

In the present study, 384 participants who were all EFL learners in different English language Institutes of four cities of Razavi Khorasan Iran. They were from different ages (13-19) as young learners and (20-39) as adult learners from both genders and at least with the pre-intermediate level. Adult learners were about 189 EFL learners and young about 195 EFL learners. They selected according to Morgan's table of sampling and based on availability of subjects. Collecting data started in June 2017 and lasted for about two months.

3.2. Strategy Inventory for Language Learning (SILL)

In order to measure strategies, used by both adult and young learners, Strategy Inventory for Language Learning (SILL) questionnaire by [12] consisting of 50 Likert-type statements used that included of six parts: Memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies, social strategies. Based on [12] the reliability of the questionnaire was .95.

3. 3. Procedure

Students randomly were selected from language Institutes. All participants were asked to complete the SILL questionnaire. The Statistical Package for the Social Sciences 16)SPSS) was used to calculate the statistical analysis on the data. Descriptive statistics, i.e., frequencies, percentages, means (M), and standard deviation (SD) were calculated. The independent sample t-test used to determine the statistical significance, by tracking the difference among the means between adult and young learners.

4. Data Analysis and Results

4.1. Normality of variables

To evaluate the normal assumption of the variables, Kolmogorov-Smirnov test was used. The results of Kolmogorov-Smirnov test are presented in table1. With considering that significance level of the test in all variables was more than 0.05 claiming the normalization of data was accepted and all variables had a normal distribution.

Table 1

One-Sample Kolmogorov-Smirnov Test

	A memory	B cognitive	C compensation	D meta-cognitive	E affective	F social	SILL
N	384	384	384	384	384	384	384
Kolmogorov-Smirnov Z	.793	1.093	.692	.987	.778	.812	.805
Asymp. Sig. (2-tailed)	.555	.184	.724	.284	.580	0524	.537

4.2. Descriptive statistics

In order to have a general description of the data, as   figure 1 shows, descriptive statistics for variables including minimum, maximum, mean, and standard deviation were calculated.
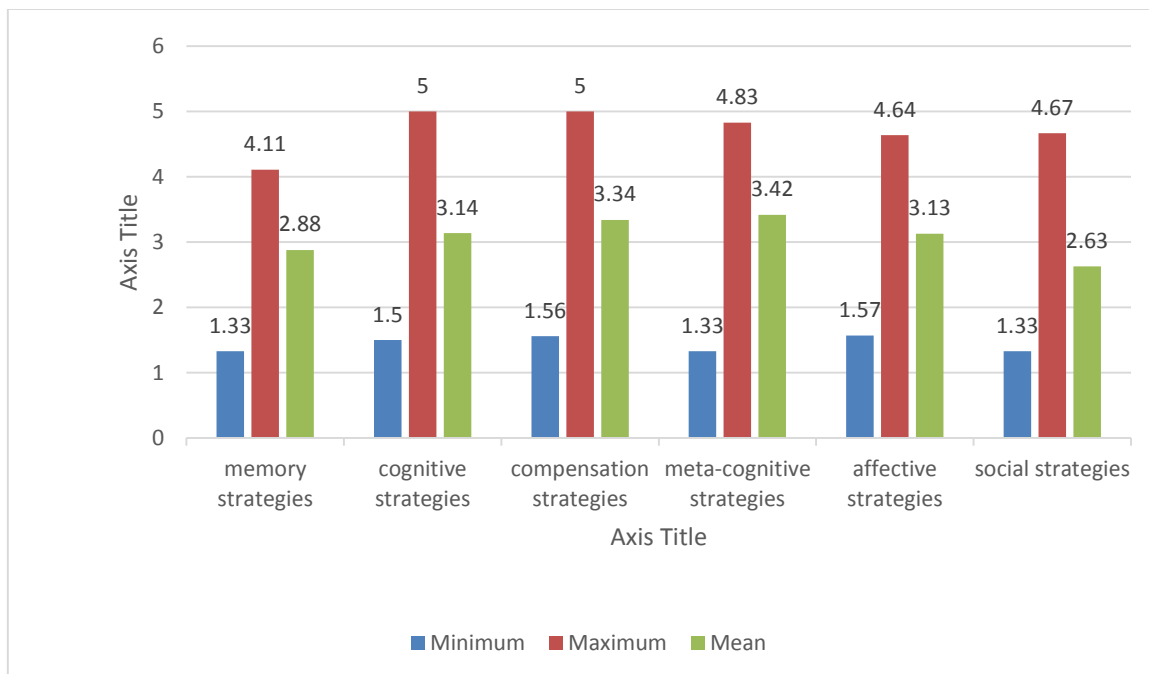

Figure1*: Comparing minimum, maximum and mean of using different strategies*

In order to have a description of the data, according to table 2 and figure 2 descriptive statistics for variables include of mean, standard deviation values. As can been seen, the mean of using strategies by adult and young learners are different in all strategies.

Table 2
Descriptive statistics

|	age	N	Mean	Std. Deviation	Std. Error Mean
A memory	adult	187	2.9852	.55434	.08264
	young	197	2.8020	.67100	.09048
B cognitive	adult	187	3.2117	.57362	.08551
	young	197	3.0492	.69102	.09318
C compensation	adult	187	3.1667	.73325	.10931
	young	197	3.1148	.78371	.10568
D metacognitive	adult	187	3.3576	.77596	.11567
	young	197	3.3383	.72315	.09751
E affective	adult	187	2.7556	.63624	.09484
	young	197	2.5333	.67996	.09169
F social	adult	187	3.5697	.78057	.11636
	young	197	3.2407	.83745	.11292
SILL	adult	187	3.1204	.47150	.07029
	young	197	3.0853	.48649	.06560
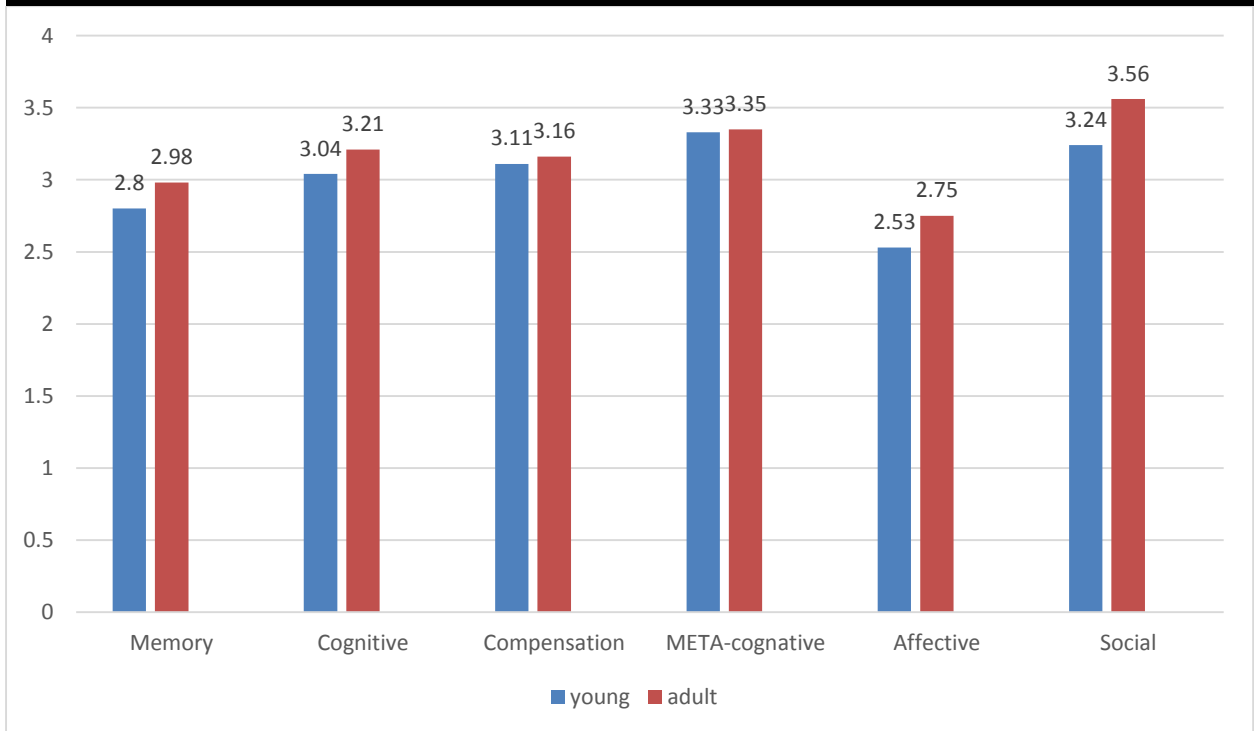
Figure2*: Comparing mean of using different strategies between young and adult.*

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In the tables, 3.1-3.6 equal variances assumed   investigated through levene's test. This tested whether the variance of scores for two groups was the same. The significance level of Levene's test i.e. the p- value for group (A) of questions (memory strategies) was .125 and it was more than 0.05. Therefore, this   means the variances were equal for two groups (young and adult). The significance level of Levene's test i.e. the p- value for group (B) cognitive strategies of questions was (.729). The significance level for group (C) compensation strategies of questions was (.328). For group (D) meta-cognitive strategies of questions was (. 404) for group (E) affective strategies of questions was (.926) for group (F) social strategies of questions was (.733) and all of them were more than 0.05. Therefore, these   mean the variances were equal for two groups (young and adult).

4.3 The Most and the Least Used Strategy Categories

First of all, students' responses were coded (response never or almost never was given code 1, usually – code 2, somewhat true of me – code 3, usually true of me – code 4 and always, or almost always true of me – code 5) and then they were presented in Tables 3.1-3.6

According to [20] high using of strategies mean always or almost always used 4.5 to 5.0. Usually used 3.5 to 4.4. Medium using of strategies mean sometimes-used 2.5 to 3.4. Generally, not used 1.5 to 2.4. Low using of strategies mean never or almost never used 1.0 to 1.4.

The mean of using strategies   calculated overall and for each classification separately to identify the least and the most frequent strategy categories. As revealed in Table 2 the form of strategy use reported by the adult and young at the beginning of the term from the most to the least used strategy is meta-cognitive strategies(3.42), compensation strategies(3.34) cognitive strategies (3.14), affective strategies(3.13) Memory strategies (2.88), social strategies(2.63).

Thus, among the six categories the most used one is the metacognitive strategies. Another category was the compensation category participants in managing the learning process. Social strategy was the least used strategy among the six categories of SILL. Comparing the means of all the classifications used, showed that adult have used all of them more than young learners. The overall mean for the use of classifications was 3.10, which specifies moderate use of the strategies. The test results presented in the following tables.

Table 3.1

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
A(memory)	Equal variances assumed	2.084	.152	2.467	382	.047	.18316
	Equal variances not assumed			2.495	382.987	.138	.18316

The study found that memory strategies belonged to the least frequent strategies used by the Iranian adult and young EFL learners. This is consistent with other studies [19] et al and [15] and [13] et al. but inconsistent with [21] et al. study . Though some studies determine the widespread use of memory strategies by Asian learners, [22] explained that memory strategies in the SILL created by [12] are so different from the memorization techniques that EFL learners use in learning English. Indeed may be participants in this study were not familiar with these techniques in memory strategies.

Table 3.2

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
B (Cognitive)	Equal variances assumed	.121	.729	2.673	382	.044	.22222
	Equal variances not assumed			2.685	382.204	.095	.22222

In the current study, cognitive strategies were third applied strategy category with medium level. This is supported with the study conducted by [15] but inconsistent with [12] recommends that cognitive strategies are necessary in learning a new language because they work on incoming information. Besides, [17] found cognitive strategies could be the preferred strategies of the learners.

Table3.3

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
C(Compensation)	Equal variances assumed	.966	.328	2.261	382	.049	.16248
	Equal variances not assumed			2.285	382.973	.202	.16248

The second strategy construct most frequently used by the adult and young participants of this study were compensation. Indeed, it shows the learners have low competence. Such a phenomenon is natural in an EFL context like Iran, where the learners do not have enough exposure to the target language.

Table 3.4

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
D (meta cognitive)	Equal variances assumed	.703	.404	2.339	382	.036	.05185
	Equal variances not assumed			2.341	382.207	.734	.05185

  Metacognitive strategies were the most frequently used ones by the Iranian EFL adult and young learners. This might be the point that English language is considered as a foreign language in Iran context and learners do not have much chance to face with target language in society to exposure to the target language. According to [22] in fact, learners should attention to proses of language learning. Furthermore, in most English environment such as universities, emphasis is on adopting communicative approach and learners consciously learn target language.

Table 3.5

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
E (Affective)	Equal variances assumed	.009	.926	2.014	382	.047	.32896
	Equal variances not assumed			2.029	382.304	.045	.32896

Affective strategies, too, were used medium among the participants of this study. The frequency of their use was as high as cognitive structure. Affective strategies help for regulating emotions, motivation, and attitudes. This finding is in contrast with some studies [19] et al. and [14] that found affective category among the least used strategy categories, and this result are inconsistent with some studies [15] and [16] and [13] et al. that found affective strategies are among the most used strategies by the participants.

Table 3.6

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
F (Social)	Equal variances assumed	.117	.733	2.129	382	.046	.01930
	Equal variances not assumed (Social)			2.128	382.220	.899	.01930
SILL	Equal variances assumed	.022	.882	2.363	382	.039	.03503
	Equal variances not assumed			2.364	382.188	.716	.03503

In the current study, social strategies were one of the least applied strategy category. Social strategies are the activities, which learners interact with other learners or native speakers: asking questions, asking for help. That this study confirms the study conducted by [23] and [19] et al. and [15] and [13] et al.

Also according to table 4 it was observed that the mean of the adult and young EFL learners' perceptions of learning strategies in English language respectively were 3.13 and 3.83. The significance level of the test was 0.000, which was less than (0.05) Sig = 0.000 < 0.05 therefore, with 95% confidence, and it can be said that there were significant differences between the adult and young EFL learners' perceptions of learning strategies in English language. In addition, according to the mean values it was clear that the adults EFL learners' perception of learning strategies in English language was more than young learners' perception.

Table: 4

T-test for Equality of Means

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	Group	N	Mean	Std. Deviation	Mean Difference	t	df	Sig.
Equal variances assumed	1.664	0.198	Young	197	3.13	0.48	0.70	2.14	382	.000*
Equal variances not assumed			Adult	187	3.83	0.45				

*. Significant at the 0.05 level (2-tailed).

4. Discussion

According to [24] it is highly necessary for teachers to identify individual differences among learners in order to use techniques that permit them to use of these differences in positive ways. This result shows the importance of strategy training and strategy research. Interestingly, teachers teach strategies but; none of their students uses all of them; indeed, there are many questions that show the importance of research in learning strategies for example how learners use learning strategies, when they should use them, how they select special strategies, and what strategy is suitable at a particular situation.

The results of this study were in line with other studies conducted in EFL contexts [25] and [13]. This approximate moderate use in most of strategies can be justified by the point that, Iranian EFL learners do not have enough opportunities as ESL learners for learning English, ESL learners are in an authentic context.

Another reason may be the educational system in Iran that, learners are not sufficiently familiar with the strategies or are not comfortable for using strategies. Indeed teachers do not teach how to use strategies and what strategies have benefit for their students. The other reason could be their proficiency level of participants in this study, as based on, [26] there are a linear relationship between the using of strategy and proficiency level. [17] Asserted, high proficiency learners recognize how to use suitable strategies to reach their learning aims, while low proficiency learners are less professional in their choice of strategy use.

The first most frequently used strategies were metacognitive strategies useful for planning, organizing, and evaluating learning. This is in line with other studies [19] et al. and [13]; [14] finding metacognitive strategies among the most applied strategy categories. Metacognitive strategies in learning English aid participants in becoming aware of language learning goals, and setting these goals, choosing adequate tasks, making decisions about which strategies are efficient for the tasks, and evaluating their language learning process.

The second most applied strategy category was compensatory category. The findings of the present study are, to some extent, consistent with the results of the [15] and [13] et al. She found that compensatory category is the most popular one by her participants.

In the current study, cognitive strategies were third applied strategy category. This is supported with the study conducted by [15] but inconsistent with and [17] and [19] et al., that found cognitive strategies can be the preferred strategies of the learners.

Patterns of using strategies among adult and young indicated that the affective category is one of the least used category. Affective strategies help for regulating emotions, motivation, and attitudes. This finding is in line with some studies [19] et al. and [14] that found affective category among the least used strategy categories, and this result are inconsistent with some studies [15] and [16] and [13] et al. that found affective strategies are among the most used strategies by the participants.

The study also found that memory strategies belonged to the least frequent strategies used by the Iranian EFL learners. This is consistent with other studies [19] et al. [15] and [13] et al. but inconsistent with [21] et al. study. Though some studies determine the widespread use of memory strategies by Asian learners, [22] explained that memory strategies in the SILL created by [12] are dissimilar from the memorization techniques that EFL learners use in learning English.

In the current study, social strategies were one of the least applied strategy category. Social strategies are the activities, which learners interact with other learners or native speakers: asking questions, asking for help. That it is inconsistent with the study conducted by [23] and [19] et al. [15] and [13] et al.

5. Conclusions

The results of the present study showed that Iranian EFL learners were medium strategy users. However, metacognitive category was the most frequently used strategy category. Memory and social strategies were used as the least frequently used categories by the participants of this study. The results related to other similar studies conducted with Asian students.

One interesting finding of the present study was that no significant difference was observed among the affective and cognitive strategies. This finding implies that the nature of the strategies involved in these categories is very similar to each other. Due to various factors such as wrong teaching, lack of enough contact to English people some important strategy categories, i.e. social, and memory strategies were reported to be used as least frequently. Thus, English teachers should focus more on these strategies by making the language learners aware of them and providing suitable conditions and activities in language courses so that the learners use these ignored   strategies.

Clearly, "strategy training aims at improving learning techniques and increasing the motivation to learn, its results are manifested in long-term changes in learners' behavior and attitudes towards FL study, rather than in rapid improvements in FL proficiency" [27]. This inconsistency in the findings may be indicative the effect of age range in using learning strategies.

A reason for some differences between the results of the present study and other related studies might be the fact that strategy use is context-specific; students might utilize more strategies in the ESL context than in the EFL context because EFL students may lack adequate opportunity for using strategies. The other reason, spreading English language in all layers of our life and changing educational approaches from teacher-center to learner-center and systematic teaching of strategies in the public schools may explain the results of this study and one of the most reasons can be the experience life of adult that had important role in choosing learning strategies.

Benefit from research in learning strategies field might help a teacher to bring true decisions according to the strategy research findings. The results showed that there is statistically significant difference in the frequency of using strategies between adult and young. Metacognitive strategies were the most commonly used strategies, while social strategies were the least commonly used. Additionally, the survey findings have confirmed that learning strategy use differs by ages. Teaching learners how to use learning strategies permits them to find their own strategy for being successful language learning and to improve autonomy in the process of foreign language learning.

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APPENDIX (A)

Strategy Inventory for Language Learning (SILL)

This form of the strategy inventory for language learning (SILL) was for students of a foreign or second language (FL or SL). Please read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT WAS.

1. Never or almost never true of me

2. Usually not true of me

3. Somewhat true of me

4. Usually true of me

5. Always or almost always true of me

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. **There were no rights or wrong answers** to these statements.

Part A

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

1 2 3 4 5

2. I use new SL words in a sentence so I can remember them. 1 2 3 4 5

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

1 2 3 4 5

4. I remember a new SL word by making a mental picture of a situation in which the word might be used. 1 2 3 4 5

5. I use rhymes to remember new SL words. 1 2 3 4 5

6. I use flashcards to remember new SL words. 1 2 3 4 5

7. I physically act out new SL words. 1 2 3 4 5

8. I review SL lessons often. 1 2 3 4 5

9. I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign. 1 2 3 4 5

Part B

10. I say or write new SL words several times. 1 2 3 4 5

11. I try to talk like native SL speakers. 1 2 3 4 5

12. I practice the sounds of SL. 1 2 3 4 5

13. I use the SL words I know in different ways. 1 2 3 4 5

14. I start conversations in the SL. 1 2 3 4 5

15. I watch SL language TV shown spoken in SL or go to movies spoken in SL. 1 2 3 4 5

16. I read for pleasure in the SL. 1 2 3 4 5

17. I write notes, messages, letters, or reports in the SL. 1 2 3 4 5

18. I first skim an SL passage (read over the passage quickly) then go back and read carefully. 1 2 3 4 5

19. I look for words in my own language that were similar to new words in the SL. 1 2 3 4 5

20. I try to find patterns in the SL. 1 2 3 4 5

21. I find the meaning of an SL word by dividing it into parts that I understand. 1 2 3 4 5

22. I try not to translate word for word. 1 2 3 4 5

23. I make summaries of information that I hear or read in the SL. 1 2 3 4 5

Part C

24. To understand unfamiliar SL words, I make guesses. 1 2 3 4 5

25. When I can't think of a word during a conversation in the SL, I use gestures. 1 2 3 4 5

26. I make up new words if I do not know the right ones in the SL. 1 2 3 4 5

27. I read SL without looking up every new word. 1 2 3 4 5

28. I try to guess what the other person will say next in the SL. 1 2 3 4 5

29. If I can't think of an SL word, I use a word or phrase that means the same thing. 1 2 3 4 5

Part D

30. I try to find as many ways as I can to use my SL. 1 2 3 4 5

31. I notice my SL mistakes and use that information to help me do better. 1 2 3 4 5

32. I pay attention when someone was speaking SL. 1 2 3 4 5

33. I try to find out how to be a better learner of SL. 1 2 3 4 5

34. I plan my schedule so I will had enough time to study SL. 1 2 3 4 5

35. I look for people I can talk to in SL. 1 2 3 4 5

36. I look for opportunities to read as much as possible in SL. 1 2 3 4 5

37. I had clear goals for improving my SL skills. 1 2 3 4 5

38. I think about my progress in learning SL. 1 2 3 4 5

Part E

39. I try to relax whenever I feel afraid of using SL. 1 2 3 4 5

40. I encourage myself to speak SL even when I am afraid of making a mistake. 1 2 3 4 5

41. I give myself a reward or treat when I do well in SL. 1 2 3 4 5

42. I notice if I am tense or nervous when I am studying or using SL. 1 2 3 4 5

43. I write down my feelings in a language learning dairy. 1 2 3 4 5

44. I talk to someone else about how I feel when I am learning SL. 1 2 3 4 5

Part F

45. If I do not understand something in SL, I ask the other person to slow down or say it again. 1 2 3 4 5

46. I ask SL speakers to correct me when I talk. 1 2 3 4 5

47. I practice SL with other students. 1 2 3 4 5

48. I ask for help from SL speakers. 1 2 3 4 5

49. I ask questions in SL. 1 2 3 4 5

50. I try to learn about the culture of SL speakers. 1 2 3 4 5

APPENDIX (B)

<p align="center">Effective Teacher Questionnaire</p>

Instructions: Please reflect on your personal perception about characterizes effective foreign language teaching. Carefully read each statement and indicate to what extent you agree or disagree by circling the statement that best describes your opinion. There was no right or wrong answers, just those that were right for you. Your sincere, personal responses will guarantee the success of the study. Thank you.

Effective foreign language teachers should: Strongly Agree, (1) Agree (2), Disagree (3), Strongly Disagree (4).

1. Frequently use computer-based technologies (Internet, CD–ROM, email) in teaching the language.1 2 3 4

2. Base at least some part of students' grades on completion of assigned group tasks.1 2 3 4

3. Devote as much time to the teaching of culture as to the teaching of language.1 2 3 4

4. Require students to use the language outside of class with other speakers of the language (e.g., Internet, email, clubs, community events, etc.).1 2 3 4

5. Not correct students immediately after they make a mistake in speaking.1 2 3 4

6. Allow students to respond to test questions in listening and reading via English rather than the foreign language.1 2 3 4

7. Not use English in the foreign language classroom.1 2 3 4

8. Only correct students indirectly when they produce oral errors instead of directly (e.g., correctly repeating back to them rather than directly stating that they were incorrect).1 2 3 4

9. be as knowledgeable about the culture(s) of those who speak the language as the language itself.1 2 3 4

10. Not grade language production (i.e., speaking and writing) primarily for grammatical accuracy.1 2 3 4

11. Teach the language primarily by having students complete specific tasks (e.g., finding out prices of rooms and rates at a hotel) rather than grammar-focused exercwases.1 2 3 4

12. Had students respond to commands physically in the foreign language (e.g., "stand up," "pick up your book," etc.).1 2 3 4

13. Address errors by immediately providing explanations as to why students' responses were incorrect.1 2 3 4

14. Require students to speak in the foreign language beginning the first day of class.1 2 3 4

15. Not use predominantly small groups or pair works to complete activities in class.1 2 3 4

16. Mostly use activities that practice specific grammar points rather than activities whose goal was merely to exchange information.1 2 3 4

17. Ask students to begin speaking the foreign language only when they feel they were ready to.1 2 3 4

18. Not present a particular grammar point without illustrating how the structure was used in a specific, real-world context.1 2 3 4

19. Speak the foreign language with native-like control of both grammar and accent.1 2 3 4

20. Teach grammar by giving examples of grammatical structures before explaining the grammar rules.1 2 3 4

21. Use predominantly real-life materials (e.g., music, pictures, foods, and clothing) in teaching the language and the culture rather than the textbook.1 2 3 4

22. Not simplify or alter how they speak so that students can understand every word being said.1 2 3 4

23. Base at least some part of students' grades on their ability to interact with classmates successfully in the foreign language.1 2 3 4

24. Use activities where students had to find out unknown information from classmates using the foreign language.1 2 3 4