

# Conclusions and Implications

The main aim of the present volume was to examine the language learning strategies employed by advanced learners of English. Additionally, the present author also wished to explore the impact that strategic intervention exerts on the acquisition of a grammatical form. It should be stressed that many researchers believe that grammar learning strategies have frequently been neglected in strategy-oriented research and that placing more emphasis on this particular subsystem is required (Oxford 2011). That is why the empirical part of the thesis was partly devoted to GLSs. It was the author's intention to gain greater insight into the GLSs the more proficient learners of English applied when they engaged in the process of target language learning. This way the author wanted to contribute to the slowly growing body of research devoted to grammar learning strategies.

Prior to introducing the concept of LLS and their classification in her thesis, the author resolved to include more comprehensive information about the notion of grammar such as, among others, its types and models and the different ways of implementing it in the foreign language classroom. Thus, Chap. 1 was devoted to the concept of grammar and form-focused instruction (FFI). In Chap. 2, on the other hand, the focus of attention was shifted to introducing the concept of a language learning strategy and the factors influencing its application. The author included cognitive factors, such as, among others, aptitude, field dependence or independence; affective factors like motivation; situational and social variables such as nationality, the learning context and, finally, learners' background. Chapter 3 addressed the different taxonomies put forward by scholars. It also focused on grammar learning strategies and the studies conducted in this area. In Chap. 4 the author concentrated on the notion of strategic intervention and the ways of its application in the foreign language classroom. She also presented the contentious issues connected with strategy training. Chapter 4 constituted a theoretical introduction to the more empirical parts of the dissertation where emphasis was laid on presenting the findings obtained in course of the study.

While the first four chapters were more theoretical in their content, Chap. 5 reported on the results of a study conducted with a view to examining the strategies applied by advanced learners of English. The author also focused on the influence of the training on the general use of strategies. Another area of the author's scientific interest included Polish language teachers' opinions on the value of strategies and strategic intervention.

Although the reported findings, due to certain limitations discussed below, do not allow the present author to formulate powerful conclusions, they do leave some space for discussion. In her research, the author subjected two groups of advanced learners of English to strategy instruction. One of them received training in memory strategies, while the other in cognitive strategies. The aim was to explore the impact of the training on the acquisition of a grammatical feature, that is emphasis. The findings revealed that it was the memory group that achieved better results in terms of target form acquisition, as evidenced by the short- and long-term results. Additionally, as the immediate and delayed post-tests demonstrate, the impact of the treatment proved durable even 6 weeks after the intervention. Although these results should not be perceived as final due to the miscellaneous limitations elaborated on below, they prove the beneficial role that memory strategies can play when learning target language grammar. The training demonstrated that thanks to the exposure to memory strategies the learners were able to acquire the target feature and achieved better results than students exposed to cognitive strategies only. Although, as was mentioned above, the author cannot draw final conclusions, she believes that thought should be given to more frequent application of memory strategies in L2 lessons, especially when stress is placed on formal aspects of the target language. Promoting the use of memory strategies could appear advantageous and facilitate the acquisition of the targeted features.

Another area of interest included the influence of strategy training on the general use of language learning strategies as measured on the SILL administered before and after the treatment. The results pointed to an increase in the frequency of general strategy application, which proves that the implementation of the training may help learners to develop a wider range of learning strategies. One of the factors that contributed to the increase in strategy use was the introduction of awareness-raising sessions. Making students cognizant of LLS and their value could accelerate and facilitate the process of L2 learning. It is advisable for teachers to allocate their lesson time for discussions about learning strategies and their application when learning another language.

Other issues addressed in the present volume pertained to the ways in which students and teachers perceived strategies and strategy instruction. The diaries the learners completed illustrated their positive attitude to the notion of LLS and their application in the foreign language classroom. On the whole, it is comforting to learn that the subjects used a variety of strategies when focusing on L2 grammar. However, it would seem advisable for language teachers to place greater emphasis on metacognitive strategies, such as, for instance, *organizing*, *self-monitoring*, *self-evaluating* or *setting goals and objectives*. Although these strategies are essential in the process of learning the target language, not all learners apply them. To some

extent, the results obtained reflect the situation in strategy-oriented research. Oxford (1990) explains that “learners use these [metacognitive strategies] sporadically and without much sense of their importance”. She also adds that “in several studies (. . .), students used metacognitive strategies, with planning strategies most frequently employed and with little self-evaluation or self-monitoring” (p. 138).

Additionally, the produced entries demonstrate that the introduction of strategy training and awareness-raising sessions can help students to become more self-confident and to facilitate the mastery of L2. As many students reported, their diaries encouraged them to become more reflective and think more about their learning and the effectiveness of the strategies they are applying. Time-consuming though diary introduction may seem, it might appear very beneficial to regularly ask students to complete their learning diaries. This would not only help teachers to gain greater insight into their students’ learning preferences but also help the students become more reflective. Many scholars believe in the facilitative role of diaries which “are commonly regarded as an invaluable tool in research into language learning strategies and have been recommended for collecting this type of information in a number of recent publications” (Pawlak 2008a, p. 114).

In her study, the author also wanted to gain greater insight into the manner in which Polish L2 teachers perceive strategy training. On the basis of the teachers’ responses concerning strategy training, it can be concluded that introducing strategy-based instruction in a foreign language classroom can exert a beneficial impact on the students’ mastery of the target language. Those teachers who decided to conduct strategy training during their language lessons claimed that it yielded positive effects. Additionally, despite the numerous factors which hinder the introduction of the training on a regular basis, such as curricular restraints or lack of knowledge on the teachers’ part, many practitioners stated that the application of strategy-based instruction can produce satisfactory results and the time and energy invested in its introduction will certainly not go in vain. However, since the vast majority of the subjects were teachers of English, it would be advisable to include in future projects a greater number of teachers of other languages as well in order to provide more comprehensive results. Regrettably, the findings of the questionnaire focus predominantly on teachers of one foreign language, which, together with the limited number of participants, does not allow the present author to form any generalizations on the choice made by Polish L2 teachers.

In addition, the teachers questioned indicated their willingness to not only learn more about the notion of LLS and strategy training, but also to introduce it during their L2 classes. This is a very optimistic sign which illustrates the practitioners’ willingness to devote their precious lesson time to making their students cognizant of learning strategies and of their value in the process of L2 learning. It also shows that Polish L2 practitioners are keen to improve their knowledge by attending conferences, workshops or reading scientific journals. Hence, there is an incessant need for strategy-oriented research that could produce results that would be satisfying to linguists and practitioners as well. There is also a need to organize conferences and workshops devoted strictly to LLS and strategic intervention that could provide teachers with practical knowledge about, for instance, the ways of

introducing strategy training during their lessons. Many teachers taking part in the questionnaire survey admitted that they wanted to learn more about LLS but they needed more guidance from a professional.

Another solution would be to provide teachers with professional training in LLS in their own institutions, though due to financial limitations that might be difficult to achieve. What is more, some of the subjects complained about the evident dearth of written materials that would help them conduct the training. While there is a preponderance of strategy guidebooks for language learners, the number of such publications aimed at teachers only is still insufficient. Providing instructors with access to such books would make it possible for them to fathom the concept of SBI at their own pace and also supply them with useful and practical tips. Another issue that should be taken into account is the language of such texts. It is essential for guidebooks for teachers to be written in a lucid manner that would allow practitioners to easily conduct the training.

Although the study presented in the thesis provided useful information, it was not devoid of miscellaneous limitations. To start with, the number of subjects was certainly too low to provide any conclusive results. The number of students attending private language classes is usually very limited. Therefore, involving a more numerous group in future studies would seem highly advisable as it could allow the researcher to look at the area of LLS from a wider perspective. Additionally, the selection of the control group could also raise certain doubts. The author's decision to include a group of sixteen first-year university students at the Institute of English Studies resulted from the fact that they represented a very similar level of L2 advancement to the two experimental groups.

Another issue worth discussing is the one of the duration of the whole study and the instruction itself. Although the study extended over a period of 14 weeks, it might not have been enough to guarantee conclusive results. Since the top priority of the experimental groups taught by the present author was preparation for the CAE exams, it would have been unethical to devote an excessive amount of the subjects' time to strategy training. That is why, the author was forced to limit the time of the training and of the whole study. Consequently, the findings which demonstrate the effects of the training might in fact show only certain tendencies, rather than conclusive results, and could have been affected by miscellaneous factors. To start with, if the author had focused on a different target form, the final outcome could have been considerably different. When examining the effect of SBI on the acquisition of certain grammatical forms of the TL, it would be recommended to include a variety of linguistic features, which would allow for making broader generalizations. What is more, the results could have varied if the author had included different groups in her study, age- and level-wise. Moreover, exploring the application of learning strategies among, for instance, third-year university students at the Institute of English Studies could also have led to dissimilar results due to the specific profile of such students and their increased language awareness. It should be, therefore, stressed that potential future studies should extend over a longer period of time and address a wider range of target features so as to produce more comprehensive results.

Bearing in mind the issues mentioned above, the author must admit that while the results of this project cannot be regarded as conclusive and certainly call for more thorough research, they do have potential. The area of LLS certainly requires more in-depth exploration. Such studies are crucial as their findings demonstrate how to boost learners' self-confidence and help them gain more autonomy in the process of foreign language learning. They also facilitate teachers' work as they shift the responsibility onto the students who become more self-reliant and learn how to manage their own learning. Attention should also be paid to combining research projects with practitioners' needs and to supplying teachers with more practical solutions that could make it easier to integrate strategic intervention into regular L2 courses.

# Appendix A Pre-test

A. Fill in the gaps with a suitable word.

1. . . . .I want is a new car.
2. . . . .is I who am in charge of this department.
3. Why. . . . .did she marry him?
4. It was . . . . .a lovely party.
5. I'd like a bottle of your. . . . .best wine.

Adapted from Swan, M. 1995. *Practical English Usage*. Oxford: OUP.

B. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given

1. I like weekends because I can go to the cinema with my family.  
The thing I. . . . .
2. I don't understand why I never seem to have any money.  
What. . . . .
3. I really feel like going shopping today.  
What. . . . .
4. Brad Pitt didn't play Batman.  
It. . . . .
5. I hate winter because the days are so short.  
The thing. . . . .

Adapted from Kay, S. and Jones, V. 2009. *Inside Out*. Oxford: Macmillan.

C. In each of the following sentences there is a word which should not be there. Cross it out.

- 1. What is annoys me so much about her is the fact that she never helps with the washing up.
- 2. I hated going to visit my parents when I was a child. All what we ever did was watch TV.
- 3. What is I like about my school is the qualified staff.
- 4. All which he ever talks about is volleyball.
- 5. It was just only when I got home that I realized someone had stolen my keys.

Adapted from Norris, R and French, A. 2008. *Ready for CAE*. Oxford: Macmillan; Swan, M. 1995. *Practical English Usage*. Oxford: OUP.

D. Write the words in the correct order to make cleft sentences.

- 1. secretary/Mr Harding/to/my/sent/that/was/yesterday/it/bill/the/  
.....  
.....
- 2. Louvre/the Mona Lisa/I/most/in/to/see/wanted/what/was/the/  
.....  
.....
- 3. I/it/first/was/heard/on/the/the/radio/news/that/  
.....  
.....
- 4. that/his/happened/what/was/broke/the/a/of/middle/down/car/in/forest  
.....  
.....
- 5. broke/and/I/all/did/it/to/was/window/the/touch/  
.....  
.....
- 6. France/famous/first/they/was/that/it/in/became/  
.....  
.....
- 7. when/was/wallet/I/had/got/that/home/it/realized/stolen/only/somebody/I/  
my/  
.....  
.....
- 8. invite/to/me/because/parties/is/it/perhaps/chef/a/that/am/I/dinner/their/  
never/people/  
.....  
.....
- 9. the/Gary/broke/who/was/it/chair/  
.....  
.....

10. the/fact/what/I/is/strange/find/his/father/talks/never/about/he/that/  
 .....  
 .....

Adapted from Kay, S. and Jones, V. 2009. *Inside Out*. Oxford: Macmillan;  
 Norris, R. and French, A. 2008. *Ready for CAE*. Oxford: Macmillan;  
 Swan, M. 1995. *Practical English Usage*. Oxford: OUP.

E. Transform the following, emphasizing the part of the sentence which has been underlined.

1. How old is she? That's what I want to know.

What. ....  
 .....

2. He lost his job, so he started up his own business.

He lost his job, so what he. ....  
 .....

3. He thinks about his sports car and nothing else.

All. ....  
 .....

4. I only found out she'd moved when I spoke to Jim.

It wasn't. ....  
 .....

5. I didn't recognize him until he took his sunglasses off.

It was only. ....  
 .....

6. I don't know what the noise is. I just turned it on, that's all.

I don't know what the noise is. All. ....  
 .....  
 .....

7. What I liked most about the film was the main actor.

It. ....  
 .....

8. They got divorced in May, not June.

It. ....  
 .....

9. Many people don't know he is a religious man.

What. ....  
 .....



10. Tina got pregnant so they bought a bigger house.

Tina got pregnant so what they .....  
.....

Adapted from Norris, R and French, A. 2008. *Ready for CAE*. Oxford: Macmillan.

# Appendix B Immediate Post-test

(a) Put the words in the right order

1. unreasonable/us/of/nothing/is/about/what/whatsoever/are/they/there/  
asking/  
.....  
.....

2. a/gambler/a/many/time/has/compulsive/he/proved/be/to/  
.....  
.....

3. more/I/what/that/is/she/responsible/think/be/should/  
.....  
.....

4. married/that/money/his/she/was/it/only/of/him/because/  
.....  
.....

5. did/was/again/beginning/start/and/he/go/to/back/the/to/what/  
.....  
.....

6. and/he/my/number/phone/took/call/to/promised/me/phoned/eventually/  
that/he/later/until/was/not/week/that/it/but/  
.....  
.....

7. him/retract/statement/his/what/planning/am/is/I/do/to/persuade/to/  
.....  
.....

8. boring/maths/school/was/learning/it/they/most/found/at/  
.....  
.....

9. country/the/left/thirty/he/after/only/was/came/he/back/years/several/age/  
the/of/and/it/that/at

.....  
.....

10. friends/be/all/I/was/that/we/should/happened/him/told/would/it/work/  
not/that/and/

.....  
.....

Adapted from Swan, M. 1995. *Practical English Usage*. Oxford: OUP.

(b) In each sentence there is one word incorrectly used. Find it and correct it.

1. All you have to do is call me and inform me about everything what went wrong.
2. It is not learning English that I dislike and learning German.
3. It wasn't before she took her sunglasses off that I realized it was her.
4. Although they claimed to lead a happy life, they both knew it was his unfaithfulness what was slowly ruining their marriage.
5. All I love about you is your generosity.

(c) In each sentence there is one word which should not be there. Find it and cross it out.

1. It was in June that when she got married.
2. It was only while when I saw him that I understood everything.
3. Strange as for it may seem, I hate beer.
4. This is the very most thing I fear.
5. That he passed the exam was pure comprehensive luck.

(d) Complete the second sentence so that it has a similar meaning to the first one. Use the word given.

1. Your place of birth does NOT determine your accent as much as where you spend your childhood. BROUGHT

It's where.....  
.....rather than your place of birth.

2. You're only likely to get a small pay rise from him. OFFER

All.....  
.....a small pay rise.

3. That we are highly successful is an inescapable fact. REMAINS

The.....  
.....highly successful.

4. It's difficult to believe he failed that test. HARD

That.....  
.....to believe.

5. The witches leave the stage and Macbeth enters. ON

Off. ....  
.....Macbeth.

Adapted from Side, R. and Wellman, G. 2000. *Grammar and Vocabulary for Cambridge Advanced and Proficiency*. Harlow: Pearson.

(e) Complete the second sentence so that it has a similar meaning to the first one.

1. The baby was born in 2009, not in 2008.

It. ....  
.....

2. You broke my heart.

What. ....  
.....

3. I spent \$100 on that dress.

It. ....  
.....

4. I went to see my agent.

My agent. ....  
.....

5. He took Jane to a lovely restaurant.

Where. ....  
.....

(f) Fill in the gaps with one word.

- 1. ....he never had was a loving family.
- 2. I'm sorry but you keep on forgetting that. ....is she who's in charge.
- 3. All. ....happened was he dropped the phone.
- 4. It's true! I. ....give you the money back!
- 5. You keep on asking me this ludicrous question. ....after year.

Adapted from Swan, M. 1995. *Practical English Usage*. Oxford: OUP.

# Appendix C Delayed Post-test

- (a) Match the adjectives to the nouns. There are some adjectives which do not match the context.

*eternal boiling comprehensive sheer arrant rank extortionate utter  
unshakeable unmitigated dead*

.....optimist  
.....madness  
.....disobedience  
.....stupidity  
.....nonsense

- (b) Fill in the gaps with one missing word.

1. Why.....did she do it?
2. I'd like a bottle of your.....best champagne.
3. She managed to do the task.....Nobody helped her. (do not use *alone/unaccompanied*)
4. After all,.....is you who are the manager.
5. ....I need is a break.

- (c) In each sentence there is one word which should not be there. Cross it out.

1. All what I dream about is holiday.
2. It was when only I saw him that I knew he wasn't lying.
3. It was not until yesterday that when he phoned back.
4. What is I can't stand about him is his manners.
5. They do not only look similar, they have the same opinions as well.

- (d) Put the words in the correct order.

1. that the change never remains fact will she  
.....  
.....

- 2. his anger was inquiries with the room what everyone did he in  
 .....  
 .....
- 3. sure you is reaction problem never can the his be of  
 .....  
 .....
- 4. when made it had was I me he noticed only texted mistake that what I  
 .....  
 .....
- 5. husband was love true it not was understood met I I that what until my future  
 .....  
 .....
- 6. she wrong is who the in is it  
 .....  
 .....
- 7. family never and returned happened he what abandoned was his  
 .....  
 .....
- 8. for I going all advice do was to useful was some ask  
 .....  
 .....
- 9. front behave I you the have of in time to again guests time and told  
 .....  
 .....
- 10. money she us do to pay all the back is willing is owes she  
 .....  
 .....

Adapted from Swan, M. 1995. *Practical English Usage*. Oxford: OUP.

- (e) Using the words given complete the second sentence so that it has a similar meaning to the first one.
  - 1. You don't know whom you can really trust until there's a crisis.  
 It is only.....  
 .....know whom you can really trust.
  - 2. He was made redundant so he set up his own business.  
 He was made redundant so what.....  
 .....
  - 3. I honestly don't know how it happened. I just opened it.  
 I honestly don't know how it happened. All.....  
 .....

- 4. He accomplished a remarkable feat by winning the trophy.  
For him. ....  
.....feat.
- 5. I realized who I was talking to when she took off her hat.  
It was only. ....  
.....her.
- 6. You have to work harder. It's the most significant thing at the moment.  
All. ....  
.....work harder.
- 7. How old was she? That's what I'd like to know.  
What .....  
.....
- 8. What I really enjoyed about this book was the gripping plot.  
It. ....  
.....
- 9. People don't even realize that she is a very generous young woman.  
What .....  
.....
- 10. They got married in October, not in November.  
It. ....  
.....

Adapted from Norris, R and French, A. 2008. *Ready for CAE*. Oxford: Macmillan.

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