

# *Acta Beregsasiensis*

A II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola  
tudományos évkönyve

Науковий вісник  
Закарпатського угорського інституту ім. Ф. Ракоці II

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SZILÁGYI LÁSZLÓ\*

## Language Learning Strategies used by Monolingual and Bilingual Students in Transcarpathian Secondary Schools

**Rezümé** Napjainkban létfontosságúvá vált a középiskolát végző diákok idegennyelv-ismeretének egy magasabb szintre való törekvése. Mi sem bizonyítja ezt, mint az a tény, hogy a végzős diákoknak külföldi diploma szerzése esetén nyelvvizsgázniuk kell, s nem beszélve az idén Ukrajnában bevezetett emelt szintű érettségiről. Számos tanulmány jelenik meg a nyelvpedagógia, s a társtudományt művelő kutatók tollából, hogy hogyan, milyen módszerekkel tehető hatékonyabbá a nyelvtanulás. Ezt a célt szolgálja a tanulási stratégiák módszer is, amely az utóbbi pár évtizedben az egyik alapvető nyelvtanulási szemléletté érett az említett tudományterületen. Mivel Kárpátalja, s annak magyarlakta települései is a kétnyelvűség, mint sajátos jelenség egyik ideálisnak mondható helyszíne, nagyszerű kihívást és izgalmat jelent az ezen a területen kutató nyelvpedagógusoknak a helyi kétnyelvű tanulók idegennyelv-tanulásának vizsgálata.

**Резюме** Одним із найважливіших завдань сучасної системи освіти є якісне засвоєння іноземної мови випускниками шкіл у світі оновлених вимог, згідно яких загальнообов'язковим є складання іспиту із іноземної мови на продвинутому ступені, так само як у випадку із здобуттям диплому про вищу освіту поза межами країни. Останнім часом з'являються численні дослідження в галузі методики викладання іноземних мов серед яких одним із найперспективніших є вивчення стратегій навчання. Особливий науковий інтерес у цьому розрізі представляє угорсько-мунівний регіон Закарпатської області, де двомовність є поширеним явищем, що і зумовило тему даного дослідження.

### Introduction

Learning a foreign language has become indispensable for students graduating from high schools. Students in order to receive a diploma abroad have to pass a certain type of language exam, not to mention the high level exam which was introduced in Ukraine last year.

Several studies have already dealt with the issue of making language learning more effective. Thus language learning strategies have also become an important language learning method, that intends to achieve the mentioned goal.

Since Transcarpathia, and the majority of its Hungarian habitations are bilingual, it is an ideal place to research into:

- how mono- and bilingual students learn a foreign language?
- what sort of language learning strategies students apply in the process of learning a foreign language (that is English) ?

The present study attempts to find answers for the questions mentioned above.

### General Notions about Learning Strategies

#### The Definition of Learning Strategies

Learning and processing new information are happening in different ways. Strategies are ways of learning. Some researchers have discovered that learning strategies are steps taken by students to enhance their own learning. According

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to Oxford they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence. [Oxford, 1990]

The strategy concept, without its aggressive and competitive trappings, has become influential in education. One commonly used technical definition says that learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval and use of information. [Rigney and Dansereau, 1985]. This definition, while helpful, does not fully convey the excitement or richness of learning strategies. It is useful to expand this definition by saying that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations.

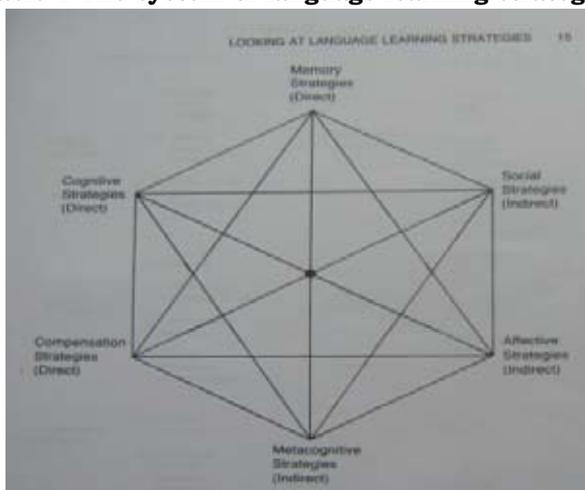
### **Types of Learning Strategies**

There are several concepts about the types of learning strategies. To set out the system of the learning strategies Chamot and O'Malley [CHAMOT & O'MALLEY, 1990] worked out a special process. According to their division there are three main strategies: cognitive, metacognitive and social mediation strategy.

The strategy system presented here differs in several ways from earlier attempts to classify strategies. It is more comprehensive and detailed. It is more systematic in linking individual strategies, as well as strategy groups, with each of the four language skills (listening, reading, speaking and writing) and it uses less technical terminology.

Table 1 presents a general overview of the system of language learning strategies. Strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total of six groups (memory, cognitive and compensation under the direct class; metacognitive, affective and social under the indirect class). This figure indicates that direct strategies and indirect strategies support each other and that each strategy group is capable of connecting with and assisting every other strategy group.

**Table 1 The system of language learning strategies**



All direct strategies require mental processing of the language but the three groups do this processing differently and for different purposes. Memory strategies such as grouping or using imagery have a highly specific function helping students store and retrieve new information. Cognitive methods such as summarizing or reasoning deductively enable learners to understand and produce new language by many different means. Compensation strategies like guessing or using synonyms allow learners to use the language despite their often large gaps in knowledge.

**Table 2 Direct strategies**

	Creating mental linkages
	Applying images and sounds
I. Memory strategies	Reviewing well
	Employing action
	Practicing
	Receiving and sending messages
II. Cognitive strategies	Analyzing and reasoning
	Creating structure for input and output
	Guessing intelligently
III. Compensation strategies	Overcoming limitations in speaking and writing

Indirect strategies allow learners to control their own cognition that is to coordinate the learning process by using functions such as centering, arranging, planning and evaluating. Affective strategies help to regulate emotions, motivations and attitudes. Social strategies help students learn through interaction with others. Indirect methods support and manage language learning without directly involving the target language. They are useful in virtually all language learning situations and are applicable to all four language skills: listening, reading, speaking and writing [Oxford, 1990].

**Table 3 Indirect strategies**

	Centering your learning
I. Metacognitive strategies	Arranging and planning your learning
	Evaluating your learning
	Lowering your anxiety
II. Affective strategies	Encouraging yourself
	Taking your emotional temperature
	Asking questions
III. Social strategies	Cooperating with others
	Empathizing with others

### **Strategy Assessment and Training**

Considerable research has been conducted on how to improve students' learning strategies. In many investigations, attempts to teach students to use learning strategies (called strategy training or learner training) have produced good results [THOMPSON & RUBIN, 1993]. However, not all second language strategy training studies have been successful or conclusive. Some training has been effective in various skill areas but not in others, even within the same study [OXFORD &

CROOKALL, 1989]. Based on second language strategy training research, the following principles have been tentatively suggested, subject to further investigation:

- Second language strategy training should be based clearly on students' attitudes, beliefs, and stated needs.
- Strategies should be chosen so that they mesh with and support each other and so that they fit the requirements of the language task, the learners' goals, and the learners' style of learning.
- Training should, if possible, be integrated into regular second language activities over a long period of time rather than taught as a separate, short intervention.
- Students should have plenty of opportunities for strategy training during language classes.
- Strategy training should include explanations, handouts, activities, brainstorming, and materials for reference and home study.
- Affective issues such as anxiety, motivation, beliefs, and interests – all of which influence strategy choice – should be directly addressed by second language strategy training.
- Strategy training should be explicit, overt, and relevant and should provide plenty of practice with varied second language tasks involving authentic materials.
- Strategy training should not be solely tied to the class at hand; it should provide strategies that are transferable to future language tasks beyond a given class.
- Strategy training should be somewhat individualized, as different students prefer or need certain strategies for particular tasks.
- Strategy training should provide students with a mechanism to evaluate their own progress and to evaluate the success of the training and the value of the strategies in multiple tasks.

## **Comparisons of Monolingual and Bilingual Students' Strategies**

### **Monolingualism**

Monolingualism is condition of being able to speak only a single [language](#).

### **Bilingualism**

We use the term *bilingualism* in its broad sense to refer to use of two languages on a regular basis. We are aware, though, that the terms *bilingual* and *bilingualism* can have various shades of meaning, nuance, and even technical descriptions [García, 1994]. In the United States, it is common for members of the Latina/o community to be orally proficient in Spanish and English, hence their categorization as bilingual [Fishman, 1987; Perez & Torres-Guzman, 1992]. While many patterns of oral and literate proficiency within the community can be identified, it is common for Latinas/os to learn English as a second language, and just as common for them not to receive formal instruction in Spanish literacy [August & García, 1988].

Valdes and Figueroa [Valdes & Figueroa, 1989] point out that bilingualism is the condition of knowing two languages rather than one. Individuals who are bilingual to any extent have two language systems that both overlap and are distinct, and that are relied upon in a variety of ways depending upon the linguistic and communicative demands of everyday settings.

In any given moment or circumstance, any bilingual will have a temporarily stronger language. A bilingual student may have relatively greater fluency with the formal or informal style in either language; or may dream and speak, but not read or write, in one of the languages. Often, too, bilingual students switch back and forth from one language to another as they speak and think. These variations arise from such circumstances as their age of arrival in the U.S., the language(s) spoken at home and in the neighborhood, the frequency of television watching, and, of course, the language(s) emphasized in their classrooms.

In fact, many new immigrants settle in neighborhoods among others from their country of origin, and after a time may not speak like a "native" in either of their languages. This is because features of the native language are often integrated into the English spoken in, say, a predominantly Hispanic or Chinese neighborhood, at the same time as English features become part of their spoken and even written native language. Similarly, most "bilingual classes" are places where the teacher and students switch back and forth between two languages, forming mental landscapes that are complex and unique mixtures of both language systems.

What is important about all these linguistic patterns for testing is that we do not yet know how to measure the extent to which one of the languages of a bilingual student influences the other, or even how to describe bilingual competence. Bilinguals themselves tend to overrate or underrate their competence in one or the other of the two languages, depending on the language used by most people around them. Further, the conclusions educators may reach about which language is dominant often depend on their focus. If pronunciation is considered, English will seem to suffer from the most interference when compared to the idealized norm; if, conversely, vocabulary is considered, the ethnic or immigrant language will tend to display the greatest amount of interference [Valdes & Figueroa, 1989].

In test-taking situations, the switching and other linguistic adaptations of bilinguals create notable shifts from how monolingual English students perform. First, bilinguals process information more slowly in their less familiar language which accounts for their slower speed of test-taking. Typically, even bilingual students who do well on tests (many Asians, for example) achieve depressed verbal scores in comparison to their non-verbal scores. Second, bilingual students often show curious anomalies: for example, Spanish bilinguals find backward-digit-span tasks in English easier than forward-digit-span tasks. Finally, students with limited English familiarity may be more easily disturbed by noise and other distracting environmental conditions, which may depress their scores on tests (Figueroa, 1989; Valdes & Figueroa, 1989).

Many testing specialists have become sensitive to the problems of testing bilingual individuals. However, because standardized tests in any language remain biased in favour of persons for whom that language is native, low test scores received

by bilinguals often are interpreted as evidence of deficits or even disorders. This creates difficulties with every kind of assessment, from tests for English language proficiency, used most often to place students in bilingual classes, to intelligence tests, the prime source of information for special education placement. For example, the language gap in testing has been a major contributor to the disproportionate numbers of Hispanic bilinguals diagnosed as "mentally retarded" when cut-off scores are used on IQ tests (Duran, 1988). In an often-cited study of Hispanics in Riverside, California, Rueda and Mercer (1985) found that the Hispanic students, who constituted under 10 percent of the school population, comprised 32 percent of the students identified as mentally retarded. In fact, other data from the study suggest that for over 62 percent of the Hispanic students identified as mentally retarded, no symptoms of deficiency were found other than the low IQ test scores (Rueda, 1987, in Duran, 1988).

Five options are commonly used in testing Limited English Speakers: non-verbal tests, translated tests, interpreters, tests that are norm-referenced in the primary language, and assessments by bilingual psychologists. The first four have severe limitations (Figueroa, 1989).

Nonverbal tests are the most common procedure used with bilingual students. Unfortunately, nonverbal measures of intelligence predict less reliably than verbal measures, and, despite appearances, may even be hypersensitive to language background.

Translated tests are always different tests, unknown and unfair. While it is not difficult to translate a test, it is extremely difficult if not impossible to translate psychometric properties from one language to another. A word in English is simply not the same word in terms of difficulty in Spanish, Hmong, Russian, or Chinese.

For Hispanic children, many educational tests are available in Spanish (often developed in Mexico). However, these tests are for monolingual Spanish students, with little or no sustained exposure to English. When used with students immersed in a predominantly English culture and educational system (even those in a bilingual program) their error rates are unacceptably high (Figueroa, 1989). In fact, scores from different Spanish tests used with any U.S. bilingual student lead to such widely differing diagnoses that they defy any claim to diagnostic validity (Figueroa, 1989; Valdes & Figueroa, 1989).

Both trained and untrained interpreters are widely used in assessment. However, this practice remains risky. The research on interpreters is negligible. Although a number of commercial models exist for training and using interpreters, there is no empirical validation of their suggested procedures.

True bilingual assessment involves evaluating how a student uses his or her two language systems to perform the targeted cognitive tasks. It should be sensitive to issues such as content and processing factors such as speed. Further, an assessment should be capable of comparing performance on tasks across two languages. No universal instruments currently exist for doing this in every domain of assessment. The school psychologist who relies heavily on existing tests in a single language ends up with many scores but no empirical or hypothetical direction for interpreting or diagnosing from them.

Unfortunately, even bilingual counselors, psychologists, and speech pathologists appear to rely heavily on standardized test scores in evaluating Limited

English Speakers (Langdon, 1989). Langdon offers A Model Speech and Language Assessment Protocol for Students with Limited English Proficiency. The protocol includes background information on the students' family, health, and school history; language development history; results of testing; and language samples taken in the classroom and in other situations.

## **Aims**

In the first part of the paper different kind of learning strategies were mentioned. According to it we can consider that the previous part is useful and essential for understanding the importance of learning strategies. These significant elements of English should play a remarkable role in learning the language. I also tried to describe monolingual students' and bilingual students' language learning strategies. There is a great influence on the difference between them. That is the reason why I did a research how these students study the English language, what sort of strategies they use in high school. I used a questionnaire to find out the situation of the above mentioned issue.

The 50 questions of my questionnaire were assembled by reviewing a number of studies and articles written by Oxford, O'Malley, Thomson and others. Helping the answers of these questions, I try to make conclusions about monolingualism and bilingualism, the effectiveness of bilingual students' strategies.

## **Participants**

I have chosen 15 monolingual students who are Hungarian and their foreign language is English from Beregszász. I have also chosen 15 bilingual students who are bilingual from Ungvár and Nagyszőlős. Their native language is Ukrainian or Russian, their second language is Hungarian and their foreign language is English. Their average age is 12-13 years. I compared their attitude to language learning.

## **The Analyses of the Questionnaire**

The students had to fill in a questionnaire. It consisted of six main parts and there was a response for each statement that told how true the statements were for the students. They could choose from five responses as never true of them, usually not true of them, somewhat true of them, usually true of them, always true of them. They answered in terms of how well the statement describes them.

The six main parts were remembering more effectively, using all their mental process, compensating for missing knowledge, organizing and evaluating their learning, managing their emotions and learning with others.

Having analysed the answers of the questionnaire, I could say that significant portion of the asked pupils completed them in a careful way. However, the majority of them filled the questionnaires with a lot of imperfections. Despite of the

mentioned negligences, all pupils think that learning techniques are essential.

These students have been studying English approximately for six years. The monolingual students are only learning one or two foreign languages, whereas the bilingual students are studying three or more languages like Russian, English and they also know Hungarian and Ukrainian as a second language.

Firstly the students' memory was examined.. Among the statements there were some very important issues: how they memorise the new words like making a mental picture of a situation, using flashcards or recalling their location on the page, on the board.

The majority of them said that they were using flashcards and using English words in a sentence, so they could remember them. The bilingual students do not like connecting the sound of a new English word and an image of the word to help them remember the word. In addition they avoid physically acting out new words or reviewing English lessons. However, they prefer to think of a relationship between what they already know and new things they learn in English.

Monolingual students usually use new phrases in a sentence to remember them. Both the monolingual and bilingual students usually memorise English words by remembering their location on a street sign or from advertisements.

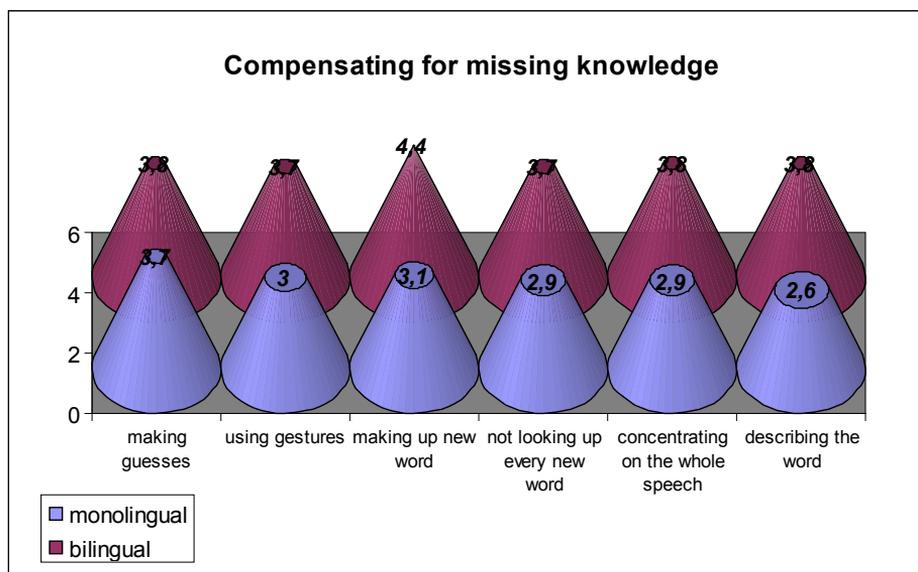
To compare the average results I have to say that monolingual students remember more effectively than bilingual students. They are often confused because of the several languages. In some cases they do not pay much attention on it.

The next step was the use of all the mental processes. The main aim was to observe how these students practice the English language using various methods. Monolingual students said that they often practiced the sounds of English and they used the learned words they know in different ways. They prefer to start conversation in English. They also read for pleasure in English. However bilingual students do not like to start conversation in English. By dividing words into parts is typical for them to understand the meaning of the word. In general they first skim an English passage then go back and read carefully. According to their answers they try to talk like native English speakers by speaking and writing new English words several times. Sometimes both groups translate word-for-word. Making summaries of information is not a characteristics of them. From questionnaire it is revealed that 70% of the bilingual students practice English with pronouncing the sounds but they do not study the regularities. Among the 13 years old students datas are divided. Some of them prefer improving themselves by watching films, while others listening to music. Rules are not so popular among them. Nevertheless they do have some patterns and throughout them try to use the English language. Except some enthusiastic pupils the average sum point that they build on their creativity whereas monolingual students prefer to make some notes and study regularities. To compare the mental processes I have to say that monolingual students reached 3.2 points whereas bilingual students reached only 2.8 points from 5 points in average.

One of the most problematic part was the compensation for missing knowledge. Analysing the questionnaires I noticed that both groups are a little bit incompetent and they do not have much practice in it. However bilingual students are more interested in it than the monolingual ones.

To understand it more effectively a diagram was set up to show the

difference between their attitude to this issue. If we look at it closely we can see that bilingual students have reached higher points than their monolingual fellows in all the statements. That means that they intend to use this kind of learning strategies in order to compensate their missing knowledge.



**Diagram x: Compensating for missing knowledge**

In this part of the questionnaire there are several methods which can be used. To understand unfamiliar words both monolingual and bilingual students make guesses. There is no big difference between them. However, the next columns show that using gestures is more popular among the bilingual pupils than the other group. When they cannot think of an English word during a conversation it is more convenient to be understandable.

The strongest point of the bilingual students is making up new words if they do not know the right ones in English. This compensating strategy is one of the easiest task for them. Although this method is also on the highest level among the monolingual pupils they do not use it as often as the other group. Sometimes it is problematic to understand a text without looking up every new word because it may be confusing for students. The majority of the students confessed that they use dictionaries if it is possible. The main characteristics of them is to track the unknown words from the context. In this case they tend to understand the main points of the text due to speak about fluently not confusing the whole. Trying to guess what the other person will say next in English is quite a difficult task. According to the result the bilingual students are concentrating on the whole speech stronger than the others. The weakest point of the monolingual students is describing a word properly. Replacing the word with a phrase or another word is not as easy as it seems to be.

On the whole I can say that compensating for missing strategy is easier for the bilingual students than the monolingual students. According to the answers their practice in this issue is striking.

For a foreign language learner organizing and evaluating his learning is a basic element. The effectiveness of their learning will be small without it. It belongs to indirect metacognitive strategies. Self-monitoring and self-evaluating are essential parts of evaluating ones learning. Attitudes and beliefs were reported to have a profound effect on the strategies learners choose, with negative attitudes often causing poor stragey use or lack of orchestration of strategies. In the questionnaire the next issue was how to organize learning. In the first statement they had to describe how many ways they try to find to use English. The responses are so different. The boys do not really like to find many ways to speak English, but the girls do. Half of the students answered that this statement is usually not true of them. The other half of the students said that this characteristics is somewhat true of them. Nevertheless both groups agree with that if they notice their mistakes it helps for them do better next time. The 90 % of the students pay attention when someone is speaking English. Being a good language learner demands various efforts. Chamot and Kupper dealt this theme. Chamot and Kupper [CHAMOT & KUPPER, 1989] did find that all learners use strategies. Discovering what successful learners of second language do to help themselves learn is important because the information can be used as a basis to find what can assist unsuccessful learners. The fact that low achievers also apply learning strategies is encouraging, but they need to understand how and when to utilize tactics. Teachers need to plan strategy instruction and consistently reinforce it. Successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task [CHAMOT & KUPPER, 1989]. These learners can easily explain the strategies they use and why they employ them [O'MALLEY & CHAMOT, 1990].

The informants claimed that they were trying to find out how to be a better learner of English. 85% of monolingual students are trying to be succesful language learner. The same percent can be seen among the bilingual students. In addition they have their clear goals for imroving their English skills. Half of them had difficulties with the last statement which asks that how they think about their progrees in learning English. 25% of bilingual students did not understand the question. They explained that they were just looking for opportunities to talk to in English and enjoying it very much.

Emotions influence greatly pupils' learning. This was the next part of the questionnaire, how they manage their emotions. We can see the results in the table below.

**Table 4 Managing students' emotions**

	<b>Monolingual students</b>	<b>Bilingual students</b>
I try to relax whenever I feel afraid of using English	30%	35%
I encourage myself to speak English if I am afraid of making a mistake	60%	80%
I give myself a reward when I do well in English	45%	58%
I notice if I am tense whem I am using English	88%	73%
I write down my feelings in a language learning diary.	0, 5%	0, 7%
I talk to someone else about how I feel when I am learning English	42%	46%

Comparing the answers of both groups I have to say that bilingual students cope with their feelings about language learning more than the monolingual students do. According to the answers the monolingual students are quite tense when they are speaking in English. However, hardly anybody use language learning diary to write down their feelings. Half of the pupils give themselves a reward if they do well in English.

So we can say that monolingual students have more difficulties with emotions than the bilingual ones.

The last part of the questionnaire was about learning with others. This kind of social strategies demand severe cooperation with others. This set of strategies includes both asking for clarification or verification and asking for correction. They are used differently in the four skill areas. In listening and reading, asking questions for clarification or verification is used more often than asking for correction. In speaking and writing, asking for correction is more prevalent. Cooperation requires that the learner interact well with both peers and more proficient language users. Cooperating with peers involves a concerted effort to work together with other learners on an activity with a common goal or a reward. Cooperating with proficient users applies to all four skills. Understanding and producing the new language involves empathy with other people, especially with individuals from the target culture. Developing cultural understanding is actually built by pupils. They share their own culture artifacts from travelling abroad or from visiting any ethnic enclaves with each other. In addition learners can become aware of the feelings of the others as expressed in writing. Students can sense the feelings of people with whom they communicate.

There are some pupils who study with their friends while the others prefer studying alone. Among the informants the majority of them do not study alone all the time. Although the bilingual students' averages is high, the monolingual ones only use it in medium level.

Everybody agreed with that statement that if they do not understand something in English they ask the other person to slow down or say it again. However monolingual students do not ask English speakers to correct them when they talk as many time as the bilingual pupils do. In addition to this they do not practice English with other students.

A chart was set up to describe the most favourite exercises they use when learning with others.

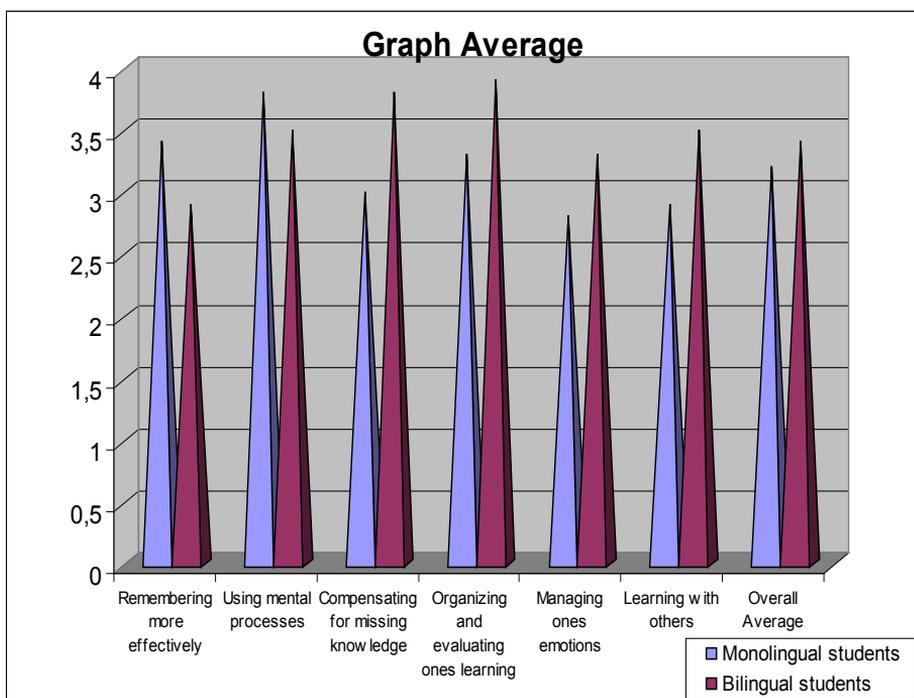
<b>Monolingual students</b>	If I do not understand something in English, I ask the other person to slow down or say it again
	I ask for help from English speakers.
	I try to learn about the culture of English speakers
<b>Bilingual students</b>	I ask English speakers to correct me when I talk
	I ask questions in English
	I try to learn about the culture of English speakers.

As we can see the bilingual students are braver than the other group. They ask for correction if they make a mistake while speaking whereas the monolingual ones do not. This social strategy that involves asking for correction is particularly useful in the classroom. The classroom setting provides much more overt correction than natural informal social settings do. Asking questions also helps the other learners not to make the same mistake as the previous ones did. However, the application of it is underused.

Both groups like learning about the culture of English speakers. This section is essential to make contacts and develop themselves. Learners get closer to the intended meaning and thus aids them to understand more effectively native speakers.

The overall average indicates how frequently they use language learning strategies in general. Monolingual and bilingual students also use learning strategies just the scale is not the same. Having analysed all the parts of the questionnaire, it is obvious that the bilingual learners use language learning strategies more effectively.

A graph was made to demonstrate the informants' strategy learning



As we can see on the graph the respondents proved their different skills in pursuance of the topics. The overall average consisted of all the average of each topics. Although their memory skills are not as good as the monolingual students' in most cases bilingual students has reached higher level than monolingual ones. Using mental process shows the their strategies of it must be quite similar because of the result. Given these facts, the practicing strategies-including repeating, formally practicing with sounds and writing systems, recognizing and using formulas and

patterns, recombining, and practicing naturalistically- take on special value. The research has underscored the importance of naturalistic practice at all levels of language learning. The majority of the students construct a formal model in their minds based on analysis and comparison, create general rules and revise those rules when information is available. This process is extremely valuable. However, sometimes especially the bilingual students make mistakes by unquestioningly generalizing the rules they have learned or transferring expressions from one language to another typically from mother tongue or second language to the new language.

Compensation strategies must be so different between the two groups since this distance is the biggest from the whole graph. They are intended to make up for an inadequate methods of grammar and vocabulary. The bilingual students can be more creative than the monolingual pupils to compensate their gaps in their knowledge. On the other hand less adept monolingual students often panic and grab the dictionary to look up unfamiliar word which impede progress toward proficiency. As it has proved the highest level of the bilingual students' language learning is the evaluating learning whereas the monolingual students highest level is the using of mental process. Understanding and using conditions related to optimal learning of the new language called organizing easier for the bilingual students because they have learned the necessary methods previously at the second language learning. Setting goals and objectives seem to be more difficult for the monolingual students for the first time. It demands specific aspects such as planning or selective attention. Emotions are vital parts of language learning. The data confirm that the bilingual students are more confident at using different languages. However, they are just at the medium level of it so they also have difficulties as the monolingual students. A certain amount of anxiety sometimes helps learners to reach their peak performance levels, but too much anxiety blocks language learning like worry, self-doubt, frustration insecurity and physical symptoms. To cope with these symptoms self-encouragement and anxiety-reducing strategies would help learners change their feelings in language learning. But as it has revealed these affective strategies are underused so that is why focusing on the task is not simple. Language is a form of social behaviour, so communication among people demand appropriate social strategies.

According to the informants learning with others requires positive attitudes toward cooperation. Making efforts to work with other language learners improve their language skills. Nevertheless both groups just use this sort of strategies a few times. They have not recognised the significance of it yet.

## **Summary**

To summarize it I can say that the results are consistent with predictions that bilingualism has a positive effect on gifted, intellectually stimulated children. The research has shown that bilingual and monolingual students have different test scores so they often have different rates of growth in their test scores. Some factors contributed to their scores including whether they know only one language or more. The results show culturally and linguistically motivated differences, as well as differences driven by bilingual effects in the process of recounting events in two languages.

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