

DEVELOPMENT OF COGNITIVE LEARNING STRATEGIES IN ENGLISH CLASSES IN FORM 11

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Research purpose. The aim of this research is to analyze four English textbooks on cognitive learning strategy use and compare the results with self-reported strategy use of students in Form 11. The subject of the research are four textbooks, *Enterprise* (2002), *On Screen* (2014), *Solutions* (2014), *New Opportunities* (2013) and data acquired from 240 pupils using the SILL questionnaire.

Keywords: Language Learning, Cognitive Learning Strategies, Linguistics,

Research Methodology. The objectives that enabled to achieve the aim are: overview theoretical sources on learning strategies from the aspect of classification of learning strategies, analysis of textbooks to determine cognitive learning strategy use, survey of students using a questionnaire and an analysis of correlations between questionnaire and textbook analysis results. The methods applied are: analysis of relevant theoretical sources, quantitative and qualitative analysis of textbooks, quantitative analysis of questionnaire results.

Findings. The research has allowed the following conclusions to be drawn: 1) The distribution and amount of cognitive learning strategy use varies per textbook; students report varied level of strategy use. 2) questionnaire results indicate that strategy use differentiates between groups, not based on the textbook used. 3) Students on average choose neutral answers. 4) The amount of exercises that represent a particular learning strategy does not indicate students using said strategy in self-reports.

Practical implications. The analysis has revealed that while cognitive language learning strategies are numerous in the material analyzed, students report a different pattern of use. The research tried to look into theoretical frameworks of language learning strategies. Further analysis is urged as there are possible venues to continue the conversation. A possible suggestion might be instructors providing in-depth knowledge of learning strategies.