In recent years, the traditional view of teaching and learning which views classroom instruction as being the passing on of information from the knowledgeable teacher to the ignorant and passive learner has been replaced by a more modern classroom behaviour that can be characterised as learner-centred. As a result, there has been considerable research interest in how successful students set cognitive goals and achieve them, and it could be argued that competent individuals are effective because they are assisted by the learning strategies they employ. Also the communicative approach to language teaching has given priority to language knowledge for real life communication, thus promoting the development of learners’ communicative competence. Within this framework, language learning and communication strategies play a significant role towards developing the type of learning that leads to learner autonomy.

Although research abroad has been abundant, in Greece the number of studies on learning and communication strategies has been rather limited. Therefore the purpose of the present workshop is:

- to gather linguists working on different aspects of learning and communication strategies in Greece, and give them the opportunity to exchange data and ideas
- to record the new trends in Greek research concerning this field.

The workshop presents theoretical and empirical investigations on language learning strategy use. The proposed papers cover a wide range of topics relevant to the field: They focus on

- Language learning and communication strategies.
- Second/foreign language learning strategy use.
- Various groups of L1 and L2 speakers (L1 Greek, Turkish, Pomak, and Romani students learning English as a foreign language, L1 Turkish students learning Greek as second language, and L1 Greek students developing L1 literacy).
- Different age groups.
- Different language proficiency levels.
- Different study or career orientations.
- Motivation and strategy use
- Test-taking strategy use.
- The impact of strategy instruction on strategy use.

The workshop will add a new dimension to what we know about language learning strategy research in Greece.
The proposed titles are the following:

4. Penelopi Kambakis-Vougiouklis & Polyxeni Intze: Investigating the correlations between the strategies employed in a successful or unsuccessful guessing and learners’ confidence.
6. Manolis Koskinas: Students’ beliefs about vocabulary acquisition strategies of successful learners.

ABSTRACTS

1. **Learning and communicating strategies: Two sides of the same coin.**

O’Malley and Chamot (1990:1) claim that that their work on learning strategies in second language acquisition is concerned with ‘the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.’ Their data collection was primarily based on interviews and thinking aloud protocols. As a result, as they themselves state, very little in their data is concerned with social and affective strategies. Similarly, Oxford (1990) discusses learning strategies which were collected in a similar fashion aiming primarily to serve another purpose, namely, to generate items for a questionnaire designed to assess uses of learning strategies in second language acquisition, the so-called Strategy Inventory for Language Learning (SILL).

In my presentation, I will discuss and re-define such ‘learning’ strategies as a) compensation strategies, b) metacognitive strategies, c) affective strategies and d) social strategies and I will argue that these are the very same strategies that language users use to facilitate interaction and learn while involved in interactive settings. Besides treating language as a cognitive skill that involves both declarative and procedure knowledge, I will argue that strategies are part of the procedural knowledge that EFL learners bring along in the foreign language classroom as ‘knowledge and experience’.

The strategies were identified in oral communication data of learners of English. The data were recorded while learners were involved in an activity where eye contact was barred. These data are part of the Greek Learner/User English Corpora (GL/UEC). This corpora project is supported by and housed in the Multimedia Centre (Εργαστήριο Πολυμέσων για την Επεξεργασία Λόγου και Κειμένων) of the Faculty of English Studies, University of Athens.

**Selected bibliography:**
2. Language learning strategy profiles of university students in Greece

The present study constitutes an attempt to provide a comprehensive description of learner individual differences in language learning strategy use. The purpose of the investigation is to provide a profile of university students’ most frequently used language learning strategies when these students learn or study foreign languages in an academic context.

A total of 1555 students from two universities in Thessaloniki (Aristotle University and the University of Macedonia), attending foreign language courses in eight basic fields of study, that is, Humanities, Foreign Languages majors, Engineering, Sciences, Medicine, Economics, Education and Computers, participated in a survey in order to provide a) the students’ overall profile of language learning strategies and b) examine the students’ differences in the use of strategies in relation to variables such as field of study, gender, and level of proficiency. For the purposes of the investigation, the Strategy Inventory for Language Learning (SILL), developed by Oxford (1990), was used after it had been translated into Greek and adapted accordingly (Cronbach α = .9073). The results indicated significant differences in the between-subjects tests in all six types of language strategies, namely, memory-related, cognitive, compensation, metacognitive, affective, and social but, in particular, more differences were indicated in the cognitive, metacognitive, and social strategies.

Conclusions suggest that instructors who teach foreign languages at tertiary level should bear in mind the existence of differences in the preference of learning strategies, and provide a teaching and learning environment that facilitates the identification by students of the learning and study strategies that work best for them. Furthermore, instructors could also suggest and provide informed training in alternative strategies, in order to help learners stretch their ‘comfortable zone’ of learning and studying and become more flexible and able to cope with unforeseen situations.

3. Investigating the use of test-taking strategies by KPG candidates.

The present study focuses on an area which has been relatively untouched, i.e. the use of test taking strategies, which involve the strategies or “tricks” learners of English employ while performing test activities. The paper is the outcome of a project aiming at exploring the test-taking strategies used by learners of English when engaging in activities of the KPG exam. It presents findings as derived from closed-response questionnaires constructed for this study and administered to two different target groups of learners of English. The first group consisted of university students attending a ten-week course designed especially to prepare them for the KPG exams in English, at B2 and C1 levels and offered by the Research Centre in English
Language Teaching, Testing and Assessment (RCEL) the Faculty of English Studies, University of Athens, in April and October, 2008. B2 and C1 level candidates who sat for the exam in November 2008 comprise the second group of respondents. The results of the two groups of respondents are presented both separately and contrastively for each one of them. The connection between the prospective candidate-strategy use and the actual candidate-strategy use will be drawn. What is important in this research, apart from its valuable results, is the construction of a tool whose main purpose is to explore the test taking strategies that learners of English claim to employ in the various modules of the KPG exam. Additionally, the particular survey may provide language learners with information on effective test taking strategies and equip educators or material developers with an inventory of test taking strategies for incorporation into their classrooms, materials and syllabi.

**Keywords:** test-taking strategies, language use strategies, language learning strategies

4. Investigating the correlations between the strategies employed in a successful or unsuccessful guessing and learners’ confidence.

Communication strategies and more specifically the process of guessing is particularly important in foreign language learning. This is so because accuracy can be influenced by factors such as lack of strategic competence on the part of the students as well as lack of knowledge of morphology, transformation, polysemy of rules of transcription, lack of awareness with regard to the existence of common vocabulary, and insufficient teaching/report in the ASS environment. However, the risk of using accuracy as a dependent variable is that the society – a researcher that constitutes a type of social authority – will place an objective and will judge the answers of the subjects as for their proximity to the objective. In order to cover any weaknesses the choice of accuracy as a dependent variable might cause, we tried using another, psychological parameter, namely the confidence, which might supplement it and make it more reliable. This because we have many reasons to believe that confidence might reinforce learning, provided the users are taught to exploit any source of information they have in their disposal, after having recognized it, giving it the suitable attention. The purpose of the present study is to examine the relation between the strategies of confidence and accuracy by Non Native Speakers - NNSs - learning Greek as second language. In the experiment 573 pupils attending secondary schools in Xanthi, Rodopi and Evros, aged 14 years old, participated. The sample was divided in two groups, the first group consist of native speakers- NSs- of Greek and the second of NNSs, whose first language is mainly Turkish. The pupils had to fill in a close test with verbs, nouns and adjectives and afterwards specify the degree of their confidence for each item on a 5-grade scale. The basic hypotheses of our research whether and to what extent the factor confidence can contribute positively in the development of Modern Greek vocabulary of NNSs of Greek. The results of our research are still being processed.

**Bibliography:**
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The effect of strategy instruction on strategy use by Muslim students learning English as foreign language

The purpose of the present study was to examine the effect of strategy instruction on strategy use by Muslim pupils learning English as foreign language. 122 pupils attending minority schools in Xanthi and Rodopi, aged from 10 to 12 years old, participated in the study. The sample was divided in an experimental group (N=68) who followed a specially designed program aiming at raising learning strategy use and a control group (N=54) who followed only the typical program of English language teaching. Strategy use in both groups was evaluated with a standardized questionnaire based on previous work of Oxford (1990) and O’Malley and Chamot (1990) before and immediately after the cessation of the program. The results showed that there was a significant improvement in the use of metacognitive strategies (F=56,037, df 1, sig 0,000), cognitive strategies (F=52,868 df 1, sig 0,000) and socio-affective strategies (F=188,055, df 1, sig 0,000). These results stress the need for designing special curricula for raising pupils’ or students’ strategic use of language in second or foreign language teaching.
References


6. Students’ beliefs about vocabulary acquisition strategies of successful learners

The purpose of the present study was to examine strategies that students use (or declare to do so) for acquiring new lexical entries. 121 thirteen years old students attending two public schools in Oreokastro (Thessalonica) during the period 2007-2008 participated in the study, but the final sample constituted of 62 students since not all students replied to the questionnaire. The questionnaire comprised questions concerning students’ beliefs about the environments and means helping students learn new words, the ways students employ in order to learn new words, the words’ characteristics that make its acquisition more difficult and finally students’ beliefs about “good vocabulary” use. The results showed a significant students’ preference of *schooling environment* for learning more lexical entries \(F_1 = 61, \overline{X}_1 = 4.79, S_1 = 0.5\), of *books* as a mean to improve their vocabulary \(F_1 = 61, \overline{X}_1 = 4.86, S_1 = 0.447\). It was also found that students strongly prefer *lexicon* for learning new, unknown words \(F_1 = 58, \overline{X}_1 = 4.97, S_1 = 0.162\). The lexical aspects that seem more difficult for students are *spelling* \(F_2 = 58, \overline{X}_2 = 4.46, S_2 = 0.881\) and *meaning* \(F_2 = 58, \overline{X}_2 = 4.46, S_2 = 0.881\). Finally, students prefer to use “*good*” *vocabulary* \(F_3 = 57, \overline{X}_3 = 4.66, S_3 = 0.484\), and *their own words* \(F_3 = 58, \overline{X}_3 = 4.81, S_3 = 1.458\) when it come to lexical strategies in the classroom. These results reveal a “mainstream” students’ approach for lexical knowledge and certain preference strategic use of “good” vocabulary.

7. Language learning strategy employment of EFL Greek-speaking learners in junior high school

In the past thirty years the area of language learning strategies has witnessed prolific growth both in theory and research. The shift of perspective from teacher- to learner-centeredness in the EFL classroom entailed the students’ involvement in decision-making towards maximizing their achievement.

As there is a variety of factors implicated in language learning strategy use, the present study focuses on the variables of language proficiency level, gender and motivation to learn English in the Greek socio-educational context. This research is a follow-up to a study for a doctoral thesis with Greek-speaking young learners of English in the city of Thessaloniki. The aim is to further provide learning strategy profiles of EFL Greek-speaking learners in junior high school in relation to their proficiency level, gender, and motivation to learn English with pedagogical implications for their teaching. The pilot study was performed in late April 2007 and the main study was conducted from mid-February to late May 2008 involving 785 fifteen-year-old participants in the third grade in junior high schools in the west, center, and east of the city of Thessaloniki. All ALTE language proficiency levels
(from beginning to advanced) were found and examined in relation to strategy use (in terms of both frequency and type).

The results from the analysis of the data confirm the metacognitive awareness of the students as far as their English learning is concerned. The relationship between strategy use and proficiency is established while gender and motivational differentiations are to be presented.