Frequency versus importance: Language learning strategy use in the EFL classroom

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Abstract

In recent decades, there has been a plethora of studies on language learning strategies (LLS hereafter). However, the research to date has mostly examined students’ views on LLS, and there are few studies reflecting teachers’ views. In contrast, this study surveyed 257 EFL students and 12 teachers to explore their views on the frequency and importance of language learning strategy use at a tertiary level in Northern Cyprus. The study used a new inventory (Griffiths, 2003) to elicit and compare the respondents’ views on strategy use. The statistical analysis identified the use of 11 core strategies by the EFL students. Further, their inadequate selection and use of strategies was related to management of learning, interaction, development in the target language, and a difference with their teachers’ views on the importance of strategy use. Overall, this study revealed a promising degree of agreement between the EFL students’ and teachers’ survey reports, which can have important implications for the context of instruction.

Key words: Language learning strategy; EFL students; frequency of strategy use; EFL teachers; importance of strategy use