

# THE THALES PROJECT S.I.L.L.G.T<sup>1</sup>: AIMS AND PRELIMINARY RESULTS<sup>2</sup>

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**Abstract:** This paper offers a brief overview of the Thales project S.I.L.L.G.T. focusing on language learning strategy use and reports results from the exploratory study of this project. In terms of the number of subjects involved, this project is probably one of the largest studies on language learning strategy use to date.

## 1. Introduction

Much research has looked into language learning strategies, both in second/foreign language studies and educational psychology, in the last four decades. The literature on learning strategies in second or foreign language acquisition emerged from concern for identifying the characteristics of effective learners and promoting learner-centered models of language teaching. The focus was on the techniques used by learners to manage their learning and, more specifically, on identifying those strategies that make learners autonomous and lead to successful learning. A number of relevant investigations in the Greek setting have highlighted the need to construct valid school-age appropriate instruments in the Greek language, in order to collect data from different school levels that would be comparable between them and would offer useful insights and generalizations about language learning strategy use of the school population in Greece. Given that need, the Thales project S.I.L.L.G.T. was conceived and designed by Professor Zoe Gavriilidou, co-funded by resources of the European Union (European Social Fund) and national resources, supervised by Professor Zoe Gavriilidou, and implemented by four scientific teams coming from Democritus University of Thrace (Co-ordinator: Professor Zoe Gavriilidou), from Aristotle University of Thessaloniki (Co-ordinator: Professor Emeritus Angeliki Psaltou-Joycey), from the University of Macedonia (Co-ordinator: Associate Professor Maria Platsidou) and finally from the Hellenic Open University (Co-ordinator: Professor Konstadinos Petrogiannis). The purpose of the present paper is to provide a brief overview of the Thales project S.I.L.L.G.T, its aims and main stages (executed or planned) and also to report on the results of the exploratory phase of the project.

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<sup>1</sup> Strategy Inventory for Language Learning: Greek and Turkish versions.

<sup>2</sup> This study is part of the Thales project MIS 379335 for which Prof. Zoe Gavriilidou is academically responsible. It was held in the frame of the National Strategic Reference Frame (E.S.P.A.) and was co-funded by resources of the European Union (European Social Fund) and national resources.

## 2. Defining Language Learning Strategies

Definitions regarding learning strategies are basically found in the literature on psychology, where learning is commonly referred to as the process of storing and retrieving information (Dornyei 2005, Rubin 1981). In general, strategies have been described as techniques or devices learners use to gain knowledge (Rubin 1975) or as actions toward achieving a given objective (Cohen, Weaver, and Li 1996). Their conscious character was emphasized in the work of Chamot (2005) and Griffiths (2007). Thus language learning strategies have been defined as

“conscious thoughts and actions that learners take in order to achieve a learning goal. Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths” (Chamot 2005: 14) or as “specific actions consciously employed by the learner for the purpose of learning language” (Griffiths 2007: 91).

O'Malley and Chamot (1990: 1) define them as “the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information”. Oxford (1990: 1) describes them as “steps taken by learners to enhance their own learning” and claims that they refer to “specific actions, behaviors, steps or techniques that students use to improve their own progress in developing skills in a second or foreign language. These strategies can facilitate the internalization, storage, retrieval or use of the new language” (Oxford 1999: 518). Weinstein, Husman, and Dierking (2000: 727) who studied learning strategies from the perspective of educational psychology, argued that “learning strategies include any thoughts, behaviors, beliefs or emotions that facilitate the acquisition, understanding or later transfer of new knowledge and skills”. Recently there has been a shift in the focus of LLS research from the product (strategies) to the process (self-regulation). In that respect, Rubin (2001, 2005) introduced the term *learner self management*, defined as the ability to deploy metacognitive strategic procedures (such as monitoring, planning, evaluating, problem solving and implementing) and to make use of relevant knowledge and beliefs (such as task knowledge, self-knowledge, strategy knowledge) and Oxford (2011) maintained that self-regulated L2 learning strategies are defined as deliberate, goal-directed attempts to manage and control efforts to learn L2. In educational psychology, on the other hand, research has opted for the term of *self-regulation* (Boekaerts, Pintrich, and Zeidner 2000).

## 3. Research Background

Many researchers have found that conscious use of appropriate learning strategies characterizes good language learners. It was also found that many factors such as gender (Ehrman and Oxford 1989, Green and Oxford 1995, Kaylani 1996, Lan and Oxford 2003, Lee 2003, Mochizuki 1999, Nyikos 1990, Oxford and Nyikos 1989, Oxford et al 1988, Oxford et al 1993, Peacock and Ho 2003, Politzer 1983, Sheorey 1999), age (Chamot et al 1987, Oxford and Crookall, 1989, Peacock and Ho 2003), motivation (MacIntyre 1994, MacIntyre and Noels 1996, Schmidt et al 1996, Oxford and Nyikos 1989), language learning level (Chamot and El-Dinary 1999, Mochizuki 1999, Oxford and Nyikos 1989), national origin (Mochizuki 1999, Politzer and McGroarty 1985, Reid 1987), field of specialization (Ehrman and Oxford 1989, Oxford and Nyikos 1989, Politzer and McGroarty 1985), and language teaching

methods (Bejarano 1987, Ehrman and Oxford 1989, Gunderson and Johnson 1980, Griffiths 2008, Jacob and Mattson 1987, Oxford and Nyikos 1989, Politzer 1983,) are shown to be strongly related to language learners' choice of strategies.

More precisely, it was shown that more successful students used more or more elaborated strategies (Kaylani 1996, Lan and Oxford 2003, Magogwe and Oliver 2007) while less successful students may "sometimes use strategies even as frequently as more successful peers, but their strategies are used differently" (Chamot 2003: 116). Good language learners have the ability to select the appropriate strategy or a set of strategies for each task, while less successful learners do not have the so-called metacognitive task knowledge to opt for the appropriate strategies (Chamot and El-Dinary 1999, Chamot and Keatley 2003, Oxford et al. 2004). In addition, a difference was found in preference of the types of strategies between children, adolescent and adults. More specifically, primary school students preferred affective, compensation (Gunning 1999, 2011), and social (Magogwe and Oliver 2007) strategies. Lower secondary school students reported greater use of social, metacognitive, affective, memory, and cognitive strategies; secondary students indicated a strong preference for compensation (Chen 2009) and metacognitive (Magogwe and Oliver 2007) strategies.

#### **4. The Thales Project S.I.L.L.G.T.**

In the Greek setting, the most significant research to assess language learning strategies when learning a foreign or second language or to investigate the effect of intervention programs in language learning strategy use was the work of Gavriilidou (2004), Gavriilidou and Papanis (2009, 2010), Kazamia (2003), Mitits (2014), Papanis (2008), Psaltou-Joycey (2003,2008), Psaltou-Joycey and Kantaridou (2009), Sarafianou (2013), Vrettou (2011). Gavriilidou (2004) reported on the strategies that Turkish L1 primary school children (aged 8-12) used when they learned their L2 Greek. She found that metacognitive and cognitive strategy use increased with age while socio-affective ones decreased. Gavriilidou and Papanis (2009) investigated the effect of integrated strategy instruction by implementing a direct strategy instruction program on primary school children who belong to the Muslim minority in Thrace and found that the experimental group improved the language learning strategies required for the development of the four skills of listening, speaking, reading and writing when compared to the control group to a statistically significant degree. Gavriilidou and Papanis (2010) investigated university students' beliefs about their use of strategies. Kazamia (2003) focused on measuring the frequency of language learning strategy use in adult Greek learners of English. Psaltou-Joycey (2003) studied strategy use by Greek university students of English and has shown that motivation, related to high aspirations with respect to proficiency level as well as the enjoyment at learning English, is higher in university students majoring in English. Mitits (2014) focused on adolescent learners aged 12 to 15 learning English as foreign language and Greek as second language. Papanis (2008) investigated the effect of an intervention program teaching language learning strategy use on Muslim minority children attending minority schools in Greece and found that the experimental group reported higher frequency of metacognitive and cognitive strategy use by bilingual Muslim minority girls in primary schools. Psaltou-Joycey (2008) used the SILL in order to study cross-cultural differences in the use of language learning strategies by students of Greek as a second language. Psaltou-Joycey and Kantaridou (2009) in their study of bilingual and trilingual university students investigated types and levels of motivation with respect to proficiency level and the number of languages and

found that motivation is correlated with plurilingual knowledge. Sarafianou (2013) assessed the effectiveness of an intervention program on a group of upper secondary school students which was based on the application of explicit and integrated strategy instruction. The findings indicated that after strategy training the students of the experimental group showed significant improvement in strategy use as a whole as well as in all strategy groups, with the exception of compensation strategies. Finally, Vrettou (2011) recorded the frequency of use in primary school children who are learning English at school.

Two were the main shortcomings that emerged from the above mentioned research in the Greek setting: First that empirical evidence, particularly with regard to the relationship between foreign language learning and language learning strategies, remains inconsistent or controversial due to lack of a proper instrumentation that would accurately diagnose language learning strategies and would provide reliable data about foreign or second language learning and teaching practices. The lack of such a valid and culturally adapted instrument for collecting data and the consequent use of different instruments in different studies is also the determining factor for not having the possibility to compare the results yielded in previous investigations in the Greek setting. Second, even though the greatest body of language learning strategy research in Greece focuses on school-aged populations (Gavriilidou 2004, Gavriilidou and Papanis 2009, Mitits 2014, Papanis 2008, Sarafianou 2013, Vrettou 2011), the instruments used for data collection were different versions of the Strategy Inventory for Language Learning (SILL) (Oxford 1990), which is an initially adult-oriented instrument and was judged inappropriate for school-aged children in previous research (Ardasheva and Tretter 2013). Thus the purpose of the large-scale Thales project S.L.L.L.G.T was a) to translate, shorten, simplify and culturally adapt the SILL in Greek and Turkish with the aim of further administering it to school-aged students (upper primary and lower secondary schools) b) to profile the language learning strategy use of the population attending Greek state (i.e. non minority) and minority primary and secondary schools in Greece when learning English as a second language, c) to determine the factors that are related to the choice of language learning strategies d) to construct and validate an instrument which would be based on the S.I.L.L. for profiling teachers language learning strategy use in the classroom e) to profile teachers' strategic profile, and f) to provide language teachers and education policy makers with a manual containing activities that forward strategic teaching.

The Thales project included two phases: The exploratory study, and the main study.

#### ***4.1 Exploratory study***

The aim of the exploratory study was twofold: On the one hand to provide an adapted in Greek and Turkish version of the SILL that would be appropriate for school-aged students (upper primary and lower secondary schools). The variety of Turkish chosen was the one spoken by the Turkish-speaking minority population living in Thrace, Greece, which is slightly different from the variety spoken in Turkey. On the other hand, it aimed at collecting exploratory data concerning the factors that influence language learning strategy use.

#### ***3.2 Sampling and instrumentation***

At the exploratory phase 1308 students from 16 schools representing 5 prefectures (Athens, Piraeus, Thessaloniki, Rodopi, Ioannina) and 4 regions (Attica, Central

Macedonia, Eastern Macedonia-Thrace, Epirus) of Greece filled in a recently adapted version of the S.I.L.L. v.7 by Gavriilidou and Mitits (2014). The sample attended the last 3 grades of primary school and the 3 grades of lower secondary school, and more specifically 46.2% (604) of them attended the 4<sup>th</sup> to 6<sup>th</sup> grade of primary school (4<sup>th</sup> grade: 180 [13,8%], 5<sup>th</sup> grade: 224 [17,1%], 6<sup>th</sup> grade: 200 [15,3%]) and 53.8% (703) attended the 1<sup>st</sup> to 3<sup>rd</sup> grade of lower secondary school (1<sup>st</sup> grade: 231 [17,7%], 2<sup>nd</sup> grade: 241 [18,4%], 3<sup>rd</sup> grade: 231 [17,7%]). The mean age of the whole sample was 12.4 yrs (sd= 1.77) and the age range was 9-17 years. Out of the 1295 valid responses 617 (47,2%) were boys ( $M_{age}= 12.4$ ,  $sd= 1.76$ ) and 678 (51,8%) were girls ( $M_{age}= 12.5$ ,  $sd= 1.79$ ).

### 4.3 Statistics and results

The adapted SILL in Greek was tested for its content validity through exploratory and confirmatory factor analysis, where a six-factor model based on the six subscales suggested by Oxford was retained and tested (see Demirel 2009). The analyses finalized a common factorial pattern for all the students consisting of 29 items while adopting Oxford's factorial structure (Petrogiannis and Gavriilidou forthcoming) (see appendix). In the final stage, the instrument was verified for its psychometric properties providing internal consistency coefficients. In order to examine the internal consistency of the SILL's two- and six-construct classification system, the reliability of the constructs was investigated by calculating Cronbach's  $\alpha$ , for the whole sample and the two sub-samples (primary vs. secondary students (see table 1).

**Table 1.** Items per learning strategies factor and internal consistency coefficients

	Learning Strategies (LS)			
	Direct LS	memory (4)	cognitive (6)	compensation (4)
Whole sample	.77	.56	.71	.43
Primary	.79	.58	.70	.50
Secondary	.75	.53	.72	.45
	Indirect LS	metacognitive (7)	affective (3)	social (5)
Whole sample	.87	.83	.52	.70
Primary	.87	.82	.55	.70
Secondary	.87	.83	.48	.69

The original scale in English was also translated into the local variety of Turkish by an educated bilingual native speaker of the variety. The translated scale was then back-translated and reviewed. Cross-cultural adaptation included the submission of the reviewed version to a panel of experts to obtain data on comprehensibility and appropriateness. After inclusion of the recommendations made by the professionals of the expert panel, the adapted in Turkish version of the SILL was administered to 77 participants. Its internal consistency was calculated with Cronbach's alpha and found to be .89. Test-retest reliability ranged from fair to good for the total scale and its six-sub-scales (Gavriilidou et al to appear).

#### 4.4 Discussion

Based on the relevant analyses it seems that the modified shortened versions of the SILL (Oxford, 1990) in Greek and Turkish, which were produced for the needs of the current study following a series of exploratory factor analyses as well as theoretical and methodological criteria, could be used with the Greek school-aged Greek-speaking and Turkish-speaking student population. More specifically, the current version with the 29 items seems to be functional both for primary and secondary school students. The results of the exploratory study of the project are presented in detail in Gavriilidou and Petrogiannis (forthcoming).

### 5. Main study

The aim of the main study was to profiling strategy use of students and teachers throughout Greece with the purpose to provide language teachers and education policy makers with a manual, containing activities that forward training of the strategies that were found to be less used in the study.

#### 5.1 Methods

##### 5.1.1 Sample

4932 students, including approximately equal proportions of males (N= 2344, 47,5%) and females (N=2588, 52,5%) participated in the study. The sample consisted of 3348 (67,88%) students attending non minority schools and 1584 (32,12%) students attending minority schools. 2714 (55,02%) students attended primary schools while 2218 (44,98%) attended secondary schools. 2256 (45,7%) students attended schools found in Eastern Macedonia-Thrace, 474 (9,6%) in Central Macedonia, 32 (0,6%) in Western Macedonia, 103 (2,1%) in Epirus, 357 (7,1%) in Thessaly , 131 (2,7%) in Ionian Islands, 255 (5,2%) in Sterea Ellada, 245 (5%) in Peloponnese, 175 (3,5%) in Northern Aegean, 90 (1,8%) in South Aegean, 746 (15,1%) in Attiki and 68 (1,4%) in Crete.

##### 5.1.2 Instrumentation

The main instrument used in this study was the 29-item SILL translated and culturally adapted in Greek and Turkish, which was adjusted for the school population (see appendix). This 5-Likert scale instrument asks learners to report the frequency with which they use certain language learning strategies. The items are organized under two broader factors, i.e. direct and indirect learning strategies, depending on the extent to which each strategy item is involved in language learning. In addition, the items are further distributed under six factors:

- i. “Direct strategies” include
  - (a) *memory strategies* (remembering and retrieving vocabulary), i.e. how learners remember and retain language,
  - (b) *cognitive strategies* (comprehending and producing text), which indicate how learners think of their learning, and
  - (c) *compensation strategies* (compensating for the lack of knowledge), reflecting how learners make up for the limited language to achieve successful language use.

- ii. “Indirect strategies” include
  - (d) *metacognitive strategies* (manipulating learning processes), i.e., how they manage their own learning,
  - (e) *affective strategies* (regulating affective state), or how learners adjust their affective status in the learning process,
  - (f) *social strategies* (learning with others) which refer to how learners learn language through social interaction.

Respondents received instructions to fill in the 29-item S.I.L.L and the background questionnaire, and every effort was made to ensure comprehensibility of the items.

Descriptive statistics such as frequencies, means and standard deviations were calculated to determine overall patterns. Independent samples T-Tests were used to compare differences between the non minority and minority sample. Results were considered statistically significant at the .001 level. The results revealed significant differences in strategy use between the minority and non-minority sample and between primary and secondary students. A medium overall strategy use was also found. The results are to be announced in future congresses and publications.

## 6. Conclusions

This paper offers an overview of the Thales S.I.L.L.G.T which is a large scale project that provides insights about language learning strategy use by learners of English as a foreign language attending Greek minority vs. non minority primary and secondary schools.

Thus, the results of this project can contribute to an effort to improve foreign language instruction, by modifying learners’ and teachers’ attitudes and class behaviours so that the first will become autonomous in learning and the second will adopt more creative or communicative practices promoting strategic learning. Students and teachers should be made aware of the benefits of strategic learning through intervention programs which will lead learners to gain self control and autonomy through language use.

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## Appendix



Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ  
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ  
*επένδυση στην κοινωνία της γνώσης*  
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΣΠΑ  
2007-2013  
πρόγραμμα για την ανάπτυξη  
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

ΚΩΔΙΚΟΣ ΣΧΟΛΕΙΟΥ						ΤΑΞΗ/ΤΜΗΜΑ	A/A

### Ερωτηματολόγιο μαθητών για την αγγλική γλώσσα

Με τις ερωτήσεις που ακολουθούν θα θέλαμε να μάθουμε ορισμένα πράγματα για την αγγλική γλώσσα και πώς την μαθαίνεις. **Μας ενδιαφέρει ιδιαίτερα να ξέρουμε αν χρησιμοποιείς κάποιους τρόπους για να μαθαίνεις ευκολότερα, να θυμάσαι καλύτερα ή να βελτιώνεις τα αγγλικά σου.** Δεν υπάρχουν σωστές ή λάθος απαντήσεις, απλά απάντησε ότι ταιριάζει καλύτερα σε σένα.

Σε ευχαριστούμε για τη συνεργασία σου.



#### A. Πώς μαθαίνεις Αγγλικά;

Τι από τα παρακάτω είναι αλήθεια όταν μαθαίνεις αγγλικά;

Απάντησε σύμφωνα με το τι κάνεις εσύ. Μην απαντάς τι πιστεύεις ότι θα έπρεπε να κάνεις ή τι κάνουν οι άλλοι. Δεν υπάρχουν σωστές ή λάθος απαντήσεις.

**Κύκλωσε τον αριθμό που σε εκφράζει.**

1= Ποτέ ή σχεδόν ποτέ δεν το κάνω.

2= Σπάνια το κάνω.

3= Αρκετές φορές το κάνω.

4= Πολλές φορές το κάνω.

5= Πάντα το κάνω.

		Πάντα το κάνω				
		Πολλές φορές το κάνω				
		Αρκετές φορές το κάνω				
		Σπάνια το κάνω				
		Ποτέ ή σχεδόν ποτέ δεν το κάνω				
		1	2	3	4	5
1	Όταν μαθαίνω κάτι καινούριο στ' αγγλικά προσπαθώ να το συνδυάσω με αυτά που ήδη γνωρίζω.	1	2	3	4	5
2	Χρησιμοποιώ τις καινούργιες αγγλικές λέξεις σε προτάσεις για να τις θυμάμαι.	1	2	3	4	5
3	Χρησιμοποιώ καρτέλες για να θυμάμαι τις καινούργιες αγγλικές λέξεις.	1	2	3	4	5
4	Κάνω συχνά επανάληψη τα αγγλικά μου.	1	2	3	4	5
5	Προσπαθώ να μιλάω όπως οι άνθρωποι που έχουν την αγγλική μητρική τους γλώσσα.	1	2	3	4	5
6	Επαναλαμβάνω την προφορά των αγγλικών λέξεων για να τις μάθω.	1	2	3	4	5
7	Ξεκινώ ο ίδιος/η ίδια μια συνομιλία στα αγγλικά.	1	2	3	4	5
8	Διαβάζω βιβλία και περιοδικά στα αγγλικά για ευχαρίστηση.	1	2	3	4	5
9	Γράφω σημειώματα, μηνύματα, γράμματα και εργασίες στα αγγλικά.	1	2	3	4	5
10	Κάνω περιλήψεις αυτών που ακούω ή διαβάζω στα αγγλικά.	1	2	3	4	5
11	Χρησιμοποιώ γλωσσάριο ή λεξικό για να βοηθηθώ στη χρήση των αγγλικών.	1	2	3	4	5
12	Για να καταλάβω τις αγγλικές λέξεις που δεν ξέρω σε ένα κείμενο, προσπαθώ να μαντεύω τι σημαίνουν.	1	2	3	4	5
13	Προσπαθώ να μαντέψω τι θα πει στη συνέχεια ο άνθρωπος με τον οποίο συζητάω στα αγγλικά.	1	2	3	4	5

		<i>Πάντα το κάνω</i>				
		<i>Πολλές φορές το κάνω</i>			↓	
		<i>Αρκετές φορές το κάνω</i>		↓		
		<i>Σπάνια το κάνω</i>	↓			
<i>Ποτέ ή σχεδόν ποτέ δεν το κάνω</i>		↓				
14	Όταν δεν μου έρχεται στο μυαλό μια λέξη στα αγγλικά, χρησιμοποιώ μια λέξη ή φράση που έχει παρόμοια σημασία.	1	2	3	4	5
15	Προσπαθώ να βρίσκω όσο το δυνατό περισσότερες ευκαιρίες για να χρησιμοποιώ τα αγγλικά.	1	2	3	4	5
16	Δίνω προσοχή στα λάθη που κάνω στα αγγλικά, ώστε να μαθαίνω καλύτερα την ξένη γλώσσα.	1	2	3	4	5
17	Όταν κάποιος μιλάει αγγλικά, τον ακούω προσεκτικά.	1	2	3	4	5
18	Προσπαθώ να βρω τρόπους για να μαθαίνω καλύτερα τα αγγλικά.	1	2	3	4	5
19	Κανονίζω το πρόγραμμα μου έτσι ώστε να έχω αρκετό χρόνο για να μελετώ αγγλικά.	1	2	3	4	5
20	Ψάχνω να βρω ανθρώπους με τους οποίους μπορώ να μιλήσω αγγλικά.	1	2	3	4	5
21	Ψάχνω ευκαιρίες για να διαβάζω όσο το δυνατόν περισσότερο στα αγγλικά.	1	2	3	4	5
22	Προσπαθώ να χαλαρώσω κάθε φορά που πρόκειται να μιλήσω στα αγγλικά.	1	2	3	4	5
23	Ενθαρρύνω τον εαυτό μου να μιλήσει αγγλικά ακόμα και όταν φοβάμαι μην κάνω λάθος.	1	2	3	4	5
24	Συζητάω με άλλους (π.χ. γονείς, φίλους) για το πώς νιώθω όταν μαθαίνω αγγλικά.	1	2	3	4	5
25	Ζητώ από τους ανθρώπους που μιλούν αγγλικά να με διορθώνουν όταν μιλάω.	1	2	3	4	5
26	Κάνω εξάσκηση στα αγγλικά με τους συμμαθητές μου.	1	2	3	4	5
27	Ζητώ βοήθεια από αυτούς που μιλούν αγγλικά.	1	2	3	4	5
28	Κάνω ερωτήσεις στα αγγλικά.	1	2	3	4	5
29	Προσπαθώ να μάθω για το πολιτισμό των ανθρώπων που μιλούν αγγλικά.	1	2	3	4	5

**B. Κάποια στοιχεία για σένα**

Σημείωσε με  στο κουτάκι ή γράψε την απάντησή σου.

30. Φύλο:  Αγόρι  Κορίτσι

31. Πόσων χρονών είσαι; \_\_\_\_\_

32. Ποιο είναι το σχολείο σου: \_\_\_\_\_

33. Σε ποια τάξη πηγαίνεις: \_\_\_\_\_

34. Σε ποια πόλη μένεις; \_\_\_\_\_

35. Σε ποια γλώσσα σου μιλά **πιο συχνά στο σπίτι** η μητέρα σου;

Ελληνικά  Αλβανικά  Άλλη γλώσσα. Ποια; \_\_\_\_\_

36. Σε ποια γλώσσα σου μιλά **πιο συχνά στο σπίτι** ο πατέρας σου;

Ελληνικά  Αλβανικά  Άλλη γλώσσα. Ποια; \_\_\_\_\_

37. Γνωρίζουν οι γονείς σου αγγλικά;

(α) Η μητέρα σου;  καθόλου  Λίγο  Αρκετά  Πολύ καλά

(β) Ο πατέρας σου;  καθόλου  Λίγο  Αρκετά  Πολύ καλά

**Γ. Για την αγγλική γλώσσα**

Σημείωσε με  στο κουτάκι ή κύκλωσε τον αριθμό που σου ταιριάζει ή γράψε την απάντησή σου.

38. Παρακολουθείς μαθήματα αγγλικών εκτός σχολείου (σε φροντιστήριο ή ιδιαίτερα μαθήματα

στο σπίτι);  Όχι  Ναι

(α) Αν «Ναι», σε ποια τάξη του σχολείου ήσουν όταν ξεκίνησες; \_\_\_\_\_

(β) Παρακολουθούσα, αλλά τώρα σταμάτησα

39. Σε σχέση με τους συμμαθητές σου, ποιο νομίζεις ότι είναι το επίπεδό σου στα αγγλικά;

1  2  3  4  5

Χαμηλό Θα μπορούσα Ικανοποιητικό Καλό Πολύ καλό  
και καλύτερα

40. Πόσο σημαντικό είναι για σένα να μιλάς πολύ καλά αγγλικά;

1 2 3 

όχι και τόσο σημαντικό

σημαντικό

πολύ σημαντικό

41. Ποιοι είναι οι λόγοι για τους οποίους θέλεις να μάθεις αγγλικά;  
(σημείωσε με  όσα από αυτά ταιριάζουν σε σένα)

(1) γιατί μου αρέσει η γλώσσα

(2) γιατί με ενδιαφέρει ο αγγλικός πολιτισμός

(3) γιατί έχω φίλους που μιλάνε την αγγλική γλώσσα

(4) γιατί θα μου χρειαστεί για να βρω δουλειά όταν μεγαλώσω

(5) γιατί έχω κάποιους συγγενείς που μιλάνε την αγγλική γλώσσα

(6) γιατί θα ήθελα να ζήσω σε κάποια άλλη χώρα όταν μεγαλώσω

(7) για να παίζω παιχνίδια ή να κάνω chat, να χρησιμοποιώ το facebook κτλ. στο διαδίκτυο

(8) για να ακούω, τραγουδώ αγγλικά τραγούδια

(9) για να διαβάζω βιβλία

(10) για να μπορώ να ταξιδεύω

(11) για να πάρω ένα πιστοποιητικό γλωσσομάθειας ή πτυχίο Αγγλικών (π.χ. First Certificate, Proficiency)

(12) για να σπουδάσω στο εξωτερικό

(13) γιατί είναι παγκόσμια γλώσσα

(14) γιατί είναι υποχρεωτικό μάθημα

(15) γιατί με πιέζουν/αναγκάζουν οι γονείς

(16) για να βοηθώ στη δουλειά/επιχείρηση που κάνουν οι γονείς μου

Άλλοι λόγοι; (σημείωσε)



42. Σου αρέσει να μαθαίνεις ξένες γλώσσες;  Όχι  Ναι

43. Εκτός από τα αγγλικά, μαθαίνεις κάποια άλλη ξένη γλώσσα στο σχολείο ή εκτός σχολείου (σε φροντιστήριο ή ιδιαίτερα μαθήματα στο σπίτι);  Όχι  Ναι

(α) Αν «Ναι», ποια;

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