JOURNAL OF EDUCATIONAL AND INSTRUCTIONAL STUDIES
IN THE WORLD
May 2014, Volume: 4 Issue: 2 Article: 06 ISSN: 2146-7463

THE RELATIONSHIP BETWEEN IRAINIAN EFL LEARNERS' COMPUTER BASED MATERIALS' (CBMs) PREFERENCES IN SELF STUDY CONTEXT AND THEIR SUCCESS

Shalaleh Zabardast
Goldis Star Foreign Languages Institute
Jolfa -IRAN
selalealemdar@gmail.com

Abstract

Computer-based learning can be effective in improving language learners' perceptions and autonomous learning and, its impact on pedagogy has almost been felt. Therefore, this study applies questionnaire and four skills tests to investigate EFL students' preferences in using social, cognitive, meta-cognitive strategies while working with computer-based materials (CBMs) in self-study context and the effects of their knowledge of these strategies on their performance.

The results of study reveal that students use more cognitive and less social strategies while working with computer, and there is moderate correlation between cognitive strategies and students' success in test. In other words students who prefer more cognitive strategies were more successful in test. The findings of this research will provide EFL teachers with insightful information on learners' learning needs as an input to syllabus and materials planning, lesson planning and classroom instruction practice. The study demonstrates the importance of a good understanding of learner perceptions in EFL programs at foreign languages schools and institutes' level.

Key Words: Learning strategies, Computer based materials, Autonomous learning, Success.

INTRODUCTION

The use of computers in education opens a new area of knowledge and offers a tool that has the potential to change some of the existing educational needs. As computer use continues to increase in society, students must also prepare for the use of computers outsides of the classroom to improve their education. This involves all levels of education, including elementary schools, high schools as well as universities (Mc Cannon & Crews, 2000).

According to Assan (2003) in 1982, the Turkish Government introduced a series of funding initiatives to promote the use of information technology in schools. After this date positive attitudes toward technology then computers and computing skills were recognized by researchers as a necessary component for effective use of computer technology in the classroom. Today, foreign language instructors and some of the most innovative teachers, and educational institutions worldwide are encouraging their foreign-language faculty to increase the use of technology in the classroom; therefore, with the growth of computer technology, a substantial percentage of students in foreign language has ignored traditional "book-based" programs and, prefer an instructional technology component in their foreign language learning programs and favor to enhance more cognitive, meta-cognitive and social strategies use in foreign language learning.

With the birth of new technology, the past few decades have witnessed a shift in focus from teaching to learning, from the teacher to the learner. Michael Bush one of the advocator of technology use (1997:16) asserted, "Ready or not [. . .], technology will play an ever-increasing role for our students. It, therefore encourages foreign language teaching professionals to better understand technology and its potential for foreign language learning" and he also added that today we need to increase learner centered education.

Individualized learning requires first and foremost, respect for and accommodation of individual backgrounds and learning styles. In concrete terms, it gives the learner control in material selection/sequencing and the pace of progress (Zhang, 1998). The computer is the perfect candidate for individualized instruction because, unlike humans, it has infinite resources of patience and can teach on a one-to-one basis at a pace dictated by

the individual's capabilities (Schulz, 1993). In reality, this kind of differentiated instruction is beyond the teacher's reach, especially in a large, multi-level conventional classroom. However, with the aid of the computer, this aim is more readily realized.

In addition, the computer's "flexibility of time" (Ahmad et al., 1985) and "location independence" (Yang, 1998 cited in Zhang, 1998) allows students to become active participants in the learning process and to decide when to study and how long to spend according to their individualized needs. For example, through the Internet, students can attend the virtual classroom or visit on-line resources from anywhere at any time. More importantly, the computer has the potential to enhance students' interest in and attention for language learning and this might help to motivating students to follow independent individualized study (Warschauer & Meskill, 2000; Ahmad et al., 1985; Larsen, 1983). While it might be difficult to familiarize students with the computer and the Internet, the opportunities for enhancing learner autonomy through the use of online resources such as dictionaries, maps, music and movie guides, chat rooms and language learning websites, are enormous (Meskill, 2000).

With the aim of finding students' intentions towards the use of meta-cognitive and cognitive and social strategies when work on computer, This study represents the empirical studies to present the results of questionnaire that completed by EFL students and aims to find out the strategies used by the intermediate EFL students at Goldis institute in Iran. The purpose at this stage is to identify what are students' attitudes about different strategies and their intention towards autonomous learning when use language on computer.

The Computer Based Materials and FL Skills Development

However computer lack the knowledge to understand the enormous range of utterances possible in any human language and also had difficulty in handling ambiguous instructions, but as Zhang (1998) claims this technology has more effect on FL skills development.

Nowadays, Internet offers an authentic learning environment, in which language learners can orally and visually interact with another human being in the target language in much the same way as occurs in face-to-face interaction, for example, with Web-based tools such as e-mail, Internet Chat, Web chat and materials, students can enhance their cognitive, meta-cognitive and strategy use. In most cases technology provides comprehensible input, also it helps students to enter into the kinds of authentic social discourse situations and discourse communities that they would later encounter outside the classroom (Kern & Warschauer, 2000).

It must be added that the important effect of computer is on learner autonomy, Benson (2001), Dickinson (1996), Little (1991), Palfreyman and Smith (2003), Scharle and Szabo, (2000) centered their attention on the notion of taking responsibility of one's own learning in working with computer. As with learner autonomy, extensive research has been carried out in the field of learner strategies.

O'Malley and Chamot (1990) and Oxford (1990) define meta-cognitive strategies that used to oversee, regulate or self-direct language learning and help learners think about their learning process, plan their learning, monitor the learning task, and evaluate how well they have learnt. Wenden (1999: 436) and refers to the cognition as "information learners acquire about their learning" while meta-cognitive refers to "general skills through which learners manage, direct, regulate, and guide their learning". Cognitive strategies cover ''interaction with the materials to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task'' (O'Malley and Chamot, 1990: 138).

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden 1987:23-27).

As I referred before computer enhances strategy use, consequently learner strategies use develops his/her autonomy in learning. By definition, language learning strategy use involves some degree of consciousness, awareness, and intentionality (Cohen, 2003; Wenden, 1987 cited in Zhang in 1998). "Since the conscious or

semi-conscious and intentional use of strategies involves a degree of control over learning, research on the behavior of autonomous learners draws upon insights from research on learning strategies" (Zhang, 1998:450). He added that in order to student control their own learning, they need to understand their own learning processes, need to be able to make informed choices about their learning paths, and need to be proactive in managing and direct their own learning. All of these aspects of control require that learners use language learning strategies effectively. This direct link between autonomy and learning strategies has been proved by Wenden (1991) who argues that it is necessary to introduce strategy training into plans to develop learner autonomy(cited in Zhang, 1998). She describes the autonomous learner as the "one who has acquired the strategies and knowledge to take some (if not yet all) responsibility for her language learning and is willing and self-confident enough to do so" (Wenden, 1991: 163).

In order to find out students' learning preferences in self study context, this study examines students' options of applying computer in foreign language learning and the effect of their knowledge of strategies on their learning. The below part , refer to three strategies use and discuss the results of table, the last part will conclude article with some recommendation for teachers.

This study represents the empirical studies to present the results of questionnaire that completed by 45 EFL Goldis Star institute Foreign language learners and aims to find out students' strategies preferences in foreign language learning. In the second step, in order to find out the relationship between successful learning and strategies preferences, Pearson product moment Correlation Coefficient applied on the students' strategies preferences and their total scores on four skills test. The purpose at this stage is to identify what are students' attitudes about different strategies and their intention towards autonomous learning when use language on computer and to find answer to following questions.

1. To what extent do the students use computer-based materials to learn English outside the classroom?
2. What meta-cognitive strategies do learners apply when using computer-based materials?
3. What cognitive strategies for listening and reading comprehension do the learners apply when using computer-based materials?
4. What social strategies do the learners apply when using computer-based materials?
5. What strategies are used more by successful group?

RESEARCH METHOD

Participants

A total of 45 intermediate EFL students at Goldis star foreign languages institute took part in the survey in 2014. Of the 45 participants, the great majority were female (30) and 15 of them were male. They were asked to comment on the three strategies include cognitive, meta-cognitive and social strategies in Speaking and Listening, and reading with computer. In the second step, in order to find out the relationship between successful learning and strategies preferences comprehensible tests including speaking, reading, short listening and grammar tests were done on students.

Instrument

This study based on questionnaire that designed by Jarvis in 2007. Data analysis for questionnaire was performed using the SPSS package of statistical program. The instrument used in this study consisted of an English quantitative self-report questionnaire that examined forty-five learners' beliefs and preferences. The participants were asked to read a statement and choice one of the given items that were (1) I never do this, (2) Rarely I do this, (3) Sometimes I do this , (4) Often I do this, or (5) Always I do this. Based on questionnaire data Cronbach's alpha coefficients was 0.814 (N of items=31).

Procedure

Learner autonomy, learner strategies and the relationship between the two is a vast subject and it would not be possible to investigate everything within this one study; it was necessary to narrow down the area by identifying aspects which were of particular relevance to the use of a variety of CBMs.

As can be questionnaire was divided into three main parts. The first part deals with students beliefs about the use of meta-cognitive strategy when use the computer and in the second part learners express their use of cognitive strategy and in third part students express their background to the use of social strategy when they work with computer. Therefore the objectives of these parts are to investigate what learning strategies the students applied while using CBMs.

In the next step, reading, grammar and listening tests were prepared with qualified teachers and applied in the classroom, after that speaking test related to class book (Person to person 2) used by teacher in classroom. All of these tests were done during 3 weeks. In other to find out the correlation coefficient between successful students preferences in language learning strategies and their scores, the mean of students scores in tests were employed in SPSS package. With classification of the strategies which applied in a computer-mediated environment and by adding to those strategies the phrase "on the internet" or "keeping English e-mails" in a folder for future reference, study aims to also investigate whether computers enhance independent learning at home.

RESULTS

Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while unobservable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom. Below tables represent the background of students towards the use of strategies in different skills on computer.

Learning Strategies

The first table of study deals with students self monitoring, planning and thinking in their learning, this table classified as meta- cognitive strategies and based on 9 questions.

Table 1: Meta-cognitive strategies

Meta-cognitive strategies **Learning strategies**	**1**	**2**	**3**	**4**	**5**	**Mean**	**SD**
1. I plan how I am going to learn English on the computer	27.5	50	12.5	7.5	2.5	**2.075**	**.972**
2. I plan how much time I am going to spend learning English on the computer	42.5	27.5	20	7.5	2.5	**2.00**	**1.09**
3. I set my learning goals before studying English on the computer	27.5	25.0	32.5	12.5	2.5	**2.38**	**1.11**
4. I try to find out how to better learn English from the computer	12.5	15	42.5	25	5	**2.95**	**1.06**
5. I try to find reading or listening material on the Internet that is at or near my level	2.5	22.5	22.5	37.5	15	**3.10**	**1.15**
6. I learn from sites specifically designed for English learners with different exercises	12.5	17.5	30	27.5	12.5	**2.90**	**1.22**
7. when I finish learning on the computer I check if my work is correct/ how well I had done	17.5	22.5	12.5	35	12.5	**3.025**	**1.35**
8. when I find a good Internet site for studying English I save the address	2.5	15	22.5	42.5	17.5	**3.50**	**1.11**
9. I keep some of the English emails in my folder for future language reference	15	35	15	25	10	**2.80**	**1.27**

In the age of technology, computer is essential device which facilitates students' learning, to get high advantages of computer technology; today students must plan and goals on how to use properly of it in order to be autonomous in their learning. The first table of the study that considers students learning strategies,

represents students rarely use meta-cognitive strategies. In response to first item of table majority of students (77.5%) claimed they never or rarely plan on how to learn English on the computer, and in second item of table, that looks for students self planning in using computer, greater part of the students (70%) chose "never" or "rarely" columns of the questionnaires, and the frequency of third item represents 52.5% of students didn't set learning goals before studying English on the computer and only 15% of them had such goals for their learning. In response to forth item which looks for students learning strategies in finding out how to better learn English from the computer 42.5% of students claimed neutral response and 30% of them stated they often or always had such aims.

searching on the Web for listening or reading materials at or near the students' level enhance English learning, here we see that 52.5 % of students reported "they try to find reading or listening material on the Internet that is at or near their level" as well as 42.5% of them claimed often or always they tried to find different exercises from dedicated websites and 22.5% did so sometimes. And in answer to seventh item of table that deals with self evaluating in autonomous learning, nearly half of the learners (42.5%) claimed "often" or "always" they checked their works is correct or well down when they finish learning on the computer, only 12.5 % of the learners reported sometimes do this and nearly half of the students reported didn't do this.

Although as said by the questionnaire data, planning learning was the least used strategy, but the majority of the learners (60 %) reported that they save the good Internet site address for studying English and only 22.5% of students claimed they rarely do this.

In sum, overall the data represent that almost half of the participants demonstrated some degree of meta-cognitive awareness and in some areas the data from the questionnaire reveal positive attitudes among those students who make use of computer feedback, but generally, it seemed that students are unconscious learner about planning in learning when using computer relatively under used meta-cognitive strategy. I think the responses indicates that students have intention to find out how to learn English better on a computer, but they their level of study make planning more problematic, because these kinds learning is different from working in a traditional paper-based environment, where a student is likely to have only one or two books in which he or she works through paper based printed text in a fairly linear way.

Cognitive Strategies

This part deals with using cognitive strategies to learn English. In these parts students reports their intention towards the use of strategies for listening, watching and reading.

Listening on the computer

Table 2 considers students use of cognitive strategies when listen to the computer as well as they express their desire towards listening on the computers.

Table 2: Cognitive strategies (Listening)

Cognitive strategies (Listening)	**1**	**2**	**3**	**4**	**5**	**Mean**	**SD**
1. When listening on the computer I listen for important key words that carry meaning	10	12.5	30	32.5	15	**3.30**	**1.18**
2. I listen to the same things more than once to understand more	7.5	10	40	27.5	15	**3.33**	**1.10**

In these part students express their preference towards the use of cognitive strategies during the listening on computer. As the data reveals, most of the students liked to engage in listening activities, 47.5% of students responded during the listening activities "always or often gave importance to key words that carry meaning, and 30 % claimed that some time they did this affair, only 23.5 % rejected it and in response to second item of table, 42.5% of the students reported "always or often they listened to the same thing more than once to

understand more and 40% claimed they some times do this, and only 17.5% of students stated they didn't like to do such activities.

In sum data represents that most of the student preferred the ways in which they dealt with vocabulary to understand the meaning of key words. I think they knew that computer based approach with cognitive strategies help them to get the full meaning of contexts also help them to know which suited them according to their own learning styles.

Watching on the Computer

Table 3 reflects on students use of cognitive strategies when watch on the computer as well as they express their desire towards watching on the computers.

Table 3: Cognitive Strategies (Watching on the Computer)

Cognitive strategies (Watching on the computer)	**1**	**2**	**3**	**4**	**5**	**Mean**	**SD**
1. when watching programs on the computer I pay attention to pictures to understand better	10	22.5	27.5	30	10	**3.075**	**1.16**
2. when watching TV programs or films on the computers I read English subtitles to understand more	10	10	27.5	37.5	15	**3.23**	**1.15**
3. When watching TV programs or films on the computers I use subtitles in my language to understand more	0	20	40	17.5	22.5	**2.55**	**1.01**
4. I watch TV programs or films on computer twice: once with subtitles and once without	35	12.5	27.5	25	0	**2.42**	**1.22**

Above table that deals with students' preferences towards use of computer to watch movies or TV programs represents, students liked to use computer to watch movies or TV programs. In response to the first item 40 % of students chose "often" and "always" columns and claimed "when watching programs on the computer they pay attention to pictures to understand better" and 27.5% of students believed sometimes they do this and 33.5% claimed they didn't like such activities. Second and third items of table that considers students tendency towards use of subtitles when they watch TV programs or films, 52.5% of students claimed "when watching TV programs or films on the computers, they read English subtitles to understand more" and 27.5% claimed sometimes they do this, and in response to the third item 40% of students claimed when watching TV programs or films on the computers "they like read English subtitles to understand more" and 27.5 % reported sometimes they preferred such an activity, and in response to forth item, the frequency represents that 47.5% of students didn't prefer to watch more than once TV programs or films on computer(one with subtitle and once only watching), and 27.5% claimed sometimes they like to do this, maybe such preference in forth item depends on the films that they watch.

To make summery of results, students prefer to watch different programs on computers maybe, they believe with watching English programs on computer they can both listen and catch words and at the same time they can imitate it, or with watching movies with their subtitles in English they can completely catch and memorize its meaning. But as results indicates they didn't prefer to watch the movie twice maybe they wanted to stress that in first time that they watch movies they try to focus on listening to understand as much as possible. As well as this observation in this part of the study supports our chosen definition of autonomy as learners accepting responsibility for their own learning. Moreover, autonomy in this study appears to be embracing both the content and the process of learning; the participants made independent choices regarding both materials and the way they were used.

Reading on the computer

Table 4 reflects on students' use of cognitive strategies when read on the computer as well as they express their desire towards reading on the computers.

Table 4: Reading on the Computer

Cognitive strategies (Reading on the computer)	**1**	**2**	**3**	**4**	**5**	Mean	**SD**
1.Before reading the text on the Internet I first look at the title or pictures to guess what the text can be about	20	15	32.5	27.5	5	2.83	1.19
2. When reading on the Internet I skip parts I don't understand	20	30	30	17.5	2.5	2.52	1.08
3. When reading on the Internet I read the same things more than once to understand more	5	25	27.5	27.5	15	2.72	1.26
4. When reading on the Internet I look for meaning from the text without using a dictionary	17.5	10	22.5	40	10	3.15	1.27
5. I write down new words or phrases I see on the Internet	10	27.5	27.5	17.5	17.5	2.85	1.19
6. I go back regularly to refresh my memory of words I learnt earlier from the Internet	22.5	27.5	30	12.5	7.5	2.75	1.40

Above table deals with use of cognitive strategies when reading on computer, in answer to the first item of the questionnaire students gave neutral response, 35% of students chose "rarely" and "never" columns and 32.5% reported sometimes and 37.5% claimed often or always "Before reading the text on the Internet they often or always first look at the title or pictures to guess what the text can be about looking at the title and pictures" and in response to the second item of table, most of the students (50%) claimed "When reading on the Internet I skip parts I don't understand", and 30% claimed sometimes they did this and in response to the third item of questionnaire 42.5% of students claimed "When reading on the Internet I read the same things more than once to understand more" while 30% rejected this view.

Inferring meaning from context without using a dictionary is one of the strategies which deal with cognitive learning. In response to this item majority of students claimed "When reading on the Internet they look for meaning from the text without using a dictionary" only 27.5% claimed they never or rarely do this and in Forth and the fifth items of table that deals with students thought towards the use of new word that they learn from the internet, data reveals students didn't show inclination towards new learned words and 37.5%of them claimed they rarely or never "write down new words or phrases they see on the Internet" and 27.5% of students claimed they sometimes do this and 35% of them reported often or always they write new learned words, and in answer to the last item of table 50% of students claimed they "never" or "rarely" go back regularly to refresh their memory of words that they learned earlier from the Internet and 30% claimed sometimes they refresh their memory of words. To make summarize, the analysis of results reveals that students didn't like to read on the computer and activate their cognitive strategies, to get high results of their learning.

Social Strategies which learners apply when using computer

Table 5 reflects on students' use of social strategies when work on computer.

Table 5: Social strategies

Social strategies	1	2	3	4	5	Mean	SD
1. I practice English using computers with other students	17.5	52.5	25	2.5	2.5	**2.20**	**.85**
2. I talk to other students to find out about learning English using computers	20	45	30	5	0	**2.20**	**.82**
3. When I don't know the answer while doing an exercise on the computer I ask someone else for help	5	32.5	35	27.5	0	**2.85**	**.89**
4. when I finish the exercise on the computer I ask others to check it for me	30	40	22.5	7.5	0	**2.07**	**.917**
5. I write e-mail to other speakers of English to practice my language	25	30	27.5	10	7.5	**2.45**	**1.20**
6. I start conversations in English on live chats to practice my language	15	20	30	25	10	**2.80**	**1.22**
7. when I talk to some one on live chat I ask him/her about the meaning when I don't understand	25	22.5	32.5	10	10	**2.57**	**1.26**
8. on the live chat I ask English speakers to correct me when I make mistakes	30	22.5	27.5	15	5	**2.43**	**1.22**

Table 5 deals with students view about social strategies use while using computer. Rubin and Wenden (1987) define Social strategies as those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language.

The results of this part found considerably less evidence of the use of social strategies compared to cognitive strategies. 70% of the students claimed "never" or "rarely" practiced English using computers with other students and 65% reported, they never talk to other students to find out about learning English using computers and 70% reported, they never or rarely asked others for feedback. Less than half the students reported that when they don't know the answer while doing an exercise on the computer they "never" or "rarely" asked someone else for help. In response to the fifth item of table, 55% of students claimed, they rarely write e-mail to other speakers of English to practice their language and 27.5% reported sometimes they wrote an email to practice their English.

More social strategies that near to the half of the students claimed, was conversations in English on live chats to practice their English and learn new vocabulary. In response to the seventh item of the table 47% of students claimed they didn't like negotiating meaning while chatting and 52.5% of them reported that when they talk to some one on live chat they never or rarely ask him/her about the meaning when they don't understand, while 32.5% sometimes did so, and 20% did often or always.

The Relationship between Iranian EFL Students' Computer Based Materials Preferences in Self Study Context and Success

With the purpose of finding correlation between students' success in tests and their strategies preferences, correlation coefficient was done on results. The results show that there is moderate correlation between the use of cognitive strategies (r=0.43) and success of students in tests. But the correlation between other strategies was inconsiderate or in some cases it was negative.

Correlations

		MET	COG	SOC	Successful learners' scores
Successful learners' scores	Pearson Correlation	-.089	.438*	.153*	1
	Sig. (2-tailed)	.456	.018	.022	

* . Correlation is significant at the 0.05 level (2-tailed).

To make summarize, in this part of study students didn't show intention towards the use of social strategies in working on computer, the sub strategies which were acceptable for them, including conversations in English on live chats to practice their English and learn new vocabulary, therefore students intended to use less social strategies and didn't like to activate their social strategies, in order to get high results of autonomous learning.

DISCUSSION

The analysis of first table that deals with students self monitoring, planning and thinking in their learning (meta- cognitive strategies) showed that students showed intention to direct their learning but relatively students were unconscious about planning and they claimed they rarely took charge of the development of their own program. That is to say that the learner claimed they didn't decide what commitment to make to language learning on computer or they rarely set himself reasonable goals, but were able to decide on an appropriate internet sites that are near to their level, select appropriate resources of listening and reading materials, and monitor progress, or evaluate their achievement in the light of previously determined goals and expectations, Although according to the questionnaire data planning learning was the least used strategy, the majority of the respondents reported that they identified their weaknesses and organized their learning accordingly.

In other table that deals with cognitive strategies, strategies that are operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials, students claimed they liked to listened or watched audio-video content in English, therefore it appeared they use a range of cognitive strategies that deals Clarification / Verification , Guessing / Inductive Inferencing , Deductive Reasoning , Practice and Memorization and it seems they were less user of strategies about reading textual content on computer. In table that considered students' attitudes towards the use of computer to listening activities most of the students preferred often and always columns, responses suggested that the most frequently used strategies were listening, maybe their favorite way to practice listening was by listening to music while looking at lyrics of the songs on the computer. On other part of the table, majority of students preferred to watch movie and TV programs on the computer with subtitles, and maybe these data suggest that while watching and listening on the Web students consciously apply a range of strategies in order to learn more effectively, maybe they knew that with watching or listening on the computer and with repetition or resourcing, translation, grouping, note taking, deduction, recombination or given importance to the key word they can enhance the use of cognitive strategies and autonomous learning.

The analysis of last table indicates that students were less user of social strategies when use computers, they only preferred to have live chat with strangers in order to improve their listening and grammar, maybe they believed that use of internet helps, especially while chatting with those people who have higher level of English than them, because they use some words that students don't understand, and they use some forms and

sentences that are new to students. But in other items of the use of social strategy students claimed they rarely or sometimes use social strategies.

It is clear from the study that the students who lack knowledge about computer cannot make use of its potential and are therefore not in a position to apply relevant strategies. In contrast, students who already have a repertoire of certain skills and strategies make effective use of computer and thus develop their autonomy. It is recommended that classroom-based input be given into using computer so that all students are in a position to make use of this technology. As Freiermuth and Jarrell (2006) have shown such activity amongst non-native speakers reduces anxiety, improves output and adds to learner control. These findings have been supported in a number of other studies including Kitade (2000), Payne and Whitney (2002) that claimed, the language learner capable of using a wide variety of language learning strategies appropriately with computer can improve his language skills in a better way, for example they can improve organization of learning time, self-monitoring, and self-evaluation or with using social strategies when use computer they can improve their pronunciation, or asking a classmate to work together on a particular language problem. They can with developing skills in such areas as meta-cognitive, cognitive, and social strategies can build up learner independence and autonomy whereby he can take control of his own learning (Hishmanoglu, 2000).

CONCLUSION AND RECOMMENDATIONS

Language learning strategies were those actions, behaviors, tactics, or techniques which facilitate the learning of the target language by the language learner. Since many factors like age, gender, motivation, life-experience, learning style, anxiety, etc. affect target language learning; it is not reasonable to support the idea that all language learners use the same good language learning strategies or should be trained in using and developing the same strategies to become successful learner (Hishmanoglu, 2000).

In present study, we see that nearly half of the language learners use language learning strategies in the learning process and I see that they regarded the computer as a very useful tool for independent learning, and I consider that the students seemed to be satisfied that they could pursue their learning at their own pace and in their own way. They valued computer, because they thought computers give them opportunity to learn and have fun at the same time. Only in some cases like use the computer when listening or watching but in case of social strategies they claimed rarely used the computer, these negative reposes as I referred before can be analyzed with their age, gender, motivation, life-experience, learning style, lack of knowledge and feeling anxious when speaking with other native speakers.

As the use of computer technology for developing the use of strategies in learning other languages is different from working in a traditional paper-based environment, where a student is likely to have only one or two books in which he or she works through paper based printed text in a fairly linear way, teachers roles to encouraging students to be more active in use of computer is very crucial, as Oxford (1990:1) states, language learning strategies "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence." Besides developing the communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners. "Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher" (Lessard-Clouston 1997:3).

Therefore it is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies. The language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of his/her students possessing different learning styles, motivations, strategy preferences, etc. Therefore, it can be stated that the most important teacher role in foreign language teaching is to encourage students to use of a range of tasks to enhance their learning (Hall 1997).

WJEIS's Note: This article was presented at 5th International Conference on New Trends in Education and Their Implications - ICONTE, 24-26 April, 2014, Antalya-Turkey and was selected for publication for Volume 4 Number 2 of WJEIS 2014 by WJEIS Scientific Committee.

REFERENCES

Bush, Michael. (1997). *Introduction, Technology-Enhanced Language Learning*. Lincolnwood: National Textbook Company.

Lessard-Clouston, M. (1997). *Language Learning Strategies: An Overview for L2 Teachers* on The Internet TESL Journal

O'malley, J. Michael, Ch, Anna U., Stewner-M, G, Russo, Rocco P., And L. Kupper. (1985). "*Learning Strategy Applications with Students of English as a Second Language*" in TESOL Quarterly 19: 557-584.

Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know.* New York: Newbury House Publishers.

Wenden, A. and Joan R. (1987). Learner Strategies in Language Learning. New Jersey: Prentice Hall.

Ahmad, K., Corbett, G., Rogers, M., & Sussex, R. (1985). *Computers, language learning, and language teaching.* Cambridge: Cambridge University.

Goodwin-Jones, B. (2004). Emerging technologies, language in action: From webquests to virtual realities. *Language Learning & Technology, 8*(3), 9-14.

Hall, S. (1997). *Language Learning Strategies: from the ideals to classroom tasks.* Language and Communication Division, Temasek Polytechnic on Internet .

Kern, R. & Warschauer, M. (2000). Introduction: Theory and practice of networked-based language teaching. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice* (pp.1-19). New York: Cambridge University Press.

Kitade, K. (2000). L2 learners' discourse and SLA theories in CMC: Collaborative interaction in Internet chat. *Computer Assisted Language Learning, 13*(2), 143-166.

Larsen, M. D. (1983). Persistent problems of computer-assisted instruction. *CALICO, Journal, 1*(5), 31-34.

Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization.* London: Clarendon Press.

Philips, J. K. (1998). Media for the message: Technology's role in the standards. *CALICO Journal, 16*(1), 25-36.

Schulz. R. (1993). What one has to know about methodology in computing. *CALICO Journal, 10*(4), 39-56.

Warschauer, M. (2001). Online communication. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp.207-212). Cambridge: Cambridge University Press.

Warschauer, M., & Meskill, C. (2000). Technology and second language learning. In J. Rosenthal (Ed.), *Handbook of undergraduate second language education* (pp. 303-318). Mahwah, New Jersey: Lawrence Erlbaum.

Yang, P. J. (1998***).*** *Networked multimedia and foreign language education*. *CALICO Journal, 15*(1-3), 75-88.

Zhang, Z. S. (1998). *CALL for Chinese: Issues and practice.* Retrieved July 26, 2004, from http://www.csulb.edu/~txie/learn_online/issues.htm
.