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## Learner Strategies of Hungarian Secondary Grammar School Students

Learner strategies have been recognised to play a significant role in affecting learning outcomes. The present study provides a comprehensive picture about the foreign language learner strategies of Hungarian secondary grammar school learners in the 10th and 11th years of their studies, in an attempt to uncover what kind of language learning is reflected in their strategy use. Building on previous research conducted in a variety of contexts into learner strategies, this paper presents findings about the subjects' strategy application and about the factors that are hypothesised to affect strategy choice. Of the range of factors that have an impact on strategies, the effect of proficiency level, success with language learning, gender, perceptual preferences and the style of teaching have been examined.

To answer the main question of the study, that is, what kind of foreign language learning is reflected by the subjects' strategy use, research involving more than 120 secondary learners and their English teachers has been conducted. Strategy choice has been examined by self-reporting questionnaires. Parallel to these, observations were carried out in the English classes of the learners involved, with the aim of finding out what kind of foreign language teaching is typical in the light of the tasks normally assigned, and to reveal how the teacher's way of conducting classes instigates the choice of learner strategies in and outside of the classroom. A further objective was to see what sensory learning style preferences the style of teaching accommodates, and whether it is appropriate to the learners' sensory preferences. Sensory preferences have been assessed by the application of a perceptual learning style assessment survey. Teachers' views on the ways their learners learn, on the state of foreign language education in Hungary, and on the importance and possibilities of enhancing student learning have been elicited by interviews.

The findings suggest that Hungarian secondary grammar school learners master a somewhat limited repertoire of strategies, therefore they need to be taught strategies as well as the ways of adopting the right ones to promote their learning. For this to happen, teachers need training in the ways of providing learner strategy instruction. The paper outlines what the findings imply for the foreign language classroom and for teacher training, both at pre-and in-service levels, and offers suggestions as to what directions learner strategy research could take in the Hungarian context.



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