

Memory, Cognitive and Compensation Strategies: The Relationship between Application of Strategies and non-Iranian Persian Learners' Success in writing skill

Zohreh Sediqi Far¹, Sharareh Khaleqi Zadeh^{2*}

1. Faculty Member in Teaching Persian to non-Persian Speakers, Imam Khomeini International University, Qazvin, Iran

2. PhD Candidate in Linguistics, Ferdowsi University, Mashhad, Iran

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Learning strategies are amongst the tools that learners use to learn languages. In other words, learning strategies are widely introduced as techniques or methods that students often use to improve their learning skills in second language. Despite the importance of strategies and their role in accelerating and effective learning, few researches have been conducted on the impact of strategies on the success of learners in learning language skills. Also no reliable research has been done so far to study the effect of strategies on the success of non-Iranian Persian speakers. Therefore, due to the impact of using strategies on learning language skills, this study examines the impact of memory, cognitive and compensation strategies on the success of Persian language learners in writing skill. To this end, the following questions were raised:

1. Is there a significant relationship between using memory strategies and the success of non-Iranian Arabic language learners in writing skills?
2. Is there a significant relationship between using cognitive strategies and the success of non-Iranian Arabic learners in writing skills?
3. Is there a significant relationship between using compensation strategies and the success of non-Iranian Arabic learners in writing skills?
4. Is there a relation between applying total direct strategies (cognitive and compensation strategies) and the success of non-Iranian Arabic learners in writing skills?
5. Is the contribution of using each of the direct strategies the same in predicting the success of non-Iranian Arabic-speaking learners in writing skills?

According to the above questions, the following hypotheses are considered:

-Hypothesis 1: There is a significant relationship between using memory strategies and the success of non-Iranian Arabic language learners in writing skills.

-Hypothesis 2: There is a significant relationship between using cognitive strategies and the success of non-Iranian Arabic language learners in writing skills.

* Corresponding Author's E-mail: Khaleghiadeh.sh@mail.um.ac.ir

-Hypothesis 3: There is a significant relationship between using compensation strategies and the success of non-Iranian Arabic language learners in writing skills.

-Hypothesis 4: There is a relation between applying total direct strategies (cognitive compensation strategies) and the success of non-Iranian Arabic learners in writing skills.

-Hypothesis 5: The contribution of using each of the direct strategies is different in predicting the success of non-Iranian Arabic-speaking learners in writing skills.

The sample of this study consists of 42 non-Iranian Arabic-speaking Persian learners (men and women) who were in age range of 18-20 years old. These learners were learning Persian language in advanced level in the fall semester 2016. Oxford Language Learning Strategies Questionnaire (1990) is used to measure application of strategies, and the students' scores in the course of writing were used to determine the relationship between language learning strategies use and Persian learners' success in writing skill. The analysis of the hypotheses was done using Kolmogorov-Smirnov test, Pearson correlation coefficient and regression and the results of the Pearson correlation coefficient test showed that there is a significant positive relationship between the use of memory strategies with success in writing skill. In addition, according to the results of correlation coefficient, there is also a significant positive correlation between the use of compensation strategy and success in writing skills. This is despite the fact that according to the findings, there is not a significant relationship between the use of cognitive strategies and learners success in writing. Regression analysis also indicated that among direct learning strategies, two types of memory and compensation strategies, causes success of Persian learners in is writing skill. And among these strategies, compensation strategies are more effective than memory strategies on success of Persian learners. Finally suggestions for teaching strategies in the classroom were presented.

Keywords: Memory strategies, Cognitive strategies, Compensation strategies, Writing skills.