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## THE RELATIONSHIP BETWEEN TEACHING AND LEARNING STRATEGIES OF ENGLISH RECEPTIVE SKILLS: A MONGOLIAN CASE STUDY

### ABSTRACT

#### Abstract

This paper explores issues in teaching and learning English language receptive skills for the 6<sup>th</sup> and 8<sup>th</sup> graders in Dornod province, Mongolia based on results from research conducted on online questionnaires. It is suggested that receptive skills should be taught based on communicative language teaching (CLT) including pre, while, and post stages. On the other hand, receptive skills are taught based on terminology and forms, not in active ways using real life communication. Alkaff (2013) said students concentrate more on terminology that they are tested on using multiple choice questions because of limited practice on everyday interactions. Therefore, teaching receptive skills is needed to effectuate improvement. It is important that teachers know their students' learning strategies and interests so that they can improve their students' skills using appropriate methods matched with students' attitudes and interests based on their learning strategies. English language teaching and learning strategies in Mongolia have not been well researched yet. Therefore, this study aims to identify the relationship between teaching and learning receptive skills using descriptive, correlation and regression analyses. The results showed that teachers' encouragement for out-of-class listening activities increase students' attitudes and improve their listening skills. Teaching materials that are used to improve students' reading skills positively affect students' reading skills, especially for 8<sup>th</sup> grades. 6<sup>th</sup> grade students read and listen more effectively out-of-class. Generally, asking students to read out-of-class improves their attitudes. On the other hand, the strategies that can improve students' communicative competence and critical thinking skills based on communicative language teaching and collaborative learning are not used often. Using common classroom tasks negatively impacts students' attitudes. Reading out-of-class is not effectively used in teaching and learning for the 8<sup>th</sup> grade.

### Introduction

Teaching receptive skills means using appropriate teaching methods and strategies that match with students' learning strategies and needs in order to improve their comprehension skills on spoken and written texts. Communicative language teaching has been used as a basic approach in language teaching and learning for many years. Now it is a representation of collaborative learning to improve students' communicative competence and their critical thinking skills that enable them to express their ideas, interpret the implied information, and negotiate and solve problems cooperating with others. Receptive and productive skills are suggested to be taught with the stages of before, during and after activities. Also, it is important that teachers know

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their students language learning strategies and needs so that they can use appropriate methods that correlate with their students' needs and interests based on their learning strategies.

Since teachers do not apply methods that are mentioned above, some researchers found receptive skills are taught based on terminology and forms, not in active ways using real communication. Teachers and students focus on terminology that they are tested on such as using multiple choice questions, true false statements and filling in the gaps, etc. Therefore, teaching receptive skills needed to be improved. To achieve success in language learning, students need to use effective strategies beyond depending on their teachers. Bandpay (2016) stated learners need to develop their own learning strategies to work with written and spoken text. The researchers have found factors that influence students' success in language learning. Zare (2012) reported the following factors in his literature review which influenced students' language learning strategies: age, sex, attitude, motivation, and language proficiency. English language learning and teaching is always under discussion in Mongolia since the Mongolian government added English as a second language to its language policy in 2005. While it is recognized that language learning strategies help students to gain more responsibility for their own learning, language teaching and learning strategies in Mongolia have not been well researched yet.

The ministry of education makes English language learning and teaching a priority in Mongolia. Many projects, standards, and curriculums have been used successfully. The core curriculums for primary, basic, and complete secondary education are the most important documents for English language teachers. The core curriculum for basic education (Ministry of Education, Culture and Science, 2015) includes 6-9 grades and provides guidance for each subject including syllabus, teaching methods, and assessments. In this curriculum, English language students in 6<sup>th</sup>-8<sup>th</sup> grade are required to meet the English language A1 to A2 levels of the Common European Framework of Reference for Languages (CEFR, 2001) and students are taught to learn to work on unseen text using acquired receptive skills. Therefore, this study begins to fill the need for identifying the relationship between teaching and learning strategies used for English language receptive skills, for exploring how students' attitudes towards learning English language and their learning strategies effect their teachers' teaching strategies.

### **Theoretical background**

When people learn a language, they usually learn to listen first, then to speak, then to read, and finally to write. In this case, learners should be equipped with receptive language skills first before productive language skills. They gained access to language input through receptive skills which were listening and reading. The skills needed to engage in speaking and writing are described productive while listening and reading skills are said to be receptive. Prasad (2013) stated that productive and receptive terms are improvement of earlier active/passive representation which is now the representation of collaborative nature. Collaborative learning is one of the aspects of communicative competence which has the meaning of interpretation, expression and negotiation.

Nowadays, language teaching experts and researchers suggest using online authentic materials to increase students' language skills. Erbaggio (2012) recommended four advantages of using online authentic materials. First, students feel less fear because their mastery of the tools balances their language deficiencies and their difficulties in fully understanding the material. Second, students feel confident in working independently or with lesser guidance from



their teachers. Third, compared with traditional printed, audio, or video authentic materials, they help students with the vocabulary not included in the textbook. Fourth, they also provide immediate feedback to students. Similarly, Omid and Azam (2016) noted that using authentic materials for teaching receptive skills is effective. Authentic listening materials cause exposure to real language and are more related to natural needs of the language learners. They also indicated that teachers would tend to use more authentic materials in reading rather than listening classes and the internet and TV would be the most used sources for obtaining authentic materials.

On the other hand receptive skills are taught based on terminology and forms, not in active ways using real life communication. Alkaff (2013) said students concentrate more on terminology that they are tested on using multiple choice questions because of limited practice on everyday interactions. Therefore, teaching receptive skills is needed to be improved. It is important that teachers need to know their students learning strategies and interests so that teachers can improve their skills using appropriate methods matched with student's attitude and interests based on their learning strategies. Weng, Yunus and Embi. (2016) concluded in their study that it was essential for teachers to understand LLS and the relationships between LLS and English language achievement. Hence, teachers were expected to know not only how to teach English but also how to strengthen learners' LLS in order to improve teaching and learning efficiency. In order to know the students' attitude, interests and learning strategies, teachers can use observation, survey and interview, etc. Hong (2008) suggested that teachers can use classroom research as a tool to explore students' needs and can identify the strategies that best meet their learners' immediate needs. English language instructors are suggested many practices and methods to teach receptive skills. Another suggestion outlined by Grow and Leblanc (2015) is five overarching best practices for teaching receptive skills:

First, the instructor should require the learner to attend (i.e., observing response) prior to presenting the antecedent stimulus. Second, the task should be presented in a way that eliminates or substantially reduces the risk of the instructor providing inadvertent cues. Third, the instructor should arrange the antecedent stimuli to increase the likelihood that appropriate stimulus control will be established. Fourth, the instructors should select an effective prompt fading and use differential reinforcement to transfer stimulus control from prompts to the relevant antecedent stimuli. Fifth, if faulty stimulus control is suspected, the instructor should troubleshoot the existing problems with stimulus control to determine if a strategy should be implemented to remediate the faulty control. (pp. 56-57)

### **Teaching listening**

According to Nor (2014) listening provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life. Listening skill provides top-down and bottom-up processes. Top-down strategies are for example: listening for the main idea, predicting, drawing inference, summarizing. On the other hand, bottom-up strategies are concentrating on specific details while listening; recognize word-order patterns, etc.

Improving listening skill is interrelated to speaking. Instructors can use their speaking, instructions or repeating instead of using audio materials in listening activities. These kinds of strategies and techniques are recommended by many researchers. One of them suggested by



Thomson (2012) is to give five seconds to students after asking a question to think what has been asked and provide students with the opportunity to comprehend. Also, repeat key instructions or points, paraphrase, use slower, clear speech and visual aids to help students better comprehend what is being said and increase verbal interaction in classroom activities to help students expose to as many different types of authentic language as possible. Renukadevi (2014) addressed some reasons why students feel listening difficult are lack of effort to understand every word while listening, laziness to improve their vocabulary, different pronunciation and accents, concentration/ listening stamina, physical setting or environment, or spend too little time on listening activity.

There are many methods and techniques recommended by researchers to teach English listening skills. Lakshmi and Reddy (2015) noted that the CALL can give shy and inhibited students the opportunity to better understand, it improves students' listening skill as well as their academic achievement, and also a useful English language tool that raises students' motivation by increasing their confidence, encouraging them and broadening their listening and oral skills.

Similarly, Majid (2011) suggested using social network in teaching listening. He stated that media can promote and maintain student motivation, curiosity, and interest. Once student motivation has been maintained, they will be an autonomy learners and the student-centered learning can be achieved.

Also, songs help L2 learners improve both their listening comprehension and production of important pronunciation features. Ghanbari and Hashemian (2014) stated that most lyrics need to be interpreted, and regular practice of this may improve prediction and comprehension skills. Songs can make learning more enjoyable and interesting and, students learn the target language and feel comfortable in a relaxing atmosphere. Lio (n.d) addressed the importance of collaborative learning in listening acquisition. He stated that students not only listen to each other but also how the ideas form, how to express their point of view and how to clarify their own thinking. He also noticed teachers to pre-teach important new vocabulary, to give students questions to follow, should not spend too much time on grammar and to spend 15 minutes for one listening activity.

The TESS-India OERs provide teachers with a companion to the school textbook. They offer activities for teachers to try out in their classrooms with their students, together with case studies showing how other teachers have taught the topic and linked resources to support teachers in developing their lesson plans and subject knowledge. They suggest teachers be 1. Involving students in listening 2. Asking questions to help students listen 3. Using audio recordings. Nor (2014) suggested six techniques in teaching listening. Those techniques are: *Information Transfer, Paraphrasing and Translating, Answering Questions, Summarizing, Filling in Blanks, and Answering to Show Comprehension of Messages*. Aguilera and Filologia (2012) identified 8 strategies that English language teachers use in their teaching listening. 1. Listening for specific information that learners identify certain key information at word level. 2. Listening for details that students listen for phrases and longer strings of information at sentence level. 3. Listening for the main idea to listen to the complete recording in order to understand core ideas 4. Listening for opinions ~~to listen~~ to understand the views expressed by a particular speaker 5. Inferring meaning to understand what the speaker is really saying 6. Recognising context to identify where it takes place, who the people are, etc. 7. Predicting to anticipate what they will hear before the recording is played 8. Identifying emotion to identify the mood of a particular speaker.



### **Teaching reading**

According to Alqarni (2015) reading is a complex process for some learners in learning their first language. This process becomes more complicated when they learn a foreign language. Prior knowledge, past experiences and learners' backgrounds assist learners in comprehending new information in learning reading in their mother tongue as well as in EFL. Researchers have been investigating effective strategies used for teaching reading. Nejabati (2015) found that teaching self-regulated learning strategies as an effective factor in developing reading comprehension and also general achievement. He suggested policy makers to provide handbooks for teachers which contain guidelines for efficient teaching through strategies to teach effectively and learners to be more independent and lifelong in the language learning process.

Some studies have concluded that strategy-based teaching could be a good method to enhance comprehension. Bamanger and Gashan (2014) found that guessing the meaning of ambiguous vocabulary, explaining vocabulary items, scanning the text, and asking questions to check comprehension are the most significant strategies in teaching reading skill. This means there is a relationship between teachers' belief and actual classroom employment. Stoller.,Grabe and Komiyama (2013) stated that five key elements of reading instruction made notable improvements in students' reading abilities. 1. Extensive practice and exposure to print 2. Commitment to building student motivation 3. Attention to reading fluency 4. Vocabulary building 5. Comprehension skills practice and discussion. Aguilera and Filologia (2012) identified reading for specific information or scanning to find a specific piece or pieces of information, reading for gist or skimming to get a general idea of what is about, reading for detail to get the meaning out of every word and extensive reading to read long pieces of text are common strategies to teach reading skill.

### **Language learning strategies**

There have been numerous attempts to define language learning strategies. Griffiths and Cansiz (2015) defined language learning strategies as “activities consciously chosen by learners for the purpose of regulating their own language learning”(p. 475-476). Schmidt and Watanabe (2001) identified four types of learning strategies (cognitive, social, study, and coping). Many researchers seek to discover how learners learn something, what makes learners successful at learning something, and why some people are more effective at learning than others (Khalil, 2005, Säälük, 2015, Weng., Yunus., & Embi, 2016..etc). Researchers focused on factors that can affect students' language learning skills. Khamkhien (2010) and Zare and Nooreen (2011) mentioned in their studies that many factors influence students' language learning strategies: age, sex, attitude, motivation, aptitude, learning stage, task requirements, teacher expectation, learning styles, individual differences, motivation, cultural differences, beliefs about language learning, and language proficiency.

For language learning strategies, English language vocabulary learning strategies are mostly studied; very few studies were found on English language listening and reading strategies which are mostly used outside the classes. For example; Sayer and Ban (2014) found students like to use English outside the class by listening to popular songs, watching movies in English, playing video games, using the Internet, and using Google Translate. Butler, Someya



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and Fukuhara (2014) investigated the effect online games had on language learning. Thèkes (2016) stated the following in his dissertation regarding access to English outside the classroom: Students in Hungary encounter English language while listening to music and watching films, and searching for information on Google followed the first two activities in ratio and occurrence and Doró and Habók (2013) found that metacognitive strategies are the most frequently used ones by YLs, while compensation strategies were the least often used ones in Hungary. (pp. 21-22)

These studies show that students actively engage in English listening and reading outside the classroom.

For receptive skills, successful learners mostly use affective strategies which lower their anxiety and encourage them to stay focused on reading and listening tasks (Koch, 2016). Therefore, instructors should train students in using affective strategies, even though this study did not include any affective strategies to be shown as other strategies. Additionally, English teachers are taught to use pre-, while- and post- activities for receptive skills in their lesson plans.

Jeon and Yamashita (2014) mentioned that “the recent investigations of first (L1) and second language (L2) reading abilities have largely owed to the component-skills approach to reading” (p. 161). This approach views reading as multiple cognitive processes (e.g., decoding, vocabulary knowledge, syntactic processing, metacognition) and involves separate measurements of sub-skills of reading. For reading, two fundamental types of learning strategies, metacognitive and cognitive, are mostly used. According to Oxford (2011) metacognitive strategies are a set of activities to plan, obtain, organize, coordinate, monitor and evaluate the construction based on cognitive process. Nandi (2011) mentioned “in ELT, the students without metacognition have been treated as learners without direction who cannot monitor their process of learning,” (p. 175). In recent years, researchers have used the method of meta-analysis to investigate issues regarding bilingual reading, such as cross linguistic transfer across various language variables (Melby-Lervåg & Lervåg, 2011) or the role of phonological skills in word reading ability among bilingual children (Melby-Lervåg, Lyster., & Hulme, 2012). These studies show that native language and its phonology affect the second language reading skill and comprehension as well. Extensive reading in English helps children to overcome these phonological issues.

The relationship between teaching and learning strategies has been rarely studied. As earlier study by Trigwell et al (1999) indicated giving helpful feedback, making an effort to understand the difficulties, being good at explanations, motivating students and showing an interest in what the students have to say can make students adopt a deeper approach to learning. Quantitative research suggested teacher quality and good classroom practices have greater effect on students' achievement while qualitative literature emphasized on individualizing instruction, teachers' professional development and authentic assessments seem to be effective (Wenglinsky, 2002). Teachers' support to student engagement creating a caring, well-structured learning environment (Klem & Connel, 2004) strongly predict whether students will successfully learn, similarly (Ganyaupfu, 2013) stated students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities. Iurea et al, (2011) also mentioned that a student has greater satisfaction towards the methods used in courses when he considers the learning process as being very appropriate to his favorite learning style.



### *The aim and research questions*

This study aims to explore how teaching and learning English language receptive skills are related to each other and the following research questions are addressed to reach the goal.

1. What is the relationship between teaching and learning strategies?
2. What is the relationship between teaching strategies and teaching materials and teachers' encouragement?
3. What is the relationship between learning strategies and teaching materials and teachers' encouragement?
4. What are the effects of teaching receptive skills in each grade?

## **Method**

### *Participants*

Participants in the study were 73 English language teachers from 19 schools in Dornod province 13.7% of them male (N=10) and 86.3% of them female (N=63). Bachelor (N=40) 54.8%, Master (N=31) 42.5%. Average hours a week teaching English language was 20, average year of work experience was 10 years. 6<sup>th</sup> grade students (N=99) and 8<sup>th</sup> grade students (N=114) (44.9% male and 55.1% female) from 11 schools in a province of eastern Mongolia which includes a major city, Choibalsan, and the villages in its metropolitan area. Dornod province is one of the biggest provinces and the central urban area for economic, social and educational status in the eastern part of Mongolia. It shows all relevant characteristics of the Mongolian education system and may be considered as a culture bearing unit fitting well to the purpose of the study. This study covered all public schools in the center of the province and in rural areas, so that it can represent the urban and rural area language education.

### *Instruments*

Totally 82 items (background 6, pre-listening 9, while-listening 10, post-listening 10, pre-reading 9, while-reading 9, post-reading 7, teaching material 12, encouragement 10) included in the self-made teachers' questionnaire. The reliability of the teachers' questionnaire  $\alpha=.70$ . The questionnaire for students consisted of 13 blocks of questions and only listening attitude and strategy for listening attitude items were different for 6<sup>th</sup> grade based on an online test of [English Language receptive skills] content which was taken after the survey questionnaire (37 items for 6<sup>th</sup> graders including background, listening and reading attitude, and listening and reading strategies; 23 items for 8<sup>th</sup> graders including background, reading attitude, and reading strategies). The survey questionnaire was based on numerous international questionnaires (PISA, 2015, Huseynova, 2007, Leppänen, 2007) and with a few extra items added to account for Mongolia-specific differences in the educational system. In students' questionnaire, two items for listening and three items for reading strategies were assessed with categorical responses, and 5 items for listening and 6 items for reading strategies were assessed on a five level Likert scale (1= strongly agree; 5= strongly disagree).

### Procedure

Teachers' data were collected from May to July in 2017 with online questionnaire and students' data were collected anonymously from January to March in 2017. Access to the online questionnaire was granted using the eDia system (eDia.hu, 2009). For analyses of results descriptive statistics were used to explore the most commonly used strategies, correlation analysis was used to identify the relationship between teachers' and students' language teaching and learning strategies, and regression analysis was used to investigate influence factors of language teaching and learning strategies.

### Results

Descriptive statistics were used to identify the most frequently used teaching and learning strategies in each skill. Table 1 shows most frequently used teaching and learning English listening skill. Teachers usually check comprehension of students' listening (M=4.1 SD=.98), ask students to discuss pictures (M=4.1 SD=1.4) and ask students to answer multiple choice questions (M=3.9 SD=1.1)...etc while students prefer to choose key words while listening (M=4.5 SD=.74), ask questions to clarify that they don't fully understand (M=4.4 SD=.97) and do mind mapping while listening (M=4.2 SD=.89)..etc. For listening skill, 3 matched strategies were found that teachers check comprehension of students and students ask questions to clarify, teachers ask students to discuss their opinion on the topic and students do mind mapping while listening, and teachers ask students to take notes and students take notes while listening as well.

Table 1. The most frequently used teaching and learning strategies of English listening skill.

Teaching listening skill	M	SD	Learning listening skill	M	SD
I check comprehension of listening (asking questions, true false statements, etc)	4.19	.98	I choose key words while listening	4.5	.74
I ask students to discuss pictures, photos or cartoons	4.10	1.36	I ask questions to clarify anything that I don't fully understand	4.4	.97
I ask students to answer multiple choice questions	3.96	1.11	I do mind mapping while listening	4.2	.89
I ask students to do tasks related to vocabulary, grammar, pronunciation	3.95	1.02	I understand the content through speaker's intonation	3.6	1.09
I ask students to discuss their opinion on the topic	3.95	1.13	I take notes while listening	2.8	1.26
I ask students to take notes	3.85	1.19			

Table 2 shows most frequently used teaching and learning English reading skill. Teachers usually check comprehension of students' reading (M=4.2 SD=.99), give written exercises related to the text content (M=4.1 SD=1.1) and use different activities to motivate



students (M=4.0 SD=1.0... etc while students prefer to guess the meaning of new words (M=4.1 SD=.88), participate more in reading activities (M=4.0 SD=.94) and divide the long story into small parts (M=4.0 SD=1.1)..etc. Also, 3 matched strategies were found that teachers use different activities to motivate students and students participate more in reading activities in the classroom, teachers ask students to guess the meaning of words from the context and students ask students to guess the meaning of words from the context, and teachers I use brainstorming on a topic and students predict the main idea of the whole passage from its titles, too.

Table 2. The most frequently used teaching and learning strategies of English reading skill.

Teaching reading skill	M	SD	Learning reading skill	M	SD
I check comprehension by asking questions or true false statements	4.21	.99	I guess the meaning of new words from the context	4.1	.88
I give written exercises related to the text content, vocabulary or pronunciation	4.10	1.10	I participate more in reading activities in the classroom	4.0	.94
I use different activities to motivate students (jigsaw reading, jumbled texts..etc)	4.08	1.07	If the story is long I divide it into small parts	4.0	1.15
I give written exercises related to the text content, vocabulary or grammar	4.03	.94	I predict the main idea of the whole passage from its titles	4.0	.99
I ask students to guess the meaning of words from the context	4.01	1.03	I read the story and choose key words	3.5	1.25
I check comprehension while reading	4.00	1.08	I read tales and short stories at home	3.1	.96
I pre-teach key words	3.90	1.00			
I use brainstorming on a topic	3.88	1.06			

Twenty-two English teachers who teach English 6<sup>th</sup> and 8<sup>th</sup> grades were selected and correlation analysis was done merged with students' dataset to explore the relationship between teaching and learning strategies and other variables (teaching materials and teachers' encouragement for out-of-class activities). For listening skill, students' attitude towards listening skill (as abbreviated in the table LATT), Students' listening skill strategy (SLS), teaching listening strategy (TLS), teaching materials for listening skill (TML) and teachers' encouragement for out-of-class listening activities (ENCL) were included in correlation analysis. Teachers' encouragement for out-of-class listening activities (ENCL) had moderate significant correlations with students' attitude towards listening skill ( $r=.351$ ) and students' listening skill strategy ( $r=.322$ ). See Table 3.

Table 3. Correlation between teaching and learning strategies of Listening skill

	LATT	SLS	TLS	TML	ENCL
LATT					
SLS	.370**				
TLS	.169	.144			
TML	.023	-.119	-.013		
ENCL	.351**	.322**	.084	-.177*	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

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

Table

4

shows how students' attitude towards reading skill (as abbreviated in the table RATT), Students' reading skill strategy (SRS), teaching reading strategy (TRS), teaching materials for reading skill (TMR) and teachers' encouragement for out-of-class reading activities (ENCR) are correlated with each other. Small significant correlations were found between students' attitude towards reading skill, students' reading strategy ( $r=.289$ ) and teachers' encouragement for out-of-class reading activities ( $r=.212$ ) while small significant negative between students' reading attitude and teaching reading strategy ( $r=-.211$ ) and high moderate significant negative correlation between teaching reading strategy and encouragement for out-of-class reading activities ( $r=-.450$ ).

Table 4. Correlation between teaching and learning strategies of reading skill

	RATT	SRS	TRS	TMR	ENCR
RATT					
SRS	.289**				
TRS	-.211**	-.033			
TMR	-.080	.032	.256**		
ENCR	.212**	.002	-.450**	-.154*	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

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

For regression analysis, eleven English teachers for each grade were selected and analysis was done separately in each grade to find out how students' attitude towards language learning (ATT), students' learning strategies (SS), teaching materials (TM) and teachers' encouragement for out-of-class activities (ENC) affect teaching receptive skills. For the 6<sup>th</sup> grade, teachers' encouragement for out-of-class activities significantly affects teachers' strategies of English receptive skills (Beta=.809,  $p=.000$ ). See table 5.

Table 5. The effect on teaching receptive skills in 6<sup>th</sup> grade  
Dependent variable: Teaching receptive skills

Independent variables	Beta	r	p	B*r*100
ATT	-.063	.109	.363	-0.6867
SS	-.022	-.052	.741	0.1144
TM	.125	.146	.068	1.825
ENC	.809	.804	.000	65.0436
Total explained variance 66.3%				

For the 8<sup>th</sup> grade, teaching materials were the explained predictor of teaching receptive skills (Beta= .195, p=.042) while teachers' encouragement for out-of-class activities had negative effect on teaching receptive skills (Beta=-.435, p=.000). See table 6.

Table 6. The effect on teaching receptive skills in 8<sup>th</sup> grade

Independent variables	Beta	r	p	B*r*100
ATT	-.078	-.082	.418	0.6396
SS	.029	.034	.742	0.0986
TM	.195	.205	.042	3.9975
ENC	-.435	-.443	.000	19.2705
Total explained variance 24%				

### Discussion and conclusions

This paper presented a study situated in the Mongolian English language education and learning system. Especially, the study reviewed national criteria for receptive skills and collected data on teachers' and students' self-reported assessment of their use of teaching and learning strategies and what teachers and students felt were the most helpful strategies. Based on the results it is evident that teachers' encouragement for out-of-class listening activities (asking students to talk to native speakers (41.1%), watch TV and news (38.4%), learn songs (56.2%)) increase students' attitude and improve their listening skill. Teaching materials that are used to improve students' reading skill (text books (50.7%), short passages (41.1%) and newspaper, journals (38.2%)) positively affect students' reading skill, especially for 8<sup>th</sup> grades. 6<sup>th</sup> grade students read and listen more effectively out-of-class. Generally, asking students to read out-of-class increases their attitude. On the other hand, the strategies that can improve students' communicative competence and critical thinking skill based on communicative language teaching and collaborative learning are not used often. Using common classroom tasks (asking questions, filling gaps, using multiple choice questions, and written exercises) makes students' attitude lower. Reading out-of-class is not effectively used in teaching and learning for the 8<sup>th</sup> grade.

The 6<sup>th</sup> grade students use mostly cognitive and compensation strategies for listening skills and both 6<sup>th</sup> and 8<sup>th</sup> grade students tend to use cognitive strategies for reading skill to practice reading, to analyze the text and to try to find the reasons and effects of textual content. There is not much difference between the two grades' usage of learning reading strategies. Sixth graders use strategies a little bit more than 8<sup>th</sup> graders and divide long stories up more often to understand well. Eight graders more participate in reading activities than the 6<sup>th</sup> graders.



Based on Koch's (2016) research, when pre-, while-, post teaching strategies and students' learning strategies match each other, the learning outcome should be more successful. Therefore, language instructors need to incorporate LLSs into their teaching and train students to apply appropriate language learning strategies to help students be more successful in their receptive efforts by staying focused on reading and listening activities since the students answered that they sometimes read books and spend only 5-10 minutes on reading and listening tasks not concentrating on understanding deeply.

### Limitations of the Present Study

There are several important limitations of this research. It would be useful to have more detailed measures of students' language learning strategies. Also, this study was restricted to large sample size, more sample needs to be covered in the future study to see a complete picture of teaching and learning English receptive skills in this province. In addition, this study was limited to public school curriculum and didn't cover the private school models. This study was restricted to one province and should be duplicated in other provinces and the capital city to see if the results are the same elsewhere.

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