

SELF-REGULATION STRATEGIES THAT ENGLISH LANGUAGE LEARNERS
IN A TURKISH STATE UNIVERSITY USE TO INCREASE THEIR
PROFICIENCY AND SELF-EFFICACY

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Approval of the Graduate School of Social Sciences

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ABSTRACT

SELF-REGULATION STRATEGIES THAT ENGLISH LANGUAGE LEARNERS IN A TURKISH STATE UNIVERSITY USE TO INCREASE THEIR PROFICIENCY AND SELF-EFFICACY

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With the new trends in language teaching, more responsibility has been given to the language learners who are in charge of their own learning. Thus, they are now supposed to keep track of their language development and do their best to increase their language proficiency and self-efficacy. Especially learners who start their language learning from A1 level and who must reach to B2 level within a limited time just like the ones here in this study are expected to make use of the language learning strategies to increase the efficiency of their language learning and to improve themselves within a limited amount of time. This study aims at determining the self-regulation strategies that students who started their language learning process from A1 level in the School of Foreign Languages in one of the Turkish state universities in Istanbul had used and their effects on the self-efficacy and linguistic proficiency within an academic year that took eight months. For the purpose of this study, the researcher distributed a questionnaire with which the researcher reached

169 students. After the analysis of the questionnaire results with SPSS, the researcher made stratification among the participants and 10 participants were chosen. These participants were taken to think aloud protocols and interviews both almost at the end of the first (fall) semester and nearly at the end of the second (spring) semester. After the semester break, student diaries were also collected. For triangulation purposes, instructors that had taught this group were also included in the study and they were interviewed at the end of the academic year as well. According to the results, the higher average group used strategies in accordance with their own needs and the deficiencies of the language, which led them to change the strategies accordingly in the second term whereas the average group participants used the same strategies as the ones in the first term. Higher average group mostly used “cognitive” strategies whereas the participants in the below average group and the average group preferred “memory” strategies.

Keywords: self-regulated learning strategies, self-efficacy, A1 level learners

ÖZ

BİR TÜRK DEVLET ÜNİVERSİTESİNDE İNGİLİZCE ÖĞRENENLERİN DİL YETERLİLİĞİ VE ÖZ YETERLİLİĞİNİ ARTIRMAK İÇİN KULLANDIĞI ÖZ DÜZENLEME STRATEJİLERİ

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Dil öğretimindeki yeni akımlarla birlikte, kendi öğreniminden sorumlu olan öğrencilere daha fazla sorumluluk verilir. Böylece, artık dil gelişimlerini takip etmeleri ve yeterliliklerini ve öz yeterliliğini artırmak için ellerinden gelenin en iyisini yapmaları beklenir. Özellikle A1 seviyesinden dil öğrenimine başlayıp bu çalışmada da olduğu gibi sınırlı bir süre içinde B2 seviyesine ulaşmak zorunda olan öğrencilerin dil öğreniminin etkinliğini artırmak ve kendilerini sınırlı bir süre içinde geliştirmeleri için dil öğrenme stratejilerini kullanmaları beklenmektedir. Bu çalışma, İstanbul'daki Türk devlet üniversitelerinden birinde, Yabancı Diller Yüksekokulu'nda A1 dil seviyesinden başlayan öğrencilerin kullandıkları kendi öz düzenleme stratejilerini ve bu stratejilerin öğrencilerin sekiz ay süren akademik yıl içerisinde öz yeterliliğine ve dil becerilerine etkisini belirlemeyi amaçlamaktadır. Anket yardımı ile araştırmacı, bu okulda A1 düzeyinden başlayıp öğrenim yılına giren ve akademik yılı sonunda B2 düzeyine ulaşması gereken 169 öğrenciye

ulařmıřtır. Anket sonularının SPSS ile analizi yapıldıktan sonra katılımcılar arasında tabakalařma yapmıř ve 169 ğrenciden 10 katılımcı seilmiřtir. Bu katılımcılar neredeyse ilk (sonbahar) yarıyılın sonunda ve ikinci yarıyıl (bahar dnemi) sonunda olmak zere sesli dřnme protokollerine ve mlakatlara alınmıřlardır. Yarıyıl tatili sonrası, ğrenci gnlkleri de toplanmıřtır. alıřmanın gvenilirliėi iin, arařtırmanın yapıldıėı bu akademik yıl boyunca bu gruba ğretmenlik yapan ğretim grevlileri de arařtırmaya dahil edilmiř ve ğretim yılı sonunda da onlarla da grřlmřtir. Elde edilen sonulara gre, yksek ortalama grubu, stratejileri kendi ihtiyalarına ve dil deki eksikliklerine gre kullanırken ve buna uygun olarak ikinci dnem stratejileri deėiřtiriyorken; ortalama grup katılımcıları ilk dnem uyguladıkları stratejileri ikinci dnem de aynı řekilde kullanmıřtır. Yksek ortalama grup katılımcıları oėunlukla "biliřsel" stratejiler kullanırken, ortalamanın altındaki gruptaki katılımcılar ve ortalama grup "bellek" stratejilerini tercih etmiřlerdir.

Anahtar Kelimeler: z dzenleyici ğrenme stratejileri, z-yeterlik, A1 seviyesindeki dil ğrencileri

To My Dearest Parents Selma & Murat Tomak, My Sister
Burcu Tomak and My Auntie Sevinç Goloğlu

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CHAPTER 1

INTRODUCTION

1.1. Changes in language learning/teaching

People have tried to learn another tongue either as their foreign or second language so they have been taught these languages differently all through these years. Every recent change both in education and pedagogy has naturally affected this language learning/teaching process accordingly.

Language teaching was based on Grammar Translation Method and in this method, the lessons were teacher-centered because those times language teachers were considered as the sole authority of the class and they were considered as the “experts” who were the sole source of the knowledge which can only be transmitted by the teachers themselves. Students were only the recipients of the information taught to them. This trend had continued until 1940s and 1950s when the Audio-lingual Method was the most popular language teaching in which the responsibility of teaching was again on the shoulders of the teachers whereas the learners were considered as “passive” agents who took the input provided to them (Richards & Rogers, 2001).

With the advent of the Communicative Language Teaching during 1980s, students have started to take over the responsibility of their own learning and they have been thought as “active” agents who are to be responsible for their own learning process. This was a milestone both for language teaching and learning because it was understood that language teaching was not a process that should be restricted to the hands of teachers but the learners were also a part of it. Thus, new terms came out and researchers attracted the attention to the responsibility of learners in language teaching/learning process Hedge (2000) explained this process:

Since the late 1980s we have seen a proliferation of terms relating to this concept of self-directed learning: autonomous learning, self-monitoring, self-assessment, learner strategies, self-help learning strategies, strategic investment, learner training, self-study, self-access learning (p. 77).

This quotation points out the importance of the new requirements and expectations from the 21st century learner as well as the changing trends in education which expects the learners to take over the responsibility of their own learning.

These current issues in education are not only associated with the new concepts and theories in language teaching field but they are also directly related to the “Constructivism” trend in education. Constructivists point out that real understanding can take place only when students fully participate in their own learning, which is believed to lead to deeper and richer understanding and use of knowledge by promoting application of what has been learnt (Clements & Battista, 1990) because it requires a process in which learners construct the knowledge with the help of their own experiences (von Glasersfeld, 1989). Importance of social interaction has been emphasized in the social constructivist version of the theory (Simons, 2000).

Constructivism has influenced many educational reforms “that seek to create constructivist-based classroom environments and instructional practices to enhance students’ deep understanding of knowledge” (Nie & Lau, 2010, p. 411) because deep understanding of the knowledge and knowledge building are both required from the learners (Bolhuis & Voeten, 2001; Honebein, 1996; Nie & Lau, 2010), which encourages student centred learning. When the focus is more on the learners, they are provided with multiple representations of the learning content (Jonassen, 1994; Murphy, 1997). This means that the new trends in education have required the learners to be skillful enough to monitor their own learning process. Seferoğlu (2014) also emphasizes the importance of 21st century skills that are obligatory for the new generation to learn so as to be successful in this new era of education. She elaborates on her explanations by saying:

Most of the time we, as educators, concentrate on our students' cognitive ability development but we should provide our learners with opportunities for them to develop their emotional as well as social skills so that they should be active individuals that will contribute to the development of the country (p. 21).

It is stressed in article that language learners should be equipped with the opportunities that will enable them to be the active agents for their own learning in every aspect of education including cognitive, social and emotional perspectives. How this can be achieved is the point that has been considered for the last three decades with the studies and researches conducted in the field of education. The academic research has come up with a term called "self-regulation" that puts some emphasis on the improvement of the learners' self-regulation skills that they will use both in their academic and social lives. Thus, there have been lots of studies conducted to determine both the importance of "self-regulation" and its reflection on the achievement of learners. However these studies that have been carried out so far is not adequate to explain what students do and what kind of strategies they use so as to increase their self-regulation. Thus, more research is needed to discover the strategy use of the learners better.

1.2. Changes in language classrooms

The changes in education naturally affect the language teaching and learning pedagogy, which leads to different implementations in language classrooms as well. Collins and Munoz (2016) claim that language classrooms are different from any other learning environments such as conversation clubs (face-to-face or virtual), tutoring sessions, or self-paced courses because of the three characteristic features of these classes.

The first one is the physical space which should be appropriate for language learning/teaching. For instance, the desks or the seats used in language classrooms should be movable and practical to carry around because a student should always be ready to interact with her friends in the class as communication can never stop in language classrooms.

The second one is the time in which teachers and students should reach the objectives of the each lesson within a limited amount of time so everything should be well-planned. As the language skills are integrated with one another, speaking activity of a certain topic cannot be left to another time to be covered unlike a math lesson. Thus, the teacher should organize the reading listening and speaking activities of a certain topic well so that they will not be separated from one another.

The third one is the teacher himself/herself who must have an expertise in foreign language and foreign language teaching pedagogy. S/he should be the one that knows what, when and how to teach to increase the efficiency of the language.

Though these three elements of the language class are important, Collins and Munoz (2016) claim that language learning can no longer be restricted to a certain place, certain amount of time and the teacher who is in charge of the teaching process in the class. They assert that language learning and teaching process is no longer limited to a certain amount of time, place and people. Learners must take over the responsibility of their language learning and they can do it so everywhere, every time with every one. Perfect example for this is the flipped classrooms which is a form of blended learning in which students accumulate the knowledge on their own by arranging the time when they will focus on the topic with the help of video lectures so that the class time is used for exploring, refining, and applying knowledge in more hands-on activities (Baker, 2000; Engin, 2014; Hung, 2015; Muldrow, 2013). This means that students have to study for a specific topic on their own out of the classroom trying to understand it and they will practise what they have learned outside the class in the class. As a matter of fact, they will have the chance to practise what they have learned out of the class theoretically within the class time. Thus, they become the active agents of their own learning. Unless they do what is required from them, they will not be able to learn. Unlike traditional classrooms in which teachers are the mere source of the information and play the active role in teaching as well as take over the responsibility of students' learning, class time will be allocated for the practise and elaboration of the new knowledge acquired.

Even though these new implementations in class may lead to thrills among the teachers who are willing to apply them in their lessons, some students might not like because of several reasons. Weimer (2012) articulates that students think that these new applications will require them to study more and to take over more responsibilities of their learning on their shoulders. Additionally, they oppose to these new trends just because they are afraid of them. New trials always mean new challenges so students want to be exposed to activities to which they have been accustomed for long years. However, there are some other studies that show that students like the new applications in the classroom. Kurt's study (2017) proves that students enjoy the "flipped-classroom" design of the course offered to prospective teachers in English language teaching program in the Faculty of Education more than their peers who have taken the same course in which the theories have been provided during the lectures either with presentations and the explanations of the lecturer in a traditional way. Surely, whether the new implementations like flipped classroom model in which students are more responsible for their own learning will work depend on the context as well as the student profiles. For instance, the participants of study conducted by Kurt (2017) are university level students who are already aware of their own responsibilities but this same implementation might not work with high school learners who are already having their problematic adolescence period.

Despite the rejections that might come out of the students to the new implementations that will make them more active and responsible for the learners, there are some solutions that teachers can have to sort out this probable trouble. They should encourage their students to take risks for this new methodology that will be followed so that students can be inspired by the empowerment of their teachers. They highly need it because the higher self-esteem they have for their potential, the more likely they will get used to this new trend. Candy (1991) gives a piece of advice for the teachers who are planning to have their students get used to these new implementations:

Teachers of critical thinking and psychotherapists both *require* individual responsibility and self-direction from their students/clients, who often lack self-confidence. So students/ clients must try things they are not yet good at. Relying on oneself rather than the expert is frightening. Becoming a successful critical thinker or client means taking risks and fighting fears of failure and of the unknown (p. 382).

Teachers should handle this issue with care and do their best not to frighten their students with the new implementations with which students are totally unfamiliar. Thus, students should be supported by their teachers during this process in which they will get used to the new system. However, teachers are not the only ones who are responsible for this big change in terms of both the implementation of the lesson design and the attitudes of the students towards the new. Students must also be eager to cooperate with their teachers to have less problems during this troublesome transition process. Weimer (2002) suggests communicating with the students and persuading them for the benefit of this new methodology.

These new changes both in the language classrooms and language learning/teaching process result in some changes in the roles of the language learners.

1.3. Changes in the learners' responsibilities

The changes in the language classroom and the philosophy of language teaching and learning have naturally affected the roles of the learners both in and outside the class time. These new changes require the learners to think about their own learning process and take over the responsibility of it. When they are in charge of their own learning, they will be more independent learners who do not solely depend on their teachers as the only source of the knowledge. The focus on individual learners and the choices they make as well as the responsibilities that they have to take have all been a pervasive influence on language learning and teaching for more than three decades (Brindley, 1989; Holec, 1981, 1987; Holec *et al.*, 1996; Nunan, 1988; Rubin, 1975; Tudor, 1996).

These new trends in the field which make the individual learners more responsible for their own learning have led to individual language learning. White (2008) has come up with some of its principles: optimizing or extending learner choice,

focusing on the needs of individual learners, not the interests of a teacher or an institution, and the diffusion of decision-making to learners. Thus, independent language learning means more learner-centered language learning which pays attention to the needs and right of the language learners. They should be provided with the options among which they will choose the best for themselves in accordance with their needs, preferences and the language level so that they will be able to make their own choices for their on learning as Anderson and Garrison (1998) have suggested. Therefore, Dickinson (1994) argues that the most effective way of creating such an independent language learning environment is for the teachers to get their learners think about their needs and the objectives that they have to accomplish.

When learners think about their needs, they will decide upon their own choices that will bring the success that they have been seeking for. Thus, a good language learners should be the one that makes up his/her mind to find the right path that will take him/her to the goals that s/he has set in his/her mind. Chapelle and Roberts (1986) assert that good language learners are more flexible so they can make some adaptations in terms of their learning style to fit a learning task or purpose, while poor language learners rigidly refuse to change their learning styles, no matter what the task or purpose is.

As the learners become more independent in their language learning journey, this might mean that they will be more autonomous. However, there is a slight difference between these two terms. Little (1991) thinks that autonomy emphasizes interdependence over independence. Dickinson (1994) makes a sharp distinguishment between these two concepts. He relates independence to responsibility of one's own learning whereas autonomy requires a person to learn alone. Littlewood (1997) defines autonomy as "an ability to operate independently with the language and use it to communicate personal meanings in real, unpredictable situations" (p. 81). Thus, this means that you should be studying independently to be an autonomous learner. To better understand the issue, the detailed definition of autonomy is necessary.

1.3.1. Autonomy

There are several definitions of autonomy in the literature. For instance, it might be considered as “the free choice of goals and relations as an essential ingredient of personal well-being” (Raz, 1986, p. 369). Thus, students determine the way that they follow on their own way. Young (1986) agree with this definition by saying that autonomy “is that of authoring one’s own world without being subject to the will of others” (p. 35). These two researchers confirm that in autonomous learning environments learners are the decision makers that determine the way of their own learning.

The importance of autonomy in terms of language learning/teaching became prevalent in the 1970s when “life-long learning” term was introduced in the context of the Council of Europe’s Modern Languages Project (Council of Europe, 2001). Since then, autonomous learning has gained significance and Allwright (1988) states that it has an influential effect of language learning process which is now “associated with a radical restructuring of language pedagogy, a restructuring that involves the rejection of the traditional classroom and the introduction of wholly new ways of working” (p. 35). This means that language learning is not restricted to classroom environment but outside it learning will still continue and students will be active agents of learning both inside and outside the classroom. Thus, the classrooms will not be the traditional places where the knowledge is conveyed by means of teachers but students will play an active role to reach information within the class time as well. Thus, Holec (1979/1981) defines autonomy as “the ability to take charge of one’s own learning” (p. 3). He elaborates on his definition by mentioning the key elements of autonomy including “determining objectives, content, and progression, selecting methods and techniques, monitoring acquisition, and evaluating what has been acquired” (p.3).

There are some concepts that are confused with autonomy in the field. Thus, Little (1990) has explained some of the notions that cannot be associated with autonomy. He argues that “autonomy is (a) not a synonym for self-instruction, (b) not a matter of letting learners get on with things as best they can, (c) not a teaching method, (d)

not a single easily described behavior, and (e) not a steady state” (p.7). Thus, it can be understood that independence and autonomy are totally two different terms that should be not used interchangeably

An autonomous learner is someone who takes over his/her own learning responsibility. Dickinson (1987) confirms this by claiming that autonomy is “the situation in which the learner is totally responsible for the decisions concerned with his/her learning and the implementation of these decisions. In full autonomy there is no involvement of a teacher or an institution [...] [nor] specially prepared materials” (p. 11). However, this dramatic definition might mean that there is no involvement of the teachers to make their learners autonomous but actually teachers are also part of the process in which learners become autonomous because without the guidance, directions as well as the appropriate instructions of teachers, learners might feel lost and cannot find the right way to be autonomous. Therefore, Dickinson (1992) introduced how teachers can increase the autonomy level of their students.

Though being autonomous learner does not mean that there will be no teacher or expert involvement in the process of language learning/teaching, there are some claims that support the idea that independence is the prerequisite of autonomy, which means autonomous learners are the ones that decide everything about their learning process. For instance, Rivers (2001) thinks learners can be considered as autonomous as long as they are “requesting and demanding substantive changes to every aspect of the course, and especially to the course content and structure” and employing ‘self-directed language learning’ which is defined as “behaviors directed at the amelioration of the learner-teacher and learner-learner style conflicts, and at the individual’s need for learner autonomy”. For Rivers, “autonomy is a prerequisite for self-directed language learning” (p. 286). However, the definition of autonomy cannot be simplified and overgeneralized because there are lots of other factors that affect the autonomy of the learners. For instance, Pennycook (1997) comes up with three different factors that affect the autonomy: (a) technical, encompassing situational conditions for autonomy; (b) psychological, involving the individual’s characteristics, such as attitudes and behaviors; and (c) political, dealing with competing ideologies. However, Oxford (2003) criticizes Pennycook’s model

because it gives more importance to political factor of autonomy and do not mention the sociocultural perspective at all. According to Oxford (2003) learning strategies are another important element that highly affects autonomy of the learners and in Pennycook's definition learning strategies can only be found in technical component but they should be integrated with every component of it. What is more, Pennycook does not include other factors that affect the autonomy of the learners such as context, agency, and motivation relate to different versions of autonomy. Oxford (2003) adds that autonomous learners must also have characteristics such as high motivation; self-efficacy defined by Bandura (1997) as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p.3) as well as a sense of agency; a desire to seek meaning (Frankl, 1997); positive attitudes; need for achievement; and a combination of extrinsic and intrinsic motivation (Deci and Ryan, 1985; Wigfield et al., 1998).

In addition to the factors given by both Pennycook (1997) and Oxford (2003) that affect the autonomy of the learners, there are some other that are mentioned by Toohey and Norton (2003). They claim that autonomous learners must have variable motivations, learning styles, cognitive traits, strategies and personality orientations that are seen as causal of their success or failure in language learning.

Autonomy brings about success for the language learners. An important study conducted by Dam and Legenhausen (1996) shows that students in autonomous classrooms in Denmark develop greater proficiency in terms of vocabulary, grammar, and spoken communication than ones in more traditional classrooms. However, there are also studies like the one carried out by Sinclair (1999) who claim that there is currently "little evidence to suggest that learners who have followed a programme that promotes greater learner responsibility develop greater language proficiency than those who do not" (p. 97). Surely there are other factors that affect the autonomy and the atmosphere of a successful classroom that should be considered while evaluation the performance of the students. These factors affecting the efficiency of the language classrooms because of the new changes in language learning and teaching pedagogy will be given in more detail.

1.3.2. Motivation

Motivation is an important factor that affects language learning both inside and outside the classroom. The difference between motivated learners and unmotivated ones are easily noticed in terms of their awareness and attention to the lesson. As Turkish is one of the languages, which creates a little bit more difficulty for the English language learners than any other languages, motivation is necessary for the Turkish learners who must be determined to learn English. Pimsleur (1980) has made four different categories of the languages in terms of the difficulty that they create for the learners of English. The difficulty level increases from group 1 (the easiest) to group 4 (the hardest) and Turkish language has been put in group 3, which means that Turkish learners of English will naturally have some trouble in learning English so they need to be highly motivated to challenge the difficulties that they face. Thus, motivating the learners to learn English is also one of the responsibilities of the teachers. There are a variety of factors that teachers should consider to increase the motivation level of their learners, which are suggested by Dörnyei and Murphey (2003):

- 1) Learning about each other
- 2) Proximity, contact, and interaction
- 3) Difficult admission
- 4) Shared group history
- 5) The rewarding nature of group activities
- 6) Group legend
- 7) Public commitment to the group
- 8) Investing in the group
- 9) Extracurricular activities
- 10) Cooperation toward common goals
- 11) Intergroup competition
- 12) Defining the group against another

These are the some of the issues that should be taken into account while motivating students to learn the language. In his book Dörnyei (2001) shares lots of different

techniques to motivate the students but briefly he suggests that teachers should pay attention to the needs and interest of the learners as well as their personalities and their wishes. As long as teachers know their students and their profile better, they will have an insight about how to motivate them accordingly.

In one of his articles, Dörnyei(1994) comes up with a model of L2 motivation which includes three levels. : (a) the *language level*, reflecting social and cultural attitudes toward the language and involving integrative and instrumental reasons for language learning; (b) the *learner level*, concerning the individual's characteristics, such as achievement needs and linguistic self-confidence (this is where autonomy resides); and (c) the *learning situation level*, containing course factors, teacher factors, and group factors.

1.3.3. Cultural context

The context where language learning and teaching takes place also affect the way of language teaching and learning. Cortazzi and Jin (1998) name after it as “culture of learning language” and define as “culturally based ideas about teaching and learning, about appropriate ways of participating in class, about whether and how much to ask questions” (p. 100). However, this does not mean this “culture of learning language” only has an influence on the activities done within the classroom time but it also includes outside the classroom such as a self-access centers (Jones, 1995) or in more informal situations (Diouf et al., 2000).

The characteristics of the learning context somehow determine the type of language learner that is suitable for the learning environment. However, teachers should do their best to make their learners find they way that suits them most. Thus, Pennycook (1997) warns that it requires a process which is ““merely a matter of handing over the reins, of giving students greater control over the curriculum, of giving them greater control over or access to resources, of letting them negotiate what, when, and how they want to learn” (p. 46). However, Freire (1972) disagree with him by saying that giving the students all the responsibility of their own learning is not the right thing to do because they might lose their way and be lost. Littlejohn (1997) gives an example of the self-access centers which are organized to make learners more

autonomous and responsible for their active learning. These places might sometimes arrange only low-level, scripted, non-communicative, uncreative L2 tasks, from which students do not benefit at all so they always need the guidance of their teachers.

Every context has its own unique features so there are also some places which will be very useful for students. For example, the self-center in the University of Helsinki as described by Karlsson et al. (1997), is providing its learners the opportunities and facilities that will make them active agents of their own learning.

1.3.4. Individual Differences

It is important for the teachers to know about their learners' profiles before they design their lessons because a teacher that does not know any idea about his/her students cannot plan an efficient lesson. Crozier (1997) suggests that teacher should know the differences among their students in terms of how they learn.

Every act of teachers will have an influence over their students either in a positive or negative way. Thus, the design of the lessons might be either motivating or demotivating for the students depending on their goals (Dörnyei, 2001) and learning style (Ehrman, 1996; Reid, 1998). Thus, if teachers have an insight about their learners' choices and targets, they will organize activities accordingly.

The present interest and aims have both an influence on the students' learning styles and choices but their backgrounds which they have brought from their past learning experiences should also be considered by the teachers because students who are used to learning in traditional classrooms will find it difficult to adapt themselves to learning conditions under which new and modern techniques are used. For instance, Levine *et al.* (1996) reveals that immigrants from Soviet Union to Israel tend to prefer 'traditional' strategies, such as memorization of grammar rules and doing grammar exercises, while learners who have spent five years or more in Israel are inclined to prefer more 'communicative' strategies. This is because of the "cultural-educational" factors that affect the preferences of these two different learner profiles. Levine *et al.* (1996) claim that "learners studying in a highly structured and uniform

educational system would develop learning strategies reflecting that system” (p. 45). This means that educational system that has been either exposed to or imposed on the learners certainly affect the choices that they make to use strategies that will facilitate their learning. This brings another important factor that affects language learning and that is the main core of this study: learning strategies.

1.3.5. Learning strategies

The importance of learning strategies has become more apparent after the new changes both in educational and language learning/teaching pedagogy that have been stated in the previous pages. Peculea and Bocos (2015) elaborate on the significance of learning strategies by saying:

The interest of education in learning strategies has increased due to the innovative concept of competencies; in fact, the strategies are considered part of the resources that the student should engage in order to put in practice the competences. The learning to learn ability that is to become autonomous, independently in the learning is often valorized in the pedagogy of competencies (p.16).

This quotation emphasizes that strategy use is part of the language learning process in which students play the active role by taking over the responsibilities of their own learning. With the help of the strategies, they will turn into more conscious and autonomous learners.

According to Weinstein, Husman, and Dierking (2000), learning strategies are “any thought, behaviors, beliefs, or emotions that facilitate the acquisition, understanding, or later transfer of new knowledge and skills” (p. 727). Thus, learning strategies, plans or steps taken in an organized way, facilitate learning and they can be considered as psychological gateway to L2 learner autonomy (Oxford, 1990; Wenden, 1991; Dickinson, 1992; Littlewood, 1996). It is necessary for the learners who can be identified as “autonomous students” to do self-evaluation, organization, goal-setting, planning, information-seeking, record-keeping, self-monitoring, environmental structuring, giving oneself consequences for performance, rehearsing, memorizing, seeking social assistance, and reviewing (Zimmerman & Martinez-Pons; 1988, 1990).

Learning strategies are good indication for whether the learner is autonomous or not but if the learners are using the strategies just to pass the tests or exams instead of learning the language or as a tool to facilitate their learning language, it means that they are not using learning strategies in the deep sense (Oxford, 2008). Learning strategies cannot be thought in that simple way. They are the clues that show the learners the path that they will follow and gain the benefits in the long run. As long as they make use of the strategies in an efficient way, the strategies will have an effect on their language performance, achievement, proficiency, and autonomy beliefs (O'Malley & Chamot, 1990; Oxford & Ehrman, 1995; Pressley & Woloshyn, 1995). Therefore, it is really vital for the learners to better able to make use of the learning strategies in their language learning process. They can learn strategies with strategy training that can be given by their teachers so that they will improve their sense of agency, self-efficacy judgments, motivation, confidence, and L2 performance (Chamot & O'Malley, 1996; Chamot et al., 1996; Dadour & Robbins, 1996; Oxford & Leaver, 1996; Nunan, 1997). The efficient use of strategies has an effect of other factors that are also significant parts of language learning and teaching process so they are in a way interconnected with one another.

1.3.6. Self-regulation

Self-regulation is another concept that is related to learning strategies and that will be dealt with in detail in the literature review part of the thesis. Briefly, it is the discipline that language learners need to have to be good language learners. Also, in order to be self-regulated learner, one should know how to do self-study and they must know how and when to allocate the time for language learning. Thus, one of the responsibilities of a good language teacher is to promote self-regulated learning so that his/her learners will benefit from different learning environments that they have created themselves. This is also related to learner autonomy because students will organize their own learning and to be able to do that they need “specific abilities to navigate different (learning) environments” (Reinders & White, 2011, p. 2). They can do this with their own self-study time because this will bring variety to the learning environment that they already have in their formal classrooms.

There are several ways that learners can make themselves self-regulated with the self-studies that they organize for their learning. Some researchers claim that learners can do this with the help of technology which has been developing quite a lot for the last ten years. For instance, Kern (2006) states that technology has brought a variety to language learning pedagogy by changing some of the methodology and the communication between learners and teachers. However, Nielson (2011) warns that technology is not providing the learners with everything that they need. In his study it is shown that even adults who are doing self-study with CD packages need guidance and instruction from their teachers. Thus, trying to make students self-regulated does not mean leaving them all alone. They should get professional help from their teachers.

1.4. Significance of the study

When the literature has been reviewed, it can be noticed that most of the studies conducted on self-efficacy and language learning strategies were done with quantitative methods just with a questionnaire (Baleghizadeh & Masoun, 2013; Bilge et al, 2014; Chuang et al., 2015; Cubillos & Ilvento, 2002; Çubukçu, 2008; Erözkan, 2013; Heikkila & Lonka, 2006; Hodges & Kim, 2010; Kim et al., 2015; Magogwe & Oliver, 2007; Mahmoodi et al., 2014; Mizumoto, 2013; Pintrich & De Groot, 1990; Tırfahioğlu & Cinkara, 2009; Ting & Chao, 2013; Wang et al., 2013; Yang, 1999; Yılmaz, 2010) whereas there were only very few studies conducted integrating qualitative methodology to test the self-efficacy of learners (İnan, 2013; Rose & Harbon, 2013; Usher, 2009; Wang, 2004). Therefore, this study could contribute to the field with a one year long longitudinal data collection process with qualitative methods. White (2014) mentions the advantages of longitudinal case studies such as their power to show the different aspects of the proficiency of the learners as they can be observed and monitored during the time of the study, the ways learners follow both during and out of the class time as well as the stages that they pass especially during their linguistic development. There seems to have insufficient numbers of longitudinal studies conducted on strategy use of language learners (Green and Oxford, 1995; Ellis, 1996; Chamot, 2001). In fact, there are some studies which have

used learners' retrospective accounts to determine their strategy use (Wenden, 1986; Carson & Longhini, 2002).

There are also studies which combine the self-efficacy and the use of technology in relation to each other (Barber et al., 2011; Başaran & Cabaroğlu, 2014; Ducate & Lomicka, 2013; Feng, 2009; Taipjutorus et al., 2012) but this study do not try to make relation between technology use and self-regulation strategies but they might come out in the results if participants mentioned about them in the interviews or student diaries.

Some researchers have examined the sources of self-efficacy qualitatively by asking college students to list what makes them feel confident in their coursework. For example, Hutchison et al. (2006) have carried out a study with undergraduate engineering students who are asked to list and rank the factors that have influenced their confidence for them to be successful in an introductory course. Results show that mastering course content have increased their confidence, though women are more likely than men to report that availability of help in the class have made them more confident. The study conducted by Lent et al. (1996) also shows similar results. They have also asked college undergraduates to list what have affected their mathematics self-efficacy. Students in these studies primarily listed mastery experiences and rarely vicarious experiences, social persuasions, or physiological arousal as central to their self-efficacy, which may have been a function of the open-ended nature of the measures used.

Quantitative studies involving experimental or quasi-experimental design have been taken into more seriously within education and the social sciences; however, rigorous qualitative studies have started to be given more values with respect to generating new knowledge and moving disciplines in innovative directions. The latter has also begin getting more validation and support by means of financial aids and rewards (Duff, 2007). Actually the recent prominence of qualitative research design has lead to more publication of the studies both in the journals and books on language education and applied linguistics (e.g., Bailey & Nunan, 1996; Davis & Lazaraton,

1995; Duff, 2002; Lazaraton, 2000, 2003). These new trends in academy have encouraged scholars to do more research with qualitative design.

Quantitative data collection tools might not always serve the needs of the researchers who are trying to determine the self efficacy level of the learners along with the one who conduct a study on the use of learning strategies by the students. To illustrate Usher and Pajares (2008) claim that the studies using quantitative measures designed to assess vicarious experience show poor internal consistency, obscuring the relationship between this source and self-efficacy. Similarly, Benson and Gao (2008) assert the idea that strategy questionnaires are not suitable tools to determine the exact use of strategies by the students because they are not context sensitive, which means they can work well in one place but might not give accurate results in another. What is more, students might not be honest with their choices that they have to make among the ones given in the scales. The importance of context and the profile of the participants have also been stressed by Usher (2009):

Contextual and demographic factors may also have played a role in research outcomes in this area. Researchers investigating the sources of middle and high school students' self-efficacy beliefs have reported that students may rely differently on the sources of self-efficacy as a function of their gender, ethnic background, and learning domain (p 276).

Contextual factors highly affect the studies of this kind. Thus, the questions such as where the study has been conducted and with whom it has been done should be given some thought to better understand the results because the context and the profile of the learners have a big influence over the results. Thus, just giving the questionnaires might not provide the researcher with the sufficient data to come to the conclusions from that group.

Due to the context-sensitive nature of qualitative research design, they tend to describe the strategic behaviors of the participant learners in some detail while quantitative strategy research methods are more apt to suggest broad strategy preferences (Benson &Gao, 2008).

Another important reason why this study should be done is the lack of studies that have determined the strategies that students are using in the preparatory schools in

higher education where Turkish students are enrolled in an intensive English language teaching program. The status of preparatory schools, the School of Foreign Languages, in Turkey is worth mentioning because in Turkey it is the only place and time when students have the chance to be exposed to English with such intensive curriculum during whole week days because they do not take such intensive English lessons either in their primary school years or high school years. They take English courses along with other lesson such as Maths, Science and Social Sciences... etc. However, before the change in the curriculum designed by Ministry of Education in 2006, students had the chance to have a one year extensive English preparatory year just before they started their high school education. Thus, after finishing their eight years of education in primary school, they had a preparatory year when they started their high school. During that year they had intensive English lesson all through the year between 24 to 28 hours per week. However, this application was cancelled and they distributed the English lessons to four years of high school education so the students lost the chance to be exposed to English intensively within a year. Therefore, the language education provided by the School of Foreign Languages has gained more importance because these institutions have become the only places where students can have the intensive English courses in their formal education after the change in the curricular applications in the Ministry of Education in 2006.

With regard to the changes in 2006, most of the students who pass the university exam have to take a one year preparatory school English language program to continue their university education unless they are graduates of private high schools or colleges where English lessons are highly given priority. Therefore, for students who do not take proper English language lesson in their previous years in their formal education, English learning turns into an important duty that they have to accomplish. However, they have a limited time which is only “one year” to complete this task because most of the state universities including the university where this study was conducted only give them a year of education officially. If they fail that year, they do not have the right to get another year of language education in that school as “repeaters” but they can only take the exams without getting a formal education for which they can attend the classes regularly so they have to use

language learning strategies to be able to successful in the end because they do not have much time to waste. Otherwise, they will have a gap year in which they cannot go to university but take the exams to be able to pass and then to start to take their departmental courses. Thus, it is important for the researchers to determine whether the students use language learning strategies so as to use this limited time efficiently and effectively. Unfortunately, there are not many studies carried out for this purpose in Turkish context. Recently, Açikel (2011) did such a study with preparatory school students to determine their language learning strategies but she used questionnaires to collect the data so her study was purely quantitative. Therefore, this study will bring another perspective to the field with the qualitative data collection tools dominantly used to determine the strategies that language learners used and their effects on their self-efficacy.

Along with the recent changes in the education and language teaching/ learning pedagogy that have brought new terms and concepts in the field which have been introduced briefly in this chapter, the status of students who start their language learning in Foreign Language Schools of the Turkish universities from A1 level has created a need to conduct such a study to better understand the one-year language learning process of the Turkish learners of English language in undergraduate level.

1.5. Aims of the study and research questions

This study tries to determine the learning strategies that English language learners who took a one-year intensive English language teaching program in a School of Foreign Languages in one of the prestigious Turkish state universities in Istanbul used as well as these strategies' reflection on self-regulation and students' language proficiency along with the strategies effects on students' self-efficacy. Zimmerman (2008) emphasizes the importance of such studies on self-regulated learning, which might show “the dynamic nature of self-enhancing cycles of learning as well as self-defeating cycles” (p.181). The use of learning strategies to be self-regulated learners is changing in nature because it is context-sensitive issue as the strategies used by university level students and high school students might also change. Thus, İnan (2013) suggests that there should be more learning strategy studies conducted in

university context. The following research questions are addressed throughout the study:

1. What are the learning strategies that English language learners enrolled in an intensive language program in a Turkish state university use in order to be self-regulated learners as well as to improve their language proficiency?
 - a. What do they do to be self-regulated learners?
 - b. Do they rely on their previous learning strategies that they acquired previously or do they adopt new ones in this context? Why? How?
 - c. Do they learn the strategies that they use from their instructors or by themselves?
 - d. What kind of learning strategies do students use?
 - e. What kind of learning strategies they use to improve their four skills (reading, writing, listening, speaking)?
 - f. What determines the way they study or the strategies that they are using?
 - g. In what ways do the learning strategies that they have acquired in this new learning context help them improve their language?
 - h. Do they use these learning strategies so as to get higher grades from the exams?
 - i. Do the learning strategies that students use improve their self-regulation and language proficiency? How?

2. What is the English self-efficacy level of A1 level English language learning students? Does it improve with the education provided to them by the School of Foreign languages?
 - a. Is there any relation with English self-efficacy level of students and their achievements in this School of Foreign Languages?
 - b. Is there any relation between the strategy use and self-efficacy perception of these learners?
3. What do instructors working in this School of Foreign Languages do to help their students use learning strategies and are they reflected on their teaching hours?

Starting point of this research and the significance and aim of it have been introduced along with the research questions. Though some terminology has been briefly explained, more details will be in the following chapter.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

The onset of this research as well as the research questions have been discussed in the previous chapter. The recent changes in education and their reflection on language education have been briefly mentioned. In this chapter basic concepts related to the purpose of the study will be given so that the theoretical knowledge and the previous studies conducted on them will be better related to the aim of this study.

2.2. Self-regulation

With the advent of the changing trends in education which have been briefly mentioned in the previous chapter, self-regulation has become one of the topics that are hotly debated in the field. Zimmerman (2008) asserts that “self-regulation” occurred more than two decades ago with the question of how students should take over the responsibility of their own learning process. This also shows that it is a current issue that has to be dealt with more research. As every learner is different from each other in terms of their own abilities and approaches to language learning process, they should create their own way or path to study the language to be self-regulated ones.

There are different definitions of self-regulation. Brown et al. (1999) define self-regulation as “the capacity to plan, guide and monitor one’s behavior flexibly in the face of changing circumstances” (p.162). Zimmerman (2000) considers it as a process involving “self-generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals” (p.14). This means that students are to be fully aware of what they are doing so as to learn what is expected from them. Randi and Corno (2000) define self-regulated learners as the ones who

“seek to accomplish academic tasks strategically and manage to overcome obstacles using a battery of resources” (p.651).

In addition to the different definitions of self-regulation, there have been different categorizations of self-regulation in the literature by various researchers. From a social cognitive perspective, self-regulation is made up of the interaction of personal, behavioral, and environmental triadic processes (Bandura, 1986). According to Bandura (2006), learners should use three important processes which are self-observation, self-judgment, and self-reaction, which will make it possible for the learners to monitor and adjust their behaviors accordingly. This means that there are different variables that learners should consider so as to make themselves “self-regulated students”. They should be aware of their own learning process directing and guiding themselves to the way that best suit them.

Pintrich (2000) elaborates on Bandura’s (2006) categorization by claiming that self-regulated learning accounts for four factors. It is not only the cognitive one but also motivational, affective and contextual factors should be given importance. The effects of “motivation” and “the context” on language learning have also been discussed in the previous chapter. According to Zimmerman (1998), self-regulation is comprised of three important aspects of academic learning: behavior, motivation and cognition. In terms of behavior, learners should be the active agents and they should have the control over their learning time, studying environment and other kinds of help that can be provided from their peers and teachers. If their self-regulated behavior works well, it tends to change some of their behavior. Second, self-regulation of motivation means that students know how to control and change their motivational beliefs such as self-efficacy and goal orientation so that they can accomplish the demands of a course. This also shows the relation between self-regulation and self-efficacy which will be discussed later on. Accordingly, students should learn how to control their emotions and affect (such as anxiety) in order to promote their learning. Finally, self-regulation of cognition means that students should have the control of various cognitive strategies for learning such as the use of deep processing strategies that bring about better learning and performance (Garcia & Pintrich, 1994). This means there is also relation between self-regulation and

learning strategies. Self-regulation of cognition and behavior is crucial for learners in terms of their learning and academic performance in the classroom context (Corno & Mandinach, 1983; Corno & Rohrkemper, 1985).

Wolters (1998) stresses that most of the research on “self-regulation focused on cognitive aspect of it but self-regulated learning has other divisions which are more important than the others such as motivational or affective aspects. Pintrich (2000) agrees with Wolters (1998) by claiming that self-regulated learning is made up of four factors. It is not only the cognitive one but also motivational, affective and contextual factors should be given some importance. This means that if a student is highly motivated to succeed, s/he will be able to self-regulate himself/herself. Also, there are some other factors that might affect the students’ willingness to be self-regulated such as the teachers, materials that are used in the lessons as well as the learning atmosphere in which students should feel enthusiastic to regulate their own learnings. Pintrich and De Groot (1990) support that self-regulated students can be cognitively engaged in a task even if there are distractions. Pintrich (2004) has also argued that students’ efforts to monitor, control, and regulate their motivation or affection should be mentioned or stated in conceptual models and measurement instruments of student learning. This means that motivational and affective aspect of self-regulation should also be given adequate importance by the teachers. These factors and elements are all regarded as important aspects of self-regulated learning (Wolters, 1998; Boekaerts & Niemivirta, 2000).

Zimmerman (2008) articulates that self-regulated learning is a way for students to achieve the academic goal with the help of other measures by saying:

Unlike measures of mental ability or academic performance skill, self-regulated learning (SRL) refers to the self-directive processes and self-beliefs that enable learners to transform their mental abilities, such as verbal aptitude, into an academic performance skill, such as writing. SRL is viewed as *proactive* processes that students use to acquire academic skill, such as setting goals, selecting and deploying strategies, and self-monitoring one’s effectiveness, rather than as a reactive event that happens to students due to impersonal forces. Although SRL was viewed as especially important during personally directed forms of learning, such as discovery learning, self-selected reading, or seeking information from electronic sources, it was also deemed important in social forms of learning, such as seeking help from

peers, parents, and teachers. The core issue is whether a learner displays personal initiative, perseverance, and adaptive skill. These proactive qualities of learners stem from advantageous motivational feelings and beliefs as well as metacognitive strategies (Zimmerman & Schunk, 2007) (pp. 166-167).

Zimmerman (2008) here tries to explain that there are different aspects of self-regulated learning including cognitive, metacognitive, academic as well as social aspects. Thus, not only the personal matters but also the social aspects of learning should be taken into account in order to turn our learners into self-regulated ones. Dörnyei (2005) has also attracted the attention to the “multidimensional construct of self-regulation including cognitive, meta-cognitive, motivational, behavioral, and environmental processes that learners can apply to enhance academic achievement” (p.191). Thus, there are various factors that cause educators to encourage learners to be “self-regulated”.

2.2.1. The importance of self-regulation

With the changing trends in education, the importance of self-regulation has stood out. With the advent of Common European Framework announced by Council of Europe (2001) and its emphasis on some terms such as “learning how to learn” and “life-long learning”, the significance of self-regulated learning strategies have been accepted in the field of language teaching. *Self-regulated L2 learning strategies* are defined as deliberate, goal-directed attempts to manage and control efforts to learn the L2 (Afflerbach et al., 2008).

There is a relation between self-regulation and the success level of the students. Lindner and Harris (1992) and Vrugt and Oort (2008) have carried out researches in higher education context to show that there is a correlation between academic success and self-regulated learning strategies. Other researchers (Pintrich et al., 1993; Zimmerman & Martinez- Pons, 1986) have also done studies by using interviews and questionnaires as their data collection tools to point out that there is a strong correlation between students’ self-regulatory strategy use and their course performance. They show that students who highly use self-regulation strategies consult their peers, teachers, and parents more than their peers whose self-regulation skills are not high. Consequently, they learn more and they highly benefit from this

cooperation and collaboration. In Zimmerman and Bandura's (1994) study, it has been shown that the efficient verbal skills of students are reflected on their written performance with the help of self-regulation skills.

Another study conducted by Heikkila and Lonka (2006) show that success expectation indicating an optimistic strategy has correlated positively with deep approach and self-regulation of learning, and negatively with surface approach, external regulation and lack of regulation. Students who are eager to learn something in detail and in depth will be more successful than their peers who just learn just the basics of something. In other words, students whose rates are high on success expectations have followed a deep approach to learning and have shown readiness to regulate their own learning processes. As long as students have higher expectations about their academic success, they will be able to self-regulate their own learning so that they can delve into the content of their lessons deeper so as to learn in detail. Research also shows that highly successful children are more self-regulated and less disruptive in their behavior than children who underachieve (Vauras et al., 2001). This is also extremely important for the stability and security of the learning and teaching environment. Unless the students are aware of why they are in the classroom and their target goals, there is not a suitable atmosphere for both teaching and learning. Therefore, students should always be instructed and guided about what they learn and why they learn it. They should know how they can use the knowledge that is taught to them in their real life so that they can make the new information gained part of their life trying to internalize it.

Another research conducted by İnan (2013) has shown the importance of self-regulation with its great influence on the GPAs (General Point Average) of the students, which means the more self-regulated learners are, the higher grades they get from the courses that they take. She has made her study with students in the English language teaching department of a Turkish state university. The findings show that there are significantly positive correlations between three aspects of self-regulated learning strategies (i.e. motivation and action to learning, planning and goal setting, strategies for learning and assessment) and GPA scores of the participants. There is a highest correlation between motivation and action to learning

and GPAs. Therefore, the more efforts students make to self-regulate their learning, the more successful they become and this is also reflected on their grades and scores.

It seems from the research in the literature that there is a direct relation between self-regulated learning and academic success. When students do their best to improve their self-regulated learning skills, their academic self-efficacy is enhanced, accordingly (Zimmerman & Bandura, 1994; Zimmerman & Kitsantas, 1999). This will be dealt with more detail in the following section of this dissertation.

2.2.2. The integration of self-regulation with the education

Students are expected to be self-regulated learners considering all the studies that show the higher positive correlation between self-regulated learning and academic success as they have been mentioned in the previous pages. However, students may not know how to be self-regulated learners on their own so they need guidance and direction on how to be a self-regulated learner. Pressley and McCormick (1995) confirm this by saying that students do not use self-regulated learning strategies when they are at home unless they are given directions.

Heikkila and Lonka (2006) emphasize the importance of teaching “self-regulatory skills” to students so as to facilitate their learning by saying:

It is important to develop teaching and counseling strategies which promote the chance for developing more functional learning approaches, self-regulatory skills, diminishing negative self-related attitudes and causal attributions. By designing learning environments that promote active knowledge construction, self-regulation of learning and personal goal setting, it may be possible to change these belief systems (p. 114).

These two researchers stress that it is crucial for the teachers to familiarize students with the self-regulation techniques that their students may not be familiar with at all. Otherwise, students will find it difficult to regulate their own learning and unless students regulate their learning, this process will be taken over by the teacher, which is called “external regulation” (Vermunt, 1998; Vermunt & Verloop, 1999). Therefore, it is advisable for the learner to take the guidance and instruction of the teachers into account but to make up his own mind about how to regulate his/her learning in accordance with his/her own needs because there can be big problems

that will come out if there is a mismatch between students' own learning preferences and the requirements of the learning environment in which they are presented (Vermunt & Verloop, 1999). Unless students are guided appropriately, students might choose the wrong learning strategy that might not take them to the success. Thus, Marton and Säljö (1976) warn that "students adopt an approach determined by their expectations of what is required of them" (p. 125). By doing so, they will be misled and face a disappointment at the end.

Another research that shows the importance of self-regulated learning training has been conducted by Schmitz and Wiese (2006). In their research it has been shown that students who have got self-regulation training have improved themselves a lot in terms of intrinsic studying motivation, self-efficacy, effort, attention, self-motivation, handling distractions, and procrastination. Those students in the control group have also shown significant developments in their self-regulation and motivation as well as self-efficacy, positive affect, personal understanding, and satisfaction. They have also stated in their diaries which they have kept for the data collection process for the purpose of this study that they have improved themselves a lot in terms of time management, planning, and concentration and a significant decrease in procrastination has been observed in their manners after the training that has been organized for them to be able to use those specific self-regulatory processes.

One of the ways that teachers can train students on how to be self-regulates is to give them homework or assignments on a regular basis so that they will get used to regulating their own studies. For instance, Stoeger and Ziegler (2007) have conducted a study on how teachers can make use of classroom assignments to teach self-regulated learning processes. For the purpose of their research they have trained teachers of fourth-grade students to get them to reach the capability to teach self-regulated learning processes during mathematical instruction in accordance with a cyclical model (Zimmerman, Bonner, & Kovach, 1996). According to this model, self-regulatory processes such as monitoring and self-evaluation, goal setting and strategic planning, strategy implementation and monitoring, and strategic outcome monitoring are all emphasized as part of the teaching process. After the training, students have shown a great deal of motivation to be on task, willingness to make

great efforts for their lessons. There has also been an increase in their learning-goal orientation while there has been a decrease in their feelings of helplessness. Students have benefitted from the trainings a lot especially in terms of their math achievement. Thus, it is advisable for teachers to make their students do their homework and assignments on time because this will make them engaged with the learning process.

Another study that shows the importance of self-regulation learning teaching has been done by Perry (1998). In this study, the researcher divided the student participants into two different classes. Students in the first class were taught by a teacher teaching self-regulation skills whereas students in the other one did not learn anything related to self-regulation from their teacher. The results have shown that the former students have monitored and evaluated their writing progress more productively than the latter group. Therefore, students in classrooms where self-regulation skills were taught looked for instrumental support from one another and their teachers more frequently than students in the other class. However, students in both classes did not reveal any significant differences in terms of motivation (i.e., beliefs, values, and expectations regarding writing), which was attributed to the ineffectiveness of these concepts by the researcher. However, it is obvious that teachers teaching self-regulation skills provide their students with more opportunities for checking and monitoring their learning experiences. Thus, teachers should create such a classroom environment for his/her students that they will be learners that are open for self-regulation because without the directions and guidance of the teachers, students may not find their own ways as the previous studies have shown.

Even though there are several researches conducted on self-regulated learning, Karabenick and Zusho (2015) focus on the need for further research on self-regulated learning for future studies to employ multiple methods (i.e., self-report and trace methodologies) to better understand the dynamic nature of SRL because they think self-regulation is a highly contextual issue as students' cognition, behavior, and affect will change over time and across the learning environments and/or tasks that are given to them. Therefore, they state that the studies will contribute more to the field if they can show how self-regulated learning change over time as well as

contextual variations that affect the results. In this sense, this study will be able to show how self-regulation of the students change over time because the data collected lasted one year long as they were collected at different times of the year with different data collection tools.

Researchers who criticize the use of self-report inventories in self-regulated learning research (Dinsmore et al. 2008; Winne and Perry 2000) report that these data collection tools such as interviews, diaries and questionnaires cannot reflect the effect or influence of context, time, and tasks given to students so this study has also made use of the think-aloud protocols so that students real performance can be detected. What is more, some researchers (Efklides 2011; Winne & Hadwin 2008; Zimmerman 2000) claim that there is a direct relation between self-efficacy and self-regulation as well. Thus, these two concepts cannot be thought separately from each other. As a matter of fact, self-efficacy issue has also been integrated with the research questions and whether it had some influence over self-regulation has also been questioned in this research.

There is also another term that is confused with self-regulation: self-directed learning. This should also be explained more to prevent confusion.

2.3. Self-directed learning

The concept of “learning” has changed a lot for the last two or three decades. In the past, it was considered as an action that took place in the class under the supervision of the teacher who were thought as the only authority and the supplier of the knowledge. Thus, students tried to learn what was given to them by the teachers. However, with the recent changes in the education and language teaching pedagogy, students have become the active agents in their own learning process instead of being the passive receiver of the knowledge in the past. Knowles (1975) describes “learning” as a process in which students take the initiative of their own learning by deciding their own needs, goals, the materials that they will use as well as the learning strategies that they will benefit from.

Due to these changes in terms of learning process in education, self-regulated learning has gained importance as it is a discipline which students should have as a twenty first century skill so that they can be active agents, set their own goals, monitor, regulate and control their cognition, motivation and behavior considering the contextual factors such as the learning environment (Pintrich, 2000).

According to Saks and Leijen (2014), self-regulation emphasizes behavioral and emotional regulation. Later with the Bandura's publications on self-efficacy, motivation has become one of the requirements of self-regulation. Dinsmore et al. (2008) stress that self-regulation is a process in which the environment has an influence over the person, the behavior of whom is sharpened accordingly.

When it comes to the self-directed learning, Knowles (1975) and Winne and Hadwin (1998) four key phrases of self-directed learning in academic learning situations: (1) defining tasks; (2) setting goals and planning; (3) enacting study tactics and strategies; (4) metacognitively adapting studying.

These two concepts look similar in that they both require goal-setting and motivation to be the active agent of learning. However, self-directed learning is a concept that belongs to adult education in 1970s-1980s while self-regulated learning is a much younger concept originating from educational psychology and cognitive psychology (Saks & Leijen, 2014). Another difference stated by Loyens et al. (2008) is that self-directed learning is mostly used for describing the learning activities outside traditional school environment because of its adult education roots and involves the aspect of designing learning environments. On the other hand, self-regulated learning is mostly studied in school environment. Therefore, self-directed learning seems to be a much broader concept whereas the self-regulated learning is something more specific, which means self-directed learning can be thought in macro level while self-regulated learning can be considered in micro level. Saks and Leijen (2014) reveal the similarities and differences between self-regulated learning and self-directed learning as shown in the figure below.

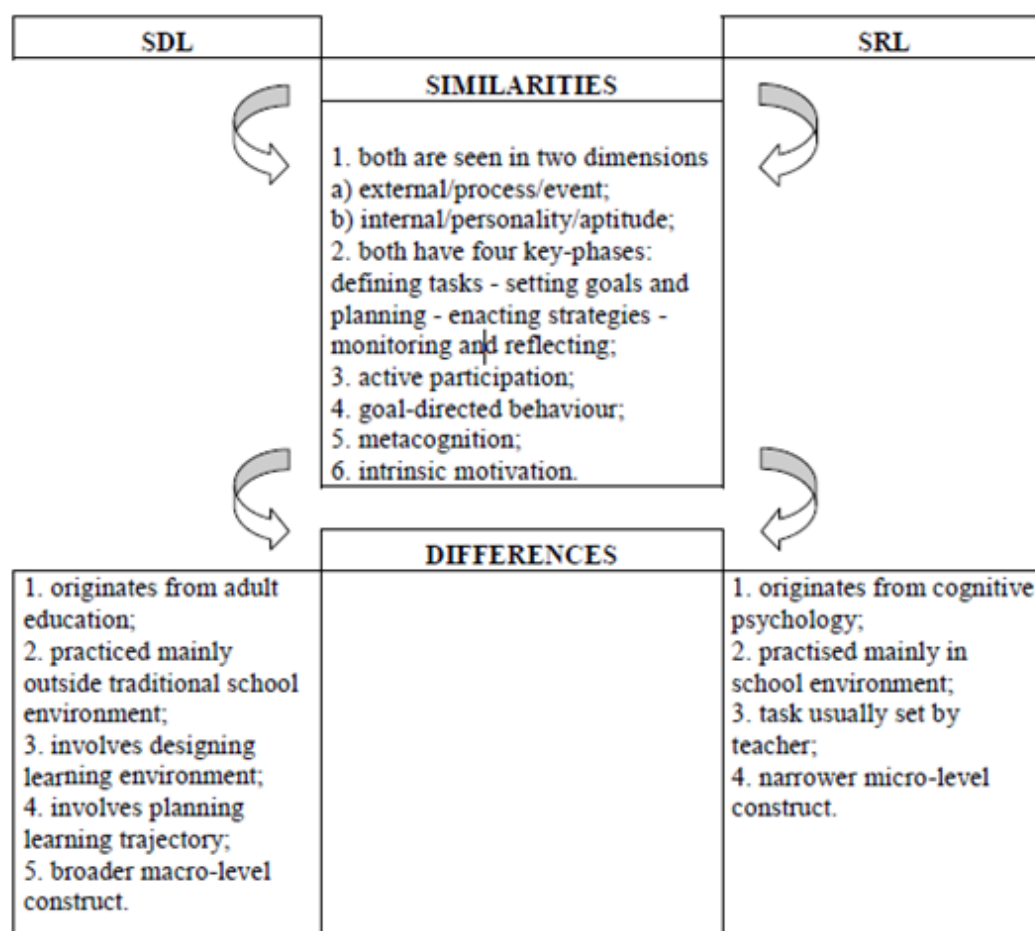


Figure 1. Similarities and differences of self-directed learning and self-regulated learning

No matter how many similarities and differences they have, Holec (1981) claim that learners need methodological preparation to be self-directed learners, which requires the use of learning strategies. Therefore, the importance of learning strategy training has become prevalent (Ellis & Sinclair, 1989; Weaver & Cohen, 1997).

2.4. Learning strategies

The importance of “self-regulation” and its effect on language learning process have both been shown in the previous studies conducted in the field. However there is also another term that is highly relevant but slightly different should also be discussed in

detail, which is “language learning strategies”. These two terms are usually used interchangeably and some people do not distinguish them from each other.

Dörnyei (2005) claims that the term “*self-regulation*” has substituted “*strategy*” due to the difficulty in conceiving “learning strategies”. As suggested by Dörnyei (2005), although the term “self-regulation” is considered as a synonym of the term “strategy”, it is different from strategy in that there is a shift of focus in self-regulation from product to process and self-regulation is not restricted to learning. This means that one person can even regulate his/her working discipline. Even, teachers can regulate their own teaching ways in accordance with their students needs. What is more, “self-regulation” also includes other types of cognitive and behavioral processes in different disciplines such as clinical, health, and organizational psychology. However, here in this study, it is referred to “self-regulation of learning” by the students in an educational context.

Language learning strategies are significant for the success of language learners since with the help of learning strategies, as Oxford (2008) stated, “rather than mere passive receptacles for knowledge, learners become thinking participants who can influence both the processes and the desired outcome of their own learning” (p.52). They become the active agents of their learning process. The importance of “language learning strategies” is also emphasized by Chamot (2004):

..if students are learning a second language in an academic context, a repertoire of cognitive learning strategies (perhaps combined with affective strategies to develop self efficacy) will be helpful with academic reading, listening, writing, and speaking tasks (p. 17).

In this quote, the researcher stresses that the knowledge of learning strategies for the learners will facilitate their four skills improvement. As the integration of four skills is the real trend in language education, it is vital that learners develop these skills accordingly. What is more, it is also important for learners to combine both cognitive and affective strategies together so as to increase the efficiency that they will for the development of their language skills with the help of the strategies that they have been using.

There are several definitions of language learning strategies in the literature. According to Oxford (1990), language learning strategies are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8). Thus, strategies help students find out what they want to learn both easily and pleasantly. Another researcher Rubin (1975) defined the language strategies as “the techniques and devices which a learner may use to acquire knowledge” (p.43). In other words, strategies have been considered as tools that will help the learners reach the information and knowledge that they need. Another scholar, Chamot (2004), describes learning strategies as “the conscious thoughts and actions that learners take in order to achieve a learning goal” (p. 14). Hence, by using learning strategies, students make up their own minds to accomplish what they want to do.

Oxford (1990) has divided language learning strategies into two different categories: direct strategies (including memory, cognitive, and compensation) and indirect strategies (including metacognitive, affective, and social). This model was used in the questionnaires that were distributed to the participants of this research. Also, in the interviews, the researcher gave some explanations about these strategy types to the learners so that they could decide which one(s) they were dominantly making use of.

Most language learning strategy researchers have mentioned the central role of metacognitive knowledge and metacognitive learning strategies in language learning (Anderson, 2002; Chamot, 2001; Chamot et al., 1999; Grenfell & Harris, 1999; Harris, 2004; O'Malley & Chamot, 1990; Rubin, 2001; Thompson & Rubin, 1996; Vandergrift, 2002; Wenden, 2002). Vermunt and Verloop emphasize the importance of metacognitive strategies by saying that they “are those thinking activities students use to decide on learning contents, to exert control over their (cognitive) processing and affective activities and to steer the course and outcomes of their learning” (p. 259). However, it is also important to focus on affective factors as they can highly influence performance on a task (Khaldieh, 2000) because unless students enjoy what they are doing or unless they are motivated to what they are doing, it is not likely that they will succeed in the end. Along with the affective factors,

metacognitive strategy is associated with the ability to monitor and adjust the reasoning and cognitive processes such as learning, understanding and problem solving (Woolfolk, 2007). Thus, students using metacognitive strategies try to use what they already have as their background knowledge so as to cover up their deficiencies with their problem solving skills. Another strategy type, which is action control strategy, is related to the efforts to protect one's aims from other competing tendencies (Kuhl, 1987). It requires the learners to make decisions and apply what they have thought.

Vermunt and Verloop (1999) have made a distinction between cognitive, meta-cognitive and affective strategies. Cognitive strategies refer to the processing of information; in this respect deep versus surface strategies can be distinguished (Chin & Brown, 2000; Marton & Saljo, 1976). Learners who adopt deep processing strategies are more involved in learning in detail and relating what they have been taught to what they already know. In contrast, students who actively use surface processing strategies are mostly engaged with memorization. Thus, deep cognitive strategies might be considered as superior to surface strategies with respect to their influence on learning results (Struyven, Dochy, Janssens, & Gielen, 2006). Chin and Brown (2000) also confirm that students using deep cognitive strategies are more interested in meaning of the content which includes new information so that they can relate this information to what they previously know.

As for the categorizations of language learning strategies, two different adaptations made by Wang and Pape (2005) are as follows.

Table 1. Self-regulated learning strategies

Self-Regulated Learning Strategies	
<i>Category definitions</i>	<i>Examples of ESL children</i>
1. Self-evaluation: Self-initiated evaluations of the quality or progress of students' work	Check writing before turning it in to the teacher
2. Organizing and transforming: Self-initiated overt or covert rearrangement of instructional materials to improve learning.	Translate English into their native language to help memorize the word.
3. Goal-setting and planning: Setting educational goals or subgoals and planning for sequencing, timing, and completing activities related to the self-set goals.	Adjust what to write in a journal entry by checking how much time is left.
4. Seeking information: Self-initiated efforts to secure further task information from nonsocial sources.	Look for the meaning of a word in a dictionary.
5. Keeping records and monitoring: Self-initiated efforts to record events or results.	Take down an unknown word to ask for help later.
6. Environmental structuring: Self-initiated efforts to select or arrange the physical setting to make learning easier.	Study in one's own room.
7. Self-consequences: Student arrangement or imagination of rewards or punishment for success or failure.	Jump up and down when one gets good results of study.
8. Rehearsing and memorizing: Self-initiated efforts to memorize learning materials by overt or covert practice.	Write the word many times on paper in order to memorize it.
9. Seeking peer assistance: Self-initiated efforts to solicit help from peers.	Ask a friend.
10. Seeking teacher assistance: Self-initiated efforts to solicit help from the teacher.	Ask the teacher for help.
11. Seeking adult assistance: Self-initiated efforts to solicit help from adults.	Ask parents.
12. Reviewing tests: Self-initiated efforts to reread tests.	Reread the past test.
13. Reviewing notes: Self-initiated efforts to reread notes.	Reread the notes.
14. Reviewing texts: Self-initiated efforts to reread texts.	Reread the textbook.

Adapted by Wang and Pape (2005) from "Development of a Structured Interview for Assessing Student Use of Self-Regulated Learning Strategies," by B. J. Zimmerman and M. Martinez-Pons, 1986, American Educational Research Journal, 23, p. 618. Copyright 1986 by the American Education Research Association. Adapted with permission.

Table 2. Learning strategies used by good language learners

Learning Strategies Favored by Good Language Learners			
<i>Dichotomous classification</i>	<i>Strategies</i>	<i>Substrategies</i>	<i>Examples of strategies</i>
Direct strategies	Memorization	Creating mental linkages	Grouping/Associating/Elaborating
		Applying images and sounds	Using imagery/Semantic mapping
		Reviewing	Structured reviewing
	Cognitive	Employing action	Using physical responses/Using mechanical tricks of sensation
		Practicing	Repeating/Formally practicing
		Receiving and sending messages	Getting the idea quickly/Using resources for receiving and sending messages
		Analyzing and reasoning	Reasoning deductively/Analyzing expressions
		Creating structure for input and output	Taking notes/ Summarizing
	Compensatory	Guessing intelligently	Using linguistic clues/ Using other clues
		Overcoming limitations in expression	Switching to the mother tongue/Getting help
Indirect strategies	Metacognitive	Centering the learning	Linking with known material/Paying attention
		Arranging and planning the learning	Organizing/Setting goals and objectives
		Evaluating the learning	Self-monitoring/ Self-evaluating
	Affective	Lowering anxiety	Using music or meditation/Using laughter
		Encouraging oneself	Making positive statements/Rewarding oneself
		Taking emotional temperature	Writing a language-learning diary/Discussing one's feelings with others
	Social	Asking questions	Asking for clarification/Asking for correction
		Cooperating with others	Cooperating with peers/ Cooperating with proficient users of the language
		Empathizing with others	Developing cultural understanding/Becoming aware of others' thoughts and feelings

Adapted by Wang and Pape (2005) *from* Language Learning Strategies: What Every Teacher Should Know, *by* R. L. Oxford, 1990, pp. 18-21. Copyright 1990 by Heinle & Heinle.
Adapted with permission.

In spite of these differences in terms of definition and categorization, there is a consensus among the researchers that language learning strategies are efficient ways for the achievement of the students (Chen, 1990; Goh & Foong, 1997; Green & Oxford, 1995; Khaldieh, 2000; Wharton, 2000) because they are used by the learners to make learning process easier and more efficient as these two tables have shown. According to Stern (1992), “the concept of learning strategy is dependent on the assumption that the learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques” (p. 261) . The scholar stresses the importance of students’ will and determination to use these strategies to reach their objectives because language learners are responsible for their own learning process.

Ellis (1989) is one of the researchers that have emphasized the importance of learners’ responsibility for their own learning process. Good language learners choose the way to take charge of their own learning rather than to rely exclusively on the teacher. (Ellis, 1989; Rubin, 1975). They can consult their teacher when they are in need of their guidance and instructions but this does not give them the right to rely merely on what they say because a good language learner must know his/her characteristic features much better than other so s/he should make up his/her own mind about what is best for her/him after taking the recommendations of his/her teacher into account. Furthermore, successful language learners are tolerant of the ambiguity and uncertainty in language, insistent in achieving their goals, and they are all aware of their learning process, whether they are on the right track or not (Ellis, 1989). Therefore, they need to use some strategies to handle the problems even though they may bring about some trouble for their language learning process. They are expected to sort these troubles and problems out with their own language learning strategies that best suit their needs. For example, they tend to guess the meaning of unknown words from the context and frequently use gestures in communication (Rubin, 1975). Thus, a good language learner makes use of some strategies that are appropriate to his or her own personality, age, sex, purpose, and learning context whereas unsuccessful language learners often use less effective learning strategies

(Bates, 1972). This is important in that language learners should decide the strategies in accordance with their own needs and their characteristics.

Even though choosing the strategies that best suit the learners and their needs in terms of language learning, it is also notable that these strategies should be used consistently and regularly by these learners so as to increase the efficiency of their learning. They have to know where and when to use the strategies. As long as learners are aware of the strategies that serve their linguistic needs, they must use these strategies all the time both in their class-time activities and out of their class time while they are studying on their own. Chamot (1987) confirms that good language learners benefit from learning strategies not only in the classrooms but also in out-of-classroom activities. Thus, there is a strong relationship between the proficiency of the language learners and their use of language learning strategies. The more language learners use strategies, the more they will be successful in reaching their objectives. Several researchers also state that there is a huge difference between proficient and less proficient learners in terms of their frequency of the strategy use (Bruen, 2001; Vandergrift, 2003; Zhang, Gu, & Hu, 2008). In order to improve their language, language learners should make use of as various strategies as they can because more proficient and competent language learners make use of a greater variety and a greater number of learning strategies (Anderson, 2005; Bruen, 2001; Chamot & El-Dinary, 1999; Green & Oxford, 1995; O'Malley & Chamot, 1990; Wharton, 2000). Variety brings more options for the students that will choose among the best ones that serves their needs.

No matter how many learning strategies learners can use, there are a lot of overlaps among these language learning strategies for the learners on condition that they are efficiently using them because different spheres of the activity can be organized by similar sub-skills, which will lead to some interdomain relation between different strategies in perceived efficacy. For instance, a student who is trying to do “guess the meaning from the context” and “solve reference questions” is using his/her cognitive skills to find out what he does not know and trying to understand the details by looking at the whole picture. In other words, these two different strategies are used for a single purpose: to understand the reading text well. Thus, use of two different

strategies requires the learner to benefit from similar sub-skills. As a matter of fact, proficient performance is partially directed by higher-order self-regulatory skills, which include “generic skills for diagnosing task demands, constructing and evaluating alternative courses of action, setting proximal goals to guide one’s efforts, and creating self-incentives to sustain engagement in taxing activities and to manage stress and debilitating intrusive thoughts” (Bandura, 2006, p. 308). In fact, a good language learner is capable of multifunctioning and using different strategies for a single purpose just as the one given in the example. Therefore, a good language learner is aware of what s/he will do and s/he has a control over the actions that s/he takes to improve his/her language.

The theories and different categorization of language learning strategies are important but it is also significant to know their place in education.

2.4.1. Language learning strategies in education

The importance of language learning strategies in education is obvious if we want our students to be successful learners. Oxford and Nyikos (1989) confirm that higher self-perceived proficiency in language skills is directly related with greater use of learning strategies. Therefore, it is believed by most researchers that strategy instruction in language teaching is crucial for this process (Anderson, 2005; Chamot et al., 1999; Cohen, 1998; Nunan, 1997; O’Malley & Chamot, 1990; Oxford & Leaver, 1996; Shen, 2003).

The responsibilities of the teachers are quite high in classroom context for their students to learn the strategies. Chamot (2004) elaborates on the issue:

It is important that teachers strive to develop students’ own metacognition, as that will help them select the most appropriate strategies for a given task. Students do not need to learn the names of every strategy that has been identified in the research literature! They need to learn how to use strategies that they find effective for the kinds of tasks they need to accomplish in the L2 (p.18).

In this quote, Chamot (2004) emphasizes the importance of strategy teaching in education because it is highly crucial for the students to know how to use strategies efficiently for their own learning process. They do not need to know every kind of

strategy and the terminology about it but the ones that will be considered to be beneficial for them should be presented in the class by the teachers so that the students will choose the ones that they think most efficient for them.

Without the guidance of the teachers who can introduce them to the strategies that they will use in the class, students might get lost so there should be explicit teaching for them. Wang and Pape (2005) also stress the importance of explicit strategy teaching by saying:

Thus, ESL teachers should incorporate explicit instruction related to SRL strategies and help students develop strategies suitable to their characteristics and the learning context (p.85).

Teachers should teach their learners the strategies that they can use but they should not impose the strategies that they can use on them. They should give the students the right to choose among the strategies taught to them. Thus, teachers should be careful with how they teach strategies to their learners.

As for strategy teaching, there are some other factors that affect this process. Some teachers do not teach their students any kind of learning strategy until they reach to a certain level of proficiency but Chamot (2004) is against this idea. According to Chamot (2004), learning strategy instruction should not be delayed until intermediate or advanced level because beginners also need strategies that can make their language learning more successful and consequently increase their motivation. This study was conducted with learners who started their language learning process from A1 level so it is highly important to determine whether they were taught language learning strategies from the very beginning of the term and whether they used them efficiently. However, the strategies used among students who are from different language proficiency levels differ accordingly. In a study conducted by Chamot (1987) with high school ESL students, differences in individual strategy use have been found between beginning and intermediate level ESL students. What is more, metacognitive strategies such as self-management, advance preparation, and self-monitoring are mostly preferred by intermediate-level students. Contextualization is also used more often among intermediate-level students while translation and imagery is prone to be used by beginning-level students. Additionally, many more

intermediate-level students use strategies to improve their oral presentations skills than beginner-level students do. Thus, this study reveals the fact that the language proficiency level of the learners plays an active role on their choices over language learning strategies which differ a lot according to the linguistic competence.

Besides the level of students, their personal preferences affect the strategies they prefer to use. Abraham and Vann (1987) have conducted a study that show the role of “individual differences in choice of strategies” considering successful and less successful language learners. It has been revealed in their study that the successful learners use more strategies overall including a greater variety of both learning and communicative strategies. Also, they are more careful with the correctness of forms, more eager to guess meaning, show higher persistence, use more production strategies such as paraphrasing to make themselves clear, and employ many more clarification/verification strategies. These characteristics of successful language learners are almost identical to descriptions of self-regulated learners who are described as active participants in the learning process because good language learners are supposed to use as many differing strategies as they can. As Zimmerman (1994, 2000) has stated, self-regulated learners can control their cognitive processes, motivation, and emotion for a single purpose: to reach their aims.

Along with the characteristic features of learners, another important factor that should be considered as “important” in language learning environment is culture. Chamot (2004) asserts:

For example, in a culture that prizes individual competition and has organized its educational system around competitive tasks, successful language learners may prefer strategies that allow them to work alone rather than social strategies that call for collaboration with others. (p. 18).

In this quote, it has been emphasized that the culture of the learning environment should be taken into consideration when learning strategies are taught. If language teaching takes place in a context where individual work is praised, the teacher should show how to use individualistic language learning strategies. However, if a teacher teaches a group of people among which cooperation and collaboration are highly supported, s/he should teach his/her students language learning strategies that will

work well with team work. In Turkish education system in which there are lots of standardized national exams that determine the future of the students such as the high school type that they will attend or the university that they will be enrolled, students become more individualistic and they tend to study on their own so when they start their university life that praises cooperative and collaborative work, they might find it a little bit difficult to get accustomed to it. As a matter of fact, Green and Oxford (1995) suggest that EFL (English as a Foreign Language) and ESL (English as a Second Language) learners use different kinds of strategies and this has been confirmed by the study carried out by Kojic-Sabo and Lightbown (1999) who have showed that ESL and EFL learners have made use of the different strategies in terms of their vocabulary development. Hsiao and Oxford (2002) claim that the effect of learning context on strategy selection is an important topic that should be investigated for future research. Gao (2003) confirms them by saying that there are some suggestions in the literature that different cultural context affect the choice of strategies but more investigation is needed for the field. Therefore, the influence of the learning context has been given importance in this study.

Learning strategies should be applied in every part of language learning and teaching process but students use them in accordance with their needs and purposes. Marton and Säljö (1976) have conducted a study on the strategies students use while they are reading texts to show that learners use strategies in line with their goals for a specific subject. They claim that there are two different approaches students adopt when they need to learn what they read: deep and surface. A student who applies a deep approach to learning pays great attention to the main idea or message of the materials to be learned whereas a student who applying a surface approach to learning focus more on the surface features of the text itself and tries to remember it word by word. If the only purpose of the student is to recall and repeat what is written in the text, s/he will not adopt the active problem-solving and thinking skills needed to deeply understand the material which has been read. Thus, a learner who has a good command over the language is supposed to use the strategies in order to acquire a knowledge that s/he will use for the rest of his/her life whereas an unsuccessful language learner is just using strategies to learn some information that will serve

his/her needs on a daily or weekly basis. Entwistle and Ramsden (1983) and Biggs (1987) have introduced a third approach: strategic or achieving. Students adopting this approach work hard to achieve good grades. They choose their learning strategy to maximize the chances of academic success. These types of learners just use the strategies that will make them gain the scores that help them pass the exams. They do not give importance to whether they will need the information that they are trying to acquire in their future life or not so they are using the strategies on the surface level. As a matter of fact, the aims and goals of the learners are factors that determine the strategy use of students.

Even though there are several factors that affect the choice of the strategies that learners use, there are also some scholars that claim that the students' choices of the strategies are partly fixed because of their natural inclination, habit which is different from one person to another and even the school environment and the teachers might have an influence over this stability (Eley, 1992; Hadwin, Winne, Stockley, Nesbit, & Wosczyzna, 2001)

Another important factor that should be considered in language strategy instruction is the use of technology because they facilitate the learning process of the learners. Bonk (2009) lists three benefits of technology in education. First, it allows schools to offer courses which would be too costly otherwise. For instance, exposing students to a video-conferencing of an important author via internet, computer and a projector is much cheaper than taking them to the place where this conference is held. Secondly it makes more linguistic and cultural sources available to students who would not be able to access them without the technological devices. To illustrate, our students do not need to go the United States but they can visit those places and that culture with the help of Internet connection which provides them with all the information that they need about that culture. Thirdly, it creates communities of like-minded educators who not only share programming talents and courses, but are interested in improving the human condition as well. For example, with the help of online academic journals, scholars share their research and articles in which there might be valuable results for another researcher in a country. Therefore, the facilities and

opportunities that technologies offer to us are countless and they should be combined with learning strategies to increase the efficiency of the language education.

Both the rapid development of technology and wide range of e-learning systems have led to many opportunities for self-learning but teachers and traditional classroom teaching are still needed by the majority of students because students need guidance and direction as well as instruction so as to be able to use technology efficiently. Nielson (2011) claim that use of technology should be integrated with the guidance of the teachers. Otherwise, the technological devices will not satisfactorily contribute to the development of the students. Therefore, more and more teachers apply “blended instruction” to manage teaching. Blended instruction, a combination of traditional classroom teaching and online learning methods is now popular and more practical for both teachers and learners. In addition to keeping the advantages of classroom face-to-face interaction, online learning tools and applications can extend the benefits of the course. Furthermore, blended learning usually employs a wide variety of media and materials besides different teaching methods and assessment tools (Sharma & Barrett, 2007). This type of teaching was also applied in the context where this study was conducted because students were taught both in a traditional and technological ways. They had grammar lessons in which they covered a compiled “grammar” book that gave the rules and exercises as well as “reading and writing” and “listening and speaking” courses with books for each course that provide students with videos, online exercises and online supplementary materials. The term “blended learning” has become more trendy in second language classrooms (MacDonald, 2008) as it combines traditional learning with an Internet online application just as the way this School of Foreign languages did. Hence, teachers can make use of technology and its benefits so as to improve learning strategies for their students. Zimmerman (2008) confirms that the development of high-tech study environments has not been mature yet but its potential for assisting students to use self-regulation learning strategies is impressive. Kern (2006) elaborates on the variety and creativity that technology has brought to the language classrooms. Therefore, students should be informed that they can benefit from the technology and

the opportunities and facilities it offers to them but they should not make the technology their focal point in their studying way.

Along with the technology that highly affects strategy learning, another equally important factor that should be taken into account is affective factors. Pintrich (2004) attracts the attention to the importance of affective factors for the efficient use of language learning strategies by saying that the personal attributes of self-regulated learning are often described in terms of motivational beliefs and appropriate use of cognitive, metacognitive and action control strategies. Motivational beliefs have been defined as learners' inspiration, learning guidelines and choices (Lodewyk et al., 2009; Wolters & Pintrich, 1998). Learners can be presented with the different strategies by their teachers but they should be the ones that decide upon which strategies to use considering their own needs, enthusiasm and willingness. What is more, the more motivated the learners are for their own learning process, the more willing they will become to use learning strategies more efficiently. Thus, Pintrich and De Groot (1990) claim that there is a positive link between motivational beliefs and self-regulated learning, which means that all affective components influence academic performance accordingly. However, in another study that focus on gender differences in terms of self-regulated online learning, Yukselturk and Bulut (2009) have shown that there are not statistically significant mean differences among motivational beliefs self-regulated learning variables and achievement in programming with respect to gender. Whether the affective factors play an important role over the learners or not depends on the learner profile.

Other equally important element that should be considered in language learning strategy education is the proficiency level of the students. In Ting and Chao's (2013) paper, it has been shown that there is a correlation between the students' level of linguistic competence and their action control strategy. Also, students with a high level of competence perform better than those with an intermediate one. This means that the higher the language proficiency level of the learners, the more likely it is for them to use as various strategies as they can. Last but not least, gender is not a kind of variance that shows any significant difference in any of the sub-categories but the

statistic data of their study reveal that male students have more confidence in cognitive and action control sub-categories than female students. However, gender is not an issue that will be dealt with in this study.

2.5. Self-efficacy

In addition to the terms “self-regulation” and “language learning strategies”, another equally important term “self-efficacy” should also be given some thought for the purpose of this study. Bandura (1986) defines self-efficacy as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (p.391). It means that learners with high self-efficacy can easily make up their minds about what to do and how to in terms of their language learning as well as the strategy use. Thus, the aim of our education should be an increase in the self-efficacy level of our learners because Bandura (1997) has claimed that learners with strong self-efficacy beliefs set higher goals, make greater efforts and persist with academic tasks in demanding situations to succeed them, which are all directly related to self-regulated learning procedures. However, in order to increase students’ self-efficacy levels students are expected to learn about the learning strategies that they should use so as to be able to have a satisfactory level of both self-efficacy and self-regulation. Thus, these concepts cannot be separated from each other as long as the objectives of the course are supposed to be accomplished. Usher (2009) emphasizes the importance of the combination between self-regulation and self-efficacy:

Qualitative inquiry also clarified links between self-efficacy and self-regulation. It may come as little surprise that most students with high self-efficacy proactively rely on a stock of self-regulatory skills when learning math. Those with low self-efficacy struggled to manage their math work and rarely sought help from teachers (p.309).

It is stated in the quote that the more self-regulated a learner is, the more self-efficacy s/he will have. What is more, learners with higher self-efficacy level will also use learning strategies much more than the ones with lower self-efficacy. Pintrich and De Groot (1990) also confirm that self-regulation is closely related with success beliefs among elementary school students. Their study that has been

conducted with university students reveals the same tendency. Thus, self-regulated learners normally have higher self-efficacy than their peers. Wolter (1998) proclaims that students' use of self-regulated learning strategies can be predicted with the help of the efficacy beliefs of the learners. It may be concluded from the self-efficacy level of the learner whether the learner is effectively and actively using learning strategies for the benefit of his/her own learning process. In another study carried out by Stoeger and Ziegler (2007), it has been found that learners with high self-efficacy are the ones who use self-regulation techniques. It has also been stated that the variables of self-efficacy beliefs, learning-goal orientation, and time-management skills are closely linked to an increase in math skill in their study. The close relationship between self-efficacy, self-regulation, and achievement is mentioned in several other studies (Pajares & Miller, 1994; Wang & RiCharde, 1987; Zimmerman & Martinez-Pons, 1990; Zimmerman & Ringle, 1981).

Another close relation of self-efficacy is with the self-perception of the learners including their character, performance and characteristics. Bong and Shaalvik (2003) claim that "there is at least considerable overlap in the make-up of academic self-concept and academic self-efficacy and that perception of academic capability is the major common denominator between the two" (p. 11). This means that a learner with high self-esteem in terms his/her academic capabilities and capacities will have higher self-efficacy compared to students with lower self-confidence. Thus, we should try to make our learners have strong self-confidence in their abilities and higher potential so that they will have higher self-efficacy, which lead to their success in their academic performance. This can done if the students realize their own capabilities and strengths in terms of their linguistic abilities so that they can feel the taste of achievement in the skill or area in which they area more successful compared to others. For instance, if a student is more successful in writing and less successful in listening, s/he should be informed about the fact and taught accordingly instead of making them feel desperate about his/her deficiencies. At this point, the importance of making learners with high self-efficacy is another issue that should be discussed.

2.5.1. The importance of self-efficacy in education

Self-efficacy of the learners influences them in a number of different ways. Accordingly, self-efficacy of the students is also influenced by several factors such as academic achievement, emotions and learning performance. These issues are handled by several researchers. According to Wang and RiCharde (1987), students' self-efficacy is highly influenced by their learning performance. If a student realizes the fact that s/he can do whatever s/he wants and becomes successful in the end, his/her self-efficacy increases accordingly. What's more, students' academic achievements are affected by their self-efficacy beliefs (Pajares & Miller, 1994; Zimmerman & Martinez-Pons, 1990). In their study, Pajares and Miller (1994) exemplify that students' judgments about their capabilities to solve mathematics problems can be more predictive of their success in solving the problems than other variables. Another research conducted by Zimmerman and Bandura (1994) has pointed out that students' level of self-efficacy in terms of their writing performance is positively correlated with the grade goals they have set for themselves as well as with the grades they have actually got in their writing course. Thus, it can be claimed that the successful performances of learners reflect positively on their self-efficacy.

Bandura (2006) explains the importance of self-efficacy and its reflection on the academic success of the learners:

Efficacy beliefs influence whether people think erratically or strategically, optimistically or pessimistically. They also influence the courses of action people choose to pursue, the challenges and goals they set for themselves and their commitment to them, how much effort they put forth in given endeavors, the outcomes they expect their efforts to produce, how long they persevere in the face of obstacles, their resilience to adversity, the quality of their emotional life and how much stress and depression they experience in coping with taxing environmental demands, and the life choices they make and the accomplishments they realize (p .309).

It can be understood that self-efficacy beliefs of a person affects not only his/her educational life but also the decision s/he makes about his/her life choices in general. Thus, it has been stressed that if a teacher wants their learners to deal with all the

difficulties that they face during the course of their language learning process, which is a rather long one, s/he must do his best to make learners have a high self-efficacy to endure all the challenges stated above. This will also help the learners get ready for their professional and social lives as well.

There are several factors that affect the self-efficacy of the people. The past experiences of the people can affect their self-efficacy because if a person has past experiences full of victory, s/he will have a high self-efficacy because s/he trusts his/her capabilities. Wang and Pape (2005) agree that “students’ self-efficacy beliefs can be enhanced through successful past experience and positive feedback with scaffolding provided by teachers and parents” (p.76). Therefore, the positive past experiences as well as the support from teachers will facilitate the acquisition of high self-efficacy for the learners. In other words, teachers should always encourage their learners to use their full potentials and make them believe that they can if they want. This way, students will gain the self-efficacy that they need to be successful.

The role of teachers is highly important here because they should provide their students with the opportunities that will increase their level of self-efficacy. They might assign their learners tasks in accordance with their proficiency level so that every learner should feel that they can do and succeed in language learning. This will increase the self-confidence of the learners so their self-efficacy will also get higher accordingly. However, to be able to train learners to have high self-efficacy, teachers should also have high self-efficacy on their own. There are also studies that show the importance of teacher self-efficacy. According to the results of the study that investigates the teacher self-efficacy conducted by Ashton (1994), teachers with high self-efficacy place a positive value both upon themselves and their teaching. What is more, they think that they play a significant role in the education of their learner so they devote their energy, efforts and time to the education of their students. Therefore, they do their best to develop effective teaching strategies. In another study carried out by Gibson and Dembo (1984), researchers observe eight teachers who are either high or low in self-efficacy. They have found that the ones with high self-efficacy are more efficient with the management of the class and the time allocated for teaching. These teachers with high self-efficacy seem more confident and less

frustrated when they encounter problems in their classes. Thus, it is also important to have high self-efficacy for the teachers so that they can reflect it on their students.

Several studies conducted on self-efficacy beliefs show that students' self-efficacy can also be enhanced and promoted through classroom teaching (Pajares, Miller, & Johnson, 1999; Pajares & Valiante, 1997; Wang & RiCharde, 1987; Wenden, 1987) and through modeling (Schunk & Hanson, 1985; Wang & RiCharde, 1987; Zimmerman & Ringle, 1981). Bandura (1997) comes up with "*cognitive self-modeling*" defined as "visualization of one's own self coping in diverse situations and under challenging circumstances" as a part of several experiences. This can be achieved by giving students some challenging tasks the difficulty level of which is something they can cope with. Then, they should be left alone to make themselves realize that they can handle the situation, which will increase their self-efficacy. Bandura (1997) proposes that individuals can find satisfaction and increase their confidence when they "visualize themselves repeatedly confronting and mastering progressively more challenging or threatening situations" (p. 95). Thus, this assignment process by the teachers to the students should be repeated several times so that these students will maintain the self-esteem that they have gained from the initial challenging tasks. Self-talk and self-modeling may be part of a student's larger repertoire of self-regulatory skills. This means that through modeling students can improve their self-efficacy with the help of their self-regulated acts. By using such self-regulatory strategies, which is called a "*self-empowering cycle*" by Zimmerman and Kitsantas (2005) learners will develop both confidence and competence, both of which they need to improve their self-efficacy beliefs.

Students are expected to be self-regulated learners by using their learning strategies so as to develop their self-efficacy. As Zimmerman and Schunk (2008) mention, self-efficacious students are more likely to use cognitive and metacognitive strategies in the classroom than are those who doubt their competence. Thus, learners should be encouraged to use self-regulation strategies so as to increase their efficacy levels as well. In other words, helping students become better self-regulators of their learning can increase their self-efficacy perceptions (e.g., Schunk & Lilly, 1984; Schunk & Swartz, 1993; Zimmerman & Bandura, 1994; Zimmerman & Kitsantas, 1999).

There are several steps that students should take in order to increase their self-efficacy. Bandura (1997) claims that students form their self-efficacy by selecting and interpreting information from four primary sources. They develop *mastery experience* with the results of their previous performance. They also develop their self-efficacy with the help of their *vicarious experience* of observing others. This is why Bandura (1997) emphasizes the importance of modeling in order for learners to form their self-efficacy. The other source is *social persuasions* which are taken from people around the learners such as parents, teachers, peers via evaluative feedback, judgments, and appraisals about their academic performance. Last but not least one is the emotional and physiological states like arousal, anxiety, mood, and fatigue that affect the formation of self-efficacy beliefs. Thus, there are several factors that affect the development of self-efficacy beliefs of students. Self-efficacy is a broad term that cannot be related only to the self-regulation strategies but they are also directly connected with each other as categorized by Bandura “mastery experience”. If the learners have used the right strategies that have brought them the success that they have sought for, this will increase their self-efficacy level, which is totally related to “*mastery experience*”. This category is directly related to the purpose of this study which is trying to determine the relation of self-regulation skills with self-efficacy of the learners.

2.6. Related research conducted recently in the field

There are studies carried out in the field that takes the different aspects of learning strategies as their focal point and their effects on students’ achievements.

Some of the studies that have been conducted on learning strategies have tried to determine the relation between goal orientation and learning strategies. Dela Rosa and Bernardo (2013) have carried out a study with 900 students from two different universities. They have found that having more than one achievement goal leads to more strategy use with the combination of both cognitive and affective strategies. In another study conducted by Koopman et al. (2014) who tried to determine the relationship between learning environment, students’ goal orientation and strategy use. They have collected their data with the help of a questionnaire so that they have

found the learning preferences of 138 Dutch students in one innovative school environment. They have also observed 10 lessons along with the questionnaire results. Findings of their study show that there is an influence of positive school environment on the learners' goal orientation and strategy use. What is more, students prefer mastery goals in terms of goal orientation and they have equal tendency both for surface and deep structures. It is also evident in the study that upper grade students tend to prefer deep processing strategies ($t = 2.03$; $p = .05$) whereas the ones from the lower grades show stronger preferences for surface processing strategies ($t = 2.66$; $p = .01$). Kadivar et al. (2011) have conducted 300 students from 4 different universities and they have collected the data with the help of three different questionnaires which are goal orientation questionnaire (Button, Mathieu & Zajac, 1996) and learning strategies questionnaire (Pintrich & Degroot, 1990) and academic stress questionnaire (Gadzella, 1991). They have found that there is a significant relation between learning focused goal orientation and learning strategies including cognitive and metacognitive ones. Students with performance focused goal orientation do not give much importance to learning process and they pay more attention to other external motivation factors such as scores so there is a negative and high correlation between learning focused goal orientation and academic stress. This means that when students focus on learning, they feel less stressed because all they want to get from the education is to learn properly. However, if they have more performance-oriented goals, they want to get higher scores, which lead to more stress among these students.

Another factor that affects the strategy use is self-efficacy level of the learners which is also part of this research as well. A recent study conducted by Anam and Stracke (2016) who claim that it has been the only research so far that tries to determine the relationship between self-efficacy and learning strategies. They claim that there is a strong relation between self-efficacy and language learning strategy use. Young learners use socio-affective and metacognitive strategies more than others. To be more specific, students who hold moderate and high self-regulated learning efficacy beliefs are significantly different from others only in terms of cognitive and metacognitive strategy use. When it comes to English self-efficacy, self-regulated

learning efficacy has stronger effects on cognitive strategy use than on the use of metacognitive and socio-affective strategies. However, these researchers also add that further research adopting experimental or longitudinal designs is needed to determine the relationship between these two important concepts. Self-reported questionnaires, think-aloud protocols, or other feasible data collection techniques, should be used because results of such studies might be more directly applicable to instruction about strategy. Thus, this research is making use of these data collection tools.

Li and Wang (2010) have also conducted a study with Chinese students of English that shows reading self-efficacy is significantly associated with overall reading strategies as well as with three learning strategy categories (i.e. metacognitive, cognitive, and socio-affective strategies). Their study also reveals that learners with high self-efficacy tend to be more self-regulated in their own learning by means of goal setting, time management and material selections. The learners also use learning strategies properly so that they are capable of coping with anxiety and stress. In another study conducted by Purdie and Oliver (1999) with successful bilingual young learners in Australia, it has been concluded that self-efficacy is significantly associated with cognitive and metacognitive strategies. Kima et al. (2015) have carried out a survey study with 167 Korean university students. The data have been collected with two different questionnaires. One questionnaire is self-efficacy questionnaire while the other one is for the students' self-regulated learning strategies. Along with these two different data collection tools, the researchers have got the TOEIC (Test of English for International Communication) scores of these participants, as well. The results show that the students with high self-efficacy are the ones who have had more years of English language learning experience and they use self-regulation strategies more than their peers. Yusuf (2011) has also conducted a study with 300 Malaysian undergraduate students with the help of a questionnaire including four different constructs; the self-efficacy (three dimensions), achievement motivation (three dimensions), and self-learning strategies (six dimensions). The results of this study show that there is a strong correlation between self-efficacy

beliefs, achievement motivation, and self-regulated learning strategies. These studies show that there is an important influence of self-efficacy over learning strategies.

The personality and the choices that students make also have an influence on learning strategies. In the study conducted by Ruffing et al. (2015), it has been shown that there is a strong relation between students' personality types and the choice of their learning strategies. Biggs (1978) also confirms that students' beliefs in education, their interest in learning and learning strategies have all something to do with personal meaning. However, the influence of teachers in terms of strategy use is also evident. Peculea and Bocos (2015) have conducted a study with 186 teachers and 560 students in the 11th grade from eight technical high schools and colleges with the help of questionnaires given to both students and teachers. The results show that although teachers are aware of the potential of the self-regulating learning strategies, their application in class is rather low compared to the students' expectancy. Therefore, teachers might not sometimes reflect what they know in the classes thinking that it is unnecessary to do so but this might turn out to be a mismatch between what students need and what teachers do.

Chu et al. (2015) come up with other important points that are related to learning strategies: ambiguity tolerance and proficiency level of the students. In their study they show that there is a strong relation between ambiguity tolerance, language learning strategies, and L2 proficiency in the context of learning Chinese as a second language in Taiwan. The ones who are more tolerant to ambiguity use more strategies in language learning, which ends up with success in language learning process. Successful language learners benefit from the strategies which are used to improve their communication and real language use. They make use of the strategies so as to be able to use the language in real context. Thus, they try to perform what they have learned. They also keep track of their language improvement. These researchers warn that instructors should train their students on how to use strategies and how to cope with the ambiguity and develop their materials accordingly.

The influence of online sources on the learning strategies has also been investigated by several researchers. A recent research has been conducted by Kizilcec et al.

(2017) with 4831 learners and they have collected the data with the help of an online questionnaire from these learners who are using the Internet and videos to learn the content of the lesson and they have found that strategic planning and goal setting facilitate the success levels of the learners. Thus, learners with higher self-regulatory skills become more successful than the ones with lower self-regulatory skills who seek help more than their successful peers who actively use the online system by themselves. Additionally, Broadbent and Poon (2015) have reviewed the literature for the studies published between 2004 and 2014 to determine the connection between self-regulation and online studies for the higher education context. It has been concluded from their review that the application of time management, effort regulation, critical thinking and metacognitive strategies leads to higher academic outcomes within both online and traditional higher education environments. Thus, both online and traditional students should make use of the strategies.

There are some other factors that have an influence over strategy use. According to Uhrig (2015), strategy use cannot be thought without the learning style of the language learners and the context where they get their education. Learning styles of the learners are good indicators of the strategy use. Also, inner and outer factors affect the choice of strategies that language learners use (Ma and Oxford, 2014).

When it comes to the studies conducted to determine the strategy types that learners use, there is a lot of research conducted with a strategy inventory questionnaire mostly the one created by Oxford (1990). For instance, Kunasaraphana (2015) has conducted a study with 290 university students who are at different language level of proficiency in Thailand by giving them the strategy inventory (SILL) by Oxford (1990). Results show that the most commonly used strategy type is metacognitive strategies, which are preferred by every student with different levels of language proficiency. Students with high level of English proficiency have rarely used compensation strategies whereas the ones with low and medium level have seldom benefitted from memory strategies. The ones who have used memory strategies most frequently are the students with low English proficiency level. Higher proficiency level students use strategies more effectively. Another research that has used the strategy inventory created by Oxford (1990) to determine the learning strategies of

200 Iranian university students who are learning English as foreign language has been carried out by Gerami and Baighlou (2011). The TOEFL scores of these students were also taken into account to divide them into two groups as “successful” and “unsuccessful”. Results show that successful students use a variety of learning strategies. They use metacognitive, compensation, social, memory, cognitive, and affective strategies respectively while the unsuccessful ones prefer cognitive, compensation, memory, metacognitive, social, and affective strategies respectively.

According to a study conducted by Razak et al. (2012) with 180 secondary school students learning English as a second language in Malaysia, the results show that affective strategy has been used most by the participants whereas the compensation strategy has been used the least. Female students use strategies more than their male peers. There is also another study conducted by Šafranĳ (2013) who have used SILL by Oxford (1990) with 258 Serbian students in a university in Novi Sad who have been enrolled in Faculty of Technical Sciences. Results show that highly motivated students use learning strategies more than less motivated ones. Proficiency in the language also affects the strategy use in a positive way. More experienced language learners who have been exposed to English language use strategies more than their peers and the ones who take the English course as “elective” use the strategies more than the ones who take the obligatory English courses. Qasimnejad and Hemmati (2014) have also carried out a research with 160 EFL Iranian students divided into two groups as bilingual (Persian & Turkish speakers) and monolinguals (Persian speakers) and they have tried to determine their language strategy use with the help of the strategy inventory by Oxford (1990). Results reveal that bilingual Turkish-Persian students show higher use of language learning strategies than monolingual students. Higher strategy use may lead bilinguals to be more successful in learning languages than monolinguals. Metacognitive and compensation strategies are highly used by bilingual students while memory strategies are the least preferred by the bilinguals. What is more, bilinguals are more likely to use higher-level cognitive strategies like analyzing and synthesizing most probably because of their advanced expertise in terms of language learning.

Another study that has been done by Sadeghi et al. (2014) with the help of SILL by Oxford (1990) to determine whether the learners needs and the choice of materials affect their choices in learning strategies. They have applied a needs analysis survey to 150 students and based on the results of this needs analysis questionnaire 120 students were given SILL and independent t-test was applied between these two questionnaire results. Results show that the students who prefer to learn English for speaking outperform the learners preferring to learn English for reading. The students who prefer to learn English through watching films and listening to tapes and CDs have been found more successful than the students who prefer to learn English through studying grammar and vocabulary. Thus, focusing on productive skills and studying with real authentic English bring success to the participant students in this study.

There is also a study conducted by Muelasa and Navarroa (2015) to find out the strategy types of the learners but they have used a different strategy inventory. They have conducted a study with Spanish university students in Madrid with only 30 students, which might be the real limitation of the study because they have collected the data with the help of an ACRA learning strategy questionnaire created by Roman and Gallego (1994). The results show that there is a positive correlation between Math performance and strategy use, which means that students using strategies outperform their peers who do not use strategy much.

Another research that has an experimental design has been carried out by Pilegard and Fiorella (2016) to determine the efficiency of different learning strategies used by the learners. They have conducted a study with 78 middle school students who have been divided into two groups as experimental and control group and the former are expected to engage in a generative learning strategy (i.e., writing a summary or writing an explanation for a peer) followed by a judgment of learning (generative group) while the latter are only asked to make a judgment of learning. They have found that students dealing with generative learning strategies become more self-regulated and take over the responsibility of their own learning.

Säälük (2015) has conducted a study to determine whether the strategy use facilitates the reading performance of the students and data have been collected from four different school types that provide education with different languages in Estonian and Finnish context with the PISA scores of these students. The results show that strategy use facilitates reading comprehension and it affects the reading performance of the students. This researcher has conducted another study with other researchers expanding the scope of the research. Säälük et al. (2015) have done a study together in three Nordic (Finland, Sweden and Norway) and three Baltic countries (Estonia, Latvia and Lithuania) considering the PISA scores of the students from these countries attending different schools in each nation in terms of their reading capabilities. It has been found that metacognitive strategies mean a lot for their success. One third of the variance between students and more than a half of the between-school variance have been attributed to the background, learning strategies, disciplinary climate and teacher-student relationship, which are all based on teachers who can create a better atmosphere in the classroom by maintaining good relations with students as well as developing and training student's learning skills.

There have been a number of studies conducted on language learning strategies all around the world in different contexts and most of them have a quantitative design and they have used questionnaires to collect data from students and the researchers have mostly preferred the strategy inventory created by Oxford (1990), which is called SILL (Strategy Inventory of Language Learners). Therefore, further research with qualitative design is needed to determine the strategies used by the learners so that the contextual factors will be taken into account and they will be analyzed in depth. This is the primary reason of this research that will shed a light to learning strategy use of the Turkish learners of English.

2.7. Related studies in Turkish context

There are some studies conducted in Turkish context with respect to learning strategies. Mostly, Turkish researchers have used the strategy inventory of Oxford (1990) as the questionnaire to determine the strategies that learners use. For instance, Karatas et al. (2015) have conducted a study with students attending English

preparatory program in a state university in Istanbul. They have used the SILL. The study shows that memory component among the different strategy types is the mostly preferred one by Turkish students. There is a difference between male and female students in terms of their strategy choice, especially in compensation component as male students use it more than their female peers. They suggest that much more investigation is necessary to determine the precise role of language learning strategies because teachers need to become more aware of them through appropriate teacher training. Teachers can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning style.

Another study that has been conducted by Açikel (2011) in language preparatory school of a very prestigious university with the help of two different questionnaires: strategy inventory and self-efficacy scale. The researcher has tried to determine the relation between the self-efficacy level and strategy use of these Turkish learners of English at a university level with the help of the data that she has collected through these two different questionnaires. Thus, this study is also purely quantitative.

Sen and Sen (2012) have brought another perspective to the studies conducted on learning strategies in Turkish context because they have collected data both from teachers and students by means of questionnaires as well as the interviews with eight participant teachers. These researchers have given the strategy inventory to 100 Turkish university students and to the 70 teachers lecturing in the same private university where these participant learners are enrolled. In addition, eight participant teachers were selected for the interviews which provided qualitative data for the study as well so that they could determine the perceptions of the teachers better. In contrast to the findings of Peculea and Bocos' s (2015) study, they have found that teachers give more importance to learning strategies than their learners. This is also a good indication of the contextual importance of these kinds of studies. They claim that teachers with a masters degree are more likely to believe in the effectiveness of strategy use and that they have found strategy instruction easier than their colleagues with a bachelor degree and teaching certificate. Teachers pay more attention to compensation and cognitive strategies though they give the least importance to

affective strategies. Additionally, teachers think that other factors such as personality factors, curriculum constraints (which were further divided into four sub-groups such as pacing, level of the book, level of the task and exam orientation), rapport with students, effect of background experience both as a teacher and as a learner can affect the learning strategies instruction.

Though the study conducted by Sen and Sen (2012) have integrated the interviews with the strategy inventory which has been used frequently by such studies that determines the strategy use of the learners, they have taken this issue from the teachers' perspective. Thus, this research will include the instructors teaching to the participant students even though the focus is on the learners and the data collected from both sides also have been gathered with the help of interviews, think-aloud protocols as well as student diaries, which makes this study much different than others.

Though they are not directly related to self-regulation or learning strategies, there are also some other studies that are related to the language learning process of language learners in preparatory schools of universities in Turkey. For instance, Özkardeş (2011) conducted a study to determine the achievement attributions of the students in the School of Foreign Languages at Pamukkale University. She used both a questionnaire and interviews to find out the factors that lead to the success of the students and it is shown in this study that having a successful teacher, enjoying learning English and the interest in English languages all play a significant role in the success of the learners as well as the high self-confidence level, which might show the importance of self-efficacy of the learners.

Another study was conducted by Atbaş (2004) in Erciyes University in the School of Foreign languages to demonstrate the relation between students entering characteristics and the language learning outcomes in an EFL environment. He emphasizes that teacher supportiveness, involvement, satisfaction with course materials, speaking anxiety, self-concept, task orientation and organization, effort, student cohesiveness, physical conditions, overall academic achievement, and previous exposure are all important factors that affect the student involvement and

success in classroom. Thus, this study also indicates the importance of self-efficacy and self-study to a certain extent.

2.8. Conclusion

This chapter has aimed to present a detailed review of the concepts and the terms related to this research. Therefore, the definition of self-regulation and its relevance to educational context have both been given. Besides, the definition of self-directed learning and its difference from self-regulated learning have both been provided so that there will be no confusion between these two terms that are interchangeably used in most studies. Additionally, the definition of learning strategies and their categorizations as well as the different types have been mentioned in detail. Their integration with the education has also been discussed. Last but not least, the definition of self-efficacy and how it is related to these kinds of studies have also been stated in detail. Self-efficacy is such a general term that can be used in other fields so its relation with education has been given a part in this chapter. Finally, recent studies conducted on learning strategies from all around the world in the field of education have been shared to give an insight about what has been done so far so that it will be much easier to determine what can be done in the field. Some of the studies that have been carried out in the Turkish context have also been stated.

When the literature review is carefully examined, the following important points are acknowledged. The first one is that the use of learning strategies as a research topic has gained much more importance after the recent changes in the field of education which are all mentioned in the first chapter. The second one is that most of the studies conducted in this field are done with the help of questionnaires, which makes them purely quantitative. Berger and Karabenick (2016) state that:

The most widely employed instruments to measure metacognitive and other learning strategies consist of self-report questionnaires with Likert-type response formats. A major advantage is that they can be completed quickly and easily by large numbers of students and are more cost-effective than are online, concurrent methods (p.19).

These researchers stress that most of the studies with regard to learning strategies use questionnaires because they are practical and easy to apply. The researchers

distribute them to a large number of students at a time and collect the data easily. However, most researchers believe that they have low construct validity (e.g., Tobias & Everson, 2000; Veenman, 2005; Winne, Jamieson-Noel, & Muis, 2002; Winne & Perry, 2000) because students might not reflect what they really do due to their tendency to forget what they have done. Thus, they might not give the accurate results as self-report inventories are considered interventions designed “to cause the learner to recall or to generate a particular kind of response” (Winne & Perry, 2000, p. 532). Therefore, this study will contribute a lot to the field because it has a data collection process that has lasted one academic term with some other qualitative tools, which takes both the context and the real performance of the students into account. Karabenick and Zusho (2015) claim that the field needs more research on self-regulated learning that will use various data collection tools so that the contextual factors that affect this hotly-debated issue will be better measured. They elaborate on the design of such studies by stating that research designs should “(a) sufficiently extend to manifest how self-regulated learning changes over time and (b) include contextual variations that are typical in most instructional settings” (p. 157). Thus, this study has taken the changes of self-regulated learning strategies of the learners into account during the data collection process that took one academic year by means of several data collection tools the details of which will be provided in the following chapter.

CHAPTER 3

METHODOLOGY

3.1. Research Design

There are several ways to follow in order to conduct a reliable and valid research in our field. Ellis (2012) claims that language teaching research can focus on teaching that takes place in different contexts and different languages as well as the learning process. He elaborates that classroom descriptive research tries to explain the processes that takes place in classes either with qualitative or quantitative accounts. In this study both qualitative and quantitative data collection tools have been used but the former has been more dominantly used so there are different combinations of data collection tools that have been utilized as Duff (2007) explains:

There is less emphasis on the triangulation of methods, perspectives, theories, sites, and interpretations in quantitative research. Moreover, unlike quantitative research, which often sets out to establish causal relationships or strengths of relationships among variables of a more general nature, qualitative classroom research may be more exploratory and interpretive, and designed to examine the complex relationships among factors in a learning situation (p. 976).

Whereas the quantitative research concentrates more on the causal relationship between the different variables of the research, qualitative research focuses more on any factors that affect the results of the study. Thus, the data that should be considered in quantitative research is more restricted while the data of the qualitative research is more complex and comprehensive so it provides more details about the case. Duff (2002) explains that qualitative research puts more emphasis on seek contextualized, naturalistic, holistic understandings and interpretations of phenomena that occur in particular types of contexts. King and Mackey (2016) have also mentioned about the importance of qualitative data collection methods such as think-

alouds and stimulated recalls as well as their frequent use in other disciplines. Patton (1985) explains what a qualitative research is:

[Qualitative research] is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting — what it means for participants to be in that setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular setting — and in the analysis to be able to communicate that faithfully to others who are interested in that setting The analysis strives for depth of understanding (p. 1).

As it can be understood from the quote that the qualitative research facilitates understanding what is happening within the context where the study has been conducted instead of trying guess what will happen or generalize the results unlike the quantitative research design. Denzin and Lincoln (2005) also agree that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them ” (p.3).

This study is a case study that utilizes survey research design. It is a survey research because three different questionnaires that measured students' self-regulation (learning) strategies and their self-efficacy as well as teachers' self-efficacy were given to both students who started their language learning from A1 level and instructors that were teaching to these groups of learners accordingly after two months when the academic term started. Gravetter and Forzano (2006) state that it is possible to learn people's attitudes, opinions, personal characteristics and behaviors by giving them a few carefully constructed questions, which are already available both in the questionnaires given to the participants and the interview questions. These questionnaires were used by the researcher to have a better picture of the whole target group that were the ones who started their language learning journey from A1 level in this institution where this study was conducted. Merriam (2009) explains that “survey research describes what is, that is, how variables are distributed across a population or phenomenon” (p.5). As a matter of fact, the profile of the these participants in terms of their self-regulatory skills which included language

learning strategies affecting the self-efficacy of the learners were determined with these questionnaires so this part of the study made it a survey research design.

In addition to the surveys used to collect quantitative part of the data, there were also tools used to collect qualitative data for the purpose of this study. The questionnaires were guiding tools for the researcher to be able to collect more data. Thus, the second phase of the data collection process was focused on qualitative data with interviews, think-aloud protocols and student diaries. The qualitative data were mainly used for the case studies because these data collection tools give the researcher the chance to find deep knowledge about what is going on for the research study in the context where s/he is planning to gather data. The participants feel themselves more free to express what they want to say about the issue in contrast to the questionnaires which restrict them within a certain framework because all they can do is to choose the option that is presented to them on the paper given to them so they cannot elaborate on the issue as they wish just like the case in the face to face interviews with the researcher.

When all the data collection process and the tools used to collect the data have been considered, this study has been based on a qualitative design examining a case by means of a rich repertoire of data collection. Gall et al. (2003) define case study research as “the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon” (p. 545). In other words, a case study researcher does fieldwork by watching people in their own territory and interacting with them in their own language in their own natural settings. This study targeted students at a certain language level in a certain institution so the focal point was A1 English language learners in a state university at the School of Foreign Languages, which made this study a case study at the same time

According to Yin (1994), case studies “investigate a contemporary phenomenon within its real context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used” (p.23). As Hitchcock and Hughes (1995; cited in McKay, 2006, p.71) state, case studies have

the following distinctive characteristics which enable researchers to obtain in-depth data on the phenomena under investigation.

1. It is concerned with a rich and vivid description of event relevant to the case.
2. It provides a chronological narrative of events relevant to the case.
3. It blends a description of events with the analysis of them.
4. It focuses on individual actors or groups of actors and seeks to understand their perceptions of events.
5. It highlights specific events that are relevant to the case.
6. An attempt is made to portray the richness of the case in writing up the report.

Hitchcock and Hughes (1995) suggest that “the case study approach is particularly valuable when the researcher has little control over events” (p. 322). However, according to Shaughnessy et al. (2003), this might lead to a problem because treatments in case studies can rarely be controlled systematically case studies lack a high degree of control. What is more, it is difficult to make inferences and draw conclusions from case studies. Thus, they claim that the participant researcher may overstate or understate the case. However, Bailey (1994) disagrees with their ideas stating that participant observation contributes positively to the case study because of several reasons. First of all, participant observer can notice what is going around in the contextual setting which is one of the significant parts of the case studies. Secondly, as case studies require extended period of time, researchers have the chance to develop more intimate and informal relationships with the participants in their own natural environment where the research has been conducted. Last but not the least, participant observer has the possibility and the opportunity to reach the participants easily and notice the slight changes that come out during the data collection process, which cannot be achieved by an outsider.

Dörnyei (2007) defines mixed methods design as “involving the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process” (p. 164). Thus, this is not the case in this research context.

3.2. Research Setting

The research setting is really crucial for studies that focus on learning strategies especially if it is a case study. Winne et al. (2002) warn that the results of these studies cannot be generalized because the context (domain-specificity) has a significant effect on students' choices of learning strategies (Hadwin, Winne, Stockley, Nesbit, & Woszczyna, 2001; Vermetten, Lodewijks, & Vermunt, 1999).

This study was conducted in the School of Foreign Languages at one of the prestigious Turkish state universities in Istanbul. This school is preparing students who will get English-medium-instruction in their own faculties when they pass the final proficiency exam. This university gives importance to English instruction because some of its faculties such as Medical School, Engineering Faculty, Business Administration Faculty, Economics Faculty, Political Science and International Relations Faculty and some of the departments like Sociology in the Faculty of Science and Arts provide 100% English medium instruction whereas other faculties such as Dentistry Faculty, Faculty of Communication, and most of the departments in the Faculty of Letters provide 30 % English medium instruction.

The program applied to these two different groups of learners were totally different because the former ones were provided with academic English language skills as they were exposed to more academic texts and topics in terms of reading, listening, writing and speaking while the latter ones were supplied with general English skills as they were expected to express themselves in English and to be familiar with the daily language structures. Therefore, these two different groups followed different curriculums and used different materials at the time of the study. However, both of these groups had different level groups within their own program. Students who have failed in the proficiency test that is applied every September as soon as they are enrolled in this university and the ones who will take one-year preparation program in this School of Foreign language take a placement test and they are appointed to three different levels: A1, A2, and B1. These different levels are organized in accordance with the Common European Framework levels. Therefore, A1 learners are composed of Beginner levels starting with Elementary materials, A2 learners

include Elementary levels starting with Pre-Intermediate materials and B1 learners consist of Pre-Intermediate level students starting with Intermediate materials.

The problematic situation for the institution and students as well is that A1 level students take the same final test as B1 learners take at the end of the academic year, which is at the beginning of the June. Thus, A1 level learners are expected to reach B2 only within one year of education because the university officially provides only one-year of education in the School of Foreign Language preparation program because there is not enough instructors and classrooms for the repeaters who have failed in the final after getting a one year preparation from this school and for the ones who want to get another year of preparation as there is a plenty of new students who are enrolled in this state university every year. Thus, students who fail the final proficiency test at the end of the academic year cannot move to their faculties and they cannot take their departmental courses. What is more, they cannot get another year of education from the School of Foreign Languages, either. Hence, they can neither come to school nor take the lessons. They are only allowed to take the proficiency test that is applied in the following September just after the end of the academic year when they can take and pass it so that they can start their majors so this is their last chance after the summer school which starts right after the end of the academic year. It takes only seven weeks and it is also providing intensive English courses within a limited amount of time but learners have a chance to take an exam which they can pass and get the right to start their departments. However, summer school is not a must, only students who are willing to participate can join it when they pay their fee. If they fail the test which is organized at the end of the summer school, they will wait for the proficiency exam that will be held in September which is the beginning of the new academic year. However, if they fail in that exam, they have to wait for the mid-year proficiency that takes place at the end of January so they can start their departments in the spring term as long as their department accept irregular students because some faculties such as Medical School do not accept irregular students as they want all of their students to start taking departmental courses at the first term of the academic year which is called “fall” term. Hence, even if they pass the mid-year proficiency they may have to wait for six months to be able

to start their majors. This situation leads A1 learners to feel stressful during the preparation year because they have to pass the final proficiency at the end of the academic term unless they want to face the difficult situation in which they can neither start their majors nor get another year of education from this School of Foreign Languages.

A1 learners are expected to reach B2 at the end of the one-year of education. Especially the A1 level students who will take 100 % English medium instruction face the most difficulty in this school because they are supposed to read, listen, write and speak Academic English at the end of the year even though they start the program without even knowing the Simple Present Tense properly. What is more, they are exposed to Academic English only after one semester because they are considered to be B1 level students when the first term is over. Thus, they are taught by a coursebook in the first term. However; in the second term, they are introduced with academic reading texts, lectures and materials prepared by the Material Development Office of this institution which has already compiled a course pack for these students who will get 100 % English medium instruction in their own faculties. Both this course pack prepared by the instructors of this institution and the other materials that are bought by publishing houses are used to prepare students for their future academic life. To make this group of learners reach to B2 level of proficiency within a year seems to be a utopia but it is not impossible. It is also stated in the report published by British Council (2015) that it is difficult for learners who have started their language learning from A1 level to reach to B2 level at the end of the academic year.

It is true that they have a very dense program to follow but there are some students who have reached this aim at the end of the year but there are a lot of things expected from these groups of students. They have to study more than the other levels so as to be able to keep up with the pace of the program. They have to allocate more self-study times for their own improvement. For this purpose, the institution arranges the schedule of these learners accordingly so that they will have more self-study time after the school. Thus, their lessons start at 08.20 and finishes at 12.50, which makes

it possible for these learners to be able to find some time out of their lessons so the rest of the day can be allocated for self-study by these learners.

As the program which is followed by A1 level learners is highly dense, instructors teaching to that group make a lot of efforts to keep up with the syllabus so that they can teach a number of topics in a certain amount of time. Therefore, A1 level students have to use some learning strategies so as to be able to pass the final because they have to learn a lot within a short period of time. What is more, the self-efficacy levels of these students should be high accordingly if they want to be successful. Hence, they have to be trained by their teachers so as to use learning strategies to compensate their deficiencies in the language. Therefore, the autonomy of these learners is a crucial issue for this institution. It is obvious that these A1 level learners cannot pass the final unless they study on their own apart from the time they spend during the lessons. As the curriculum office of this institution is aware of this fact, they have added some materials that will increase their self-efficacy level because they cannot reach the level expected from them as long as they are spoon-fed by their teachers for they must make great amount of efforts to reach their aim.

These students are provided with some materials that will lead them to study on their own, which will lead them to use self-regulatory learning strategies by increasing their self-efficacy level because the syllabus that they follow oblige these students to do some self-study as the whole materials cannot be covered during the in-class time. Some other supplementary materials are also supplied especially for this group to make them aware of their potential in terms of self-efficacy. Rowsell and Libben (1994) also stress that the significant difference between successful students and less successful students is not in how they treat the learning materials but instead how they make use of the materials makes the difference. Thus, the academic coordinator of the English language department at the time of the study said: “we try to lessen the dependency of our learners on the teachers; they will be more responsible for their own learning process”. In order for students to do this, the materials used at the time of the study had online workbooks that are completed on the computer by the learners themselves. What is more, they are graded by this activity so they are

somehow obliged to do them, which makes them feel the need to do so. Also, Nation (2014) emphasizes the importance of studying hard to learn another language as it requires a lot of practice with grammar and vocabulary.

Because of all these reasons mentioned in the previous paragraphs, it is worth conducting such a study in this context so as to determine whether the A1 level preparatory year students use self-regulation strategies so as to improve their self-efficacy as well as their language proficiency. What is more, this problematic situation is also valid for some other state universities in Turkey that provide only one year of preparation year for their students. Private universities provide English language preparation program for their students as many times as they wish as long as they pay their fees. Thus, it will be inspiring for scholars in ELT to figure out such a situation and its educational implications in the School of Foreign Languages in Turkish state universities.

3.3. Participants

The participants of this study were the learners who started their language learning in this School of Foreign Languages during 2015-2016 academic year from A1 level. These students were the ones chosen from the A1 level, which means they started the program with beginner level. They were also chosen from the ones who would get 100 % English medium instruction in their departments if they passed the proficiency final exam because their program was more dense and intensive than the program of the ones whose departments provided 30 % English medium instruction. Thus, the former students need more self-efficacy level and self-regulation strategies than the latter group so as to pass the final. The number of student participants who started the program from A1 level that would have 100 % English medium instruction was 169. There were 10 different A1 level classes but one of them was used for piloting the questionnaire so the rest of them were made up of 169 students who were willing to take part in the study.

From these 169 students 66 of them were female (39.1 %) whereas 103 of them were male (60.9 %). The average age of the participants was 18.8. They were all young

adults. More than half of the participants were the engineering faculty students (54.4 %). Business Administration (13 %) and the Economics department students (8.3 %) followed engineering faculty students. The distribution of the faculties of the participant A1 level students have been given on the table below.

Table 3. Distribution of the faculties of the participants

Faculties	Frequencies	Percentages
Engineering Faculty	92	54.4 %
Business Administration Faculty	22	13 %
Economics Faculty	14	8.3 %
Sociology Department	13	7.7 %
Political Science and International Relations Faculty	12	7.1 %
Teology	11	6.5 %
Medical School	5	3 %
TOTAL	169	100 %

Another important factor that should be considered for the participants was that the state schools and the high schools that they had graduated from were not the ones that are providing their learners with high quality education because the students who graduated from private colleges and more prestigious Anatolian High Schools where English language education was given more importance to were mostly appointed to A2 or B1 levels because they had been exposed to English lessons efficiently in their high school years, which means that they are familiar with certain concepts in the language but if a student is given to A1 level after a placement test, it means that s/he knows almost nothing about the language so they are considered as beginners. Here is the table that shows the high school types of the participants.

Table 4. High School types from which the participants graduated

High Schools	Frequency	Percentage
Anatolian High School	90	53.3 %
High School	20	11.8 %
Science High School	14	8.3 %
Anatolian Teacher Training High School	14	8.3 %
Others	11	6.5 %
Vocational High School	8	4.7 %
Anatolian Vocational High School	8	4.7 %
Private High School	4	2.4 %
TOTAL	169	100 %

It can be noticed from the table 4 that there is “others” option in the questionnaire items. The students who chose the others option stated their high school type, as well. The other option includes high schools that provide religious education dominantly which are called “*Anadolu İmam Hatip Lisesi*” in Turkish education system. From the table it is clear that the participants were not taught English efficiently or as another option they couldn’t learn it properly even though more than half of the participants were graduates of Anatolian High School, where English is given priority especially during the first two years of the total four years of education in these types of high schools. However, in random interviews with the participant students, they said that they did not give any importance to English lessons but rather they concentrated more on Math’s, Biology, Physics and Turkish language and literature subjects, which they were required to know more in the university entrance exams in which questions were related to those majors not English so neither the

students and the teachers who knew that English language was not asked in the exam wanted to cover the English lessons efficiently.

Almost all of the participants (97 %) stated in the questionnaire that they did not have a preparation year beforehand. This was because of the change in the curriculum by Ministry of Education in 2016 as stated in the previous chapter. When they were asked about how long they had been learning English, most of them (69.8 %) said that they had been taught English for more than 6 years before coming to the university. However, it was a big contradiction that they were still A1 level learners. These results showed that the participants of this study did not have an efficient English language learning background even though they had English lessons officially both in primary school and high school.

With regard to the all A1 level students who took part in this study by filling in the questionnaires given by the researcher to be able to collect the quantitative data of this research, there were 10 students who were chosen among the 169 students according to the results of the questionnaire. These ten students were personally invited by the researcher and they were kindly asked whether it was possible for them to take part in this research as a participant. They were told about the purpose of the study and the necessity of it both to increase the quality of the education in this School of Foreign Languages and for the doctoral dissertation of the researcher. As the researcher was the instructor of some of these participant students, they were assured that the ideas that they would share with the researcher would be confidential and would never affect their grades and scores that they would take from the exams. It was also noted by the researcher that they would be called to be interviewed four times, twice for the first (fall) term and twice for the second (spring) term and they were also made aware of the times that they would be interviews so that they would know what would come next as for the sustainability of this research. All of the students accepted to be a part of this study and they stated their willingness to take part in such a vital research and signed the consent forms prepared by the researcher that showed their willingness to be enrolled in this study.

The questionnaire that tested the language strategy use of the students were taken as a criterion to choose the students that would be interviewed and that would take the think-aloud protocols prepared by the researcher at different times all through the 2015-2016 academic year. These students were interviewed before the end of the first (fall) semester and they were taken to the think-aloud protocols just before the semester. When they were interviewed and taken to the think-aloud protocols, they were A2 level students. This is important because they were familiar with the language learning process of their own and they had the notion of what they were doing when they were firstly interviewed and took their first think aloud protocols after they filled the questionnaire in the middle of the semester when they just completed their A1 level. The selection of the right time was made considering these issues because the researcher wanted the participants to have some ideas about what they were doing in terms of language learning so he distributed the questionnaires in the middle of the first (fall) term and after the analysis of the questionnaires, the chosen ones who accepted to take part in the study were invited to the interviews and think-aloud protocols before the end of the term.

These students were supposed to write students diaries at the end of the first semester and they were collected by the researcher at the beginning of the second (spring) semester.

At the end of the second (spring) semester these 10 students who had been chosen according to their questionnaire results in the middle of the first (fall) semester were again interviewed almost at the end of the second (spring) semester and they also took the think-aloud protocols prepared by the researcher. These second interviews and think-aloud protocols were done in May when they were supposed to be at B1 level. Thus, each of these students were met with the researcher four times all through the academic year, twice just before the end of the first (fall) and twice just before the end of the second (spring) semester so the data collection process took an academic year, which made this study a longitudinal one because the data were collected from the participants all through the academic year at different intervals.

These ten students were categorized into three groups in accordance with their questionnaire results (the details will be provided in the following parts). Three of them were the ones whose results were above the average of the total 169 students, three of them were chosen from the ones whose averages were below the total students and the other four of them were chosen from the ones whose results were almost the same as the general average of the whole students. Thus, the categories of the students will be like this respectively: Higher Average group which will be named as HA, Below Average group which will be named as BA, and Average group which will be named as A. Therefore, due to the anonymity reasons, the real names of the participants will not be given but instead they will be introduced to the reader with a number along with their own category name all through this dissertation like A1, HA1, BA1..

All these participants except from A4 and HA3 graduated from high schools in Istanbul as they were living with their families in Istanbul. Only A4 and HA3 were students who came to Istanbul for studying in a highly prestigious university from one of the most well-know industry city in Anatolia, Bursa. All these students had different backgrounds coming from different families. They were the students whose families belonged either to middle class or low-middle class in terms of their socioeconomic status in the society as it can be seen from the table 4 underneath. They were living in the suburban parts of Istanbul. Table 5 below shows the demographic information of the participants who were interviewed and took the think aloud protocols for the qualitative part of the data.

Table 5. Demographic information of the participants

Participants	Age	The city where their families live	Hometown
A1	19	Istanbul/ Kavacık	Elazığ
A2	18	Istanbul/Maltepe	Azerbaijan
A3	19	Istanbul / Gaziosmanpaşa	Siirt
A4	18	Bursa	Amasya
HA1	19	Istanbul/Silivri	Trabzon
HA2	22	Istanbul / Gaziosmanpaşa	Bosnia and Hersagovina
HA3	18	Bursa	Erzurum
BA1	18	Istanbul /Pendik	Tunceli
BA2	18	Istanbul/ Esenler	Mardin
BA3	23	Istanbul / Esenler	Malatya

As it can be seen from the table, all the participants are coming from different backgrounds that can be understood from the variety of the hometowns shown on the table. The family roots of A1, A3, HA3, BA1, BA2 and BA3 derive from the eastern part of Turkey while HA1, A5 are from Black Sea region. There is also two participants whose family roots go back to the territories outside the Turkish boundaries.

As for the educational backgrounds of the participants, they all graduated from different high schools. Their departments also varied. What is more, two participants (HA2 and BA3) had a university-level education experience before they came to this university where this study was conducted as it can also be understood from their ages. HA2 went to a private university in Istanbul but did not want to complete her studies because she did not like her department whereas BA3 was a graduate of associate degree program from a state university in Antalya and wanted to continue

his studies in this university where this study was conducted so that he could get his bachelor degree here. It also important to note that the former student got some of her departmental courses in English in her previous university so she had some familiarity with the language, which might be the reason why her questionnaire result was higher than the average so she was in HA category while the latter did not get any English courses in his previous university so he had no familiarity with the language, which might be the reason that his questionnaire result was below average. Table 6 shows their educational backgrounds.

Table 6. Educational backgrounds of the participants

Participants	High School	How many hours they took English lessons in their high schools				Years of English language education	English Prep year
		1 st year	2 nd year	3 rd year	4 th year		
A1	Şişli Anatolian High School (started) Private High School Kadıkoy Open High School (Finished)	8	6	4	4	11	No
A2	Yüksel İlhan Alanyalı Anatolian Teacher Training High School	8	4	4	4	11	No
A3	Mevlana Anatolian High School	8	4	4	4	9	No
A4	Anatolian High School	6	4	4	4	8	No
HA1	Çorlu Anatolian High School	4	4	4	4	8	No
HA2	Nişantaşı Nuri Akın Anatolian High School (started) Bayrampaşa Anatolian High School (Last year)	12	6	6	4	13	No
HA3	Bursa Anatolian Girls High School	6	4	4	4	9	No
BA1	Burak Bora Anatolian High School	8	4	4	4	9	No
BA2	Anatolian High School	8	8	4	4	9	No
BA3	Esenler Vocational High School	2	2	-	-	6	No

As it can be seen from the table, all the participants apart from BA3 had higher lesson hours in their high school years; however, they started the language education in this School of Foreign Languages from A1 level (Beginner). What is more, they

all had been taught English for more than 8 years excluding BA3 who had been taught for 6 years. No matter how many hours of English they had in their high school years, they told the researcher that they had not been taught English for the last two or three years in their high school because they were getting prepared for the university entrance exam and their English language teachers let them study Math's, Science, Geometry for which they would be responsible in the university entrance exam. Also, all the participants accepted that they did not pay any attention to English during their high school years because their primary priority was to win the university entrance exam which would affect their whole life determining their future career. However, they said that they had been taught English in primary school somehow. Nonetheless, their language level was A1 when they started their preparatory year in this School of Foreign Languages. Nobody among the participants had a preparatory year in their educational life either in their high school years or before they came to this university so this was the first experience for all the students to be exposed to such intensive language learning/teaching program.

As for the departments of these ten participants, it can be said that they will all attend English-medium instruction departments if they pass the final. Table 7 shows the distribution the departments of these participants.

Table 7. The departments of the participants

Participants	Departments
A1	Business Administration
A2	International Relations and Political Science
A3	Sociology
A4	Sociology
HA1	Mechanical Engineering
HA2	Business Administration
HA3	Electric and Electronic Engineering
BA1	Electric and Electronic Engineering
BA2	Business Administration
BA3	Computer Engineering

As these students will take all of their departmental courses in English, they have to have the control of the language so as not to have any difficulties in their majors.

Instructors teaching to learners starting from A1 level in the academic year when this study was conducted were also included in the study for triangulation purposes. There were 16 different instructors who were teaching to these A1 level classes so they were the instructors of these students who had filled up the questionnaire. 5 of them had a master degree, whereas one of them had a Ph.D. degree. The rest had a bachelor degree. Thus, these instructors also filled up a questionnaire for themselves. After the questionnaires distributed to these instructors, three of them were chosen to be interviewed. These instructors were among the most experienced ones that had been teaching for more than 20 years in this institution where this study was conducted and what was more important was that they had been teaching to learners

starting from A1 level with whom this study was carried out. Table 8 shows the demographic information about the instructors interviewed.

Table 8. Demographic information of the instructors

Participant Instructors	The university they graduated from	The degree they they hold
I1	Istanbul University/ English Language and Literature	BA
I2	Ankara University / English Language and Literature	BA
I3	Bilkent University / English Language and Literature	BA

All of the participant instructors were graduates of English language and literature departments but they had a certificate of teaching in which they were provided some courses about language teaching pedagogy after their graduation from their departments. What is more, they were among the most experienced instructors in the institution where they had been teaching to A1 levels for a while.

3.4. Data Collection Instruments

The current study used a variety of data collection tools to examine the learning strategies that these participant learners who started their language learning from A1 level in this institution where the data were collected. The multiple sources of data in this study included questionnaires, interviews, student diaries and think aloud protocols.

3.4.1. Questionnaires

Questionnaires are the mostly used data collection tools for studies that determine the language learning strategies that learners use in most studies as they have been stated in the literature review part of this study. Berger and Karabenick (2016) explain why questionnaires are the mostly preferred tool for such studies:

The most widely employed instruments to measure metacognitive and other learning strategies consist of self-report questionnaires with Likert-type response formats. A major advantage is that they can be completed quickly and easily by large numbers of students and are more cost-effective than are online, concurrent methods (p.19).

As it is much more practical and applicable to use questionnaires to determine the strategies mostly chosen by the students, most researchers make use of the questionnaires in their study. Here in this study as well, questionnaires were also used. Three different questionnaires were used to collect data for this study. Two of these different questionnaires were distributed to the students whereas the other one was for the instructors.

The first questionnaire was created to determine the strategy inventory for the language learners by Oxford (1990). This was the most well-known Strategy Inventory for Language Learning (SILL). The questionnaire has 50 items, all of which are categorized into six groups.

Table 9.SILL Categorization of Strategies

SILL Parts	n of items	What strategies are covered	Strategy Group
Part A	9	Remembering more effectively	Memory
Part B	14	Using all mental processes	Cognitive
Part C	6	Compensating for missing knowledge	Compensation
Part D	9	Organizing and evaluating the learning	Metacognitive
Part E	6	Managing the emotions	Affective
Part F	6	Learning with others	Social

Note: n= the total number

SILL (Appendix C) is a self-report scale which was designed as a five-point rating scale in which participants were asked to respond to the items ranging from “Never or almost never true of me” (1) to “Always or almost always true of me” (5). SILL is

the most widely used inventory to measure the strategy use of the learners and has been proved valid, reliable, and easy to use.

Turkish version of SILL adapted by Cesur and Fel (2007) (Appendix D) was used in this study. The reliability and the validity evidences of the Turkish version were provided by Cesur and Fel (2007) with 768 preparatory school students attending one of the seven different universities located in Istanbul including Yıldız Teknik University, Sabancı University, Bahçeşehir University, Bilgi University, Maltepe University, Istanbul University, and Bosphorus University. The result for the reliability of the inventory was found .92. What is more, for each sub-category, the alpha value ranged from .59 to .86. Internal consistency reliability coefficients for each sub-category were as follows: .70 for memory strategies, .82 for cognitive strategies, .65 for compensation strategies, .86 for metacognitive strategies, .59 for affective strategies, and .61 for social strategies.

The second questionnaire which was given to the students along with the first questionnaire was developed by Wang (n.d.) to measure the learners' self-efficacy. There are 32 items asking students their judgment about their own capabilities in English language. Four subscales which are self-efficacy for listening, self-efficacy for speaking, self-efficacy for reading, and self-efficacy for writing are included in the questionnaire. It is a 7- point scale in which the students were asked to respond to 32 items ranging from "Definitely I cannot" (1) to "Definitely I can" (7). Internal consistency coefficient of the questionnaire in English was found as .96 for the total scale. The coefficients for each subscale were shown to be .88 for listening and reading, .89 for writing, and .92 for speaking (Wang, n.d.).

As the original questionnaire created by Wang (n.d.) was written in English, the Turkish version translated and applied by Açikel (2011) in a Turkish context (Appendix D) was used for the purpose of this study. Açikel (2011) explained the transformation process of the inventory:

In the translation procedure, firstly, three English teachers working at a private university as an instructor were asked to translate the instrument items into Turkish. From these translated items, clearest and best-stated ones were chosen to be included in the scale. Then, in order to examine the translation's

validity, back translation of the version that best matches the original was done with the help of another group of three English instructors and was found satisfactory. For the validity issue, the questionnaire was pilot tested with 191 language preparatory school students. The results of the reliability analysis provide high values for the scale itself and for the 4 categories in the scale... Cronbach's Alpha coefficient for the self-efficacy scale was .94. Reliability for listening and speaking was .88, for reading .68 and for writing .89 (pp. 44-45).

As Açikel used this questionnaire, after the translation and adaptation process in the School of Foreign Languages in Middle East Technical University with the high reliability scores; it was also considered to be appropriate for the purpose of this study to use this scale in another School of Foreign languages in one of the state universities located in Istanbul. Though the purpose of this study is to determine the self-regulation strategies that learners apply in order to learn English, its reflection of self-efficacy is also considered to be a good point to focus on for this study.

These two different questionnaires were combined and they made up one questionnaire which consisted of two different parts, one of which measured the learning strategies of the learners and the other one of which evaluated their self-efficacy beliefs. Before these two different questionnaires were distributed to the students they were put in a single format by the researcher and there were some explanation written at the very beginning of these two different questionnaires to make students willing to participate in this study with a short text that explained the purpose of the study and the researcher. Demographic information part was also added after these two different questionnaires and the format was finalized to make it serve the purpose of this study. Thus, at the beginning of the questionnaire, there was a short explanation made by the researcher for the participants, then came the strategy inventory (the first part of the questionnaire), right after the second part of the questionnaire was allocated for the self-efficacy scale of the learners and the final part was the demographic information section (Appendix E). This format was piloted with the last A1 level class, which was A1-10. There were 10 A1 level classes and the A1-10 was made up of 15 students so the piloting of the questionnaire was conducted in this class. The students did the finalized version of the questionnaire and they gave some feedback. Some additions were made considering the feedback

given by the students especially to the demographic information part. For example some high school types were forgotten and they were added. Additionally, some of the students said they did the second part of the questionnaire which measured “self-efficacy” by thinking about their future skills that they would get after the graduation from the School of Foreign Languages. However, it was aimed to measure the self-efficacy of the A1 level learners at the time of the study. Thus, an additional note was written on the questionnaire so as to warn students to do it with their present status in their minds. Therefore, the piloting provided the researcher with valuable information to consider before distributing the questionnaire to the whole A1 level learners in the other nine different classes. There was no problem found in terms of the items of the questionnaire. The piloting was not carried out to assess the items, though because the reliability of the scales had already been confirmed as stated beforehand.

The last questionnaire was given to the instructors who taught English to the learners starting from A1 level in this institution, who were the primary participants of this study. Actually the focus of this study was on the learners but the ones who instructed the learners in their learning process by playing an important role were also given a questionnaire for triangulation purposes. The instructors who taught in A1 level were given the questionnaire designed by Tschannen-Moran and Hoy (2001) who aimed at determining the self-efficacy of the teachers. This questionnaire was chosen for several reasons. Firstly, the reliability of this scale was found .94, which is quite high so as to be implemented. Secondly, this questionnaire was also applied in Turkish context by Büyükduman (2006) with its original format because the original version was also in English and the reliability of the scale was quite high. Lastly, this scale is a very brief and one-page-long so it is reader-friendly and practical for the participants to fill it up easily. What is more, it has 24 items ranging from “Nothing” (1) to “A great deal” (9), which makes the scale more sensitive to measure what it tests (Appendix F). This scale measures the capabilities of the teachers and what they do to sort out the challenges that they face in the classroom so it was aimed to test whether instructors believed in their potential to train their students well.

3.4.2. Interviews

The interview questions were written by the researcher depending on the results of questionnaires filled up by the student participants (Appendix G). The interview questions were semi-structured because, as Merriam (1998) stated, this format “allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic” (p. 74). Therefore, the participant will feel himself/herself free to state his/her opinion on the question with a certain framework on which the question was created. This will provide the interviewees with the chance to express themselves freely and willingly within the framework created by the interviewer. Gall et al. (2003) also verify this by saying “in qualitative research the interview format is not tightly structured because the researcher’s target is to make respondents feel free to express their view of a phenomenon in their own terms” (p. 239). Thus, the researcher did his best to make the interviewees to tell all the things related to the research topic so as to be able to gather as many data as possible. Also, some of the terminology like “self-efficacy”, “self-regulated learner”, and “learning strategies types” were all explained in detail to the interviewees in case they might not know them so that they could respond well to the questions. The participants were provided with Turkish definitions of these terms first. Later, they were given examples of these terms. For instance, they were told what to do so as to be called as “self-regulated learner” in their language classes. Additionally, the researcher explained all the learning strategies types in Turkish by showing these participants the categories that were available on the questionnaire which had been filled by these students almost two months before the interviews.

It is really important for the students to understand what is asked to them in the interviews. Schellings (2011) warns that students tend to choose neutral responses to the questions unless they understand them properly so that they will be able to avoid replying inaccurately from their perspective. Berger and Karabenick also (2016) point out that students will touch upon different perspectives of the issue that has been asked to them as long as the items of the questionnaires are either vague or too large. Therefore, during the interviews it was assured that every item was understood well by the students and when there was a confusion or misunderstanding from the

participants' side, everything was explained in detail by the researcher especially some of the terms that might be unfamiliar for the learners.

The interviews were all organized right after the questionnaire results were analyzed by the researcher by means of SPSS, which is a software used for the analysis of questionnaires in social sciences, because the selection of the interviewees was based upon the results of the questionnaires especially the results of the first part of the questionnaire which assessed the learners' strategy use. Gall et al. (2003) also agree on the fact that survey interviews are arranged to "supplement data that have been collected by other methods" (p. 237). Thus, the questionnaires were supported both by the interviews and the think-aloud protocols which were the primary data collection tool for this study besides the student diaries collected at the beginning of the second (spring) semester.

The interviews were conducted in students' mother language, which is Turkish to make them feel free to express themselves well without having any difficulty and to prevent the language barrier from sharing what they wanted to say because when the researcher told the students that he would select some of them to have some interviews to ask questions related to what they had done in the questionnaires, all of them asked whether the interviews would be in English or Turkish. They all stated that they did not want to speak English with the researcher because that would increase their anxiety and they could not sincerely share what they thought about the issue. All these interviews were recorded so as to be transcribed by the researcher later for the easier analysis of the data.

There were two different interviews that had been arranged with all these ten different students. The first interviews were organized after the questionnaire results were evaluated by a software program and the average of the target groups was calculated. After this analysis, interview questions were written considering the aim of this research as well as the contextual case and the items in the questionnaire. After the interview questions were written, they were shown to the advisor and the other members of the thesis committee. Then, during the committee, the members gave some feedback to the researcher and some of the questions of the interview

were rearranged and some of them were removed some of them were added while some of them were edited so as to make them more clear and directly related to the purpose of this study. After this feedback, the interview questions were shown to a colleague of the researcher to check the comprehensibility and whether the questions were clear enough and serving for the purpose of the study.

As soon as the researcher had got the feedback of the colleague, the interview questions were ready to apply. However, before the application of the whole interviews, one student was needed for piloting the interview questions. As these questions were piloted with one academic, a different perspective, especially from the students' side was also required. One of the students whose questionnaire result was equal to the general average of the target group was chosen and asked whether he would be a volunteer to participate in this study. He accepted the offer and he was asked the questions so as to check whether there were any problems with them. This first interview was done for piloting the interview questions and the process as well. During the interview, the student also stated the points where he found misleading and confusing and the researcher noted those points down and explained what he tried to mean for those questions so that the researcher could correct those weakest parts of the interview questions and make them more clear.

The first interview went well and the researcher also gained some experience about the ongoing of the interviews that would be held with the other participants. The interview of this participant student (A2) was also included in the data and the analysis of it was also taken seriously because the researcher did not want to lose this valuable data so he did not throw it away. Then the other interviews were also conducted successfully with other participant students. The first interviewed were done in January 2016 just before the end of first semester when the participants were about to finish their A2 level learning process. The participants were interviewed after their classes had finished so they were not taken from the lessons so they were done out of their class time. They were invited to an empty class where there was no one but the researcher and the interviewee so there was no interruption, either. Each interview with 10 different participants lasted almost from 40 to 60 minutes. The

participants in higher average group talked more than the other two groups. The participants under below average category talked less than the others.

The second interviews were conducted in May 2016 three weeks before the end of the second (spring) semester when they were going to take the final exam. It was difficult for the researcher to arrange these interviews as it was close to the end of the academic year and some students were not attending to the school regularly because it was almost near the end of the academic year and students who had the absenteeism right were using them. However, as the researcher had the participant observer, he was able to arrange all the interviews some of which were done outside the campus because of some participants who were not coming to school any more. However, there was a logical reason for the time of the second interviews even though they might seem to be arranged late. When these second interviews were done, the participants were supposed to be B1 levels and they were expected to be B2 in the final exam that they would take in the following three weeks so the final exam was the chance for them to show their language proficiency. Thus, these interviews were done at that time to serve the purpose of this study which was longitudinal.

The second interview questions were written in accordance with the data collected by means of the first interviews and considering the process that the learners had gone through all those months when they were trying to develop their language level. The questions were prepared by the researcher and they were shown to the advisor and a colleague so as not lead to any misunderstanding from the participants' side. After the piloting of the questions with an academic, the initial interview of the second interviews was done with the student coded as "A2" for piloting reasons so as to check the flow of the whole interview and to determine any flaws that might come out so that they would be corrected for the following interviews. Everything went well in that interview with A2 so it was also included in the data that were going to be analyzed just like the first one. The durations of the second interviews lasted between 20 and 90 minutes. The participants who were in higher average group talked more than others just like the first interviews whereas the students in below average category talked the least among others.

In addition to the interviews that had been arranged with student participants, there were also interviews done with three different instructors who were teaching to students that started the academic year from A1 level during this academic year when the data were collected. The interviews with the instructors were done for triangulation purposes so these interviews were not the main focus of this study. The interviews were done in the instructors' mother tongue, Turkish, so as to create a sincere atmosphere. They were interviewed out of their teaching hours when they were on their off days from the school. Each interview with each instructor lasted around 45 minutes.

Apart from the interviews, the researcher also collected data from these participants by means of other qualitative data collection tools which will be explained in more detail in the following pages.

3.4.3. Student Diaries

It is important for the students to be given the chance to express themselves in a written format because they may feel themselves more relaxed while sharing their experiences without having any pressure or stress caused by either an observer or an interviewer. Thus, students can also provide a valuable source of information if they are given the chance of self-report on what they have done so far. As Grenfell and Harris (1999) have stated, "it is not easy to get inside the 'black box' of the human brain and find out what is going on there. We work with what we can get, which, despite the limitations, provides food for thought" (p. 54). It is sometimes difficult for people to express what is in their minds orally when they are asked for it. Therefore, some students might reflect what they have thought in their minds better on a piece of paper.

Students that had been chosen for the interviews were also asked to write about their learning strategies that they had used all through the first term at the end of the first (fall) semester. They were also required to write down what they had done during the semester break so as to improve their language proficiency. Their diaries were collected at the beginning of the second (spring) term.

The analysis of these diaries gave an insight for the researcher about the second interview questions that were designed considering the things written by the students. They can also be considered as the complementary for the first interviews which were done just before the end of the first (fall) semester.

3.4.4. Think-aloud protocols

Think aloud protocols which are also called as “verbal protocols” (Ericsson & Simon, 1993) are defined by Kasper and Roever (2005) as “respondents' reports of internal cognitive processes that occur as they are working on a task (concurrent verbal protocols) or their recollections of processes after the task has been completed (consecutive verbal protocols)” (p.329). It is a kind of flow that shows the inside of the learners’ brains, what comes to their minds at the time of the task given to them.

Think-aloud protocols was an efficient way to collect data for the purpose of this study because students were given a certain task and asked how to handle it or how to sort it out. The responses were valuable in terms of the strategies that they were using in order to develop their skills in English language. These think-aloud protocols revealed a solid example of what they were doing in terms of language learning strategy uses and this also gave a bright picture of what they were doing to improve themselves in terms of their linguistic competence. Zimmerman (2008) confirms this by saying:

Clearly, the think-aloud methodology is an effective way to assess students’ self-regulatory processes online, but this research needs to be extended to see if planning and motivation will emerge as significant predictors of students’ mental models (p. 173).

As it is stated in the quote, think-aloud protocols are important ways to measure how students use the self-regulated learning strategies that are used to learn a language, which is the primary purpose of this study. Veenman (2005) also agrees the efficiency of think-aloud protocols when they are compared to the questionnaires.

One of the most important advantages of think-aloud protocols is that it provides the participants with only small amount of time between the thought and its articulation so the shared thoughts that come to their mind while performing a task are more

accurate and less subject to “embellishment or decay of information” (Pressley & Afflerbach, 1995) than other more structured self-report methods just like questionnaires which had been already applied for the purpose of this study. By applying think-aloud protocols, there won’t be much data loss because the participant students had to say what came to their minds during the task given to them. Another important benefit that think-aloud protocols provide the researchers is that they have the potential to sustain the information on context and strategy use as well as cognitive and affective processes (Afflerbach, 2000). However, it is really difficult for the students to do a certain task and share the opinions that come to his/her mind with the researcher simultaneously. Ericsson and Simon (1980) come up with an idea that sorts out this problem so they claim that researchers can handle this potential problem by selecting tasks that are a little bit complex and difficult for the learner so that they will not be able to say something automatically because the complicated tasks will require them to think first and say what they do. In spite of such difficulties and possible weaknesses, Oxford and Burry-Stock (1995) exclaim that that “think-aloud protocols offer the most detailed information of all because the student describes strategies while doing a language task” (p.2).

With the help of think-aloud protocols, the researcher tried to determine the strategies that learners used to improve their language. In order to do this, the researcher gave the participants a particular task and wanted them to handle it. The participant student told the researcher how s/he completed the task and the whole process, which gave the researcher an idea about the learning strategies that these students had used. Ericsson (2006) points out that a think-aloud protocol contains students’ reports about their own thoughts and cognitive processes while they are carrying out a task.

For this study the think alouds were shaped in accordance with the pilot study conducted by Hurd (2008). In this study, both writing task in which there was a reading test with three different comprehension questions and a writing task in which students were expected to write a short essay of 100 or 150 words were used. By doing these tasks, students were required to tell the researcher the strategies that they used while they were completing the tasks given to them. Here in this research as

well, students were given both a reading task with different comprehension questions and a writing task. This was carried out twice during the whole academic year. There were not any think aloud protocols for the speaking and listening skills since Kasper and Roever (2005) have mentioned as limitation of think aloud protocols researcher should “exclude spoken tasks because participants cannot produce task-related talk and verbal protocol talk at the same time” (p. 329). What is more, Roever (2005) articulates that students should be given the chance to choose the language in which s/he will express himself/herself while s/he is doing the think aloud protocol tasks. Thus, even if the tasks are required to do in English language, students can express themselves in their mother tongue. Therefore, here in this research students were allowed to speak in their mother tongue, Turkish, to tell what came to their minds while they were doing the tasks given to them and all of them used Turkish to express themselves during the think-aloud protocols.

The first think-aloud protocols were applied to students just after the first interviews had been done right before the end of the first (fall) semester when they were about to finish their A2 level. In accordance with their language level, a reading text which was for A2 level learners were chosen by the researcher and given for these participants along with five reading comprehension questions. All of the questions were multiple-choice, which made it easier for the participants to solve them all. Thereby, they did not need to write down long sentences so as to answer the questions as the options were already available. The students were required to read the passage and do the comprehension questions while they were telling what they were thinking in their minds to do the questions. After they had finished the reading task, the researcher asked them what they would do if they were given this task as an assignment that should be done at home later. The participants talked about what and how they would do at home. Right after the reading they were expected to write a paragraph about the advantages or disadvantages of social networking websites, which was already a familiar topic for them as they had been taught how to write a paragraph and they read texts about social media so they had the familiarity with the topic and they were supposed to know the vocabulary and content that were needed to write such a paragraph. Otherwise, they would find it quite difficult to write on

something which they had no idea and the sufficient input provided during the lesson. Likewise, after they had finished writing, they were asked how they would handle it at home. They answered the question sharing what and how they would do it at home.

The first think aloud protocol was applied to the participant coded as “A2” again just to check whether everything would go smoothly for piloting reason. Everything went well. However, the data collected from his think-aloud process were also included in the analysis. The time spent on these two different tasks varied from one participant to another. Table 10 shows the duration of the first think-aloud sessions:

Table 10. The duration times of the first think aloud sessions

Participants	Duration of the first think-aloud sessions(minutes.seconds)
A1	17.45
A2	29.40
A3	31.37
A4	25.49
HA1	50.14
HA2	24.24
HA3	20.21
BA1	35.29
BA2	29.43
BA3	64.20

It can be seen from the table 10 that the first think-aloud generally lasted almost half an hour for all the participants except from HA1 and BA3 for whom it lasted almost for an hour. It might be because of the fact that HA1 had a perfectionist attitude, as it was known from his interest in the language and exam scores, so he spent a lot of

time on these two different tasks using different strategies whereas BA3 needed more than his peers due to his language deficiency.

The second think aloud protocols were also prepared by the researcher. They were applied just after the second interviews two weeks before the final exam. One reading text was chosen in accordance with the language level of the learners which was expected to be B1 at the time of the protocol that was applied to them. A reading passage which was taken from a magazine, which made it an authentic one, was given to the participants along with three comprehension questions. All these three questions were with multiple choices but the reading passage itself was a challenging one because the language level of the learners was higher than the time when the first think-aloud protocols were applied. What is more, the students were going to take a final two weeks after the second think aloud protocols so they would be a good exercise for them to get aware of the difficulty that they were going to face in the final so that they would get prepared for it accordingly.

Again, firstly the second think-alouds protocols were initiated with the participant coded as “A2” for piloting reasons to check whether everything would go well. The data collected from A2 were also included for the analysis. In the same way as the first think-aloud protocols right after the students had done the reading task of the second think-aloud protocols they were asked what and how they would do it at home later. Right after the reading task, they were given a writing task in which they were required to write a well-organized essay about the causes and effects of deforestation, which they were familiar with because they covered that topic in their reading and writing course and they were supposed to be able to write a well-organized essay about that topic in cause and effect essay format. They were taught about it in detail in their writing course. They were given a writing task which they were familiar with because they had the sufficient input to produce the output that was expected from them. After they had finished writing their essay, they were likewise asked how and what to do about it if they were assigned to do it at home. The duration of the each think-aloud protocol varied from one participant to another. Table 11 shows the duration of the second think-aloud sessions.

Table 11. The duration times of the second think aloud sessions

Participants	Duration of the second think-aloud sessions(minutes.seconds)
A1	14.28
A2	27.28
A3	65.38
A4	29.44
HA1	58.17
HA2	54.15
HA3	23.06
BA1	19.17
BA2	08.26
BA3	22.43

Under normal conditions, the second think-aloud protocols should take at least 60 minutes because students were expected to write a well-organized essay, which would take some time but as it can be seen from the table all the participants in the below average group seemed to have failed because they could not complete the tasks properly so their think aloud protocols lasted less than others. Also HA3 in higher average group and all the participants in the average group failed to do the tasks because they found them quite challenging and difficult. A1 in the average group could not perform well in the duties given to him so he could not complete it properly. These will all be explained in detail in the following results chapter.

3.5. Data Collection Process

The data for this study were collected during the 2015-2016 academic year, and this intensive process lasted for eight months, which made this study longitudinal.

The first phase of data collection process was completed via questionnaires which were distributed both to all the students who started the language learning/teaching program of this school from the A1 level and all the instructors teaching them. There were ten A1 level classes in this institution but in one of the classes which was A1-10 the questionnaires were distributed for piloting reasons and the students in that class gave some feedback to the researcher about the items and the points that they had found unclear or difficult to understand so the questionnaires were revised in accordance with the feedback taken from those students in that class. The details of this process were explained in the previous pages under the questionnaire subtitle in this chapter. Thus, there were nine A1 classes left for the questionnaire to be distributed.

169 students who started the program from A1 level in nine different classes were distributed two different kinds of questionnaires. One of them measured their self-efficacy beliefs while the other one measured the learning strategies that they were using. The former was developed by Wang (n.d.) and the latter was developed by Oxford (1990). However, the important point that should be considered is that these two questionnaires were translated into Turkish and used in a Turkish context beforehand by Açıkel (2011) so the reliability and validity figures of these two questionnaires shared by this researcher makes it both convenient and practical to apply it in another Turkish context for this study. The details about the selection of the questionnaire were also mentioned on the previous pages under questionnaires subtitle. These two different questionnaires were combined and distributed to the students as a single questionnaire made up of two different parts after two months when the academic year had just started.

The researcher wanted the students to be familiar with the language learning process so that the items in the questionnaire would be meaningful for the learners because there were some students among the participants who had not gone through a foreign language learning process beforehand. Therefore, they were given some time to familiarize themselves with this process so as for them to gain some experiences and ideas about this procedure. Thus, they were given the questionnaire two months after they started the academic year. Otherwise, the items in the questionnaire especially

about learning strategies and self-efficacy scale as well would be meaningless for these learners and this would lead them to answer them improperly, affecting the results in a negative way. Hence, when these learners finished their book written for A1 level learners and started their A2 level books, they had an idea about language learning in their minds and they were truly A1 level learners as they completed the A1 level books at the time of the distribution of the questionnaires because these learners did not know anything about English language when they started the academic year in this School of Foreign Languages. What is more, some learners were zero beginners whereas some of the others were false beginners. Thus, they got familiar with the language here during these two months in this institution.

With the help of these questionnaires, the self-efficacy level of the students and their awareness for self-regulatory skills/ learning strategies were determined at the very beginning of the study. The data collected via questionnaires were analyzed with descriptive statistics of SPSS and according to the results of language learning strategy inventory; students were divided into three groups: low-level, average level and high level of English self-regulatory skills. Ten students were chosen for the qualitative data collection procedure of the study. However, the selections of these ten participants were not made randomly.

Purposeful stratified sampling among these 169 students who had filled in the questionnaires was done. The results of the questionnaires that were distributed to these nine different classes were analyzed with the help of SPSS program and the descriptive statistics of the questionnaires were given a detailed look by the researcher and along with the advisor the researcher made a decision to make the purposeful stratification with the results of the first part of the questionnaire which tested the language learning strategies of the learners. The students were put into three different categories in accordance with the descriptive statistics of the first part of the questionnaire which was provided by the SPSS program. The first group was the ones whose questionnaire scores were equal to the general average of the target group who were the whole 169 A1 level learners and they were called the “average” group. The second group were the ones whose questionnaire scores were higher than the general average of the target group and they were called “higher average” group.

The third groups were made up of the students whose questionnaire scores were below the average of the whole students and they were called “below average” group. This was done because each participant student represented the learning profile of their own group. Boekaerts and Corno (2005) warn that the studies do not reflect the reality as long as the researcher choose only successful students from the whole students each of whom might belong to different category.

There were tens of students in each group among the 169 students. However, from each group three students were chosen randomly and they were asked whether they would like to be part of this study because the willingness of the students and the ones who would be available when it was time to be interviewed or to take the think-aloud protocols were also taken into account by the researcher. Besides, one more student from the average group was also chosen for piloting both the interviews and think aloud protocols and his interviews and think aloud protocols were also included in the qualitative data that had been analyzed for the purpose of this study because he was the first one who were interviewed and took the think-aloud protocols but everything went well with him because the questions of the interviews and think aloud protocols had been shown to the advisor and a colleague that had been working in the institution where this study was conducted for long years just before the application of these two different data collection tools so the data collected with this participant were not thrown away and included in the analysis. Thus, the higher average group consisted of three participants along with the other three participants from below average group while average group was made up of four participants. These students were coded as A1, A2, A3 and A4 that were in the average group; HA1, HA2, HA3 that were in the higher average group and BA1, BA2 and BA3 that were in the below average group because the researcher wanted to keep their anonymity. Thus, there were 10 students chosen for the interviews and think-aloud protocols in total. This number could be higher but it would create some problems with the management of these students as well as the arrangements of the interviews and think aloud protocols. What is more, as they were stated previously, the duration of each the interview and think aloud protocol lasted up to an hour so the

transcription process for the analysis of the data would be chaotic and trouble for the researcher if there were more than ten participant students.

After the selection of these ten students considering their questionnaire scores and the categories made by the researcher, these ten students were interviewed before the end of the first (fall) semester when they were in their A2 level of English language proficiency so as to learn what they did to increase their self-efficacy and the learning strategies they had used or to learn whether they were using them at all. All these interviews were recorded and transcribed by the researcher later for the analysis of the data.

Right after the first interviews had finished, these participants took the think-aloud protocols prepared by the researcher just before the end of the first (fall) semester. It was important for these students to take these think-aloud protocols just before the second (spring) term when they were going to be exposed to B1 level of English so the think-aloud protocol tasks were arranged in accordance with their A2 level of English language proficiency. These think-aloud protocols were also recorded and they were transcribed by the researcher for the analysis of the data.

After the think-aloud protocol applications were over, these ten participants were required to keep diaries during the semester holiday about what they had done so far to improve their language proficiency along with learning strategies that they had benefited from so as to be able to do it accordingly. They were also asked to write what they had done during the semester break. These diaries were collected at the beginning of the second (spring) term.

When the second (spring) terms officially started, they submitted the diaries that they had kept during the semester holiday. These participants were under the observation of the researcher as he was the on-site researcher who was working in the institution where the data collection process went on all through the second (spring) semester. Therefore, the researcher had the chance to have off-record talks with the participants about their language learning process and what they were doing about it. The researcher waited for a while to start the second phase of the interviews and the think-aloud protocols because students needed time to experience the

difficulties that they might face on their way to B1 level of English proficiency in terms of their language development. Thus, some time passed before the application of the interviews and the think-aloud protocols because the questions of the interviews and the tasks of the think-aloud protocols were only applicable for the B1 level language learners so the researcher did not want to apply them right after the start of the second (spring) semester.

Considering all these reasons mentioned in the previous paragraphs, second interviews were arranged in May 2016 just before the end of the semester. It was difficult for the researcher to arrange these interviews because some students did not want to attend the classes regularly due to the fact that they had the official right not to attend the classes as they had already attended all the courses in the first term. Thus, they had the absenteeism right. However, that was the right time to do think aloud protocols no matter how much difficult it was to arrange. The researcher took advantage of being an on-site researcher who could easily reach the students. He had the contact information of these participants so some of these sessions were held out of the campus in venues which were suitable for the participants. Therefore, the interviews were completed during the first two weeks of May.

After the second interviews were over, students took the second think-aloud protocols two weeks before they had their final. The tasks given to the students were good practices for them to get ready for the final exam as well. However, most of them found the tasks difficult because the difficulty level of the tasks were much higher than the one that they took before the end of the first (fall) semester. Data collection took one academic year (2015-2016), which made the study longitudinal.

As for the data collection procedure of instructors that had taught in classes that started from A1 level during the academic year when data were collected for triangulation purposes, they were also given a questionnaire that measured their own beliefs of themselves at the same time when the students were given the questionnaires in the middle of the first (fall) semester. The questionnaire given to the instructors was used in several studies and developed by Tschannen-Moran and Woolfolk (2001). The details of it were given on previous pages. It was applied to 16

instructors who were teaching to A1 levels at the time of the study. This was used just to check whether the instructors believed in their own capabilities and capacities to sort out the problems and challenges in their own classes because A1 level students were the most challenging group of this institution as they were expected to reach B2 at the end of the academic year. Thus, this situation also led to some stress among instructors teaching to that group as well. These instructors were also interviewed at the end of the academic year in June to determine what they did to improve their students' level of self-efficacy and whether they had shown self-regulation techniques in their classes for the triangulation purposes even though the focus of this study was on learners. These interviews were held just to check whether there was any discrepancy between what students had said and what their instructors were doing.

3.6. Data Analysis

Three different types of data collection tools were used in this study as they were explained in detail in the previous pages: questionnaires, interviews and think-aloud protocols. Questionnaires were analyzed with the help of statistical software program. The questionnaire results were analyzed by means of descriptive statistics calculating their frequencies and mean scores. Additionally, standard deviations were also taken into account. Histograms and the tables that show the percentages of some important parts of the questionnaires that can be considered as the main focus of this study were also shared with the reader in detail in the results section. However, the questionnaire results were not the target but just a tool for the researcher that indicated the main way to another data collection tools which were interviews and the think-aloud protocols, which would both show the main results of this case study.

In order to better analyze the data collected via interviews and think-aloud protocols, all the recordings that were made with the permission of the participants during the interviews and think-aloud protocols were transcribed by the researcher himself because of the confidentiality agreement between the researcher and the participants. All these transcriptions, which were more than 120 pages long including the interviews, think-aloud protocols and the student diaries as well were all read by the

researcher more than three times so as to be able to better relate what had been spoken to the results of the study. Thus, this process could be named as “impressionistic reading”. The researcher tried to find some different categories from what the participants had shared with the researcher. These categories which were found by the researcher were sent to a colleague of the researcher along with the transcriptions which did not include any names of the participants so as to keep their anonymity for member-checking purposes, which requires “the researcher to ask one or more participants in the study to check the accuracy of the account” (Creswell, 2011, p. 259). She also read the transcriptions and the categories that were created by the researcher to assure that they were relevant and made sense for the purpose of the study. The researcher also met with some of the participant students during the data analysis process for member-checking purposes so as to give these students the chance to change, clarify and elaborate more on what they had said in the interviews. These member checks contribute a lot to the accurate reflection of the participants beliefs on the findings of the study (Merriam, 1998). There were also some subcategories under each category created by the researcher to make the findings of this study more clear for the reader. This was done so as to better relate the findings to the purpose of the study and the research questions. These categories and subcategories were also checked by another academic so as to increase the inter-rater reliability of the data.

After the member-checking process with the help of an another academician colleague and some of the participants, the researcher did interpretational analysis which was defined by Gall et al. (2003) as “a process of examining case study data closely in order to find constructs, themes, and patterns that can be used to describe and explain the phenomenon being studied (p. 453). This was one of the most important steps of the data analysis process because the participants could have used different words to express the same thing at different points of the interviews and the think-aloud protocols. Thus, in order to be able to determine the accurate and proper patterns, themes and constructs, the researcher needed to have an interpretive zone. Wasser and Bresler defined it as “a process when the researchers bring together their different kinds of knowledge, experience, and beliefs to forge new meanings

throughout the inquiry in which they are engaged” (p. 13). This was just what had already been done by the researcher himself because as an on-site researcher who was working in the institution where the data were gathered, he had the opportunity to observe the participants and to have off- record casual talks with them. Along with the experience he had, he had the capability of checking whether he had understood the thoughts of the participants during the interviews and think-aloud protocols well enough to create the proper categories, patterns, themes and constructs.

In contrast to the quantitative data of the study which was collected via questionnaires and analyzed with the help of an software program, the qualitative data of the study which was the main focus for the researcher was analyzed and coded after reading the transcriptions of the recordings several times so as to to identify themes under the categories. While reporting the findings of this study, direct quotes were used to assure that the manual coding was done properly and accurately. Gall et al. (2003) stated that “direct quotes of the remarks by the case study participants were particularly effective because they clarify the emic perspective, that is, the meaning of the phenomenon from the point of view of the participants” (p. 469). These quotes will make it easier for the reader to follow the research findings. Along with the quotes from the participants, the details of the context where this study was conducted were also provided to the reader to be able to find similarities between the participants in this study and people in other contexts, which will enhance the external validity of this study (Miles & Huberman, 1994). Mackey and Gass (2005) highlight the importance of thick description for qualitative studies:

The idea behind thick description is that if researchers report their findings with sufficient detail for readers to understand the characteristics of the research context and participants, the audience will be able to compare the research situation with their own and thus determine which findings may be appropriately transferred to their setting (p. 180).

As it has been stated that case studies give great importance to context and the contextual factors that affect the results of this study, these thick descriptions that have been provided in this study increase the reliability and validity of this research.

Triangulation has also been considered in this research to increase the reliability and the validity of this study. Creswell (2012) defines it as “the process of corroborating evidence from different individuals, types of data or methods of data collection to ensure that the study will be accurate because the information draws on multiple sources of information, individuals, or processes” (p. 259). Patton (2001) also warns that data should be collected from different sources with different methodology. Therefore, the researcher collected data from both learners and instructors even though the main focus of this research was on learners and he also used different data collection tools including questionnaires, interviews, think-aloud protocols as well as student diaries. Besides, the participants were chosen among different learner profiles in terms of their choices in language learning strategy inventory, which was achieved with the help of the questionnaire analysis by means of SPSS. As a matter of fact, the researcher concentrated on the case from different perspectives to enhance triangulation because, as Mackey and Gass (2005) have stated, “using the technique of triangulation can aid in credibility, transferability, confirmability and dependability” (p. 181).

This chapter gave a detailed explanation about the participants, context where this study was conducted, data collection tools with which data was collected, the procedure of the data collection process and how the data were analyzed. The following chapter will present the findings that came out after the analysis of the whole data including both qualitative and quantitative. However, before sharing the outcomes of this study, the researcher will summarize the chapter with a figure that shows the steps of the data collection procedure on Figure 2 underneath.

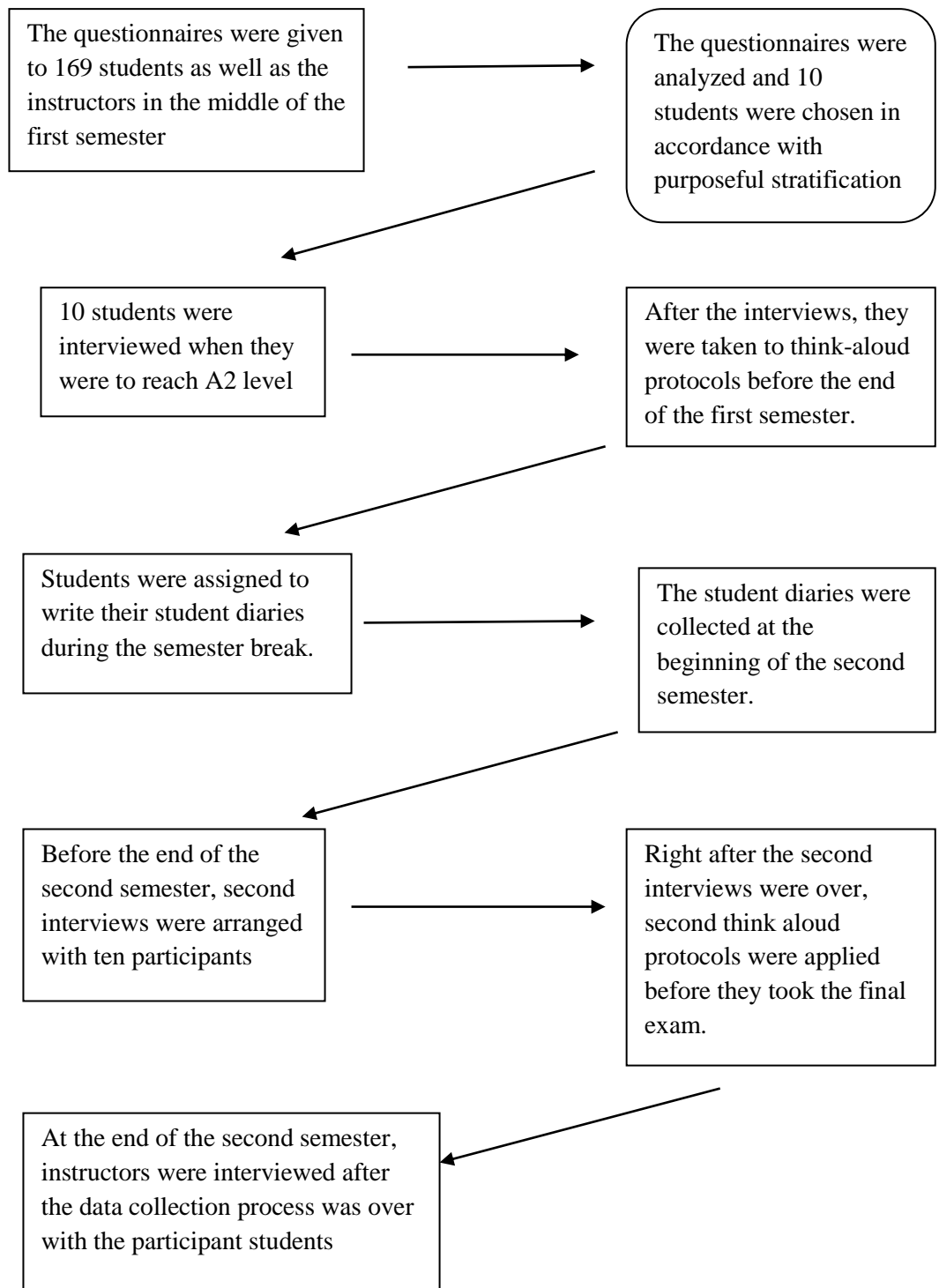


Figure 2. The steps of data collection

CHAPTER 4

RESULTS

4.1. Introduction

All the data that were collected through questionnaires, interviews, think aloud protocols and the student diaries were analyzed carefully and the findings will be presented in detail in this chapter.

The data were categorized into two sections: quantitative data which were collected with the help of questionnaires and the qualitative data which were collected via interviews, think-aloud protocols and the student diaries. Thus, this chapter will consist of two parts, one of which will present the findings of the quantitative data and the other part will introduce the findings of the qualitative data.

The findings of the quantitative data which were collected with the questionnaires were used as a guide to lead the researcher to look into details of the case in this study. Thus, the findings of the questionnaires were used so as to be able to show the bigger picture both about the context where this study was done and the case for this research in this institution. Therefore, the results of the quantitative data which were made up of the questionnaires were also shared with the reader in this chapter so that the case in this research would be better understood because those statistics paved the way to a more detailed look to the context and the participants in order to find proper answers to research questions given at the beginning of the thesis. Thereby, qualitative data were also collected to better understand the case and to make the reader visualize the context and have the chance to have a look at the case study in depth. What is more, the participants did not have the chance to express themselves and share their ideas in detail when they were given the questionnaires because all they could do was to answer the questions and fill the items in accordance with the choices which had already been given to them. However, with the interviews, student

diaries and think-aloud protocols they had the chance to elaborate on what had done in the questionnaires and to share what they had thought about the case in detail..

Firstly, the analysis of the quantitative data collected by means of questionnaires will be presented. The questionnaire results shared in this chapter represented the whole target group with whom this study was carried out. Therefore, the statistics that were reached from the analysis of the quantitative data embraced the responses of all the 169 students who started the language learning/teaching program of this School of Foreign Languages from A1 level and participated in the study. However, the results of the qualitative data represented 10 student participants' responses to the interview questions and the think-aloud protocols as well as their student diaries as these processes were explained in detail in the previous chapter. These students were categorized into three different groups in accordance with their questionnaire responses and they were chosen from the whole 169 students. The ones whose questionnaire results were equal to the general average of the whole target group were named as "average group" and they were four people (A1, A2, A3, and A4). The ones whose questionnaire results were higher than the general average of the whole group were named as "higher average group" and they were three people (HA1, HA2, HA3) and lastly the ones whose questionnaire results were below the average of the whole group were named as "below average group" and they were three people (BA1, BA2, BA3). The questionnaire results of the instructors were also shared in this chapter as they were also given a questionnaire to be filled. What is more, the interviews of the three different instructors were also included in the qualitative data but they were not the main focus of this study as these interviews were only done for triangulation purposes. However, they will be shared under the related research question parts.

In short, this chapter will be composed of two different parts. The first part will present the findings of the quantitative data which will provide general picture about both the participants, context and the case whereas the second part of this chapter will introduce the findings of the qualitative data with which were the main focus of this case study.

4.2. Quantitative Data

4.2.1. Students' perception of their English language learning process and motivation

First of all, the researcher wanted to determine the perception of the participant students about the importance of English language learning and some items that aimed to test it were put in the questionnaires distributed in the middle of the first (fall) semester. The participants were expected to choose the option that best suited them and the results were as follows.

All the A1 level students were asked the importance of reaching to a certain level in English language for them. Most of them (84 %) said it was very important whereas the second highest percentage (14.2 %) showed that it was important for them. Thus, it can be understood that these learners wanted to reach to a certain level so as to improve their language proficiency. They were also asked how much they were willing to learn English. Again, most of them showed their willingness by saying “quite high” (39.1 %) and “quite” (47.9 %).

These learners were also asked the purpose of their learning English. More than half of them said it was for professional development (65.7 %) while some of them (17.8 %) said it was due to the English medium instruction that they would get after the preparation year. 27 students (16 %) said that they were learning it because they wanted to go abroad to work.

Learners were also asked how much pleasure they got from learning English. 16 % of the learners said “quite high” and 46.2 % said “quite” for the question. This means that more than half of the participants enjoyed learning English. However, 50 students said they partially enjoyed the process (29.6 %). These numbers show that learners in this institution were somehow satisfied with their English learning process.

In addition to the pleasure learners got from the language learning process, they were asked how much difficulty they faced while learning English. Half of the learners (50.9 %) said that they partially faced difficulty while learning English. Table 12 underneath shows the statistics of the level of difficulty these learners faced.

Table 12. How much difficulty the participants faced while learning English

	Frequency	Percentage
Quite high	19	11.2 %
Quite	50	29.6 %
Partially	86	50.9 %
Very little	11	6.5 %
Not at all	3	1.8 %
TOTAL	169	100 %

The numbers on the table 12 show that learners faced difficulty in learning English. The degree of difficulty was higher among some learners whereas it lowered a little bit down among others but as a conclusion they faced difficulty and this shows the need for them to use language learning strategies so as to be able to handle the difficulties they encountered.

4.2.2. Learning strategies students use to overcome the difficulties in English language learning

Students were asked in the questionnaire how they learned “learning strategies” that they had acquired beforehand. 48.5 % of them said they learned them from their teachers whereas 27.2 % of them said they learned them on their own. 10.7 % of them said they learned them from their friends so the importance of peer effect on these students cannot be deniable. 8.3 % of them said they had learned them from the internet. With the advent of technology and wide-spread use of the Internet, students can consult to these smart gadgets when they are in need of help.

Students were asked about the particular areas in which they had great difficulty while they were learning English. Speaking was found the most challenging skill to improve (0.67). Vocabulary (0.40) and listening (0.47) were also stated as problematic for the learners then came the pronunciation (0.35). Reading was considered as the least difficult skill by the students (0.03). Writing (0.20) was the second least difficult skill, which was followed by grammar (0.27).

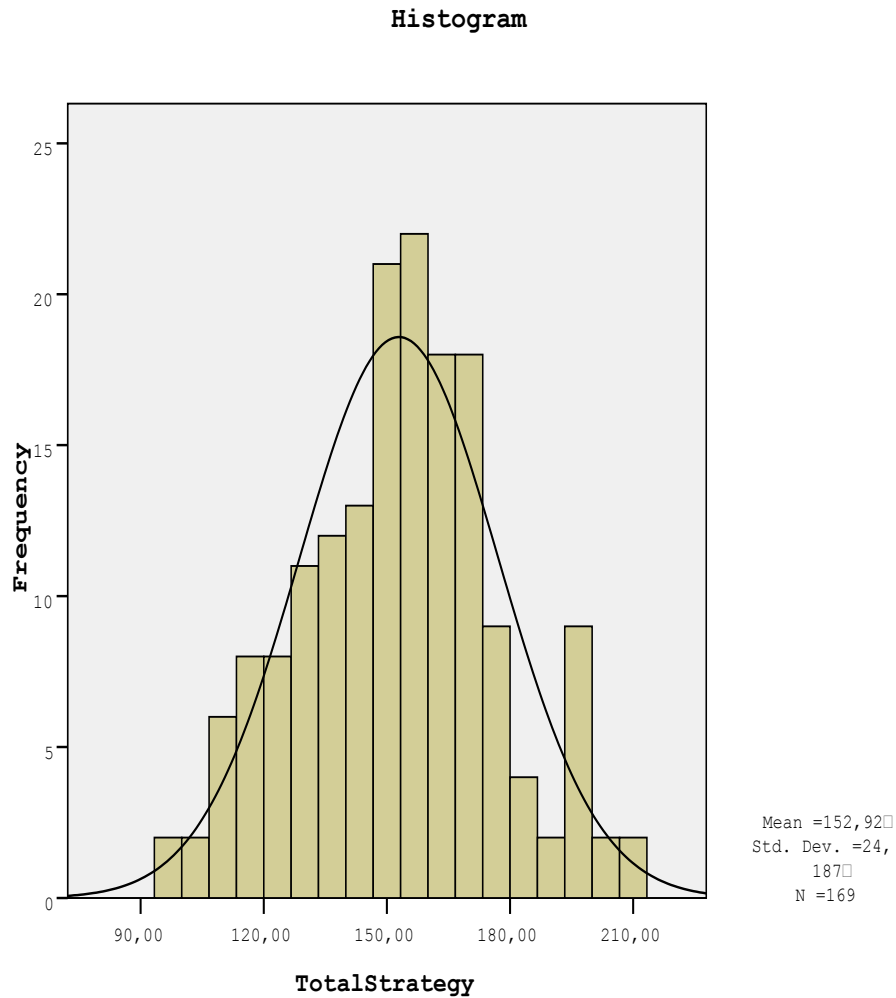
In addition to those questions that tested learners' attitudes towards English language learning and which were added to the questionnaire by the researcher, the focal point of the first part of the questionnaire was on the strategy use of the learners. Thus, students filled up the learning strategy inventory as the first part of the questionnaire that they got from the researcher. This was aimed to determine whether the learners were using the learning strategies to improve their language. These are the results of the learning inventory as shown on Table 13.

Table 13. SPSS analysis of Learning Strategy Inventory

Factors	
N	169
Mean	152.9
Std. Error of Mean	1.8
Median	154
Mode	156
Std. Deviation	24.1
Skewness	-,003

Table 13 shows that the distribution of the group is normal as it can be understood that Mode, Median and the Mean are almost the same (156, 154, 152 respectively). The normality of the group can also be understood from histogram 1 underneath.

Histogram 1. The distribution of students in Strategy Inventory



In order to understand the meaningfulness of the results and to claim that the distribution is normal, Kolmogorov-Smirnov test was also applied ($N > 30$). Table 14 shows the results of this test to better understand the normality of the group.

Table 14. One-Sample Kolmogorov-Smirnov Test of Learning Strategy Inventory

		TotalStrategy
N		169
Normal	Mean	152,9231
Parameters(a,b)	Std. Deviation	24,18677
Most Extreme	Absolute	,051
Differences	Positive	,046
	Negative	-,051
Kolmogorov-Smirnov Z		,662
Asymp. Sig. (2-tailed)		,772

a Test distribution is Normal.

b Calculated from data.

From table 14, it can be understood that the distribution of the group is normal [$p > .05$ (.77)]. As it is closer to 1, it is better because it confirms the normality of the distribution of group in terms of inventory scale. These results are significant because purposeful stratified sampling was done among this group so the selection of the participant students for the qualitative data collection would give meaningful results. Accordingly as the details were mentioned in the methodology chapter, three students whose scores were lower than the mean score, four other students whose scores were almost the same as the mean score and another three students whose scores were above the mean score were all chosen for the second part of the data collection process that was initiated with the interviews and continued with student diaries and think-aloud protocols. Thus, the random selection of students from each different category that was stated in detail by considering the mean score of the distribution gave meaningful results.

As there are six different parts in the learning inventory scale that assess different learning strategy skills of the students as it has been shown in Table 9 on the previous pages, each part of this questionnaire was analyzed separately in order to find out the strategies in which these learners were more strong. From the analysis it can be understood that these participants had most preferably chosen cognitive and metacognitive learning strategies more than the other strategies as they had the

highest mean scores which were 41.5 and 30.9 respectively. The least preferred learning strategies were found affective and compensation strategies with a mean scores of 16.4 and 18.7, respectively. Table 15 shows the detailed descriptive statistics of each part of the learning strategy inventory.

Table 15. Descriptive statistics of learning strategy types as shown in table 9

		Part A	Part B	Part C	Part D	Part E	Part F
N	Valid	169	169	169	169	169	169
	Missing	0	0	0	0	0	0
Mean		25,8225	41,5562	18,7988	30,9822	16,4497	19,3136
Std. Error of Mean		,41648	,58774	,39648	,50172	,30330	,27405
Median		26,0000	41,0000	18,0000	31,0000	16,0000	19,0000
Mode		29,00	41,00	18,00	33,00	18,00	18,00
Std. Deviation		5,41420	7,64063	5,15426	6,52237	3,94291	3,56269
Variance		29,314	58,379	26,566	42,541	15,547	12,693
Skewness		,006	,159	2,919	-,373	,335	,001
Std. Error of Skewness		,187	,187	,187	,187	,187	,187
Kurtosis		-,346	,075	21,186	,063	-,300	-,285
Std. Error of Kurtosis		,371	,371	,371	,371	,371	,371
Range		28,00	39,00	52,00	36,00	18,00	17,00
Minimum		12,00	23,00	7,00	9,00	8,00	11,00
Maximum		40,00	62,00	59,00	45,00	26,00	28,00
Sum		4364,00	7023,00	3177,00	5236,00	2780,00	3264,00

It may seem from the table 15 that Part A, Part B, Part C, Part D, Part E and Part F are the different sections of the learning inventory scale and each of them represent a learning strategy: memory (Part A), cognitive (Part B), compensation (Part C), metacognitive (Part D), affective (Part E) and social (Part F) learning strategies, which were explained in detail in the previous chapters of this dissertation and they were also shown in detail in table 9. It can be understood from the table that the distribution of the learners seems to be normal for each learning strategy expect compensation strategy, which has high kurtosis (21.1).

4.2.3. Self-efficacy of A1 level learners

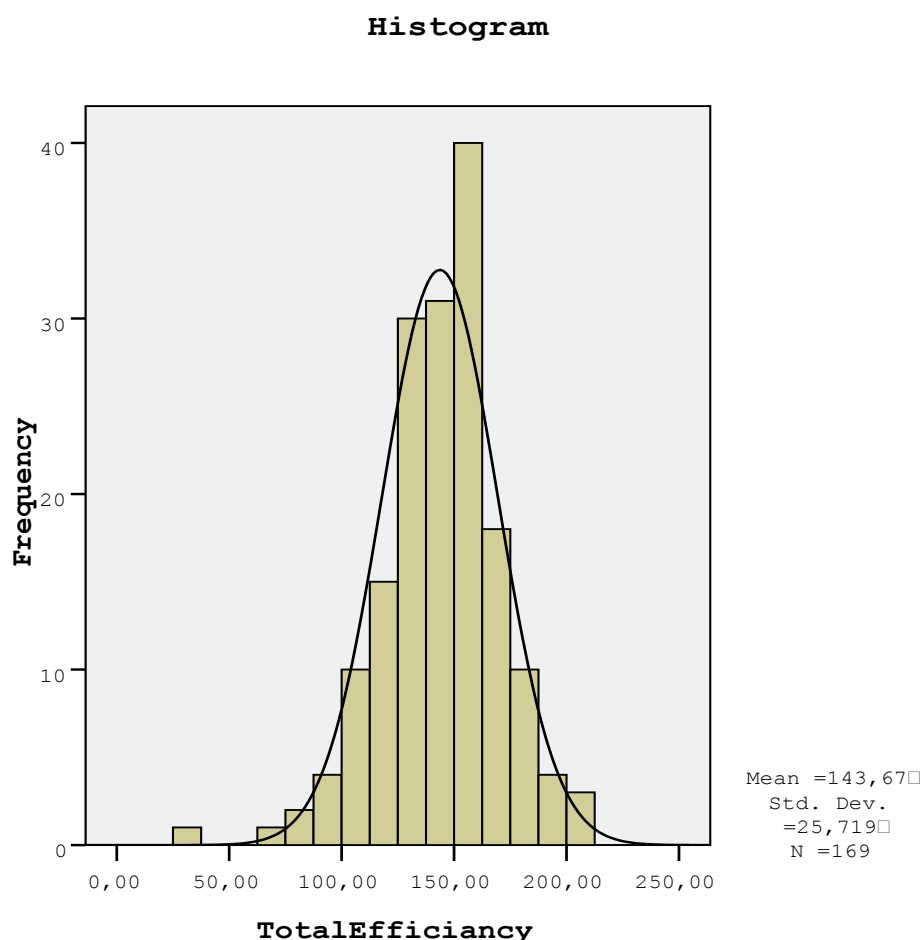
The second part of the questionnaire was the self-efficacy scale for the learners. It was also analyzed with the help of the SPSS program and the results are shown on table 16.

Table 16. SPSS analysis of Self-Efficacy Scale

Factors	
N	169
Mean	143
Std. Error of Mean	1.9
Median	147
Mode	134
Std. Deviation	25.7
Skewness	-,517

It may be concluded from Table 16 that the distribution of the group is normal as it can be understood that Mode, Median and the Mean are almost the same (134, 147, 143 respectively). The normality of the group can also be understood from the histogram 2 underneath. Only difference from the learning strategy inventory is the skewness which is a little bit higher as it can also be seen from the histogram 2 underneath.

Histogram 2. Distribution of the students for the Self-efficacy Scale



As it can be seen from the histogram 2 that the range is not as high as the strategy inventory so the skewness has been found high. This might be because of the fact that these participant English learners were all A1 level learners so they were homogenous in this sense in terms of their efficacy beliefs. What is more, at the time of the questionnaire was distributed, their language level were almost the same among all the participants because only one and half month time had passed. Thus, such great differences could not be expected among the students regarding their language level within such a limited period of time. However, if this questionnaire had been distributed at the end of the first (fall) semester or the second (spring) semester, the results would have been totally different because the differences among

different learners would be more explicit at those times because of different language learning strategies that they had used and the self-regulatory skills that they had acquired. The more self-regulated the learners are, the more self-efficient they will feel themselves. As it was also stated in the literature review part, the higher the proficiency of the learners is, the higher the self-efficacy of the learners will become. In order to understand the meaningfulness of the results and to claim that the distribution is normal, Kolmogorov-Smirnov test was also applied ($N > 30$). Table 17 shows the test results.

Table 17. One-Sample Kolmogorov-Smirnov Test of Self-Efficacy Inventory

		Total Efficiency
N		169
Normal Parameters(a,b)	Mean	143,6746
	Std. Deviation	25,71931
Most Extreme Differences	Absolute	,070
	Positive	,070
	Negative	-,069
Kolmogorov-Smirnov Z		,908
Asymp. Sig. (2-tailed)		,382

a Test distribution is Normal.

b Calculated from data.

As it might seem from table 17 that the distribution of the group is normal [$p > .05$ (.382)]. As it is closer to 1, it is better because it confirms the normality of the distribution of group in terms of inventory scale.

Another SPSS analysis was conducted and the correlation between these two scales which are learning strategy inventory and self-efficacy scale was also applied because as the stratification was carried out by considering the mean scores of the strategy inventory, whether there was a positive correlation between the strategy inventory and self-efficacy scale was worth analyzing. Table 18 shows the results.

Table 18. Correlations between learning strategy inventory and Self-efficacy scale

		Total Strategy	Total Efficiency
TotalStrategy	Pearson Correlation	1	,574(**)
	Sig. (2-tailed)		,000
	N	169	169
TotalEfficiency	Pearson Correlation	,574(**)	1
	Sig. (2-tailed)	,000	
	N	169	169

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

Pearson correlation was applied because distributions of these two different scales were both normal. As it can be concluded from table 18 that there is a positive correlation between the total mean scores of these two different scales ($r = .574$). It has been found that there is a significant positive correlation ($p = .00$).

4.2.4. The questionnaire results of the instructors

As for the questionnaire results of the instructors, they were also analyzed with SPSS program and it was found from the mean scores of the instructors that they highly believed in their capabilities and skills to handle the challenging problems that they had faced with a mean score of 167.50. The normality was checked with the application of Shapiro-Wilk test ($N < 30$). The results are quite meaningful as it can be shown on table 19.

Table 19. Test of normality for the instructors' scale

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total Beliefs	,208	16	,063	,809	16	,004

a Lilliefors Significance Correction

As the number of participant instructors were below 30 ($N < 30$), Shapiro-Wilk test was applied and the results of it were found quite meaningful ($p < .05$).

4.3. Qualitative data

The results of the qualitative data of this study will be provided in accordance with the research questions that were stated at the beginning of this dissertation. However, there won't be a section for the research question that sought answers from the instructors' point of views because they were given under the related parts where the participant students' responses were shared.

Before the analysis of the real research questions, as it was done during the quantitative data collection, the students were also asked in the interviews about their purposes of learning English and their motivation for this long journey which took a year long during their studies in the School of Foreign languages.

4.3.1. Students' awareness level of English language learning and motivation

These ten participant students were asked about some questions about their attitudes, awareness level and motivation for English language before the main interview questions were asked in the first interviews that were arranged before the end of the first (fall) semester. Firstly, they were asked why they were learning English. The ones in "below average" group stated that they were learning English just because their departments were in English so they felt that it was a must for them to learn it. Additionally, all of them confessed that they did not want to select the departments that they had won. They were somehow directed by their families or counselors in their high schools. BA1 stated:

I really do not know my purpose of learning English but somehow I feel the need to learn it because I will certainly need it in my department. Actually I did not want to attend a department providing English-medium instruction but my father forced me to select this department in this university and I had not done any kind of research before coming here so I am here.

It can be seen from quotation that BA1 was totally unaware of what he was doing to learn English and this was shared pattern of the participants in this below average category.

The same question was asked to the four average group members and they all said that it was important for their future career. This shows that they have used "goal

setting” strategy shared by Wang and Pape (2005) on table 1. Only A3 mentioned about the importance of learning another culture by learning another language but the other participants in this category said they were learning because they wanted to be successful in their professional jobs. A4 said:

I have to be proficient in English language because I highly need English in my department. Actually, I do not have the tendency to learn a foreign language but I do my best to learn it because I am obliged to do it. I wanted to attend my department here because it provides English medium instruction. If this department is providing Turkish-medium instruction, knowledge, there is no point in attending it because I should make a difference from the other graduates of the same department in that I can improve myself.

It can be understood that she wanted to have a professional development in the future by learning English and taking English courses in her department. This career-oriented English language learning awareness was reflected on the other participants in this group.

The participants in the above average group were also addressed to the same question before they started to answer the main questions of the questionnaire. They all focused on the professional development as well as the personal development with the help of learning English. This might seem that they have used “self-evaluation” strategy shared by Wand and Pape (2005) on table 1. HA2 told the researcher:

Just before everything else, I would like to learn another language first because learning is my philosophy of life. Also, I feel that I have the ability to learn a foreign language and I would like to learn English until I can speak it as fluently as my native tongue. I am learning English especially for a personal interest but the opportunity that it will create for me for my future career is also another factor that makes me learn it. I would like to be an academic in the future so I highly need English.

It is clear from the remarks of the participant student that she wanted to learn English for his personal development as well as her professional development, which was the same as the other members in this group.

The participants were also asked whether they had any difficulty in learning English, what kind of difficulty they had and what they did to sort out the problem.

The participants in the below average group all accepted that they had difficulty in their English language learning process. Except from BA1, the other two BA2 and BA3 said that they got help from their friends. BA1 said he got help from none but needed guidance because all of them said that they did not know what to do and how to do. All of them stated that they had the most difficulty in speaking, which was the shared pattern of this group. BA3 elaborated on the issue by saying:

I find English learning highly difficult. I have never been good at verbal lessons. I am good at Math's. I cannot memorize and as I do not find English interesting I find it difficult. I do not seek any assistance, either. I sometimes ask some points to my successful friends but apart from them, I get help from nobody. I find speaking and listening the most difficult. I never understand what is told. I can do some writing and I have some trouble in reading as well but I can manage if I study vocabulary. I do not know any strategy to learn English, unfortunately.

BA3 shared the difficulties that he faced while learning English and his reactions to it but the most important thing was that he was not fond of learning English so this made things more difficult for him and for the other below average group members who did not show any interest in English.

The average group members also stated that they had difficulty in learning English partially. The points that they had found difficult varied but the shared pattern for this group was writing. However, they differed from the below average group in that they turned to the people around them immediately when they had trouble in learning unlike the below average group who looked desperate in those cases. Thus, these learners use "seeking assistance" strategy that was come up by Wang and Pape (2005) in table 1. A1 explained his case by saying:

I partially have difficulty in learning English because I do not study much. I can learn only when I relate what I have learned to my already existing knowledge with the way I associate different things in my mind. When I do not revise what we learn in the class, I cannot learn properly because I cannot relate the things to what I already know so the learning process is slowed down and blocked from time to time. I find grammar difficult because it takes some time for me to learn it by heart because of the process that I should go through. This makes it difficult for me to write properly. When I have some trouble, I consult my sister who also used some strategies to make her learning easier and I use her strategies.

The trouble that the average level learners faced was that they were aware of what they should do but they did not take the action to do so as it can be understood from the excerpt above. However, it can be said that they were more aware than their friends in the below average group.

The participants in the higher average group said that they had little difficulty in learning English language and they were different from the other groups in that they knew why they had difficulty and how to solve it. They were using “self-evaluation” strategy by Wang and Pape (2005) in table 1. All the participants in this group had speaking and pronunciation in common in terms of the troubles they had while learning English. HA3 explained her situation by saying:

I do have some difficulty while learning English but this is something pleasant for me. I have some difficulty in making a sentence, especially the syntactic pattern. They all stem from my deficiency in my background including my primary school years. I especially find speaking and pronunciation difficult but this is because of my personality and lack of self-confidence. I am scared that I will make mistakes. However, I ask my best friend without any hesitation when I have difficulties.

As it can be seen from the quote that she knew what she had or did not have and behaved accordingly. She also considered difficulties she had encountered as a challenge as she mentioned that she was pleased with the difficulties that she had. Table 20 shows the areas that the participants found difficult while learning English.

Table 20. The difficult parts of the language learning process stated by the participants

Participants	Difficult areas of the language stated
A1	Writing, grammar
A2	Writing, pronunciation
A3	Writing, listening
A4	Vocabulary, speaking
HA1	Pronunciation
HA2	Speaking, listening
HA3	Speaking, pronunciation
BA1	Speaking, vocabulary
BA2	Speaking
BA3	Speaking, listening

The participants were also asked how they motivated themselves for language learning. The participants in the below average group all said that they did not motivate themselves to learn the language. BA3 said “*I cannot motivate myself because I am not that much enthusiastic to learn. In fact, I am trying to motivate myself and learn it but I cannot do it so*”. This shows the low motivation level of the below average group as a whole.

The participants in the average group all said that they motivated themselves to learn English keeping the fact that they will need it for their future career in their minds. A3 said:

I motivate myself because I know that I have to learn it as my department is providing English medium instruction. My goal is to pass this preparatory school year. Thus, I motivate myself by saying that I have to pass. In case of

failure, I have the right to move to the same department that provides Turkish-medium instruction but I don't prefer having such kind of education.

It seems clear that the participant tried to motivate herself just because it was a must for her to learn English. That kind of motivation is extrinsic coming from outside factors.

Unlike the participants in the average group, the ones in higher average group motivate themselves to learn English just because it was a pleasure for them to learn along with a chance to improve themselves personally. HA1 elaborated on the issue by saying:

I know lots of benefits of language learning for me. I never question the reason why I am learning this language. Learning English contributes a lot both to my character and personality because I improve myself by getting to know another culture. These all motivates me to learn it.

It seems that this participant was motivated intrinsically just as the other participants in this group were. Their motivation was coming from inside they were not trying to motivate themselves with outsider sources.

Instructors were also asked whether they motivated their students to learn English and all three participant instructors told that they tried to motivate their students by sharing the importance of English in the interviews. I1 said:

I think I am motivating them. Every year I explain the importance of English language as it is an international language and I tell them the times when they can use English in their lives. What is more, I address especially to engineering and medical students whose departments provide English medium instruction by saying that they cannot develop themselves in their profession unless they know English. I warn the medical students that they have to know English well to be able to get their expertise in their field.

It can be concluded that the instructors were doing their best to motivate the learners towards learning English. However, it would be better to observe them in their classes though such data were not collected for this study.

4.3.2. Learning strategies that learners use to be self-regulated learners as well as to improve their language proficiency

4.3.2.1. The activities learners do to be self-regulated

A self-regulated learner is a student who takes over the responsibility of his/her own learning, which means s/he should have “organizing and transforming” strategy (Wang & Pape, 2005) as shown on table 1 in the literature review chapter of this dissertation. Thus, the participant students were asked what they did to arrange and plan their own self-study programs in the first interviews. The participants in the below average group said that they did not have a plan to study. BA2 said:

I do not make any plans but I just live the moment, instead. I study whenever I want to do so. I have tried to make a plan but it does not work. If I am eager to study, I do study but if I do not have that willingness to do so or if I am bored when I study, I do not study at all. When the exam time approaches, I feel that I should study.

Just like the below average group, the average group members also said that they did not have a fixed plan for studying, which is the shared pattern for this group. A1 said that he was a kind of person who was doing his responsibilities at the last minute so he accepted that he did not study regularly. A3 explained:

I do not revise the things that we cover in the class on a daily basis. I do not have enough time to do so as it takes me a lot of time to commute to school from my home. However, I do my best to have a look at the things or the notes that I have made in the class. Unfortunately, I do not have a proper plan.

Unlike these two groups, the participants in the higher average group said that they studied on a daily basis in accordance with what they had done in the class. They were making use of “organizing and transforming” strategy (Wang & Pape, 2005) as shown on table 1. HA1 explained:

I make my study plans in accordance with what we have learned daily in the class. For example, I study for the vocabulary that has been covered in the class. I do something like this for the vocabulary knowledge that I have acquired. If we have learned a difficult topic, I make my study plans accordingly for this topic. At the weekends, I allocate one day to revise all the things that we have covered during the week and I spare one day for my own

entertainment. I do not expect my instructors to direct me or guide me in this issue. I do it in accordance with our daily objectives of the lessons.

Just like HA1, the other higher average members were both aware of what they were doing and how they should be doing it.

This question whether they had a study plan or not was again asked to the participants in the second interviews which were held in May 2016 which was one month before the end of the second (spring) semester. The below average group members all said that they still did not have a study plan as they were all aware that they would certainly fail in the final so they stopped studying altogether even though they had little effort to do so beforehand. BA3 explained:

My study plans have not changed and I haven't studied sufficiently. Actually I had some plans in my hand but I couldn't do them. I have not been able to take the action. Everything got worse in the second term. I have given up. As I could not take my level to a certain degree in the first term, I could not add something on it so I have to confess that I have no study plan. In the first term, at least I was trying to study but now...

The words of BA3 represented the profile of the other below average group members. They gave up studying all together in the second term instead of trying to compensate their deficiencies, which is the shared pattern for this group.

The average group members said that they still did not have study plans and they did not study on a regular basis just like the first term but they said they had to study because there were only three weeks left for the final so they claimed that they would study during the rest of the academic year (during the last three or four weeks). A2 explained his situation by saying:

I still don't have a plan but I do have a plan for the last one month before the final. I diagnosed my deficiencies in the second mid-term and I will focus on them before taking the final. I had some vocabulary deficiency in reading. I could not write the opposing ideas in the writing. Thus, I will allocate two hours for studying every other day from now on.

This was the same as the other average group members, they knew that they had not studied on a regular basis until the day of the interviews but they were aware that they had to make efforts to pass the final but they were not sure whether those attempts would be sufficient or not. However, when it came to the participants in

higher average group, they said their study plans changed in accordance with their needs and the points where they felt themselves deficient guided their studying plans in the second term. HA2 explained:

Now I focus more on vocabulary instead of grammar and I write essays often. I have recently written on “industrial revolution and its effects on the society”. I read some pieces of information on Wikipedia first and tried to learn the unknown words for me. Then, I tried to write my essay by using the vocabulary that I had just learned. I do my best to improve my vocabulary knowledge. I write and I do watch foreign news broadcasting channels and foreign TV serials to improve my vocabulary. I do not want to face any difficulty when I pass to my department so I must have a good range of vocabulary knowledge.

The higher average group reorganized their studying plans in accordance with their needs and the point in which they felt themselves deficient. They used “organizing and transforming” strategy (Wang & Pape, 2005) as shown in table 1. This made them great self-regulated learners.

Instructors were also asked whether they helped the students make their own study plans and all three instructor participants said that they did not have to do so as this was the university level teaching and the students at this age should take over their own learning responsibility but they added that they helped the ones who sought assistance from them personally. What is more they said that they did it indirectly by giving them homework. I3 said:

I think students at this age should make their own program but I know that they don't have such a background. Actually, they don't know how to discover how they learn because of the education system that they have been in. Thus, I try to give some feedback to the ones who demand it. However, I do not give feedback to the class as a whole but I prefer giving the feedback personally to the ones who ask for it.

It can be understood that the instructors helped the students make their own plans upon request. At this point students were asked at the first interviews whether they directed their own learning or they expected directions from their own instructors. All these ten participants said that they were directing their own learning and they all said they were expecting directions from their instructors except from HA3 who claimed that such directions would not influence her because she was at a certain age

and mature enough to make her own decisions. However the rest said that such direction and guidance was necessary and HA2 explained:

I direct my own learning but sometimes I get help from my father because his English is excellent. I know that he finished reading the “Lost Symbol” by Dan Brown within a night time. Thus, I get his advice about the sources I should use but I do not apply all the things that my father says. I expect this kind of direction from my instructors because a language teacher know a lot about this issue because s/he has a lot of experience about this so I want to have face to face, one to one feedback from them just like a guidance counselor because language learning is something totally different from what we have done so far. However, such kind of guidance is not available, unfortunately. They make it to the whole class. Surely they cannot provide us with one-to-one feedback sessions because there is not such amount of time..the realities of Turkey.. Thus, I try to apply what they tell us to do during the lesson time but I expect more than this..

It can be understood that HA2 just like her peers wanted to have more individualized feedback sessions with the instructors. They were “seeking teacher assistance” (Wang & Pape, 2005). Students were also asked whether they kept the track of their own language development and how they did so in the first interviews. Whether the grades that they took from the exams were any indication was also questioned. The participants in the below average group said that they did not keep the track of their own language development. They also said that this could not be understood by the grades taken by the exams. BA3 explained:

I do not even know my level of English now but the exams cannot be the main criteria to check the development. The scores that I have got from the exams mean nothing to me because I know that I cannot learn. I am aware of that but I cannot keep the track of my learning, either.

While the participants in the below average group all said that they did not keep the track of their language development, which was a shared pattern for this group, the participants in average group were divided into two in terms of their perspectives to this issue. A2 and A3 said that they did not keep the track of their language development and took the grades that they got from the exams as a criterion whereas A1 and A4 said that they kept the track of their language development not by looking at the grades that they took but they both said that they compared their present knowledge level with their past knowledge level. The participants in the higher

average groups agreed with their peers A1 and A4. HA1 explained the situation by saying:

I try to keep the track of my language development with my speaking performance or my vocabulary knowledge. Let's say, I learned a word and used it in my speaking and I try to remember it two weeks later. I always check myself and my development by monitoring myself. If I remember what I have learned previously, it means that I have internalized it. Thus, I only take my performance into consideration. Surely, the exam results are also important but they may not show the reality because I may not reveal my real performance on the exam day if I have a physiological or psychological problem. What is more important for me is to learn not to get higher scores from the exams.

This same question whether they kept track of their language development was again asked to the students in the second interviews. In addition, they were also asked whether they felt themselves B1 because the language level where they should reach at the time of the second interviews was B1 for these participant students. The participants in below average group directly said that they did not feel any language improvement and they did not feel that they were B1, either. BA2 said:

In the first interview in the first term I said that I did not take the exams into consideration to realize my language development but actually now they show everything. I understand from my exam scores in the second term that I haven't improved my language proficiency much! Everything has got more difficult as the time passes so I haven't kept the track of my language development at all as there is no development that can be observed.

Unlike the participants in the below average group, who used "reviewing tests" strategy (Wang and Pape, 2005) to measure their development; the participants in the average group said that they felt the language development they had but they did not feel that they were at B1 level literally. They said they could understand the language better compared to their level in the first term. A4 explained:

I feel myself better compared to my level in the first term. I much better understand the reading passages now. In the past, there used to be some blank points while I was reading. I do not take the exam grades into account in terms of my development. I just take my comprehension level into consideration in order to be able to claim that I have improved my language. However I cannot say that I am at B1 level because I haven't studied on a planned way much.

What is important is that all the members in the average group accepted that they did not study much and they did not have any plans to do so, which led them to feel that they did not reach the level that they were expected to do so. However, there was a little noticeable development in their comprehension level in terms of their reading and listening abilities. Unlike the average group, the higher average group members said that they felt that they were at B1 level and they felt the language development in terms of their performances in writing and speaking because they were using “keeping records and monitoring strategy” (Wang and Pape, 2005). HA1 explained:

I feel that I have improved a lot because in the past I used to make two or three sentences about a topic asked by my instructor but now I can speak a lot and the teacher stops me from talking more. I can understand my development from my speaking performance... Recently, we have been taught a lot of vocabulary which are more advanced to the ones that we learned in the first semester so accordingly I have made more efforts to learn them and use them in my speaking performances. Now I can make a debate about a topic in English. I can think in English. These all make me convinced of my language development. Surely it is also important for me to write an essay and comprehend an article well but I evaluate my English level with my speaking performance because the more control you have over a language, the better you can use it. Therefore, speaking performance is much more important than others for me. I also understand my development in the other three skills from my speaking performance. For instance, to improve my listening, I do speaking practice. As for my exam scores, they are lower than the ones in the first term but it is because of the difficulty and challenge that I face in terms of my language learning process. We have been exposed to more complicated and advanced English this term so accordingly the difficulty level of the exams has increased. Nonetheless, the more challenge I encounter, the more I develop my English level even though my grades are dwindling.

It can be understood that the participant just like his peers in the same group focused on his performance in speaking, which is a productive skill and he did not take the exam scores seriously in terms of his language development because of the difficulty and challenge of the language that they were exposed in the second term.

Instructors were also asked about whether they monitored the language development of their students and all of them said that they did by taking their classroom participation and their writing assignment performances into account. They also

stated that the exam scores were not taken for granted by them to monitor their language development. I2 explained:

Monitoring the language development of the students is very easy for us especially if you have the responsibility of the same class all through the year. Their participation in the class also gives them away. I especially force every single student to speak in the class hours. I understand their development from their writing assignments. I did not pay great attention to their exam scores because sometimes they did not reflect the reality.

It is clear that it is not that difficult for the instructors to monitor their learners' language development but it is also interesting that they did not take the exams seriously to assess the development of their language learners.

Another important point that should be taken into account so as to claim that students are self-regulated ones is whether they do self-study or not. Thus, students were asked whether they did self-study out of their class time excluding their homework in the first interviews. From the participants in the below average group, BA2 said that he did not have self-study time at all but the other two participant said that they had some self-study time but it was not sufficient. BA3 explained:

Actually I do study but I do not think it is efficient and sufficient. I do my homework and apart from that I have bought a reader which has the Turkish translation of each page on the right side. I studied for two weeks for the exam but I do not take any efficiency from my studies. I think I do not know how to study English at all.

It can be understood that this student was studying for something but he was not aware of what he was studying for. He did not use "organizing and transferring" strategy (Wang & Pape, 2005). When it comes to the average group participants, they all said that they did not have self-study hours out of their class time. Even though they did so, it was not adequate for them to improve themselves. A4 explained:

I do not do self-study often. I just learn during the class time. I just study whenever I would like to but generally I don't feel like studying so I just keep what I have learned in the class time in my mind. I try to do my homework. I try to memorize the vocabulary. I try to memorize them by writing. I do not make any sentences with the new vocabulary that I have just learned. I write only the vocabulary.

This same question was asked to the higher average group participants and they all said that they did self- study out of their class time actively. HA3 explained how she studied, which was almost the same as her other peers in this category so this was their shared pattern:

I surely do self-study. I try to speak English with myself. I do watch videos with English subtitles. I try to write something in English. It does not have to be our homework. I have a look at the book and try to write something on what I have read. Even if I have written an assignment and give it to the instructor as a writing task, I try to rewrite it again when he gives it to me with his feedback so I focus on my mistakes and think how I can write it in another way.

It can be understood that the participants in higher average group focused on productive skills while they were doing self-study just as they monitored their language development in terms of their performances on their productive skills. Thus, their focal point of self-study was on writing, speaking and making new sentences with the words that they had learned.

Instructors were also asked whether the students should do self-study out of their class time and all these three instructors said that they should do self-study out of their class time and I1 explained the reason why:

Certainly they must do self-study but unfortunately they did not do the online workbook of the coursebooks that we had covered in the second term just because they would not be graded. They could do grammar exercises. They should study more than the time that we spend in the class because, for example, we allocate an hour to teach active and passive voices in the class time but they should focus on it at home allocating more time to digest it. They can watch TV serials with English subtitles as an entertainment activity. If they find, they should read English magazines and choose to read the type in which they are interested. To illustrate, if a student is fond of cars, s/he can read a car magazine in English..

The instructors all reached a consensus that students should be activated out of their class time and they should be engaged with some kind of learning activity that might be selected depending on their interest areas.

As this self-study time is really important for the students to be self-regulated learners they were asked to write down what they had done all through the first (fall)

semester and what they did during the semester break to improve their language and these student diaries were collected from them at the beginning of the second (spring) term. As for the students in the below average group, BA2 said that he did almost nothing to improve his language all through the first (fall) term and accepted that he did not do anything for practice during the semester break, either. BA1 and BA3 said that they focused on grammar and vocabulary memorization: BA3 wrote in his diary:

... during the first term I tried to study grammar from a grammar book which included Turkish explanations. I wrote down the vocabulary that our instructor taught but I realized that I could not memorize the vocabulary and I could not learn them at all. During the semester break, I revised the tenses and tried to make sentences and just wrote down the words that we covered in the reading and writing book during the first (fall) semester but I could only do this for 5 units only..

It is also shown in the quote above that the participant did not do any reading, listening speaking or writing exercises. He just focused on grammar and the words that he tried to memorize by writing them down separately.

When it comes to the participants in the average group, they wrote in their diaries describing what they had done in the first term that they did not study much but just tried to memorize the vocabulary taught them and watched foreign movies to improve their language skills. They also added that they did not study much during the semester break, either. These were the shared patterns found after the analysis of their diaries. A3 wrote in her diary:

The first term was so intensive and passed so quickly for me. I tried to improve my language but unfortunately I could not make such a long way that I had expected. I did so much memorization and exam oriented study, which was a big fault for me. I later realized that I should have made sentences with new things that I had learned instead of memorization. As for my semester break, I could not study much because I was tired of studying after a long and tiring semester. I just downloaded some applications on my phone to improve my language with pleasure without getting bored.

Unlike the students in other categories, the participants in the higher average group said that they revised what they had covered in the class out of their class time by trying to use the new knowledge that they had acquired on a regular basis, which was

the point that made the difference. In the semester break, they wrote in their diaries that they did some revisions of the first term but only HA3 in this group wrote in her diary that she did nothing. HA1 wrote in his diary:

.. I studied everything that had been covered in the class on a regular basis. I made regular revisions of each week every weekend. I took notes in the class (vocabulary, synonyms, structures, phrases, sentence patterns..etc) and I wrote them down on another notebook and while I was transferring them on a page, I was trying to make sentences with them... the easiest part of this process is to learn but the most important part is to realize why I am learning this and how I will use in real life. I mostly focused on what we did in the class time. Unfortunately I did not do extracurricular activities like watching foreign movies, which I am planning to do for the next term... for the semester break, I tried to compensate my deficiencies in English language. I watched films to be able to see how to choose the accurate words in certain context and learn how to pronounce it properly. I tried to make sentences with the structures and phrases that I had learned during the first semester not to forget them. It might sound irrational for some people but I tried to talk to myself practicing my speaking ability. By doing so, I had the chance to use what I had learned, which gave me the opportunity to improve myself a lot.

This diary of the HA1 showed the awareness level of the participant and it shows that is also important how to do the self-study to be a self-regulated learner. He was also using “rehearsing and memorizing” strategy (Wang & Pape, 2005).

This same self-study time out of the lessons question was addressed to the participants in the second interviews in the second term as well. The participants in the below average group said they did not do self-study in the second term, either. This was the shared pattern of this group for this question. BA3 said:

I just studied during the exams. I did not do any extra study in the second term. For a while, I studied relative clauses and passive voice. We focused on grammar but did not have a look at reading texts but tried to do some writing. It was beneficial, though.

Nothing much changed for the self-study time for the below average group in the second term. When it comes to the average group, A1 and A2 said that they did not study extra in the second term but A3 and A4 said they studied a little bit but that was not sufficient. A3 explained her case:

I was studying more during the first term compared to the second (spring) term but now I get much lazier. If I find time, I study grammar and synonym for one or two hours. I don't study for listening, speaking or writing.

The tendency to have self-study time was lowered among participant students during the second (spring) semester. This was the case for the participants in the higher average group as well because they all accepted that they did not study in the second term as much as they did in the first term but they added that they focused more on their deficiencies in English language. HA1 explained his situation:

I am not studying this term as much as I did in the first term even though the language level we have been exposed to this term is much more difficult and complicated. However, I try to do the same things such as revisions, making sentences with the vocabulary structures and phrases that we have learned this term as well but what is new is that I have started to watch the Eurovision song contests especially the parts when the presenters are presenting and sharing the votes with different countries because there are people from different countries who are speaking English for the same purpose. One of my friends advised me to do so. It is important for me to understand the different accents apart from American and British because the people that I will communicate in the future for my profession will not always be Americans or the British. Thus, I have to be familiar with the English of the Russian as well.

It can be seen that the participant had the awareness of what and how to study for his development. He was not thinking about the exams or final that he would take but the difficulties that he might face in her professional career and study accordingly.

4.3.2.2. Use of previous learning strategies or adoption of new ones in this context

Students were asked whether they had learned learning strategies before they came to this school and all of the participants in these three different categories said that they had not been taught any learning strategies that would facilitate learning English before they came to that school except from A1 who said that he learned some strategies like writing a word ten times from his sister, which may not be considered as an efficient way.

As the students told they did not learn a learning strategy before coming this school, they were notified by the fact that they started their language learning process from A1 level at that school and that they were at A2 level at the time of the first interviews and they were on their way to B1 level, which meant that they had to improve themselves fast. Thus, they were asked what they did to keep up with the pace of the program followed in that school and what kind of strategies they benefitted from. The participants in the below average group said that they did nothing to keep up with the pace of the curriculum and they admitted not using any strategy for it. As for the average group members A1 and A2 said that they did not use any strategy to keep up with the program but only attend the classes regularly. However, A3 and A4 said that they had been revising the things covered in the classroom trying to memorize the words taught in the class. However, the participants in the higher average group all said that they tried to use what they had learned in the class and did regular revisions on a daily basis just after the lessons had finished. They used “rehearsing and memorizing” strategy (Wang & Pape, 2005). HA1 explained what he did in detail by saying:

I allocate all my free time to studying English. Here we cover what we cover within one month in high school just in a week so the pace of the program is fast. Unfortunately we could not get a good education in high school so I make great efforts to make up for this deficiency. Whenever I learn something new, I try to use in the next lesson and in the next week. With this kind of strategy, I learn a lot of thing within a short period of time. Also, this strategy makes what I learn permanent.

The striking point that might seem interesting is that the participant did his best to use and make sentences with what he had learned so he was trying to activate the passive knowledge that he got from the lesson time in his study hours. This question was also asked to participants in the second interviews in the second term to determine whether they followed the same strategies to keep up with the pace of the program and whether they kept using the same ones.

The participants in the below average group said that they had nothing to do with the curriculum which they believed that they could never keep up with. They also said that they did not add something new to what they had done before to do their self-study. BA2 even said the situation got worse by saying:

I used to have the stress that I had to keep up with the curriculum but now I know that it is impossible for me to keep it up. What is worse, I do nothing as for English learning and studying. I don't know the reason why but most probably I don't have the enthusiasm. Maybe I lost my enthusiasm or I found it difficult to compensate my deficiencies.

It can be understood that this participant student seemed to be lost in his language learning process. The participants in the average group category also stated that they did not have worries to keep up with curriculum and added that they kept on doing the same thing as they had done in the first (fall) term. A3 explained:

I do the same things now. I do not study listening or speaking. I am studying on a grammar-based way. I don't want to use dictionary so often trying to guess the meanings of the unknown words. I do not change my learning strategies because I have the fear that it will get worse if I change them. Thus, they have become habitual for me. I do not have any worries to keep up with the curriculum because I am not as fast as it is.

Unlike the students in the average group, the participants in the higher average group said that they started to do something new and they made this decision in accordance with their needs and deficiencies in the language. They also added that they had great worries to keep up with the curriculum. HA2 explained:

I do not do the same things as I had done in the first (fall) term because I want to focus on what I am short of. I try to use the synonyms that have been taught and I try to make sentences with them and integrate them in my writings. Instead of writing "force sb to do", I use "compel sb to do" structure. I read the articles in Wikipedia and look up in the dictionary for the words that I do not know. Additionally, I look for their noun, adjective and adverb forms, as well.

Participants in the higher average category tried to integrate what they had learned with their productive skills so that was one of the most apparent feature that made them different from their peers in other categories.

Participant instructors were also asked whether the students needed to make use of the strategies to keep up with the intensive curriculum of the school and they all said "yes" to this question emphasizing that they had to do something to keep up as they were supposed to reach to B2 level at the end of the academic year. I3 said that she wanted her students to find their own way to do that as one single method might not

work for everyone but one thing was clear that they should do something to be on the right track.

How the students decided to use such strategies is also another important point to be considered and they were also asked about it in both interviews.

4.3.2.3. Learning strategies from instructors or by themselves

Students were asked in the first interviews whether they expected their instructors to teach them the learning strategies and whether they did so. All of them except from A4 and HA3 said that they expected their instructors to show them some strategies to learn English and they all said they were showing and sharing their experiences with the students. However, A4 and HA3 said that the instructors did not need to show them strategies or guide them to a certain way because they thought it would not work on them as they should be the ones that could decide what to do. HA1 explained why he expected his instructors to do so:

I know what to do but they are more experienced. They went through this process years ago and they know a lot about this so I want them to share their experiences with me. Strategies facilitate learning and make it faster and permanent. For instance, the only place where we can speak is the classroom but our instructor told me how I could improve my speaking out of the classroom.

Students were in need of their instructors' guidance in terms of language learning. They wanted to use "seeking teacher assistance" strategy (Wang & Pape, 2005). They were also asked whether their instructors had shown them learning strategies all through the year and whether they were satisfied with their guidance in the second interviews. All the participants in three different groups said that the instructors showed them the learning strategies and they were all satisfied with their guidance. HA3 who said she did not expect them to show strategies even said that:

They taught us learning strategies. Actually, I did not know how to learn this language before coming here so have just learned this here from our instructors. When you are not satisfied with your needs, you are not aware of your own expectations. When your expectations are fulfilled, you realize that you have had such expectations implicitly. That was my case in the first term.

Just like HA3, all the participants in the average group said that they did not know how to learn a language before they came here so they got aware of this important process. Their awareness was raised here. This was an important point to be discussed in the conclusion as well.

Instructors were also notified the pace of the program because the students who started the program from A1 level were expected to reach to B2 level and they were asked whether these students should be shown the learning strategies and whether they did it. All three instructors were aware of the intensive curriculum that they had to keep up with fast and they stressed the importance of the learning strategies which they claimed that they taught. I1 explained the situation by saying:

We have to teach them the learning strategies because they do not know how to do it. They don't have such a background. In the past we had students coming from private high schools that taught German or French and these students were aware of how they could learn another foreign language. Unfortunately, our student profiles that come from different state high schools now do not have this language learning notion in their minds. They think that they can pass the exams by memorizing vocabulary. We have to provide them with an intensive program that will be challenging for them because they have to reach to B2 level from A1 level within 8 months. We can't allocate so much time for simple exercises as we are preparing these students for their departments that will provide them with English medium instruction. Our objective is that these students will be able to understand the academic articles written about their majors so our purpose is not to make our students order a pizza when they go abroad so we should organize our teaching accordingly.

This instructor emphasized the importance of teaching them the tips and learning strategies that these students needed to be able to reach B2 level within a short period of time. Another instructor (I3) focused on another significant point that should be taken into account by saying:

I monitor my daughter's English learning process and I try to make this process part of her life, which we can do the same thing for our students. What I want to say is that we should make our students discover themselves. For example, I had a student who wanted to walk around the class from time to time. I let him do it without disturbing others because most probably he was a kinesthetic learner so I gave him that space. Thus, we have to give our students the chance to discover their own learning style so that they will decide how to use learning strategies and which ones to use that would suit

them best. For this, I assign them projects and I allow them to do them in their own way. If they want to work in groups, no problem. If they want to work in pairs, no worries. If they want to record their product in a video format, they are more than welcome. This way, they will be able to find their own way of learning better so we should create such opportunities for them to discover themselves.

In this quote, the participant instructor emphasized the importance of providing the students with the opportunity to discover themselves and their learning style. Accordingly, they will be given the learning strategies that will suit them best, which will work better. However, this is also another point that should be taken into account: which learning strategy was the best for these learners?

4.3.2.4. Types of learning strategies chosen by students

This is one of the most important research questions of this study because these students were expected to reach to B2 level at the end of the academic year even if they started this program from A1 level so they were supposed to improve their linguistic competence within a short period time, which was such a great expectation. The answer to this question was also collected through the questionnaires and as the results were given in this chapter in the quantitative data part, it was found that cognitive, metacognitive and memory were the three mostly preferred learning strategies respectively according to the responses of the whole 169 learner who started from A1 level to the questionnaires. This important question was also addressed to the participants both in the first and the second interviews by making the students remember the different types of strategies that were categorized by Oxford (1990) in the strategy inventory (SILL) and the researcher explained them about the strategies and asked them to tell him which strategy they were using dominantly. Table 21 shows the choices of the participants in the first interviews.

Table 21. Learning strategies chosen by the participants in the first interviews

Participants	Learning Strategies
A1	Cognitive
A2	Cognitive
A3	Memory
A4	Memory
HA1	Cognitive
HA2	Cognitive
HA3	Memory
BA1	Cognitive
BA2	Metacognitive/ Social
BA3	Memory

It can be understood from the table 21 that these students dominantly used either memory or cognitive strategies to learn the language better. The two participants of the higher average group preferred “cognitive” strategy while the other one chose “memory”. Thus, this shows the general tendency of the learners to integrate these strategies with their language learning process.

These students were also asked what they were using as a language learning strategy in the second term in the second interviews as for the researcher to determine whether they had changed their strategy in accordance with the improvement in their language level. Table 22 shows the learning strategies of the language learners in the second interviews.

Table 22. Learning strategies chosen by the participants in the second interviews

Participants	Learning Strategies
A1	Social / Cognitive
A2	Cognitive
A3	Cognitive
A4	Memory
HA1	Affective
HA2	Cognitive / Social
HA3	Memory
BA1	Cognitive
BA2	Metacognitive/ Social
BA3	Memory

When one had a closer look at table 21 and table 22, it might seem clear that only A1, A3 and HA1 changed their strategies in the second (spring) term. In fact, all of the participants were reminded about their choices in the first interviews after they had talked about their choices in the second interviews. The ones who did not change claimed that they learned that way better so it was a kind of habit that would never change during their education life for them. However, A4 said that if nothing had changed it meant that there was no improvement from her side. A3 explained why she turned from memory to cognitive learning strategies by saying:

I think I have improved my English, most probably. In the past, I did so much memorization but now I just study to learn English, which means I am studying not only to pass the exam but to learn and improve this language. I want to be exposed to this language so I have chosen “cognitive” strategies. At the time of the first interviews, there was an exam anxiety so I thought it would be easier and better for me to memorize to get good results from the exams but I am not an exam-oriented learner any more.

This quote showed that this participant in the average group noticed that there was something wrong with what she had done before so she felt the need to change the strategies that she had been using. Another participant from the higher average group said he needed to change his strategy just because he wanted to get much better than his situation in his past to become a perfect language learner. HA1 said:

At the beginning of the first term, as I was a new starter for the language, getting exposed to the language got me accustomed to the language so I chose “cognitive” then. This was the first step of my language learning process. This exposure has made me love the language, which has become a part of my life. Thus, I have started to communicate with my instructors. Therefore, I choose “affective” strategies now because loving the language that I am learning now makes it easier for me to improve my linguistic competence. Logically, how can you love something that you do not know? That was the reason I did not choose this in the first term. However, now making long and complicated sentences with the language makes me really happy and I love it.

This participant claimed that he changed his learning strategy because the previous one would not work as efficiently as the one he mentioned in the second interview not because it was not beneficial any more but because the latter one would serve the needs of the students better in accordance with his improving level of language.

Apart from the changes that they made or did not make in terms of learning strategy categories, students were also asked in the second interviews whether they created new strategies that would best suit their needs for themselves to use for the improvement of their language level or they were using the same strategies as they had used in the first term. All of the participants excluding the higher average group member who claimed that they started to use new strategies in accordance with their levels said that they were using the same strategies as the ones in the previous term. They added that strategy developing would bring new burden on their shoulders as they would try to get accustomed to using them, which meant that they would lose some time.

Instructors were also asked which learning strategy category was used dominantly by the students in that institution and which one they should adopt. All three participant instructors reached a consensus on the fact that their students used memory learning

strategies dominantly but the most important thing was that they should integrate all of them. I2 explained the situation by saying:

Our students are using “memory” learning strategies because they have become their habits. They won the university exam by memorizing. They have never used cognitive strategies in their previous education life but for me, they should use all of them integrating one another. This means that they should dedicate themselves to language learning process but surely it requires some time. However, our students have only one year to study the language here so they just use the strategies to pass the final. However, I wish they would use “affective” strategies so that they could love the language and make it part of their life. Unfortunately, this may take two years at least and they don’t have such time here.

Instructors were aware of the learning strategy choices of their learners but they said there should be an integration of all the learning strategies. However, they did not mention anything about whether they did something to accomplish that in their classes.

4.3.2.5. Types of learning strategies chosen to improve four skills (reading, writing, listening, speaking) as well as grammar and vocabulary knowledge

Students were asked what kind of strategies they were using to improve their reading, writing, listening, speaking, grammar and vocabulary both in the classroom and out of classroom and they were addressed to this question both in the first interviews and the second interviews. Thus, each skill will be presented separately comparing what they said in the first term in the first interviews to the ones said in the second term in the second interviews. Also, the think-aloud protocol results will also be shared in this part because they were applied to check what kind of strategies students were using in their reading analysis and writing performances.

4.3.2.5.1. Reading

Students were asked what kind of strategies they used for reading both in the class and out of class during the first (fall) and the second (spring) term. Their responses will be shown in different categories according to the three different groups in which the participants were divided so table 23 shows the answers of the average group participants.

Table 23. Strategies used by average group participants for reading skill development

Participants			
A1	First term	Class	Synonyms, structures, grammar, vocabulary
		Home	No
	Second term	Class	Synonyms, structures, grammar, vocabulary
		Home	No
A2	First term	Class	Scanning, Vocabulary, synonym
		Home	No
	Second term	Class	Scanning, Vocabulary, synonym
		Home	No
A3	First term	Class	Synonyms, structures, grammar, vocabulary
		Home	Synonyms, structures, revising vocabulary
	Second term	Class	Synonyms, structures, grammar, revising vocabulary
		Home	Synonym, grammar, vocabulary
A4	First term	Class	Synonym, structures, reference
		Home	No
	Second term	Class	Structures, Synonyms, Format of the text
		Home	Reference, structures, synonyms

As it can be seen from table 23, the participants in the average group focused on the structural pattern of the reading passages more such as vocabulary, synonyms, structures but they did not use any learning strategy to focus on the meaning of the text such as skimming and scanning. What is more, most of the participants except from A3 said that they did not do reading exercises when they were back at home so

the only place that they concentrated on reading was within the class time. Additionally, it was shown on the table 23 that they did not change the strategies that they had used for reading in the first term even when their language level improved in the second term so they used the same strategies.

These participants also had the think-aloud protocols both in the first (fall) term and the second (spring) term so as to determine what they were doing in the reading. By doing so, the researcher had the chance to observe what kind of strategies they were using at the first hand. After each think-aloud process was over, the researcher asked them what they would do if they were given that reading text at home as an assignment. Table 24 shows what they did in the think aloud protocols prepared by the researcher and what they would do with the same reading task if they were given at home.

Table 24. Strategies used by average group during the think aloud sessions

The strategies that they used			
A1	First term	Class	Reading the text first, trying to find the answers considering the questions, not detailed reading, some unknown words in the text
		Result	2 correct out of 5 questions
	Second term	Home	Looking up the unknown words in the dictionary (bilingual), detailed reading
		Class	Reading the questions, 80 % of unknown words in the passage, trying to find the answer associating the familiar words
		Result	0 out of 3 questions
		Home	Looking up the unknown words in the dictionary (bilingual), detailed reading
A2	First term	Class	Reading the questions first, trying to find the answer from the options given by looking for it in the text
		Result	2 correct out of 5 questions
	Second term	Home	The same strategies as the ones used in class
		Class	Reading the questions first, trying to find the answer from the options given by looking for it in the text
		Result	2 correct out of 3 questions
		Home	Looking up the unknown words in the dictionary (bilingual), detailed reading
A3	First term	Class	Reading the questions, underlining some important words such as without, only while reading, trying to find the answers considering the questions
		Result	1 correct out of 5 questions
	Second term	Home	Looking up the unknown words in the dictionary (bilingual), detailed reading, focusing on the structures
		Class	Reading the text, found it difficult in terms of vocabulary and grammar, too many unknown words, couldn't understand the text well, trying to find the answers considering the questions
		Result	1 correct out of 3 questions
		Home	Looking up the unknown words in the dictionary (bilingual), detailed reading, focusing on the structures
A4	First term	Class	Reading the text first, found the questions difficult, having a look at the text again, trying to find the answers considering the questions
		Result	3 correct out of 5 questions
	Second term	Home	Looking up the unknown words in the dictionary (bilingual), detailed reading
		Class	Reading the text, found it difficult in terms of vocabulary and grammar, too many unknown words, couldn't understand the text well, trying to find the answers considering the questions
		Result	2 correct out of 3 questions
		Home	Looking up the unknown words in the dictionary (bilingual), detailed reading

It may seem from table 24 that all the average group participants started the think-aloud sessions by reading the text first both in the first and the second think-alouds arranged at the end of the first and second term respectively. All of them wanted to find the correct answers of the questions by trying to associate the words that were given in the options of the questions with the ones that existed in the reading passage.

What was interesting was that all of the participants except from A2 found the reading text given in the second think-aloud protocols quite difficult and they could not perform as well as they did in the first think-aloud protocols as they all said they could not comprehend the text well enough to be able to answer the questions properly. This might be because of their language level which did not reach the level expected from them.

When they were asked about what they would do if that text was given to them as homework, all of them said they would look up the unknown words in the dictionaries that would give the Turkish equivalences of the words that they did not know. They did not change this strategy and they said the same thing in the second think aloud sessions as well.

When it comes to the participants in the higher average group, they were also asked about what kind of strategies they were using for reading both in the class and out of their class time. Table 25 summarizes what they said.

Table 25. Strategies used by higher average group participants for reading skill development

Participants			
HA1	First term	Class	Skimming, scanning, vocabulary
		Home	Skimming, scanning, vocabulary (detail)
	Second term	Class	Skimming, scanning, format of the text, vocabulary
		Home	Skimming, scanning, vocabulary (detail)
HA2	First term	Class	Skimming, scanning, finding key words
		Home	Detailed reading, vocabulary
	Second term	Class	Skimming, scanning, finding key words
		Home	Detailed reading, vocabulary (detail)
HA3	First term	Class	Skimming, scanning, structures, synonyms
		Home	No
	Second term	Class	Skimming, scanning, structures, synonyms
		Home	Skimming, scanning, vocabulary (detail)

From table 25 it can be understood that in contrary to their peers in the average group who focused mostly on the structural part of the language in readings without showing much focus on the meaning, the participants in the higher average group said they did skimming and scanning to get the main idea of the text and to focus on the details such as numbers and dates respectively both in the class and out of class time. They also gave importance to vocabulary and they all said that they were trying to make sentences with the new words that they had learned from the reading passages that they were analyzing at home. They were using “cognitive” strategy by “practising” (Wang & Pape, 2005) as shown in table 2. Thus, they were trying to activate their vocabulary knowledge by studying reading as well.

These participants also experienced the think-aloud process for the researcher to determine what were doing during the reading text analysis in real world. Table 25 shows what they did during the think-aloud protocols both in the first term and the second term. They were also asked what they would do if they were given these reading texts as homework. Table 26 shows the think-aloud results for the reading skill from the perspective of the higher average participants.

Table 26. Strategies used by higher average group during the think aloud sessions

The strategies that they used			
HA1	First term	Class	Reading the questions first, trying to find the key words in the text directly related to the questions, skimming, scanning
		Result	5 correct out of 5 questions
	Second term	Home	Looking up the unknown words in the dictionary (monolingual), detailed reading
		Class	Reading the questions first, trying to find the key words in the text directly related to the questions, skimming and scanning
HA2	First term	Result	1 out of 3 questions
		Home	Looking up the unknown words in the dictionary (monolingual), trying to guess the meanings first
	Second term	Class	Reading the questions first, trying to find the key words in the text directly related to the questions, skimming, scanning, almost no unknown words
		Result	5 correct out of 5 questions
HA3	First term	Home	Looking up the unknown words in the dictionary (monolingual), taking notes of some advanced words in the text
		Class	Reading the questions first, trying to find the key words in the text directly related to the questions, skimming, scanning, guessing the meanings of unknown words
		Result	3 correct out of 3 questions
		Home	Looking up the unknown words in the dictionary (monolingual), taking notes of some advanced words in the text
	Second term	Class	Reading the questions first, trying to find the key words in the text directly related to the questions, skimming, scanning, guessing the meanings of unknown words
		Result	2 correct out of 5 questions
		Home	Looking up the unknown words in the dictionary (monolingual), taking notes of some advanced words in the text
		Class	Reading the questions first, trying to find the key words in the text directly related to the questions, skimming, scanning, guessing the meanings of unknown words
		Result	2 correct out of 3 questions
		Home	Looking up the unknown words in the dictionary (bilingual), detailed reading, focusing on the structures, synonym writing

During the think aloud sessions, the participants in the higher average group read the questions of the passage first and then they started to read the text contrary to their peers in the average group who read the text first and tried to answer the questions. They also made use of skimming and scanning strategies in the think-aloud protocols as they stated in the interviews. All of them tried to catch the key words in the reading passage that would make the answer explicit and they did this with the help of skimming and scanning strategies. What is more, they used “guessing the meaning of unknown words from context” strategy which was not used by their peers in the average group.

The participants in the higher average group also used almost the same strategies in the second think-aloud protocols as they did in the first ones. They just added one more strategy which was “guessing the meaning of the unknown words”. This was because they did not come across many unknown words in the reading text given to them in the first term but in the second think-aloud protocols as the level of the language had risen, they felt the need to make an addition to the strategies that they had already been using. This also showed that they could find the appropriate strategy that suited their needs. Thus, they performed much better than their peers in the average group in the second think-aloud protocols in which the difficulty level of the reading text was much higher. In contrast to their peers in the average group who said that they found it difficult to comprehend the text in the second think-aloud sessions, the ones in the higher average group did not have such complaints.

When they were asked about what they would do with the reading texts given to them in the think-aloud protocols as homework, they said they would do detailed reading with them trying to find the meaning of the unknown words from monolingual dictionaries that would provide them with the definition in English along with sample sentences that would give them an idea about how to use those words. Thus, this choice also made them different from the other participants in other categories.

When it comes to the participants in the below average group, they were also asked about what kind of strategies they were using for reading both in the class and out of their class time. Table 27 summarizes what they said.

Table 27. Strategies used by below average group participants for reading skill development

Participants			
BA1	First term	Class	Scanning
		Home	No
	Second term	Class	Scanning, structures
		Home	No
BA2	First term	Class	Vocabulary, structure
		Home	No
	Second term	Class	Vocabulary, structure
		Home	No
BA3	First term	Class	Structure, synonym
		Home	No
	Second term	Class	Structure, synonym
		Home	No

Table 27 shows that all the participants in the below average group except from BA1 just focused on improving their lexical knowledge of the language when they were dealing with a reading text. They did not pay attention to any other contextual skills that they might need when analyzing a reading text such as skimming and scanning. Also, it can easily be noticed that they did not change the strategies that they had been using in the first (fall) term when they were asked about them in the second (spring) term.

Another important point that should be taken into account was that they all did not do any reading exercises at home both in the first (fall) term and second (spring) term so as to be able to use strategies.

These participants were also taken to think-aloud process by researcher so as to be able to observe what they were doing while they were analyzing a reading text at first hand. Table 28 shows what they did during the think-aloud protocols both in the first (fall) term and the second (spring) term. They were also asked what they would do if they were given these reading texts as homework. Table 28 shows the think-aloud results for the reading skill from the perspective of the below average participants.

Table 28. Strategies used by below average group during the think aloud sessions

The strategies that they used			
BA1	First term	Class	Reading the text first, trying to find the answers considering the questions
		Result	4 correct out of 5 questions
	Second term	Home	Looking up the unknown words in the dictionary (bilingual)
		Class	Reading the text, 80 % of unknown words in the passage, no comprehension
		Result	0 out of 3 questions
		Home	No
BA2	First term	Class	Reading the text first, trying to find the key words in text to find the answer, couldn't understand the question, unknown words
		Result	1 correct out of 5 questions
	Second term	Home	Looking up the unknown words in the dictionary (bilingual)
		Class	Reading the text, 80 % of unknown words in the passage, no comprehension
		Result	0 correct out of 3 questions
		Home	Looking up the unknown words in the dictionary (bilingual)
BA3	First term	Class	Reading the questions, reading the text paragraph by paragraph, translating the sentences in his mind, many unknown words, trying to find the answers considering the questions
		Result	2 correct out of 5 questions
	Second term	Home	Looking up the unknown words in the dictionary (bilingual), detailed reading, focusing on the structures
		Class	Reading the text, found it difficult in terms of vocabulary and grammar, too many (80 %) unknown words, no comprehension
		Result	0 correct out of 3 questions
		Home	Looking up the unknown words in the dictionary (bilingual), using translation applications to understand the text

It might seem clear from table 28 that the strategies that they used during the first think-aloud protocols were almost the same as the ones used by their peers in the average group. This might be because of the fact that the difference between the average group and the below average group was not that high until the end of the first (fall) semester in terms of their language level. Similarly, they started to read the text first before having a look at the questions and they did their best to reach the correct answer considering the question types and taking the options given to them into account by trying to find the familiar words in the passage.

In the second think-aloud protocols, none of them could even answer one single question accurately. All of them could not comprehend the text in the second think-aloud properly because its difficulty level was much higher than their level. They all said that the text was full of words that they did not know the meanings of, which prevented them from comprehending it and answering the questions. Thus, this showed that they could not keep up with the pace of the curriculum.

When they were asked about what they would do if they were given these texts given in both first and second think-aloud sessions, they all said that they would look up the unknown words in bilingual dictionary that would provide them with the Turkish equivalence of the words. They talked about the same strategy for the text that they did not understand at all in the second think-aloud. Thus, they believed that they would understand the text well as long as they knew the meanings of the words because nobody in this group said that they would have a look at the grammar structures so as to better understand the passage.

Participant instructors were also asked whether they taught the students any reading strategy in the class and all of them said that they focused on several strategies that could facilitate their reading analysis such as skimming, scanning, vocabulary formation, synonym finding, reference and guessing the meaning of the unknown words from the contexts. This means that the instructors were providing the students with the strategies that they might need but some of them acquired them but some of them did not.

4.3.2.5.2. Writing

Students were asked what kind of strategies they used for writing both in the class and out of class during the first (fall) and the second (spring) term. Their responses will be shown in different categories according to three different groups in which the participants were divided so table 29 shows the responses of the average group participants.

Table 29. Strategies used by average group participants for writing skill development

Participants			
A1	First term	Class	Structures, Format
		Home	Only homework, focusing on the structures
	Second term	Class	Structures
		Home	Only homework, focusing on structures
A2	First term	Class	Format, Organization, Content
		Home	Only homework, translation
	Second term	Class	Format, Organization, Content
		Home	Format and vocabulary (extra writing)
A3	First term	Class	Structures, Synonym
		Home	Only homework, Synonym, vocabulary
	Second term	Class	Structures
		Home	Format, grammar, vocabulary (extra writing)
A4	First term	Class	Format
		Home	Only homework, format, structures
	Second term	Class	Structures, format
		Home	Format, structures (extra writing)

From table 29 it can be understood that these learners in the average group focused mostly on the structures that they could use and the format that they had to organize for their writing. They did not mention the importance of content except from A2. They even did not give importance to grammar in terms of writing ability, either. What attracted the attention was that in the second term, they all did some extra writing practice, which they did not do in the first term. This might be because they did not feel the need to do it in the first term because they thought that their language level was satisfactory.

These participants were also taken to think-aloud process by researcher so as to be able to observe what they were doing while they were doing a writing task at first hand. Table 30 shows what they did during the think-aloud protocols both in the first term and the second term. They were also asked what they would do if they were given these writing tasks as homework. Table 30 shows the think-aloud results for the writing skill from the perspective of the average participants.

Table 30. Strategies used by average group during the think aloud sessions

The strategies that they used			
A1	First term	Class	Trying to write down structures, cannot remember some words use other simple words instead, trying to use linkers “however, also”
		Result	Not satisfactory no examples no supporting sentences
		Home	Using structures, looking at my notebook for more synonyms and structures
	Second term	Class	Couldn’t understand what he would write, couldn’t remember anything, did not know how to write cause and effect essay
		Result	Couldn’t write at all
		Home	Having a look at the structures, vocabulary and a sample cause and effect essay
A2	First term	Class	Outline, taking small notes of the content, format, giving examples
		Result	Perfect format, serious grammar mistakes, unsatisfactory content, simple words
		Home	The same strategies as the ones used in class
	Second term	Class	Outline, taking small notes of the content, format, giving examples, cannot remember some words use other simple words instead
		Result	Perfect format, problems with the grammar, expressed himself with simple words and sentences
		Home	Having a look at what was done in the class, Searching on the Internet for an English source, using dictionary
A3	First term	Class	Format, content, using linkers, giving examples
		Result	It is okay. Expressed herself with simple sentences, some structures used but no complicated words
		Home	Outline, having a look at vocabulary and structures related to the topic from the book
	Second term	Class	Format, unsure about the format, cannot remember the words, so many unrelated ideas coming to her mind, think in Turkish and cannot translate them into English
		Result	No satisfactory at all, not in line with the correct format, wrong word choices, severe grammar problems
		Home	Searching about the topic in Turkish, need to be informed about it, having a look at the key words in the unit covered in the class
A4	First term	Class	Structures, format, wrote what came to her mind
		Result	Satisfactory, good format but simple sentences and words
		Home	Having a look at vocabulary and structures related to the topic from the notebook, trying to use new words, more time for thinking
	Second term	Class	Unsure of the format, no idea about the topic
		Result	No satisfactory at all, not in line with the correct format
		Home	Searching about the topic in Turkish, need to be informed about it, having a look at the key words in the unit covered in the class

From table 30 that shows the think aloud protocols of the average group participants, it was understood that they somehow managed the first writing task in the first think-aloud protocols but they all said that they would have a look at their notebooks and books so as to be able to use more synonyms and structures that they were taught in the lessons if they had the chance. They even said that they could not remember the related structures and the words that they could use to write about the topic while writing the task in the first think-aloud sessions so they said they would have a look at the structures and phrases that they could not remember at home to be able to use them in their writing. A1 and A4 admitted that they could not remember the structures that they needed to write that writing task just because they did not study on a regular basis.

As for the second think-aloud protocols, it was clear that all of the participants in the average group except from A2 failed to do the task. They could not write the essay topic given to them properly even though the topic was something familiar with them because they were taught about it in the second term. This might be because of their language proficiency level which was not adequate enough for them to write such a well-organized essay. When they were asked about what they would do at home if that task was given in the second think-aloud protocols, all said that they would search the Internet to find some Turkish sources to be informed about the topic. However, they did not know how the Turkish sites would be beneficial for them to write an English essay. They all believed that they would use bilingual dictionaries to find the unknown words in English so that they could use them in their writing.

When it comes to the participants in the higher average group, they were also asked about what kind of strategies they were using for writing both in the class and out of their class time. Table 31 summarizes what they said.

Table 31. Strategies used by higher average group participants for writing skill development

Participants			
HA1	First term	Class	Format
		Home	Format, extra writing
	Second term	Class	Format
		Home	Format, extra writing
HA2	First term	Class	Format
		Home	Format, first draft, final draft, vocabulary, synonym, grammar
	Second term	Class	Format
		Home	Format, outline, first draft, reading articles to get some knowledge and vocabulary, synonym, using new advanced words grammar, extra writing
HA3	First term	Class	Format
		Home	Format, vocabulary, structures, extra writing
	Second term	Class	Format, structures
		Home	Format, structures, synonyms, vocabulary

Table 31 shows that the participants in the higher average group highly give importance to format of the writing both in the first (fall) and the second (spring) term. This might be because they already have the sufficient knowledge to be able to write properly so all they need to know was how they could shape what they already had in their knowledge base. However, it was explicit that they did some extra writing practice apart from the writing task assignments given to these students by their instructors. They all thought that the homework given as writing assignments would not be enough for them to improve their writing skills so they did extra

writing practice in contrast to their peers who were in the average group both in the first (fall) and the second (spring) term so as to improve their writing abilities.

These participants were also taken to think-aloud process by researcher to be able to observe what they were doing while they were doing a writing task at first hand. Table 32 shows what they did during the think-aloud protocols both in the first term and the second term. They were also asked what they would do if they were given these writing tasks as homework. Table 32 shows the think-aloud results for the writing skill from the perspective of the higher average participants.

Table 32. Strategies used by higher average group during the think aloud sessions

The strategies that they used			
HA1	First term	Class	Outline, making small notes of the content, format, examples, linkers, using another word instead of the one that he can't remember
		Result	Perfect writing, trying to make complicated sentences, perfectly coherent and united, transitions are excellent with linkers
		Home	Searching for the topic on the Internet in English, trying to more advanced words either by looking up in the dictionary or in a book
	Second term	Class	Outline, making small notes of the content, format, examples, linkers, using different words to avoid repetition, checking the grammar
		Result	Perfect writing in terms of format, content, unity, coherence and word choices but some minor grammar mistakes
		Home	Format, different words and linkers to avoid repetition, Searching for the topic on the Internet in English, learning specific vocabulary
HA2	First term	Class	Format, using advanced words, examples, linkers
		Result	Excellent writing, coherent, unified, perfect word choices, smooth transitions with linkers, satisfactory grammar and structures
		Home	Writing the first draft, reviewing, more words, using monolingual dictionary, searching the net for English resource about the topic
	Second term	Class	Format, structures, using advanced words, using grammar properly, content, synonyms, linkers, idioms
		Result	Perfectly written with almost no grammar mistakes
		Home	Writing the first draft, paying attention to word choices, using monolingual dictionary, searching for the topic on the Internet in English, learning specific vocabulary and terminology
HA3	First term	Class	Format, examples, paying attention to content, using the structures and the vocabulary that she knew
		Result	Perfect format, expressive sentence patterns
		Home	Outline, first draft, having a look at the notebooks and books for the structures and vocabulary, format
	Second term	Class	Format, structures, writing what came to her mind
		Result	Expressed herself but not as perfect as her peers in the same group
		Home	Having a look at the structures and vocabulary, sample essay in the book

From the table 32 it can be seen that the participants in the higher average group did everything they could do so as to write either a paragraph in the first term or an essay in the second term. They tried to use all the strategies that they could utilize in both writing tasks given to them both in the first and second think-aloud protocols.

First of all, they all made an outline before writing something to determine what they were going to write so as to shape the content of their writing task. Thus, they did not directly start to write what came to their mind just like their peers in the average group. First of all, they thought about what they were going to write and made the outline of the content that they would dwell on with small notes on the right of the paper on which they wrote their writings. What is more, contrary to their peers in the average group, they paid great attention to the use of linkers and giving examples in their writings. They did their best not to use the same words over and over to avoid repetition. Instead, they tried to use synonyms.

When they were asked about what they would do when they were given those writing tasks as homework, they said they would use the monolingual dictionaries for the words that they could not use just because they could not remember them so that they could have the chance to see the example sentences made with those words, which would provide them with the use of the vocabulary. They added that they would have a look at the books and the notebooks to remember the words that were taught in the lessons. Additionally, they said that they would search the Internet to be able to find sources written in English so that those Internet sites would sustain the knowledge that they needed to write the task properly in terms of both the vocabulary and the content information with which the relevance of the topic would be to the point preventing them from being off-task. Searching the Internet and reaching English sources would also gave them the chance to expand their vocabulary knowledge in terms of the terminology related to the topic on which they were required to write academically. Thus, all these strategies that the higher average group benefited from made them different from their peers in other groups.

As for the participants in the below average group, they were also asked about what kind of strategies they were using for writing both in the class and out of their class time. Table 33 summarizes what they said.

Table 33. Strategies used by below average group participants for writing skill development

Participants			
BA1	First term	Class	Content
		Home	only homework, translation
	Second term	Class	Content, vocabulary
		Home	No
BA2	First term	Class	Format
		Home	No
	Second term	Class	Vocabulary
		Home	No
BA3	First term	Class	Format, structures
		Home	Only homework, structures, vocabulary
	Second term	Class	Structure
		Home	No

The strategies used by the below average participants were versatile and changing according to the person but the difference that can be noticed easily was that in the first term they did only homework to improve their writing skills in contrast to their peers in the higher average group who did extra writing exercises. What is more, BA2 said that he even did not do homework in the first term, either. When asked about the strategies that they used in the second term, they all said that they did not

do the homework activities, which was a sign of their frustration with learning English.

These participants were also taken to think-aloud process by researcher so as to be able to observe what they were doing while they were doing a writing task at first hand. Table 34 shows what they did during the think-aloud protocols both in the first term and the second term. They were also asked what they would do if they were given these writing tasks as homework. Thus, table 34 underneath shows the think-aloud results for the writing skill from the perspective of the below average participants.

Table 34. Strategies used by below average group during the think aloud sessions

The strategies that they used			
BA1	First term	Class	Thinking what he would write, trying to translate sentences coming to his mind, nothing much came to his mind
		Result	Not satisfactory at all, no grammar
	Second term	Home	Searching the Internet for Turkish resource about the topic, using bilingual dictionary, having a look at his notes in the notebook
		Class	Couldn't understand the topic and could not write anything at all
		Result	-
		Home	-
BA2	First term	Class	Nothing came to his mind because of his deficiency in language, no format, no grammar, just simple words
		Result	Not satisfactory at all
	Second term	Home	Looking up the words in bilingual dictionary to find English equivalences
		Class	Couldn't understand the topic and could not write anything at all
		Result	-
		Home	Searching the Internet for Turkish resource about the topic, using bilingual dictionary for the unknown English words, trying to translate what came to his mind about the topic into English
BA3	First term	Class	Thinking what he would write, thinking in Turkish, cannot translate it into English, just wrote what he could write
		Result	Not satisfactory with simple words no linkers
	Second term	Home	Searching the Internet for Turkish resource about the topic, using bilingual dictionary for the unknown English words, writing simple short sentences
		Class	Couldn't understand the topic and could not write anything at all
		Result	-
		Home	Searching the Internet for Turkish resource about the topic, using bilingual dictionary for the unknown English words, having a look at the sample essays in the book, trying to find some sentences and steal some of them

From table 34, it might seem that during the first think-aloud sessions participants in the below average group did try to write something even though they were not satisfactory in terms of task achievement but they managed to do them partially. They thought about what they would write first and they did it in Turkish trying to translate what came to their mind into English, which they found difficult so they could not write the task properly because they did not have linguistic competence that could perform this task well. They were not aware that they had to use the structures or vocabulary that they had already acquired but maybe they could not accumulate sufficient vocabulary, either because BA2 said that he knew he had to think in English but as nothing came to his mind in English, he was trying to translate what came to his mind in Turkish into English, which was almost impossible with the linguistic competence level he had. What is more, they had serious grammar mistakes in their tasks in the first think-aloud sessions, as well. Therefore, without grammar and certain vocabulary that they needed, they could not perform the task as satisfactorily as their peers in the other groups did in the first think-aloud protocols.

When they were given the second think-aloud protocols, none of them could write a single word on the paper because they even did not understand what they were going to write. They were expected to write about the causes and effects of deforestation but they did not the meaning of “deforestation”. Thus, they were asked what they would do if they were given this task as homework and all of them said they would search some Turkish information on the Internet and try to translate what they would have found somehow into English. They added that they would use bilingual dictionaries to find the English equivalences of the words that they found in the Turkish Internet sites. They did not make any comments on how they would create the sentences in English because they believed that their deficiency in vocabulary and content information was the only reason why they could not write down. However, the problems were more serious than that.

Instructors were also asked whether they were showing some strategies for their students in terms of their writing skill improvement and all of them focused on the importance of the format. Besides, I3 said that she was paying more attention to the

content formation than the format creation to improve the students' writing skills. All of the participant instructors stated that they gave importance to writing, which students would need in their departments which would require them to write reports or academic essays about some terminology in their majors.

Along with reading and writing, another important skill that students need especially for a better communication is listening. They were also asked what they were doing to improve their listening skills.

4.3.2.5.3. Listening

Students were asked what kind of strategies they used for listening both in the class and out of class during the first (fall) and the second (spring) term. Their responses will be shown in different categories according to the three different groups in which the participants were divided so table 35 shows the answers of the average group participants.

Table 35. Strategies used by average group participants for listening skill development

Participants			
A1	First term	Class	No strategies
		Home	Listening to foreign music
	Second term	Class	Paying attention to some key words
		Home	No
A2	First term	Class	Reading the questions first and then listening
		Home	No
	Second term	Class	No strategies
		Home	Listening to foreign music, watching tv serials
A3	First term	Class	No strategies
		Home	No, just watching TV serials
	Second term	Class	Focusing on some key words, numbers, dates
		Home	No
A4	First term	Class	No strategies
		Home	No
	Second term	Class	Focusing on some key words
		Home	No just watching TV serials and listening to foreign music

From table 35 it can be understood that all the participants in the average group did not have a strategy for listening in the first term whereas they became aware of a single strategy which was to focus on the key words such as numbers, dates and linkers in the second term. However, they all said that they did not do any listening practice at home both in the first term and the second term except from listening to

foreign music and watching TV serials. Whether they could be considered as a strategy or not depended on the participants but they said in the interviews that they did these activities for pleasure. A2 even said that he started watching the TV serials without subtitles first but then turned them on when he realized that he understood almost nothing.

As for the participants in the higher average group, they were also asked about what kind of strategies they were using for listening both in the class and out of their class time. Table 36 summarizes what they said.

Table 36. Strategies used by higher average group participants for listening skill development

Participants			
HA1	First term	Class	Focusing on some key words in the questions
		Home	Listening to foreign music
	Second term	Class	Looking for key words
		Home	Listening to songs and watching animated films for kids
HA2	First term	Class	Listening for main idea, for detail such as numbers, dates, ignoring unknown words,
		Home	Listening to foreign news, taking notes while listening, listening to the audio file of the readers and foreign songs
	Second term	Class	Focusing on some key words such as “however” that shows contrast, ignore the unknown parts
		Home	Listening to foreign news, taking notes while listening, watching Tv serials
HA3	First term	Class	No
		Home	No
	Second term	Class	Focusing on some key words such as numbers and dates and linkers that indicates contrast and transition
		Home	No

From table 36 it seems clear that the participants in the higher average groups were more aware learners than their peers in the average group as they had a strategy for listening in the first term as well expect from HA3. What is more, they did listening practice at home both in the first and the second term except from HA3. However, the strategies that HA2 used were more beneficial and satisfactory than the other participants in this group because she seemed to know what she was doing.

Regarding the participants in the below average group, they were also asked about what kind of strategies they were using for listening both in the class and out of their class time. Table 37 summarizes what they said.

Table 37. Strategies used by below average group participants for listening skill development

Participants			
BA1	First term	Class	No
		Home	No
	Second term	Class	No
		Home	No
BA2	First term	Class	No
		Home	Listening to foreign music and watching TV serials
	Second term	Class	No
		Home	Listening to foreign music
BA3	First term	Class	No
		Home	No
	Second term	Class	No
		Home	No

It might seem from table 37 that the participants in the below average group did not have any strategies for listening both in the first and the second term and they did not do listening practice at home, either.

The participant instructors were also asked whether they showed any listening strategies in the class. They all said “yes” and added that they warned the students to read the questions first and to try to focus on some key words that might give away the answer such as dates, statistics, numbers, always, without..etc. What is more, I3 claimed that she played games for the listening and sometimes stopped the listening track for the students to repeat what was said in the track or guess what was coming next. This one was so beneficial because making the students listen to the whole track might not work especially with the ones in the below average group. However, they all accepted that listening skill was one of the most difficult ones to improve as students needed to be exposed to English too much.

4.3.2.5.4. Speaking

Students were asked what kind of strategies they used for speaking both in the class and out of class during the first (fall) and the second (spring) term. Their responses will be shown in different categories according to the three different groups in which the participants were divided so table 38 shows the answers of the average group participants.

Table 38. Strategies used by average group participants for speaking skill development

Participants			
A1	First term	Class	Teacher correction while speaking, focusing on the structures taught in the class
		Home	Speaking with the foreign clients of our company once
	Second term	Class	Getting prepared before speaking
		Home	No
A2	First term	Class	Giving appropriate answer according to the question type, trying to use the new vocabulary taught
		Home	Using an internet site for a short while and gave up
	Second term	Class	Getting prepared for the presentation that will be made
		Home	Trying to speak with my uncle but could not find enough time, answering some question in the book on my own
A3	First term	Class	No
		Home	No
	Second term	Class	Getting prepared for the presentation that will be made
		Home	rarely speak with foreign customers in her work
A4	First term	Class	trying to use the new vocabulary and structures taught
		Home	I am trying to use the new vocabulary and structures with my friends around that know English well
	Second term	Class	trying to use the new vocabulary and structures taught
		Home	Rarely speak with the friends around

From table 38 it can be understood that all the participants in the average group considered speaking as an opportunity to use the structures that they had been taught in the lesson especially in the first term. By doing so, they thought that they would

show that they could speak the language somehow. However, in the second term, they told that they got prepared before they started to speak so in the second term they made more efforts to improve their presentation skills instead of interaction skills with one another. What was also important here was that they did practice their speaking out of their class time neither in the first (fall) term nor in the second (spring) term. It seems that the participants in this group made some efforts to improve their speaking skill but these efforts were not something regular because they just made use of the opportunity to speak when the right time came so they did not try to create their own opportunities at all.

As for the participants in the higher average group, they were also asked about what kind of strategies they were using for speaking both in the class and out of their class time. Table 39 summarizes what they said.

Table 39. Strategies used by higher average group participants for speaking skill development

Participants			
HA1	First term	Class	Trying to use different words, encouraging the other side
		Home	Talking to tourists, practicing with my cousin
	Second term	Class	Encouraging the other side, listening to my friends
		Home	Nobody around, trying to make friends on the Internet
HA2	First term	Class	To make the speech more fluent using phrases like “I mean, yes I understand but I am not sure..” debate techniques
		Home	Nobody around to speak but Trying to create an opportunity to speak with someone any time
	Second term	Class	Debate techniques
		Home	Nobody around
HA3	First term	Class	Trying to make sentences in line with our level, paying attention to pronunciation
		Home	Try to apply what I do in the class by myself
	Second term	Class	Using phrases to make my speech more complicated
		Home	No

From table 39 it is obvious that the participants in the higher average groups were making use of some strategies that would serve the needs of students who really wanted to improve their speaking skills. They also tried to integrate some strategies that would make the other side with whom they were speaking more active in the interaction. In other words, the participants in the average group used some strategies that would make it easier for them to express themselves whereas the participants in the higher average group wanted to keep conversation going with the strategies that they were using. Thus, the latter group considered the speaking activity as two-sided interactive process. This means that they were using “social” strategy by

“cooperating with others” and “empathizing with others” (Wang & Pape, 2005) as shown on table 2. What is more, the participants in the higher average group also did their best to create opportunities to be able to practice speaking by trying to find someone on the Internet or trying to speak with their own for practice but their enthusiasm seemed to be lost in the second term so there had to be something that would activate their eagerness because these students also complained about the absence of people with whom they could speak.

Regarding the participants in the below average group, they were also asked about what kind of strategies they were using for speaking both in the class and out of their class time. Table 40 summarizes what they said.

Table 40. Strategies used by below average group participants for speaking skill development

Participants			
BA1	First term	Class	No
		Home	No
	Second term	Class	No
		Home	No
BA2	First term	Class	No
		Home	No
	Second term	Class	No
		Home	No
BA3	First term	Class	No
		Home	No
	Second term	Class	Getting prepared for the speaking first
		Home	No

It can be seen from table 40 that the participants in the below average group had no strategy for speaking at all both in the first (fall) and the second (spring) term except from the BA3 who got aware of a single strategy in the second (spring) term. However, none of them did speaking practice out of their class time and they did not have any attempts to do so just as their friends in the other groups.

Participant instructors were also asked whether they were showing some strategies to their students to improve their speaking skills. They all agreed on the fact that that was the most challenging skill to be developed. They all said that there were lots of variances that would affect the improvement of the speaking skill such as the students' character, whether they are timid or not, their self-esteem and their linguistic competence. I1 and I2 said that they should give the responsibility to students for their speaking skill improvement. I1 added that it was just like a fantasy to expect them to speak fluently within 8 months as these students were coming to that school with A1 level so she said they should be prepared to be ready to make good presentations, which would also be beneficial for their educational life in their departments as well. I3 said that the students should be provided with the lexical knowledge to make them speak with semi-structured speaking activities. Therefore, there are several different ideas about how to improve the speaking skills of the students but there was no consensus among the instructors about this.

In addition to the four skills students were also question about what they did to improve their grammar and vocabulary knowledge, both of which are important for a good language improvement.

4.3.2.5.5. Grammar

Students were asked what kind of strategies they used for grammar both in the class and out of class during the first (fall) and the second (spring) term. Their responses will be shown in different categories according to the three different groups in which the participants were divided so table 41 shows the answers of the average group participants.

Table 41. Strategies used by average group participants for grammar development

Participants			
A1	First term	Class	Making sentences with the structures
		Home	No
	Second term	Class	Focusing on the grammar structures within reading text
		Home	No
A2	First term	Class	Making sentences with the structures
		Home	No
	Second term	Class	Making sentences with the structures
		Home	Trying to have a look at the sample sentence structures
A3	First term	Class	Trying relate what is taught to what has been taught before
		Home	Doing homework, revising what has been taught
	Second term	Class	Trying relate what is taught to what has been taught before
		Home	Focusing on tense structures and doing exercises
A4	First term	Class	Making sentences with the structures, Trying relate what is taught to what has been taught before
		Home	Revising what has been taught
	Second term	Class	Showing sample sentence structures, Making sentences with the structures
		Home	Revising what has been taught

From table 41 it can be understood that participants in the average group tried to use the grammar actively in class during both the first (fall) and the second (spring) term. They tried to make sentences with the grammar structures that was taught to them but what is obvious was that all the participants in the average group did not study grammar actively by doing exercises, making their own sentences with the grammar

structures that had been taught to them out of their class time except from A3 who tried to apply the theories that she had learned in the class. The only thing that the other participants apart from A3 in this group did was to have a look at what they had done in the class time. They did revisions to remember what they had covered in the lessons.

As for the participants in the higher average group, they were also asked about what kind of strategies they were using for grammar both in the class and out of their class time. Table 42 summarizes what they said.

Table 42. Strategies used by higher average group participants for grammar development

Participants			
HA1	First term	Class	Functions of the grammar structure, the structure, Trying relate what is taught to what has been taught before
		Home	Revision, doing exercises
	Second term	Class	Making sentences with the structures
		Home	Doing exercises, revision, using them in writing
HA2	First term	Class	Functions of the grammar structure, the structure, Trying relate what is taught to what has been taught before
		Home	Doing exercises, revision
	Second term	Class	Making sentences with the structures
		Home	Using them in writing
HA3	First term	Class	Functions of the grammar structure, the structure, Trying relate what is taught to what has been taught before
		Home	Doing exercises, revision
	Second term	Class	Making sentences with the structures
		Home	Using them in writing

From table 42 it can be understood that the participants in the higher average group focused on the logic, the theory and the function of the grammar structures that had been taught to them in the first (fall) term. They tried to understand why they were using and why they would use the different grammar structures. Along with this, they did regular exercises for their grammar development in the first term. In the second term, these participants tried to apply what they had learned about grammar during the first term into their real-life skills. They focused on making sentences with the structures that had been taught to them in the first term. Thus, they focused more on the theory part of grammar in the first term while they concentrated more on practice part of grammar in the second term. Moreover, they tried to make sentences with the grammar structures that they had learned in the essays that they were writing in the second term. Thus, they integrated what they had learned in grammar with their writing skills.

Regarding the participants in the below average group, they were also asked about what kind of strategies they were using for grammar both in the class and out of their class time. Table 43 summarizes what they said.

Table 43. Strategies used by below average group participants for grammar skill development

Participants			
BA1	First term	Class	Learning from the book
		Home	No
	Second term	Class	No
		Home	No
BA2	First term	Class	Structures
		Home	No
	Second term	Class	No
		Home	No
BA3	First term	Class	Trying to relate different structures to one another
		Home	Having a look at a grammar book with Turkish explanation and doing exercises
	Second term	Class	Focusing on the structure and the function
		Home	Revision, doing exercises

From table 43 it can be noticed that the participants in the below average group did not have a strategy for grammar learning except from BA3. Neither BA1 nor BA2 did something to improve their grammar out of their class time both in the first (fall) and the second (spring) term. BA3 made use of some strategies but in contrast to his friends in the higher average group, he did not think about using the structures that he had learned in grammar. He was just revising and doing exercises but he did not even think about how to integrate it with another skill. What is more, he studied grammar with a book having Turkish explanations and he talked about this in the interviews by saying “I know most English language teachers do not approve this but

I do it anyhow”. This also shows that he was aware that there was something wrong with what he was doing.

Instructors were also asked about whether they showed some strategies to their students for grammar development. They all said that they did teach grammar to their students. What is more, I1 and I2 said that they even taught some points that were not included in the books that they had covered. I1 said that she was showing type 2 and type 3 along with type 1 which was the main topic that she had to cover when she was covering “conditionals” in the grammar lesson. I3 said that she was doing her best to teach grammar inductively to her learners and she was doing it with the context. However, the instructors did not serve the needs and expectations of the students when they were teaching grammar because they taught grammar just to teach the students the grammar structures but how they would use them in real life was an important point that was missed in grammar classes. Thus, the integration of grammar with other productive skills like speaking and writing did not seem to be fulfilled.

In addition to grammar, vocabulary knowledge is also another important point that should be given some thoughts in terms of strategy use. Students were also asked about this significant issue as well.

4.3.2.5.6. Vocabulary

Students were asked what kind of strategies they used for vocabulary both in the class and out of class during the first (fall) and the second (spring) term. Their responses will be shown in different categories according to the three different groups in which the participants were divided so table 44 shows the answers of the average group participants.

Table 44. Strategies used by average group participants for vocabulary development

Participants			
A1	First term	Class	Using the words by making sentences with them
		Home	No
	Second term	Class	Recognize the words that are important in the reading text
		Home	No
A2	First term	Class	Synonyms
		Home	Revision of the words covered in the class
	Second term	Class	Synonyms, making sentences with the words
		Home	Making a word list
A3	First term	Class	Synonyms, seeing the words in the sentences
		Home	Memorization
	Second term	Class	Synonyms, playing games, similar words, seeing the words in the sentences
		Home	seeing the words in the sentences
A4	First term	Class	Using the words by making sentences with them, word formation
		Home	Memorization
	Second term	Class	Synonyms, word formation, Using the words by making sentences with them
		Home	Memorization, word list

From table 44, it can be understood that participants in the average group wanted to improve their vocabulary knowledge with some strategies that seemed to be beneficial but it can be understood that they could only improve their passive vocabulary knowledge with the strategies that they followed such as seeing the words in the sample sentences, recognizing the words in a reading passage. These would certainly contribute to their vocabulary knowledge but in these activities they

did not have the chance to actively use the words that they had been learning so they would stay only in the recognition level in terms of Bloom's taxonomy (Bloom et al., 1956). What is more, these participants either did nothing just like A1 or tried to memorize the words with word list or seeing them in the sentences out of their class time. They used "memorization" strategy by "reviewing" what they covered in the class time (Wang & Pape, 2005) as shown on table 2. Thus, they did not try to make a sentence with the words that they had learned.

As for the participants in the higher average group, they were also asked about what kind of strategies they were using for vocabulary development both in the class and out of their class time. Table 45 summarizes what they said.

Table 45. Strategies used by higher average group participants for vocabulary development

Participants			
HA1	First term	Class	Making sentences with the new words, trying to associate the new words with the previous ones
		Home	Revision, making my own sentences with the words, listening to songs including the words I have learned
	Second term	Class	Trying to guess the meanings from the text
		Home	Revision, listening to songs including the words I have learned, learning from the reading texts
HA2	First term	Class	Making sentences with the new words, using monolingual dictionary and seeing the sample sentences
		Home	Using monolingual dictionary, seeing the words in sample sentences, making my own sentences with the words
	Second term	Class	Synonyms, seeing the words in the reading passage
		Home	Using monolingual dictionary, seeing the words in sample sentences, making my own sentences with the words
HA3	First term	Class	Synonyms, seeing the words in the reading passage
		Home	Memorizing, making my own sentences with the words considering my writings
	Second term	Class	Synonyms, seeing the words in the reading passage
		Home	Synonym, revision, making my own sentences with the words considering my writings

From table 45 it can be concluded that in contrast to their peers in the average group, the participants in the higher average group did their best to use the words that were taught to them actively. They made their own sentences with the words so that they could activate them in their minds, which would make them ready to use the words that they had just learned. This is really important because if you use the new knowledge that you have acquired, this means that it will be in your active part of

your brain. Thus, they reached to the synthesis step of Bloom's taxonomy (Bloom et al., 1956) because they created their own sentences that belonged to themselves with the new words, which would make it impossible for them to forget because they internalize the words by making a sentence that was directly based on their own opinion with the new vocabulary. They used "cognitive" strategy by "practicing" (Wang & Pape, 2005).

Along with actively using the words that these learners were trying to learn, they did the integration of vocabulary development with another skill: writing, which they did with the grammar development as well. They all said in the second term that they tried to make new sentences with the words that they had learned considering the essay types that they would write. By doing so, they thought about using the words that they had learned in their writing papers, as well.

Regarding the participants in the below average group, they were also asked about what kind of strategies they were using for vocabulary development both in the class and out of their class time. Table 46 summarizes what they said.

Table 46. Strategies used by below average group participants for vocabulary development

Participants			
BA1	First term	Class	No
		Home	Memorization
	Second term	Class	Writing the words on the board
		Home	Memorization
BA2	First term	Class	Asking my friends, looking up in a dictionary on my smart phone
		Home	No
	Second term	Class	Asking my friends, looking up in a dictionary on my smart phone
		Home	No
BA3	First term	Class	Seeing the words in a reading text, looking up in a dictionary on my smart phone, synonyms
		Home	No
	Second term	Class	Seeing the words in a reading text, looking up in a dictionary on my smart phone, synonyms
		Home	No

It might seem from table 46 that these participants did not seem to have any solid strategy for their vocabulary development like their peers in the other groups. The most striking result that can be concluded from table 45 is that they did not have any strategy to develop their vocabulary knowledge out of their class time except from memorization strategy which was used only by BA1. The other participants said that they did nothing to improve their vocabulary out of their class time.

Instructors were also asked whether they showed any strategies for their students to develop their vocabulary knowledge. They all said “yes”. All three instructors reached a consensus on the importance of vocabulary development. I1 talked about word formation and guessing the meaning from the context strategies. I2 said that

she got them to play vocabulary games and she did regular vocabulary revisions all the time to make them remember what they had been taught before. I3 said that she was acting out to make them learn certain vocabularies or making use of the visuals which she had either brought to class or which she showed on the computer with the help of the Internet. Besides, I2 emphasized the importance of whether students could use the vocabulary that were taught to them because knowing the meaning of the word might not always work but if a student knew how and where to use the vocabulary, that meant something for their vocabulary development. This is important because most of the students in this study thought especially in the think-aloud protocols that if they knew the meaning of the word, they would understand the text or they would easily use that word in their essay writing. However, this is not the case so the students should be made aware of the importance of vocabulary knowledge in terms of meaning, use and formation and they should be notified that they cannot claim that they know a word unless they can make a sentence with it.

The importance of the strategy use is vital for students especially those who started their language learning process from A1 level and planned to reach to B2 level within eight months. However, how they could acquire these strategies is another issue that should be considered.

4.3.2.6. The acquisition source of learning strategies

Whether the strategies that learners had been using were taught by their instructors or acquired by themselves is one of most important research questions of this study. It was questioned in the interviews by the researcher and found out that all the strategies that all the participant students whether they were from higher average group or lower average group were using were taught by the instructors. The participant students said that they did not know anything about language learning before coming to that school so they said that if they were not familiar with any strategies just as the case in listening skill, it meant that the instructors did not show them anything about it. However, students should also take over the responsibility of their own learning even if they might need the guidance of the instructors but they expected their instructors to show them everything about the language. Thus, what

determines the way they study and the strategies that they are using are both another issues of this study that was dealt with.

4.3.2.7. Factors that affect the way students study and the strategies they use

Students were asked what determined the way they were studying and the strategies that they were using. The students were asked this question both in the first and the second term in both interviews.

The participants in the average group all said that the exams were the main factor that determined the way that they studied and the strategies that they were using expect from A1 who claimed that his own learning experiences were the main factor that determined his way of studying. When they were asked the same question in the second term, all of them including A1 said that they were studying and using the strategies that they were using based on the exams that they would take, especially the final that would determine their fate in that school. A3 explained the situation by saying:

Although I cannot do regular revisions, I try to revise what we have learned in the lessons because it is really difficult to learn something new on your own but it is easy to go over what you have already learned. Actually, I would like to improve myself more after the exam but for now all I think about is the exam, the final.

This quote also shows that these participants were doing their best just to pass the final so they were not worried about whether they had improved their linguistic skills or not.

When it comes to the participants in the higher average group they said in the first interviews that they themselves were determining the way they were studying as well as the strategies that they were using. Their needs, their previous experiences, how they learn, their psychology, their mood, their own perception were all the factors that determined their way of studying and the strategies but not the exams. They were also asked this question in the second term in the second interviews all of them said that their deficiencies in the language determined the way they were studying.

They all said they were studying considering their weaknesses in the language. HA1 explained:

I determine how I study by considering my weakest points... during the first (fall) term I made use of the strategies in order to learn new things whereas I am now benefiting from the strategies so as to cover up my weakest points in the language. It is nonsense for me to study on the basis of the exam because if I do so, I feel that I am one of the ordinary students who are trying to save the moment instead of making efforts to improve their qualifications.

In this quote, it might seem that the participant stated that the points at which he was not good in the language determined how he studied just like his other friends in the same group in contrast to his peers in the average group who all said that the exams determined the way they studied in the second term, especially.

Regarding the participants in the below average group, they were also asked the same question and BA1 said that he was studying in accordance with what the instructors had said and his own learning style. BA2 and BA3 accepted that they were studying randomly and their studying was not based on a certain plan or a regular order. They were asked about the same thing in the second interviews in the second term and they all said they did not study at all so they did not have a way to do that. BA3 said “I am not studying any more. I used to study for the exams, which I would like to pass but it did not work. Maybe that was my mistake: to study just for the exams”. Thus, they were aware of what they had done wrong at the end of the semester but that was a little bit late for them.

4.3.2.8. Skills that improved with the help of the learning strategies used by the learners

Participants in this study were asked in the first interviews which skill they wanted to improve by using the strategies and which skill they had improved with the strategies that they had used. The results will be shared with the tables in line with the three different groupings of the students who participated in this study. Table 47 shows the results for the average group participants for the first interviews that were arranged in the first term.

Table 47. Skill improvement with strategies for average group participants in the first term

	Skill they wanted to improve	Skill they had improved
A1	Speaking	Speaking
A2	Speaking	Speaking
A3	Speaking	Speaking
A4	Speaking	Speaking

In the first interviews that were arranged almost at the end of the first (fall) term, students were asked about the skills that they wanted to improve and the ones that they had improved. From table 47, it can be understood that average level students said that they all wanted to improve their speaking skills because it was one part of the language which was essential for communication with people and they all said that they had improved it with the strategies that they used because they focused more on it.

Regarding the participants of higher average group, they were also asked the same question and table 48 summarizes their answers.

Table 48. Skill improvement with strategies for higher average group participants in the first term

	Skill they wanted to improve	Skill they had improved
HA1	Speaking	Vocabulary use in speaking and writing
HA2	Listening and speaking	Outline in Writing, fluency in Speaking
HA3	Reading and writing	Format in writing, fluency in speaking

From the table 48, it can be understood that the participants mentioned different skills but the common point under which they could be categorized was the productive skills such as speaking and writing. What is more, they also said that they improved in terms of vocabulary use in speaking and writing as stated by HA1, format in writing and fluency in speaking as stated by HA2 and HA3. In contrast to their peers in average group these learners gave more specific examples for the skills that they improved thanks to the strategies that they used.

As for the participants in the below average group, they were also questioned about the skills that they wanted to improve and the ones that they had already improved. Table 49 summarizes their answers.

Table 49. Skill improvement with strategies for the below average group participants in the first term

	Skill they wanted to improve	Skill they had improved
BA1	Grammar	Grammar
BA2	Speaking	-
BA3	Listening	-

It can be concluded from table 49 that these participants mentioned different skills that they wanted to improve. However, BA2 and BA3 said that they had improved nothing in terms of their linguistic competence while BA1 said that he improved his grammar.

These participants were also asked about the same questions in the second interviews which were held almost at the end of the second (spring) term. The researcher wanted to check whether anything had changed in the attitudes and preferences of the participants. Table 50 shows the situation of the participants in the average group in the second interviews.

Table 50. Skill improvement with strategies for the average group participants in the second term

	Skill they wanted to improve	Skill they had improved
A1	Speaking	Speaking
A2	Speaking	Reading (skimming, scanning), Writing (vocabulary and sentence structures)
A3	Speaking	Reading (synonyms, structures, grammar), Writing (structures)
A4	Writing	Reading (synonyms, structures,), listening (paying attention to the emphasized parts such as dates)

From table 50, it is clear that the picture is totally different from table 47 that shows the case for the first term. In the second term, the average group participants insistently said that they wanted to improve their speaking skills except from A4 who said “writing” because they all said that speaking skill was much more important than other skills for their future career. During the second interviews when A4 was asked why she chose to say “writing” as she mentioned “speaking” in the first term, she agreed that she still wanted to improve her speaking but as it seemed to be impossible to improve her speaking so she turned to “writing”.

Another striking point on table 50 was that they improved a skill that was different from the one they wanted to improve, which was not the same as the first term comments. Only A1 said he wanted to improve his speaking and he said that he had improved his speaking. The rest of the group said reading (A2, A3, A4), writing (A2, A3) and listening (A4).

As for the participants in the higher average group, they also talked about the skills they wanted to improve as well as the skills they had improved. Table 51 shows their situation in the second interviews.

Table 51. Skill improvement with strategies for the higher average group participants in the second term

	Skill they wanted to improve	Skill they had improved
HA1	Speaking	Speaking (improvisation), writing (format), reading (focusing on the questions)
HA2	Writing and speaking	Writing (format, synonym) Speaking (signpost phrases, vocabulary, useful expressions)
HA3	Reading and writing	Format in writing, reading (skimming, scanning)

From table 51, it can be understood that participants in the higher average group again focused on productive skills like speaking and writing in the second term in the second interviews. In contrast to their peers in the average group, they had improved the skills that they wanted to improve because they focused on the points that they felt themselves less strong. However, the participants in the average group could not improve the skills that they had mentioned as the skills that they wanted to improve, which made the difference between average group and higher average group.

As for the participants in the below average group, they were also questioned about the skills that they wanted to improve and the ones that they had already improved in the second term in the second interviews as well. Table 52 summarizes what they said.

Table 52. Skill improvement with strategies for the below average group participants in the second term

	Skill they wanted to improve	Skill they had improved
BA1	Speaking	-
BA2	Speaking	-
BA3	Writing	-

It might seem from table 52 that the participants in the below average group also said productive skills as the ones to improve but they said that they could not improve any kind of linguistic skills.

Participant instructors were also asked what kind of strategies these students should use in order to improve their speaking, writing, listening, reading, grammar and vocabulary and all of them said they had to study what had been covered in the class on a regular basis and did whatever their instructors said to them. I3 elaborated on the issue by claiming:

I think productive skills are much more important, I mean, speaking and writing. Actually all the skills are integrated and they cannot be evaluated separately but if they improve their speaking and writing somehow, I am sure the other skills will automatically develop as well because in order to speak, you have to listen first, in order to write, you have to read a lot. Therefore, they are all related to each other.

In this quote, the instructor emphasized the importance of speaking and writing and she claimed that the other skills will indirectly develop as long as the students did their best to focus on the improvement of speaking and writing.

Students were also asked whether they were using any strategies in the exams, which is another important question this research is trying answer.

4.3.2.9. Exams that affect the use of learning strategies

Students were also asked whether they used any strategies in the exams to get higher grades from the exams and they were also questioned in which skill exam they needed to make use of the strategies most to be able to pass in the final. They were asked these questions both in the first and the second interviews which were arranged almost at the end of the first (fall) term and at the end of the second (spring) term respectively. Table 53 demonstrates the answers of the average group participants.

Table 53. Strategies and the exams for the average participants

		Strategies they have used in the exams	Which part of the final exam they are planning to use strategies
A1	First semester	Speaking (using the structures and phrases)	Writing
	Second semester	Speaking (using the structures and phrases)	Speaking
A2	First semester	Writing (analyzing sample writings) Speaking (practicing discussion questions beforehand)	Writing (Vocabulary)
	Second semester	Writing (format and vocabulary)	Writing (vocabulary)
A3	First semester	Writing (using the structures and vocabulary that I know)	Writing (structures)
	Second semester	Writing (format and vocabulary)	Speaking
A4	First semester	Writing (format, using the structures and phrases that I know)	Speaking
	Second semester	Reading (sentence patterns) listening (focusing on dates and number)	Writing

From table 53, it can be understood that all of the average group participants said in the first term that they benefitted from the strategies especially in the writing exam because they all stated in the first interviews that they felt more stressful in the speaking exam because they had to respond to what was asked within seconds so they did not have enough time to think over what they were going to say. However, in the writing exam, they said that they had some time to think over what they were going to write so they felt less stressful despite the time limitation. A2 said that he felt extremely anxious when the evaluator asked a question to him looking at his eyes directly. He said that he had the chance to avoid such direct eye contact in writing exam, which provided him with the chance to make use of strategies. A3 stated that she said whatever came to her mind in the speaking exam without thinking what to say so she could not use any strategy but she had the chance to ponder on what she was going to write in the writing exams so she had some time to think the vocabulary

and the structures that she was going to use. However, she could not remember them at all in the speaking test.

Overall, the participants in the average group used strategies either in the writing or the speaking test. They did not talk about anything about their listening and reading tests. Also, except from A2 who said “writing” both in the first and second interviews, the other participants turned either from writing to speaking or from speaking to writing when they were asked about the part of the final in which they needed to use strategies.

As for the participants in the higher average group, they were also asked about the same questions both in the first and second interviews that were organized almost at the end of first and second semester respectively. Table 54 shows their answers:

Table 54. Strategies and the exams for the higher average participants

		Strategies they have used in the exams	Which part of the final exam they are planning to use strategies
HA1	First semester	Speaking (using the structures and phrases) writing (format, linkers, word choices)	Speaking
	Second semester	Writing (format), reading (skimming and scanning),	Listening (selective listening)
HA2	First semester	Writing (format, structures), speaking (fluency in speech), reading (skimming and scanning)	Listening (selective listening)
	Second semester	Writing (format, synonyms, practicing, linkers), speaking (signpost phrases, idioms, structures), reading (guessing the meanings of unknown words)	Writing, speaking and reading
HA3	First semester	Writing (format, structures)	Writing
	Second semester	Reading (skimming, scanning), Writing (format and vocabulary)	Reading and Writing

From table 54, it can be understood that the participants in the higher average group said that they made use of strategies in any part of the tests including reading, writing

and speaking. HA1 and HA2 said that they wanted to find some strategies for the listening part of the final in the interviews. It is interesting that none of the participants said that they used strategies for the listening test in the exams. However, in contrast to their peers in the average group who said either writing or speaking test for which they had to use the strategies in the final, the higher average group chose the part of the test that they needed to use strategy in the final in accordance with their needs and deficiencies in the language. When questioned why they chose that part of the test for the final, all of them said that they had some deficiency in that part in which they had to improve themselves. However, the choices of the average group participants were made considering that those choices would make them gain more points in those exams.

What is striking on table 54 for the higher average group is that they did not choose the same part of the final test in the first and second interviews and when they were reminded about their choices for the strategies that they would use in the final test for the first interviews comparing to the ones that they stated in the second interviews, they all said that they were deficient in that part of the language at that time so they preferred that part of the test by clarifying their answers for the first interviews.

Regarding the participants in the below average group, they were also asked to make the association between the strategies and the exams that they had taken and they were going to take. Table 55 shows their answers.

Table 55. Strategies and the exams for the higher average participants

		Strategies they have used in the exams	Which part of the final exam they are planning to use strategies
BA1	First semester	-	-
	Second semester	-	-
BA2	First semester	-	-
	Second semester	-	-
BA3	First semester	-	-
	Second semester	Reading (skimming, scanning)	-

From table 55, it is obvious that that the below average group did not use any strategies in the exams expect from BA3 who used strategies in the reading exam in the second term. Also, they all said that they did not think about the final so they could not answer the question in the first term while in the second term they were aware that they would not take the final as their averages taken from the mid-terms and the projects were below 60 so they did not have the right to take the final so they could not reply to that question in the second interviews, either.

Instructors were also asked in which exams students were mostly making use of strategies and what they should do in the exams. All of the instructors said that students were using strategies mostly in reading and writing exams. In reading exams they were using skimming and scanning because of the time restriction and trying to guess the meanings of the words that they did not know. In writing exams, they were memorizing some sentence patterns and structures that they were going to write in accordance with the topic asked. Also, they were paying great attention to writing topic sentences and thesis statements that were directly related to the format and organization. However, the instructors added that students needed to use strategies in listening and speaking exams as well. I1 said that in the listening they had to pay attention to the numbers, dates and read the questions before the listening track started. I2 also talked about the importance of strategies in the speaking exam by saying:

We are expecting our students to use the new vocabulary, structures and the phrases that we have taught to them in the speaking exams. Thus, they need to learn them and revise what has been covered in the class at home so that they will be able to use them or try to make sentences with them. The content of the speaking exam is not important. For instance, when I ask about what he did last week, he does not need to say what he did exactly. What he should do is to use the vocabulary and give me a sensible response. We do not evaluate the content but the structure of his speech.

From this quote, it can be understood that the participant instructor emphasized the importance of the strategies that students should use in the speaking exam not to feel stressful just because they could not express what they wanted to say in the exams. They could make up the content by using the vocabulary and structures that would give the message to the assessor that s/he learned what had been covered in the class

time. This would also compensate their deficiencies to express what they could not say in the exam.

4.3.2.10. Learning strategies and their relation with self-regulation and language proficiency

Students were asked both in the first and second interviews about whether the strategies that they had been using had any effect on the improvement of their self-regulation skills and language proficiency. These two concepts will be presented in the following pages.

4.3.2.2.10.1. Self-regulation

When the participants in the average category were asked in the first interviews whether the strategies that they were using had any influence on their self-regulation, they all said that they had positive effects. A4 elaborated on what she said:

With the strategies I feel myself more successful. In my first exam I could not use any strategies because I did not know them but my second exam was much better because I was able to use strategies. When I become a learner with higher awareness, I have a high tendency to learn more. When you learn more, you become more successful and when you are successful, you become more enthusiastic to learn the language.

In this quote, the student emphasized the importance of the chain that linked the success with the strategies that helped her make a self-regulated learner.

This same question was also addressed to these learners in the second interviews which were held almost at the end of the second (spring) term. Again, all of the participants in this group said that the strategies affected their self-regulation skills positively. A3 said:

I have got more conscious with the strategies. At the beginning of the academic year, I knew none of them but with the strategies I improved myself a lot. I have realized that I can do something in order to learn English despite the difficulties that I can face, which has made me happy. The higher grades I have got from the exams, the happier I have become. Consequently, when I am happier, my willingness to study more has increased accordingly.

In this quote, the participant stressed that she wanted to study more and more with opportunities strategies provided her with.

Participants in the higher average group were also asked the same question in the first interviews. They all said that the strategies brought about positive changes in their studying skills. HA1 elaborated on the issue by saying:

With the strategies, I save my time. In order to be successful, I am two or three steps further in the front than the others thanks to strategies. When you find yourself new ways to learn by means of strategies, you make yourself more aware of the easiness and efficiency of language learning process, which makes it more entertaining.

This participant tried to say that strategies helped students recognize the easy and efficient way to learn a language.

These participants were also asked the same question in the second interviews that were conducted almost at the end of the second (spring) term. They all said that the strategies made their life easier and they internalized the language learning process with the help of the strategies, which made them feel more relaxed about language learning. HA1 said:

I compare myself with others who do not use strategies. They learn English just to pass the exams whereas I learn it for myself, my career, my future and my profession. I learn English not just for the exams but for personal development. I feel myself more culturally equipped person with the help of these strategies.

He emphasized that he made language learning part of his life with the help of strategies so he did not consider language learning as an obligation to pass the final but as a process that was part of his life that has been devoted to learning new things.

The same question was also asked to the participants in the below average group in the first interviews in the first (fall) term. They could not comment on the question as they stated that they were not using adequate strategies to make them feel self-regulated. However, they accepted that they would if they were using so. They were also questioned about the same thing in the second interviews in the second (spring) term. They all said they were not affected positively by the strategies as they were not using them much. BA3 explained:

I was not affected at all so I could not improve. However, if they gave me the chance to learn the language again all from the start, I would do it better because I now know what I should do. I am now more aware. Actually, I have become more conscious in the second term but I am a little bit late.

In this quote, the participant accepted that he was not affected by the strategies positively because he was not using them but he was aware of their positive consequences if they were used by the learners.

The participant instructors were also asked whether students' using strategies made them self-regulated learners. They all said "yes" and they added that the strategies would affect the students positively in terms of self-regulation. They also stated that strategies would make it possible for them to discover themselves and how they learned, which would make it easier for them to know what to do and how to study for the language because learning a language is not something similar to learning Math's and Chemistry.

The influence of the strategies over self-efficacy is obvious but the effects of the strategies on the language proficiency were also questioned.

4.3.2.10.2. Language proficiency

Students were asked whether the strategies that they were using developed their linguistic competence and language proficiency in terms of reading, writing, speaking and listening in the first and second interviews. Table 56 shows the responses of average group participants for the first interviews.

Table 56. Strategies and language proficiency of learners from the average group for the first interviews

	Skills	The developments by means of strategies
A1	Reading	I can realize the vocabulary that I have learned, which makes me better understand the texts.
	Writing	Instead of simple sentence, I can write more complicated sentences with the structures that I have learned
	Listening	I can better understand what I hear
	Speaking	I can communicate well with my interlocutor and use the structures that I have learned
A2	Reading	-
	Writing	I can write something
	Listening	I have started to understand the songs
	Speaking	I can respond to the questions that I I have never answered
A3	Reading	I can realize the vocabulary and structures that have been taught
	Writing	I can write
	Listening	-
	Speaking	I can speak depending on the topic
A4	Reading	I can realize the vocabulary and structures that have been taught
	Writing	I can write directly about the topic
	Listening	-
	Speaking	I can make better sentences with the structures and the vocabulary that have been taught

From table 56, it can be understood that the participants in the average group had awareness that they had improved their skills somehow with the strategies but they could not give specific examples. The only thing they said was that they felt that they had improved their skills. However, not many details were given to the researcher. A3 and A4 said that they could not feel any improvement in their listening skill

whereas A2 said he did not improve his reading. The same question was asked to them in the second interviews as well. Table 57 shows their responses.

Table 57. Strategies and language proficiency of learners from the average group for the second interviews

	Skills	The developments by means of strategies
A1	Reading	I can realize the vocabulary that I have learned, which makes me better understand the texts.
	Writing (+)	I can write something by looking up in the dictionary
	Listening	I can realize the vocabulary I know when I hear it
	Speaking (+)	I can express myself easily wherever I go
A2	Reading (+)	I can understand the text with the vocabulary I know
	Writing (+)	I can write something with the vocabulary I know
	Listening	-
	Speaking	-
A3	Reading (+)	I can understand the different messages texts give
	Writing (+)	I can write using the vocabulary and structures taught to me.
	Listening	I start to understand what I hear
	Speaking	I can speak depending on the topic
A4	Reading (+)	I can easily analyze the reading text and better understand them
	Writing (+)	I write better than I did.
	Listening	-
	Speaking	-

On table 57, there are pluses (+) next to some skills which show that those skills were the ones that had improved much more than the others. The participants said

that their reading and writing skills improved much more than other skills. Again, they could not give specific examples on how they improved them but most commonly stated strategy was using the vocabulary and structures that were taught to them. This shows that this group of learners was not using as many strategies as their peers in the higher average group whose results are on table 58.

Table 58. Strategies and language proficiency of learners from the higher average group for the first interviews

	Skills	The developments by means of strategies
HA1	Reading	With the help of reading books and grammar analysis, I can better understand the texts
	Writing	Instead of simple sentence, I can write more complicated sentences with the structures that I have learned
	Listening	By watching TV serials with English subtitles and listening to music, I can better understand what I hear
	Speaking	I can communicate well with my interlocutor even though it is not at the high level and use the structures that I have learned
HA2	Reading	Skimming and scanning strategies help me save time
	Writing	Making an outline and writing the first draft and turning it into final draft make me improve my writings a lot
	Listening	Reading instructions, selective listening help me a lot
	Speaking	My focus on fluency instead of accuracy make me express myself
HA3	Reading	I understand the text better by skimming and scanning
	Writing	I have realized that I can write by using the strategies step by step
	Listening	-
	Speaking	-

From table 58 it can be understood that in contrast to their peers in the average group, the participants in the higher average group gave more specific examples for how their skills improved with the strategies that they were making use of. HA3 said she could not improve her listening and speaking skills. These participants were also

asked the same question in the second interviews in the second (spring) term. Table 59 shows their results.

Table 59. Strategies and language proficiency of learners from the higher average group for the second interviews

	Skills	The developments by means of strategies
HA1	Reading (+)	I can realize the vocabulary that I have learned, which makes me better understand the texts.
	Writing (+)	I can write an essay easily with the vocabulary I have accumulated.
	Listening	-
	Speaking	I can make sentences with the structures that I have learned
HA2	Reading (+)	I can read academic articles, learn vocabulary from them, try to guess the meanings of the unknown words.
	Writing (+)	I pay attention to the format, linkers, vocabulary and terminology
	Listening	-
	Speaking	-
HA3	Reading (+)	I can understand the longer texts which I could not read before
	Writing (+)	I can write using the vocabulary and structures taught to me.
	Listening	-
	Speaking	-

On table 59, it can be seen that these participants again gave specific examples for how they improved their skills just like they did in the first term but it is obvious from table 59 that they all said that they improved their reading and writing skills much more and they could not give any examples for listening and speaking.

Regarding the participants in the below average group, they were also asked whether their language proficiency improved with the help of the strategies that they were

using in terms of the four skills in the first interviews. Table 60 demonstrates their responses.

Table 60. Strategies and language proficiency of learners from the below average group for the first interviews

	Skills	The developments by means of strategies
BA1	Reading	A little bit vocabulary
	Writing	-
	Listening	-
	Speaking	-
BA2	Reading	Vocabulary
	Writing	Vocabulary
	Listening	-
	Speaking	-
BA3	Reading	-
	Writing	Vocabulary and structures
	Listening	-
	Speaking	-

It can be understood from table 60 that below average group members could not say much about their language improvement. They only mentioned “vocabulary improvement” which led to the development of either reading or writing. They were questioned about the same thing in the second interviews. In the second interviews which were conducted one month before the end of the second (spring) semester, the participants in the below average group said that they could not realize any noticeable improvement in their language proficiency. Only BA3 said he felt a little bit improvement in his reading and writing skills because of the vocabulary and

structures that he had learned. BA1 and BA2 could not talk about any development in the second interviews.

Participant instructors were also asked whether the strategies that students were making use of had any impact on their language proficiency. They all made different comments. I1 and I2 said that all these four skills cannot improve simultaneously in a synchronized way. Thus, I2 said that they were highly suggesting their students that they should use strategies to get higher grades from the exams even though they could not fulfill the objectives of all the four skills. I1 elaborated on the issue by saying:

It is impossible for a student to improve his four skills at the same level in a synchronized way because there is a part of the language in which someone is dominantly more skillful. Some can understand the text when they read it only once whereas some others can only understand when they read it eight times. Thus, what I suggest is that if they are not capable of some parts of the language, they should concentrate on the other parts that they are good at so that they will compensate their deficiencies this way. For example, if you are not good at speaking, you have to do your best to get your highest scores from writing and reading trying focus on them so that there will be a balance between your scores that you get from the exams. This case is also valid in our mother tongues as well. We cannot be equally perfect in four skills in our first language let alone in English.

This explanation of I1 explained the reason why the participants in the both higher average group and average group chose only reading and writing as the skills which they improved by means of the strategies that they were using by not mentioning other skills in the interviews because improvements of speaking and listening skills are not that easy to be noticed because of the several reasons that will be discussed in the conclusion chapter.

Determining the self-efficacy level of the learners and its relation to the strategies that they were using is another issue to be handled in this study.

4.3.3. Self-efficacy level of the learners and its relation with the education given in this institution

Participants were asked in the interviews whether there was any relation between self-efficacy and the use of language learning strategies, which was also analyzed with the questionnaire results with the help of SPSS statistics, which gave high positive correlation. This time, they were questioned in the interviews in a qualitative way.

The participants in the average level group all said that there was a strong relationship between the strategies and the self-efficacy of a learner. A1 explained:

The strategies that I use are beneficial for my self-efficacy because they increase my trust on myself. I feel myself more secure in places where English is spoken because I can understand them partially though not fully. I improve my English by using strategies, which lead to the increase in my self-efficacy. This is a kind of chain effect.

In this quote, the participant emphasized the strong relation between strategy use and self-efficacy.

These average level participants were also asked the same question in the second interviews in the second (spring) term and they said that it was undisputable that there was a strong relation between these two concepts. A2 said:

With the help of the strategies, I have learned new vocabulary, which I have seen in reading texts, the questions of which I can easily solve. Consequently, this has increased my self-confidence and I have realized that I have my own self-efficacy, which can make my life easier. Especially when I notice that I can do what I have studied beforehand, my self-efficacy is easily felt.

It can be understood from this quote that the participant mentioned the importance of using strategies so as to study English, which made him feel his self-efficacy easily in his own life outside the classroom.

This question was also asked to participants in the higher average group as well in the first interviews and they all said that there was a strong relation between using strategies and self-efficacy. HA1 explained the case:

The benefits of strategies are not open to discussion. I will use the same strategies that I have used to learn English next year when I am in my department. I will attend conferences in which I will need listening strategies. I will communicate in English with my lecturers. The creativity that I need to do these activities will have an effect on my future. I will use the strategies that I have acquired here to learn some other things, which will have a positive effect on my self-efficacy.

The importance of strategy use in every field of his life is stressed by HA1 in this quote. He wanted to say that he made them part of his life so that they would all have a positive influence on his self-efficacy in every stage of his life.

These participants were also asked whether there was any relation between strategy use and self-efficacy in the second interviews and they all said “definitely yes”. There was no change in their perspective in this issue in the second interviews that were arranged almost at end of the second (spring) term.

The participants in the below average group were also asked about the same question in the first and second interviews and they all said that there must be a strong relation between strategies and self-efficacy but they could not feel it because they did not use strategies effectively and adequately so they could comment on it and give examples neither in the first interviews nor in the second interviews. Therefore, unlike their peers in the average and higher average groups, they could not exemplify it from their lives. BA2 said:

I am not using strategies so I am naturally not affected. Thus, I do not know that feeling of self-efficacy so I have no idea. However, there must be a relation between strategy use and self-efficacy.

These are the words used by BA2 in the first interviews but he said almost the same thing in the second interviews as well. Thus, he stressed that there must be a relation but he could not comment on it.

4.3.3.1. Relation between self-efficacy level of learners and their achievement in this school

Participants were asked whether the education provided them in that school where the research was carried out helped them develop their self-efficacy both in the first and second interviews. Table 61 provides the responses of participants in the average group.

Table 61. The program of the school and its effect on the learners' self-efficacy for the average group

		Effects	What ways?
A1	First semester	Positive	I can use the things I have learned here in my daily life.
	Second semester	Positive	I can express myself well in English
A2	First semester	Positive	Speaking part of the exams make me express myself in English
	Second semester	Positive	I can make complicated sentences with the help of the education given here.
A3	First semester	Positive	The videos that I watch here broaden my horizon
	Second semester	Positive	It provided us with the chance to improve our speaking
A4	First semester	Positive	The education provides us with the chances to develop ourselves
	Second semester	Positive	I can now understand English much better than I did.

It might seem from table 61 that the participants in the average group all said that the program of the school gave them the chance to develop their self-efficacy both in the first term and the second term. What was common among the comments made by the average group was that they all said the program increased their expression power in English.

Regarding the participants in the higher average group, they were also questioned about the relation between the education that they got and the development of their self-efficacy in relation to it. Table 62 shows their responses.

Table 62. The program of the school and its effect on the learners' self-efficacy for the higher average group

		Effects	What ways?
HA1	First semester	Positive	I can use my creativity either to write and understand a text instead of getting any assistance.
	Second semester	Positive	This education developed myself not only in terms of linguistic competence but also cultural knowledge
HA2	First semester	Positive	Teaching the strategies to me developed me myself
	Second semester	Positive	I feel myself more relaxed to express myself in English especially with foreigners
HA3	First semester	Positive	It taught me how to learn a language by raising my interest in learning new things
	Second semester	Positive	This education has changed my perspective towards a foreign language learning

It might seem from table 62 that the participants in the higher average group all said that they had improved their self-efficacy with the help of the program in that school. The comments of the HA1 and HA3 were interesting in that they talked about more general skills that they had acquired with the help of the education given to them in that school instead of only focusing on learning English.

Regarding the participants in the below average group, the researcher addressed these learners with the same question both in the first and second interviews. Table 63 demonstrates their responses.

Table 63. The program of the school and its effect on the learners' self-efficacy for the below average group

		Effects	What ways?
BA1	First semester	Negative	Education is insufficient. Instructors should be more active
	Second semester	Neutral	I have seen very little improvement in myself
BA2	First semester	Positive	Everything is satisfactory. We should take over more responsibility of our own learning
	Second semester	Positive	If I had studied, I would improve myself.
BA3	First semester	Positive	Education is satisfactory but it depends on how you take it. For example, I cannot take it effectively.
	Second semester	Negative	I could not learn much in the second term.

It can be concluded from table 63 that BA1 and BA3 complained about the program in the first and the second terms respectively. However, they all accepted that they did not gain much in terms of self-efficacy and BA2 said it was because of themselves who should be in charge of their own learning process.

Instructors were also asked whether the education that they were providing the students with helped them develop their self-efficacy. They all said “yes” despite the restrictions in terms of physical and financial problems that they were facing. However, they all said this issue all depended on the efforts of the students. If they were doing their best to develop their self-efficacy, they could do so.

4.3.3.2. Activities of the school and their effects on self-efficacy

The participant students were also asked whether there were any activities or events organized in the school for them to develop their self efficacy and what kind of activities could be arranged for them in the first interviews. Table 64 shows the responses of the participants in the average group.

Table 64. Activities both organized or should be organized to develop self-efficacy of learners by the average group in the first interviews

	Activities that have been organized	Activities that should be organized
A1	The activities in the lesson hour	Students should be given the chance to communicate with the foreigners
A2	No	Speaking club should be organized for the students to speak English and there should be competitions that provide prizes
A3	Videos that we watch in the class broaden our horizon	Speaking club and short movie competitions should be organized
A4	Reading analysis	Speaking club should be organized

It might seem from table 64 that in the first interviews these participants said that the activities were not either satisfactory or sufficient for them to develop their self-efficacy. Thus, these students were asked the same questions and whether the activities that they mentioned as the ones that should be organized were arranged in the second term so they were asked whether they joined in those activities. Table 65 shows their responses:

Table 65. Activities both organized or should be organized to develop self-efficacy of learners by the average group in the second interviews

	Activities that have been organized	Whether they have participated	What else can be done?
A1	During lessons: Discussion and debate groups Out of lessons: culture week, speaking club	I did not find speaking club beneficial because there was no feedback	Activities with Erasmus students or tourists
A2	During lessons: Presentations, projects Out of lessons: Culture week, speaking club	I did not join in the speaking club	Nothing much
A3	During lessons: videos, vocabulary games Out of lesson: short video competition, speaking club	I joined in the short video competition but did not participated in speaking club	Song competition
A4	During lessons: videos, reading texts Out of lesson: culture week, speaking club	I did not join in speaking club	Nothing much

It can be concluded from table 65 that the participants in the average group said that they all benefited from the activities done in the class time but they added that they also benefited from the culture week organization but it was interesting that they did not join in the speaking club activity even though all of them said they wanted the school to organize it.

This question was also addressed to the participants in the higher average group and table 66 shows their responses.

Table 66. Activities both organized or should be organized to develop self-efficacy of learners by the higher average group in the first interviews

	Activities that have been organized	Activities that should be organized
HA1	The activities in the class time	Conferences, seminars, competitions, outings
HA2	The activities in the class time such as debates and discussions	Speaking club should be organized for the students to speak English and some other organizations with Erasmus students such as trips in Istanbul
HA3	Only activities in the lesson	Speaking club and competitions should be organized

It can be understood from table 66 that the higher average group members all complained about the lack of activities that would develop their self-efficacy and they said that they were only exposed to these activities within the class time in the first term in the first interviews. Thus, they were asked this same question in the second interviews that were conducted one month before the end of the second (spring) semester. Table 67 demonstrates their responses:

Table 67. Activities both organized or should be organized to develop self-efficacy of learners by the higher average group in the second interviews

	Activities that have been organized	Whether they have participated	What else can be done?
HA1	During lessons: Discussion Out of lessons: spelling bee, culture week, quiz show, speaking club	I joined in the quiz show	Giving students responsibility to prepare a reading text and its questions, providing sts with opportunities to interact with each other as a competition
HA2	During lessons: Presentations, projects Out of lessons: Culture week, speaking club	I did not join in the speaking club because I did not need it	Organization with the Erasmus students, short trips or meal with them to socialize
HA3	During lessons: videos, vocabulary games Out of lesson: short video competition, culture week, speaking club	I joined in the short video competition but did not participated in speaking club	Speaking club should be organized in the first term as well.

It might seem from table 67 that the participants in the higher average group said that the activities both within the lesson hours and out of lessons became more versatile in the second term than the ones in the first term, which made them both satisfied and self-efficient students as well. However, these students suggested more options that could be done in the school for the students who wanted to develop their self-efficacy with the help of these prospective activities.

Participants in the below average group were also asked the same question and table 68 shows their responses:

Table 68. Activities both organized or should be organized to develop self-efficacy of learners by the below average group in the first interviews

	Activities that have been organized	Activities that should be organized
BA1	Few activities in the class time	Worksheets should be given. Activities out of class time are not necessary
BA2	Few activities in the class time	Speaking club should be organized for the students to speak English
BA3	Only activities in the lesson	Speaking club should be organized and there should be some foreign students

It can be understood from table 68 that the participants complained that not many activities were available for them to develop their self-efficacy in the first interviews in the first (fall) term and they came up with some options like speaking club activity which would force them to speak English under certain circumstances.

They were also questioned in the second interviews one month before the end of the second (spring) semester about the same issue. Table 69 shows their responses.

Table 69. Activities both organized or should be organized to develop self-efficacy of learners by the below average group in the second interviews

	Activities that have been organized	Whether they have participated	What else can be done?
BA1	During lessons: speaking Out of lessons: speaking club	I did not join the speaking club	Worksheets can be given.
BA2	During lessons: No idea Out of lessons: Culture week	I did not join in the any activity	Spring fest that is related to English
BA3	During lessons: discussion and debate groups Out of lesson: culture week, speaking club	I did not join in the speaking club because I did not feel myself proficient enough to go there	Speaking club should be organized in the first term as well.

It might seem from table 69 that students in the below average group said that there should be more to be done in the class time and they added that they were not interested in the activities that were arranged out of the class time. Thus, they did not want to allocate their spare time to extracurricular activities so they just wanted to have activities that would serve their needs within the class time, which would seem to be impossible because of the intensive curriculum of these learners.

Participant instructors were also asked whether the activities organized in that school were satisfactory and sufficient for the learners to develop their self-efficacy. They all said that there were efforts to organize such activities in that school and they were satisfactory but more could be done. I3 explained:

I really support such activities. My students joined in them. I can really see how much they like to do the things they love. They are really creative in culture week activities as there are students who make a short movie, compose a song and present something interesting. I think they really enjoy doing these activities while they learn a lot at the same time so we should encourage them to do such things more. We, as the instructors of this school, should organize more activities that will attract the attention of the students so that there will be more attendants in such activities. For instance, we can organize something that includes other School of Foreign languages in other universities as well. These things may happen.

In this quote, the enthusiasm of the participant instructor can easily be noticed and it was clear that the instructors of that school were open to such activities that would develop their students' self-efficacy. What was needed was the same enthusiasm that should come from the students as well.

4.4. Conclusion

This chapter has presented the findings of the study in a detailed way. The findings of the study have been given under the related research questions of this study.

Two different types of data analysis have been done for this study: quantitative and qualitative. According to quantitative data analysis, it can be concluded from the questionnaire results that cognitive and metacognitive strategies were mostly used strategy by all 169 participant students who started their language learning from A1 level in this school where this study was carried out. However, when the quantitative

data collected through the interviews, think aloud protocols and student diaries were analyzed to understand the case better, it can be concluded that the students from different levels used either cognitive and memory strategies. The participant students in average group and below average group did not change the strategies that they had been using in the first term in the second term. However, higher average group participants changed their strategies in accordance with their needs and deficiencies in the language. Almost all of the participants said that they used the strategies to improve their reading and writing skill more and they complained that they could not improve their listening much. Additionally, participants in the both below average group and higher average group said that they used strategies to get higher grades from the exams especially in reading and writing exams.

The next chapter will include the interpretations of the findings presented in this chapter along with their educational implications. It will also shed a light on how this study could be reorganized and applied in other contexts.

CHAPTER 5

CONCLUSIONS

5.1. Introduction

In this chapter, there will be some conclusions that have been drawn from the results of this research which were presented in detail in the previous chapter. The conclusions were made based on the questionnaires, interviews, think-aloud protocols and the students diaries. The interpretations of these results are highly important in that they will pave the way for the educational implications of this study as well as the recommendations for the future studies.

5.2. Summary and Discussions

5.2.1. The importance of motivation

Students were all asked about why they were learning English before they were questioned about the learning strategies that they were using or the benefits that they had gained through them as warm-up questions before the real interview questions that were directly related to the purpose of the study were asked by the researcher. However, the responses of the students gave a lot for the analysis of the researcher because it was found that the participants in the higher average group attributed their willingness to learn English to the factors that were coming inside them such as the will to learn another culture, the chance to be able to learn another community, the opportunity to be able to broaden the horizon by learning about another culture and community. However, the participants in the average group and the below average group all stated that they wanted to learn English just because they had to as their departments were providing English medium instruction or they wanted to develop themselves in their career as learning English would open the doors for their future professions. Thus, they all based their motivation to learn English on materialistic and pragmatic causes.

The participants in the higher average group had the intrinsic motivation which comes out of sheer enjoyment, challenge, pleasure, or interest (e.g., Berlyne, 1960; Hunt, 1965; White, 1959). This means they want to learn English because they want to improve themselves and consider this process as personal development rather than professional development. However, the participants in the average and below average group were driven by outer sources and motivated by extrinsic motivation which does not have the direct relevance to the behavior itself (Hoyenga & Hoyenga, 1984). The behavior is triggered by other different reasons, which might have solid and concrete results. Thus, these learners with extrinsic motivation wanted to have a solid result in the end, which was equal to passing the final test. They did not focus on the process of language learning but they wanted to have a pleasant result at the end of this academic year. Therefore, the only purpose of these learners was to pass the final test whereas the aim of the learners in the higher average group was to benefit from this language learning process during one academic year as much as they could. Therefore, they were motivated intrinsically, which had contributed to their success. It has been stated that students need not only skills and strategies but also motivational beliefs for success (Bandura, 1993; Oxford & Shearin, 1994; Pintrich & De Groot, 1990).

5.2.2. Difficulties learners face

Along with the motivational factors that affected the self-regulation skills of the students, they were also asked about the difficulties that they had while they were learning English. According to the results of both questionnaires and interviews given in the previous chapter, students found productive skills (speaking and writing) more difficult to handle. This might be because of their educational backgrounds because most of these participant students said that they graduated from state high schools where receptive skills were given more importance because they had been tested easily on multiple-choice tests. However, it is not that easy for the assessor to test writing and speaking skills with a standardized test. These students took English test in a standardized exam which is called “TEOG” all through the country before they started their high school education. In TEOG exam, they were supposed to answer multiple choice questions in different majors including Turkish language,

Math's, Religious Studies, Science, Turkish History and Foreign Languages consisting of English, German, French and Italian (MEB, 2016). The question types of the English exam are structural evaluating the comprehension level of the students with a reading text, dialog questions and sentence completion requiring the students to know the sentence pattern of the language. Thus, as these students were not tested on their writing and speaking skills in these standardized tests that will determine their future as the points that they get from these exams will determine which high school these students will attend in the following years. Therefore, their English language teachers are training them to get ready for these exams instead of qualifying them with real-life language skills such as writing and speaking.

When they start their high school education their focal point moves to university entrance exam in which they are not supposed to do any English language questions so they totally ignore the language lesson. In the end, when they start their language education in the School of Foreign Languages in a university in which they will get English medium instruction, they naturally say that they will have difficulty in writing and speaking because it will be their first experience to tackle with these language skills and the first experiences are always threatening because the less familiar someone is with something, the more intimidating it might seem to that person.

5.2.3. The importance of self-regulation skills and self-study

Another important issue that should be considered is the importance of “self-study” to be a self-regulated learner. Self-study was one of the deeds that made higher average group participants different from their peers in other groups. The higher average participants all said that they studied what had been covered in the lesson on a regular basis while the participants in other groups said they studied whenever they wanted. It is really important that these learners should continue studying out of their class time. Harmer (2015) advises teachers that “we can show them how to continue working and studying on their own by suggesting a number of techniques” (p. 105). This is important because a student who starts an academic year from A1 level expecting to reach B2 level at the end of the year should do his/her best to improve

his/her language skills. As the time is limited to eight months in one academic year, more efforts are expected from these students to keep up with the intensive program that is aimed at making A1 level students reach B2 level within eight months. It has also been stated in the report that has shared the state of English in Higher Education in Turkey by British Council (2015) that it is really demanding for students who start their language learning from A1 level to reach to B2 level in English language within one academic year, which has been main the procedure for most of the School of Foreign Languages in Turkish state universities. Thus, students should take over the responsibility of their own learning and do their best within this limited amount of time instead of trying to learn only within the lesson hours.

As the time given for these students who start from A1 level and have to reach to B2 level at the end of the academic year is rather limited, it seems clear that they need more time for self-study to accelerate the development pace of their linguistic competence. This maddening pace of the curriculum aiming at taking A1 level students to B2 levels might have either a positive or a negative effect on the students. The students in the below average group stated that they were adversely affected by the pace of the curriculum as they could not keep up with it. Hence, in the end, they gave up as they understood that they would never be able to make up for the deficiencies they had. However, the participants in the higher average group considered this pace of the curriculum as a challenge and behaved and organized their studies accordingly. Therefore, this pace should not be seen as a threat by learners but rather it should be taken as a challenge that will make them more advanced.

Self-study time is vital for these students who are in rush to be able to reach B2 level at the end of the academic year. However, it can be seen from the results that self-study time has substantially decreased in the second (spring) term among the students. This might be because of the warmer weather conditions which made the learners more relaxed increasing their tendency to get around Istanbul instead of concentrating on their studies as HA3 stated in the second interviews. However, teachers are the ones who are responsible for making their students engaged with

activities that will make them concentrated on their studies. Anam and Stracke (2016) raise the issue of teacher encouragement:

Teachers should encourage their students to actively look for occasions to practice English outside the classroom. The teachers could also design lessons that involve out-of-school activities. They could also help their students become more confident in being able to perform language tasks successfully and use learning strategies appropriately (p. 8).

It can be concluded from this quote that teachers are in charge not only of the classroom activities of the students but also the activities that students must handle outside the classroom.

Another important reason why students might not become self-regulated is that students are becoming more exam oriented as the final exam is approaching so they study just to pass the final instead of learning more about the language. Especially the participants in the average group all said that they were not studying as much as they did in the first (fall) term and they accepted to be exam-oriented learners as the final time got near.

5.2.4. Monitoring language improvement

Apart from self-study, students were also asked about whether they kept the track of their linguistic development and how they did it. The average group said they did by comparing what they had known with what they knew then so it was a kind of comparison between past knowledge and previous knowledge. However, the participants in the higher average group stated that they evaluated their performance on productive skills (speaking and writing) to determine their development. How they made sentences and how they expressed themselves in a spoken and written language were the criteria for them to evaluate their performance. Abraham and Vann (1987) also confirm that successful students use a variety of strategies, especially productive ones. In contrast, their peers in the average group paid attention to their performance on receptive skills such as their comprehension level of the reading texts the questions of which they were trying to solve. Surely, both types of assessment are important for students to evaluate their developmental process but the performance on productive skills will certainly give the real results because unless a

student can produce what s/he has received, it means that s/he has not reached to synthesis stage in which s/he is expected to create or make his/her own sentences with the knowledge s/he has accumulated (Bloom et al., 1956). Therefore, the average group participants stay in comprehension stage in which they are to understand, describe and explain what is happening around them. What is more, the evaluation based on the comprehension level might be misleading for these students as they might think that they have developed their language skills even though they have a long way to go. Hence, they should assess their knowledge that they have acquired with the synthesis stage in which they can see whether they can effectively use their knowledge. Thus, there are two more stages that average group should take in order to reach the level of the participants in the higher average group: application and analysis. This feature also makes the participants in the higher average group different from others. In the second interviews, the participants in the higher average group stated that they focused on productive skills while they were trying to upgrade themselves whereas the ones in the average group stated that they focused more on the receptive skills, which leads to a huge gap between these two groups almost at the end of the academic year. Rowsell and Libben (1994) claim that the real difference between high and low achievers is that higher achievers engage themselves with “communication-making” and “context making” activities. They even create imaginative dialogs and conversations in their minds to practice their language skills (p. 668).

When participants were asked whether they had a look at their grades in order to determine their linguistic development, they all said that their scores that they got from the exams meant nothing for them. It is really interesting because these students especially the ones in the average and below average groups stated that all they wanted was to pass the final but the exams were not a criterion for them to evaluate their performance. Thus, they consider exams just as a tool that determines their pass or failure so they do not take them that seriously. Instructors also stated that they did not consider the exam results as the primary criterion to evaluate their students' performance. They all said that their students' interest and participation in the class were great indications of their real performance and capabilities. As the exams are

not prepared by the instructors who are responsible for teaching to these A1 level starters, they do not pay a great amount of attention to their results because they are prepared by a testing committee whose responsibility is to prepare the exams in this institution. There should be a strong cooperation with these instructors and the committee members who are preparing the exams because these committee members do not give any lectures in the real classroom environment but prepares the questions in accordance with the curriculum and materials being used in the class. However, it is the instructors that teach in the class who can know what works or does not work so if the committee members consult for the ideas of these instructors actively teaching in the class, the validity and reliability of the exams will increase. Furthermore, the instructors teaching in the class will also trust the exam results to evaluate their learners' performance.

5.2.5. The acquisition of learning strategies

Students were also asked about whether they had previous knowledge or experience with language learning strategies before coming to that school and all of them said "no". They were not trained on how to be a good language learner. They all said that they were introduced to the language learning strategies here by their instructors for the first time. This might be because of the different priorities these students had before starting their university life. It can be concluded that these students have not taken a qualified satisfactory language teaching pedagogy either in their primary school or high school because they really do not know how to learn a foreign language. As HA3 mentioned in her interviews, they learned how to learn a foreign language when they started their language learning in that school. This is making things even more difficult because it is easier for a student who knows how to learn a foreign language to teach the language as efficiently and effectively as possible without having any troubles. However, these students started to learn the language from the very beginning as well as the strategies and techniques that they have to use to maximize the efficiency of the education. Chamot (2004) also verifies that teachers should teach the strategies that learners should make use of in detail. What is more, Griffiths (2007) claims that students use strategies that are considered and as

important by the teachers. Hence, students give more priority to the strategies that are given more importance by their teachers.

It is interesting that all the strategies that students are making use of are learned from the instructors. Actually, students should decide upon the strategies that they will use in accordance with their needs and level of language on their own because nobody knows their language level in terms of their proficiency and deficiency better than themselves. They have to choose the strategies that will suit best to their needs. Bates (1972) state that good language learners use strategies that suit their characters and their own needs whereas unsuccessful ones use less efficient strategies.

If learners are using only the strategies introduced to them by their instructors, this will lead to spoon-feeding, which will kill their creativity, which is one of the key elements of language learning process. If the creativity of the students is blocked, there will be neither development nor advancement in terms of language. Thus, students should be given the space to make up their minds about the way they will follow only with some special guidance by the instructors. Thereby, Chen (2007) warns that teachers should pay great attention to comments of the students “about their learning process, use of strategies they were learning, their reflections and feelings related to the learning process or any other comments and observations” (p. 22). Thus, Thornbury (2006) claims that teachers should not impose certain strategies upon their students by elaborating on the issue that:

What may work for one learner may not be effective for another. A less prescriptive approach might be to offer the learners a “menu” of learner strategies and invite them to experiment until they find the ones that best suit them (p.116).

It can be understood from this quote that, teachers should provide their learners with different learning strategy types so that they can choose the one(s) that will best suit them.

5.2.6. The types of learning strategies chosen by the learners

When these participant students were asked about the strategy types that they were using most dominantly, it was concluded from the qualitative data analysis that

“memory” and “cognitive” strategies were the ones mostly used. Especially the memory strategy type was preferred most by the participants in the average and the below average group whereas the ones in the higher average group mentioned more about the cognitive strategies that they were using. Chamot (1987) also comments on the learners choices of strategy types. For instance, intermediate level learners prefer “metacognitive” strategy whereas beginner level learners use “transition” strategy.

The choices of strategy types are also related to the Bloom’s taxonomy stated in the previous paragraphs because the learners in the average group and the below average group do not seem to be able to reach to the “synthesis” stage (Bloom et al., 1956). Thus, they think memorization is the easiest and simplest way to learn but they need to do more than that just like their peers in the higher average group who are doing their best to use the language that they learn and to try to think in English as much as they can. Rowsell and Libben (1994) emphasize the importance of creating meaningful language with the linguistic knowledge they have. What is more, the participants in the average group did not change the strategies that they had been using for the first (fall) term in the second (spring) term whereas the ones in the higher average group said they changed them with some additions to the strategies they had already been using in accordance with their needs considering their progress. This is important in that students should make some modifications for the strategies that they are using with respect to their needs and the deficiencies in their language level. Thus, they should be the ones that decide about their language choice as Humphreys and Wyatt (2014) state teachers “don’t know if what they are doing is good or bad” for the learners (p. 57).

5.2.7. Skills improvement and strategy use

Students were also asked about the strategies that they were making use of during times both in and out of class time for each skill improvement in the interviews. As for the reading, the strategies used by the higher average group participants stand out because they analyze the reading text in depth both structurally and meaningfully. They watch out for synonyms and different structures used in the text both to understand it and to use them later in their writing and speaking tasks in addition to

strategies that they use to figure out the whole reading texts such as skimming and scanning that will help them save time to answer the comprehension questions. Marton and Säljö (1976) modify these strategies as “deep” for reading skill. However, the participants in the average group either use skimming and scanning or look for the synonyms and structures that will help them understand the text. These were all observed by the researcher during the think-aloud protocols as well. Also, the participants in the higher average group state that they do reading practice out of the class time by focusing on the text and analyzing every bit of it whereas the participants in below average group and average group do not read out of their class time so the only time they are exposed to reading texts is during the class time, which is not enough to improve themselves in terms of academic reading for their departments within a short period of time which lasts eight months for preparatory school students. Thus, students should be encouraged by their instructors to do reading out of their class time and they should do it with deep analysis so as to benefit from a text as much as possible by using both structural strategies such as looking out for synonyms and structures and strategies applied for meaning such as skimming and scanning.

As for the writing skill development, there are lots of strategies that students should make use of. Bloom (2008) claim that writing is the skill that needs more individual practice to improve in contrast to listening and speaking both of which require someone to contribute to the conversation. According to Flower and Hayes (1981), writing is a complex cognitive process in which learners need to use their long-term memory, by means of which they should consider the topic, audience, writing plans, with the help of goal-setting, organizing, reviewing, evaluating and revising skills. Thus, Barnett (1989) claims that it is “quite cognitively complex as writers move their thoughts back and forth between [stages and] components, always returning to and redefining their higher goals” (p. 35).

In the previous chapter, the participants in the higher average group talked about the strategies that they were using in order to develop their writing skill, which is more challenging to develop than the receptive skills as it requires the learners to use the language actively. It is easier for a student who has reached to the synthesis stage of

the Bloom's taxonomy to make up satisfactory writings (Bloom et al., 1956). The higher average group makes an outline before they start writing their essay or even a paragraph. In this outline, they write down the small notes that come to their mind about the topic they are going to write so that the notes will remind them of what they are going to write. If they are to write an academic topic, they search for it on the Internet on the websites that provide the content in English, which makes them knowledgeable about both the topic and the vocabulary. Content formation is really important because unless a writer has any idea about the topic, s/he will not be able to find anything to reflect on the paper. They pay great attention to format or the organization pattern of the writing task, which makes their writings reader-friendly. They try to avoid using the same words over and over so there won't be any repetition in their writings. Instead, they prefer to use the synonyms. Also, they use as many linkers as possible to make it more fluent, coherent and unified at the same time. What is more, they do this on a regular basis because they do lots of writing practice at home expect from the writing assignments and homework given by their instructors so that they can improve themselves a lot. In her study, Olivares-Cuhat (2002) found that students most frequently used cognitive and memory strategies in their writing performance, which was case in this study as well. Aziz (1995) emphasizes the importance of cognitive strategies in writing performance but she adds that the ones using both metacognitive and cognitive strategies outperform the learners who use only cognitive strategies. The participants of this study did not mention any strategy as for metacognitive strategy.

Listening is another equally important skill that should be carefully focused on both by the students and instructors as well. Even though it is not a productive skill, most of the learners find it difficult to improve especially if the learners do not have the chance to be exposed to English out of the classroom. As English is a foreign language in Turkey, which means it is not used daily or officially by the people, students do not have as many opportunities as the ones living in countries where it is either mother tongue or official language. Thus, as Kachru (1985) has stated, Turkey is in the expanding circle so learners cannot hear the language when they get out of the campus. Thus, it becomes more important for the learners to feel the need to use

strategies to improve this skill. According to Rigney (1978), learners should use listening strategies to enhance comprehension, learning and retention of the target language.

The responsibility of the instructors is much higher to make their learners competent listeners as most of the participants said they did not use strategies to develop this skill. They mentioned what they did such as listening to songs and watching videos and they were not sure whether they were making contribution to the development of their listening. What can be done about this will be discussed in the following pages in educational implications part because there is more to be done. Vandergrift (2008) articulates that listening skill can only be improved by practice on a regular basis without an anxiety to be evaluated by others. Anderson (1985) comes up with three different cognitive processes of listening: perceptual processing, parsing, and utilization. During perceptual processing, strategies are important to gather attention. During parsing, the strategies of grouping and inferencing are vital while making use of prior knowledge to facilitate comprehension is vital during utilization (O'Malley, Chamot, & Küpper, 1989). Some scholars claim that more skilled listeners use metacognitive strategies as well as a variety of strategies to be successful.

Speaking is the most significant and difficult skill for the Turkish students. They need it in order to have a perfect communication skills for the global world in which they will take part when they start their professions. Cohen (2008) defines speech acts as “the ways in which people carry out specific *social functions* in speaking such as apologising, complaining, making requests, refusing things/invitations, or complimenting” (p. 119). Thus, everyone is aware of the importance of speaking but participants except from higher average group said that they did nothing to improve their speaking skill though they had to do lots of things because they don't have an opportunity to practice their speaking skill when they are out of the campus where they learn English and there are some foreign students, especially the ones who come via Erasmus programs. As Kachru (1985) put Turkey in the expanding circle where English is not used in daily life, students should create opportunities and facilities to practice it with the guidance of their instructors. However, technology makes it

possible for the learners to practice their speaking skills with the help of certain software programs (Cohen, 2008; Harmer, 2015).

There are some other reasons why speaking is ignored. For instance, in this institution, as the instructors have an intensive curriculum and they need to cover every piece of it, they tend to skip the speaking practice and want the students to take over the responsibility of speaking development as the participant instructors have also stated in the interviews. They said that developing the speaking skill took more time than the development of the other skills as it requires the learners to be the active user of the language without having much time to think and react to their interlocutor. Participants said they did not have many things to do to improve their speaking skill accepting that they did not use as many strategies as they did for the other skills improvement. Thus, speaking and listening are the two skills which students find more challenging to improve and they do not use as many strategies as they can. However, there are several things that students can do to improve their speaking and they will be discussed in the following pages in educational implications part.

In the first interviews, all the participants in the average group said that they wanted to improve their speaking skill and they did so at the end of the first (fall) semester. In the second interviews which were held almost at the end of the second (spring) semester, they said that they wanted to improve speaking because it was crucial for them but they could not improve it during that term. This might be because of the expectations that were low at the end of the first (fall) term so they thought that they met the objectives of the curriculum because they were to talk about daily life activities for their speaking performance at the end of the first (fall) term. They were exposed to BICS (Basic Interpersonal Communication Skills) in the first (fall) semester whereas they were taught CALP (Cognitive Academic Language Proficiency) in the second (spring) semester. Therefore, they were supposed to talk about academic issues like global warming and environmental pollution and they could not reach to that level in the second term so they thought that they could not improve their speaking skill. They explained that they improved their reading and writing, instead. This might be because speaking skill development requires the

learner to have a person with whom s/he can interact although s/he needs a reading text, dictionary and a paper to improve his/her reading, writing and vocabulary so s/he can study for these skills individually. Therefore, instructors should not let the students neglect the development of speaking skill but they should create opportunities and facilities for them to practice their speaking as well. They can recommend them some websites that will enable them to interact with people from different nations or organize student communities that will bring together foreign students, especially the ones coming by means of Erasmus program which is applicable in the university where this research was conducted. These activities will create an environment for students to feel the obligation to speak English. However, participants in the higher average group are more consistent than their peers in other groups because what they wanted to improve and what they improved at the end of the each term were both the same so they focused on what they wanted to improve in contrast to the participants in the average group who said they wanted to improve their speaking but improved other skills instead, which shows their inconsistency. As for the below average group, they said they never felt any development in any skill.

Students were also asked which skill they improved much with the help of the strategies that they had used. They all said “reading” and “writing”. This might be because of their previous educational backgrounds in which they were more familiar with written language. As Turkish students are prone to study for standardized exams in written format, they give more importance to written language than oral language. This has been discussed in the previous paragraphs in which the standardized exams like TEOG that students have to take to start their high school education have been mentioned. Thus, these students find it much easier to study for reading and writing for both of which they need no one but they can study individually. What is more, they can easily realize the development that they can make with these skills but speaking and listening requires them to have a process that will take much longer than reading and writing skills to reach to a certain level. Especially the speaking skill is found more challenging by the students because they know that they have to feel the need or obligation to practice this skill. Listening also requires the learners to have some electronic devices which will provide them with the input they need to

improve their listening. However, with the help of the technology which is available for everyone, anyone can have a smart phone with an easy Internet access so these difficulties will not lead to any problems any more. Thus, students can easily find websites that help them improve their speaking and listening skills. There are some websites that connect people from different countries for a single purpose: speaking English while there are some other websites that provide listening tracks for people to be exposed to English language. Most of them can be found for free so students should be aware of these facilities that online products offer to them by their instructors. What is more, when students were asked about their skill-based developments, participants could give specific examples for their development in certain skills but the ones in the average group said that they felt that they developed their certain skills. This also shows that participants in the average group feel that they have developed their linguistic competence somehow but cannot put it into certain examples. However, participants in the higher average group are totally aware of their proficiencies and deficiencies, which make them totally different from others. The ones in the below average said that they did not feel any development at all.

5.2.8. Grammar and vocabulary knowledge and strategy use

In addition to the four skills, grammar and vocabulary knowledge are also important parts of the language that learners should focus on. Grammar is the skeleton of the language while vocabulary can be thought as the flesh so they should be given equal importance both by the learners and instructors.

Grammar facilitates implicit language acquisition and has an important role in the accurate use of language (Ellis, 2005; Ellis, 2006). Turkish students like learning grammar because this is the way they have learned the language until so far. However, grammar teaching should not be given in an isolated way like giving the rules and the structures but it should be done in a contextual way. Rubin (1981; cited in Broady & Dwyer, 2008) comes up with four different grammar strategies:

“Deductive Reasoning” (rule search, use and adjustment, including drawing on cross-linguistic comparisons); “Monitoring” (self-correction and noting source of errors, observing others’ language use for comparison); “Clarification/Verification” (asking for a correct form, asking if a rule fits a particular case, or if a given form is explained by a previously learned rule, and looking up a structure in a grammar book) and “Practice” which includes “consciously applying grammatical rules when speaking and practicing corrected forms and then extending them to other contexts (p. 143).

It can be concluded from the quote that grammar is not just the memorization of rules and structures. What is more, grammar should be integrated with other skills so that students will be aware that the structures and the rules which they have learned in their grammar lessons can be used in their writing and speaking as well. This is how participants in the higher average group do. They learn the grammar structure and think where they can use that structure, which makes them both different and more successful than others. Instructors should encourage their learners to integrate their grammar knowledge with their four skills. However, the results showed that instructors did grammar by giving the rules without integrating it with other skills, which might make the grammar lessons dull because when students are given a structure and told that they can use it in their essay or speaking, they become more motivated.

Besides the grammar knowledge that students need, vocabulary knowledge also means a lot for the learners of English language because without it nothing can be said or understood in spite of the perfection at grammar knowledge. Having a good knowledge of vocabulary does not mean knowing individual words because one needs to know “chunks”, “multi-word units” and “collocations” (Moon, 1997; Willis, 2003). Thus, vocabulary knowledge development requires several steps to take before one can claim that s/he knows certain words. Schmitt (1998; cited in Klapper, 2008) claim that gaining knowledge of vocabulary is a long process depending on (p.161):

- (1) knowing the form of the word: its spelling, pronunciation, its constituent parts;
- (2) knowing its meaning: the basic concept it represents, its meaning in different contexts, its associations (e.g. other members of the word family);

(3) knowing its use: its grammar, collocations, register and variations or restrictions on use

Thus, it is important to know how to expand the vocabulary knowledge by considering these variances that affect vocabulary acquisition. As the memorization is the mostly preferred strategy by the learners in this study, they are prone to memorize the words by making word lists that has Turkish equivalences of each word written next to it. The average and below average group participants said that they learned the vocabulary this way. However, this is not the way that learners should apply to improve their vocabulary knowledge. Lawson and Hogben (1996) report that learners mostly prefer repetition strategy to memorize the words but this is not beneficial. Ahmed (1989) points out that good language learners use a variety of strategies. For instance, they relate the words they already know to the new ones they are learning. Schmitt (1997) claims that adult learners tend to use more meaning based strategies than their younger counterparts like school children who mostly prefer memorization. However, this is not the case in this study, all participants in the below average group and some participants in the average group chose memorization strategy even though they are young adults. They must see the words used in a contextual text and they should also make sentences with the words that they have learned just like the participants in the higher average group. To learn vocabulary in context, learners should read a lot. Saragi et al.(1978), Pitts et al.(1989) and Day et al.(1991) all claim that pleasure reading contribute a lot to vocabulary development. Nation and Wang (1999) suggest that learners should read at least one reader every week or every other week to be exposed to sufficient amount of vocabulary.

These learners also stated in the interviews that they thought about how to use the new words in speaking and writing as soon as they were taught to them in the lesson. Sanaoui (1995) supports the idea that language learners should seek and create opportunities to learn and practice the vocabulary that they have newly acquired. There are lots of things that instructors should do for vocabulary development, which will be discussed in the following pages in educational implications part.

5.2.9. Exams and strategy use

Students were also asked in which exam they were using strategies most apart from their using strategies for studying purpose. Average group participants mentioned writing and speaking and higher average group added “reading” to this list but none of them said “listening” exam as these students do not know how to use strategies for listening skill so they seriously need a “training on how to use strategies to improve listening skills”.

These students were also asked which part of the exam they will have to use strategies most in the final and the average group again said “writing and speaking” and nobody mentioned “listening” exam because they seemed to be hopeless for that part. However, there is a reason behind why students, especially the average group, claim that they can and have to use strategies in writing and speaking exams. Students find it easier and safe to memorize some structures, phrases and sentence patterns that they can use both in writing and speaking exams. They memorize those sentence patterns and change them in accordance with the topic being asked to them. Thus, they feel themselves safe and comfortable when they memorize those sentence patterns and reflect them on the writing paper or use them in the speaking exam. This is why they say they use “memorization” strategy most. However, they never know what will be asked in the reading or listening so there is nothing to memorize for those exams as they will do these tests with the knowledge that they have accumulated until the exam time. Entwistle and Ramsden (1983) and Biggs (1987) emphasize the importance of strategy use to be successful in the exams. Instructors should do something to prepare their students not only for writing and speaking exams merely but for reading and listening exams as well. However, it is also important to note that using strategies only for the exams and studying just to get higher scores in the exams are not favorable at all. Along with the strategies that students can use in the exams, they should also have some other strategies that they can make use of when they study to learn the language so their studying should not be exam-oriented. As the participants in the below average group have said, as long as a learner studies just to get higher scores in the exams, s/he will not learn the language anyhow.

5.2.10. Self-regulation and self-efficacy in relation to strategy use

When asked about the relation between strategy use and self-regulation, both participant students and participant instructors agreed on their strong relation with each other. Students also mentioned the strong relation between them both in the first and the second interviews. Again, students should be given presentations at the beginning of each term as orientation meeting and they should be informed about “how to be a self-regulated learner” and “the importance of it”. Usher (2009) mentions the relation between self-regulation and self-efficacy, which is another point of focus for this study.

Students were also aware of the relation between self-efficacy and strategy use because learners with lower self-efficacy especially because of their history of failure in the past tend to be unsuccessful in the with no strategy use (Crozier, 1997) but this awareness can be increased with orientation meetings with the students because students should realize the importance of making these learning strategies part of their life considering the term “life-long learning” that has been come up with by the European Commission (2016) that is interested in the development of education either in European Union member countries or in candidate countries for the union. There are various programs for this such as Erasmus for higher education, Comenius for schools, Leonardo da Vinci for vocational education and training and Grundtvig for adult education. Thus, nowadays, students have more opportunities than the ones in the past to develop themselves. Therefore, they should not associate these learning strategies only with the language but rather they should know that they can use them in any part of their lives. As HA1 stated in the interviews, strategies should be used in as various parts of life as possible for self-actualization.

5.3. Educational Implications

5.3.1. Motivation

It was found in the data that all of the participants in the average and below average group were extrinsically motivated whereas the ones in the higher average group were intrinsically motivated. As it is known that the learners who have intrinsic

motivation tend to be more successful in language learning process as they make the language part of their lives, the students in this institution should be encouraged to learn the language more and they should be motivated intrinsically by their instructors. In order to succeed this, the institution should organize orientation meetings at the beginning of the academic year trying to motivate the learners to learn English well. These students should be notified about the widespread use of English all around the world. Thus, the institution may invite experts or speakers who might be successful students from previous years so that the students that will attend this School of Foreign Languages might have the chance to see a real-life sample and take these students as their role models because peer advice or suggestions can be more influential over these students at this age. Surely, it will also be beneficial for the students to be exposed to the speech of their instructors who are both experienced and knowledgeable about the importance of language learning process so their recommendations and advice will also be influential on these students. Thus, they should be motivated for this long journey at the very beginning of the term with either orientation meetings or class talks before the lessons start at the beginning of the academic year.

Making students motivated for the language learning intrinsically is important but making them comfortable about this long and difficult journey is also equally important. The participants all said that they found the productive skills quite difficult to handle as they had no previous experience with those skills in their educational life. Therefore, these students should be exposed to these skills step by step, which means they should be trained on how to write and speak in English starting from the simplest ways to the more difficult ones in order not to block their learning because as these learners are not accustomed to write and speak in a foreign language before, they will not easily familiarize themselves with these productive skills. Thus, they need more guidance and encouragement from their instructors especially for these productive skills development. Harmer (2015) also emphasizes the importance of strategy training in his book. Therefore, instructors should not leave them all alone on this way. Another way is to make the Ministry of Education aware of the situation that even though the curriculum includes speaking and writing

skills development in primary and high schools, they are not tested on standardized national exams so they are ignored both by the learners and teachers due to backwash effect. Thus, English language teachers working in Ministry of Education should be encouraged to teach them and they should also be informed about the importance and necessity of these skills when these students start their university education. Thereby, they will not face as many difficulties as they have now because they are totally unfamiliar with these skills when they start their higher education in the universities.

5.3.2. Self-study

Another equally important point that should be taken into account is the necessity of self-study for these students who start their language learning process from A1 level. As these students are expected to reach B2 level within one academic year which includes eight months only, they have to use the time as efficiently as possible. This means that they have to study and focus on language learning out of class time as well. Unless they study regularly, they will not be able to keep up with the pace of the curriculum that is aiming at making A1 level students reach to B2 level within eight months. Thus, instructors do not have enough time to focus on a single topic for hours and hours. They have to cover lots of things within a limited period of time so students should do their best to compensate their deficiencies while there is an unstoppable progress and process in the curriculum that instructors have to follow. Here at this point, both students and instructors should cooperate with each other well. Instructors should assign their students with efficient and beneficial activities and make them engaged even out of their class time and students have to follow the instruction and guidance given by their instructors if they want to progress in accordance with the pace of the program that they have. Students should do these assignments and tasks given by their instructors on a regular basis so as to improve themselves. What is more, instructors should also give instant feedback on what they have given as a task because unless students get any reaction from the instructor who gives the assignments and tasks, they will give up doing them. Making students engaged with activities even out of the class time and cooperating with them might be achieved with the help of technology. Some software programs, educational applications and social media networking websites that is directly related to

education such as *Edmodo* can be used. This will make the cooperation and collaboration of teachers and students more likely and they will have easy and instant access to each other. Thus, providing students with some feedback on what they have done will keep students active and it is also an indication that instructors give importance to what they assign to students.

The amount of time allocated for self-study by the learners is decreasing in the second (spring) term for several reasons. One of the most important reasons is that students are becoming more exam-oriented so they just focus on their studies just to pass the exam. However, instructors should motivate their learners to study more than they need to pass the exam because they will never be able to have this opportunity to be exposed to such amount of English in their life in the following years so they have to benefit from this preparatory year as much as they can. Students should be convinced of the importance of their language level, which must be B2 at least, when they start to take their departmental courses so that they will be more motivated to study for it. What is more, they should be aware of the fact that they will need this all through their life time. As HA1 said he was watching videos of people whose native tongue was not English. He added that he was watching Eurovision song contest presenters who were either from Russia or Germany where English is neither the mother tongue nor the official language. This highly aware learner stated that he would not speak English only with people whose native tongue is English so he is somehow aware of English as a Lingua Franca issue and he behaves accordingly in his studies. Thus, he not only studies for the exams but also for his future life in which he will meet with people from different nationalities. Therefore, instructors raise the awareness of these learners by saying the importance of English language in their life and encourage them to study for it not only for the exams but for their life as well.

The limited time in which learners have to reach to B2 level at the end of the year from A1 level which is their starting point should not make them stressed. It is apparent that the time limitation that requires the learners to take only one year of education in this School of Foreign Languages makes the curriculum pretty intense. However, students just like their peers in the higher average group should take this

situation as a challenge in their learning process. The instructors should warn their students and try to calm them down by saying that they can keep up with this intensive program as long as they study on a regular basis. Thus, this maddening pace of the program should not be threatening to learners but it should be used as an encouraging and triggering force for the learners by the instructors.

5.3.3. Self-evaluation

Along with the importance of self-study, “self-evaluation” is also another concept that should be considered by the students who want to be self-regulated learners trying to make use of the strategies that will upgrade them. Ting and Chao (2013) articulate that good language learners use better strategies that will serve their needs. The participants in the average group evaluated their performance by looking at their success on receptive skills whereas the ones in the higher average group assessed their performance on productive skills, which is why they are in the higher average group because they are in the synthesis stage of the Bloom’s taxonomy whereas the former group is on the comprehension stage. Thus, instructors should do their best to make their students reach the upper stages of Bloom’s taxonomy which are synthesis and evaluation. Even though evaluation is on the top of the taxonomy, which is difficult to reach for preparatory students as this is appropriate for master level students, these students in this study group can have the capability to reach “synthesis” stage. Thus, instructors should make their students engaged with performance tasks which consist of writing and speaking tasks that will provide the students with the chance to practice these skills by doing the assignments and homework given to them. What is more, they will also evaluate their performance in line with the feedback given to them by their instructors so that they will keep the track of their linguistic development better.

When it comes to the real evaluation with the exams implemented in this school, neither the students nor the instructors teaching to these learners do not consider the exams as the criterion to evaluate the performance of the learners. As the exam questions are prepared by a testing committee whose members do not teach in the class but just prepare the questions, instructors teaching in class do not rely on the

results. Thus, there should be a strong cooperation and collaboration between these committee members and the instructors that are teaching in the class so that the reliability and the validity of the exams will increase. Therefore, the instructors teaching in the real classroom environments should also be taken in the examination and testing process as well. Otherwise, there might be backwash effects on the students in which students will feel that they are not tested on what they are taught (Prodromou, 1995).

5.3.4. Self-regulation strategies

In addition to the self-evaluation, it is also important for these learners to take over the responsibility of their own learning, which might be possible with learning strategies that they can use in order to maximize the efficiency of their learning process. However, the participants all confessed in the interviews that they did not know how to learn a foreign language before coming to that school so they did not know any language learning strategies, either. The only way that they had learned them was by means of the instructors teaching them. However, it is important for these learners to decide on their own upon the best learning strategies that will suit to themselves and their own learning needs. In order to do these, they should be given an orientation presentation by one of the instructors in the institution. This presentation can be given by an expert that has specialized in learning strategies and the expert will make these learners aware of the existing strategies that they can use all through the academic year. The students will better understand that these strategies will facilitate their learning and they will be more enthusiastic to attend this seminar. Additionally, they can be given questionnaires that determine their way of learning so that the students will discover how they learn best and what kind of learner they are: kinesthetic, visual, audial..etc. This was also offered by I3 in the interviews conducted with the instructors. She said that they should make students discover how they were learning so that they would focus on the way they were studying. With the help of the questionnaires, students will discover themselves well and determine the way they study better especially when they combine it with the seminar given by an expert informing them about the learning strategies that they can make use of.

5.3.5. Types of learning strategies

Participants in the interviews also stated the strategy type that they were using dominantly both in the first (fall) and second (spring) terms. Memory and cognitive were the two types of strategies that were preferred by these different groups of learners though memory was mostly chosen by the average and below average group as the latter was preferred mostly by the higher average group. However, as these students are not highly aware of the strategies that they use in their language learning process, instructors should introduce them to the various strategy types that they can use while they are learning English so that they can choose among them. What is more, the participants in the average and below average group do not have the inclination to change the strategies that they have been using as the time goes by in their language learning process as it has been shown in the results in the previous chapter. They should be guided and encouraged by their instructors to use as various strategy types as possible according to their needs. Thus, they should not be stuck in one particular type of strategy for the benefit of their learning. This can only be achieved with the guidance and instruction of the teachers that will help them familiarize with different types of learning styles that are applicable for all learners

5.3.6. Reading

Participants were also questioned about the strategies that they were using for each skill development and with respect to reading, the participants in the higher average group said that they were using both structural strategies such as synonym and structure recognition in the text and the strategies that they used to sort out the meaning such as skimming and scanning. What is more, they told the researcher that they allocated some time for the reading texts out of the class time to analyze them deeply. This is what is expected from all the students. However, as these students do not have a previous background on how to study for a language and learn everything from scratch in this institution, instructors should show them how to analyze a reading text by assigning them to do at home so that they will be engaged with these texts, which eventually lead them to improve their reading skills. Figure 3 shows suggested steps of a sample reading lesson that will be beneficial for learners.

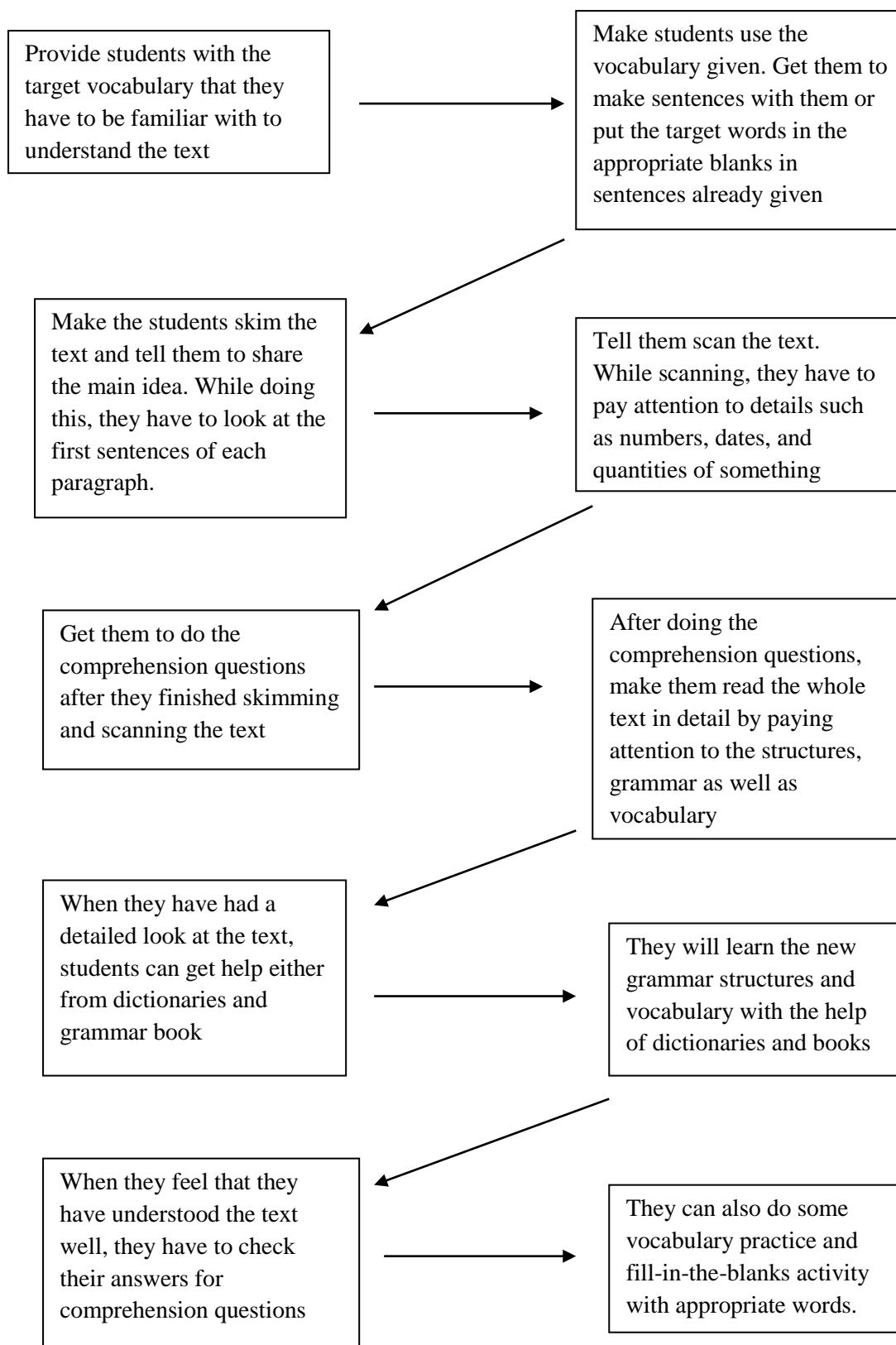


Figure 3. Suggested steps of a reading lesson

Even though the focus of the reading lessons should be on comprehension of the text, vocabulary and grammar awareness of the students can be raised. Students should be encouraged to use dictionaries and grammar books all the time. Although students can be triggered by their teachers to guess the meaning of the unknown words in the text, they should look them up in the dictionaries in the lessons as the texts are covered for learning purposes in the lessons. However, they can use that strategy in the exams in which they are not allowed to use dictionaries. Schmitt (1997) thinks that the strategy of guessing the meanings from the context is not subordinated to looking the words up in the dictionaries in language learning. What is more, Ahmed (1989) claims that good language learners can use both monolingual and bilingual dictionaries as effectively as possible. Thus, teachers should encourage learners to use these two different dictionary kinds effectively instead of imposing them on the use of one type of it.

5.3.7. Writing

Along with reading, writing is also another important skill that students should improve. However, as it is a productive skill which requires the writer to create something, it is a little bit more difficult to improve compared to the receptive skills. This challenge can be overcome by the students who can use as many strategies as they can. These strategies should be shown to the students and instructors should raise the awareness of the learners. First of all, all the students should be aware of the fact that they cannot write anything unless they read sufficiently because the reading will provide them with the input which they can turn into output with their writing papers. Weinstein and Mayer (1986) suggest that learners should have four different types of knowledge so as to produce good pieces of writing: self-knowledge, including an understanding of one's own learning preferences, abilities, and cognitive style; knowledge of the learning task; knowledge of prior understanding; and knowledge of strategies and techniques appropriate for the setting, the learner, and the task. Therefore, knowing some grammatical knowledge and vocabulary will not be adequate for a learner to write properly unless s/he knows nothing about the topic that s/he is going to write.

Instructors should remind the learners of the importance of reading in terms of content formation of their writing. As long as they read texts that are related to the “topic they are going to write, they will have the opinion and the vocabulary that will fill in their own writing task. The reading texts that they cover will also familiarize them with the certain vocabulary as well as the terminology that they will need in order to write an academic essay. Thus, instructors should warn their students that unless they have any idea about the topic, they should do their research in English and find the English websites on the Internet that will provide them with the knowledge that they will need in order to write. This is just the way participants in the higher average group do. However, the students in the below average and average support doing a research on Turkish websites so as to get some ideas about the topic but Turkish ideas will not be beneficial for them when it is time to write in English because it is impractical to translate the terminology, which will spoil the meaning that the author is trying to convey to the reader. What is more, before they start to write, learners are supposed to think about what they are going to write just as the participants in the higher average group who thought about what they would write just before they started writing in the think-aloud protocols because there should be a pre-writing stage in which learners are expected to allocate some time for idea generation, shaping, refining, and organisation (Scarcella & Oxford, 1992). Figure 4 shows suggested steps of a writing lesson.

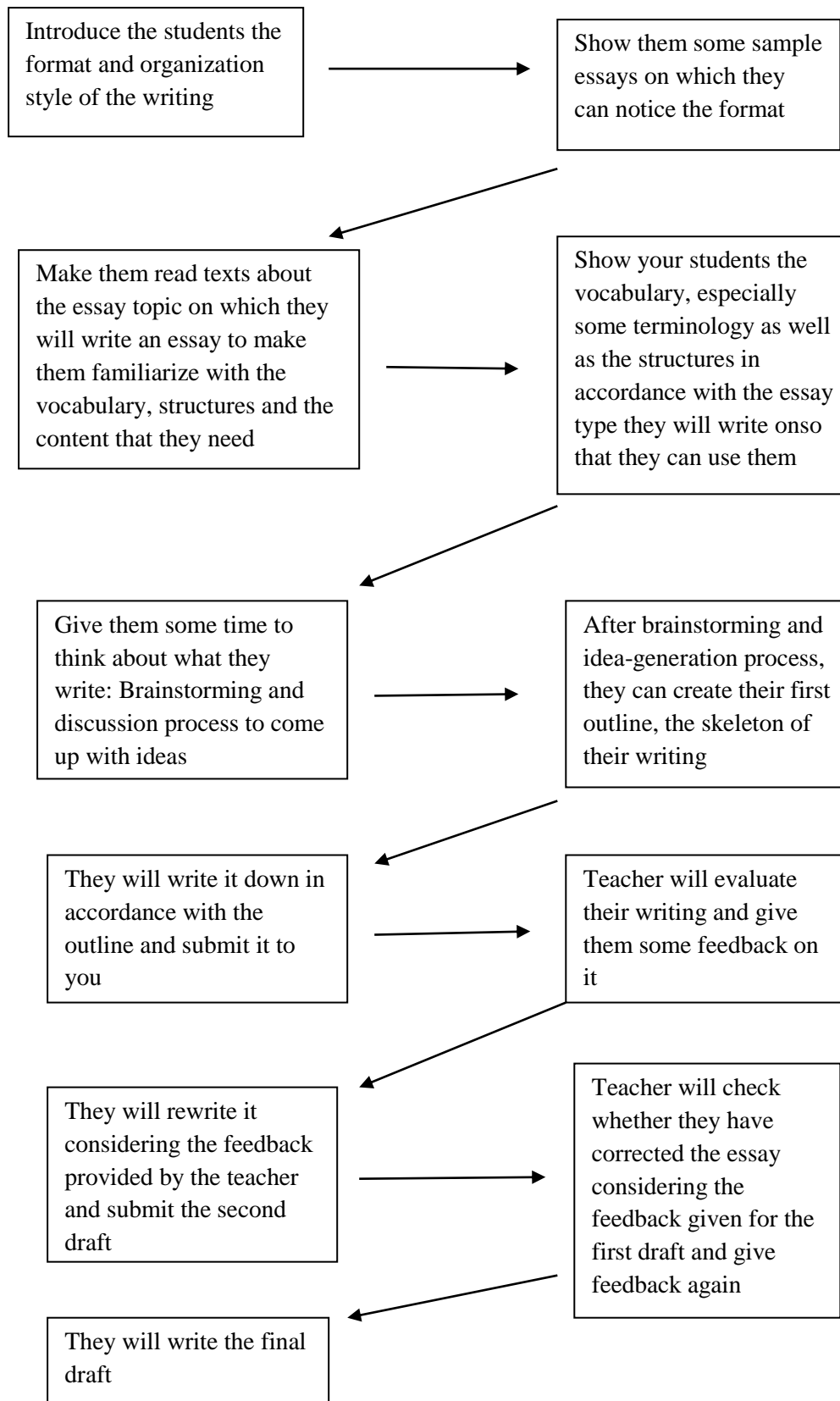


Figure 4. Suggested steps of a writing lesson
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5.3.8. Listening

Listening is a skill that is as equally important as reading and writing so students must make twice as many efforts as they can to improve it compared to the other receptive skill, which is reading because Turkey is in expanding circle in terms of Kachru's (1985) definition, which means that English is used and taught as a foreign language so students do not have many opportunities to be exposed to English when they get out of the class so the amount of exposure that they will get totally depends on their own efforts. It is also known that the more exposure they will get, the more familiar they will become with the sound of the language, which will make things easier. However, students mostly prefer to listen to songs and watch movies to improve their listening. Despite the benefits of these activities on their listening improvement, they should listen to the tracks which are about academic lectures for which they are responsible both in the exams and in their departments. Thus, students should listen to academic topics which give information about the current academic issues such as globalism, environmental problems and international relations because these are the topics that they are more likely to come across in the listening tracks of the exams conducted both in this institution and in more standardized tests like IELTS. As they get accustomed to listening to such academic topics, these themes will also prepare them for the academic studies in their departments. Hence, instructors should make them listen to tracks related to current global and local issues. Listening to news might also help but they should try to listen to it attentively by taking notes just like HA2 did in her practices. Taking notes while listening makes learners attentive listeners and raise their awareness about what they listen to. However, they need guidance from their instructors because these learners do not know how to listen to a track attentively.

There are some strategies that students should be familiar with when they are listening to a track. First of all, the instructors should make them aware of the signpost phrases that are used to introduce the topic, change the topic, make a contradiction or give the consequences. These set phrases and linkers will make it easier for the learners to better follow what they hear because when they are exposed to a track which includes information that they are not familiar with, they get lost. In

order for the learners not to be distracted while listening, these linkers and phrases will be good indicators for these learners to be able to follow the track. They should be warned that they might not know every single word in the listening track so they should not panic when they do not understand a point but try to concentrate on what they can understand. So as to accomplish this, they need to know these set phrases so well that they can understand the parts and sequence of the lecture. Therefore, when they miss a point, they will catch up the others with the help of these set phrases. Because of this, instructors should show how to listen to a track step by step in the classroom by paying attention to these phrases that will help them find their way during the listening. Hence, instructors can stop and replay the track during the listening activities in class just to make the learners aware of some important points and key words just like I3 did. Surely, explaining these points theoretically is neither sufficient nor satisfactory for the learners so instructors should make the students practice these skills both in the class and out of the class by giving them listening task and creating opportunities for them to apply what they have learned in the class.

Vandergrift (2004) also comes up with some strategies that learners can follow during their listening practice. According to this researcher, listening track should be played three times. Before the listening, learners should do their best to guess and predict what the listening is about. After the first listening, they will check whether they have made good predictions. During the second time, they will listen to the track attentively and try to understand the main points as well as the details of it. The third and the last time, they will check whether they have missed out some important points and monitor their comprehension level during the first and second listening. After they have listened to the track three times, the learners will reflect on the strategies that they have used to comprehend the listening track. What they have done to decode and what they are planning to do in the following listening practices will all be discussed during this reflection stage. There are lots of things that can be done for a listening lesson and Figure 5 shows the suggested steps of a sample listening lesson.

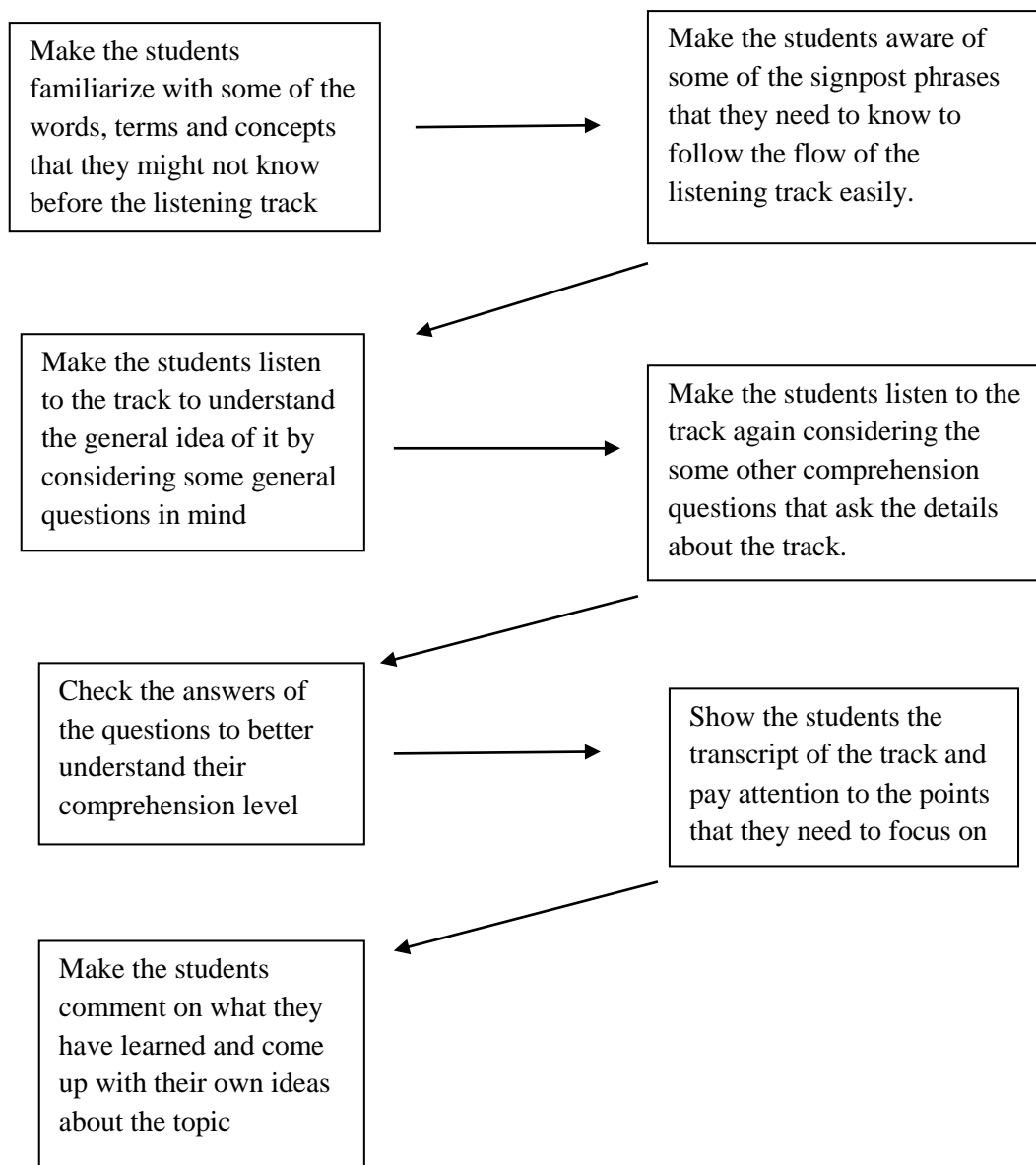


Figure 5. Suggested steps of a listening lesson

5.3.9. Speaking

Along with listening skill, speaking is found challenging to improve by the learners so they say that they do not use and do not know how to use strategies to improve this skill and the participants in this study except from the ones in the higher average group confessed that they did not do much to improve their speaking skill. In fact they are right in that Turkey is an EFL (English as a Foreign Language) country so they don't have many opportunities to practice their speaking outside the campus where they can find a more international atmosphere where there are some foreign students with whom they can speak English. However, this does not mean that they will not be able to use any strategies to improve their speaking skill.

In such a global world where one can find the Internet connection easily, they can make friends on the Internet with the help of some social networking websites so that they can talk to them from time to time to practice their skill. There are also some websites designed especially for this purpose, which is to make people from different nationalities to speak English with one another to improve their skill because speaking cannot be improved without practicing. Cohen (2008) also claims that "technology, as we have seen, can also play a major part in supporting the efforts of learners working on their own in various contexts" (p. 136). Thus, students can make use of the technology to improve their speaking skill.

Instructors should also play an active role here to engage their learners with speaking tasks. They can give them projects that will enable them to speak English or make them present a topic in which they are interested in the class. Additionally, they can organize pair-work activities which require the pairs to prepare a dialog and perform it in the classroom. If they feel uncomfortable, they can even record it on a video. These activities will all lower students' anxiety to give a talk in a foreign language because by doing so they will get accustomed to doing it comfortably. However, unless they are forced to do that, they will never attempt to improve their speaking skill because they do not feel obliged to speak English in their home country so they can always skip it. Thus, instructors should organize such activities in their class and

make the students active users of the language so that they will improve with the feedback given by their instructors.

Students should not feel any fear to make mistakes while speaking. Nakatani (2006) claims that all the strategies that learners use to compensate their deficiencies in speaking skill are called “communication strategies”. Dörnyei and Scott (1997) come up with two different types of communication strategies: achievement strategies which are used to achieve the actual goal of communication and reduction strategies which are used by the learners to convey the message that they want to express by altering, reducing or even abandoning the original communication goals. Thus, students should be encouraged to speak even if they feel that they cannot make the sentences that they want to say properly or accurately. The ones who have acquired that ability to speak without any fear to make mistakes will always be successful communicators that can convey the message that they want to say whenever and wherever they are. Kawai (2008) also asserts that “those who develop good oral skills appear to be frequent strategy users regardless of culture and learning context” (p. 219). Therefore, teachers should train their students as people who have good oral communication skills. Figure 6 shows suggested steps of a speaking lesson.

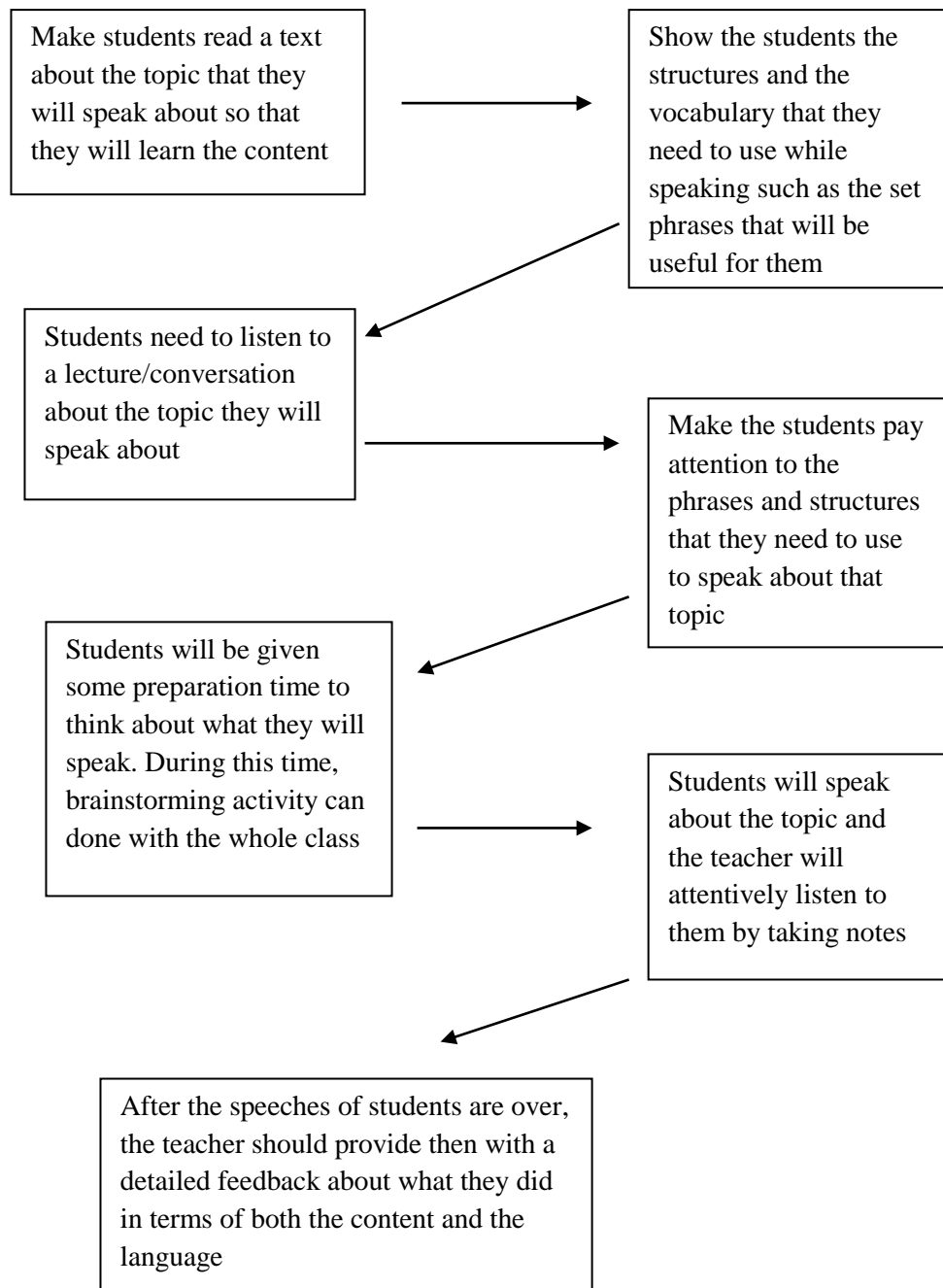


Figure 6. Suggested steps of a speaking lesson

5.3.10. Grammar and Vocabulary

In addition to the four skills, grammar and vocabulary teaching should also be given the equal importance. Students also stated that they needed grammar to improve their four skills in the interviews. However, it has been discovered that grammar is taught in the classrooms in an isolated way with the focus on the structure and the rules, which makes it difficult for the learners to integrate the grammatical rules with the development of four skills.

Instructors should give the grammar rules in a contextualized way and they should enable their learners to integrate the grammar knowledge with their four skills development. Students should know where and how to use the grammar rules and structures that they have learned in their writing and speaking performances. What is more, they should know that these rules will facilitate their analysis of reading texts and listening tracks. By doing so, they will pay more attention to the rules and structures so as to be able to actively use them and benefit from them. This is what higher average students do. However, some of the students especially the ones in the below average group do not know how to study for grammar. For instance, BA3 said in the interviews that he was trying to learn the grammar with a book in which Turkish explanations are available. This isolated way of learning grammar will not contribute to linguistic competence of the learners. Instructors should keep their students engaged with meaningful and contextual grammar exercises. Rowsell and Libben's (1994) study shows that the amount and the type of the grammar exercise is not important. What matters is that learners must do their best to turn even the isolated grammar exercises into communicative and contextual ones by imagining cases and situations for the use of the structures that they have been trying to use. Van Patten (2002) also agrees that students should give more importance to meaning than form while studying grammar so that they are "able to process informational or communicative content at no (or little) cost to attention" (p. 758).

As for the self-study of grammar, students prefer deductive exercises in which rules are given at the very beginning. This was also stated by the participant instructor coded as "I3" who told the researcher in the interview that students prefer deductive

grammar teaching to inductive grammar teaching which was not favored though she was trying to apply it in her grammar lessons. Fortune (1992) states that inductive exercises lead to anxiety among lower proficiency level learners just like the student participants of this study whereas they are preferred by more advanced learners

Vocabulary development should also be given as equal importance as grammar knowledge development because vocabulary and grammar are both highly linked to each other and grammatical knowledge is sometimes subordinated to lexical knowledge (Lewis, 1993, 2002; Willis, 2003). Likewise, vocabulary should also be taught and learned in a contextual way. Learners should see the words within a text and they should be exposed to as many example sentences including the words that they have just learned as possible. Additionally, they should make their own sentences related to their own life with the words so that they will never forget those words and internalize them by making them part of their life. Thus, instructors should encourage students to make sentences with the words that they have learned in the class because, as Nation (2001) states, doing only listening and reading are not enough to develop productive language use. What is more, just like grammar structures, students should also think about how and where to use the new words in their speaking and writing performances so that they will get good grades both from their writing and speaking exams because advanced words use and proper word choices always impress the assessor. HA2 said in the interviews that she did her best to use advanced words both in the speaking and writing exam so that she could show her level of proficiency to the evaluator. Thus, learners should make use of various strategies to activate their vocabulary knowledge. In their study, Lawson and Hogben (1996) show that successful students make use of a variety of strategies to be able to use as many versatile words as they can.

The role of teachers is crucial in vocabulary development especially in terms of word choices. Klapper (2008) points out that teachers are the ones that will guide the students to learn high-frequency words. Furthermore, instructors should do vocabulary revisions in class from time to time so as to activate the vocabulary knowledge of their students. They can organize vocabulary games. These games can be online such as *kahoot*, which students like a lot, as the participants said that they

had found *kahoot* so useful and beneficial. *Kahoot* is a website that provides the teachers with the opportunity to prepare vocabulary games and students can play these games with their mobile phones with Internet connections in class. Kahoot games can be really competitive and creates a lively atmosphere in class.

Vocabulary and grammar teaching should not be done separately in an isolated way; they can be integrated with other skills teaching as shown on figures 3, 4, 5 and 6 so there will not be any figures showing how to teach vocabulary and grammar. Thus, the integration of them with other skills should be encouraged.

5.3.11. Exams

Students were also questioned about which parts of the exams they were using strategies most and they, especially the average group, said that they were using strategies mostly for writing and speaking exams. Instructors were also aware of the situation. All of them said that students were memorizing some sentence patterns and structures before they came to writing and speaking exam and they were changing those patterns in accordance with the topic being asked. Thus, the sentence pattern is the same but the words in it are changed according to the topic. This is something practical and beneficial for the students as they learn something and use it with respect to their needs. However, they should also use strategies in other exams as well because these students will not only take the exams of this school but they will take more standardized tests like IELTS and TOEFL in the following years of their education so they have to learn strategies that they can benefit from in these exams. Therefore, instructors should show them how to use some strategies like skimming, scanning, guessing the meaning from the context, reference..etc efficiently in the reading exam as these strategies will help students save time, which is extremely important for reading exams because there is a time limitation which is difficult to manage in reading tests. Additionally, they have to teach them strategies like looking for signpost phrases, linkers, transition signals that refer to contrast, reason, cause, effect.. etc; concentration on what is being asked; not missing out the important parts of the speech when some part is not understood clearly; and looking for similar structures and synonyms in the options given for what is heard in the listening track

for the listening exams. When students know how to use these strategies in listening, reading along with the ones that they already use in writing and speaking, they will feel themselves safer when they take all the four skill exams. Nevertheless, they should not base all their studying on the strategies that they can use in the exams. In other words, they should distinguish between the strategies that they can use in the exams and the ones that they benefit from to learn the language so that their strategy use will not be exam oriented. Otherwise, they will only focus on passing the exams instead of learning the language. They should be process-oriented students instead of product-oriented learner in language learning process.

5.3.12. Self-regulation and self-efficacy

The importance of strategies and their relation with self-regulation and self-efficacy have been approved by the participant students and instructors in this study. This has also been shown with the questionnaire results in the quantitative data analysis part in the results chapter. It has also been discussed in the previous pages in “summary and discussion” part in this chapter that students should also be capable of improving their self-efficacy with the help of the strategies that they are using because learning never ends and “life-long learning” principle of European Council (2006) has been accepted by all the educational institutions all through the Europe. What is more, it is encouraged with certain programs along with the financial support given for those people who can benefit from them. However, it is also important to determine whether the school has the sufficient facilities and opportunities for the students to develop their self-efficacy along with the strategies that they have been using to study for English.

Participant students except from below average group stated that school helped them improve their self-efficacy. However, instructors were not very satisfied with the facilities that school offered to its students. The participants in the higher average group seemed to be more enthusiastic to take part in the cross-curricular activities organized to help students to increase their self-efficacy such as culture week activities in which students prepared videos or presentations and visited all the classes to show their projects, quiz shows in which students compete against each

other to answer as many questions related to geography, history, films and science as possible. Some of the participants of this study even joined in these activities and they even offered the researcher more options that could be organized for self-efficacy improvement because they said such kind of activities helped them improve both their self-efficacy and linguistic competence as they realized the fact that they could do something out of the lessons with their language proficiency.

Apart from the higher average group, the other participants in the other two groups did not show much interest in these interdisciplinary activities. The below average group stated that they did not want to allocate some time to these activities out of the class time so they wanted them to be a part of the lessons, which seems impossible because of the intensive curriculum these learners starting from A1 level has to cover up all through the academic year. With regard to the participants in the average group, there was a controversy between what they said and what they did. They stated in the first interviews in the first (fall) term that they wanted to have speaking club apart from the lessons where they could practice their speaking skill but they did not attend those activities in the second term, which they obviously responded in the second interviews in the second (spring) term by making some excuses. The solution for this unwillingness for these students to attend these extra-curricular activities can be to make them obligatory and students will know that they will get some extra points if they attentively participate in these activities. Thus, these bonus points that will be given in accordance with their performance in these activities will be added to their exam results. By doing so, they may become more enthusiastic because these learners get motivated with outer factors, extrinsically as stated beforehand in this dissertation. What is more, speaking club activity should not only be held in the second (spring) term because students need to familiarize themselves with it from the very beginning of their language learning journey so they should also be given the chance to have this activity in the first (fall) term as well.

5.4. Limitations of the study

This study was conducted with the help of different data collection tools including questionnaires, interviews, think-aloud protocols, and students diaries. Thus, the researcher had to use different data collection tools collecting both quantitative data with the help of questionnaires and qualitative data with the help of interviews, think-aloud protocols and student diaries. Under normal conditions, researcher would not require their participants to write down their names on their questionnaires but as the researcher had follow-up interviews with the participants who were going to be chosen among the ones who filled the questionnaires in accordance with the results of the analysis of the questionnaire, they were required to write down their names. Otherwise, it would be impossible for the researcher to recognize the participants with whom he was going to have the interviews. This might lead to some stress on the shoulders of some participants who actually did not want to write down their names so they might conceal some of their real opinions while they were filling in their questionnaire. However, the researcher did his best to assure the participants that their identities would not be shown anywhere and the results would be anonymous.

Another limitation might be the number of participants from whom the qualitative data were collected. The researcher chose 10 students to have interviews, think-aloud protocols and to collect student diaries. It would be better for the study if the number of these students would be higher but it would be impractical and difficult for the researcher to arrange interviews, think aloud protocols with more than ten students because especially the think aloud protocols and interviews were conducted twice both at the end of the first semester and at the end of the second semester and it was already difficult to arrange those sessions with ten students. The researcher used the advantage of being an on-site researcher who was working in the institution where the data were collected.

This study was conducted with the learners who started their language learning process in the School of Foreign Language in one of the state universities in Istanbul from A1 level in 2015-2016 academic year. Thus, the student profile of that

academic year along with the materials used and the curriculum of these students were the factors that might affect the results of this study. As a matter of fact, the findings and the interpretations made in this last chapter of the dissertation were based on these variants that might have certain influence over the results and findings. Surely, the results and findings as well as the conclusions could be totally different if this study was done in another academic year in which different materials were used along with different students that came from more different backgrounds than these students who participated in this study.

5.5. Recommendations for future research

This study can also be carried out in other universities that provide their students with English language teaching through their Schools of Foreign languages and this university might be either state or private. Another comprehensive study can also be designed by applying this research design both in a state university and a private university at the same time so there will be a contrastive case study and the differences between state and private universities in terms of their language teaching can be determined.

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APPENDICES

APPENDIX A: Questionnaire for English Self-Efficacy (English)

	I can't do it at all	I can't do it	Maybe I can't do it	Maybe I can do it	Basically I can do it	I can do it	I can do it well
1. Can you understand stories told in English?	1	2	3	4	5	6	7
2. Can you finish your homework of English reading independently?	1	2	3	4	5	6	7
3. Can you understand American English TV programs?	1	2	3	4	5	6	7
4. Can you introduce your school in English?	1	2	3	4	5	6	7
5. Can you write diaries in English?	1	2	3	4	5	6	7
6. Can you give directions from your classroom to your home in English?	1	2	3	4	5	6	7
7. Can you write English compositions assigned by your teachers?	1	2	3	4	5	6	7
8. Can you tell a story in English?	1	2	3	4	5	6	7
9. Can you understand radio programs in English-speaking countries?	1	2	3	4	5	6	7
10. Can you understand English TV programs made in China?	1	2	3	4	5	6	7
11. Can you leave a message to your classmates in English?	1	2	3	4	5	6	7
12. When you read English articles, can you guess the meaning of unknown words?	1	2	3	4	5	6	7
13. Can you make new sentences with the words just learned?	1	2	3	4	5	6	7
14. Can you write email messages in English?	1	2	3	4	5	6	7
15. If your teacher gives you a tape-recorded English dialogue about school life, can you understand it?	1	2	3	4	5	6	7
16. Can you understand the English news on the Internet?	1	2	3	4	5	6	7
17. Can you ask questions to your teachers in English?	1	2	3	4	5	6	7

18. Can you make sentences with English phrases?	1	2	3	4	5	6	7
19. Can you introduce your English teacher in English?	1	2	3	4	5	6	7
20. Can you discuss in English with your classmates some topics in which all of you are interested?	1	2	3	4	5	6	7
21. Can you read English short novels?	1	2	3	4	5	6	7
22. Can you understand English movies without Chinese subtitles?	1	2	3	4	5	6	7
23. Can you answer your teachers' questions in English?	1	2	3	4	5	6	7
24. Can you understand English songs?	1	2	3	4	5	6	7
25. Can you read English newspapers?	1	2	3	4	5	6	7
26. Can you find the meaning of new words by using English-English dictionaries?	1	2	3	4	5	6	7
27. Can you understand numbers spoken in English?	1	2	3	4	5	6	7
28. If you have access to internet, can you release news on the Internet?	1	2	3	4	5	6	7
29. Can you understand English articles about Chinese culture?	1	2	3	4	5	6	7
30. Can you introduce yourself in English?	1	2	3	4	5	6	7
31. Can you understand new lessons in your English book?	1	2	3	4	5	6	7

APPENDIX B: Questionnaire of English Self-Efficacy (Turkish)

	Kesinlikle yapamam	Yapamam	Belki yapamam	Belki yapabilirim	Biraz yapabilirim	Yapabilirim	Kesinlikle Yapabilirim
1. İngilizce anlatılan hikayeleri anlayabilir misiniz?	1	2	3	4	5	6	7
2. Kendi başınıza İngilizce okuma ödevini bitirebilir misiniz?	1	2	3	4	5	6	7
3. İngilizce TV programlarını anlayabilir misiniz?	1	2	3	4	5	6	7
4. Okulunuzu İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
5. İngilizce günlük tutabilir misiniz?	1	2	3	4	5	6	7
6. Okulunuzdan evinize giden yolu İngilizce tarif edebilir misiniz?	1	2	3	4	5	6	7
7. Öğretmeniniz tarafından verilen İngilizcekompozisyon yazma ödevlerini yerine getirebilir misiniz?	1	2	3	4	5	6	7
8. İngilizce hikaye anlatabilir misiniz?	1	2	3	4	5	6	7
9. İngilizce konuşan ülkelerde yayınlanan radyo programlarını anlayabilir misiniz?	1	2	3	4	5	6	7
10. Türkiye’de yapılan İngilizce televizyonprogramlarını anlayabilir misiniz?	1	2	3	4	5	6	7
11. Sınıf arkadaşınıza İngilizce mesaj bırakabilir misiniz?	1	2	3	4	5	6	7
12. İngilizce makale okuduğunuzda, bilmediğiniz kelimelerin anlamını tahmin edebilir misiniz?	1	2	3	4	5	6	7
13. Yeni öğrendiğiniz kelimeleri kullanarak cümle yazabilir misiniz?	1	2	3	4	5	6	7
14. İngilizce e-posta yazabilir misiniz?	1	2	3	4	5	6	7
15. Öğretmeniniz okul yaşamıyla ilgili İngilizce kaydedilmiş bir konuşma kaydı verirse anlayabilir misiniz?	1	2	3	4	5	6	7
16. İnternetteki İngilizce haber okuduğunuzda anlayabilir misiniz?	1	2	3	4	5	6	7

17. Öğretmenlerinize İngilizce soru sorabilir misiniz?	1	2	3	4	5	6	7
18. İngilizce deyimler kullanarak cümle yazabilir misiniz?	1	2	3	4	5	6	7
19. İngilizce öğretmeninizi İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
20. Hepinizin ilgilendiği konularda sınıf arkadaşlarınızla İngilizce tartışabilir misiniz?	1	2	3	4	5	6	7
21. İngilizce kısa romanları okuyabilir misiniz?	1	2	3	4	5	6	7
22. İngilizce filmleri Türkçe altyazısız anlayabilir misiniz?	1	2	3	4	5	6	7
23. Öğretmenlerinizin sorularını İngilizce cevaplayabilir misiniz?	1	2	3	4	5	6	7
24. İngilizce şarkıları anlayabilir misiniz?	1	2	3	4	5	6	7
25. İngilizce gazeteleri okuyabilir misiniz?	1	2	3	4	5	6	7
26. İngilizceden İngilizceye olan bir sözlük kullanarak bilmediğiniz bir kelimenin anlamını bulabilir misiniz?	1	2	3	4	5	6	7
27. İngilizce rakamları söylendiğinde anlayabilir misiniz?	1	2	3	4	5	6	7
28. İnternette İngilizce haber yayınlayabilir misiniz?	1	2	3	4	5	6	7
29. Türk kültürü hakkında yazılmış İngilizce makaleleri anlayabilir misiniz?	1	2	3	4	5	6	7
30. Kendinizi İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
31. İngilizce öğretmeniniz hakkında İngilizce bir kompozisyon yazabilir misiniz?	1	2	3	4	5	6	7
32. İngilizce kitabınızdaki yeni konuları okuduğunuzda anlayabilir misiniz?	1	2	3	4	5	6	7

APPENDIX C: Strategy Inventory for Language Learning (English)

	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
PART A					
1. I think of relationships between when I already know and new things I learn in English.	1	2	3	4	5
2. I use new English words in a sentence so I can remember them.	1	2	3	4	5
3. I connect the sound of a new English word and an image or picture of a situation in which the word might be used.	1	2	3	4	5
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	1	2	3	4	5
5. I use rhymes to remember new English words.	1	2	3	4	5
6. I use flashcards to remember new English words.	1	2	3	4	5
7. I physically act out new English words	1	2	3	4	5
8. I review English lessons often.	1	2	3	4	5
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	1	2	3	4	5
PART B					
10. I say or write new English words several times.	1	2	3	4	5
11. I try to talk like native English speakers.	1	2	3	4	5
12. I practice the sounds of English.	1	2	3	4	5
13. I use the English words I know in different ways.	1	2	3	4	5
14. I start conversations in English	1	2	3	4	5
15. I watch English language TV shows spoken in English or go to movies spoken in English.	1	2	3	4	5

16. I read for pleasure in English	1	2	3	4	5
17. I write note, messages, letters, or reports in English.	1	2	3	4	5
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	1	2	3	4	5
19. I look for words in my own language that are similar to new words in English.	1	2	3	4	5
20. I try to find patterns in English.	1	2	3	4	5
21. I find the meaning of an English word by dividing into parts that I understand.	1	2	3	4	5
22. I try not to translate word-for-word.	1	2	3	4	5
23. I make summaries of information that I hear or read in English.	1	2	3	4	5
PART C					
24. To understand unfamiliar words, I make guesses.	1	2	3	4	5
25. When I can't think of a word during a conversation in English, I use gestures.	1	2	3	4	5
26. I make up new words if I do not know the right ones in English.	1	2	3	4	5
27. I read English without looking up every new word.	1	2	3	4	5
28. I try to guess what the other person will say next in English.	1	2	3	4	5
29. If I can't think of an English word, I use a word or phrase that means the same thing.	1	2	3	4	5
PART D					
30. I try to find as many ways as I can to use my English.	1	2	3	4	5
31. I notice my English mistakes and use that information to help me to do better.	1	2	3	4	5
32. I pay attention when someone is speaking English.	1	2	3	4	5
33. I try to find out how to be a better learner of English.	1	2	3	4	5
34. I plan my schedule so I will have enough time to study English.	1	2	3	4	5
35. I look for people I can talk to in English.	1	2	3	4	5
36. I look for opportunities to read as much as possible in English.	1	2	3	4	5

37. I have clear goals for improving my English skills.	1	2	3	4	5
38. I think about my progress in learning English.	1	2	3	4	5
PART E					
39. I try to relax whenever I feel afraid of using English.	1	2	3	4	5
40. I encourage myself to speak English even when I am afraid of making a mistake.	1	2	3	4	5
41. I give myself a reward or treat when I do well in English.	1	2	3	4	5
42. I notice if I am tense or nervous when I am studying or using English.	1	2	3	4	5
43. I write down my feelings in a language learning diary.	1	2	3	4	5
44. I talk to someone else about how I feel when I am learning English.	1	2	3	4	5
PART F					
45. If I do not understand something in English, I ask the other person to slow down or say it again	1	2	3	4	5
46. I ask English speakers to correct me when I talk.	1	2	3	4	5
47. I practice English with other students.	1	2	3	4	5
48. I ask for help from English speakers.	1	2	3	4	5
49. I ask questions in English.	1	2	3	4	5
50. I try to learn about culture of English speakers.	1	2	3	4	5

APPENDIX D: Strategy Inventory for Language Learning (Turkish)

	Hiçbir zaman doğru değil	Nadiren doğru	Bazen doğru	Sık sık doğru	Her zaman doğru
PART A					
1. İngilizce’de bildiklerimle yeni öğrendiklerim arasında ilişki kurarım.	1	2	3	4	5
2. Yeni öğrendiğim kelimeleri hatırlamak için bir cümlede kullanırım.	1	2	3	4	5
3. Yeni öğrendiğim kelimeleri akılda tutmak için kelimenin telaffuzuyla aklıma getirdiği bir resim ya da şekil arasında bağlantı kurarım.	1	2	3	4	5
4. Yeni bir kelimeyi o sözcüğün kullanılabileceği bir sahneyi ya da durumu aklımda canlandırarak, hatırlarım.	1	2	3	4	5
5. Yeni kelimeleri aklımda tutmak için, onları ses benzerliği olan kelimelerle ilişkilendiririm.	1	2	3	4	5
6. Yeni öğrendiğim kelimeleri aklımda tutmak için küçük kartlara yazarım.	1	2	3	4	5
7. Yeni kelimeleri vücut dili kullanarak zihnimde canlandırırım.	1	2	3	4	5
8. İngilizce derslerinde öğrendiklerimi sık sık tekrar ederim.	1	2	3	4	5
9. Yeni kelime ve kelime gruplarını ilk karşılaştığım yerleri (kitap, tahta ya da herhangi bir işaret levhasını) aklıma getirerek, hatırlarım.	1	2	3	4	5
PART B					
10. Yeni sözcükleri birkaç kez yazarak, ya da söyleyerek, tekrarlarım.	1	2	3	4	5
11. Anadili İngilizce olan kişiler gibi konuşmaya çalışırım.	1	2	3	4	5
12. Anadilimde bulunmayan İngilizce’deki “ th / θ / hw ” gibi sesleri çıkararak, telaffuz alıştırması yaparım.	1	2	3	4	5
13. Bildiğim kelimeleri cümlelerde farklı şekillerde kullanırım.	1	2	3	4	5
14. İngilizce sohbetleri ben başlatırım.	1	2	3	4	5

15. T.V.'de İngilizce programlar ya da İngilizce filmler izlerim.	1	2	3	4	5
16. İngilizce okumaktan hoşlanırım.	1	2	3	4	5
17. İngilizce mesaj, mektup veya rapor yazarım.	1	2	3	4	5
18. İngilizce bir metne ilk başta bir göz atarım, daha sonra metnin tamamını dikkatlice okurum.	1	2	3	4	5
19. Yeni öğrendiğim İngilizce kelimelerin benzerlerini Türkçe'de ararım.	1	2	3	4	5
20. İngilizce'de tekrarlanan kalıplar bulmaya çalışırım.	1	2	3	4	5
21. İngilizce bir kelimenin, bildiğim kök ve eklerine ayırarak anlamını çıkarırım.	1	2	3	4	5
22. Kelimesi kelimesine çeviri yapmamaya çalışırım.	1	2	3	4	5
23. Dinlediğim ya da okuduğum metnin özetini çıkarırım.	1	2	3	4	5
PART C					
24. Bilmediğim İngilizce kelimelerin anlamını, tahmin ederek bulmaya çalışırım.	1	2	3	4	5
25. İngilizce konuşurken bir sözcük aklıma gelmediğinde, el kol hareketleriyle anlatmaya çalışırım.	1	2	3	4	5
26. Uygun ve doğru kelimeyi bilmediğim durumlarda kafamdan yeni sözcükler uydururum.	1	2	3	4	5
27. Okurken her bilmediğim kelimeye sözlükten bakmadan, okumayı sürdürürüm.	1	2	3	4	5
28. Konuşma sırasında karşımdakinin söyleyeceği bir sonraki cümleyi tahmin etmeye çalışırım.	1	2	3	4	5
29. Herhangi bir kelimeyi hatırlayamadığımda, aynı anlamı taşıyan başka bir kelime ya da ifade kullanırım.	1	2	3	4	5
PART D					
30. İngilizce'mi kullanmak için her fırsatı değerlendiririm.	1	2	3	4	5
31. Yaptığım yanlışların farkına varır ve bunlardan daha doğru İngilizce kullanmak için faydalanırım.	1	2	3	4	5
32. İngilizce konuşan bir kişi duyduğumda dikkatimi ona veririm.	1	2	3	4	5
33. "İngilizce'yi daha iyi nasıl öğrenirim?" sorusunun yanıtını araştırırım.	1	2	3	4	5
34. İngilizce çalışmaya yeterli zaman ayırmak için zamanımı planlarım.	1	2	3	4	5

35. İngilizce konuşabileceğim kişilerle tanışmak için fırsat kollarım.	1	2	3	4	5
36. İngilizce okumak için, elimden geldiği kadar fırsat yaratırım.	1	2	3	4	5
37. İngilizce’de becerilerimi nasıl geliştireceğim konusunda hedeflerim var.	1	2	3	4	5
38. İngilizce’mi ne kadar ilerlettiğimi değerlendiririm.	1	2	3	4	5
PART E					
39. İngilizce’mi kullanırken tedirgin ve kaygılı olduğum anlar rahatlamaya çalışırım.	1	2	3	4	5
40. Yanlış yaparım diye kaygılandığımda bile İngilizce konuşmaya gayret ederim.	1	2	3	4	5
41. İngilizce’de başarılı olduğum zamanlar kendimi ödüllendiririm.	1	2	3	4	5
42. İngilizce çalışırken ya da kullanırken gergin ve kaygılı isem, bunun farkına varırım.	1	2	3	4	5
43. Dil öğrenirken yaşadığım duyguları bir yere yazarım.	1	2	3	4	5
44. İngilizce çalışırken nasıl ya da neler hissettiğimi başka birine anlatırım.	1	2	3	4	5
PART F					
45. Herhangi bir şeyi anlamadığımda, karşımdaki kişiden daha yavaş konuşmasını ya da söylediklerini tekrar etmesini isterim.	1	2	3	4	5
46. Konuşurken karşımdakinin yanlışlarımı düzeltmesini isterim.	1	2	3	4	5
47. Okulda arkadaşlarımla İngilizce konuşurum.	1	2	3	4	5
48. İhtiyaç duyduğumda İngilizce konuşan kişilerden yardım isterim.	1	2	3	4	5
49. Derste İngilizce sorular sormaya gayret ederim.	1	2	3	4	5
50. İngilizce konuşanların kültürü hakkında bilgi edinmeye çalışırım.	1	2	3	4	5

APPENDIX E: Finalized version of the questionnaire given to the students

Sevgili Marmara Üniversitesi Yabancı Diller Yüksekokulu Öğrencileri,

Aşağıda dolduracağınız iki anket İngilizce öğrenen öğrencilerin İngilizce öğrenirken başvurdukları yolları ve bunun onların dil öğrenme süreçlerine etkilerini ölçmektedir. Anketteki soruları dikkatlice okuyup cevaplandırmanız bu üniversitedeki eğitim kalitesini geliştirmek ve de bundan sonra buraya gelecek öğrencilere daha iyi bir eğitim sunabilmek açısından çok önemlidir. Lütfen soruları şu anki durumunuzu düşünerek cevaplandırınız. Verdiğiniz cevaplar asla kimse ile paylaşılmayacak ve sadece doktora tezim için (isminiz kullanılmadan) analiz edilecektir. Yardımınız için şimdiden çok teşekkür ederim.

Öğr. Gör. Burak TOMAK

Marmara Üniversitesi Öğretim Elemanı

Orta Doğu Teknik Üniversitesi Doktora Öğrencisi

Anket 1

	Hiçbir zaman doğru değil	Nadiren doğru	Bazen doğru	Sık sık doğru	Her zaman doğru
PART A					
1. İngilizce’de bildiklerimle yeni öğrendiklerim arasında ilişki kurarım.	1	2	3	4	5
2. Yeni öğrendiğim kelimeleri hatırlamak için bir cümlede kullanırım.	1	2	3	4	5
3. Yeni öğrendiğim kelimeleri akılda tutmak için kelimenin telaffuzuyla aklıma getirdiği bir resim ya da şekil arasında bağlantı kurarım.	1	2	3	4	5
4. Yeni bir kelimeyi o sözcüğün kullanılabileceği bir sahneyi ya da durumu aklımda canlandırarak, hatırlarım.	1	2	3	4	5
5. Yeni kelimeleri aklımda tutmak için, onları ses benzerliği olan kelimelerle ilişkilendiririm.	1	2	3	4	5
6. Yeni öğrendiğim kelimeleri aklımda tutmak için küçük kartlara yazarım.	1	2	3	4	5
7. Yeni kelimeleri vücut dili kullanarak zihnimde canlandırırım.	1	2	3	4	5

8. İngilizce derslerinde öğrendiklerimi sık sık tekrar ederim.	1	2	3	4	5
9. Yeni kelime ve kelime gruplarını ilk karşılaştığım yerleri (kitap, tahta ya da herhangi bir işaret levhasını) aklıma getirerek, hatırlarım.	1	2	3	4	5
PART B					
10. Yeni sözcükleri birkaç kez yazarak, ya da söyleyerek, tekrarlarım.	1	2	3	4	5
11. Anadili İngilizce olan kişiler gibi konuşmaya çalışırım.	1	2	3	4	5
12. Anadilimde bulunmayan İngilizce'deki "th / θ / hw " gibi sesleri çıkararak, telaffuz alıştırmaları yaparım.	1	2	3	4	5
13. Bildiğim kelimeleri cümlelerde farklı şekillerde kullanırım.	1	2	3	4	5
14. İngilizce sohbetleri ben başlatırım.	1	2	3	4	5
15. T.V. 'de İngilizce programlar ya da İngilizce filmler izlerim.	1	2	3	4	5
16. İngilizce okumaktan hoşlanırım.	1	2	3	4	5
17. İngilizce mesaj, mektup veya rapor yazarım.	1	2	3	4	5
18. İngilizce bir metne ilk başta bir göz atarım, daha sonra metnin tamamını dikkatlice okurum.	1	2	3	4	5
19. Yeni öğrendiğim İngilizce kelimelerin benzerlerini Türkçe'de ararım.	1	2	3	4	5
20. İngilizce'de tekrarlanan kalıplar bulmaya çalışırım.	1	2	3	4	5
21. İngilizce bir kelimenin, bildiğim kök ve eklerine ayırarak anlamını çıkarırım.	1	2	3	4	5
22. Kelimesi kelimesine çeviri yapmamaya çalışırım.	1	2	3	4	5
23. Dinlediğim ya da okuduğum metnin özetini çıkarırım.	1	2	3	4	5
PART C					
24. Bilmediğim İngilizce kelimelerin anlamını, tahmin ederek bulmaya çalışırım.	1	2	3	4	5
25. İngilizce konuşurken bir sözcük aklıma gelmediğinde, el kol hareketleriyle anlatmaya çalışırım.	1	2	3	4	5
26. Uygun ve doğru kelimeyi bilmediğim durumlarda kafamdan yeni sözcükler uydururum.	1	2	3	4	5
27. Okurken her bilmediğim kelimeye sözlükten bakmadan, okumayı sürdürürüm.	1	2	3	4	5
28. Konuşma sırasında karşımdakinin söyleyeceği bir sonraki cümleyi tahmin etmeye çalışırım.	1	2	3	4	5

29. Herhangi bir kelimeyi hatırlayamadığımda, aynı anlamı taşıyan başka bir kelime ya da ifade kullanırım.	1	2	3	4	5
PART D					
30. İngilizce’mi kullanmak için her fırsatı değerlendiririm.	1	2	3	4	5
31. Yaptığım yanlışların farkına varır ve bunlardan daha doğru İngilizce kullanmak için faydalanırım.	1	2	3	4	5
32. İngilizce konuşan bir kişi duyduğumda dikkatimi ona veririm.	1	2	3	4	5
33. “İngilizce’yi daha iyi nasıl öğrenirim? “ sorusunun yanıtını araştırırım.	1	2	3	4	5
34. İngilizce çalışmaya yeterli zaman ayırmak için zamanımı planlarım.	1	2	3	4	5
35. İngilizce konuşabileceğim kişilerle tanışmak için fırsat kollarım.	1	2	3	4	5
36. İngilizce okumak için, elimden geldiği kadar fırsat yaratırım.	1	2	3	4	5
37. İngilizce’de becerilerimi nasıl geliştireceğim konusunda hedeflerim var.	1	2	3	4	5
38. İngilizce’mi ne kadar ilerlettiğimi değerlendiririm.	1	2	3	4	5
PART E					
39. İngilizce’mi kullanırken tedirgin ve kaygılı olduğum anlar rahatlamaya çalışırım.	1	2	3	4	5
40. Yanlış yaparım diye kaygılandığımda bile İngilizce konuşmaya gayret ederim.	1	2	3	4	5
41. İngilizce’de başarılı olduğum zamanlar kendimi ödüllendiririm.	1	2	3	4	5
42. İngilizce çalışırken ya da kullanırken gergin ve kaygılı isem, bunun farkına varırım.	1	2	3	4	5
43. Dil öğrenirken yaşadığım duyguları bir yere yazarım.	1	2	3	4	5
44. İngilizce çalışırken nasıl ya da neler hissettiğimi başka birine anlatırım.	1	2	3	4	5
PART F					
45. Herhangi bir şeyi anlamadığımda, karşımdaki kişiden daha yavaş konuşmasını ya da söylediklerini tekrar etmesini isterim.	1	2	3	4	5
46. Konuşurken karşımdakinin yanlışlarımı düzeltmesini isterim.	1	2	3	4	5
47. Okulda arkadaşlarımla İngilizce konuşurum.	1	2	3	4	5
48. İhtiyaç duyduğumda İngilizce konuşan kişilerden yardım isterim.	1	2	3	4	5

49. Derste İngilizce sorular sormaya gayret ederim.	1	2	3	4	5
50. İngilizce konuşanların kültürü hakkında bilgi edinmeye çalışırım.	1	2	3	4	5

Birinci anketteki tüm soruları cevaplamış bulunuyorsunuz. Eğer tüm soruları cevapladığınızdan eminseniz lütfen ikinci anketteki soruları dikkatli bir şekilde okuyup şu anki durumunuzu göz önüne alarak cevaplandırmaya başlayınız.

Anket 2

	Kesinlikle yapamam	Yapamam	Belki yapamam	Belki yapabilirim	Biraz yapabilirim	Yapabilirim	Kesinlikle yapabilirim
1. İngilizce anlatılan hikayeleri anlayabilir misiniz?	1	2	3	4	5	6	7
2. Kendi başınıza İngilizce okuma ödevini bitirebilir misiniz?	1	2	3	4	5	6	7
3. İngilizce TV programlarını anlayabilir misiniz?	1	2	3	4	5	6	7
4. Okulunuzu İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
5. İngilizce günlük tutabilir misiniz?	1	2	3	4	5	6	7
6. Okulunuzdan evinize giden yolu İngilizce tarif edebilir misiniz?	1	2	3	4	5	6	7
7. Öğretmeniniz tarafından verilen İngilizce kompozisyon yazma ödevlerini yerine getirebilir misiniz?	1	2	3	4	5	6	7
8. İngilizce hikaye anlatabilir misiniz?	1	2	3	4	5	6	7
9. İngilizce konuşan ülkelerde yayınlanan radyo programlarını anlayabilir misiniz?	1	2	3	4	5	6	7
10. Türkiye’de yapılan İngilizce televizyon programlarını anlayabilir misiniz?	1	2	3	4	5	6	7
11. Sınıf arkadaşınıza İngilizce mesaj bırakabilir misiniz?	1	2	3	4	5	6	7
12. İngilizce makale okuduğunuzda, bilmediğiniz kelimelerin anlamını tahmin edebilir misiniz?	1	2	3	4	5	6	7
13. Yeni öğrendiğiniz kelimeleri kullanarak cümle yazabilir misiniz?	1	2	3	4	5	6	7
14. İngilizce e-posta yazabilir misiniz?	1	2	3	4	5	6	7

15. Öğretmeniniz okul yaşamıyla ilgili İngilizce kaydedilmiş bir konuşma kaydı verirse anlayabilir misiniz?	1	2	3	4	5	6	7
16. İnternetteki İngilizce haber okuduğunuzda anlayabilir misiniz?	1	2	3	4	5	6	7
17. Öğretmenlerinize İngilizce soru sorabilir misiniz?	1	2	3	4	5	6	7
18. İngilizce deyimler kullanarak cümle yazabilir misiniz?	1	2	3	4	5	6	7
19. İngilizce öğretmeninizi İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
20. Hepinizin ilgilendiği konularda sınıf arkadaşlarınızla İngilizce tartışabilir misiniz?	1	2	3	4	5	6	7
21. İngilizce kısa romanları okuyabilir misiniz?	1	2	3	4	5	6	7
22. İngilizce filmleri Türkçe altyazısız anlayabilir misiniz?	1	2	3	4	5	6	7
23. Öğretmenlerinizin sorularını İngilizce cevaplayabilir misiniz?	1	2	3	4	5	6	7
24. İngilizce şarkıları anlayabilir misiniz?	1	2	3	4	5	6	7
25. İngilizce gazeteleri okuyabilir misiniz?	1	2	3	4	5	6	7
26. İngilizceden İngilizceye olan bir sözlük kullanarak bilmediğiniz bir kelimenin anlamını bulabilir misiniz?	1	2	3	4	5	6	7
27. İngilizce rakamları söylendiğinde anlayabilir misiniz?	1	2	3	4	5	6	7
28. İnternette İngilizce haber yayınlayabilir misiniz?	1	2	3	4	5	6	7
29. Türk kültürü hakkında yazılmış İngilizce makaleleri anlayabilir misiniz?	1	2	3	4	5	6	7
30. Kendinizi İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
31. İngilizce öğretmeniniz hakkında İngilizce bir kompozisyon yazabilir misiniz?	1	2	3	4	5	6	7
32. İngilizce kitabınızdaki yeni konuları okuduğunuzda anlayabilir misiniz?	1	2	3	4	5	6	7

İkinci anketteki tüm soruları cevaplamış bulunuyorsunuz. Eğer tüm soruları cevapladığınızdan eminseniz lütfen aşağıdaki kişisel bilgiler kısmını doldurunuz. Sizden isminizi ve telefon numaranızı da yazmanızı rica ediyorum. Bu bilgileriniz kimse ile paylaşılmayacak olup bunları sizden isteme amacım gerekli gördüğümde sizinle birebir görüşme yapmak için sizlere daha rahat ulaşmaktır.

KİŞİSEL BİLGİLER

1) Ad: _____ Soyad: _____ Öğrenci No: _____

Telefon Numarası: _____

E-posta adresi: _____

2) Fakülte/Yüksekokul: _____

3) Bölüm: _____

4) Cinsiyet: ☐Kız

☐Erkek

5) Yaş: _____

6) ÖSS sınavına hangi puan türünden girdiniz?

☐sayısal☐sözel

☐eşit ağırlıklı

7) Ne tür liseden mezun oldunuz?

☐Düz lise☐Meslek ve Teknik Liseleri☐Anadolu lisesi

☐Anadolu Meslek ve Teknik Liseleri

☐Süper Lise

☐Fen Lisesi

☐Özel Lise

☐Anadolu Öğretmen Lisesi

Diğer : _____

8) Daha önceden hazırlık sınıfı okudunuz mu?

a) Evet b) Hayır

9) Kaç yıldır İngilizce eğitim alıyorsunuz?

a) 0-1 b) 2-3 c) 4-5 d) 6 ve üzeri

10) İngilizce’de yeterli düzeye gelmek sizin için ne kadar önemli?

a) Çok önemli b) Önemli c) Çok önemli değil d) Hiç önemli değil

11) İngilizce öğrenmeye ne kadar isteklisiniz?

a) Büyük ölçüde b) Oldukça c) Kısmen d) Çok az e) Hiç

12) İngilizce’yi niçin öğreniyorsunuz?

a) Mesleki gelişim için

b) Yurtdışında çalışmak istiyorum

c) İnternet ve medyayı takip etmek istiyorum

d) Zorunlu hazırlık sınıfı olduğu için

e) Bölümüm İngilizce olduğu için

13) İngilizce öğrenmekten zevk alıyor musunuz?

a) Büyük ölçüde b) Oldukça c) Kısmen d) Çok az e) Hiç

14) İngilizce öğrenirken zorluk çekiyor musunuz?

a) Büyük ölçüde b) Oldukça c) Kısmen d) Çok az e) Hiç

15) İngilizce öğrenirken en çok zorluk çektiğiniz alan aşağıdakilerden hangisidir?(Birden fazla seçim yapabilirsiniz)

a) Konuşma b) Yazma c) Okuma d) Kelime Bilgisi

e) Dinleme f) Dil Bilgisi g) Telafuz

16) İngilizce öğrenirken kullandığınız öğrenme stratejilerini nerelerden öğrendiniz ?

☐Öğretmenlerimden

☐Arkadaşımdan

☐İngilizce ders kitaplarından

☐İnternette

☐Kendi kendime

☐Başka(Lütfen belirtiniz) : _____

Tüm soruları cevaplamış olduğunuzdan eminseniz anketi teslim edebilirsiniz.

Katılımınız için çok teşekkür ederim :)

APPENDIX F: Teachers' Questionnaire

<p>This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers in their school activities. Directions: Please indicate your opinion about each of the questions below by marking one of the nine responses in the columns on the right side. The scale of responses ranges from "None at all" (1) to "A Great Deal" (9), with "Some Degree" (5) representing the mid-point between these low and high extremes. You may choose any of the nine possible responses, since each represents a degree on the continuum. Your answers are confidential. Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.</p>	How much can you do?								
	nothing		Very little		Some Degree		Quite a bit		A great deal
1. How much can you do to get through (reach) to the most difficult students?	1	2	3	4	5	6	7	8	9
2. How much can you do to help your students think critically?	1	2	3	4	5	6	7	8	9
3. How much can you do to control disruptive (disturbing) behavior in the classroom?	1	2	3	4	5	6	7	8	9
4. How much can you do to motivate students who show low interest in schoolwork?	1	2	3	4	5	6	7	8	9
5. To what extent can you make your expectations clear about student behavior?	1	2	3	4	5	6	7	8	9
6. How much can you do to get students to believe they can do well in schoolwork?	1	2	3	4	5	6	7	8	9
7. How well can you respond to difficult questions from your students?	1	2	3	4	5	6	7	8	9
8. How well can you establish routines to keep activities running smoothly?	1	2	3	4	5	6	7	8	9
9. How much can you do to help your students value learning?	1	2	3	4	5	6	7	8	9
10. How much can you gauge (judge) student comprehension of what you have taught?	1	2	3	4	5	6	7	8	9
11. To what extent can you craft (create) good questions for your students?	1	2	3	4	5	6	7	8	9
12. How much can you do to foster (encourage, support) student creativity?	1	2	3	4	5	6	7	8	9
13. How much can you do to get children to follow classroom rules?	1	2	3	4	5	6	7	8	9
14. How much can you do to improve the understanding of a student who is failing?	1	2	3	4	5	6	7	8	9
15. How much can you do to calm a student who is disruptive (disturbing) or noisy?	1	2	3	4	5	6	7	8	9
16. How well can you establish a classroom management system with each group of students?	1	2	3	4	5	6	7	8	9
17. How much can you do to adjust your lessons to the proper level for individual students?	1	2	3	4	5	6	7	8	9
18. How much can you use a variety of assessment (measurement) strategies?	1	2	3	4	5	6	7	8	9
19. How well can you keep a few problem students from ruining an entire lesson?	1	2	3	4	5	6	7	8	9
20. To what extent can you provide an alternative explanation or example when students are confused?	1	2	3	4	5	6	7	8	9
21. How well can you respond to defiant (rebellious) students?	1	2	3	4	5	6	7	8	9
22. How much can you assist families in helping their children do well in school?	1	2	3	4	5	6	7	8	9
23. How well can you implement (use) alternative strategies in your classroom?	1	2	3	4	5	6	7	8	9
24. How well can you provide appropriate challenges for very capable (competent, skillful) students?	1	2	3	4	5	6	7	8	9

APPENDIX G: Interview Questions for Students in the first (fall) term (Turkish)

Giriş soruları

- 1) Nerelisin? Kaç yaşındasın?
- 2) Hangi okuldan mezun oldun?
- 3) Bölümün ne?
- 4) Neden İngilizce bir bölüm tercih ettin?
- 5) İngilizce öğrenmekte zorlanıyor musun? En çok nerede zorlanıyorsun?
(Okuma, yazma, dilbilgisi, kelime, konuşma...)
- 6) Zorlandığın zaman kimden destek alıyorsun?

Asıl sorular

- 1) Kendinizi dil öğrenmeye nasıl motive ediyorsunuz?
- 2) Kendi çalışma planınızı kendiniz mi yapıyorsunuz? Yoksa hocalarınızın dediklerini mi yapıyorsunuz?
- 3) Öğrenme sürecinizi kendiniz mi yönlendiriyorsunuz? Yoksa hocalardan böyle bir yönlendirme bekliyor musunuz? Size böyle bir yönlendirme veriyorlar mı?
- 4) Dilde olan gelişiminizi nasıl ölçüyorsunuz? Kendinizi gözlemliyor musunuz? Yoksa vize/quiz/ödevlerden aldığınız notlara bakarak mı bunu yapıyorsunuz?
- 5) Buradaki ders saati harici ekstra çalışma yapıyor musunuz? Ne yapıyorsunuz?
- 6) Daha önce (burada dil eğitimi almadan önce) İngilizce öğrenirken/öğretilirken dil öğrenme stratejisi kullandınız mı? Ne gibi stratejiler kullandınız? Örnek verebilir misiniz? Bu stratejileri nerden öğrendiniz? Hocanızdan mı? kendiniz mi öğrendiniz? Başka birinden mi? Buraya gelmeden önce öğrendiğiniz bu stratejileri hala kullanıyor musunuz? Neden?
- 7) Bu okulda dil öğrenmeye A1 seviyesinden başladınız. Şuan A2 seviyesindesiniz ve B1 seviyesine doğru gidiyorsunuz. Siz A1 seviyesinden başladığınız buradaki dil eğitiminizde kısa zamanda çok şey öğreniyorsunuz. Bu hıza yetişmek adına öğrenme stratejilerinden yararlanıyor musunuz? Ne

tür stratejiler kullandınız? Örnek verebilir misiniz? Bu stratejiler sizin işinizi ne açıdan kolaylaştırdı? Bunları nereden öğrendiniz hocanızdan mı? kendiniz mi? arkadaşlarınızdan mı?

8) Hocalarınızdan size dil öğrenme stratejilerini öğretmesini bekliyor musunuz? Neden? Sizce bunu yapıyorlar mı? Nasıl örnek verebilir misiniz?

9) Daha çok hangi strateji alanından kendinizi daha yetkin hissediyorsunuz? Hafızanızı kullanarak mı? Size öğretilen şeyleri ezberlemek veya hatırlamay çalışmak gibi?

Beyinsel bir takım yöntemlere başvurarak mı? kendinizi sürekli İngilizce düşünmeye yönlendirerek, kendinizi sürekli İngilizce'ye maruz bırakarak mı?

Bilmediğiniz eksik olduğunuz bilgileri bildiğiniz bilgileri kullanarak yani eksik kısımları mevcut bilgilerinizle tamamlamaya çalışarak mı?

Kendi öğrenme sürecinizi kendiniz organize ederek veya kendi öğrenmenizi kendiniz değerlendirerek mi?

Dil öğrenirken duygularınızdan faydalananarak mı? Duyuşsal öğrenme?

Sosyal becerilerinizi kullanarak mı?

Remembering more effectively	Memory
Using all mental processes	Cognitive
Compensating for missing knowledge	Compensation
Organizing and evaluating the learning	Metacognitive
Managing the emotions	Affective
Learning with others	Social

10) Sınıfta “reading” yaparken strateji kullanıyor musunuz? Ne tür stratejileri kullanıyorsunuz? Örnek verebilir misiniz? Bu stratejileri hocanız mı gösteriyor yoksa kendiniz mi farkediyorsunuz?

11) Evde reading çalışıyor musunuz? Eğer çalışıyorsanız, stratejilerden yararlanıyor musunuz? Ne tür stratejilerden yararlanıyorsunuz? Örnek verebilir misiniz?

- 12) Sınıfta “writing” yaparken strateji kullanıyor musunuz? Ne tür stratejileri kullanıyorsunuz? Örnek verebilir misiniz? Bu stratejileri hocanız mı gösteriyor yoksa kendiniz mi farkediyorsunuz?
- 13) Evde “writing” yazıyor musunuz? Eğer yazıyorsanız, stratejilerden yararlanıyor musunuz? Ne tür stratejilerden yararlanıyorsunuz? Örnek verebilir misiniz?
- 14) Sınıfta “listening” yaparken strateji kullanıyor musunuz? Ne tür stratejileri kullanıyorsunuz? Örnek verebilir misiniz? Bu stratejileri hocanız mı gösteriyor yoksa kendiniz mi farkediyorsunuz?
- 15) Evde listening yapıyor musunuz? Yapıyorsanız yaparken strateji kullanıyor musunuz? Ne tür stratejileri kullanıyorsunuz? Örnek verebilir misiniz?
- 16) Sınıfta “speaking” yaparken strateji kullanıyor musunuz? Ne tür stratejileri kullanıyorsunuz? Örnek verebilir misiniz? Bu stratejileri hocanız mı gösteriyor yoksa kendiniz mi farkediyorsunuz?
- 17) Evde veya sınıf dışında speaking yapıyor musunuz? Eğer yapıyorsanız, stratejilerden yararlanıyor musunuz? Ne tür stratejilerden yararlanıyorsunuz? Örnek verebilir misiniz?
- 18) Sınıfta “grammar” yaparken strateji kullanıyor musunuz? Ne tür stratejileri kullanıyorsunuz? Örnek verebilir misiniz? Bu stratejileri hocanız mı gösteriyor yoksa kendiniz mi farkediyorsunuz?
- 19) Evde veya sınıf dışında grammar çalışması yapıyor musunuz? Eğer yapıyorsanız, stratejilerden yararlanıyor musunuz? Ne tür stratejilerden yararlanıyorsunuz? Örnek verebilir misiniz?
- 20) Sınıfta “vocabulary” yaparken strateji kullanıyor musunuz? Ne tür stratejileri kullanıyorsunuz? Örnek verebilir misiniz? Bu stratejileri hocanız mı gösteriyor yoksa kendiniz mi farkediyorsunuz?
- 21) Evde veya sınıf dışında vocabulary çalışması yapıyor musunuz? Eğer yapıyorsanız, stratejilerden yararlanıyor musunuz? Ne tür stratejilerden yararlanıyorsunuz? Örnek verebilir misiniz?
- 22) Çalışma yönteminizi ve kullandığınız stratejileri bu okuldaki eğitim sitemine göre mi belirliyorsunuz? Sınavları baz alarak mı çalışıyorsunuz?

- 23) Bu zamana kadar kullanmış olduğunuz stratejilerin faydasını gördünüz mü? Ne yönde gördünüz? Kullandığınız stratejileri sınavlarda kullanabiliyor musunuz? Hangi sınavlarda? (reading, writing, listening, speaking) Eğer kullanıyorsanız bunlar sizin sınav notunuza olumlu yönde yansıdı mı? nasıl yansıdı örnek veriniz.
- 24) Dil öğrenme stratejilerini en çok hangi becerinizi geliştirmek için kullanıyorsunuz? Neden? Hangi sınavda en çok hangi stratejiyi kullanıyorsunuz? Neden? Vizelerde kullandığınız hangi stratejilerin faydalı olduğunu düşünüyorsunuz? Finalde kullanacağınız hangi stratejilerin faydalı olacağını düşünüyorsunuz?
- 25) Kullandığınız stratejiler size daha bilinçli bir dil öğrenen bir birey (self-regulated learner) haline getiriyor mu? Nasıl? Ne yönde?
- 26) Kullandığınız stratejiler sayesinde dil becerinizin ve yeterliliğinizin arttığını hissediyor musunuz? Nasıl? Writing/ Speaking/ Reading / Listening bazında örnek verebilir misiniz?
- 27) Kullanmış/ kullanıyor olduğunuz stratejiler sizin öz-yeterliliğinize/ öz-yeterlilik algınıza faydalı oluyor mu? Ne gibi faydası oluyor? Sizce öz-yeterliliğin strateji kullanımı ile ilgisi var mı? Nasıl ve ne yönde var? Örnek verebilir misiniz?
- 28) Burada alıyor olduğunuz eğitimin öz-yeterliliğinizi geliştirdiğine inanıyor musunuz? Evet ise nasıl ne ne yönde? Hayır ise neden?
- 29) Öz yeterliliğinizi yükseltmek adına okulda ders içi ve ders dışı aktiviteler yapılıyor mu? Örnek verebilir misiniz? Sizce neler yapılmalı? Siz kendi öz-yeterliliğinizi geliştirmek adına bir şey yapıyor musunuz? Örnek verebilir misiniz? Sizce bunu geliştirmek adına neler yapılabilir?

APPENDIX H: Interview Questions for Students in the first (fall) term (English)

Warm-up (Introduction Questions)

- 1) Where is your hometown? How old are you?
- 2) Which high school type did you graduate from?
- 3) What is your department?
- 4) Why did you choose to study a major that provides English medium instruction?
- 5) Do you have any difficulty in learning English? What do you find most difficult? (reading, writing, grammar, vocabulary, speaking...)
- 6) When you have a difficulty, what do you do? Whom do you consult?

Actual interview questions

- 1) How do you motivate yourself towards learning the language?
- 2) How do you make your study plan? (If s/he says he does whatever his/her instructors say to him/her) How do you apply what your instructors say to you?
- 3) Do you direct your own learning or do you expect such a direction or guidance from your instructors? Do they give you such directions and guidance?
- 4) Do you keep the track of your language development or do you do this by considering your grades that you have taken from the exams, quizzes or assignments?
- 5) Do you study out of your class time expect from homework and assignments? What do you do?
- 6) Have you ever used language learning strategies before you start your education in this school? What kind of strategies have you used? Could you exemplify it? Where have you learned them? From your teachers? On your own? From someone else? Are you still using the strategies that you have learned before? Why?

- 7) You have started learning the language from A1 level. Now you are in A2 level and you are about to reach B1 level. You learn a lot of things within a short period of time here in this curriculum. Do you do something to keep up with the pace of this intensive curriculum? What do you do? Do you make use of learning strategies? What kind of strategies have you used? Could you exemplify it? How do these strategies make it easier for you to learn? Where have you learned these strategies? From your instructors? By yourselves? From your friends?
- 8) Do you expect your instructors to teach you language learning strategies? Why? Do you think they are already doing that? How? Can you exemplify it?
- 9) Which learning strategies type do you feel yourself more competent?

Using your memory? Trying to memorize what is taught to you or trying to remember them?

Using your cognitive skills? Trying to think in English? Making yourself exposed to English?

Trying to compensate what you are deficient in with what you already know?

Organizing your own learning process and making self-evaluation?

Associating yourself with the language you are learning? Do you have an emotional connection with the language? Do you enjoy learning English? Do you motivate yourself to learn it?

Using your social skills?

Remembering more effectively	Memory
Using all mental processes	Cognitive
Compensating for missing knowledge	Compensation
Organizing and evaluating the learning	Metacognitive
Managing the emotions	Affective
Learning with others	Social

- 10) Do you use strategy when you do “reading” in the class? What kind of strategies do you use? Can you exemplify it? Does your instructor show you these strategies or do you notice them on your own?

- 11) Do you study for reading at home? If you do, do you make use of the strategies? What kind of strategies do you use? Can you exemplify?
- 12) Do you use strategy when you do “writing” in the class? What kind of strategies do you use? Can you exemplify it? Does your instructor show you these strategies or do you notice them on your own?
- 13) Do you study for writing at home? If you do, do you make use of the strategies? What kind of strategies do you use? Can you exemplify?
- 14) Do you use strategy when you do “listening” in the class? What kind of strategies do you use? Can you exemplify it? Does your instructor show you these strategies or do you notice them on your own?
- 15) Do you study for listening at home? If you do, do you make use of the strategies? What kind of strategies do you use? Can you exemplify?
- 16) Do you use strategy when you do “speaking” in the class? What kind of strategies do you use? Can you exemplify it? Does your instructor show you these strategies or do you notice them on your own?
- 17) Do you study for speaking at home? If you do, do you make use of the strategies? What kind of strategies do you use? Can you exemplify?
- 18) Do you use strategy when you cover “grammar” in the class? What kind of strategies do you use? Can you exemplify it? Does your instructor show you these strategies or do you notice them on your own?
- 19) Do you study for grammar at home? If you do, do you make use of the strategies? What kind of strategies do you use? Can you exemplify?
- 20) Do you use strategy when you cover “vocabulary” in the class? What kind of strategies do you use? Can you exemplify it? Does your instructor show you these strategies or do you notice them on your own?
- 21) Do you study for vocabulary at home? If you do, do you make use of the strategies? What kind of strategies do you use? Can you exemplify?
- 22) How do you determine the way you study and the strategies that you use? Is it in line with the system of the education here in this school or the exams? Do you study considering the exams?
- 23) Have you benefitted from the strategies that you have used so far? How? Can you use the strategies in the exams? (reading, writing, listening, speaking) If

you do so, do they reflect positively on your exam grades? How? Could you exemplify?

- 24) For which skill development do you use the strategies most? Why? Which strategies do you use in which exams? Why? Which strategies that you have used in the mid-terms were more beneficial? Which strategies do you think will be more beneficial for the final exam?
- 25) Do you think the strategies that you use make you self-regulated learner? How? In what ways?
- 26) Do you feel any development in your language skills with the help of the strategies that you are using? How? Could you exemplify in terms of writing, speaking, reading, and listening?
- 27) How do the strategies that you are using have an influence over your perception of self-efficacy? What kind of benefits do they provide you? Do you think there is a relation between strategy use and self-efficacy? How? In what ways? Can you give an example?
- 28) Do you think the education that you take here develop your self-efficacy? If yes, how? If no, why not?
- 29) Are there any activities both within the class time and out of the class time to develop your self-efficacy? Can you give examples? What do you think can be done? Do you do something to develop your self-efficacy on your own? Can you give an example? What else can be done to do this?

APPENDIX I: The interview questions for the students in the second (spring) term (Turkish)

- 1) A1 seviyesindeyken çalışma planınızı şu şekilde yaptığınızı söylemişsiniz..şu an nasıl bir yol izliyorsunuz?
- 2) Dilde olan gelişiminizi su şekilde takip ettiğinizi söylemişsiniz..sene ortasından bu yana olan dildeki gelişiminizi takip ettiniz mi? nasıl ettiniz? Notlar? Quiz ve sınav notları ile mi? Geliştiginizi ve B1 olduğunuzu hissediyor musunuz? Neden? Nasıl?
- 3) Ders harici ekstra çalışma hakkında bunu demişsiniz..ders harici ekstra çalışma yapıyor musunuz?
- 4) A1 seviyesinden başlamış olduğunuz buradaki dil öğrenme sürecinizde okuldaki müfredatın hızına yetişmek adına bunları bunları yaptığınızı söylemişsiniz..suan aynı stratejileri kullanıyor musunuz? Neden? Suanda da dil yeterliliğinizi geliştirmek adına müfredatın hızına yetişem kaygınız var mı?
- 5) A1 seviyesinde kullanıyor olduğunuz dil öğrenme stratejileri hala kullanıyor musunuz?
- 6) Sizce hocalarınız yıl boyunca dil öğrenme stratejilerini öğrettiler mi? sizin bekletiniz ne yöndeydi? Hocalarınız beklentilerinizi karşıladılar mı? dönem içinde böyle düşünmüyorsunuz suanki düşünceniz nedir?
- 7) Kendizi su su strateji alanında daha yetkin hissettiğinizi söylemişsiniz? Suanki düşünceleriniz nelerdir? Hangi strateji alanında kendinizi daha yetkin hissediyorsunuz?
- 8) Şuan B1 seviyesindesiniz kendinize yeni stratejiler geliştirdiniz mi yoksa eski stratejileri kullanmaya devam mı ediyorsunuz? Neden? Bütün bunları Reading/ writing/ listening/ speaking / grammar/ vocabulary bazında örneklendirebilir misiniz? (hem sınıf içi aktivitelerinde hem de sınıf dışı aktivitelerinde)

- 9) Suanki çalışma yönteminizi nasıl belirliyorsunuz? Dönem ortasında bunları yaptığınızı söylemişsiniz? Aynı şekilde bunları yapmaya devam mı ediyor musunuz? Sınav bazlı mı çalışıyorsunuz?
- 10) Bu zamana kadar kullanmış olduğunuz stratejilerin faydasını gördünüz mü? Ne yönde gördünüz? (reading, writing, listening, speaking) Kullandığınız stratejileri sınavlarda kullanabiliyor musunuz? Hangi sınavlarda? Bunlar notunuza olumlu yönde yansıdı mı?
- 11) Dil öğrenme stratejilerini en çok hangi becerinizi geliştirmek için kullanıyorsunuz? Bu zamana kadar en çok hangi stratejiyi hangi sınavlarda kullandınız? İşe yaradı mı? Finalde hangi stratejinin daha faydalı olacağını düşünüyorsunuz?
- 12) Bu zamana kadar kullandığınız stratejiler size nasıl etkiledi? Daha bilinçli bir öğrenen haline getirdi mi? Nasıl ve ne yönde?
- 13) Kullandığınız stratejiler sayesinde dil becerinizde ve yeterliliğinizde artış olduğunu düşünüyor musunuz? Nasıl? Örnek verebilir misiniz? (writing/ speaking/ reading/ listening göz önüne alındığında)
- 14) Şuanki gelmiş olduğunuz seviyenin sizin öz-yeterliliğinize ne gibi etkisi olduğunu söyleyebilirsiniz? Sizce öz yeterlilikle strateji kullanımının ilgisi var mı?
- 15) Buarada almış olduğunuz eğitim öz yeterliliğinizi geliştirdi mi? evet ise nasıl ve de ne yönde? Hayır ise neden?
- 16) Öz yeterliliğinizi yükseltmek adına okulda bu sene boyunca ders içi ve ders dışı aktiviteler yapıldı mı? neler yapıldı? Daha neler yapılabilirdi? Siz kendi öz yeterliliğinizi geliştirmek adına neler yaptınız? Örnek verebilir misiniz?

**APPENDIX J: The interview questions for the students in the second (spring)
term (English)**

- 1) You said that you made your study plan like this in the first term. What is your way right now?
- 2) You said that you kept the track of your development like this in the first term. How have you kept the track of your development since the beginning of the second term? Have you considered your development with regard to your grades that you have taken from the exams, quizzes? Do you think you have developed your linguistic competence and reached to B1 level? Why? How?
- 3) You said this about self-studies out of class time. Do you study out of class time now?
- 4) You said this and that to keep up with the pace of the intensive curriculum of this school. Do you still use the same strategies? Why? Do you have any concerns to keep up with the pace of the curriculum now regarding your language development?
- 5) Do you still use the strategies that you were using when you were in A1 level?
- 6) Have your instructors taught you the language learning strategies all through the year? What have been your expectations? Have your instructors met your expectations? You said this in the first interviews. What about your ideas now?
- 7) You said that you felt yourself more competent in this kind of strategies. How about your ideas now? Which learning strategy type do you feel yourself more competent?
- 8) As you are in B1 level, have you created new strategies or are you still using the previous strategies that you have been using before? Why? Could you exemplify them in terms of reading, writing, listening, speaking, grammar, and vocabulary considering the

activities that you do both with the class time and out of the class time?

- 9) How do you determine the way of your studying now? In the first interviews you said this. Do you apply the same things now? Do you study considering the exams?
- 10) Have you noticed the benefit of the strategies that you have been using so far in terms of listening, reading, writing and speaking? In what ways? Can you use the strategies that you have in the exams? Which exams? Do these strategies have a positive reflection on your exam scores?
- 11) For which skill development do you use strategies most? Which strategy have you used for which exam so far? Have it worked out well? Which strategy do you think will be the most useful for the final exam?
- 12) How have the strategies that you have used so far affected you? Have they made you more self-regulated learner? How? In what ways?
- 13) Do you think there is a considerable development both in your language proficiency and linguistic competence with the strategies that you have used? How? Could you give an example in terms of writing, speaking, reading, and listening?
- 14) What can you say about the influence of your present language level over your self-efficacy? Do you think there is a relation between strategy use and self-efficacy?
- 15) Do you think the education that you have taken here has developed your self-efficacy? If yes, how and in what ways? If no, why not?
- 16) Have there been any activities both within the class time and out of the class time to develop your self-efficacy in this school? Can you give examples? What else can be done? Have you done something to develop your self-efficacy on your own? Can you give an example?

APPENDIX K: Interview Questions for Instructors (Turkish)

- 1) Öğrencilerinizi dil öğrenmeye motive ediyor musunuz? Neden? Nasıl?
- 2) Öğrencilerinizin çalışma planını yapmalarında yardımcı oluyor musunuz yoksa size göre kendi çalışma programlarını kendilerini mi yapmalılar?
- 3) Öğrencilerinizin gelişimini takip ediyor musunuz? Nasıl? Notlarına bakarak mı? Neden?
- 4) Sizce öğrenciler buradaki ders saatleri harici ekstra çalışma yapmalılar mı? Evet ise, Neler yapmalılar? Nasıl yapmalılar?
- 5) Burada A1 seviyesinden başlattığımız öğrencilerin yıl sonunda B2 seviyesine çıkmalarını beklemekteyiz. Sizce bu öğrencilerin dil öğrenme stratejisi öğretimine ihtiyaçları var mı? Neden? Siz bunu yapıyor musunuz? Nasıl? Örnek verebilir misiniz?
- 6) Sizce bizim öğrencilerimiz en çok hangi öğrenme stratejisini kullanıyorlar? (strateji türlerini göstereceğim örnekler vererek Memory/Cognitive/compensation/metacognitive/ Affective/ Social) Sizce hangi strateji türünü hazırlıkta başarılı olmak için daha çok kullanmalılar?
- 7) Sınıfta reading yaparken strateji gösteriyor musunuz? Evet ise neler ve nasıl? Örnek verebilir misiniz?
- 8) Sınıfta writing öğretirken strateji gösteriyor musunuz? Evet ise neler ve nasıl? Örnek verebilir misiniz?
- 9) Sınıfta listening öğretirken strateji gösteriyor musunuz? Evet ise neler ve nasıl? Örnek verebilir misiniz?
- 10) Sınıfta speaking öğretirken strateji gösteriyor musunuz? Evet ise neler ve nasıl? Örnek verebilir misiniz?
- 11) Sınıfta vocabulary öğretirken strateji gösteriyor musunuz? Evet ise neler ve nasıl? Örnek verebilir misiniz?
- 12) Sınıfta grammar öğretirken strateji gösteriyor musunuz? Evet ise neler ve nasıl? Örnek verebilir misiniz?
- 13) Sizce bu öğrencilerin hızlı bir şekilde ilerleyen müfredata yetişmek adına stratejilerden yararlanması gerekiyor mu?

- 14) Sizce özellikle hangi becerilerini geliřtirmek adına stratejilerden yararlanmalılar? Reading/ Writing/ listening/ Speaking /Vocabulary /grammar? Neden? Bunu nasıl yapmalılar?
- 15) Sizce öğrenciler en çok hangi stratejiyi hangi sınavda kullanıyor ya da kullanmalı? Neden? Nasıl?
- 16) Sizce öğrencilerin strateji kullanımı onları daha bilinçli bir öğrenen (self-regulated) haline getiriyor mu? Nasıl? Ne yönde?
- 17) Strateji kullanan öğrencilerin öz yeterlilik düzeylerinde sizce bir artış görülüyor mu? Sizce bu ikisinin bir ilgisi var mı? Nasıl ve ne yönde? Örnek verebilir misiniz
- 18) Sizce buradaki verilen eğitim öğrencinin öz yeterliliğini geliştiriyor mu?
- 19) Sizce okulda düzenlenen ders içi ve ders dışı yapılan aktiviteler öğrencilerimizin öz yeterliliğini yükseltmek adına yeterli mi? Sizce neler yapılıyor? Siz ders içinde neler yapıyorsunuz? Ders içi ve ders dışı daha neler yapılabilir?

APPENDIX L: Interview Questions for Instructors (English)

- 1) Do you motivate your learners to learn English? Why and how?
- 2) Do you help your learners make their own study plan or do you think they should make it on their own?
- 3) Do you keep the track of your learners' development? How? Considering their exam scores? Why?
- 4) Do you think students should study out of the class time? If yes, what should they do? How should they do?
- 5) We expect our students who start their language learning from A1 level to reach to B2 level at the end of the year. Do you think these learners need language learning strategies? Why? Do you teach them strategies? How? Could you exemplify it?
- 6) What kind of learning strategies do you think our learners tend to use more? (Memory/Cognitive/compensation/metacognitive/Affective/ Social) Which one do you think they must use to be successful at the end of this year?
- 7) Do you show any strategies while you are doing "reading" in the class? If yes, what do you do and how do you do them? Can you give examples?
- 8) Do you show any strategies while you are doing "writing" in the class? If yes, what do you do and how do you do them? Can you give examples?
- 9) Do you show any strategies while you are doing "listening" in the class? If yes, what do you do and how do you do them? Can you give examples?
- 10) Do you show any strategies while you are doing "speaking" in the class? If yes, what do you do and how do you do them? Can you give examples?

- 11) Do you show any strategies while you are covering “vocabulary” in the class? If yes, what do you do and how do you do them? Can you give examples?
- 12) Do you show any strategies while you are doing “grammar” in the class? If yes, what do you do and how do you do them? Can you give examples?
- 13) Do you think the students should make use of the strategies to keep up with the pace of such an intensive curriculum?
- 14) Which strategies do you think the learners should use so as to develop their language skills such as reading, writing, listening, speaking, vocabulary, and grammar? How can they succeed this?
- 15) Which strategy do you think students are using mostly in the exams? Which strategy do you think they should use to be successful in the exams? Why? How?
- 16) Do you think the strategy use of the students make them more self-regulated learners? How? In what ways?
- 17) Do you monitor the development of self-efficacy in learners who use strategies? Do you think these two terms have any relation with each other? How? In what ways? Can you give an example?
- 18) Do you think the education given in this school help learners develop their self-efficacy?
- 19) Do you think the activities arranged both within and out of the class time are sufficient to develop the self-efficacy of the learners? Can you name some of these activities? What do you do within the class time? What else can be done both within and out of the class time?

APPENDIX M: Turkish Summary

Toplumdaki deęişimler, eğitimi; eğitimdeki deęişimler de dil öğretimini etkilemektedir. Çok eski zamanlarda, gramer ve çeviri yöntemi (Grammar Translation Method) ile yapılan dil eğitimi, daha sonra dilsel ve işitsel yöntemin (Audio-Lingual Method) yaygınlaşması ve daha işlevsel hale gelmesi ile deęişiklik göstermiştir. Fakat bu iki yöntemde de dil öğretim ve öğrenim sürecinin asıl sorumluluęu; öğretmenlerde, eğitmenlerde ve akademisyenlerdedir. 1980’lerde, iletişimsel dil öğretim yönteminin (Communicative Language Teaching) yaygınlaşması ile sorumluluk öğrencilere verilmiştir. Her öğrenci, dil öğrenme sürecindeki esas sorumlunun kendisi olması gerektiğinin farkına varmıştır. Hedge (2000) bu konudaki düşüncesini: “1980’lerin sonundan bu yana, kendi kendine öğrenme ile alakalı olan bağımsız öğrenme, kendi kendini denetleme, kendini değerlendirme, öğrenme stratejileri, kendine yardım eden öğrenme stratejileri, stratejik yatırım, öğrenen eğitimi, bireysel çalışma ve bireysel öğrenme terimlerinin yaygınlaşmasına ve artmasına sebep olmuştur.” (s. 77) tespitinde bulunmuş ve eğitim alanında çalışanlarla bu düşüncesini paylaşmıştır.

Yapılandırmacı eğitim uygulamaları, dil öğretimine doğrudan katkıda bulunmuş ve öğrencilerden öğrenim sürecindeki beklentiler deęişmiştir. Bu durum öğrencilerin sorumluluęunu daha da arttırmıştır. Seferoğlu (2014) öğrencilere 21. yüzyıl becerilerinin kazandırılmasının önemine vurgu yapmış; öğrencilerin duygusal ve sosyal becerilerinin gelişimi için, onlara imkân ve fırsatlar hazırlamanın gereğini işaret etmiştir.

Bu deęişimler, dil sınıflarında uygulanan; gerek yöntemsel, gerek fiziki oluşumların da gözden geçirilmesine sebep olmuştur. Dil sınıflarındaki deęişim, öğrencilere de yansımış; daha etkin, kendi öğrenme sorumluluęunu alan, kendi gelişimini takip edip, kendi öğrenme sürecini yöneten öğrenci profili artırılmaya çalışılmıştır. Bunun için de bazı kavramların önemi ortaya çıkmıştır; öğrenci otonomisi, motivasyon, kültürel bağlam, öğrenci farklılıkları, öğrenme stratejileri, öz düzenleme... Her ne

kadar, bu kavramlar; birbirleriyle ilişkili ve birbirlerini etkileyen parçalar olsa da, bu çalışmanın çıkış kaynağı, öğrenme stratejileridir.

Bu zamana kadar öğrenme stratejileri üzerine yapılan çalışmalar, incelendiğinde; literatür gösterir ki yapılan çoğu çalışma, nicel araştırma yöntemleri kullanılarak yapılmıştır. (Baleghizadeh & Masoun, 2013; Bilge et al, 2014; Chuang et al., 2015; Cubillos & Ilvento, 2002; Çubukçu, 2008; Erözkan, 2013; Heikkila & Lonka, 2006; Hodges & Kim, 2010; Kim et al., 2015; Magogwe & Oliver, 2007; Mahmoodi et al., 2014; Mizumoto, 2013; Pintrich & De Groot, 1990; Tırfalıoğlu & Cinkara, 2009; Ting & Chao, 2013; Wang et al., 2013; Yang, 1999; Yılmaz, 2010) Bunun yanında, nicel araştırma yöntemleri kullanılarak yapılan çalışmalar da mevcuttur. (İnan, 2013; Rose & Harbon, 2013; Usher, 2009; Wang, 2004). Bundan dolayı, bu çalışma; nitel araştırma yöntemlerini çoğunlukla kullanarak ve boylamsal veri toplama yapıları ile alana büyük katkıda bulunacaktır, diye düşünüyorum. Bir durum çalışması olan bu araştırma ile birlikte, Usher'ın (2009) da belirttiği gibi çalışmanın sonucunu etkileyebilecek öğrenci geçmişi, profili, sosyokültürel durumu gibi bağlamsal faktörler daha iyi belirlenebilecek ve bunlar detay incelemesi yapılarak; bu konuda, daha kolay sonuçlara ve bulgulara varılabilecektir.

Bu çalışmayı, alanda daha da önemli kılacak bir diğer gelişme de İngilizce'nin Türk eğitim sistemindeki durumudur. Bilindiği üzere; Milli Eğitim Bakanlığı'nın 2006 yılında yapmış olduğu değişiklikle birlikte, Türk eğitim sistemindeki öğrencilerin, lise eğitimine başlamadan aldıkları bir yıl yoğun İngilizce hazırlık eğitimi kaldırılmıştır. Öğrenciler, ilkokuldan bu yana İngilizce dil eğitimi alıyor olmalarına rağmen; liseye gelen öğrenciler, üniversiteye hazırlık sınavlarına yoğunlaştıklarından, İngilizce'ye olan eğilimlerini ve ilgilerini kaybetmekle birlikte; İngilizce çalışmayı bırakıp, daha çok Matematik, Fen ve Sosyal Bilimler gibi üniversite sınavında sorumlu oldukları ve bu konulardan test edilecekleri derslere daha yoğunluk vermektedirler. Sonuç olarak; hayatlarını ve kaderlerini belirleyecek olan bu sınava çok önem verdiklerinden dolayı, lise eğitimleri boyunca tamamen sınav odaklı ders yapmaktadırlar. Çünkü bu sınavdan alacakları puan, gelecekte yapacakları mesleği belirleyecek; bu puan türüne göre, kendilerine mesleki eğitim sunacak olan üniversitelere yerleşeceklerdir. Doğal olarak; 2006 yılında, Anadolu

liseleri ve yabancı dil ağırlıklı liselerin öğrencilere sunduğu bir yıl yoğun İngilizce hazırlık eğitimi kaldırılmış; dil eğitimi yıllara yayılmıştır. Sınav kaygısından dolayı; öğrenciler, İngilizce derslerine yeterli önemi verememektedir. Üniversite sınavını kazanıp, üniversitelere yerleşmeye hak kazanan öğrenciler; bölümleri İngilizce eğitim veriyorsa (bu oran ya %100 ya da %30 olabiliyor) kazandıkları üniversitelerde yeterlilik sınavını geçemezlerse, bir yıllık yoğun İngilizce eğitimine tabi tutuluyorlar. Bölümleri %100 İngilizce eğitim veriyorsa, tabi oldukları dil eğitimi daha sıkı ve yoğun oluyor. Bu noktada, özellikle çoğu Devlet üniversitesini kazanmış; % 100 İngilizce eğitim almış öğrenciler, bir yıl içerisinde yoğun dil eğitime tabi olup, sene sonundaki yeterlilik sınavından B2 seviyesine çıktıklarını gösteren 60 puanı almakla yükümlü oluyorlar. Öğrencilerin çoğu, lise ve öncesinde İngilizce'ye yeterli önemi vermediklerinden; genelde, bu eğitime A1 seviyesinden başlıyor ve bir yıl içerisinde B2 seviyesine ulaşmaya çalışıyor. Bu çok zor ve ulaşılması oldukça güç bir hedef olduğundan; öğrencilere, kendi öğrenme süreçlerini yönlendirmesi için büyük bir sorumluluk düşmektedir. İşte bu noktada, Türkiye'deki üniversitelerin “Yabancı Diller Yüksekokullarında” bir sene verilen bu yoğun İngilizce programında, özellikle; A1 seviyesinden başlayan öğrenciler neler yapıyor, ne gibi öğrenme stratejileri kullanıyor ki sene sonunda B2 seviyesine ulaşabiliyorlar? Bu son derece önemli bir araştırma sorusu olmakla birlikte, Türkiye bağlamında böyle bir çalışma; Açık (2011) tarafından, Orta Doğu Teknik Üniversitesi'ndeki hazırlık eğitimi alan öğrenciler ile yapılmış, sadece anket çalışması uygulanmıştır. Sorunun, daha derinine inmek ve durum analizini iyi yapabilmek adına; bu çalışma için, bir akademik yıl boyunca öğrencilerden veri toplanmıştır.

Bu çalışma, aşağıdaki araştırma sorularını cevaplamak için tasarlanmıştır:

- 1) Türk devlet üniversitelerinden birine kayıtlı olan ve yoğun bir dil öğrenme programına tabi tutulan öğrenciler, öz düzenleyici öğrenenler olabilmek ve dillerini geliştirmek için hangi öğrenme stratejilerini kullanıyorlar?
 - a. Öz düzenleyici öğrenenler olmak için neler yapıyorlar?

- b. Daha önce edindikleri öğrenme stratejilerine mi güveniyorlar; yoksa, burada yeni bağlamda, yeni öğrenme stratejileri mi öğrendiler? Nasıl? Neden?
 - c. Kullandıkları stratejileri öğreticilerinden mi, yoksa kendi başlarına mı öğrendiler?
 - d. Öğrenciler, ne tür öğrenme stratejileri kullanıyorlar?
 - e. Dört becerilerini (dinleme, okuma, yazma, konuşma) geliştirmek için ne tür stratejilerden yararlanıyorlar?
 - f. Onların çalışma şekillerini ve kullandıkları stratejileri ne belirliyor?
 - g. Bu yeni öğrenme bağlamında kazandıkları öğrenme stratejileri, onlara dillerini geliştirmede nasıl yardımcı oluyor?
 - h. Bu öğrenme stratejilerini sınavlardan yüksek not almak için kullanıyorlar mı?
 - i. Öğrenme stratejileri, öz düzenlemelerini ve dil yeterliliğini geliştiriyor mu? Nasıl?
- 2) A1 seviyesinde dil öğrenmeye başlayan öğrencilerin öz yeterlilik seviyeleri nedir? Bu seviye, Yabancı Diller Yüksekokulu'nda verilen eğitim ile gelişiyor mu?
- a. Öğrencilerin İngilizce öz yeterlilik seviyesi ile Yabancı Diller Yüksekokulu'ndaki başarıları arasında bağ var mıdır?
 - b. Strateji kullanımı ile öğrencilerin öz yeterlilik algıları arasında bağ var mıdır?
- 3) Yabancı Diller Yüksekokulu'nda çalışan öğretmenler öğrencilerin öğrenme stratejilerini kullanmaları için ne yapıyorlar? Bunları ders saatlerine yansıtıyorlar mı?

Bu çalışmanın amacını anlayabilmek için çalışma ile ilgili bazı terimleri anlamak gerekmektedir. Örneğin; öz düzenleme ile ilgili alanda bir çok tanımlama yapılmıştır. Zimmerman (2000) öz düzenlemeyi; “kişisel amaçlar için planlanmış ve döngüsel olarak adapte edilmiş, kendinden üretilen düşünceler, duygular ve eylemler.” (s.14) olarak tanımlamıştır. Öz düzenleme ve akademik başarı arasındaki doğru orantı Lindner ve Harris (1992) aynı zamanda Vrugt ve Oort’un (2008) yaptığı çalışmalarda gösterilmiştir. Bundan dolayı öz düzenlemenin eğitim ile olan entegrasyonu önemlidir.

Bilinmesi gereken bir diğer terim de öğrenme stratejileridir. Oxford’a (2008) göre, öğrenme stratejileri sayesinde: “Bilgi için sadece pasif alanlardan ziyade, öğrenciler hem kendi süreçlerini, hem de kendi öğrenmelerinin istenen sonuçlarını etkileyebilecek, düşünen katılımcılar olurlar” (s. 52). Doğal olarak öğrencilerin öğrenme stratejileri kullanmaları; öğrenme süreçlerini olumlu yönde etkileyip, onlara pozitif fayda sağlayacaktır. Oxford (1990) öğrenme stratejilerini, iki farklı kategoriye ayırır: Direkt stratejiler ki bunlar hafıza, bilişsel ve telafi stratejilerinden oluşur ve dolaylı stratejiler ki bunlar da biliş üssü, duygusal ve sosyal stratejilerden oluşur. Stratejilerin, dil öğreniminde kullanımının çok önemli olduğu bir çok akademisyen tarafından vurgulanmıştır (Anderson, 2005; Chamot et al., 1999; Cohen, 1998; Nunan, 1997; O’Malley & Chamot, 1990; Oxford & Leaver, 1996; Shen, 2003). Oxford ve Nyikos (1989) da dil becerilerinde yüksek seviyede yeterliliğin ancak öğrenme stratejilerinin yoğun kullanımı ile mümkün olacağını belirtmiştir.

Bu araştırmanın belirlemeye çalıştığı ve öğrenme stratejileri ile arasındaki ilişkiyi ortaya çıkarmayı hedeflediği bir diğer şey de öz yeterliliktir. Bandura (1986) öz yeterliliği: “Belirlenen performans türlerine ulaşmak için gerekli olan eylemleri organize etme ve uygulamak için insanların kendi yeteneklerinin yargıları.” (s. 391) olarak tanımlamıştır. Bundan dolayı; verilen eğitim, aynı zamanda öğrencilerin öz yeterlilik algılarını yükseltme yönünde olmalıdır. Bandura’nın (1997) da dediği gibi, öz yeterlilik algısı yüksek olan öğrenciler; hedeflerini yüksek tutup, bu hedeflerini gerçekleştirmek için öz düzenleme yetileri ile alakalı olan yeterliliklerini başarılı olmak için kullanacaklardır.

Bütün bunlar göz önüne alındığında, bu çalışma; bir durum analizi çalışmasıdır. Yin' e (1994) göre, durum analizi: “Olgu ve bağlam arasındaki sınırların belirgin olmadığı ve çok sayıda kanıt kaynağının kullanıldığı, gerçek bağlamında çağdaş bir fenomeni araştırmak.” (s. 23) için kullanılır. Hitchcock ve Hughes’a (1995) göre; durum çalışmalarının birçok avantajı vardır. Bunlardan birkaçı:

1. Durum zengin ve canlı bir olay açıklamasıyla ilgilidir.
2. Durumla ilgili olayların kronolojik bir anlatımını sunar.
3. Olayların açıklamasını, bunların analiziyle harmanlar.
4. Bireysel katılımcılara veya katılımcılar grubuna odaklanır ve olaylara ilişkin algılarını anlamaya çalışır.
5. Durumla ilgili özel olayları vurgular.
6. Çalışmanın sonucunu raporlarken, durumun zenginliğini tasvir etmek için girişimde bulunulur.

Durum çalışmalarında araştırmanın yapılacağı ortam çok önemli olduğu için; durumu daha iyi anlamak ve daha detay analiz etmek ve de sonuçların daha anlamlı olması için çalışmanın yapılacağı ortamın, iyi tasvir edilmesi gerekmektedir. Bu çalışma, İstanbul’da bir devlet üniversitesinin Yabancı Diller Yüksekokulu’nda yapılmıştır. Bu okulda, çalışmanın yapıldığı akademik yılda; iki türlü İngilizce dil eğitimi verilmektedir. Birinci grup; bölümleri % 100 İngilizce olan Mühendislik, İşletme, İktisat, Tıp, Siyasal Bilimler Fakülteleri ve Fen-Edebiyat Fakültesi’ndeki Sosyoloji bölümü gibi ve diğer grup da Dış Hekimliği, İletişim fakültesi gibi % 30 İngilizce eğitim alacak bölüm öğrencileridir. Bu iki grup, farklı dil eğitimine maruz bırakılıyordu. Bu çalışma, bu okulda yabancı dil eğitime A1 seviyesinde başlayıp; bölümleri % 100 İngilizce eğitim veren öğrencilerle yapılmıştır. Bu öğrenciler, bölümleri % 30 İngilizce eğitim veren öğrencilere nazaran, daha sıkı bir eğitimden geçmektedir; bölümlerinde, alacakları tüm dersler İngilizce olacağı için bu öğrencilerin akademik İngilizce becerileri geliştirilmeye çalışılmaktadır. Bölümleri % 30 İngilizce eğitim veren öğrencilere ise, genel İngilizce verilmektedir. Bu

öğrencilerden beklenti daha düşüktür. Bundan dolayı % 100 İngilizce okuyacak öğrenci grubundan beklenti seviyesi çok yüksek, maruz bırakıldıkları program daha zor ve yoğun olduğundan; dil öğrenim stratejilerine daha çok ihtiyaçları olacağı düşünüldükçe, bu öğrenci grubu ile çalışılma kararı alınmıştır. Bu grupta, A1 seviyesinde başlayan öğrenciler; akademik yılın sonunda yapılacak olan final sınavına A2 ve hatta B1 seviyesinden başlayan diğer öğrencilerle aynı zamanda girmektedirler. Yani final sınavı, bir başka deyişle; “yeterlilik” sınavından, bu okulda eğitime başlayan tüm öğrencilerden en az 60 alması beklenir ve böylelikle B2 seviyesine ulaştıkları anlaşılır.

Bu durumdaki öğrencilerin, sadece bir yıl; bu okulda eğitim alma hakkı vardır. Final sınavından kalan öğrenciler, opsiyonel olan; yani isteyen öğrencinin katılacağı, yaz okuluna gider. Orada da başarısız olan öğrenciler, eylül ayındaki sınava girer; eğer orada da başarısız olursa, bu öğrencinin; ne bölüme gidip ders alabilmesi, ne de Yabancı Diller Yüksekokulu’na gelip, dil eğitimi alabilmesi mümkün değildir. Bundan dolayı, burada dil öğrenmeye A1 seviyesinde başlayan öğrencinin; bir yıl içinde B2 seviyesine ulaşp, bölüm derslerini almaya hak kazanması öncelikli, gerekli ve zorunludur. Bu zorunluluk, öğrenciye büyük sorumluluk yüklemektedir.

Burada, A1 seviyesinden başlayan öğrenciler; genelde normal liselerden veya dil eğitimine çok önem verilmemiş, Anadolu liselerinden gelen öğrenciler olmaktadır. Zira özel okul, kolej ve iyi dil eğitimi veren Anadolu liselerinden mezun olan öğrenciler, eğitim yılı başında; eylül ayında yapılan yeterlilik sınavından geçerler veya buradaki dil eğitimlerine A2 veya B1 seviyesinden başlarlar.

Bu çalışmaya, 2015-2016 eğitim yılında; bu Yabancı Diller Yüksekokulu’nda dil eğitimine A1 seviyesinden başlamış 169 öğrenci katılmıştır. Bu okulda A1 seviyesinde %100 İngilizce eğitim alacak 10 adet sınıf bulunmaktadır. Fakat A1-10 sınıfı öğrencileri üzerinde uygulanacak olan anketin pilot uygulanması yapıldığı için o sınıf çalışmaya dahil edilmemiştir.

Bu çalışma için Açikel’in (2011) çalışmasında kullandığı, Oxford’un (1990) Türkçe’ye çevrildikten sonra, güvenilirlik ve geçerlilik testleri yapılan strateji envanteri kullanılmıştır. Aynı zamanda, yine Açikel’in (2011) çalışmasında

kullandığı ve çevirisini yaptığı Wang'ın (n.d.) öz yeterlilik belirleme anketi birleştirilmiş ve bazı demografik bilgi soruları olan kısım eklenerek; öncelikle A1-10 sınıfında pilot uygulaması yapılmıştır. Anket uygulaması, öğrenciler; bu okulda eğitim almaya başlamalarının ardından 2 ay sonra başlatılmıştır. Buradaki amaç öğrencilerin dil öğrenme süreci ile ilgili biraz tecrübe kazanması ve anket sorularına daha anlamlı ve mantıklı yaklaşabilmesidir. Doğal olarak, akademik yıl başladıktan 2 ay sonra; kasım ayında, anket için önce pilot uygulama yapılmış ve pilot uygulama sırasında öğrencilerin vermiş olduğu geribildirimler değerlendirilerek, ankette ufak değişimlere gidilmiş ve sonunda dokuz tane olan A1 sınıflarına dağılım yapılmıştır. Bu sınıflardan 169 tane anket geri dönüşümü olmuştur.

Daha sonra, bu 169 anket; SPSS programı yardımı ile analiz edilmiş ve öğrencilerin genel öğrenme stratejisi eğilimleri ve de öz yeterlilik algıları ölçülmüştür. Aynı zamanda, strateji kullanımı ve öz yeterlilik arasındaki korelasyona bakılmıştır.

Anketler, analiz edildikten sonra strateji envanteri baz alınarak; betimleyici statiksel bilgiler doğrultusunda, öğrenci profili üçe bölünmüştür. Genel ortalamanın altında kalanlar, genel ortalama düzeyinde seyredenler ve genel ortalamanın üstünde kalanlar. Bu üç gruptan da üçer öğrenci tabakalaşma yöntemi ile rastgele ve gönüllülük esası baz alınarak seçilmiştir. Fakat ortalama gruptan bir öğrenci daha fazla seçilmiş, bu durumda; ortalama öğrenci grubu 4 kişi, ortalama üstü öğrenci grubu 3 kişi ve ortalama öğrenci grubu altı da 3 kişi olarak; toplamda 10 kişi ile nitel araştırma yöntemleri kullanılarak, veri toplama süreci gerçekleşmiştir.

Öncelikle, bu öğrenciler ile birinci mülakatlar; birinci dönem sona ermeden, ocak ayı içerisinde gerçekleştirilmiştir. Birinci mülakatlar başlatılmadan, mülakat soruları araştırmacı tarafından hazırlanmış ve tez komitesinin jüri üyelerine ve de danışmana gösterilmiştir. Jüri üyelerinden ve danışmandan geribildirim alındıktan sonra, mülakatın uygulanacağı okulda uzun yıllardır çalışan ve bağlamı iyi bilen akademisyenlerden yardım alınmış ve sorular onlara da gösterilmiştir. Daha sonra ortalama öğrenci grubundaki fazladan eklenen öğrenci ile ilk mülakat gerçekleştirilmiş. Olan belirsizlikler not alınmış ve genel itibari ile mülakat son derece iyi gitmiştir. Bundan dolayı her ne kadar bu öğrenci ile pilot uygulama amaçlı

mülakat yapıldıysa da daha öncesinden alınan geribildirimler ve düzeltmeler mülakatın sorunsuz gitmesini sağlamış ve bu mülakat da verilere eklenmiştir. Daha sonra, diğer dokuz öğrenci ile mülakatlar; ocak ayının ilk iki haftası yapılmış ve sonlandırılmıştır. Tüm mülakatlar, öğrencilerin kendilerini rahat hissetmesi için ders saatlerinin olmadığı zamanda, titizlikle gerçekleştirilmiştir ve öğrenciler kendilerini daha rahat ifade etsinler diye, ana dilleri Türkçe ile mülakatlar yapılmıştır. Tüm mülakatlar, analiz için; öğrencilerin de rızası ile ses kaydına alınmıştır.

İlk mülakatlar yapıldıktan sonra, bu on öğrenci ile sesli düşünme protokolleri gerçekleştirilmiştir. Bu protokolde öğrencilere okuma ve yazma görevleri verilmiş ve bu görevler de bizzat araştırmacı tarafından öğrencilerin seviyeleri ve okuldaki işledikleri konular baz alınarak hazırlanmıştır. İlk protokol yine ortalama gruptan sonradan seçilen ve mülakatın da pilot uygulamasının yapıldığı öğrenci ile yapılmıştır. Her şey sorunsuz gidince, diğer öğrencilerle de ocak ayının son iki haftası; dönem bitmeden, tüm protokoller uygulanmıştır. Protokol sırasında, öğrenciler; akıllarından geçen tüm düşünceleri, ses cihazına aktarmışlardır.

Protokoller bittikten sonra, araştırmacı; katılımcı öğrencilerden, ara tatilde “öğrenci günlüğü” tutmalarını istemiştir. Bu günlükte; birinci dönem boyunca, dillerini geliştirmek için ne yaptıkları, ne tür stratejilerden yararlandıkları ve aynı zamanda dönem tatilinde de ne yaptıklarını yazmaları istenmiştir. Bu öğrenci günlükleri Türkçe yazılmış ve ikinci dönemin ilk haftasında toplanmıştır.

İkinci dönem başladıktan sonra öğrencilerin B1 seviyesine gelmeleri beklenmiş ve bu doğrultuda ikinci mülakat soruları hazırlanmıştır. Bu sırada birinci mülakatların transkripsiyonları yapılmaya başlanmış ve bitirilmiştir. Çünkü ikinci mülakatta sorulacak olan sorular birinci mülakat soruları ile bağlantılı olduğundan ve zaman zaman öğrencilerin ikinci mülakatlarda verilecek olan cevapların ardından birinci mülakatlarda söyledikleri hatırlatılıp, karşılaştırma yapılacağından ve bu süreçteki gelişim ve değişimleri tespit edileceğinden, birinci mülakatlar itina ile dinlenmiş ve ses dosyalarının yazı dosyalarına olan dökümleri “gizlilik” esası gözetilerek; araştırmacı tarafından bizzat yapılmıştır. İkinci mülakat soruları araştırmacı tarafından bu boylamsal çalışma dikkate alınarak hazırlanmış ve danışman onayı ile

yine bu okulda uzun yıllardır çalışan bir akademisyene gösterilmiş, gerekli geribildirimlerden sonra sorular üzerinde gerekli düzenlemeler yapılmıştır. Daha sonra yine birinci mülakatlar ve birinci sesli düşünme protokollerinde olduğu gibi ortalama gruptaki öğrenci ile pilot uygulaması yapılmış ve her şey yolunda gittiği için veri kaybı olmaması açısından bu mülakat da verilere eklenmiştir. İkinci mülakatlar, ikinci dönem sonu mayıs ayının ilk iki haftasında; öğrenciler B1 seviyesine geldikleri zaman gerçekleştirilmiştir. Yine tüm mülakatlar, titizlikle düzenlenmiş ve öğrencilerin kendini rahat ifade etmeleri için tüm şart ve imkanlar sağlanmıştır.

İkinci mülakatlar sonlandıktan sonra, ikinci sesli düşünme protokolleri de uygulanmaya konulmuştur. Fakat ikinci sesli düşünme protokolleri uygulanmaya konulmadan önce, yine öğrencilerin seviyesine uygun; B1 seviyesine ulaştıkları göz önüne alındığı zaman, okuma ve yazma görevlendirmeleri, araştırmacı tarafından itina ile hazırlanmıştır. Yine bu hazırlık aşamasında, öğrencilerin neler yaptıkları ve özellikle yazma görevlendirmesi için yeterli girdi alıp almadıkları kontrol edildikten sonra; seviyelerine uygun sesli düşünme protokolleri hazırlanmış ve ikinci mülakatlar biter bitmez, öncelikle; ortalama gruptan pilot uygulama yapmak için eklenen öğrenci ile ikinci sesli düşünme protokollü de denenmiş ve her şey yolunda gidince, diğer öğrencilerle de mayıs ayı bitmeden, ikinci sesli düşünme protokollerinin uygulanması da bitirilmiştir.

Çalışmanın bulgularının güvenilirliğini artırmak için, her ne kadar çalışmanın odak noktası olmasa da öğreticilere de anket uygulaması yapılmıştır. Bu uygulama, öğrencilere; anket uygulaması yapıldığı zaman olan birinci dönemin ortasında yapılmıştır ve daha sonrasında da öğrencilerle olan birinci ve ikinci mülakat ve sesli görüşme protokolleri bitince ,haziran ayında bütün bir akademik yıl boyunca; A1 seviyesinden başlamış ve A1 seviyesindeki sınıflara öğretim yapmış, üç öğretim elemanı ile rastgele seçim yöntemi ile mülakat gerçekleştirilmiştir. Öğretim elemanları mülakat soruları, öğrencilerin mülakat soruları ile paralel olarak araştırmacı tarafından hazırlanmış olup; sadece öğrenci paylaşımlarının tutarlılığını ve öğretmenlerin de bu konudaki düşüncelerini ölçmek amacı ile öğretmen mülakatları da gerçekleştirilmiştir.

Birinci ve ikinci mülakatlar ve sesli düşünme protokolleri ve aynı zamanda eğitmen mülakatları; sesli dosyada kayıt altına alınmış; analiz için araştırmacı tarafından dinlenerek, transkripsiyonları yapılmış ve okunarak, manüel kodlama yapılarak, analizleri gerçekleştirilmiştir. Manüel kodlama sırasında, bulguların güvenilirliği ve geçerliliği için üye kontrolü amaçlı bir başka akademisyene, katılımcıların isimleri gösterilmeden; fikirlerin doğru anlaşılıp anlaşılmadığı sorulmuştur. Hatta bu amaçlı veri analizi sırasında, araştırmacı; bazı katılımcı öğrencilerle bir araya gelip, söylediklerinin kendisi tarafından doğru anlaşılıp anlaşılmadığını kontrol ettirmiştir (Creswell, 2011).

Bulgular, iki kısımda paylaşılmıştır. Öncelikle; anket sonuçları, nicel araştırma sonuçları kapsamında ve mülakatlar, sesli düşünme protokolleri ve öğrenci günlükleri ise, nitel araştırma sonuçları adı altında paylaşılmıştır.

Ankete katılan 169 öğrenciden alınan sonuçlara göre; öğrencilerin yarıdan fazlası (% 65,7) İngilizce'yi öğrenmek istemelerinin sebebini, mesleki gelişim olarak belirtiyor. % 17,8 lik kısım ise, eğitimlerini İngilizce alacakları için İngilizce öğrenmek zorunda hissettiklerini söylediler. Bu da öğrencilerin İngilizce'yi dışsal sebeplerden dolayı öğrenmek istediklerinin bir göstergesidir.

Öğrencilerin; % 48,5 i öğrenme stratejilerini öğretmenlerinden öğrendiklerini belirtirken, sadece % 27,2 lik kısım stratejileri kendi öğrendiklerini, anketlerde belirtmişlerdir.

Anketlerde, öğrencilere en çok hangi alanda zorlandıkları sorulduğunda; en sorunlu ve zorlanılan alanın, 'konuşma becerisi' olduğu, bunu da kelime bilgisi ve dinleme becerisinin olduğu görülmüştür. Öğrenciler, en az zorlandıkları alanın 'okuma becerisi' olduğunu ifade etmişlerdir.

Öğrencilere verilen anket, iki kısımdan oluştuğundan; strateji envanterinin ve öz yeterlilik envanterinin dağılım grafikleri çıkarılmış, dağılım grafikleri normal bulunup; sonuçları da anlamlı çıkmıştır. Anket sonuçlarından yapılan öğrenci seçimleri, strateji envanter sonuçlarının ortalamasına göre yapıldığı için strateji envanteri ile öz yeterlilik envanterinin korelasyonu alınmış ve aralarında olumlu

yönde yüksek korelasyon bulunmuştur. ($r = .57$) Bu da strateji envanter sonucu yüksek olan bir öğrencinin, öz yeterlilik envanter sonucunun da muhtemelen yüksek olacağının göstergesidir.

Anket sonuçlarından çıkan, bir diğer önemli tespit de öğrencilerin hangi strateji türünü yoğunlukla kullandığı gerçeğidir. Bilişsel ve üst bilişsel strateji türleri, sıra ile en çok kullanılan strateji türleri olarak belirlenmiştir. En az kullanılan strateji türü ise, yine sırasıyla; duyuşsal ve telafi strateji türleridir.

Nitel veri analiz sonuçlarına gelindiğinde ise, strateji envanter sonuçlarına göre üç bölüme ayrılmış; 10 kişiye, İngilizce'yi öğrenme sebepleri sorulduğunda, ortalama altı grup, bölümlerinde İngilizce eğitim alacaklarından öğrenmek zorunda olduklarını belirtirken, ortalama gruptaki öğrenciler; kendilerini mesleki olarak İngilizce ile daha iyi geliştirebileceklerini söylediler. Ortalama üstü gruptaki insanlar ise; İngilizce'nin onlara hayat boyu gerekli olacak ve onların vizyonunu geliştirecek bir dil olacağının farkında olduklarını, mesleki gelişimin yanında bir nevi kişisel gelişim için dili öğrenmek istediklerini belirttiler.

Yine bu öğrencilere ilk mülakatlarda İngilizce'de zorlandıkları alanlar sorulduğunda, çoğu konuşma (A4, HA1, HA2, HA3, BA1, BA2, BA3) ve diğerleri de yazmada zorlandıklarından bahsettiler. (A1, A2, A3).

Öğrencilere, kendi çalışma programları olup olmadığı sorulduğunda; ortalama altındaki gruptaki katılımcılar, herhangi bir çalışma planlarının olmadığını söylediler. Ortalama gruptaki öğrenciler de belirli bir çalışma planlarının olmadığını; canları ne zaman isterse, o zaman çalıştıklarını belirttiler. Ortalama üstü grup öğrencileri ise; günlük olarak sınıfta ne işlenirse, onu tekrar etme düzeyinde belirli bir ders yapma planlarının olduğunu söylediler.

Bu soru; ikinci dönemde, Mayıs ayının sonunda yapılan ikinci mülakatlarda yeniden sorulduğunda, ortalama altında kalan katılımcı öğrenciler; kalacakları kesin olduğu için herhangi bir çalışma planlarının olmadığını yinelediler. Ortalama grupta kalan öğrenciler ise; çalışma planlarının olmadığını ama finale az kaldığı için sınavdan geçmek için çalışmaları gerektiğini ve sınav sebebiyle çalışacaklarını belirttiler.

Ortalama üstü gruba; aynı soru yöneltildiğinde, bu gruptaki katılımcılar çalışma planlarını yıl içinde ihtiyaç ve eksiklerine göre yeniden şekillendirdiklerini ifade ettiler.

Öğrencilerin çalışma planları ile ilgili, öğretmenlerin fikri sorulduğunda; katılımcı öğretmenler, öğrencilerin çalışma planlarının olması gerektiğini fakat bunu kendilerinin oluşturmasının önemine vurgu yaptılar. Üniversite seviyesindeki bir öğrenciye, hocanın çalışma programı oluşturmayacağını fakat bu konuda yardım istenirse, yardımcı olunabileceğini ifade ettiler.

Öğrencilere, birinci mülakatlarda; okulda ilerleyen hızlı müfredata yetişmek için strateji kullanıp kullanmadıkları soruldu. A1 ve A2 bunun için strateji kullanmadıklarını söylerken, A3 ve A4 derste işlenen konuları tekrar ettiklerini, kelimeleri ezberlemeye çalıştıklarını söylediler. Ortalama üstü gruptaki öğrenciler ise; günlük, düzenli tekrarlarla işlenen konuları sindirmeye çalıştıklarını belirttiler. Ortalama altı gruptaki katılımcılar ise; müfredata yetişmek adına herhangi bir strateji kullanmadıklarını, müfredata yetişme kaygılarının olmadığını; çünkü buna yetişemeyeceklerine inandıklarını belirttiler.

Bu soru, ikinci mülakatlarda öğrencilere sorulduğunda; ortalama üstü gruptaki öğrenciler, düzenli tekrarlarla çalışmaya devam ettiklerini fakat eksikliklerine göre çalışma yöntemlerinde ve stratejilerinde değişimlere gittiklerini belirttiler. Müfredata yetişmek için büyük kaygı duyduklarını ve bunun için de ellerinden geleni yaptıklarını söylediler. Bunu yaparken, okuma dersinde öğrendikleri kalıp ve kelimeleri; yazma ve konuşma becerilerini geliştirmek için aktif bir şekilde kullanmak, yeni öğrendikleri kelime ve kalıplarla sürekli cümle kurmak adına ellerinden gelen çabayı gösterdiklerini vurguladılar.

Öğrencilere, kullandıkları bu stratejileri nereden öğrendikleri sorulduğunda; katılımcıların hepsi, bu okula gelmeden önce herhangi bir strateji bilmediklerini ve dil öğrenme süreci ile, bu kadar yoğun bir deneyimi hayatlarında ilk kez yaşadıklarını belirtip, bu konudaki bilgi ve tecrübeyi öğretmenlerinden aldıklarını söylediler. Yine katılımcı öğretmenler de derslerde strateji öğretime önem verdiklerini, kendileri ile yapılan mülakatlarda söylediler.

Birinci ve ikinci mülakatlarda, katılımcı öğrencilere; en çok hangi strateji türü kullandıkları sorulduğunda, cevaplarda ya ezber ya da bilişsel strateji türünün öğrenciler tarafından tercih edildiği görüldü. İkinci mülakatlarda da aynı soru yöneltildiğinde, katılımcıların çoğu; birinci dönem yoğun olarak kullandığını belirttiği strateji türünü söylemişlerdir. Kullandığı strateji türünü değiştirmediklerini ifade etmişlerdir. Sadece A3 kodlu öğrenci; ezberden, bilişsel strateji yöntemine geçtiğini, ezber stratejisinin ona bir fayda getirmediğini söylemiştir. HA1 de bilişsel strateji türünden, duyuşsal strateji türüne geçtiğini söylemiştir. İkinci dönem, dil ile duygusal bir bağ kurduğunu, bu dili severek, bu dili hayatının bir parçası yapıp; sürekli geliştirmek ve öğrenme sürecini devam ettirmek istediğini belirtmiştir. Kullandığı strateji türünde değişiklik yapmayan katılımcılara, nedeni sorulduğunda; onlar için artık bir alışkanlık olduğunu ve değişimden yana olmadıklarını söylediler. Öğretmenlere, öğrencilerinin en çok hangi strateji türünden yararlandığı sorulduğunda; tüm katılımcı öğretmenler, mülakatlarda öğrencilerinin ezber stratejisini daha çok kullandığını, bu yönteme daha alışık ve yatkın olduklarını gördüklerini; gelmiş oldukları eğitim sisteminden kaynaklı olarak, üniversitede de bu strateji türünü kullandıklarını söylediler.

Öğrencilere, dört becerilerini (okuma, yazma, dinleme ve konuşma) geliştirmek için hangi stratejileri kullandıkları soruldu. Ortalama grup, okuma stratejisi için daha yapısal (kelime, eş anlamlı kelime ve kalıp ezberleme) gibi stratejilere başvurduklarını söylerken, ortalama üstü grup; daha derinsel ve manasal stratejiler (göz atma, tarama, eş anlamlı kelimeler bulma) kullandıklarını belirttiler. Yine yapılan sesli düşünme protokollerinde; birinci protokolde, ortalama grup soruları yapısal (benzer kelime bulma) yöntemler kullanarak çözerken; ortalama üstü grup, daha derinsel (tarama, göz atma, anlam bulma) stratejiler kullanarak cevaplamıştır. Ortalama altı grup, yine yüzeysel stratejilerden yararlanmıştır. Bundan dolayı ikinci sesli düşünme protokollerinde; ortalama grup ve ortalama altı grup öğrencileri başarılı olamamışken, ortalama üstü gruptaki katılımcılar başarılı olmuş, okuma parçasını anlamış ve sorulara uygun cevaplar verebilmişlerdir. Ortalama altında kalan gruptaki öğrenciler ve bazı ortalama gruptaki öğrenciler, ‘okuma parçasından hiçbir şey anlamadıklarını’ söylemişlerdir.

Öğrencilere, yazma becerilerini geliştirmek için hangi stratejilerden yararlandıkları sorulduğunda; ortalama altı ve ortalama gruptaki öğrenciler, kelime ve yapı ezberleme stratejilerinden yararlandıklarını belirtirken, ortalama üstü öğrenciler ise format organizasyon ve yapılara odaklandıklarını belirtmişlerdir. Sesli düşünme protokollerinde, hem birinci de hem de ikinci de ortalama üstü gruptaki öğrenciler çok başarılı işler çıkartmışlardır. Her iki protokolde de ortalama üstü grupta yer alan katılımcı öğrenciler; yazmaya başlamadan, öncelikle yazılarının planlamasını yapmışlar ve formata önem vermişlerdir. Fakat birinci protokollerde, ortalama grup ve ortalama altı grup; akıllarına ne gelirse yazmışlar, format ve düzene pek de önem vermemişlerdir. Yine ikinci protokollerde; ortalama üstü grup, kendilerinden beklenen akademik yazı yazma işlemini başarı ile gerçekleştirirken, ortalama grup bu konuda yetersiz kalmış ve ortalama altındaki öğrenciler ise, ‘ne yazmaları gerektiğini’ anlayamamışlardır.

Öğrencilere, dinleme becerilerini geliştirmek için neler yaptıkları sorulduğunda; birinci dönem herhangi bir strateji bilmediklerini belirten öğrenciler, ikinci dönem rakamlara, sayılara ve bazı bağlaçlara dikkat ederek dinledikleri parçadan anlam çıkarmaya çalıştıklarını söylemişlerdir. Fakat bunu geliştirmek için sınıf dışı etkinlik olarak ne yaptıkları sorulduğunda, çoğu bir şey yapmadıklarını söylemekle beraber; ortalama üstü gruptaki öğrenciler, yabancı dizi ve film izlediklerini ve bu şekilde dinleme becerileri geliştirmeye çalıştıklarını söylemişlerdir.

Konuşma becerisi için ne tür stratejilerden yararlandıkları sorulduğunda; öğrenciler, sınıfta öğretmenlerin gösterdiği bazı kalıp ve yapılara dikkat ettiklerini vurgularken, okul harici konuşma becerilerini geliştirmek adına herhangi bir çabaları olmadıklarını söylemişlerdir. Ortalama altı gruptaki öğrenciler, hem birinci hem de ikinci mülakatlarda; konuşma becerisi için, ne sınıf içi ne de sınıf dışı stratejilerinin olmadığını söylemişlerdir.

Öğrencilere, gramer (dilbilgisi) becerilerini nasıl geliştirdikleri sorulduğu zaman ise; ortalama üstü grup katılımcılarının uyguladığı stratejiler dikkat çekmektedir. Bu gruptaki öğrenciler, grameri derste nasıl ve ne için kullandıklarını; yani fonksiyonlarını öğrendiklerini ve daha sonra, evde de bu öğrendikleri yeni kurallarla

cümleler kurduklarını, bu yapıları yazma sınavlarında nasıl kullanacaklarını düşündüklerini söylemişlerdir. Yine ortalama gruptaki öğrenciler de yeni öğrendikleri gramer kuralları ile cümle kurarak ve evde de tekrar yaparak gramerlerini geliştirdiklerini belirtmişlerdir. Ortalama altındaki gruptan BA3 haricindeki diğer iki katılımcı, herhangi bir stratejilerinin olmadığını ve gramer de çalışmadıklarını ifade etmişlerdir.

Öğrencilere kelime becerilerinin gelişimi için ne yaptıkları sorulduğunda; ortalama altı grup, ezber yapmaya çalıştıklarını söylerken, ortalama gruptaki öğrenciler eş anlamlı kelime ezberi ve sınıfta işlenen kelimeleri tekrar ederek, kelime haznelerini geliştirmeye çalıştıklarını söylemişlerdir. Ortalama üstü gruptaki öğrenciler ise, derste işlenen kelimeleri örnek cümle içerisinde görmeye özen gösterdiklerini; hatta bu kelimelerle kendi cümlelerini kurduklarını ve kurmaya çalıştıklarını, aynı zamanda yeni öğrendikleri kelimeleri yazma ve konuşma sınavlarında nasıl kullanabilirim, hangi konu gelirse o kelimelerle konuya uygun cümleler kurabilirim, bunları düşündüklerini ve uygulamaya koymaya çalıştıklarını ifade etmişlerdir.

Öğrencilere, okulda uygulanan sınavların kullandıkları stratejileri etkileyip etkilemediği sorulduğunda; ortalama grup ve ortalama altı grup, ‘sınav için çalıştıklarını ve doğal olarak sınavların kullandıkları stratejileri etkilediğini’ söylemişlerdir. Öğrencilere, hangi sınavlarda stratejilerden daha çok yararlandıkları sorulduğunda; gelen cevaplar yazma, okuma ve konuşma şeklinde olmuştur. En çok yazma sınavında strateji yapabildiklerini özellikle belirtmişlerdir. Bu soru, öğretmenlere de yöneltildiğinde; öğretmenler de bunu doğrulamış, öğrencilerin yazma sınavına girerken bazı kalıp, kelime ve cümleleri ezberleyip girdiklerini söylemişlerdir. Bu ezberledikleri kalıp ve cümleleri, gelen sınav konusuna göre değiştirip, kullanabildiklerini ama dinleme ve okuma sınavı için uygulayabilecekleri böyle bir ezber stratejisi olmadığına vurgu yapmışlardır. Gelecek konuyu asla tahmin edemediklerinden, ezber yapmalarının faydasız olduğunu yinelemişlerdir. Okuma sınavlarında, zaman kazanabilmek için tarama ve gözden geçirme stratejilerinden yararlanmaları gerektiğini ve çoğunun da yararlandığını, başka türlü zamanı verimli kullanamayacaklarını da belirtmişlerdir.

Öğrencilere; ‘strateji kullanımı, öz düzenleme ve öz yeterlilik arasındaki bağ’ sorulmuş, hepsi birbirleri ile bağlantılı konseptler olduğunu söylemişlerdir. Hatta ortalama altı gruptaki öğrencilerden biri: *“Ben öğrenme stratejileri çok kullanmıyorum ama kullanıyor olsaydım, eminim ki öz düzenleme yetim ve öz yeterlilik algım da yüksek olurdu.”* diyerek, bunların birbiri ile bağlantılı olduğunu onaylamıştır.

Öğrencilere; ‘kullandıkları stratejiler sayesinde dil becerilerinde gelişme olup olmadığı’ sorulduğunda ise, ortalama grup ve ortalama üstü grup, kesinlikle fark edilir düzeyde değişim olduğundan bahsederken; ortalama altı grup, bu konuda olumlu yönde yorum yapamamıştır. Fakat ortalama üstü grup, dil becerilerindeki olumlu değişimi çok net ve belirgin örnekler vererek açıklayabilirken, ortalama grup sadece değişim ve gelişimi hissettiklerini söylemişlerdir. Genel itibari ile, en çok gelişimin; okuma ve yazma becerilerinde olduğu, katılımcıların ortak kanısıdır.

Son olarak; öğrencilere, ‘okulun eğitiminin onların öz yeterlilik düzeylerinde olumlu yönde bir katkısı olup olmadığı’ sorulduğunda, tüm öğrenciler; ortalama altı grup hariç, olumlu katkısı olduğunu; ancak okulda yapılan müfredat dışı etkinliklerin daha çok ikinci döneme sıkıştırılmasından rahatsız olduklarını, bu tür aktivitelerin birinci döneme de yayılması gerektiğini belirtmişlerdir. Ortalama altı gruptan BA3 bu aktivitelerin ders içi zamanlara yayılması gerektiğini söylemiş, ders dışında olunca; bu aktivitelere katılımın olmayacağından bahsetmiştir.

Sonuç olarak; bu çalışmadan bazı çıkarımlar yapılacak olursa, öncelikli olarak ‘bu öğrencilerin dil öğrenmeye karşı motivasyonlarının artırılması gerektiği’ görülmektedir. Bu öğrencilere; dil öğrenme sürecinin zorunlu olarak yapılması gereken bir sorumluluk değil, hayatlarının bir parçası olduğunu ve sadece mesleki değil, kişisel gelişimleri için çok önemli bir süreç olduğu anlatılmalıdır. Bunun için de öğrencilerle oryantasyon görüşmeleri düzenlenmeli, uzmanlar getirilmeli ve hatta geçen senelerden başarılı olan ve rol model teşkil edecek akran görüşmeleri yapılmalıdır. Unutulmamalıdır ki; bu yaşlardaki öğrenciler üzerinde, akran etkisi daha fazla olmaktadır.

Öğrencilere, çalışmanın ve öz düzenleme becerilerinin önemi anlatılmalı; bu okuldaki dil eğitimlerine A1 seviyesinden başladıkları için ve akademik yıl sonunda 8 ay içerisinde kendilerinden B2 seviyesine ulaşmaları beklendiği, kendilerinin ders harici çalışmalar da yapması gerektiği vurgulanmalıdır. İngiliz Konsoloslugu'nun 2015 yılında Türkiye'de yükseköğretimde dil eğitimi üzerine yaptığı çalışma göstermiştir ki 8 ay içerisinde öğrencilerin A1 seviyesinden B2 seviyesine ulaşmaları çok zordur. Öğrencilerin olağanüstü çaba sarfetmesi gerekmektedir.

Öğrencilerin dil gelişimlerini izlemesi, bunu yaparken de performans düzeylerini dikkate almaları gerekmektedir. Yani ortalama üstü gruptaki katılımcıların yaptığı gibi, üretken becerilerinde (konuşma ve yazma) gösterdikleri performansı baz alarak; dil becerilerindeki gelişimi ölçmeleri gerekmektedir. Fakat ortalama grup, algılayıcı becerilerindeki (okuma ve dinleme) seviyelerine bakarak bunu ölçmektedirler ve bu da yanıltıcı olabilmektedir.

Öğrencilerin genelde sadece bilişsel ve ezber stratejileri kullandıkları tespit edilmiş ve hatta kullandıkları bu stratejileri yoğunluklu olarak tüm yıl aynı şekilde kullandıklarını ikinci mülakatlarda da ifade etmişlerdir. Öğrencilerin ihtiyaç ve eksiklerine göre, kendilerine yeni stratejiler edinmesi ve olabildiğince çeşitli strateji kullanmaları hedeflenmelidir.

Öğrencilerin, genellikle; stratejilerini yazma ve okuma becerilerini geliştirmede kullandıkları tespit edilmiş, dinleme becerisini geliştirmek adına çok fazla stratejiden yararlanmadıkları görülmüştür. Buna ek olarak, konuşma becerilerini geliştirecek strateji yapamadıklarını, bunun için pratiğe ihtiyaçları olduğunu; uygun ortam ve imkan olmadığından şikayet etmişlerdir. Fakat teknolojinin yaygın olarak kullanıldığı şu günlerde, sosyal medya sitelerinde yabancı arkadaş edinip; yine eğitimsel amaçlı tasarlanan siteler sayesinde, konuşma becerileri geliştirme imkanına sahiplerdir. Aynı zamanda okulun “konuşma kulübü” adı altında, organize ettiği ve öğrencilerin konuşma becerilerinin geliştirilmesinin amaçlandığı aktivitelere katılımları beklenirken ve birinci dönem yapılan mülakatlarda bu tür aktivitelerin yapılmasını beklediklerini belirtmelerine rağmen; ikinci dönem, okulda böyle organizasyonlar yapılmış, öğrencilerin yapılan bu organizasyonlara katılmamış

olmaları büyük bir çelişkidir. Öğrencilerin bu aktivitelere katılımını sağlamak ve bu aktivitelere teşvik etmek için, aktivitelere katılan öğrencilere; ekstra puan vermek veya katılımı zorunlu tutmak faydalı olabilir.

Bir diğer önemli husus da öğrencilerin kelime ve gramer (dilbilgisi) gelişimidir. Mülakatlarda da fark edildiği üzere; öğrenciler gramer kurallarını ve kelimeleri ezberleme stratejisi ile öğrenmeye çalışmakta ve tekrarlar yaparak, gerek kuralları gerekse kelimeleri ezberlemeye çalışmaktadırlar; özellikle, ortalama ve ortalama altı gruptaki katılımcılar. Fakat ortalama üstü gruptaki katılımcıların da belirttiği üzere, asıl yapılması gereken; “gramer kurallarını neden öğrendiklerini kavrayıp, bu kuralları ne durumlarda ve hangi bağlamda kullanabileceklerini idrak etmeleri” gerektiğidir. Hatta buna istinaden, yine öğrenilen kurallar ile cümle kurulmalı ve bu cümleler, yazma ve okuma sınavlarına nasıl entegre edilir, düşünülmelidir. Yine kelime bilgisi gelişimi için ezber stratejisi yerine, derste öğretilen kelimelerle cümle kurmaya çalışılmalı ve böylelikle Bloom’un (2008) taksonomisinde sentez düzenine ulaşmaya çalışılmalıdır. Kendi cümlelerini kuran öğrenciler, kelimeleri aktif düzeyde kullandıkları için unutmaları gecikecek ve kelimeler daha rahat öğrenilip, zihinde kalacaktır. Bunun için örnek cümlelerden de yararlanılabilir. Sözlük kullanımı teşvik edilmelidir. Fakat kullanacakları sözlük; iki dilli, yani İngilizce-Türkçe / Türkçe-İngilizce olabileceği gibi, tek dilli (İngilizce-İngilizce) de olabilir (Ahmed, 1989).

APPENDIX N: Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: Tomak, Burak

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EDUCATION

Degree	Institution	Year of Graduation
MA	METU English Language Teaching	2012
BS	Marmara University English Language Teaching	2009
High School	Giresun Super High School	2005

WORK EXPERIENCE

Year	Place	Enrolment
2009- Present	Marmara University	Instructor
2016 May	University of Pardubice, Czech Republic	Visiting academician with Erasmus
2008-2009	İstanbul Private Çevre Schools	Part-time teacher for a practicum

FOREIGN LANGUAGES

Advanced English, Elementary German

PUBLICATIONS

- Tomak, B. & Ogul, G. (2014). The Perspectives of EFL Learners on the Video Use in Language Classrooms. *Research in EFL and Literature Context: Challenges and Directions*. Athens Institute for Education and Research. (sf 411-424). Athens, Greece.
- Tomak, B. & Karaman, C. (2013). Mentoring in a Professional Development Program for Novice Teachers at a State University in Turkey: A Qualitative Inquiry. *Educational Research Association The International Journal of Research in Teacher Education*. Sayı 2. Cilt 4 sf 1-13.
- Tomak, B. & Kocabaş, P. (2013). The Perspectives of Turkish Prospective Teachers on "ELF" and Their Awareness of it in their ELT Programs. *ELF5 Proceedings of The Fifth International Conference of English as a Lingua Franca*. Y. Bayyurt & S. Akcan (Eds.) Bogaziçi University Press (sf 183-189). Istanbul.
- Tomak, B. (2011). The Perspectives of Both Turkish Students and Turkish Teachers on English Learning/Teaching as an International Language. *Iconte. Siyasal Kitabevi* (sf 277-285). Ankara, Turkey.
- Tomak, B. (2010). *Differences in Writing Assessment among Turkish and Native English teachers*. INGED Proceedings (sf. 150-157).
- Tomak, B. & Atay, D. (2010). The Attitudes of Turkish EFL Students on Intercultural Competence in Language Classes. *Iconte. Siyasal Kitabevi* (sf 602-607). Ankara, Turkey.

CONFERENCE PRESENTATIONS

- Tomak, B. & Kocabaş, P. (2015). *Turkish EFL Instructors' Current Perspectives on "ELF": A Comparative Study in Turkey* International Conference on Applied Linguistics: Current Issues in Applied Linguistics. Çanakkale, Turkey

- Tomak, B. & Karaman, A. C. (2013). *Mentoring in a Professional Development Program for Novice Teachers: At a State University in Turkey: A Qualitative Inquiry*. V. International Congress of Education Research. Çanakkale, Turkey
- TOMAK, B. (2012). *The importance of video use in language classes and its educationa limplications*. Foreign Language Educationandits Applications in Prep Classes. Istanbul, Turkey
- Tomak, B. & Kocabaş, P. (2012). *The perspectives of Turkish prospective teachers on "ELF" and their awareness of it in their ELT programs*. ELF5 Bogaziçi University. Istanbul, Turkey
- Tomak, B. & Fűrüzan, G. (2012). *The perspectives of EFL learners on the video use in language classrooms*. 5th Annual International Conference on Literature, Languages & Linguistics, ATINER. Athens, Greece
- Tomak, B. & Karaman, A. C. (2012). *Yabancı Dil Eğitim Programları'nda Kültürel Farkındalık: Öğretim Görevlileri Odaklı Bir Durum Çalışması* 21. Ulusal Eğitim Bilimleri Kongresi. Istanbul, Türkiye
- Tomak, B. (2011). *The Perspectives of Both Turkish Students and Turkish Teachers on English Learning/Teaching as an International Language*. ICONTE. Antalya, Türkiye
- Tomak, B. (2010). *Differences in Writing Assessment among Turkish and Native English teachers*. INGED ELT Conference. Isparta, Türkiye
- Tomak, B. & Atay, D. (2010). *The attitudes of Turkish EFL students on intercultural competence in language classes*. ICONTE. Antalya, Türkiye

APPENDIX O: Tez fotokopisi izin formu

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : Tomak
Adı : Burak
Bölümü :İngiliz Dili Öğretimi

TEZİN ADI (İngilizce) :SELF-REGULATION STRATEGIES THAT ENGLISH LANGUAGE LEARNERS IN A TURKISH STATE UNIVERSITY USE TO INCREASE THEIR PROFICIENCY AND SELF-EFFICACY

TEZİN TÜRÜ : Yüksek Lisans ☐ Doktora ☒

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☒
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: