

**USE OF LANGUAGE LEARNING STRATEGIES  
IN RELATION TO STUDENT CHARACTERISTICS  
AT BAŞKENT UNIVERSITY**

**A THESIS SUBMITTED TO  
THE GRADUATE SCHOOL OF SOCIAL SCIENCES  
OF  
MIDDLE EAST TECHNICAL UNIVERSITY**

**BY  
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**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF SCIENCE**

**IN  
THE DEPARTMENT OF EDUCATIONAL SCIENCES**

**SEPTEMBER 2003**

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## **ABSTRACT**

### **USE OF LANGUAGE LEARNING STRATEGIES IN RELATION TO STUDENT CHARACTERISTICS AT BAŞKENT UNIVERSITY**

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September 2003, 126 pages

The aim of this study was to investigate the relationship between university students' use of language learning strategies, achievement, gender, span of learning English, type of high school they graduated from, and attitude toward English. Two instruments were used for data collection purposes: The Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) and Aiken's Attitude Scale (1979). The instruments were administered to 153 university students from the different streams at the Preparatory school of Başkent University, Ankara, Turkey. The data gathered was analyzed by using SPSS program; descriptive statistics, independent samples t-test, correlation, and one-way ANOVA. The results showed that Metacognitive strategies category was the most frequently used

category by the students, followed by Social strategies category, Compensation strategies category, Memory strategies category, Cognitive strategies category and Affective strategies category respectively. The results also showed that there were statistically significant differences between male and female students' use of strategies. Female students used strategies from various categories with higher frequency compared to male students. There were statistically significant differences between students' strategy use with regard to type of high school they graduated from. There were no statistically significant differences between students' strategy use with regard to span of learning English. Affective and Social strategy categories were found to have statistically significant relation with the students' fall term language achievement scores. The results also revealed that students' strategy use had statistically significant relation with the students' attitude toward English.

**Keywords:** Language Learning Strategies, Attitude Toward English

## ÖZ

### BAŞKENT ÜNİVERSİTESİ ÖĞRENCİLERİNİN ÖZELLİKLERİNE GÖRE YABANCI DİL STRATEJİLERİNİN KULLANIMI

TUNÇ ÖZGÜR, Sabiha

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Tez Yöneticisi: Yrd. Doç. Dr. Ahmet OK

Eylül 2003, 126 sayfa

Bu çalışmanın amacı üniversite öğrencilerinin yabancı dil öğrenme stratejileri, başarı durumu, cinsiyet, İngilizce öğrenme süresi, orta öğretim okul türü, ve İngilizce dersine yönelik tutum arasındaki ilişkiyi incelemektir. Çalışmada veri toplamak için iki farklı araç kullanılmıştır: Oxford (1990) tarafından geliştirilen Strategy Inventory for Language Learning ve Aiken (1979) tarafından geliştirilen Attitude Scale kullanılmıştır. Oluşturulan araçlar Başkent Üniversitesi Hazırlık Okulunun farklı kurlarında eğitim gören 153 öğrenciye uygulanmıştır. Elde edilen veriler SPSS Paket Programından yararlanarak, betimsel istatistikler, t-test, ANOVA ve korelasyon teknikleri kullanarak çözümlenmiştir. Çalışmanın sonuçlarına göre üniversite öğrencilerinin en sık kullandıkları strateji gurubu Biliş ötesi

(Metacognitive) stratejiler gurubudur. Bu gurubu takip eden strateji gurupları kullanım sıklığı sırasına göre Sosyal (Social) stratejiler gurubu, Telafi (Compensation) stratejiler gurubu, Bellek (Memory) stratejiler gurubu, Bilişsel (Cognitive) stratejiler gurubu ve Duyuşsal (Affective) stratejiler gurubudur. Katılımcıların cinsiyeti söz konusu olduğunda ise kadınlar ile erkekler arasında anlamlı farklar ortaya çıkmıştır. Kadınların erkeklere kıyasla daha çeşitli strateji guruplardan ve daha yoğun sıklıkta stratejiler kullandıkları ortaya çıkmıştır. Elde edilen verilerden, katılımcıların strateji kullanımı ile mezun oldukları orta öğretim okul türü arasında anlamlı fark bulunmuştur. Katılımcıların strateji kullanımı ile İngilizce öğrenme süresi arasında anlamlı fark bulunamamıştır. Bunun yanı sıra Duyuşsal (Affective) stratejiler gurubu ve Sosyal (Social) stratejiler gurubu ile başarı arasında anlamlı bir ilişki bulunmuştur. Elde edilen verilerden yabancı dil öğrenme strateji kullanımı ile İngilizce dersine yönelik tutum arasında anlamlı bir ilişki bulunmuştur.

**Anahtar Sözcükler:** Yabancı Dil Öğrenme Stratejiler, İngilizce'ye Yönelik Tutum

To My Family

## **ACKNOWLEDGEMENTS**

First of all I would like to thank my thesis advisor Assist. Prof. Dr. Ahmet Ok for all of the support and encouragement in the realization of this study.

I would like to express my appreciation to my family: my father, my mother, my husband and my dearest son for all their support and for always believing in me.

I would like to express my gratitude to the director of Başkent University Preparatory School and all the academic and administrative staff and students who spent time and effort for the realization of this study.

I would also like to thank my dearest colleagues and tutors Meral Güçeri and Beril Yücel for always encouraging me to pursue my academic studies.



I hereby declare that all the information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Date:

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Current research and applications in the field of language teaching and learning have given great importance to investigating the learner characteristics and the processes followed by learners while learning a new language. Present tendencies in the field of language teaching and learning are influenced by the changing conditions of the modern world. Increasing technological advancements, changing socio-economic boundaries, globalization and speed of communication are all global facts that emphasize the importance of knowing or learning a foreign language.

One of the most influential developments in the field of language learning today is the Common European Framework, which is intended to overcome the barriers of communication among professionals working in the field of modern languages arising from different educational systems in Europe. This framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, and textbooks across Europe. It describes what language learners have to do in order to use a language for communication and what knowledge and

skills they have to develop so as to be able to act effectively in the new language. One of the main aims of the framework is to promote methods of modern language teaching that will strengthen independence of thought, judgment and action, combined with social skills and responsibility.

From this perspective, the aim of language education is profoundly modified. The recent developments in the Council of Europe's language programme have been designed to produce tools for use by all members of the language teaching profession. In particular, the European Language Portfolio (ELP) provides a format in which language learning and diverse intercultural experiences can be recorded and formally recognized. Progress in language learning is most clearly evidenced in the learner's ability to engage in observable language activities and to operate communication strategies. Therefore, communication strategies are 'a convenient basis for the scaling of language ability '(Council of Europe, 2001: 57).

Thus, recently educators try to find effective ways to equip students with long-term learning experiences and abilities to learn how to deal with the language rather than learn it as declarative knowledge. Learning a language is a term used to refer to the process of active, conscious focus on and acting upon events (Brown, 1994).

The contemporary tendency to eclecticism, that is using variety of methods and approaches in language teaching rather than dogmatic positions of "right" and "wrong", has emphasized the interest in the learners' contribution in the language



learning and teaching process, and in the learning strategies that learners employ in the process of learning a language (Griffits and Parr, 2001).

In order to find out evidence for effective ways of learning a language, research done on language learners has contributed to formulating and exemplifying the learner characteristics that could be leading to overall success. Rubin (1975) determined that “good language learners” consistently use certain types of learning strategies, such as guessing meaning from context or taking risks. Later comparative studies on strategy use of “effective and less able learners” use of language learning strategies found that “less able learners” used strategies in a random, unconnected and uncontrolled manner (Abraham and Vann, 1987). On the other hand, more “effective learners” showed more careful manipulation of strategies with focus on the task in the target language. Nunan (1991) found that “more effective learners” differed from “less effective learners”. Effective learners were able to reflect on and state their own language learning processes.

A study by Green and Oxford (1995) on learners of English in Puerto Rico found that more successful learners used strategies for active involvement more frequently than did less successful learners. The same research showed that the number and type of learning strategies differed according to whether the learner was in a foreign language environment or a second language setting. It was found out that second language learners generally employed more strategies with higher frequency than did the foreign language learners.

Thus, in the light of the findings of recent research studies, the search for the students' strategy use and raising awareness of effective strategy use has gained importance in myriad contexts of language teaching. The use of effective learning strategies leads to reaching responsibility, autonomy and flexibility in learning (Chamot & O'Malley, 1984) which is especially important for university students because they are expected to improve their problem solving skills and develop useful strategies to cope with any possible problems in their fields of study and future careers.

Therefore, recognizing the importance of learning strategies and the deficiencies encountered by the learners of English as a foreign language, there has been an increased attention to the improvement of the use of learning strategies. In Turkey there is a need for further research on the topic. There are several studies that concentrate on either one language skill, such as reading (Uçkun, 1998) or strategies concerning only in-class behavior (Köksal, 1999). There are some studies done with younger students at high schools (Bedir, 2002). However, there is still a need for detailed research on language learning strategies of university students by taking into consideration all the skills involved in language learning, in-class and out of school learning behavior, and some other variables that might influence the use of these strategies inside and outside the classrooms. Learning and studying English as a foreign language, which is emphasized at all levels of learners' education in Turkey, should be examined from the learners' perspective and the influence of some cultural and demographic factors needs to be examined in detail.

## 1.2 Purpose and Problem of the Study

The main purpose of this study is to investigate the use of language learning strategies of university students, and to evaluate if there is any relationship between the use of language learning strategies and variables such as gender, type of high school they graduated from, span of learning English, English language achievement, and attitude toward English. Thus, this study focuses on the following research questions:

1. What language learning strategies are most frequently used by learners of English as a foreign language?
2. Do language learning strategies that students use differ according to students' gender?
3. Does students' use of language learning strategies differ according to type of high school they attended?
4. Does students' use of language learning strategies differ according to the span of learning English?
5. How does students' English language achievement score relate with students' overall use of language learning strategies?
6. How does students' overall use of language learning strategies relate with the students' attitude toward English as a foreign language?

### **1.3 Significance of the Study**

The students' use of language learning strategies is a matter of application and the influence of some variables that might affect the use of these strategies needs to be examined. When the research questions that are presented above are taken into account, it is assumed that this study may have significant contributions to the research done in terms of investigating university students' use of language learning strategies with regard to other variables such as gender, type of high school they attended, span of learning English and their attitude toward English. These variables may be considered as not very much emphasized factors in other research studies. The implications of this study may raise awareness of learners, teachers, parents, the institution the study is carried out in, other institutions with similar context and profile about the effect of the use of language learning strategies and may provide useful insights for analyzing and evaluating educational programmes with closer focus on the learner and expanding awareness in relation to variety of learning strategies.

### **1.4 Definition of Terms**

**Language Learning Strategies:** Language learning strategies can be defined as the steps or procedures that students follow to enhance their own learning of English as a foreign language. Strategies are especially important for language learning because they are the tools for active, self-directed involvement, which are essential for developing communicative competence (Oxford, 1990). In this study language

learning strategies refer to each statement in the Strategy Inventory for Language Learning (SILL).

**English Language Achievement:** English language achievement refers to students' scores at the end of fall term, 2002-2003 academic year at Başkent University, English Preparatory School.

**Span of Learning English:** Each participant's span of learning English as a foreign language (treated as a categorical variable).

**Attitude Toward English:** A sociocultural term referring to students' way of thinking, feeling and behaving to the nature and culture of the target language and learning that language (Brown, 1994).

**Language Learning Strategies Category:** The categories of strategies defined by Oxford (1990). There are six categories of strategies, namely: memory, metacognitive, cognitive, compensation, affective and social strategy categories. In this study language learning strategy category refers to a set of strategy statements that students use while learning a foreign language.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter deals with definition of concepts and terms related to theory of language learning and theoretical assumptions behind language learning strategies. The chapter proceeds with research studies done abroad and in Turkey on language learning strategies.

#### **2.1 Theory of Language Learning**

Since 1970s, the notion for a direct rather than delayed practice of communication has been central to methods and approaches in foreign language education. Taking into consideration the same notion, the approach that contributed most to the present practices is the Communicative Language Teaching approach. This approach views language as communication. It contrasted Chomsky's theory of competence (1965). For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes (1972), on the other hand, one of the main

proponents of Communicative Language Teaching approach, held that such a view was sterile. Hyme's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hyme's view, a person who acquires communicative competence acquires both knowledge and ability for language use. The term communicative competence was proposed to represent the use of language in social context, or the observance of sociolinguistic norms of appropriacy.

Halliday (1973) proposed an alternative linguistic theory of communication. He described seven basic functions that language performs for children learning their first language: the instrumental function, that is using language to get things, the regulatory function, that is using language to control the behavior of others, the interactional function, that is using the language to create interaction with others, the personal function, that is using the language to express personal feelings and meanings, the heuristic function, that is using language to learn and discover, the imaginative function, that is using the language to create a world of imagination, and the representational function, that is using the language to communicate information.

Savignon (1972) used the term communicative competence to characterize the ability of classroom language learners to interact with other speakers. In his research project at the University of Illinois, he examined the effect of practice and use of coping strategies, as part of an instructional program, on adults' classroom acquisition of French. Learners were encouraged to ask for information, to seek

clarification, to use circumlocution and other strategies to negotiate meaning and stick to the task at hand. Test results at the end of the instructional period showed that learners who had practiced communication in the manner of laboratory pattern drills performed with no less accuracy on discrete-point tests of grammatical structure. On the other hand, their communicative competence as measured in terms of fluency, comprehensibility, effort, and amount of communication in unrehearsed oral communicative tasks significantly surpassed that of learners who had no such practice. The coping strategies identified in that study became basis for the subsequent identification by Canale and Swain (1980) of strategic competence.

Canale and Swain (1980) analyzed communicative competence and identified four dimensions of communicative competence. First, *grammatical competence* referred to the domain of grammatical and lexical capacity. Second, *sociolinguistic competence* referred to understanding of the social context (role relationship, shared information of participants, purpose for interaction, etc.). Third, *discourse competence* referred to interpretation of individual message elements in terms of interconnectedness and meaning. Fourth, *strategic competence* referred to coping strategies that communicators employ to initiate, terminate, maintain, repair and redirect communication.

Richards and Rodgers (1986) stated that at the level of language theory, Communicative Language Teaching approach has a rich, if somewhat eclectic, theoretical base. The main characteristics of this view of language are: language is a system for the expression of meaning, the primary function of language is for



interaction and communication, the structure of language reflects its functional and communicative uses, and the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Johnson (1982) and Littlewood (1984) considered an alternative learning theory. According to this theory, the acquisition of communicative competence in language is an example of skill development. This involves both a cognitive and a behavioral aspect. The cognitive aspect involves the internalization of grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioral aspect, on the other hand, involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance.

To sum up, the classroom model that shows the hypothetical integration of the four components (Figure 2.1) that have been advanced as comprising elements of communicative competence (in Celce-Murcia, 2001:17) emphasizes the necessity of strategy use for improving communicative competence. This model shows how, through practice and experience in an increasingly wide range of communicative contexts and events, learners gradually expand their communicative competence, consisting of *grammatical competence*, *discourse competence*, *sociocultural competence*, and *strategic competence*. This model reveals that all elements are

interrelated and increase in one component interacts with other components to produce a corresponding increase in overall communication.

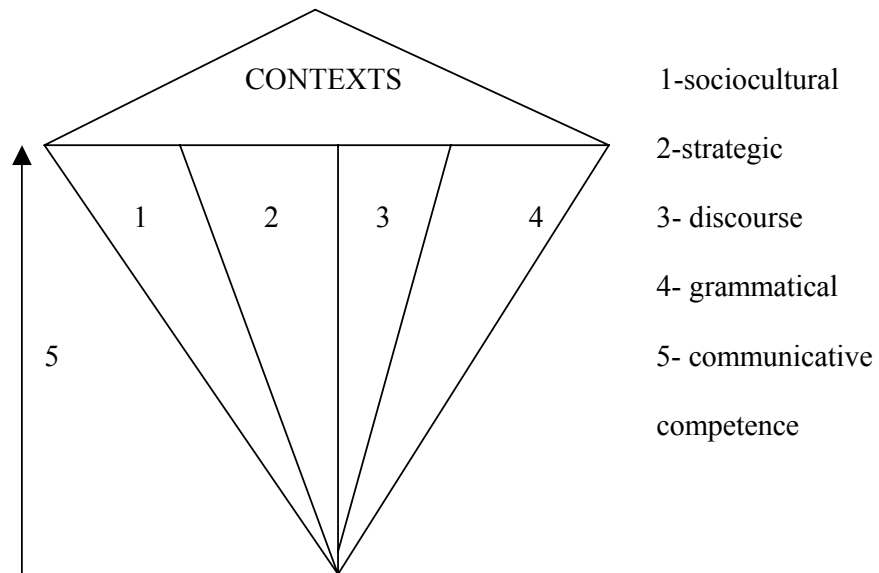


Figure 2.1 Components of Communicative Competence

## 2.2 Theoretical Assumptions behind Language Learning Strategies

The interest in research on language learning strategies derived from the principles of Cognitive theory of learning and the focus on the learner in the process of language learning. Cognitive theory has presented a comprehensive understanding of how information is stored in memory and what processes are entailed in learning. In Cognitive psychology paradigm, new information is acquired through a four-stage encoding process: selection, acquisition, construction, and integration (Weinstein & Underwood, 1985). Through selection, the learners

focus on specific information of interest in the environment, and transfer that information into working memory. In acquisition, learners actively transfer information from working memory into long-term memory for permanent storage. In the third stage, construction, learners actively build internal connections between ideas contained in working memory. The information from long-term memory can be used to enrich the learners' understanding or retention of the new ideas by providing related information or schemata into which the new ideas can be organized. In the final stage, integration, the learner actively searches for prior knowledge in long-term memory and transfer this knowledge to working memory. Selection and acquisition determine how much is learned, whereas, construction and integration determine what is learned and how it is organized.

Cognitive theory also suggests that information is stored as either declarative or procedural knowledge. Anderson (1983) distinguishes between declarative knowledge (what we know) and procedural knowledge (what we know how to do). Declarative knowledge is stored in terms of meaning based propositions and schemata, while procedural knowledge is stored in terms of production systems of if-then causal relationship. Language is represented within the theory as a complex cognitive skill.

Perkins (1989) pointed out that learning complex cognitive skills can be achieved effectively under two conditions: first, when there are repeated opportunities for practice with cued feedback (the law road to learning), second,

when the learner transfers an abstract principle from similar task to guide in acquisition of the new skill (the high road to learning).

Rabinowitz and Chi (1987) emphasized the role of learning strategies in this frame of thinking. They stated the role of language learning strategies in this formulation is to make explicit what otherwise may occur without the learners' awareness or may occur inefficiently during the early stages of learning. Moreover, students may learn new information without consciously applying strategies or by applying inappropriate strategies that result in ineffective learning or incomplete long-term retention. Strategies that more actively engage the person's mental processes should be more effective in supporting learning. These strategies may become automatic after repeated use or after a skill has been fully acquired.

Griffits and Parr (2001) summed up two theoretical assumptions that underlie contemporary ideas on language learning strategies. First, theory postulates that other things being equal, at least part of the differential success rate of the students depends on the varying strategies that the learners bring to the task. From this perspective, students can consciously influence their own learning and the language learning process is viewed as a cognitive process. Second, following on the observation that some students are more successful than others, and the hypothesis that some of this success may be caused by the use of effective language learning strategies, it is further assumed that the strategies employed by the more successful students could be learned by those students who are less successful.

### **2.3 Language Learning Strategies**

Rubin (1975, p. 45) defines language learning strategies as the techniques or devices which a learner may use to acquire knowledge. Oxford and Ehrman (1995, p. 362) refer to language learning strategies as the steps students take to improve their own learning. The definition of Wenden (1991, 8) is that learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so. Anderson (1994, 185) defines language learning strategies as the deliberate acting that learners select and control to achieve desired goals or objectives. Finally, O'Malley and Chamot's (1990) definition of learning strategies focuses special thoughts or behaviors that individuals use to comprehend, learn or retain new information.

To give more general definition by taking into consideration the properties of learning strategies one can state that learning strategies are flexible actions or behaviors, in accord with the learner's needs and characteristics, which are employed, consciously or unconsciously, and which enable the learner to comprehend and use new information.

Oxford (1990, p. 9) emphasized the important characteristics of language learning strategies. She stated that language learning strategies contribute to the main goal of language learning, that is communicative competence, allow learners to become more self-directed, expand the role of the teachers, are problem-oriented, are specific actions taken by the learner, involve many aspects of the learner, not

just the cognitive, support learning both directly and indirectly, are not always observable, are often conscious, can be taught, are flexible and are influenced by variety of factors.

When typologies of language learning strategies are considered, Wenden (as cited in Chastain, 1988, p. 141) provided the following classification of strategies that students need to develop:

1. Cognitive
  - a) To focus on the important aspects of material to be learned
  - b) To comprehend input
  - c) To store for future use what they have learned
  - d) To develop facility in using the learned material
2. Communication
  - a) Initiate conversation
  - b) Maintain conversation
  - c) Terminate conversation
4. Global
  - a) Read a paper in the second language
  - b) Make friends who speak the second language
  - c) Go to movies in the language
5. Metacognitive
  - a) Planning for learning
  - b) Monitoring learning
  - c) Checking the outcome

O'Malley and Chamot (1990) classified language learning strategies as cognitive and metacognitive. Cognitive learning strategies include inferencing, elaboration, grouping, imagery, and deduction. Metacognitive strategies include planning, selective attention, monitoring, and advance organizers. They stated that there is a direct parallel between individual learning strategies and specific cognitive processes that give the strategies independent grouping in a theory-based analysis. The classification that O'Malley and Chamot (1990, p. 126) provided was as follows:

1. Metacognitive
  - a) Organizational planning
  - b) Delayed production
2. Cognitive
  - a) Rehearsal
  - b) Translation
  - c) Note-taking
  - d) Substitution
  - e) Contextualization
3. Social/Affective
  - a) Self-talk

A broader framework is provided by Oxford (1990). She classified the language learning strategies by taking into consideration the affective and compensation strategy categories that have not been considered in previous classifications in the field. In her classification, Oxford, divided all of the six strategy categories into two main groups: Direct Strategies and Indirect Strategies.

Direct strategies are the language learning strategies that directly involve the target language. All direct strategies require mental processing of the language. There are three groups of direct strategies: memory, cognitive, and compensation strategies. Memory strategies help students store and retrieve new information. Memory strategies fall into four sets: Creating mental linkages, Applying images and sounds, Reviewing well, and Employing actions. Memory strategies reflect simple principles like arranging things in order, making associations, and reviewing. All these principles involve meaning. Cognitive strategies enable learners to understand and produce new language by many different means. Cognitive strategies have a common function of manipulation or transformation of the target language by the learner. There are four sets of cognitive strategies: Practicing,

Receiving and Sending messages, Analyzing and reasoning, and Creating structure for input and output. Compensation strategies allow learners to use the language despite their limitations in knowledge. There are two sets of compensation strategies: guessing intelligently in listening and writing, and overcoming limitations in speaking and writing. The general purpose of these strategies is to provide the ability to guess or compensate lack of knowledge with the use of synonyms or gestures in speech.

Indirect strategies support and manage language learning without directly involving the target language. Indirect strategies are divided into three groups: metacognitive, affective, and social strategies. Metacognitive strategies allow learners to control their own cognition, that is to coordinate the learning process by using different functions. Metacognitive strategies involve three sets: Centering your learning, arranging and planning your learning, and evaluating your learning. Affective strategies help regulate emotions, motivations, values and attitudes. Social strategies help students learn through interaction with others. According to Brown (1994), the Affective domain is impossible to describe within definable limits. It spreads out like a net involving concepts like: self-esteem, attitudes, motivation, anxiety, culture shock, inhibition, risk taking, and tolerance for ambiguity. There are three main sets of affective strategies: Lowering your anxiety, encouraging yourself, and taking your emotional temperature. Lastly, social strategies are important elements of real communication, which is the main aim of language. Language is a form of social behavior because it is used for communication between and among people. There are three sets of social strategies:



Asking questions, cooperating with others, and empathizing with others (See Appendix A).

#### **1.4 Research on Language Learning Strategies**

In the field of language learning strategies there is considerable research regarding different skills or different aspects of their classroom application. Chamot and O'Malley (1984) conducted a two-phased study on the use of language learning strategies of students of English as a second language. The first phase was a descriptive study to find out the strategies the students use in and out of the classroom. 70 high school ESL students and 22 of their teachers participated in the study. The students were interviewed in their native language for the strategies they employ and a list was constructed based on their answers. During the interviews the students were asked to describe any special techniques or tricks they used in understanding and remembering English in nine specific oral language tasks, such as vocabulary, pronunciation, oral grammar drill, listening comprehension, and oral reports. Students were also questioned about communicative situations outside of school. In addition the students were observed in their classes to ascertain their use of language strategies. As a result, 26 different kinds of strategies were identified under three types: metacognitive, cognitive and social strategies. The second phase of the study involved a two- week strategy training of the students to determine whether or not strategy training would influence learning of specific language tasks. Students at an intermediate level of ability in English were randomly assigned, roughly proportional to ethnicity and sex within each group of the three schools, to

one of the three strategy type groups - metacognitive, cognitive, and a control group. There were three subgroups: Hispanics, Asians, and a mix of language backgrounds. The cognitive group received cognitive strategies training. Control group did not use any special training. The metacognitive group received metacognitive strategy training. Results indicated that the students in the cognitive and metacognitive groups significantly outperformed the control group on the speaking post- test and on three out of four daily tests of listening skills. Results on vocabulary tests were not statistically significant. However, when post hoc analyses were conducted of the vocabulary data, Hispanics in the metacognitive group appeared to profit from training, while Asians in either treatment group performed poorer than their controls. This confirmed the retrospective impression of the teachers that Asian students tended to resist using learning strategies with vocabulary preferring rote repetition that seemed to have worked successfully for them in the past. This research study emphasized the effect of awareness and conscious use of language learning strategies.

A recent research study by Griffiths and Parr (2001) explored how language learning strategies theory relates to the practice in terms of learners' and teachers' perceptions. The research questions asked were: Which groups of language learning strategies are believed to be used most frequently by the students who are speakers of other languages? and How do teachers' beliefs concerning the language learning strategies of their students correspond with what students report? 569 students drawn from different language learning situations (private language schools, tertiary institutions, and high schools) in New Zealand completed the Strategy Inventory for

Language Learning (SILL) developed by Oxford (1990). The age range of the participants was between 14 and 64, who had different reasons for learning English, such as work requirement or personal satisfaction. In addition 30 teachers were involved in the study. The teachers completed the Inventory of Language Learning Strategies (ILLS) developed by the researcher of the study. In the teachers' version of the instrument, the teachers were asked to evaluate their students' performance by ranking the six types of strategy categories according to their frequency of use of their students. It was found out that the students reported that they used memory strategies least, whereas, teachers believed that their students used them most. Conversely, while students reported that they used social strategies second, their teachers ranked social strategies third. Students reported using compensation and cognitive strategies in the middle frequency range, while affective strategies came only one rank higher than memory strategies. Teachers ranking results showed the following order: memory, most frequently used, followed by cognitive, social, metacognitive, compensation, and affective strategies respectively. This study indicated serious discrepancies between students' and teachers' perception of language learning strategies and emphasized the need for closer inspection on the part of the teachers of their students' strategy use in the classrooms.

Oxford and Ehrman (1995) investigated the relationship between language learning strategies, on the one hand, and factors such as proficiency, teacher perception, gender, aptitude, personality type, learning style, ego boundaries, motivation, and anxiety, on the other. The total number of the participants reported in the study was 381. The participants were highly educated 73% were from the

Department of State, 9% from the Defense Department, 6% from the U.S. Information Agency, 4% from the Agency for International Development, and 8% from other governmental agencies. For 99% of the sample English was their native language. Others spoke Spanish, Cantonese, German, or Romanian natively. The group was composed of highly experienced language learners. 24% of the participants had studied three or more foreign languages previously, 30% studied two foreign languages previously, 31% studied one foreign language previously and 16% studied no foreign languages previously. The instruments used in this study are summarized in Table 2.2. The results revealed that the most frequently used category of strategies was compensation strategies, like guessing, paraphrasing, ( $M = 3.16$ ,  $SD = 0.57$ ), this was followed by social strategies ( $M = 3.15$ ,  $SD = 0.65$ ), followed by cognitive strategies ( $M = 3.10$ ,  $SD = 0.61$ ), metacognitive strategies ( $M = 2.91$ ,  $SD = 0.63$ ), memory strategies ( $M = 2.56$ ,  $SD = 0.56$ ), and affective strategies ( $M = 2.34$ ,  $SD = 0.74$ ). The use of cognitive strategies was the only category with significant correlation with end of training proficiency ratings ( $\rho = 0.21$ ,  $p < 0.02$ ). Scores were related to teachers' perception and cognitive strategy use was significantly correlated with the teachers' perception of being an effective learner and having high aptitude for language learning ( $\rho = 0.33$ ,  $p < 0.002$ ).

Only a few significant differences in strategy use appeared by gender. T-tests showed that compensation strategy use was linked to gender ( $t = 2.13$ ,  $p < 0.034$ ), with female students using more compensation strategies than male students. Female students also scored higher on the overall strategy use average ( $t = 1.97$ ,  $p < 0.05$ ).

Table 2.1  
Instruments Used in Oxford and Ehrman's Study

Name, Date, Author	Number of items	Number of participants
1. Strategy Inventory for Language Learning, Oxford, 1989	80-for EFL 50-for ESL	268
2. Myers- Briggs Type Indicator, Myers and McCaulley, 1985 Type Differentiation Indicator, Johnson, 1989	126 for MBTI Form G 290 for TDI	137
3. Learning And Study Strategies Inventory, Weinstain, Palmer and Schulte, 1987	90	59
4. Hartmann Boundary Questionnaire, Hartmann, 1991	147	129
5. Learning Style Profile, Keefe and Monk with Letteri, Languis and Dunn, 1989	125	135
6. Modern Language Aptitude Test, Carroll and Sapon, 1959	146	167
7. Affective Survey, Ehrman and Oxford, 1990	114	47
8. Teacher Ratings, Ehrman, 1990	7	86-90 depending on which rating item

It was identified that cognitive strategy use ( $\rho = 0.25$ ) was significantly but weakly related to number learning, and systematic remembering aspects of language aptitude. It was also found that all strategy categories correlate moderately ( $\rho = 0.28- 0.40$ ) with persistence in language learning until the language goal is achieved. Use of cognitive, metacognitive and social strategies was related to afternoon and evening study time ( $\rho = 0.20$ ). Preference of early morning study time tended to be negatively related to strategy use. The results related to personality type revealed that cognitive strategy use ( $\rho = 0.23, p < 0.001$ ) was related to a preference of intellectual vs. pragmatic approach to learning. Use of metacognitive strategies was related at significant levels with three subscales related to judging/perceiving: planful ( $\rho = -0.21, p < 0.003$ ), systematic ( $\rho = -0.20, p <$

0.006), and methodical ( $\rho = -0.26, p < 0.0001$ ). The negative sign indicated that the use of metacognitive strategies was closer to the judging (closure-oriented) side of the judging/perceiving continuum. Learners who used social strategies more reported themselves as expressive (extraversion) ( $\rho = -0.24, p < 0.001$ ) and as realistic (sensing) ( $\rho = -0.31, p < 0.001$ ). When ego boundaries are concerned, compensation strategy use was related to thin ego boundaries overall ( $\rho = 0.23, p < 0.05$ ). The users of compensation strategies tend to be highly flexible, sensitive and able to deal creatively with unusual experiences. Metacognitive strategy use was negatively related with desire for neatness ( $\rho = -0.28, p < 0.01$ ), which tells these students like orderly environment. Users of memory strategies and metacognitive strategies reported negative correlation with opinion about people, groups, and nations, which showed that they are more rigid in these opinions. Affective strategy use was significantly related to sleep/wakefulness dimensions ( $\rho = 0.22, p < 0.005$ ), which showed that they were aware of their dreams and scores in the thinner ego boundaries as well. The overall use of language learning strategies was linked with rather strong intrinsic motivation ( $\rho = 0.33, p < 0.01$ ), and desire to use the language outside the class ( $\rho = 0.31, p < 0.05$ ). Correlations were found between cognitive strategy use and anxiety about classroom speaking ( $\rho = 0.56, p < 0.005$ ), intrinsic motivation ( $\rho = 0.54, p < 0.001$ ), positive beliefs about oneself ( $\rho = 0.44, p < 0.005$ ).

Park (1997) investigated the relationship between language learning strategies and English as a foreign language (L2) proficiency. The research questions of the study were: Is there a relationship between language learning strategies and L2

proficiency? If so, is it linear or curvilinear? , What are the correlations among the six categories of language learning strategies, total language learning strategies and L2 proficiency? and Which categories of strategies are more predictive of L2 proficiency? The subjects of the study were 332 university students in Korea who had intermediate and advanced level of English ability. The students had been learning English for at least six years and they were still enrolled in English language course ranging from freshman to seniors, majoring in humanities and social sciences (30%) and engineering (70%). Three instruments were used in this study: The Strategy Inventory for Language Learning (SILL, EFL/ESL Student version), and Individual Background Questionnaire, and the Test for English as a Foreign Language (TOEFL). The results of the study showed that among the six categories of language learning strategies the Korean students used Metacognitive strategies most frequently ( $M = 3.50$ ,  $SD = 0.57$ ) followed by Compensation strategies ( $M = 3.35$ ,  $SD = 0.58$ ), Memory strategies ( $M = 3.25$ ,  $SD = 0.49$ ), Cognitive strategies ( $M = 3.20$ ,  $SD = 0.49$ ), Social strategies ( $M = 3.06$ ,  $SD = 0.62$ ), and Affective strategies ( $M = 2.91$ ,  $SD = 0.58$ ), respectively. In order to find the relationship between language learning strategies and L2 proficiency, the subjects were randomly divided into three groups of similar size according to their scores on total language learning strategies: a low strategy group (strategy mean = 2.76,  $n = 109$ ), middle strategy group (strategy mean = 3.20,  $n = 111$ ) and high strategy group (strategy mean = 3.70,  $n = 112$ ). Then the mean score of the strategy and TOEFL for these three groups were calculated. The TOEFL mean scores of these three groups were found to be statistically different from each other ( $F(2,329) = 17.25$ ;  $p < 0.01$ ). According to the post hoc test the TOEFL mean score of the high strategy

group was significantly higher than that of the middle strategy group, and the TOEFL mean score of the middle strategy group was significantly higher than the TOEFL score of the low strategy group. It was found out that the relationship between strategy use and L2 proficiency was linear, the more students use strategies the higher their TOEFL scores. Multiple regression analyses was used to estimate the prediction equation between language learning strategies and the TOEFL scores. The results revealed that two predictor variables of cognitive and social strategies accounted for significant variation in the TOEFL scores ( $R^2 \rightarrow R = 0.13$ ,  $F(2,325) = 24.24$ ,  $p < 0.01$ ). The variation explained by the total six categories of language learning strategies in the TOEFL scores in full regression model was ( $R^2 \rightarrow R = 0.14$ ,  $F(6,321) = 8.40$ ,  $p < 0.01$ ).

Statman (1987) investigated the perceptual strategies of non-native learners of English. She studied the reading comprehension process of 98 Hebrew university students of economics in four different EFL classes at advanced level and assumed that the same student should be able to comprehend a text with almost equal facility whether it is written in the native language (Hebrew) or the foreign language (English), given texts of equal conceptual load and sufficient foreign language competence. In this experiment, the same respondent was asked to carry out the same task after reading a remote in terms of topic of interest text in Hebrew and six weeks later an English text on economics. The texts were expected to be conceptually equally difficult in both languages. However, the results revealed that there was a powerful affective factor that blocks the reading in English. Results showed that 69 students were able to answer the general comprehension question,



which constituted the task of this study, correctly in Hebrew out of 98, and 38 students answered the question correctly in English out of 85 students who participated in the English version part. 10 Students were not able to answer the question in both Hebrew and English. 31 students were able to answer the question in Hebrew but were unable to answer the question in English. The focus of this study was on those 31 students and the aim was to explore the factors that blocked L2 comprehension. After the two reading tests were administered, 10 students out of 31 students were invited to a discussion interview in which there were three main dimensions: affective, linguistic insights and reading strategies, in order to find out the blocking factors in L2 comprehension. From the data obtained in the interviews, this study emphasized that the students blocking factors were mainly revealed as ineffective reading strategies such as: wild guesses, linear translation, ignoring of basic syntax, forcing of absurd hypotheses and sometimes frustration to proceed with the text. The students were also confused and in panic because of the confrontation of too many choices of unknown vocabulary. Although both texts called on exactly the same strategies, the affective reaction to difficulties was found to be highly influential. This study emphasized the importance of effective strategy use and training, especially the affective strategies like lowering your anxiety, taking your emotional temperature and encouraging yourself.

## **2.5 Research on Language Learning Strategies in Turkey**

Recently, great attention has been given to studies related to the use of language learning strategies and their classroom implications. Bedir (2002) carried out study

with the aim to assess the frequency of language learning strategy use among the students attending preparatory classes of high schools located in Adana, and to suggest implications for further research to be conducted in the domain of language learning strategies. SILL (Strategy Inventory for Language Learning) developed by Oxford (1990) for EFL learners has been administered with the participants studying English language intensively (approximately 20 hours per week) in the preparatory classes of Anatolian high schools and Super high schools. The participants in this study were 884 students (391 male, 493 female) attending the preparatory classes for English of 15 Super and Anatolian high schools. Informal interviews were conducted with the students who were willing to express their thoughts. In the interview they were asked to respond briefly to the questions such as what they felt when they thought about English; if they thought they were good at English; what made English language learning easier for them; if they had ever been taught language learning strategies; what they felt when they thought about language learning strategies? The results revealed that Turkish students learning English do not seem to be in favor of using memory strategies since the results of nine items were contradictory. In the items 1, 3, 8 and 9, the positive preferences are more than 50%, whereas in the items 5, 6, and 7, the negative preferences are over 50%. The results obtained revealed that more than half of the students seem to be using cognitive strategies such as "repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, getting the idea quickly, and translating" (the frequencies and percentages of the items related to these strategies are over 50% combining responses usually and always almost true for me). However, the students showed a negative approach towards the items for

"creating structure for input and output such as taking notes, summarizing" (items 17 and, 23). In addition, such strategies related to analyzing and reasoning as "I find the meaning of an English word by dividing it into parts" seem not to be frequently used by the students. The analysis of compensation strategies indicated that the students were using only two out of six strategies when they need to make up for limitation in the comprehension and the production of grammar and vocabulary. Over 50% of the students would rather use the strategy guessing intelligently and using the context or synonym of the word they work on. The students seem to have difficulty making up new words to compensate the word they do not know or cannot think of. They also seem to be referring to dictionaries often whenever they read in English. The informal interviews revealed that the students need strategies they use through any challenging language-learning task. The results of metacognitive strategies are thought provoking since unlike the memory, cognitive and compensation strategies, there was an agreement on the use of metacognitive strategies. The results showed that nearly two-thirds (70%) of the students were using the metacognitive strategies such as "I try to find as many ways as I can to use my English, I notice my English mistakes and use that information to help me do better, I pay attention when someone is speaking English and so on". On the other hand, the results revealed that students seem not to have the habit of planning their schedule, which may help them use the time available effectively since a substantial number of students rejected the statement "I plan my schedule so I will have enough time to study English." The results indicated that the students were not willing to use affective strategies as "I write down my feelings in language learning diary" and "I talk to someone else about how I feel when I am learning English." They also

seem to be neutral in the strategies as “I give myself a reward or treat when I do well in English”, and “I notice if I am tense or nervous when I am studying or using English”. Nonetheless, they were willing to use the strategies of overcoming anxiety when they are using English as “I try to relax whenever I feel afraid of using English.” The analysis of social strategies indicated that the majority of the students were in favor of using the strategies, which provide and /or foster communication. Among the social strategies asking for clarification or verification emerged as a major learning strategy since it has the highest preference (almost 90 %). However, a substantial number of students seem not to interact with others to practice their English with other students, and they appeared to be unwilling to interact with the target culture of English speakers.

Köksal (1999) conducted a study in the Preparatory School of Gaziantep University with the purpose to identify the relationship between students’ in-class strategies and their foreign language achievement. The total number of participants was 360 Preparatory school university students. The learners were studied under two groups as “good” learners (learners who guess, drive to communicate, take risks, initiate language use, work hard and have average first semester grade between 80-100), and “poor” learners (learners who do not display the above mentioned characteristics and have average grades below 59). These two groups of learners were formed based on their first semester grade averages. Students who got scores between 100 and 80 were considered good language learners and students who got scores below 59 were grouped as poor language learners. The remaining group was excluded from the study. All the subjects in each group were rated from

most successful to least successful ones. For data collection purposes the researcher developed two instruments, a Student questionnaire, of 19 items, which was designed to obtain information on students' own perception of how they utilize certain strategies which have been proposed by literature to be strategies used by "good language learners", and Student evaluation form given to the teachers in order to evaluate 15 types of in-class student behavior of "good language learners" for the high achievers and low achievers respectively. The results revealed that low but statistically significant relationship existed between students' achievement and their perception of use of good language learner strategies ( $r = 0.24$ ). When teachers' assessment of students' in class strategy use was concerned, the difference was found to be statistically significant ( $t = 4.45$ ). The study found out that teachers were more aware of students' in-class behavior when compared to students' own perception of good language learner strategies. Nevertheless, good language learners frequently used variety of strategies as compared to poor learners. There were three exceptional cases of strategies in which no significant difference was found: attending to form, attending to meaning and bringing necessary materials to class.

Uçkun (1998) carried out a case study on the use of reading comprehension strategies. The purpose of the study was to determine the patterns of strategies used by two groups of English literature students: in their first year and fourth year of education. The participants of the study were 6 students (3 first-year students and 3 fourth year students) enrolled in the English Language and Literature Department of Gaziantep University. The subjects were chosen among students who had CGPAs

(Cumulative General Point Average) greater than 2.03 out of 4.00. It was also important to choose subjects who were highly motivated to learn, cooperative, and more comfortable about verbalizing their ideas than other students. For this purpose their teachers' opinion was taken in order to make the best choice. The procedure followed to gather data was "think aloud" techniques in which the researcher provided each individual subject with a reading text (short story) and asked him or her to say everything they understood and everything they were thinking as they read the text. The subjects were first familiarized with the think aloud technique by providing an example by the researcher. While conducting the think aloud technique the subject read at his or her own speed and was not interrupted except for some prompt questions if there was silence for considerable time. The strategies used by the participants were: anticipate content, recognize text structure, integrate information, question information in the text, interpret the text, use general knowledge and associations, comment on behavior or process, monitor comprehension, correct behavior, react to a text, paraphrase, reread, question meaning of a clause or sentence, question meaning of a word, and solve vocabulary problem. The results of the study pointed that senior students differed from their younger peers in that they used general strategies twice as many times and more frequently. The pattern of strategies used by the two different grade groups was also different. Senior students used general strategies, such as anticipation, recognition of the text structure, integration, and questioning. Moreover, connection between strategy use and ability to comprehend a text was proved. In particular, four strategies seemed to distinguish the better readers from the poor ones: integration, questioning, association and monitoring.

To sum up, the studies mentioned above reflected that research on language learning strategies done abroad included wide samples of learners from different educational settings with considerable range of age and different needs for language learning. The instruments used to examine language learners' strategy use were also various. Interviews, in-class observation (Chamot and O'Malley, 1984), task discussion interviews (Statman, 1987) and student-completed strategy scales such as the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) were widely used in the studies done by Griffiths and Parr (2001), Oxford and Ehrman (1995), Park (1997). Moreover, teacher perception questionnaires of students' strategy use were also used in the studies done by Chamot and O'Malley (1984), Griffiths and Parr (2001). Most of the studies examined the strategies that were most frequently used by the learners: Chamot and O'Malley (1984), Griffiths and Parr (2001), Oxford and Ehrman (1995), Park (1997). Studies done by Oxford and Ehrman (1995) and Park (1997) investigated the relationship between strategy use and language proficiency. Moreover, Chamot and O'Malley (1984) investigated the influence of strategy training on language performance for given tasks. The data analyses techniques used in those studies were descriptive statistics, correlation, sample t-tests, analyses of variance, multiple regression analyses and qualitative data analyses.

When research studies on language learning strategies done in Turkey are concerned, they mainly focused on strategies used by learners for one specific language skill, such as reading comprehension (Uçkun, 1998) and emphasized the importance of specific tasks that were performed in classroom environment.

Moreover, Bedir (2002) aimed to identify the strategies that were most frequently used by high school learners by involving a large sample of participants. The focus on strategies used by successful learners and the relationship between strategy use and achievement were emphasized in Köksal's study (1999). The instruments used to examine language learners' strategy use were informal interviews (Bedir, 2002), think-aloud technique (Uçkun, 1998) which is a time consuming technique that restricted the sample to 3 students, and student-completed strategy scales such as the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) was used by Bedir (2002). Moreover, teacher perception of students' strategy use questionnaire was used in Köksal's study (1999). The data analyses techniques involved frequency distribution analyses, qualitative data analyses, sample t-tests and correlation.

Therefore, taking into account the studies done on language learning strategies abroad and in Turkey, and considering the findings of these studies and their possible influences on curriculum design, implementation and students' self study process, this study aimed to explore university students' overall use of strategies not only inside but also outside the classroom. The need for examining the language learning strategies of university students who were studying at the English Preparatory school stems from the fact that these intensive language programmes mainly focus on equipping students with the necessary skills and knowledge of the target language so that they can pursue their academic studies in their departments.



Thus, reaching responsibility and flexibility in dealing with the literature published in the target language gains great importance and this fosters the need for awareness and conscious application of strategies. Moreover, this study focused on the relationship of overall strategy use, involving all language skills, with some other variables such as achievement, gender, attitude toward English, span of learning English and type of high school the students graduated from. These variables may be considered as less emphasized in the studies in the field of language learning strategies in Turkey with regard to overall strategy use.

## **CHAPTER 3**

### **METHOD**

In this chapter the overall design of the study, data collection instrument, description of the subjects of the study, data collection procedure, data analysis, limitations and assumptions of the study are presented.

#### **3.1 Overall Design of the Study**

The overall design of this research study was survey. Krathwohl defines survey as a process where ‘researchers gather data from carefully selected sample of a population, all of whom are considered informants, and extrapolate their responses to the population’ (1998, 351).

The researcher of a survey study needs to pre-plan and consider a lot of aspects before conducting the study. The pre-planning process includes the sample, the data collection instrument, the method of gathering data, and preliminary plans for analysis of data. In this research study, the pre-planning process was carefully applied.

According to Kent (2001), survey studies have several advantages. One advantage is that, in a quite short time a considerably large amount of information can be gathered from quite a lot of respondents. Furthermore, the process of summarizing data is easier when the PC programmes such as SPSS are considered. If the sample is selected with utmost care so that it can represent the characteristics of the population, the results can be generalized to the whole population. However, there are some disadvantages of survey research as well. First, the results of the study can be affected by some physical factors such as time of the day, and environment in which data is collected. In this study, such a problem did not exist because students were allocated enough time and the environment was comfortable and relaxed. Secondly, in survey studies the responses can be superficial and some potential errors such as non-respondents can occur. In this study, the general aim of 20% of the total population sample selection was achieved by providing additional participants as the sample requires at later stage when the initial responses were collected.

This research study was a quantitative study in which the researcher extracted information from about 20% ( $n = 153$ ) of the total population ( $n = 702$ ) of university students at the Preparatory school of Başkent University in 2002-2003 academic year. The participants involved in the study were selected randomly. However, the concern of 20 % of the population of each sub-group, that is the streams of the Preparatory programme, was also considered. The instrument used for data collection consisted of three parts. One demographic information sheet, a 'Questionnaire on Language Learning Strategies' and a 'Questionnaire on Attitudes

Toward English', which will be explained in detail in the following sections. The data was collected with the help of 12 class teachers who administered the instrument in their classes during one class hour (45 minutes). The total return rate of the data collection instrument was 85%. The data obtained was analyzed with the use of SPSS for Windows software program. In this study mainly descriptive statistics, independent samples t-test, correlation, one-way ANOVA and Post hoc tests were used to analyze the data.

### **3.2 Participants**

The population of the study consisted of all the students of the Preparatory School of Başkent University from all streams, namely stream A (advanced), stream B (intermediate) and stream C (pre-intermediate). The total number of the population was 702. The medium of instruction at Başkent University is Turkish, however, one of the main missions of the university is to equip students with proficient language skills so that the students can pursue their academic studies and future career requirements with good command of a foreign language, English in this case. Therefore, all of the students are required to have an upper- intermediate level of English before they become freshmen in their departments.

The students at the Preparatory School of Başkent University were the students from all departments who were required to take two exams at the beginning of the academic year before they get the right to start their departmental courses. The Placement Exam was administered to determine the students who will get a score

above 60 out of 100 and will get the right to sit the Proficiency Exam in which the students can pass to their departments if they get a score above 60 out of 100. Students who get a score below 60 from the Placement exam are placed to C stream (pre-intermediate) programme. If the students fail to get the necessary score of 60 from the Proficiency exam, they are placed to B stream (intermediate). A stream is a special programme for students from the Faculty of Education, Foreign Language Education Department or Department of American Culture and Literature. These students were required to pass one oral exam other than the Proficiency Exam, as a requirement of their departments. The students who failed the oral exam or the Proficiency exam were placed in A stream.

When selecting the participants of this study, first of all the total number of the students at the Preparatory School of Başkent University was considered. The total number was 702. Then the students' number for each Preparatory stream was considered and the subjects were selected randomly as they would count for 20% of the population. Since the total number of A stream students was 19, all of the students were involved in this study. Table 3.1 summarizes the distribution of the participants involved in the study and the correspondent percentages.

Table 3.1  
Distribution of the Participants by Stream

Program Level	Number of students in the program	Sample	Percentage	Number of responses	Percentage of responses within the population	Return rate
A (advanced)	19	19	100%	19	100%	100%
B (int.)	199	50	25%	30	15%	60%
C (pre-int.)	484	110	23%	104	21%	95%
Total	702	179	25%	153	22%	85%

The number of students enrolled in B stream programme who were invited to participate in the study counted for 25% of the total population of B stream programme students. However, the return rate of the participants in this stream was 15% of the B stream programme population. As for C stream students, the number of participants was within the 20% consideration with 21% of the total population in C stream. The total sample of the study counted for 22% of the population which was in accordance with the pre-planning stage of this study.

### 3.3 Data Collection Instruments

The data collection instrument of this study, namely ‘Research on Language Learning Strategies Questionnaire’ comprised three parts. The first part was the demographic information sheet. It consisted of self-completed items about student’s identification number, gender, span of learning English, name and type of high school the student graduated from, and the stream of the Preparatory English programme the student is enrolled in. The second part was the ‘Questionnaire on

Language Learning Strategies’ (See Appendix B) reproduced from Oxford’s (1990) ‘Strategy Inventory for Language Learners’(SILL). The third part was ‘Questionnaire on Attitudes Toward English’ (See Appendix C) adapted from Aiken’s (1979) ‘Attitudes Toward Maths and Science’ scale. ‘Questionnaire on Language Learning Strategies’ and ‘Questionnaire on Attitudes Toward English’ will be explained in detail in the following sections.

### **3.3.1 Questionnaire on Language Learning Strategies**

The first scale used to determine the participants’ use of language learning strategies was ‘Questionnaire on Language Learning Strategies’ reproduced from ‘Strategy Inventory for Language Learners’ (SILL) developed by Rebecca Oxford (1990). The SILL has two versions one for English as a Second Language, and one for English as a Foreign Language. In this study, the SILL version for learners of English as a Foreign Language was used to collect data from the participants. The SILL was designed as an instrument to assess the frequency of use of language learning strategies. It is a student- completed rating scale which includes 50 items. On the SILL, learners of English as a foreign language are asked to indicate their response to a strategy description, such as “I try to find patterns in English” or “I plan my schedule so I will have enough time to study English”.

Oxford and Burry-Stock (1995:1) claimed that compared with other strategy assessment techniques, student-completed, summative rating scales have a number of advantages. They are easy and quick to give, provide a general assessment of each

student’s typical strategies across a variety of tasks, may be the most cost-effective mode of strategy assessment, and non-threatening when administered under the condition of confidentiality. However, a disadvantage of strategy scales is that they do not describe in detail the language learning strategies a student uses in response to any specific task as compared to a more time-consuming ‘think-aloud’ technique.

In 1989, the SILL was organized according to factor analysis procedure. Six subscales were developed (Table 3.2).

Table 3.2  
Parts of the SILL

<b>Parts of the SILL</b>	<b>Items in the SILL</b>	<b>Strategy type</b>	<b>Related to</b>
A	1-9	Memory strategies	Remembering more effectively
B	10-23	Cognitive strategies	Using all mental processes
C	24-29	Compensation strategies	Compensating for missing knowledge
D	30-38	Metacognitive strategies	Organizing and evaluating your learning
E	39-44	Affective strategies	Managing your emotions
F	45-50	Social strategies	Learning with others

As summarized in table 3.2, the largest group of items is in the Cognitive strategies. Oxford and Ehrman (1995) stated that the reason that research on learning strategies suggested that cognitive strategies possessed the greatest variety, covering strategies related to practice and to the all-important “deep processing” in which learners analyze, synthesize, and transform new information. The SILL response options were based on the response options of the *Learning and Study Strategies Inventory* described by Weinstein *et.al.*(1987). The SILL uses a choice of five Likert-



scale responses for each of the strategies described: never or almost never true of me (1), generally not true of me (2), somewhat true of me (3), generally true of me (4), and always or almost always true of me (5). In addition to the original English version, the SILL was translated into the following languages: Arabic, Chinese, French, German, Japanese, Korean, Russian, Spanish, Thai, and Ukrainian (Oxford and Burry-Stock, 1995).

The Strategy Inventory for Language Learning (SILL) has been evaluated in terms of validity and reliability aspects by Oxford and Burry-Stock (1995). They report studies done on the reliability, which is the degree of precision or accuracy of scores on an instrument, from the translated versions of the SILL in other languages as shown in Table 3. 3.

Table 3.3  
Reliability Results of the SILL When Translated to Other Languages

<b>SILL Version (Research study)</b>	<b>Learners</b>	<b>Number of learners</b>	<b>Reliability (Chronbah Alpha)</b>
Chinese (Yang, 1992)	Taiwanese university EFL learners	590	.94
Japanese (Watanabe, 1990)	Japanese university and college EFL students	255	.92
Korean (Oh, 1992)	Korean university EFL students	59	.91
Research-revised Korean version (Park, 1994)	Korean university EFL learners	332	.93
Puerto Rican Spanish	EFL learners	374	.91

In case when the SILL was not administered in the native language of the students but in its original English version reliability results as reported by Oxford and Burry-Stock (1995) are summarized in table 3.4.

Table 3.4  
Reliability Results of the SILL When Administered in English

<b>Study</b>	<b>Number of students</b>	<b>Reliability (Cronbach Alpha)</b>
Phillips (1990, 1991)	141	.87
Oxford et. al. (1989)	159	.86
Anderson (1993)	95	.91
Talbott (1993)	31	.85

Validity refers to the degree to which an instrument measures what it purports to measure. Several bases exist for validity: content validity, criterion-related validity, and construct validity. Oxford and Burry-Stock (1995) reported that the content validity of the SILL was examined by two strategy experts who matched the SILL items with agreement at .99 against entries in a comprehensive language learning strategy taxonomy, which itself was built from detailed blueprint of a range of over 200 possible strategy types.

Oxford and Burry-Stock (1995) examined criterion – related validity, that is either predictive or concurrent relationships between the key variables, in this case learning strategies, and other variables, in this case language performance. Both concurrent and predictive SILL validity were shown in relationship between the SILL on the one hand and language performance on the other. Rossi-Lee (1989), Wen and Johnson

(1991), and Takeuchi (1993)' studies reported that strategy use was related to language achievement scores (as cited in Oxford and Burry-Stock, 1995).

Construct validity concerns how well a theoretical construct is measured. Oxford and Burry-Stock (1995) reported that strategy frequency is related to language performance in a number of studies, Mullins (1991), Dryer (1992), Green (1992), Phillips (1990), thus, it provided validity evidence for the SILL as a strategy instrument (as cited in Oxford and Burry-Stock, 1995).

In this study, the SILL was used in its original form as it was comprehensive and convenient for the aim of this study. After the 'Questionnaire on Language Learning Strategies' was administered the reliability analyses of its Turkish version used in this study was calculated as .88 (Cronbach's alpha).

Considering the aim of the study and the characteristics of survey studies, in order to increase the validity of the study, the data collection instrument was translated into Turkish, which is the mother tongue of all the participants of the study. The need for using the translated version of the SILL was due to the fact that some of the participants' English language proficiency was not enough since they have been learning English for three months. Back and forth translation technique was used. First the original English version of the SILL (Oxford, 1990) was given to two translation experts who were also competent in the field of language teaching. They were asked to translate the English version of the data collection instrument into Turkish. After having received the two Turkish versions of the instrument, they were

compared by three teacher trainers and one translation course curriculum expert. When the final modifications were made, one Turkish version was prepared and it was given to other two translation experts to translate it into English again. Having received the English versions of the questionnaire, they were compared with its original version by three teacher trainers and one translation course curriculum expert. Taking into consideration the similarities and differences the final draft of the Turkish version of the ‘Questionnaire on Language Learning Strategies’ was designed (See Appendix D).

The Turkish version of the questionnaire was piloted by applying the instrument to 10 students from the Preparatory School of Başkent University. After the pilot study a few examples to some items were included to make them more explicit and comprehensive, and the duration for the administration of the instrument was identified to be approximately 30 minutes.

### **3.3.2 Questionnaire on Attitudes toward English**

The second scale used to determine the participants’ attitudes toward English as a subject was ‘Questionnaire on Attitudes toward English’ (See Appendix C). It was adapted from Aiken’s (1979) ‘Attitudes Toward Mathematics and Science’ scale. Aiken (1979) used this scale to identify Iranian Middle school students’ general attitudes toward mathematics and science as a subject studied at school. It was a 24 item five points Likert Type scale to be answered as strongly disagree = 1, disagree =2, undecided =3, agree = 4, or strongly agree = 5. For the aim of this study, all the

statements were adapted, by keeping them close to their original version, into English as a subject studied at school. The items in the scale state general ideas about English as a subject studied at school, for example, 'English is not a very interesting subject' or 'I like doing exercises and tasks in English'. The participants in this study were asked to express their own attitudes toward English by rating these statements on a five points Likert type scale ranging from strongly disagree =1, disagree =2, somewhat agree =3, agree =4, and strongly agree = 5. In the rating bar of the original version of the scale there was 'undecided =3', however, in order to decrease the tendency of false participants who would prefer to rate the scale with less attention when provided with a choice of lack of idea about the statements, the researcher used the expression 'somewhat agree =3' in the rating bar of the scale. In the scale there are 8 negative items and 16 positive items. Moreover, there is a double check for item 7: 'Other subjects are more important to people than English' with item 23: 'English is not one of the most important subjects for people to study'. Moreover, item 6: 'I don't want to take any more English courses than I have to' is double checked with item 14: 'I am not willing to take more than required amount of English'.

The reliability of the scale in Aiken's (1979) study was found to be .81 (Cronbach's Alpha). The same scale was utilized by Aksu (1985) to examine the sex and departmental differences on attitudes toward Mathematics of prospective secondary school teachers. Aksu utilized the English version of the scale in her study and the reliability of the scale was found to be .77 (Cronbach's Alpha). Ok (1991) utilized the same scale to determine attitudes toward mathematics, chemistry,

biology and physics of freshmen first term students enrolled in teacher training programmes in the Science Education and Foreign Language Education Departments. The reliability of the English version of the scale in this study was calculated with Cronbach's Alpha and was found as .67 for mathematics, .88 for chemistry, .87 for biology, and .70 for physics.

In order to increase the validity of the study, the data collection instrument was translated into Turkish, which is the mother tongue of all the participants of the study. Back and forth translation technique was used. First the original English version of the scale (Aiken 1979), with the only change of the name of the subject from Mathematics to English, was given to two translation experts who were also competent in the field of language teaching. They were asked to translate the English version of the data collection instrument into Turkish. After having received the two Turkish versions of the instrument, they were compared by three teacher trainers and one translation course curriculum expert. When the final modifications were made, one Turkish version was prepared and it was given to other two translation experts to translate it into English again. Having received the English versions of the questionnaire, they were compared with its original version by three teacher trainers and one translation course curriculum expert. Taking into consideration the similarities and differences the final draft of the Turkish version of the 'Questionnaire on Attitudes Toward English' was designed (See Appendix E).

The Turkish version of the questionnaire was piloted by applying the scale to 10 students from the Preparatory School of Başkent University. After the pilot study no

significant changes were made. The duration for the administration of this scale was identified to be approximately 15 minutes. The calculated reliability of the Turkish version of the scale in this study with the use of Cronbach's Alpha was found to be .77 .

### **3.4 Data Collection Procedures**

The final draft of the data collection instrument was given to 12 class teachers in order to administer the instrument to their classes. These teachers were randomly selected within the 20 % of the total population consideration. The time allotted for the administration of the instrument was 45 minutes. The instrument was administered by the class teachers of the participants. The class teachers were briefed about the aim of the study and the procedure to be followed during the administration of the instrument. The date for administration of the instrument and the size of the sample were decided together with the Academic Board members of English Language School of Başkent University. The questionnaires were administered at the end of January 2003. The number of Questionnaires given to the class teachers according to the number of students in the sample, the number of received questionnaires, and their return rate are given in Table 3.5.

Table 3.5.  
Number of Participants Involved in the Study and the Return Rate

Stream	Number of Participants Invited	Number of Responses	Return Rate
A	19	19	100%
B	50	30	60%
C	110	104	95%
Total	179	153	85%

Students' fall term achievement scores were obtained from the administrative documents at the end of the fall term.

### 3.5. Data Analysis Procedures

The statistical analyses were carried out by making use of SPSS for Windows software program. In this study, mainly descriptive statistics, independent samples t-test, correlation, one-way ANOVA and Post hoc tests were used to analyze the data. Descriptive statistics were used to get the percentages, means and standard deviations of the data. Independent samples t-test was used in order to determine whether there are any differences between male and female participants' use of language learning strategies. One-way ANOVA and Post hoc tests were conducted to test whether the differences between strategy use and type of high school the participants attended, and span of learning English. In order to test whether there was any relationship between strategy use and language achievement score, and whether there was any relationship between strategy use and attitude toward English, Pearson's correlation was used.



### **3.6 Assumptions**

In the study the following assumptions were made:

1. It was assumed that the responses of the subjects to the questionnaire used in the study were sincere.
2. It was assumed that there was no interaction among the participants while they were answering the questionnaire.
3. It was assumed that while filling in the questionnaire, the subjects considered their general language learning situation and evaluated their present situation, not the desired one.

### **3.7 Limitations of the Study**

The scope of this study is limited to the data collected from the students at the English Language School of Başkent University, Preparatory programme only.

## **CHAPTER 4**

### **RESULTS**

This chapter is devoted to the results of the study. It will mainly focus on the language learning strategies used by the university students at the Preparatory school of Başkent University and their attitudes toward English, and whether there are any differences between the language learning strategies employed by the students with regard to their language achievement, gender, span of learning English, and type of high school they graduated from. Findings will be presented in the same sequence with the research questions after a brief information about the characteristics of the participants.

#### **4.1 Characteristics of the Participants**

In order to find out the demographic information, in the first part of the questionnaire, the participants involved in the study were asked to indicate their student identification number (according to their student identification number their fall term exam mean scores were obtained from administrative records), gender, stream they are enrolled in the Preparatory school, span of learning English, and name and type of high school they graduated from, which constituted the variables of the study.

Among the 153 participants involved in the study, 54% ( $n = 83$ ) of them were male, whereas 46% ( $n = 70$ ) of them were female. The participants' distribution according to the stream they were enrolled in the Preparatory school was as follows; 12% ( $n = 19$ ) in A stream (advanced), 20% ( $n = 30$ ) in B stream (intermediate), and 68% ( $n = 104$ ) in C stream (intermediate).

In relation to span of learning English, 22% ( $n = 34$ ) of the participants studied English between 1- 4 months, 29% ( $n = 45$ ) studied English between 5-60 months, 19% ( $n = 28$ ) studied English between 61-88 months, and 30% ( $n = 46$ ) studied English for more than 88 months. These categories were formed in accordance with the frequencies distribution.

From the demographic information data, it was found out that there were total seven types of high schools the participants graduated from, namely: public high school, private college, super high school, science high school, Anatolian high school, vocational high school, and Anatolian vocational high school. Taking into consideration the frequencies of these types of schools, they were transformed into five categories, namely: public high school, private college, super or science high school, Anatolian high school, and vocational or Anatolian vocational school. When the type of high school the participants graduated from is concerned, 40% ( $n = 62$ ) graduated from public high schools, 20% ( $n = 30$ ) graduated from private colleges, 9% ( $n = 13$ ) graduated from super or science high schools, 20% ( $n = 31$ ) graduated from Anatolian high schools, and 11% ( $n = 17$ ) graduated from vocational or Anatolian vocational high schools.

The participants' achievement scores for the fall term of 2002-2003 academic year were obtained from the administration records. According to that data, 24% ( $n = 38$ ) of them had a mean score below 60 out of 100, and 76% ( $n = 115$ ) had a mean score above 60.

## **4.2 Results of the Study**

In this study six research questions were asked regarding the language learning strategies and attitudes toward English of university students studying at the Preparatory school of Başkent University in Turkey. The results will be revealed in the same order with the research questions posed for the study.

The first research question was stated as: 'What language learning strategies are most frequently used by learners of English as a foreign language?' In order to find out the answer to this research question the data gathered via 'Questionnaire on Language Learning Strategies' was subjected to descriptive analyses. Descriptive statistics was used to portray the percentages, means and standard deviations of the items. Descriptive analyses of mean scores of each strategy category indicated that the most frequently used category of strategies among the six categories were the Metacognitive Strategies ( $M = 3.54$ ,  $SD = 0.73$ ), followed by Social Strategies ( $M = 3.26$ ,  $SD = 0.76$ ), Compensation Strategies ( $M = 3.25$ ,  $SD = 0.60$ ), Memory Strategies ( $M = 2.77$ ,  $SD = 0.58$ ), Cognitive Strategies ( $M = 2.76$ ,  $SD = 0.56$ ), and Affective Strategies ( $M = 2.60$ ,  $SD = 0.75$ ) respectively. The same data was transformed into a categorical variable. First, for each participant the mean score for

each strategy category was estimated. Then, the category with highest mean score was assumed the participant's most frequently used type of strategy category. Based on this transformation, the data indicated that (Figure 4.1): 40% ( $n = 60$ ) of the participants were in Metacognitive Strategies category, 25% ( $n = 39$ ) of the participants were in Compensation strategies category, 17% ( $n = 26$ ) of the participants were in Social Strategies category, 10% ( $n = 16$ ) of the participants had two or more equal highest mean scores for the strategy categories, 5% ( $n = 7$ ) of the participants were in Memory Strategies category, 2% ( $n = 3$ ) of the participants were in Affective Strategies category, and 1% ( $n = 2$ ) of the participants were in Cognitive Strategies category.

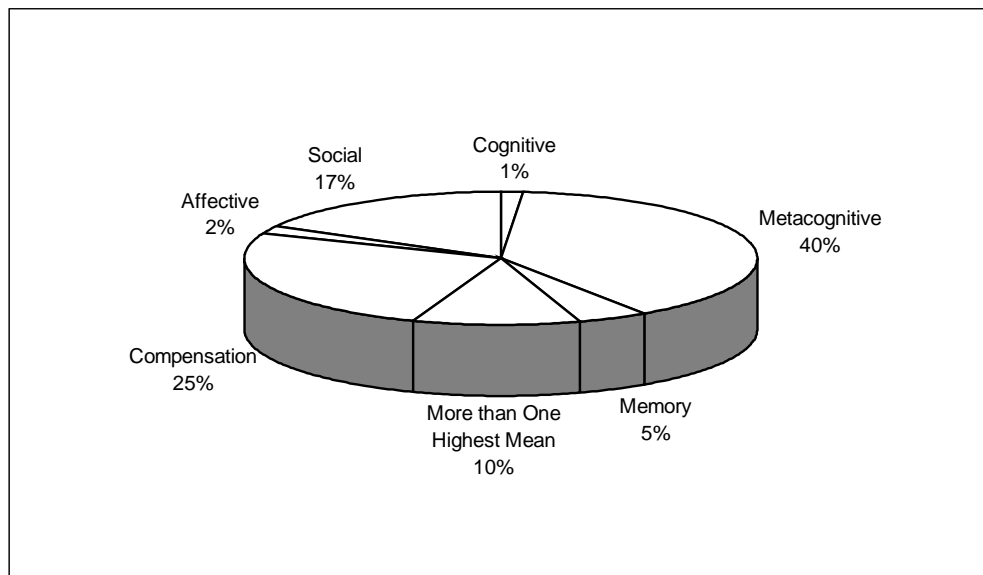


Figure 4.1 Strategy Categories According to Participants' Highest Strategy Category Mean

Descriptive analyses indicated that there were set of strategies that were more frequently used by the participants. Some of the strategies that had a greater mean than three ( $M > 3$ ) on a five-point scale are summarized in Table 4.1. When these strategies are considered, it is seen that the most frequently used strategy items 32 and 33 (and also 31, 38, 37, 34, 30) are from the Metacognitive strategy category, which reflects participants' awareness on organizing and evaluating their own learning process. The next two most frequently used strategies (items 45 and 48) belong to the Social strategy category which focuses on learners tendency of learning in cooperation with others. Both of these strategy categories are from the Indirect strategy group, according to Oxford's (1990) typology. This group comprises strategies that support and manage language learning without directly involving the target language. Item 24 belongs to Compensation strategy category and reflects students' tendency of using techniques to compensate for the missing knowledge by making guesses.

The second research question was formulated as: 'Do language learning strategies that the students use differ according to gender?' Based on the data obtained via 'Questionnaire on Language Learning Strategies', the results revealed that female students ( $M = 3.14$ ,  $SD = 0.42$ ) used language learning strategies slightly more frequently and with greater variety in terms of types of strategies compared to male students ( $M = 2.90$ ,  $SD = 0.50$ ). An independent sample  $t$  test was conducted to see whether there were any statistical differences between male and female subjects' use of language learning strategies. The test was significant  $t(151) = -3.216$ ,  $p = .002$  and the difference was in favor of female students (Table 4.2).

Table 4.2  
Independent Samples T-test for Male and Female Participants

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
STRATEGY MEAN	Equal variances assumed	-3,216	151	,002
	Equal variances not assumed	-3,263	151,000	,001

When the categories of strategies are considered, as it is shown in bar graph Figure 4.2, there were differences in terms of frequency of use for the strategy categories between male and female students, except for the most frequently and least frequently used categories that were the same for both gender.

The strategy category that was most frequently used by female students was Metacognitive Strategies ( $M = 3.72$ ,  $SD = 0.63$ ), followed by Social Strategies ( $M = 3.42$ ,  $SD = 0.67$ ), Compensation Strategies ( $M = 3.32$ ,  $SD = 0.58$ ), Memory Strategies ( $M = 2.90$ ,  $SD = 0.52$ ), Cognitive Strategies ( $M = 2.87$ ,  $SD = 0.54$ ), and Affective Strategies ( $M = 2.80$ ,  $SD = 0.74$ ) respectively.

As for male students, the most frequently used strategy category was Metacognitive Strategies ( $M = 3.39$ ,  $SD = 0.78$ ), followed by Compensation Strategies ( $M = 3.19$ ,  $SD = 0.61$ ), Social Strategies ( $M = 3.13$ ,  $SD = 0.80$ ), Cognitive Strategies ( $M = 2.66$ ,  $SD = 0.56$ ), Memory Strategies ( $M = 2.66$ ,  $SD = 0.61$ ), and Affective Strategies ( $M = 2.44$ ,  $SD=0.73$ ).

Table 4.1  
 Strategies that Have a Greater Mean than Three ( $M > 3$ )

Strategy	<i>M</i>	<i>SD</i>	<i>Always or almost always true of me</i>
32. I pay attention when someone is speaking English	4.31	0.92	52.3%
33. I try to find out how to be a better learner of English	4.07	1.07	45.8%
45. If I don't understand something in English, I ask the other person to slow down or say it again.	4.03	1.15	45.1%
48. I ask for help from English speakers	3.96	1.17	43.8%
24. To understand unfamiliar English words, I make guesses	3.92	1.00	34%
31. I notice my English mistakes and use that information to help me do better	3.90	1.03	32.7%
38. I think about my progress in learning	3.78	1.16	30.7%
37. I have clear goals for improving my English	3.76	1.26	37.3%
46. I ask English speakers to correct me when I talk	3.69	1.28	33.3%
29. If I can't think of an English word, I use a word or phrase that means the same thing	3.61	1.14	26.1%
15. I watch English language TV shows spoken in English and go to movies spoken in English	3.56	1.12	23.5%
1. I think of relationships between what I already know and new things I learn in English	3.52	1.21	24.2%
8. I review English lessons often	3.42	1.17	19%
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a sign	3.31	1.19	19%



Continued

Strategy	<i>M</i>	<i>SD</i>	<i>Always or almost always true of me</i>
18. I first skim an English passage (read over the passage quickly) then go back and read it carefully	3.31	1.35	20.9%
34. I plan my schedule so I will have enough time to study English	3.28	1.26	19.6%
40. I encourage myself to speak English even when I am afraid of making mistakes	3.26	1.34	19.6%
30. I try to find as many ways as I can to use my English	3.24	1.17	15.2%
39. I try to relax whenever I feel afraid of using English	3.22	1.38	21.6%
13. I use the English words I know in several ways	3.17	1.16	12.4%
49. I ask questions in English	3.15	1.28	16.3%
10. I say or write new English words several times	3.10	1.55	24.2%
28. I try to guess what the other person will say next in English	3.10	1.38	19%
25. When I can't think of a word during a conversation in English, I use gestures	3.09	1.35	19%
2. I use new English words in a sentence so I can remember them	3.07	1.12	7.8%
4. I remember a new English word by making a mental picture of a situation in which the word might be used	3.04	1.38	15%

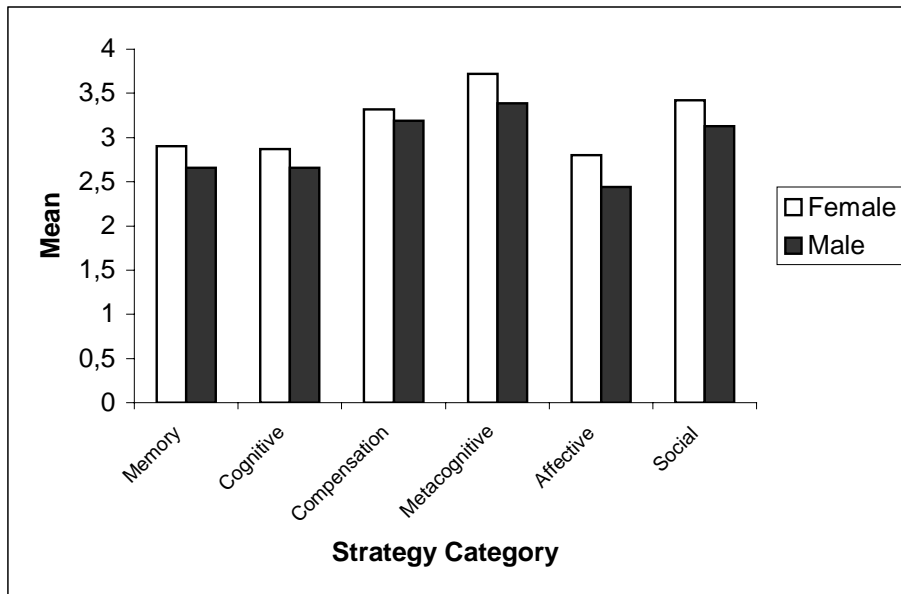


Figure 4.2 Results of Male and Female Participants' Strategy Category Use

Descriptive analyses indicated that there were set of strategies that were more frequently used by the female subjects. Some of the strategies that had a greater mean than three ( $M > 3$ ), on a five-point scale, for female subjects but mean less than average ( $M < 3$ ) for male subjects are summarized in Table 4.3.

Table 4.3  
 Strategies that Have a Mean Greater than Three ( $M > 3$ ) for Female Participants but  
 Mean Less than Three ( $M < 3$ ) for Male Participants

Strategy	Male		Female	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
34. I plan my schedule so I will have enough time to study English	2.99	1.26	3.6	1.18
28. I try to guess what the other person will say next in English	2.92	1.45	3.31	1.26
4. I remember a new English word by making a mental picture of a situation in which the word might be used	2.87	1.33	3.24	1.42
41. I give myself a reward or treat when I do well in English	2.36	1.40	3.17	1.48
2. I use new words in a sentence so I can remember them	2.99	1.10	3.17	1.15
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word	2.61	1.41	3.15	1.45
25. When I can't think of a word during a conversation in English, I use gestures	2.87	1.39	3.09	1.35
42. I notice if I am tense or nervous when I am studying or using English	2.52	1.53	3.07	1.48
35. I look for people I can talk to in English	2.80	1.29	3.04	1.10

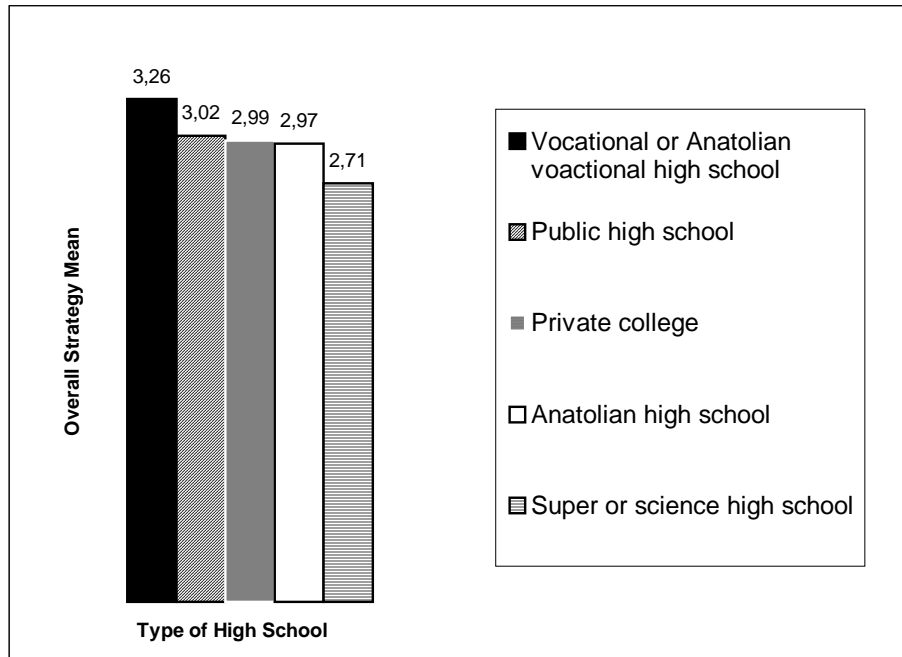


Figure 4.3 Strategy Use According to Type of High School Graduated

A one-way analysis of variance was conducted to evaluate the relationship between students' use of language learning strategies and the type of high school they have graduated from. The dependent variable was strategy mean, and the independent variable was type of high school. The ANOVA was significant,  $F(2,622)$ ,  $p = .037$ . There were statistically significant differences of strategy use with regard to type of high school the subjects graduated from (Table 4.4).

The Post-hoc test analyses showed that there was statistically significant difference between the strategy use of students who graduated from super or science high schools and students who graduated from vocational or Anatolian vocational schools,  $p = .012$ . The mean difference between the two groups was 0.55.

Table 4.4  
 One Way ANOVA for Strategy Use with Regard to Type of High School  
 Graduated

	Sum of Squares	df	Mean Square	F	Si g.
Between Groups	2,331	4	,583	2,622	,037
Wi thi n Groups	32,898	148	,222		
Total	35,229	152			

When the strategy category which was most frequently used by the subjects who graduated from the different types of high schools is concerned, descriptive analyses showed that subjects who graduated from vocational or Anatolian vocational high schools used Metacognitive Strategies ( $M = 4.04$ ,  $SD = 0.71$ ) most frequently, followed by Social Strategies ( $M = 3.74$ ,  $SD = 0.80$ ), Compensation Strategies ( $M = 3.40$ ,  $SD = 0.63$ ), Affective Strategies ( $M = 3.14$ ,  $SD = 0.68$ ), Cognitive Strategies ( $M = 2.87$ ,  $SD = 0.69$ ), and Memory Strategies ( $M = 2.80$ ,  $SD = 0.60$ ) respectively.

The subjects who graduated from public high schools used Metacognitive Strategies ( $M = 3.51$ ,  $SD = 0.66$ ) most frequently, followed by Social Strategies ( $M = 3.29$ ,  $SD = 0.76$ ), Compensation Strategies ( $M = 3.17$ ,  $SD = 0.67$ ), Memory Strategies ( $M = 2.80$ ,  $SD = 0.64$ ), Affective Strategies ( $M = 2.76$ ,  $SD = 0.71$ ), and Cognitive Strategies ( $M = 2.73$ ,  $SD = 0.50$ ) respectively.

The subjects who graduated from private colleges used Metacognitive Strategies ( $M = 3.60$ ,  $SD = 0.64$ ) most frequently, followed by Compensation Strategies

( $M = 3.35$ ,  $SD = 0.64$ ), Social Strategies ( $M = 3.27$ ,  $SD = 0.70$ ), Memory Strategies ( $M = 2.77$ ,  $SD = 0.49$ ), Cognitive Strategies ( $M = 2.74$ ,  $SD = 0.51$ ), and Affective Strategies ( $M = 2.36$ ,  $SD = 0.68$ ) respectively.

The subjects who graduated from Anatolian high schools used Metacognitive Strategies ( $M = 3.38$ ,  $SD = 0.80$ ) and Compensation Strategies ( $M = 3.38$ ,  $SD = 0.53$ ) most frequently, followed by Social Strategies ( $M = 3.10$ ,  $SD = 0.65$ ), Cognitive Strategies ( $M = 2.81$ ,  $SD = 0.60$ ), Memory Strategies ( $M = 2.78$ ,  $SD = 0.51$ ), and Affective Strategies ( $M = 2.48$ ,  $SD = 0.70$ ) respectively.

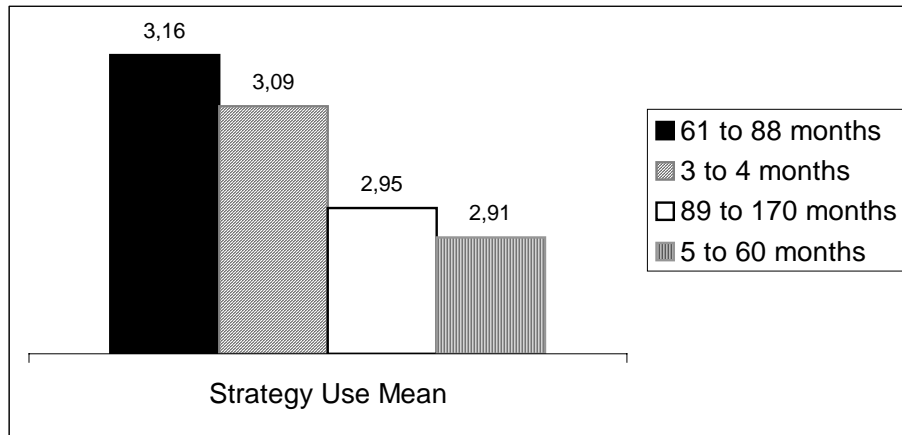
Finally, the subjects who graduated from super or science high schools used Metacognitive Strategies ( $M = 3.27$ ,  $SD = 0.90$ ) most frequently, followed by Compensation Strategies ( $M = 2.91$ ,  $SD = 0.60$ ), Social Strategies ( $M = 2.81$ ,  $SD = 0.79$ ), Cognitive Strategies ( $M = 2.63$ ,  $SD = 0.67$ ), Memory Strategies ( $M = 2.56$ ,  $SD = 0.66$ ), and Affective Strategies ( $M = 2.01$ ,  $SD = 0.74$ ) respectively.

The fourth research question was stated as: ‘Does students’ use of language learning strategies differ according to the span of learning English?’

As it is shown in Figure 4.4, descriptive analyses displayed that the subjects of the study who had been learning English for the range of 61 to 88 months had the highest frequency of strategy use ( $M = 3.16$ ,  $SD = 0.49$ ), followed by the subjects who had been studying English for the range of 3 to 4 months, since there were no participants who reported span less than three months, ( $M = 3.09$ ,  $SD = 0.43$ ),

subjects who had been studying English for the range of 89 to 170 months ( $M = 2.95$ ,  $SD = 0.49$ ), and subjects who had been studying English for the range of 5 to 60 months ( $M = 2.91$ ,  $SD = 0.49$ ) respectively.

Figure 4.4 Strategy Use According to Span of Learning English



A one-way analysis of variance was conducted to evaluate the relationship between students' use of language learning strategies and the span they had been learning English. The dependent variable was strategy mean, and the independent variable was span of learning English. The ANOVA was not significant,  $F(2,708)$ ,  $p = .106$ . There were no statistically significant differences of strategy use with regard to span of learning English (Table 4.5).

Table 4.5  
One Way ANOVA for Strategy Use and Span of Learning English

	Sum of Squares	df	Mean Square	F	Si g.
Between Groups	1,415	3	,472	2,078	,106
Wi thin Groups	33,814	149	,227		
Total	35,229	152			

When the strategy categories were examined with regard to subjects' reported span of learning English, descriptive analyses showed that subjects who had been learning English for the range of 61 to 88 months used Metacognitive Strategies ( $M = 3.67$ ,  $SD = 0.77$ ) most frequently, followed by Social Strategies ( $M = 3.45$ ,  $SD = 0.64$ ), Compensation Strategies ( $M = 3.38$ ,  $SD = 0.44$ ), Memory Strategies ( $M = 2.99$ ,  $SD = 0.53$ ), Cognitive Strategies ( $M = 2.99$ ,  $SD = 0.56$ ), and Affective Strategies ( $M = 2.55$ ,  $SD = 0.74$ ) respectively.

The data obtained from the subjects who had been learning English for 3 to 4 months displayed that they used Metacognitive Strategies ( $M = 3.68$ ,  $SD = 0.72$ ) most frequently, followed by Social Strategies ( $M = 3.50$ ,  $SD = 0.71$ ), Compensation Strategies ( $M = 3.18$ ,  $SD = 0.57$ ), Cognitive Strategies ( $M = 2.79$ ,  $SD = 0.51$ ), Affective Strategies ( $M = 2.73$ ,  $SD = 0.75$ ) and Memory Strategies ( $M = 2.71$ ,  $SD = 0.62$ ) respectively.

The descriptive analyses of the data obtained from the subjects who had been studying English for 89 to 170 months showed that they used Metacognitive Strategies ( $M = 3.46$ ,  $SD = 0.76$ ) most frequently, followed by Compensation Strategies ( $M = 3.35$ ,  $SD = 0.55$ ), Social Strategies ( $M = 3.17$ ,  $SD = 0.80$ ), Memory Strategies ( $M = 2.74$ ,  $SD = 0.52$ ), Cognitive Strategies ( $M = 2.71$ ,  $SD = 0.59$ ), and Affective Strategies ( $M = 2.43$ ,  $SD = 0.76$ ) respectively.

The last group of subjects who reported to had been learning English for 5 to 60 months displayed that they used Metacognitive Strategies ( $M = 3.44$ ,  $SD = 0.68$ )



most frequently, followed by Compensation Strategies ( $M = 3.13$ ,  $SD = 0.72$ ), Social Strategies ( $M = 3.05$ ,  $SD = 0.76$ ), Affective Strategies ( $M = 2.72$ ,  $SD = 0.74$ ), Memory Strategies ( $M = 2.71$ ,  $SD = 0.61$ ), and Cognitive Strategies ( $M = 2.64$ ,  $SD = 0.54$ ) respectively.

The fifth research question was: 'How does students' English language achievement score relates with students' use of language learning strategies?' In order to evaluate this relation, Pearson's correlation procedure was conducted to evaluate the relationship between the subjects' general use of language learning strategies and their fall term exam mean scores. The correlation between subjects' strategy mean and their fall term exam mean scores is  $-.068$ ,  $p = .403$ . It is not statistically significant. There is a very low negative relationship between span of learning English and strategy use.

Correlation analysis was conducted to find out if there was any relation between subjects' strategy category use and participants' fall term exam scores. The correlation levels between strategy categories and fall term exam mean scores are summarized in Table 4.6. Two strategy categories were found to have statistically significant relationship with fall term exam mean score. These categories were Affective strategies and Social Strategies. The correlation level between Affective category strategy mean and participants' fall term exam mean scores was  $-.199$ ,  $p = .01$ . The correlation level between Social category strategy mean and participants' fall term exam mean scores was  $-.199$ ,  $p = .01$ .

The other strategy categories were found not to have statistically significant relation with fall term exam score. The correlation level between Memory category strategy mean and participants' fall term exam scores was  $-.068, p = .40$ . The correlation level between Cognitive category strategy mean and participants' fall term exam scores was  $.067, p = .41$ . The correlation level between Compensation category strategy mean and participants' fall term exam scores was  $.110, p = .17$ . The correlation level between Metacognitive category strategy mean and participants' fall term exam scores was  $-.011, p = .89$ .

Table 4.6  
Correlation between Strategy Use and Achievement

Strategy category	Pearson Correlation level	Significance ( <i>p</i> )
Overall strategy use	-.07	.40
Affective	-.20	.01
Social	-.20	.01
Memory	-.07	.40
Cognitive	.07	.41
Compensation	.11	.18
Metacognitive	-.01	.89

The final research question was stated as ‘ How does students’ use of language learning strategies relate with the students’ attitude toward English?’

Correlation analysis was conducted to find out if there was any relation between subjects’ strategy use and their attitude toward English. The results are presented in

Table 4.7. The correlation level between subjects' strategy mean and their attitude mean was .60,  $p < .05$ . It is statistically significant.

When each strategy category is considered in relation to attitude toward English, all of the six strategy categories were found to have statistically significant relation to attitude toward English. Attitude toward English had the highest correlation with Metacognitive category mean, with correlation level of .60,  $p < .05$ . The correlation level with Cognitive category mean was .49,  $p < .05$ . The correlation level with Memory category mean was .45,  $p < .05$ . The correlation level with Social category mean was .45,  $p < .05$ . The correlation level with Affective category mean was .34,  $p < .05$ . The correlation level with Compensation category mean was .49,  $p = .017$ .

Table 4.7  
Correlation between Strategy Use and Attitude toward English

<b>Strategy category</b>	<b>Pearson Correlation Level (<math>p &lt; .05</math>)</b>
Overall strategy use	.596
Metacognitive	.596
Cognitive	.487
Memory	.452
Social	.451
Affective	.339
Compensation	.487

The results of the six research questions are briefly summarized in Table 4.8.

Table 4.8  
Summary of the Results of the Study

<b>Research Question</b>	<b>Analyses Conducted</b>	<b>Results</b>
1. What language learning strategies are most frequently used by learners of English as a foreign language?	Descriptive Statistics	Most frequently used categories: 1. Metacognitive 2. Social 3. Compensation 4. Memory 5. Cognitive 6. Affective
2. Do language learning strategies that the students use differ according to gender?	Independent Samples T-test	Significant  Female higher frequency than male
3. Does students' use of language learning strategies differ according to type of high school they attended?	One-way ANOVA	Significant Super or science high school and Vocational or Anatolian vocational high school
4. Does students' use of language learning strategies differ according to the span of learning English?	One-way ANOVA	Not significant
5. How does students' English language achievement score relate with students' use of language learning strategies?	Pearson Correlation	Affective category → significant Social category → significant
6. How does students' use of language learning strategies relate with the students' attitude toward English as a foreign language?	Pearson Correlation	Significant

## CHAPTER 5

### DISCUSSION AND IMPLICATIONS

This chapter is devoted to the conclusions of the study, implications for practice and implications for further research.

#### 5.1 Discussion

This study aimed to explore the relationship between language learning strategy use and some other variables such as language achievement, gender, span of learning English as a foreign language, type of high school attended, and attitude toward English as a foreign language. In the following part the inferences that can be drawn from the results of the study are presented.

When students' most frequently used strategy categories are considered, it is seen that Metacognitive strategies category was most frequently used ( $M = 3.54$ ,  $SD = 0.73$ ). Metacognitive strategies are related to organizing and evaluating one's learning. They belong to the Indirect Strategy group (Oxford, 1990) which comprises strategies that support and manage language learning without directly involving the target language. It can be stated that university students report that they spend time and effort to take responsibility of their learning. The Metacognitive strategy that

was most frequently used by the participants in this study was item 32 in the questionnaire ( $M = 4.31$ ,  $SD = 0.92$ ): 'I pay attention when someone is speaking in English'. This emphasizes the students' attention to example speech in the target language. Another frequently used Metacognitive strategy is item 33 ( $M = 4.07$ ,  $SD = 1.07$ ): 'I try to find out how to be a better learner of English'. This strategy emphasizes the students' awareness of own responsibility in the process of language learning. Students also reported that they notice their mistakes in English and use that information to help them do better (item 31). Besides, they report that they think about their progress in learning, item 38 ( $M = 3.78$ ,  $SD = 1.16$ ), and they have clear goals for improving their English, item 37 ( $M = 3.76$ ,  $SD = 1.26$ ). Another Metacognitive strategy that is very frequently used by the students is item 34 ( $M = 3.28$ ,  $SD = 1.26$ ): 'I plan my schedule so I will have enough time to study English'.

On the other hand, the least frequently used strategy category were the Memory strategies ( $M = 2.77$ ,  $SD = 0.58$ ) that is strategies related to remembering more effectively, Cognitive strategies ( $M = 2.76$ ,  $SD = 0.56$ ) that is strategies related to using all mental processes, and Affective strategies ( $M = 2.60$ ,  $SD = 0.75$ ) which are related to managing one's emotions. Memory and Cognitive strategy categories belong to the Direct strategies group which comprises strategies that directly involve the target language. Memory strategies help students retrieve and store new information and cognitive strategies enable learners to understand and produce new language by manipulating or transforming the new language. Thus, although students have a sense of organizing and planning their learning, they need to foster their skills of retrieving and storing knowledge. It is also seen that students are not good at

managing their emotions and they can be easily affected by stress and anxiety factors in and outside the classroom when they need to use the target language. It is worth to point that students rank Memory Strategies as least frequently used in other studies as well, such as Griffiths and Parr (2001). Another study which found out Memory strategies and Affective strategies as least frequently used was conducted by Oxford and Ehrman (1995). The results of the study done by Park (1997) reveal very similar results when compared with the results of this study. University students in Korea also reported Metacognitive strategies as most frequently used ( $M = 3.50, SD = 0.57$ ) and Affective strategies as least frequently used ( $M = 2.91, SD = 0.58$ ). It is interesting to point that the study conducted by Bedir (2002) with the preparatory class students of super and Anatolian high schools showed that the students were not in favor of using Memory strategies and the most frequently used strategies were from the Metacognitive category. Despite the age level and educational level, the university students in this study tend to use the same strategy categories with similar frequencies. This reminds the necessity to provide students with the opportunity to develop different learning strategies with regard to their goals and aims in education and life. Affective strategies were the strategy category which was neglected by both high school students in Bedir's (2002) study and university students in this study as well. This rare use of willingness to express their thoughts and feelings, rare use of reflective behavior and desire to control one's anxiety or fear can be attributed to Turkish culture to some extent with regard to Turkish traditions that emphasize that young people should not criticize what is required from them, or should not express their thoughts in front of elderly people. Moreover, students need to be trained how to bring constructive criticism and reflect their thoughts by providing materials and

tasks in which they will have the opportunity to express thoughts and feelings and elaborate on different ways of coping with fear and anxiety. It is obvious that students need these strategies at all levels of their educational lives.

When the results concerning the use of strategies of male and female participants is considered it was found out that female students use various strategies from different categories and with greater frequency compared to male students. These results are similar to Oxford and Ehrman's study (1995) in which female participants' use of language learning strategies was slightly but statistically significantly different from male participants. It was interesting to find out that female students used a set of strategies with mean greater than three on a five-point scale when the same strategies had mean less than three on the same scale for the male students. The most frequently used strategy by female students was item 34: 'I plan my schedule so I will have enough time to study English' ( $M = 3.60, SD = 1.18$ ) which is a strategy from the Metacognitive category. Female students also try to guess what the other person will say next in English, item 28 ( $M = 3.31, SD = 1.26$ ), which is from the Compensation category, and they remember words by making a mental picture of a situation in which the word might be used, item 4 ( $M = 3.24, SD = 1.42$ ), which is a strategy from the Memory category. It is seen that female students tend to use various strategies from different strategy categories with greater frequency as compared to male students.

When the strategy categories that are most frequently used by male and female participants is considered, it is seen that both male and female students use



Metacognitive strategy category most frequently. It can be stated that both male and female students use strategies from the Indirect strategy group which consists of strategies that are related to organizing and evaluating one's learning but are not directly involved with the target language. This can be attributed to the maturity level of the students who can be considered aware of the need for learning the target language. Female students ranked Social strategies as the second most frequently used strategy category, while male students ranked the same strategy category as the third most frequently used category. In the case of male students Compensation strategy category was ranked second most frequently used type of strategies. This shows that male students are using strategies to compensate for their missing knowledge in the target language. Besides, the only strategy that had mean greater than three for male students and mean less than three for female students was item 26: 'I make up new words if I don't know the right ones in English', which is a strategy from the Compensation category and displays that male students are not afraid of taking risks while making intelligent guesses. It is interesting that the students in the context of the study differ from the adult learners in Oxford and Ehrman's (1995) study in which only compensation strategy use was linked to gender, with female students using more compensation strategies than male students. The least frequently used strategy category by both male and female students was Affective strategies. This implies that students rarely use strategies for managing their emotions.

When the students use of language learning strategies was evaluated in relation with the type of high school they attended, it was found that students from vocational

or Anatolian vocational schools used language learning strategies with greater frequency ( $M = 3.26$ ,  $SD = 0.55$ ). They were followed by students who attended public high schools, private colleges, Anatolian high schools and super or science high schools ( $M = 2.71$ ,  $SD = 0.57$ ). The results revealed statistically significant differences of strategy use with regard to type of high school attended. The strategy use of students who graduated from super or science high schools was statistically significantly different from the strategy use of students who graduated from vocational or Anatolian vocational schools. These results might be caused by little awareness of language learning strategies with regard to students' learning opportunities in the educational settings. However, it can be stated that the students who graduated from vocational or Anatolian vocational schools and public high schools, and who had less language learning opportunities in their previous educational programmes, taking into consideration the type of instructional syllabus they experienced, try to apply different strategies more frequently in order to cope with the process of learning the target language. As for students who graduated from schools in which language education has been extensively provided, such as private colleges or Anatolian high schools, there is lower frequency and desire to use different language strategies. This can be attributed to the fact that these students might have gained automaticity in language use or might not be aware of the strategies they really employ since they have been dealing with English for a long time. Besides, students who graduated from super or science high schools have the most rare use of language learning strategies. These students might not feel a real need for language learning or might have not developed aptitude for language learning since they might have been required to develop logical-mathematical skills.

It can be stated that these students need to develop affective attitude toward language learning because the least frequently used strategy category for this group of students was the Affective strategies category.

The students' use of language learning strategies was examined with respect to the span of learning English as a foreign language. The results revealed that students who had been learning English for the range of 61 to 88 months, which constituted 19% of the participants used language learning strategies with highest frequency among the participant groups ( $M = 3.16$ ,  $SD = 0.49$ ) and students who had been learning English for the range of 5 to 60 months, 29% of the participants, used language learning strategies with the least frequency ( $M = 2.91$ ,  $SD = 0.49$ ). Analyses of variance indicated that there was no statistically significant difference of strategy use with regard to span of learning English. It can be stated that the duration of dealing with the language did not display a significant impact on students' use of language learning strategies because there might be some other factors that influence the use of strategies in and outside the classroom. One of these factors in this study was found to be attitude toward English. There might be other factors such as the educational environment in which the students have dealt with the language and the need for learning English as a motivational factor, and students' awareness level of language learning strategies as complementary skill in language learning, and the instructional techniques and materials they have used while learning the language could have influenced students' perception and use of strategies. Oxford and Ehrman (1995) examined aptitude, the natural ability that makes language learning easy for a person to do well, as another factor in relation to strategy use and found that all

strategy categories correlate with persistence in language learning until a goal is achieved.

This study also aimed to examine whether there is a relationship between students' use of language learning strategies and their language achievement scores. In this study the students' achievement was evaluated on the bases of four midterm examinations mean score during the whole fall academic term. Two of these examinations are multiple choice tests in which grammar, reading and vocabulary skills are tested, and two of the examinations are production examinations in which grammar, reading, vocabulary and writing skills are tested. It can be seen that listening and speaking skills of the students are not tested. However, language learning strategies examined in this study cover all of the skills involved in language learning. Correlation analyses indicated that there was no statistically significant correlation between language achievement and students' overall strategy use mean scores. However, two strategy categories Affective strategies category and Social strategies category were found to have statistically significant correlation with students' language achievement. It is interesting to find that these two strategies were not frequently used by the participants in this study and this implies that students' need to foster these strategies in order to improve their achievement. In a study done by Park (1997), when the students' overall strategy use was compared with students' TOEFL scores, which is a standardized test that does not cover writing and speaking skills and is administered at one specific time, it was found that there was a linear correlation between strategy use and achievement. That is, the higher the frequency of strategy use, the higher the scores obtained from the TOEFL score. Park also

found that two strategy categories, namely Cognitive and Social strategy categories accounted for significant variation in the TOEFL scores. Social strategies were found to be related with students' achievement in this study as well.

The last research question of this study aimed to explore whether there is a relation between students' strategy use and their attitudes toward English. Correlation analyses indicated that there was a significant relationship between students' use of language strategies and their attitude toward English. The highest correlation among the six strategy groups and attitude was with Metacognitive strategies. This shows that students' use of Metacognitive strategies is closely related to their perception and motivation regarding the target language. Oxford and Ehrman (1995) found that strategy use was closely related with intrinsic motivation and desire to use the language outside the class. As Brown (1994) defines motivation as a big set of attitudes, the findings of this study also supported the strong relation between strategy use and attitude toward language learning.

To conclude, the finding of this study provided useful information about the university students' use of language learning strategies with relation to other variables such as gender, achievement, type of high school graduated, span of learning English, and attitude toward English. The findings implied that students need further support in the area of Direct strategies, which are strategies involving the target language. Memory strategies, Cognitive Strategies and Affective strategies need to be fostered since they can contribute to the overall achievement level of the students as it was proposed by Abraham and Vann (1987) that "effective learners"

use strategies in a systematic manner by involving variety of strategies as compared to “less able learners”, who use strategies in a random, unconnected and uncontrolled manner.

## **5.2. Implications for Practice**

According to the results of the study, it was found that students use Metacognitive strategies most frequently and they are aware of the responsibility of the learner in the language learning process. Besides, they try to organize and evaluate their own progress and look for different ways for improving their language competence. However, students’ rare use of Affective strategies can lead to ineffective language learning experiences. Statman’s study (1987) emphasized effective strategy use and training, especially the Affective strategies which counted for a big amount of students’ performance and perception in the target language when compared with the students’ performance in their native language. In the light of the findings some implications can be drawn.

It can be stated that it is not enough for students to be aware of their responsibility as learners of English as a foreign language, they need to further enhance the use of various strategies that might contribute to the improvement of their language competence. Students’ use of Affective strategies such as lowering emotional temperature and anxiety level, and also reflective learning skills such as sharing problems of language learning and praising and rewarding oneself when a

goal is accomplished need to be given special attention in and outside the classroom environment.

Teachers can assist the language learning process by promoting awareness of language learning strategies. Moreover, the ‘teachability’ component of the theory of language learning strategies (Griffits and Parr, 2001) urges educators to develop techniques and materials that will enhance the lacking strategies of the students in accordance with the students needs and the goals of the educational programmes. In the light of the findings of this study, it was found out that more intensive emphasis should be given on Affective language teaching so as to develop Affective language learning strategies that were found to be least frequently used by the participants and also significantly contributing to language learning achievement. Some suggestions for classroom techniques and activities can be provided for classroom practice purposes. From the results of this study it was found that students’ least frequently used strategy category was the Affective category. The same strategy category was found to have statistically significant correlation with the students achievement and attitude toward English as well. Therefore, these results emphasized the importance of affective education and effective activities and tasks that might develop Affective strategy use.

The main rationale for considering Affective/humanistic components of instruction is to integrate activities that support language learning by favorably predisposing the learner. It means developing an atmosphere conducive to the learning process and making the learning relevant to the learner.

Used properly and with specific language teaching aim, games and role-plays can lead to a relaxation of self-imposed limits, to higher levels of creativity and empathy and to a greater acceptance of a new language identity. All of these can bring about a more active interaction in the foreign language environment. Other techniques that can promote affective/humanistic learning can be visualization and mental imagery. Besides, metaphor-related approach helps learners create a sort of internalized representation of knowledge or skill (Arnold, 2000). The focus on the self is essential in Affective/humanistic approach. Taking into account the brain's constant tendency to search for meaning through patterning, Caine and Caine (1994) stated that effective teaching techniques should involve meaningful and personally relevant patterns for the learners. This personal meaningfulness is closely related to intrinsic motivation and attitude formation in the target language, which are all important elements of effective learning. However, an important reminder for practitioners can be that 'self or personal meaning' should not be seen as a synonymous term of therapy on the self. It refers to activities that connect to students' experience and to their emotions, which are two key elements of humanistic focus.

When the present context of this study is considered, it can be stated that teacher training programmes and activities emphasize the affective/humanistic aspects of teaching. Internalization and class research and applications with regard to personalization and learner characteristics and needs is frequently emphasized. As for classroom applications, instructors spend time and effort to plan and implement their lessons so that learner needs and humanistic aspects are involved. However,



more focus with regard to involving the learner as a personality that needs to express personal preference and emotions in the process of activity and task selection might foster learners' use of affective strategies and can develop their intrinsic motivation and attitude toward English as a foreign language.

When Affective strategies category is considered in terms of the specific strategy classification as defined by Oxford (1990), some possible strategy building techniques and activities for classroom use for the instructors at Baškent University can be as follows:

**To lower anxiety:** focusing on a mental image or sound to center one's thoughts, using music, fantasy technique, using laughter with cartoons or fun stories or role-play scenarios, playing guessing games, using plenty of group-work, having students share their fears in small groups.

**To encourage risk taking:** using positive statements about oneself in free writing activities, praising students for making sincere efforts to try out language, using fluency exercises where errors are not corrected at that time, using outside of class assignments to speak, write or otherwise try out the language.

**To take one's emotional temperature and build self confidence:** assuring physical comfort and needs, using checklists for personal satisfaction and attitude development while learning the language in class, making students keep language learning portfolios or diaries, telling students (verbally or non-verbally) that the teacher believes in them, making lists of strengths as learners, implementing discussion activities about feelings and problems of the learners based on the checklists or diaries, reminding students of the rewards of learning the language for

their future careers by providing authentic examples of the job advertisements or requirements of the companies for the positions the students are willing to be working in the future.

Another strategy category that was rarely used by the participants of this study was the Cognitive strategies category. In order to promote use of Cognitive strategies some possible classroom techniques and activities can be suggested. One of the important strategy sets from the Cognitive strategies category is related to practicing. A key practice strategy is repeating. Repeating refers to repeatedly listening to native speakers' speech, reading a passage several times with different purposes such as scanning, skimming, for detailed information, taking notes and reviewing these notes several times for different purposes, for instance taking notes while listening and using these notes to answer comprehension questions or while writing or speaking tasks, repeating written information in the format of academic writing principles (introduction, development, conclusion), role-playing dialogues with different feelings and speed by using the rhythm of music played, imitating native speakers' pronunciation activities, process writing tasks that involve repeated and continuous revising and production. Formally practicing with sounds and writing system is another Cognitive strategy that might be developed through different tasks and activities. Listening perception exercises where based on recordings the students should identify the stress or special sounds, developing own phonetic spelling, recording self speech in the target language and comparing that with a native speaker's speech, sound articulation exercises, putting special symbols into meaningful verbal or written contexts. For further developing Cognitive strategies

students can be provided with practice of some formulas that are most frequently used to express purpose of managing conversations. These expressions should be presented and practiced as whole chunks such as ‘Yes, that’s great’, ‘And what happened then?’. Some patterns that have at least one slot that can be filled with one alternative word such as ‘I don’t know how to...’ or ‘I would like to...’ can be practiced with different contexts provided. Recombining can be another strategy from the Cognitive category to be fostered with the use of activities in which the learners are involved in constructing a meaningful sentence or longer expression by putting together known elements in a new way. This practice can be both in spoken or written form. Using live speech by inviting native speaker teachers or colleagues to the classroom or the teacher as the speaker is an effective way for developing the strategy of practicing naturalistically. Instructors might construct listening comprehension exercises in which students are required to do something in response to what they hear, for instance they might be required to express agreement, take notes, mark a picture or diagram according to instructions or answer questions. Practicing naturalistically also involves reading authentic materials and this urges instructors and curriculum experts to provide learners with authentic and relevant texts. Students can be given extra credit for outside reading tasks and they should be guided in terms of the sources and process for developing their practice in the natural environment where the target language is used. For writing skills it is important that learners are provided with real purpose for writing and the exchange of written messages between individuals or teams is essential. Therefore, tasks in which the students are involved in realistic writing with a specific recipient in mind and real exchange, which can be also done through computer interaction, can be strategy-

fostering techniques for classroom use. Another Cognitive strategy is getting the idea quickly. In order to develop students' abilities in getting the idea in a short time scanning, skimming, preview/focus questions, using graphic organizers can be helpful. However, the texts to be used for this kind of practice need to be carefully selected so that they lend themselves to this kind of quick reading tasks. Another cognitive strategy is using resources for receiving and sending messages. In order to enhance use of this strategy some practice regarding printed sources such as dictionaries, thesauruses, word lists, grammar books, phrase books, encyclopedias, travel guides, magazines, general books on culture and history can be used for classroom practice or outside class assignments. Non-print sources such as tapes, TV, videocassettes, radio, museums, libraries, multi-media laboratories are also effective sources for practice. Strategies related to analyzing and reasoning are essential elements of language learning. Reasoning deductively is an effective way of logical thinking. After the students are taught some expressions or vocabulary, meaning deduction activities can be provided for the learners in which students can deduce the meaning of given statements from different contexts. In order to develop the strategy of analyzing expressions the learners should be provided with practice activities on affixes and word-formation. Besides, they should be trained how to break down a word or phrase into its components. For analyzing contrastively students need to be provided with tasks in which they are required to look for similarities and differences between the target language and their native language. Some further practice of 'false friends' that is words that seem similar in both language but have different connotations or meaning in the two languages needs to be considered as well. Transferring can be another strategy to be practiced. In order

to enhance this strategy teachers need to provide elicitation practice. Learners should be encouraged to transfer previous knowledge, both linguistic and conceptual, to the newly presented topic or concept. Brain-storming, mind mapping, elicitation, concept questions can be stated as effective techniques that can be applied in class. Another important set of strategies related to developing the cognitive processes of language learning is related to creating structure for input and output. Organizing information in the target language can be done through note-taking activities, summarizing, outlining, and highlighting techniques that need to be integrated in the tasks and activities for effective classroom use.

Moreover, the selection and application of educational methods, materials and techniques should carefully cater for the students motivational needs, since attitude toward the target language is highly influential on students' use of learning strategies. Teachers need to provide a motivational framework that can convince students of the value of using effective language learning strategies and support the use of these strategies inside the classroom by providing enough practice so that the students can gain the opportunity to experience the progress and practicality of these strategies (O'Malley and Chamot, 1990). Teachers and in-service training experts should raise awareness on language learning strategies use and they should model effective strategies in class activities and tasks. Teachers can provide a model for the different strategies by applying them in class and using the think-aloud technique by explaining the mental and actual processes applied while dealing with a task, for instance a reading text.

Besides, teachers and other parties involved in the curriculum design of the programmes need to assign project studies in order to promote students use of language learning strategies outside the classroom. Using the language outside the classroom leads to developing realistic communication and social strategies for the learners and also can contribute to increasing intrinsic motivation for learning the language. Green and Oxford (1995) found that students who are learning English as a foreign language used little number and type of learning strategies as compared to learners of English as a second language. Another implication for practice can be that teachers can do classroom research in order to identify the existing profile of their students with regard to learning strategies and can design or adapt tasks and activities that might foster the lacking or rarely used strategies that the students need to develop.

To sum up, this research was a survey which explored the use of language learning strategies by university students' studying at the Preparatory school of Başkent University in Turkey. It also examined the relationship between students' use of language learning strategies with relation to some other variables such as gender, language achievement, type of high school attended, span of learning English and attitude toward English. It is hoped that the results of this study are taken into consideration by the administrators, curriculum specialists when selecting and applying instructional materials, teacher trainers when designing in-service and pre-service training programmes, teachers when implementing the instructional process, and students when searching for ways to improve their own process of language learning.

### **5.3. Implications for Further Research**

In this part recommendations for future research are presented.

1. As in the present study only the students who are enrolled in the Preparatory English language programme were examined, a more heterogeneous group of learners from institutions with different profile and different educational levels can be examined in a comparative manner.
2. A further study can be conducted to evaluate the match between students use of language learning strategies, instructional materials of the programme they are enrolled in and teachers' perception of students' use of language strategies.
3. In the future research studies on language learning strategies more variables such as learning styles, socio-economic status of the learners and their families, cultural factors, strategies to cope with stress and anxiety can be examined.
4. A longitudinal experimental study can be conducted to evaluate the effect of strategy training in accordance with students' needs and instructional programme goals in order to evaluate the effectiveness of strategy use.

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## APPENDICES

### APPENDIX A

#### OXFORD'S (1990) TYPOLOGY OF LANGUAGE LEARNING STRATEGIES

##### A. DIRECT STRATEGIES

###### I. Memory Strategies

1. Creating mental linkages
  - a) Grouping
  - b) Association and/or elaboration
  - c) Placing new words into context
2. Applying images and sounds
  - a) Using imagery
  - b) Semantic mapping
  - c) Using keywords
  - d) Representing sounds
3. Reviewing well
  - a) Structured reviewing
4. Employing action
  - a) Using physical response or sensation
  - b) Mechanical techniques

###### II. Cognitive Strategies

1. Practicing
  - a) Repeating
  - b) Formally practicing with sounds in writing systems
  - c) Recognizing and using formulas and patterns
  - d) Recombining
  - e) Practicing naturalistically
2. Receiving and sending messages
  - a) Getting the idea quickly
  - b) Using resources for receiving and sending messages

3. Analyzing and reasoning
  - a) Reasoning deductively
  - b) Analyzing expressions
  - c) Analyzing contrastively (across languages)
  - d) Translating
  - e) Transferring
4. Creating structure for input and output
  - a) Taking notes
  - b) Summarizing
  - c) Highlighting

### III. Compensation Strategies

1. Guessing intelligently in listening and reading
  - a) Using linguistic clues
  - b) Using other clues
2. Overcoming limitations in speaking and writing
  - a) Switching to the mother tongue
  - b) Getting help
  - c) Using mime or gesture
  - d) Avoiding communication partially or totally
  - e) Selecting the topic
  - f) Adjusting or approximating the message
  - g) Coining words
  - h) Using a circumlocution or synonym

## B. INDIRECT STRATEGIES

### I. Metacognitive Strategies

1. Centering your learning
  - a) Overviewing and linking with already known material
  - b) Paying attention
  - c) Delaying speech production to focus on listening
2. Arranging and planning your learning
  - a) Finding out about language learning
  - b) Organizing
  - c) Setting goals and objectives
  - d) Identifying the purpose of a language task (purposeful listening/ reading/ speaking/ writing)
  - e) Planning for a language task
  - f) Seeking practice opportunities
3. Evaluating your learning
  - a) Self-monitoring
  - b) Self-evaluating

### II. Affective Strategies

1. Lowering your anxiety
  - a) Using progressive relaxation, deep breathing, or meditation
  - b) Using music
  - c) Using laughter
2. Encouraging yourself
  - a) Making positive statements
  - b) Taking risks widely
  - c) Rewarding yourself
3. Taking your emotional temperature
  - a) Listening to your body
  - b) Using a checklist
  - c) Writing a language learning diary
  - d) Discussing your feelings with someone else

### III. Social Strategies

1. Asking questions
  - a) Asking for clarification or verification
  - b) Asking for correction
2. Cooperating with others
  - a) Cooperating with peers
  - b) Cooperating with proficient users of the new language
3. Empathizing with others
  - a) Developing cultural understanding
  - b) Becoming aware of others' thoughts and feelings

## APPENDIX B

### RESEARCH ON LANGUAGE LEARNING STRATEGIES QUESTIONNAIRE (ENGLISH VERSION)

Dear students,

The aim of this study is to investigate the language learning strategies you use while you are learning English. Moreover, this study will try to evaluate the relationship between language learning strategies and some other variables such as gender, educational background, attitudes toward learning English, and achievement. The data obtained from this study will be presented to your school. In order to obtain data you are requested to fill in two questionnaires that are

- a) Questionnaire on Language Learning Strategies
- b) Questionnaire on Attitudes Toward English

Your responses are highly appreciated. The data obtained will be kept strictly confidential.

*Please fill in these questionnaires by putting a checkmark (✓) in the appropriate box that best describes your ideas or behavior.*

**Thank you very much for your contribution.**

**Sabiha Tunç  
METU Educational Sciences Department  
MA student**

#### PERSONAL INFORMATION

Student number \_\_\_\_\_

Male  Female

For how long have you been learning English? \_\_\_\_ years \_\_\_\_ months.

What is the name and type of the high school you have graduated from?  
\_\_\_\_\_

Which stream of Başkent University Preparatory School are you enrolled in?  
\_\_\_\_\_

**QUESTIONNAIRE  
ON  
LANGUAGE LEARNING STRATEGIES**

Dear students,

This questionnaire aims at identifying the language learning strategies you use and how often you use these strategies. In this questionnaire there are statements that describe possible language learning strategies. You need to read each statement and put a checkmark (✓) in the appropriate box that best describes what you do. Each number stands for the frequency you use that strategy.

**1= Never or almost never true of me**

**2= Usually not true of me**

**3= Somewhat true of me**

**4= Usually true of me**

**5= Always or almost always true of me**

Thank you for your cooperation!

***Important Note: There are no right or wrong answers. Please answer what you do and not what you believe is right to do.***

		Never true 1	Usually not true 2	Somewhat true 3	Usually true 4	Always true 5
	<b>STRATEGY</b>					
1.	I think of relationships between what I already know and new things I learn in English.					
2.	I use new English words in a sentence so I can remember them.					
3.	I connect the sound of a new English word and an image or picture of the word to help me remember the word.					



	<b>STRATEGY</b>	<b>Never true 1</b>	<b>Usually not true 2</b>	<b>Somewhat true 3</b>	<b>Usually true 4</b>	<b>Always true 5</b>
4.	I remember a new English word by making a mental picture of a situation in which the word might be used.					
5.	I use rhymes to remember new English words.					
6.	I use flashcards to remember new English words.					
7.	I physically act out new English words.					
8.	I review English lessons often.					
9.	I remember new English words or phrases by remembering their location on the page, on the board, or on a sign.					
10.	I say or write new English words several times.					
11.	I try to speak like native English speakers.					
12.	I practice the sounds of English.					
13.	I use the English words I know in several ways.					
14.	I start conversations in English while speaking with people who know English.					
15.	I watch English language TV shows spoken in English and go to movies spoken in English.					
16.	I read for pleasure in English.					
17.	I write notes, messages, letters, or reports in English.					
18.	I first skim an English passage (read over the passage quickly) then go back and read it carefully.					
19.	I look for words in my own language that are similar to new words in English.					
20.	I try to find patterns in English.					
21.	I find the meaning of an English word by dividing it into parts that I understand.					
22.	I try not to translate word-for-word.					

	<b>STRATEGY</b>	<b>Never true 1</b>	<b>Usually not true 2</b>	<b>Somewhat true 3</b>	<b>Usually true 4</b>	<b>Always true 5</b>
23.	I make summaries of information that I hear or read in English.					
24.	To understand unfamiliar English words, I make guesses.					
25.	When I can't think of a word during a conversation in English, I use gestures.					
26.	I make up new words if I don't know the right ones in English.					
27.	I read English without looking up every new word.					
28.	I try to guess what the other person will say next in English.					
29.	If I can't think of an English word, I use a word or phrase that means the same thing.					
30.	I try to find as many ways as I can to use my English.					
31.	I notice my English mistakes and use that information to help me do better.					
32.	I pay attention when someone is speaking English.					
33.	I try to find out how to be a better learner of English.					
34.	I plan my schedule so I will have enough time to study English.					
35.	I look for people I can talk to in English.					
36.	I look for opportunities to read as much as possible in English.					
37.	I have clear goals for improving my English					
38.	I think about my progress in learning.					
39.	I try to relax whenever I feel afraid of using English.					
40.	I encourage myself to speak English even when I am afraid of making mistakes.					
41.	I give myself a reward or treat when I do well in English.					
42.	I notice if I am tense or nervous when I am studying or using English.					
43.	I write down my feelings in a language learning diary.					
44.	I talk to someone else about how I feel when I am learning English.					

	<b>STRATEGY</b>	<b>Never true 1</b>	<b>Usually not true 2</b>	<b>Somewhat true 3</b>	<b>Usually true 4</b>	<b>Always true 5</b>
45.	If I don't understand something in English, I ask the other person to slow down or say it again.					
46.	I ask English speakers to correct me when I talk.					
47.	I practice English with other students.					
48.	I ask for help from English speakers.					
49.	I ask questions in English.					
50.	I try to learn about the culture of English speakers.					

Adapted from Oxford, 1990

## APPENDIX C

### QUESTIONNAIRE ON ATTITUDES TOWARD ENGLISH (ENGLISH VERSION)

Dear students,

This questionnaire aims at identifying your general attitudes toward English as a subject. Please read each statement and put a checkmark (√) in the box that describes how strongly you agree or disagree with the statements.

**1- Strongly disagree**

**2- Disagree**

**3- Somewhat agree**

**4- Agree**

**5- Strongly agree**

		Strongly disagree 1	Disagree 2	Somewhat agree 3	Agree 4	Strongly agree 5
1.	English is not a very interesting subject.					
2.	I want to develop my English language skills and study this subject more.					
3.	English is very worthwhile and necessary subject.					
4.	English makes me feel nervous and uncomfortable.					
5.	I have usually enjoyed studying English in school.					

		Strongly disagree 1	Disagree 2	Somewhat agree 3	Agree 4	Strongly agree 5
6.	I don't want to take any more English courses than I have to.					
7.	Other subjects are more important to people than English.					
8.	I am very calm when studying English.					
9.	I have seldom liked studying English.					
10.	I am interested in acquiring more knowledge of English.					
11.	English helps to develop the mind and teaches a person to think.					
12.	English makes me feel uneasy and confused.					
13.	English is enjoyable and stimulating to me.					
14.	I am not willing to take more than required amount of English.					
15.	English is not especially important in every day life.					
16.	Trying to understand English does not make me anxious.					
17.	English is dull and boring.					
18.	I plan to take as much English as I can during my education.					
19.	English language has contributed to the advancement of the civilization.					
20.	English is one of my most dreaded subjects.					
21.	I like doing exercises and tasks in English.					

		<b>Strongly disagree 1</b>	<b>Disagree 2</b>	<b>Somewhat agree 3</b>	<b>Agree 4</b>	<b>Strongly agree 5</b>
22.	I am not very motivated to work hard on learning English.					
23.	English is not one of the most important subjects for people to study.					
24.	I don't get upset when trying to do my English lessons.					

Adapted from Aiken, 1979

## APPENDIX D

### YABANCI DİL ÖĞRENME STRATEJİLERİ ARAŞTIRMASI (TURKISH VERSION)

Sevgili öğrenciler,

Bu araştırmanın amacı İngilizce öğrenirken kullandığınız stratejileri ve bu stratejilerin kullanım sıklığını bulmaktır. Bu araştırmanın diğer bir amacı ise kullandığınız stratejilerin bazı değişkenlerle arasındaki ilişkileri araştırmaktır. Örneğin, cinsiyet, İngilizce eğitimi geçmişi, mezun olduğunuz okul, ve dönem sonu not ortalaması. Bu araştırmadan elde edilecek sonuçlar hakkında okulunuza bilgi verilecektir. Bu çalışmada veri toplamak amacı ile sizlerden iki anket doldurmanızı rica ediyoruz. Bunlar

- Yabancı dil öğrenme stratejileri anketi
- İngilizce dersine yönelik tutum anketi'dir.

Cevaplarınız son derece değerlidir. Vereceğiniz bilgiler kesinlikle gizli tutulacaktır. Anketleri cevaplarken sizin davranışınızı veya düşüncenizi yansıtan kutucuğu lütfen (✓) işaretleyiniz.

**Katılımlınızdan dolayı teşekkür ederiz.**

Sabiha Tunç  
ODTÜ Eğitim Bilimleri Bölümü  
Yüksek Lisans Öğrencisi

#### KİŞİSEL BİLGİLER

Öğrenci numarası: \_\_\_\_\_

Erkek  Kadın

Ne kadar süredir İngilizce öğreniyorsunuz? \_\_\_\_\_ yıl \_\_\_\_\_ ay.

Mezun olduğunuz orta öğretim kurumunun (lise) adı ve türü nedir?

Başkent Üniversitesi Hazırlık Okulu kurunuz nedir? \_\_\_\_\_

## YABANCI DİL ÖĞRENME STRATEJİLERİ ANKETİ

Sevgili öğrenciler,

Bu anket İngilizce öğrenirken kullandığınız stratejileri ve bu stratejilerin kullanım sıklığını belirlemeyi amaçlamaktadır. **Bu ankete yer alan ifadeler kullanılan öğrenme stratejilerini tanımlamaktadır. Lütfen ifadeleri dikkatli bir şekilde okuyup, sizin kullanma sıklığınızı yansıtan kutuyu işaretleyiniz (✓).**

1- Benim için hiç geçerli değil

2- Benim için genellikle geçerli değil

3-Benim için bazen geçerli

4- Benim için genellikle geçerli

5- Benim için her zaman geçerli

**Önemli Not:** Bu ankette doğru veya yanlış cevap yoktur. Cevaplarınızda doğru olduğuna **inandıklarınızı değil**, İngilizce öğrenirken kişisel olarak **yaptıklarınızı işaretleyiniz.**

		Hiç geçerli değil	Genellikle geçerli değil	Bazen geçerli	Genellikle geçerli	Her zaman geçerli
	<i>STRATEJİ</i>	1	2	3	4	5
1.	İngilizce çalışırken yeni öğrendiğim bilgiler ile daha önceden öğrendiğim bilgiler arasında ilişki kurarım.					
2.	Yeni kelimeleri hatırlamak için onları cümle içinde kullanırım.					
3.	Yeni bir kelimenin telafuzunu bir resim veya görsel bir imaj oluşturarak hatırlarım.					
4.	Yeni bir kelimeyi o kelimenin kullanılabileceği hayali bir ortam veya durum düşünerek hatırlarım.					



	<b>STRATEJİ</b>	<b>Hiç geçerli değil</b>	<b>Genellikle geçerli değil</b>	<b>Bazen geçerli</b>	<b>Genellikle geçerli</b>	<b>Her zaman geçerli</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5.	Yeni bir kelimeyi hatırlamak için kafiyeye kullanırım.					
6.	Yeni kelimeleri hatırlamak için kelime kartları (fişleri) kullanırım.					
7.	Yeni kelimeleri hareketle uyguladım, örneğin 'walk' kelimesini öğrenmek için yürüme hareketi yaptım.					
8.	İngilizce derslerini sık sık tekrar ederim.					
9.	Yeni kelimeleri veya ifadeleri, sayfadaki yerini, tahtadaki yerini veya bir panonun üzerindeki görünümü ile anımsarım.					
10.	Yeni kelimeleri defalarca yazarak veya söyleyerek öğrenirim.					
11.	İngilizceyi İngilizler gibi konuşmaya çalışırım.					
12.	İngilizcedeki sesleri pratik yaparım.					
13.	Bildiğim İngilizce kelimeleri farklı yerlerde kullanırım.					
14.	İngilizce bilen insanlarla, konuşmaya İngilizce başlarım.					
15.	İngilizce yayınlanan televizyon programlarını veya sinema filimlerini izlerim.					

	<b>STRATEJİ</b>	<b>Hiç geçerli değil</b>	<b>Genellikle geçerli değil</b>	<b>Bazen geçerli</b>	<b>Genellikle geçerli</b>	<b>Her zaman geçerli</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
16.	Boş zamanlarımda İngilizce eserler okurum.					
17.	İngilizce not, mesaj, mektup, veya raporlar yazarım.					
18.	İngilizce bir metni önce hızlı sonra geri dönüp dikkatli okurum.					
19.	Türkçede İngilizce kelimelerine benzer kelimeler bulmaya çalışırım.					
20.	İngilizcede kalıplar bulmaya çalışırım.					
21.	İngilizce bir kelimenin anlamını onu parçalara bölerek bulmaya çalışırım.					
22.	Kelimesi kelimesine tercüme yapmamaya çalışırım.					
23.	İngilizcede duyduğum veya okuduğum bilgileri özetlerim.					
24.	Bilmediğim İngilizce kelimeler hakkında tahmin yürütürüm.					
25.	İngilizce konuşurken, bir kelimeyi hatırlayamazsam mimikler (el kol hareketleri) kullanarak anlatırım.					
26.	İngilizce bir kelimeyi bilmiyorsa, bildiğim kelimeleri birleştirerek yeni kelimeler türetirim.					

	<i>STRATEJİ</i>	Hiç geçerli değil	Genellikle geçerli değil	Bazen geçerli	Genellikle geçerli	Her zaman geçerli
		1	2	3	4	5
27.	İngilizce bir metin okurken bilmediğim tüm kelimeleri sözlükten kontrol etmem.					
28.	İngilizce konuşan bir kişiyi dinlediğim zaman, konuşmacının daha sonra ne söyleyeceğini tahmin etmeye çalışırım					
29.	İngilizce bir kelimeyi hatırlayamazsam, eş anlamlı bir kelime veya yakın anlamlı bir kalıp kullanırım.					
30.	İngilizceyi kullanabileceğim farklı ortamlar ve fırsatlar bulmaya çalışırım.					
31.	İngilizcede yaptığım hataları farkına varıp, daha başarılı olabilmek için onlardan yararlanmaya çalışırım.					
32.	Bir kişi İngilizce konuşurken, onun konuşmasına dikkat ederim.					
33.	Daha başarılı bir İngilizce öğrencisi olabilmek için gayret ederim.					
34.	Programımı, İngilizce çalışmak için yeterli süre ayırarak düzenlerim.					
35.	İngilizce konuşabileceğim kişiler bulmaya çalışırım.					
36.	Mümkün oldukça daha fazla İngilizce metin okuyabilmek için fırsat yaratırım.					

	<b>STRATEJİ</b>	<b>Hiç geçerli değil</b>	<b>Genellikle geçerli değil</b>	<b>Bazen geçerli</b>	<b>Genellikle geçerli</b>	<b>Her zaman geçerli</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
37.	İngilizcemi geliştirmek için kesin ve açık hedeflerim var.					
38.	İngilizce öğrenmede gösterdiğim ilerlemeyi takip ederim.					
39.	İngilizce kullanmaya çekindiğim veya korktuğum anlarda rahatlamaya çalışırım.					
40.	Hata yapmaktan korktuğum anlarda bile kendimi İngilizce kullanmaya cesaretlendiririm.					
41.	İngilizcede başarılı olduğum zaman kendimi ödüllendiririm.					
42.	İngilizce çalışırken veya konuşurken gergin olduğumu fark ederim.					
43.	İngilizce öğrenmem ile ilgili duygu ve düşüncelerimi, günlüğüme yazarım.					
44.	İngilizce öğrenirken hissettiklerimi başka kişilere anlatırım.					
45.	İngilizce konuşan bir kişinin konuşmasını anlamadığım zaman, o kişiden yavaşlamasını veya sözünü tekrar etmesini isterim.					
46.	İngilizce konuştuğum zaman, İngilizce bilen kişilerden hatalarımı düzeltmelerini isterim.					
47.	Arkadaşlarım ile İngilizce konuşarak pratik yaparım.					

	<b>STRATEJİ</b>	<b>Hiç geçerli değil</b>	<b>Genellikle geçerli değil</b>	<b>Bazen geçerli</b>	<b>Genellikle geçerli</b>	<b>Her zaman geçerli</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
48.	İngilizce bilen kişilerden yardım isterim.					
49.	İngilizce sorular sorarım.					
50.	İngilizce konuşanların kültürü hakkında bilgi edinmeye çalışırım.					

Oxford, 1990' dan uyarlanmıştır.

## APPENDIX E

### İNGİLİZCE DERSİNE YÖNELİK TUTUM ANKETİ (TURKISH VERSION)

Sevgili öğrenciler,

Bu anketin amacı İngilizce dersine yönelik olan tutumunuzu belirlemektir. Aşağıda yer alan ifadeleri dikkatli okuyup bu ifadelere ne derece katılıp katılmadığınızı yansıtan kutucuğu (√) işaretleyiniz.

**1= Kesinlikle katılmıyorum**

**2= Katılmıyorum**

**3= Biraz katılıyorum**

**4= Katılıyorum**

**5= Kesinlikle katılıyorum**

		Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
		1	2	3	4	5
1.	İngilizce çok ilgi çekici bir ders <u>değildir</u> .					
2.	İngilizce becerilerimi geliştirmek ve bu dili daha fazla öğrenmek isterim.					
3.	İngilizce çok değerli ve gerekli bir derstir.					
4.	İngilizce kendimi gergin ve rehatsız hissetmeme sebep oluyor.					
5.	Genellikle okulda İngilizce öğrenmekten zevk aldım.					

		Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
		1	2	3	4	5
6.	Almam gerekenden daha fazla İngilizce dersi almak <u>istemem</u> .					
7.	İnsanlar için diğer dersler İngilizceden daha önemlidir.					
8.	İngilizce çalışırken son derece sakinim.					
9.	İngilizce çalışmayı nadiren severim.					
10.	Daha fazla İngilizce bilgisi öğrenmeye meraklıyım.					
11.	İngilizce beynimizi geliştirir ve düşünmeyi öğretir.					
12.	İngilizce kendimi huzursuz ve aklı karışık hissetmeme sebep oluyor.					
13.	İngilizce benim için zevkli ve güdüleyicidir.					
14.	Almam gerekenden fazla İngilizce dersi almak <u>istemem</u> .					
15.	Günlük hayatta İngilizce özellikle önemli <u>değildir</u> .					
16.	İngilizceyi anlamaya çalışmak beni endişelendirmez.					
17.	İngilizce anlamsız ve sıkıcıdır.					

		Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
		1	2	3	4	5
18.	Eğitimim boyunca alabildiğim kadar İngilizce almaya çalışırım.					
19.	İngilizce medeniyet gelişimine katkıda bulunmuştur.					
20.	İngilizce benim en çok korktuğum derslerden biridir.					
21.	İngilizce alıştırmalar yapmayı severim.					
22.	İngilizceyi çok çalışmak için çok istekli <u>değilim</u> .					
23.	İngilizce insanların öğrenmesi gereken konulardan biri <u>değildir</u> .					
24.	İngilizce derslerimi yapmaya çalışırken tedirgin olmam.					

**Aiken, 1979' dan uyarlanmıştır**



## APPENDIX E

### DESCRIPTIVE STATISTICS FOR THE LANGUAGE LEARNING STRATEGIES

	Strategy	Never %	Usually not%	Somewhat true%	Usually true%	Always%	<i>M</i>	<i>SD</i>
1	I think of relationships between what I already know and new things I learn in English	8.5	4.6	34.6	27.5	24.2	3.52	1.21
2	I use new English words in a sentence so I can remember them	8.5	19.6	32.7	30.7	7.8	3.07	1.12
3	I connect the sound of a new English word and an image or picture of the word to help me remember the word	26.1	11.8	24.2	21.6	15.7	2.86	1.45
4	I remember a new English word by making a mental picture of a situation in which the word might be used	17.6	11.8	28.1	26.1	15	3.04	1.38
5	I use rhymes to remember new English words	41.8	24.8	14.4	11.8	5.2	2.06	1.30
6	I use flashcards to remember new English words	52.3	14.4	13.1	9.2	11.1	2.12	1.42

Continued

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	<b>Strategy</b>	<b>Never %</b>	<b>Usually not%</b>	<b>Somewhat true%</b>	<b>Usually true%</b>	<b>Always%</b>	<b><i>M</i></b>	<b><i>SD</i></b>
7	I physically act out new English words	68.6	17	9.2	3.3	2	1.53	0.93
8	I review English lessons often	4.6	9.8	37.3	28.1	19	3.42	1.17
10	I say or write new English words several times	20.9	15	15	23.5	24.2	3.10	1.55
11	I try to speak like native English speakers	22.2	23.5	24.8	17	11.1	2.66	1.36
12	I practice the sounds of English	18.3	24.8	36.6	13.1	5.2	2.54	1.20
13	I use the English words I know in several ways	7.8	17.6	33.3	28.1	12.4	3.17	1.16
14	I start conversations in English while speaking with people who know English	24.8	24.8	18.3	19.6	11.8	2.66	1.38
15	I watch English language TV shows spoken in English and go to movies spoken in English	5.9	9.2	32	29.4	23.5	3.56	1.12
16	I read for pleasure in English	30.1	23.5	26.8	15.7	2.6	2.32	1.21

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Continued

	Strategy	Never %	Usually not%	Somewhat true%	Usually true%	Always%	<i>M</i>	<i>SD</i>
17	I write notes, messages, letters, or reports in English	24.8	23.5	23.5	19.6	7.8	2.59	1.30
18	I first skim an English passage (read over the passage quickly) then go back and read it carefully	9.8	16.3	21.6	30.1	20.9	3.30	1.35
19	I look for words in my own language that are similar to new words in English	28.8	24.8	26.1	10.5	9.2	2.44	1.29
20	I try to find patterns in English	19.6	27.5	19.6	22.9	9.8	2.73	1.31
21	I find the meaning of an English word by dividing it into parts that I understand	35.9	28.1	16.3	11.1	5.2	2.09	1.32
22	I try not to translate word-for-word	17	30.7	22.9	13.7	15.7	2.80	1.31
23	I make summaries of information that I hear or read in English	19	28.8	28.1	15.7	8.5	2.66	1.20
24	To understand unfamiliar English words, I make guesses	2	5.9	24.2	34	34	3.92	1.00
25	When I can't think of a word during a conversation in English, I use gestures	16.3	19	22.9	22.9	19	3.09	1.35

Continued

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	<b>Strategy</b>	<b>Never %</b>	<b>Usually not%</b>	<b>Somewhat true%</b>	<b>Usually true%</b>	<b>Always%</b>	<b><i>M</i></b>	<b><i>SD</i></b>
26	I make up new words if I don't know the right ones in English	22.9	19	18.3	22.9	17	2.92	1.42
27	I read English without looking up every new word	22.9	22.9	19	15.7	19.6	2.86	1.44
28	I try to guess what the other person will say next in English	18.3	16.3	21.6	24.8	19	3.10	1.38
29	If I can't think of an English word, I use a word or phrase that means the same thing	4.6	12.4	26.1	30.7	26.1	3.61	1.14
30	I try to find as many ways as I can to use my English	9.2	15.7	32.7	26.8	15.7	3.24	1.17
31	I notice my English mistakes and use that information to help me do better	2.6	7.8	19	37.9	32.7	3.90	1.03
32	I pay attention when someone is speaking English	2.6	2.6	7.8	34.6	52.3	4.31	0.92
33	I try to find out how to be a better learner of English	2.6	7.2	17	27.5	45.8	4.07	1.07

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Continued

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	<b>Strategy</b>	<b>Never %</b>	<b>Usually not%</b>	<b>Somewhat true%</b>	<b>Usually true%</b>	<b>Always%</b>	<b>M</b>	<b>SD</b>
34	I plan my schedule so I will have enough time to study English.	11.1	16.3	25.5	27.5	19.6	3.28	1.26
35	I look for people I can talk to in English	13.7	24.8	30.1	19.6	11.8	2.91	1.21
36	I look for opportunities to read as much as possible in English	14.4	33.3	32.7	13.1	5.9	2.60	1.11
37	I have clear goals for improving my English	4.6	11.8	20.3	25.5	37.3	3.76	1.26
38	I think about my progress in learning	3.9	9.2	19.6	35.9	30.7	3.78	1.16
39	I try to relax whenever I feel afraid of using English	17.6	11.8	22.9	26.1	21.6	3.22	1.38
40	I encourage myself to speak English even when I am afraid of making mistakes	13.7	11.8	25.5	28.8	19.6	3.26	1.34
41	I give myself a reward or treat when I do well in English	31.4	15.7	19	16.3	17.6	2.73	1.49

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Continued

	Strategy	Never %	Usually not%	Somewhat true%	Usually true%	Always%	<i>M</i>	<i>SD</i>
42	I notice if I am tense or nervous when I am studying or using English	28.1	17.6	19	15.7	19	2.77	1.51
43	I write down my feelings in a language learning diary	85	7.2	2	3.9	2	1.30	0.85
44	I talk to someone else about how I feel when I am learning English	41.8	20.3	14.4	9.8	13.7	2.33	1.45
45	If I don't understand something in English, I ask the other person to slow down or say it again	4.6	8.5	11.8	30.1	45.1	4.03	1.15
46	I ask English speakers to correct me when I talk	9.2	9.8	17	30.7	33.3	3.69	1.28
47	I practice English with other students	23.5	23.5	31.4	11.1	9.2	2.54	1.29
48	I ask for help from English speakers	5.2	7.2	17.6	26.1	43.8	3.96	1.17
49	I ask questions in English	9.2	17.6	32	23.5	16.3	3.15	1.28
50	I try to learn about the culture of English speakers	43.1	19.6	14.4	15.7	6.5	2.20	1.35

