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**A DESCRIPTIVE STUDY ON SELF-CONCEPT AND ITS RELATION TO
LANGUAGE LEARNING STRATEGY USE**

THESIS BY

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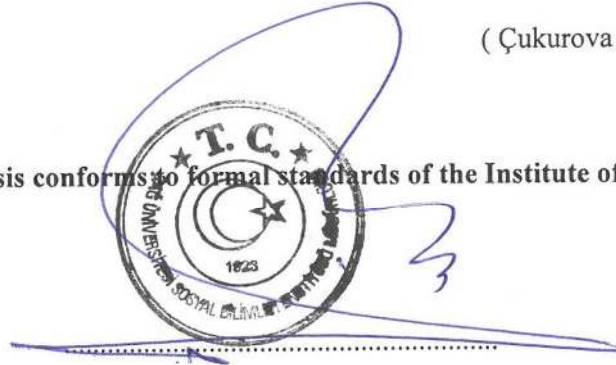
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ÖZET

BENLİK KAVRAMI VE BENLİK KAVRAMININ DİL ÖĞRENME STRATEJİLERİ KULLANIMI İLİŞKİSİ ÜZERİNE BETİMSSEL BİR ÇALIŞMA GANİME CESUR

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Bu çalışma 2014-2015 akademik yılında Osmaniye’de liselerde eğitim gören 95 lise öğrencisinin benlik kavramı algıları ve dil öğrenme stratejileri kullanımını araştırdı. Öğrencilerin benlik kavramı algıları ve öğrenme stratejileri kullanımına ilişkin elde edilen betimleyici bilgiler ışığında, diğer amaç öğrencilerin benlik kavramı algıları ve öğrenme stratejileri kullanımı arasındaki ilişkiyi saptamaktır. “Kişisel ve Akademik Benlik Kavramı” ve “Dil Öğrenme Stratejiler” ölçeği ile nicel veri toplandı. SPSS 20 istatistik programı kullanılarak veriler, betimsel analizler ve Pearson r korelasyon hesaplanarak analiz edildi. Araştırmada, öğrencilerin dil öğrenme stratejilerini orta seviyede kullandıkları belirlendi. Ayrıca, katılımcıların en sık biliş üstü stratejileri kullandıkları saptandı. Buna ek olarak, benlik kavramı alt gruplarının kullanımı arsında istatistiksel bir fark görülmedi. Son olarak, Pearson r korelasyon katsayısına göre benlik kavramı ve dil öğrenme stratejileri arasında zayıf bir ilişki olduğu belirlendi.

Anahtar Kavramlar: Dil, Dil Öğrenme stratejileri, Benlik Kavramı, Algı

ABSTRACT

A DESCRIPTIVE STUDY ON SELF-CONCEPT AND ITS RELATION TO LANGUAGE LEARNING STRATEGIES

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This present study investigated a sample of 95 high school learners' perceptions of self-concept and their use of language learning strategies in high schools in Osmaniye in 2014-2015 academic year. The aim of the study was to explore the learners' perceptions of self-concept and their use of learning strategies in order to find out the relationship between the learners' perceptions of self-concept and their use of language learning strategies. The current study gained data by means of quantitative research methods. The quantitative data was gathered through Personal and Academic Self-Concept Inventory (PASCI) (Fleming & Whalen, 1990) and Strategy Inventory for Language Learning (SILL) (Oxford, 1990). Descriptive analyses and Pearson correlation r were computed to analyze the data via Statistical Package for Social Sciences (SPSS) version 20. This study revealed that the participants use language learning strategies at a medium level. Also, the participants reported that they use metacognitive strategies most frequently. Additionally, no significant differences were found between the uses of subgroups of self-concept. Finally, as to Pearson r correlation coefficient there was a weak correlation between self-concept and language learning strategies.

Key Words: Language, Language Learning Strategies, Self-concept, Perception.

ABBREVIATIONS

PASCI : Personal and Academic Self-Concept Inventory

SILL : Strategy Inventory for Language Learning

LLS : Language Learning Strategies



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CHAPTER I

1. INTRODUCTION

This chapter firstly presents the background of the study, the statement of the problem and the aim of the study. Then it highlights the research questions and the definitions of the terms.

1.1. Background of the Study

As approaches to language teaching have changed towards more learner-centered concepts in the new era, affective variables have taken exceedingly more attention by the researchers in the field (Gardner & MacIntyre, 1993; Shiefele, 1991; Abak, 2003). Self-concept and learning strategies have been identified as the important factors that affect the learner in the language learning process.

Self-concept is defined as “a person’s self-perceptions formed through experience with and interpretations of his or her environment” (Shavelson, Hubner & Stanton, 1976, p. 413). According to Burns (1979), self-concept is “dynamic and motivating set of attitudes held about oneself” (p.83). Since language learning strategies have important impact on students’ learning, use of strategies is the subject of concern in terms of foreign language teaching. Over the years, it has been examined by many researchers and has been defined in various ways (Chamot, 2005; Nunan, 1991). Oxford and Crookall (1989) define learning strategies as “operations used by learners to aid the acquisition, storage and retrieval of information” (p. 404). Chamot (2005) sees learning strategies as “the intended logic and activities completed by learners to reach learning aims” (p. 14).

Until now, many studies have been conducted to find out the importance of learning strategy use and self-concept on language learning. However, there has been

little research on the relationship between language learning strategies and self-concept. This present study explores whether there is such a relationship.

1.2. Statement of the Problem

As many research findings show, self-concept has an important impact on behaviours of learners (Arnold, 2007; Marsh & Yeung, 1997; Liu, 2008). According to Brown and Smart (1991), “self- presentations appear to play a critical role in guiding and regulating behaviour” (p. 373). The way learners approach to the challenges they encounter in their language learning process is determined by what they feel and believe about themselves (Brown and Smart, 1991).

Likewise, use of language learning strategies is another factor that influences learners in language learning. As Nunan (1991) states, “good” language learners are able to reflect on and express the process of their own language learning. Oxford (1990) underlined “learning strategies are important for language learning because they are tools for active, self-directed involvement” (p.1). That is, use of strategies is seen as an effective tool in learning process. Likewise, Holec (1981) states that learning strategies are crucial elements to promote autonomous learners. Accordingly, we come to realize that self-concept and language learning strategies have significant role in learning process respectively. From this perspective, it is very important to find out if these two concepts are interrelated.

1.3. Purpose and Research Questions of the Study

The main objective of this study is to reveal the characteristics of learners' self-concept and their strategy use in language learning. Moreover, it attempts to find out the relationship between self-concept and language learning strategies. Following this line of thought, the study aims to find out the answers to the following research questions:

1. What are the learners' perceptions of self-concept in language learning?
2. What are the language learning strategies used by the learners' in language learning process?
3. Is there a relation between the learners' perceptions of self-concept and their language learning strategy use?

1.4. Operational Definitions

Below are the definitions of the terms used throughout the study.

Self-Concept: Self-concept is “a person's perceptions formed through experience with and interpretations of his or her environment” (Shavelson, Hubner & Stanton, 1976, p. 413).

Language Learning Strategies (LLS): Language learning strategies are defined as “operations used by learners to aid the acquisition, storage and retrieval of information” (Oxford & Crookall, 1989, p. 404).

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter firstly introduces relevant literature about self-concept and the structure of self-concept from different researchers' points of views. Then, it presents the definitions of language learning strategies and the classifications proposed by three different researchers.

2.2. Definitions and Structure of Self-Concept

Among the factors that affect learners in language learning process, self-concept has been the subject of concern in the field. The term self-concept has been studied and investigated by many researchers (Hamlyn, 1983; Brown & Smart, 1991; Mercer, 2011). Since the researchers have studied the concept of self from different perspectives, it has been defined in various ways.

Combs and Snygg (1959) claimed self as “ the individual's basic frame of reference, the central core around which the remainder of the perceptual field is organized. In this sense, the phenomenal self is both a product of the individual's experience and a producer of whatever new experience he is capable of” (cited in Purkey, 1970, p.10). Jersild (1960) defines self-concept as “the development of self as the composites of thoughts and feelings, which constitute a person's awareness of individual existence, his perception of who and what he is” (cited in Garza, 1977, pp.15-16). Similarly, for Roda and Sanchez (2007), self-concept “is the set of perceptions or reference points that the subject has about himself: the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subject

knows to be descriptive of himself and which he perceives as data concerning his identity” (p.97).

According to Marsh & Shavelson (1985) self-concept is how one conceives him/herself based on his/her experiences of life and his/her relations with the people around him/her. There have been two major studies on multidimensionality of self-concept. Shavelson, Hubner and Stanton (1976) described a hierarchical and a multidimensional model of self-concept in which self-concept is divided into two major aspects, namely academic and non-academic facet. However, Marsh and Shavelson (1985) proposed a more complicated model of self-concept than the model originally found by Shavelson et al. (1976). The following sections present these two models of self-concept in some detail.

2.2.1. Shavelson et al. (1976) Model

Shavelson et al. (1976) initially proposed a model that has been multidimensional and hierarchical. In this model, general self-concept has been constructed at the top of the self-concept hierarchy that is divided into academic self-concept and non-academic components. Academic self-concept has different academic facets such as English, Math, Science and History under it; however, under non-academic concept are social, physical and emotional aspects including lower level domains (see Figure 1). Social self-concept includes subareas of self-concept regarding *peers* and *significant others*. Also, *particular emotional state* is added as lower level domain of physical self-concept. Finally, physical self-concept has dimensions of *physical ability* and *physical appearance* under it.

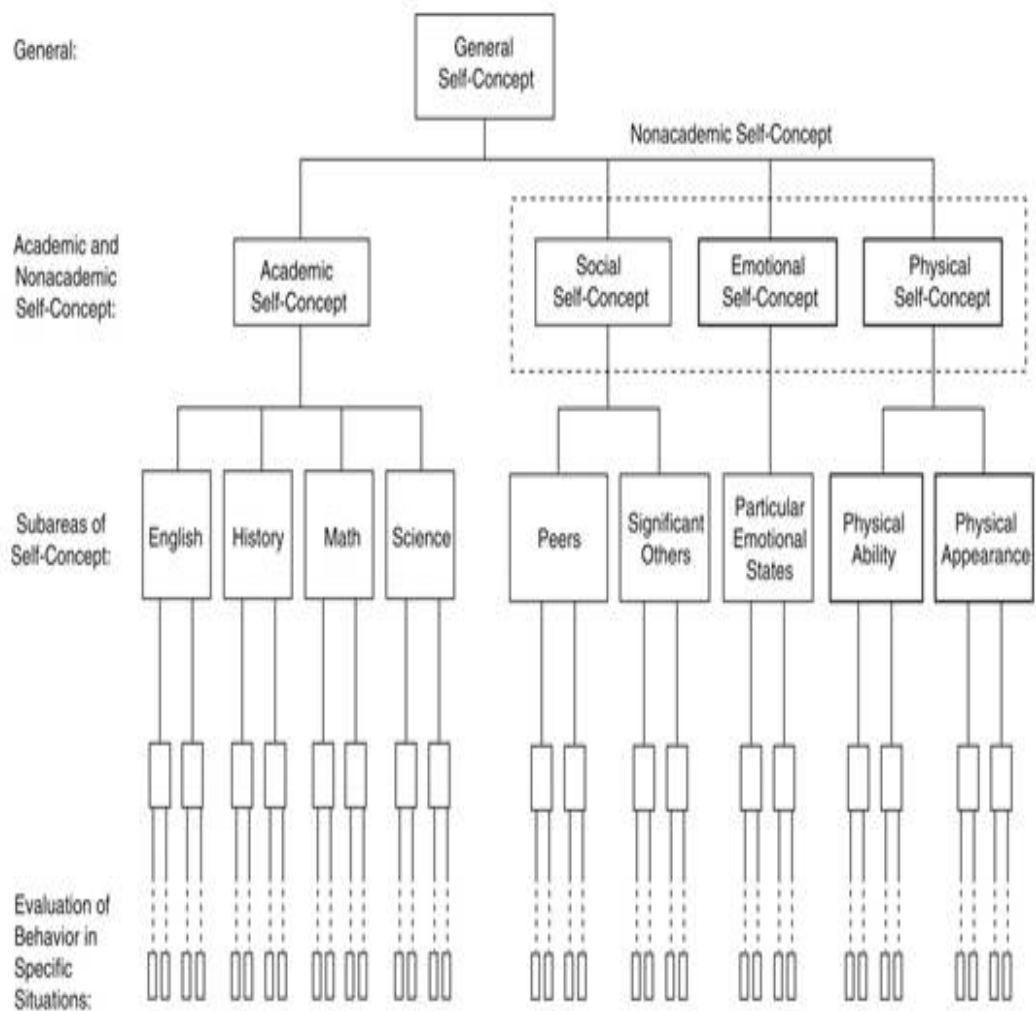


Figure 1. Shavelson et al. Self-Concept Model (1976, p. 413)

2.2.2. Marsh / Shavelson Model

The model proposed by Shavelson et al. (1976) has been further studied in self-concept research. In the light of the Shavelson model, Marsh constructed Self Description Questionnaire (SDQ) instruments (1992a, 1992b, and 1992c) to test various dimensions of self-concept. According to Hattie (1992), these instruments are claimed to be “an excellent measure of the various first-order dimensions of self-concept as proposed by Shavelson et al.... The estimates of reliability are consistently high, and tests are based on multifaceted model of self-concept" (pp. 82, 83). Byrne (1996b) claimed that

the SDQ is clearly the most validated self-concept instrument available....In using SDQ-I, researchers clinicians, counselors, and others interested in the welfare of preadolescent children can feel confident in the validity of interpretation based on responses to its multidimensionally sensitive items (p. 117).

Marsh developed these instruments in three different levels: SDQ -I for preadolescent primary school students, SDQ-II for adolescent high school students and SDQ-III for late adolescents. Results of these instruments proved the multidimensionality and hierarchical structure of Shavelson et al. model of self-concept. However, Marsh and Shavelson (1985) composed a revised model that has been more complicated than the model initially developed. In this model, general self- concept had less importance and Marsh and Shavelson (1985) explained self-concept in two major domains as verbal academic and math academic self concepts with lower level academic self-concept areas such as math, physical, biology, English(see Figure 2).

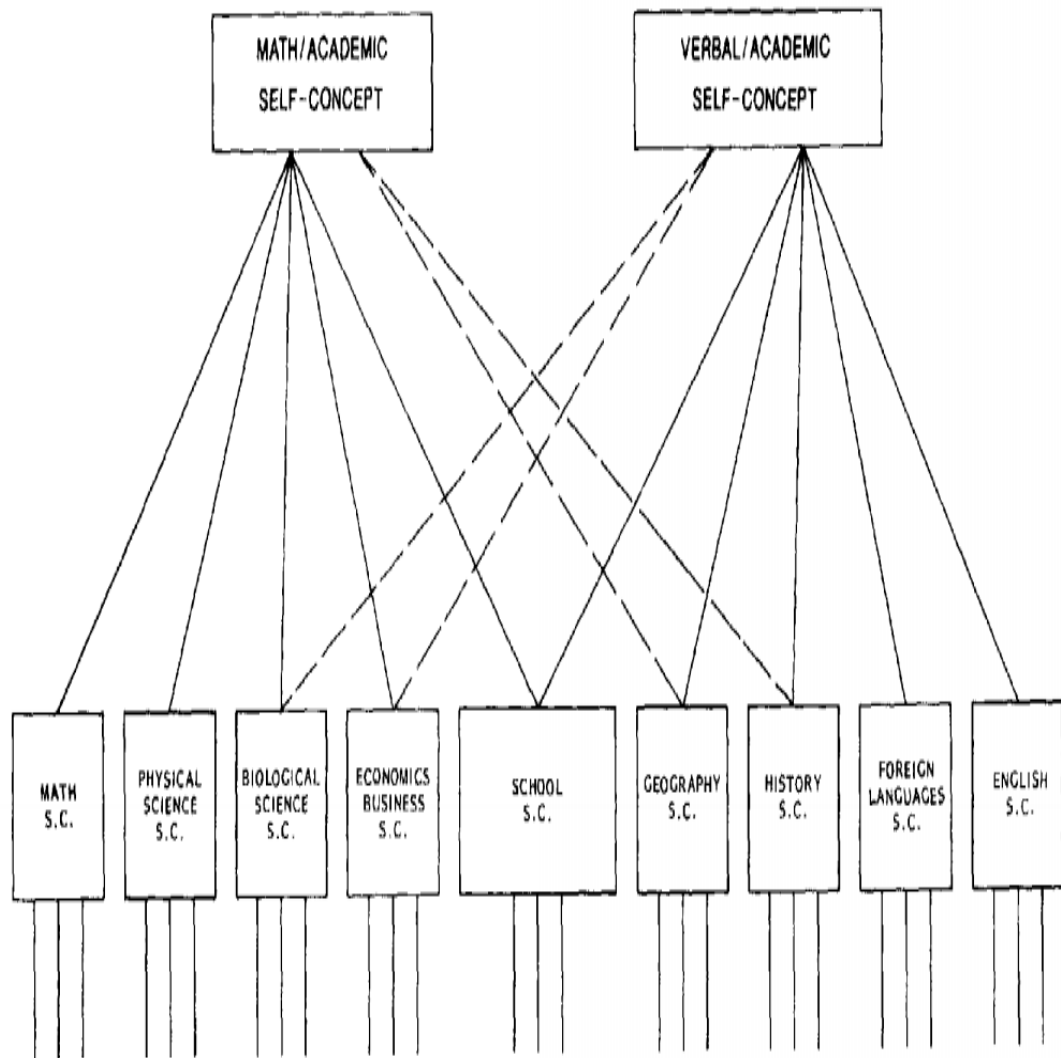


Figure 2. Marsh and Shavelson Self-Concept Model (1985, p. 378)

2.3. Language Learning Strategies

Among the factors affecting language learning process, learning strategies have an important role. Many researchers have defined the term language learning strategy from different points of view (Rubin and Wenden, 1987; Platt & Platt and Richards, 1992; Stern, 1992). Oxford and Crookall (1989, p. 404) define learning strategies as “operations used by learners to aid the acquisition, storage and retrieval of information.” Chamot (2005, p. 14) claims learning strategies as “the intended logic and activities completed by learners to reach learning aims”. Also, Mayer and Weinstein (1986) identify them as practices and considerations taken by learners to enhance encoding stage on the process of learning. Moreover, it has been stated that learning strategies are actions intentionally taken by learners to improve learning and use of foreign language by practicing language (Cohen, 1990). Wenden and Rubin (1987) define language learning strategies as “any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information” (p.19).

According to O'Malley et al. (1985), “language learning strategies have been broadly defined as any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval, or use of information” (p.23). From a cognitive perspective, O'Malley and Chamot (1990) defined language learning strategy as “the special thoughts or behaviours of processing information that individuals use to help them comprehend, learn, or retain new information” (p.1). Additionally, Nisbet and Shucksmith (1986) claimed language learning strategies to be “always purposeful and goal-oriented, but perhaps not always carried out at a conscious or deliberate level. They

can be lengthy or so rapid in execution that it is impossible for the learner to recapture, recall or even be aware that one has used a strategy” (p.25).

As indicated, there are various definitions of language learning strategies in literature. By this fact, different classifications have been done by several researchers (Wenden& Rubin, 1987; O’Malley, 1985; Oxford, 1990; Ellis, 1990). These researchers identified many language learning strategies and classified them in different ways. This study considered the classifications proposed by O’Malley (1985), Rubin (1987), Stern (1992) and Oxford (1990) are handled.

2.3.1. O’Malley’s (1985) Classification of Language Learning Strategies

As summarized in Figure 4 below, language learning strategies are divided into three main categories as cognitive, meta-cognitive and social-affective strategies in the taxonomy presented by O’Malley et al. (1985). According to O’Malley and Chamot (1990), cognitive strategies are claimed to “reflect mental manipulation of tasks” that provide a chance for learners to understand and produce a new language. Cognitive strategies are more limited to learning strategy itself when compared to metacognitive strategies. Taking notes, repetition, translations are the ones included in cognitive strategies. O’Malley and Chamot (1990, p. 44) introduces metacognitive strategies as “higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity.” It means metacognitive strategies are more likely to be interested in learning itself. It includes self-monitoring, self-evaluation, directed attention, advance organizers, directed attention, selective attention, self-management, functional planning etc. Social-affective strategy is defined as intended interaction of

learners with other people for the purpose of achieving learning goal. Cooperation and questioning for clarification are seen as main social-affective strategies (Brown, 1987).

Primary Strategies	Secondary Strategies
Cognitive Strategies	• Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing
Metacognitive Strategies	• advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation
Social-Affective Strategies	• Cooperation, question for clarification, interacting with others

Table 1. Summary of O'Malley et al. Classification of Language Learning Strategies (1985, p. 582-584)

2.3.2. Rubin's (1987) Classification of Language Learning Strategies

Rubin (1987) classified language learning strategies in respect to direct or indirect contribution of the strategy to learning. Rubin (1987) intended to explain the strategies under two major groups with some subgroups (see Figure 4). The researcher claimed that there have been three primary types of strategies as learning, communication and social strategies. Learning strategies include two types that contribute directly to the learning process of language learners. Direct learning strategies are divided into cognitive and metacognitive strategies. Cognitive strategies include clarification, guessing, deductive reasoning, memorization and monitoring. Metacognitive strategies include planning, prioritizing, setting goals and self-management. Indirect learning strategies are divided into communication strategies and social strategies. Communication strategies emphasize interaction on language learning. It includes participating in a conversation, getting the speaker understood and clarifying. Social strategies include exposition and practice in practice of learners in language learning.

Type	Primary Strategies	Secondary Strategies
A. Direct Strategies	1. Cognitive Strategies	• Clarification / Verification • Guessing / Inductive Inferencing • Deductive Reasoning • Practice • Memorization • Monitoring
	2. Metacognitive Strategies	• Planning • Prioritizing • Setting Goals • Self-Management
B. Indirect Strategies	1. Communication Strategies	• Participating in a conversation • Getting the speaker understood • Clarifying
	2. Social Strategies	• Being exposed to knowledge • Practice knowledge

Table 2. Rubin's (1987, p.19) Classification of Language Learning Strategies

2.3.3. Oxford's (1990) Classification of Language Learning Strategies

Oxford's classification (1990) has been accepted the most comprehensive form of language learning strategies. Oxford has divided language learning strategies into two main categories called as direct and indirect (see Figure 5). Oxford's classification of language learning strategies has six subcategories in total. Direct strategies are comprised of Memory, Cognitive and Compensation strategies and require the use of language. Memory strategies include creating mental linkages, applying images and sounds, reviewing well and employing action. Cognitive strategies involve practicing, receiving and sending messages, analyzing and reasoning. Compensation strategies involve guessing and overcoming limitations in speaking and writing. Indirect strategies are made up of Metacognitive, Affective and Social strategies. Indirect strategies support learning a language in a way that does not require a direct involvement in the process. Dealing with anxiety, paying attention, cooperation, self-evaluation are included in indirect strategies. Metacognitive strategies include centring learning, arranging and planning learning and evaluating learning. Also, Affective strategies involve lowering anxiety, encouraging and taking emotional temperature. Social strategies involve asking questions, cooperating with others and empathizing with others.

Type	Primary Strategies	Secondary Strategies
Direct Strategies	1. Memory strategies	A. Creating mental linkages B. Applying images and sounds C. Reviewing well D. Employing action
	2. Cognitive strategies	A. Practicing B. Receiving and sending messages C. Analyzing and reasoning D. Creating structure for input and output
	3. Compensation strategies	A. Guessing intelligently B. Overcoming limitations in speaking and writing
Indirect Strategies	1. Metacognitive strategies	A. Centering your learning B. Arranging and planning your learning C. Evaluating your learning A. Lowering your anxiety
	2. Affective strategies	B. Encouraging yourself C. Taking your emotional temperature A. Asking questions
	3. Social strategies	B. Cooperating with others C. Empathizing with others

Table 3. Oxford's (1990, p. 17) Classification of Language Learning Strategies

2.4. Studies on the Use of Language Learning Strategies

The literature on the learners' use of language learning strategies includes many studies. For example, Zhou (2010) investigated language learners' use of language learning strategies by means of the Oxford's SILL (1990). As a result of the study, it became clear that Chinese senior high school students use compensation strategies the most.

Many researchers studied on how gender affects learning strategy use. To exemplify, Oxford (1989) found that female learners use learning strategies more frequently than male learners. Likewise, Khalil (2005) had the similar results on the difference between the use of learning strategies of female and male learners. That is, female students have higher use of learning strategies than male learners.

Lu and Liu (2011) investigated language learning strategy use and foreign language anxiety. According to the results, almost one-third of the learners were found to have anxiety in language learning process. Also, Mohammedi et al. (2013) found out that foreign language anxiety was significantly and negatively correlated to the use of learning strategies. In other words, learners who have higher level of learning strategy use have lower level of foreign language anxiety. Du (2012) studied on learning strategy use and its relation to self-concept. The results showed that general English self-concept had the highest correlation with cognitive strategies among the language learning strategies. Tam (2013) explored language learning strategy use of university students in Hong Kong. As a result, it was observed that socioeconomic status of the university students affects learners' use of learning strategy. More specifically, it was found out that the students who have higher socioeconomic status use learning strategies more frequently.

As understood from the literature review, researchers have been studying on language learning strategies from different aspects. Even though researchers study on the same aspect of learning strategies, the results may be controversial and different from each other because of contextual aspects. By this fact, language learning strategies are worth to be studied further.



CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter presents the methodological design of the study. The research design, the context of the study and the participants are defined. This part provides information about the data collection instruments and data analysis procedures.

3.2. Research Design

This present study mainly attempted to explore the characteristics of learners' self-concept and the language learning strategies they use in language learning. In addition, it also aimed to investigate if language learning strategy use is related to self-concept. This descriptive study employed quantitative research methods to collect and to analyze data. Descriptive study is defined as a type of research design that includes observing and describing aspects of a pattern as it exists (Polit & Hungler, 1999). Burns and Groove (2005) define quantitative research as a “formal, objective, systematic process in which numerical data are used to obtain information about the world and it is used to describe variables; to examine relationships among variables; to determine cause-and-effect interactions between variables” (p.25). Among quantitative research methods, survey design was utilized to investigate the characteristics of learners' self-concept and the language learning strategies used by the learners' in language learning process.

3.2.1. Participants

Participants of this study consisted of 95 students who study at state Anatolian and Vocational high schools in Osmaniye in 2014-2015 academic year. The participants

were chosen using a random sampling strategy. The researcher used random sampling to ensure that a proper proportion of the target population was represented in the study. 95 students from 110 students were chosen and a letter of permission was taken from the directors of the schools to conduct the study. The age of the participants ranged from 14-17. Table 1 presents the numbers of students from each type of schools.

Table 4. Numbers of Students of Different School Types

Types of School	Numbers of Participants
Anatolian High School	49
Vocational High School	46
Total	95

As illustrated in Table 4, a total of 95 students participated in this study. While 49 of these students were from Anatolian high schools, 46 of them were from vocational high schools.

3.3. Data Collection Instruments

The data of this study was gathered through two questionnaires. The first one was Personal and Academic Self-Concept Inventory (PASCI) developed by Fleming and Whalen (1984) (see Appendix 1). The second data collection tool was Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) (see Appendix 2). The following subsections present further information about the data collection instruments used in the study.

3.3.1. Personal and Academic Self-Concept Inventory (PASCI)

The first data collection instrument used in the study was Personal and Academic Self-Concept Inventory (PASCI) to investigate the learners' perceptions of self-concept

(Fleming & Whalen, 1990). PASCI is an extension of the Fleming-Courtney Scales (Fleming & Courtney, 1984). The inventory that was used in the present study consists of nine parts including 45 questions in total (See Appendix 1). Each part in PASCI intends to explore one dimension of a student's self-concept. The nine dimensions of a student's self-concept that PASCI intends to measure involve *self-regard* (Questions 8, 13, 14, 16 and 37); *social acceptance* (Questions 2, 12, 20, 24 and 31); *academic ability* (Questions 1, 7, 19, 28 and 38); *verbal ability* (Questions 10, 11, 34, 35 and 39); *mathematical ability* (Questions 4, 15, 17, 36 and 40); *physical appearance* (Questions 5, 9, 22, 25 and 29); *physical ability* (Questions 6, 18, 21, 27 and 30); *parental acceptance* (Questions 41, 42, 43, 44 and 45) and *social anxiety* (Questions 3, 23, 26, 32 and 33). The participants were asked to indicate their responses using a 7-point Likert -type scale that range from never/not at all (1) to very much/very often (7).

3.3.2. Strategy Inventory for Language Learning (SILL)

The second data collection instrument used in the study was Strategy Inventory for Language Learning (SILL) to collect data about the strategies used by learners in language learning process (Oxford, 1990). Two revised versions of the SILL exist in the research field. One of the versions is used for foreign language learners whose native language is English (Oxford, 1990). This version includes 80 items. The other version is utilized for learners of English as a second or foreign language (Oxford, 1990). This version consists of 50 items. In the present study, version 7.0 of SILL developed by Oxford (1990) was employed to identify the learning strategies used by the learners in the language learning process (see Appendix 2).

The Strategy Inventory for Language Learning used in the present study consists of 6 sections with a total of 50 questions based on a 5-point Likert –type rating scale that

range from “never or almost never true of me” to “always or almost always true of me.” Part A has 9 questions about Memory strategies (Items 1 to 9). Part B covers 14 statement related to Cognitive strategies (Items 10 to 23). Part C includes 6 questions about Compensation strategies (Items 24 to 29). Part D involves 9 questions on Metacognitive strategies (Items 30 to 38). Part E consists of 6 questions for Affective strategies (Items 39 to 44) and Part F contains 9 questions on Social strategies (Items 45 to 50).

3.4. Data Analysis

Descriptive statistics was conducted to examine the students’ self-concept and the use of language learning strategies to find the answers to the first and second research questions. Statistical Package for Social Sciences (SPSS) version 20.0 was utilized to analyze the participants' score in the SILL and PASCI. The mean, standard deviation, frequency scores were computed to find out the overall conceptions of the participants’ self-concept and the language learning strategies that they use. In addition, to address the third question, the Pearson correlation analysis was employed to find out whether the use of language learning strategies is associated with self-concept. By computing the Pearson correlation coefficients, relation between self-concept and the use of language learning strategies was determined. Also, nine aspects of students’ self-concept were treated as independent variables while 50 sets of language learning strategies were considered as the dependent variables. These analyses were performed through SPSS version 20 for Windows.

CHAPTER IV

4. FINDINGS

4.1. Introduction

The aim of this study was to find out the learners' perceptions of self-concept in language learning and the language learning strategies that they use in language learning process. It also attempted to identify whether there is a relation between the students' perception of self-concept and the students' language learning strategy use. This chapter presents the findings of the study. The findings are presented in two sections. The first section presents the findings on the students' perceptions of self-concept (see Section 4.2.). The second section reveals the findings on the language learning strategies used by the learners (see Section 4.3.). The third section discusses the findings on the relationship between the learners' perceptions of self-concept and their language learning strategy use (see Section 4.4.).

4.2. Learners' Perceptions of Self-concept

This section presents the students' perceptions of self-concept as identified through Personal and Academic Self-Concept Inventory (PASCI) developed by Fleming & Whalen (1990). PASCI consists of 45 questions (see Appendix 1). There are nine parts in the inventory each focusing on one dimension of the learners' perceptions of self-concept. These dimensions include students' perceptions of self-regard, social acceptance, academic ability, verbal ability, mathematical ability, physical appearance, physical ability, parental acceptance and social anxiety (see Appendix 1).

In order to measure the reliability of the instrument, Cronbach's alpha coefficient of internal consistency for the instrument was calculated. The internal reliability for the

total scale was found as .82, proving that the items in the scale are consistently measuring the same construct.

Table 5. Internal consistency coefficients for subscales of self-concept

Subscale	r
Academic ability	.78
Social acceptance	.80
Social anxiety	.78
Mathematical ability	.79
Physical appearance	.78
Physical ability	.80
Self regard	.78
Verbal ability	.78
Parental acceptance	.79

As shown in Table 5, the internal reliability coefficient was also calculated for each subscale, standing at .78 for academic ability, .80 for social acceptance, .78 for social anxiety, .79 for mathematical ability, .78 for physical appearance, .80 for physical ability, .78 for self regard, .78 for verbal ability and .79 for parental acceptance. Since theoretically 0.70 or higher values of alpha are required for reliability, subscales of the instruments were acceptable.

Descriptive statistic was conducted to identify the learners' perceptions of self-concept in language learning to find an answer to the first research question. Table 6 reveals the learners' perceptions regarding one dimension of self-concept *Academic Ability*.

Table 6. Items Related to Academic Ability

Item	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1. Do you often think of yourself as an outstanding student?	7	7.4	11	11.6	17	17.9	22	23.2	17	17.9	12	12.6	9	9.5
7. Do you ever feel less capable academically than others at your grade level?	25	26.3	21	22.1	22	23.2	14	14.7	11	11.6	0	0	2	2.1
19. Do you think of yourself as someone who can do quite well on exams and assignments in most of your classes?	1	1.1	0	0	11	11.6	17	17.9	29	30.5	20	21.1	17	17.9
28. Are you frequently concerned about your ability to do well in school?	2	2.1	1	1.1	10	10.5	14	14.7	24	25.3	22	23.2	22	23.2
38. Are you often concerned that your school performance is not up to par?	11	11.6	20	21.1	20	21.1	19	20.0	9	9.5	9	9.5	7	7.4

In PASCI, Items 1, 7, 19, 28 and 38 were related to the learners' perceptions of *Academic Ability*. As can be seen in Table 4, 19 % of the students practically never or never "think of themselves as an outstanding student" (Item1). However, 81% of the students accepted that they think of themselves as an outstanding student. PASCI Item 7, "Do you ever feel less capable academically than others at your grade level?" was answered as never by 48.3 % of the students. On the contrary, "feeling less capable academically than others at their grade level" was acceptable very often by only 2.1 of the students. PASCI Item 19, "Do you think of yourself as someone who can do quite

well on exams and assignments in most of your classes?” was answered as never by only 1.1% of the students. However, 98.9 % of the students stated that they think of themselves as someone who can do quite well on exams and assignments in most of their classes. PASCI Item 28 was “Are you frequently concerned about your ability to do well in school?” 3.2 % of the students said that they practically never or never are concerned about their ability to do well in school. While 10.5 % of the students are rarely concerned about their ability to be successful at school, it is a usually or often a concern for 71.7 % of the students. PASCI Item 38, “Are you often concerned that your school performance is not up to par ?” was answered as “never” by % 32.7 but “rarely” by 21.1% of the students. However, 20.0 % of the students sometimes concern about their school performance. Also, almost 20 % of the students stated that concerning about school performance was an often situation for them.

Table 7 reveals the learners’ perceptions regarding one dimension of self-concept *Social Acceptance* as identified by Fleming& Whalen (1990).

Table 7. Items Related to Social Acceptance

Item	f	%	f	%	f	%	f	%	f	%	f	%	f	%
2. How much do you worry about whether other people will regard you as a success or a failure in your job or in school?	7	7.4	11	11.6	3	3.2	10	10.5	19	20.0	9	9.5	36	37.9
12. When you think that some people you meet might have an unfavorable opinion of you, how concerned or worried do you feel about it?	21	22.1	6	6.3	17	17.9	11	11.6	14	14.7	8	8.4	17	17.9
20. How often do you feel concerned about what other people think of you?	10	10.5	6	6.3	13	13.7	12	12.6	12	12.6	12	12.6	30	31.6
24. How much do you worry about criticisms that might be made of you by others?	9	9.5	8	8.4	15	15.8	18	18.9	13	13.7	10	10.5	21	22.1
31. How much do you worry about how well you get along with other people?	17	17.9	15	15.8	15	15.8	14	14.7	12	12.6	6	6.3	12	15.8

Students' perceptions of self-concept related to *Social Acceptance* were analyzed through items 2, 12, 20, 24 and 31. Item 2, "How much do you worry about whether other people will regard you as a success or a failure in your job or in school?" was answered as never by 19 % of the students. Almost half of the students (47.4 %) often or very often worry about whether other people regard them as a success or a failure. PASCI Item 12, "When you think that some people you meet might have an unfavourable opinion of you, how concerned or worried do you feel about it?" was never acceptable for 28.4 % of the students. However, 8.4 % of the students often concern about when some people they know have unfavourable opinion about them but almost 18 % of the students concern about this situation very often. Moreover, PASCI Item 20, "How often do you feel concerned about what other people think of you?" was answered as never by almost 18 % of the students. However, 31.6 % of the students concern about what other people think of them very often. As to the other item (Item 24), 9.5 % of the students practically never worry about criticisms that might be made of them by others. On the contrary, 10.5 % of the students stated that they often concern about criticisms that might be made of them by others while 22.1 % of the students worry about this situation very often. In addition, Item 31 was "How much do you worry about how well you get along with other people?" Almost 18% of the students practically never concern about how well they get along with other people while 15.8 % of the students worry about how well they get along with other people very often.

Table 8 reveals the learners' perceptions regarding one dimension of self-concept *Social Anxiety* as identified by Fleming & Whalen (1990).

Table 8. Items Related to Social Anxiety

Item	f	%	f	%	f	%	f	%	f	%	f	%	f	%
3. How often are you troubled with shyness?	6	6.3	6	6.3	20	21.1	19	20.2	15	15.8	11	11.6	17	17.9
23. Do you usually feel comfortable and at ease meeting new people?	6	6.3	7	7.4	20	21.1	12	12.6	27	28.4	8	8.4	15	15.8
26. Do you feel comfortable and at ease when entering a conversation at a gathering where people are already talking?	1	1.1	5	5.3	22	23.2	19	20.0	15	15.8	16	16.8	17	17.9
32. When in a group of people, do you have trouble thinking of the right things to talk about?	19	20.0	20	21.1	20	21.1	12	12.6	7	7.4	4	4.2	13	13.7
33. Do you often feel nervous or self-conscious when called upon to speak in front of others?	7	7.4	7	7.4	12	12.6	17	17.9	11	11.6	15	15.8	24	25.3

Students' perceptions of self-concept related to *Social Anxiety* was identified thorough analyzing items 3, 23, 26, 32 and 33. For the first item in this subscale (*Social Anxiety*), 6.3 % of the students said that they are practically never troubled with shyness. Also, 20.2 % of the students are rarely troubled with shyness. However, 17.9 % of the students stated that they get trouble with shyness very often. Item 23, "Do you usually feel comfortable and at ease meeting new people?" was answered as practically never by 6.3 % of the students while it is never acceptable for 7.4 % of the students. In addition, 8.4 % of the students stated that they often feel comfortable when meeting new people and it is acceptable very often for 15.8 % of the students. As to the next item (Item 26),

1.1 % of the students indicated that they practically never feel comfortable and at ease when entering a conversation at a gathering where people are already talking and 5.3 % of the students never feel comfortable in this situation. On the contrary, 17.9 % of the students stated that they feel comfortable when entering a conversation very often. For the other item (Item 32), 20.0 % of the students have practically never trouble thinking of the right things to talk about when in a group of people. However, 13.7 of the students stated that they get trouble thinking of the right things to talk about when in a group of people very often. The last item in the subscale was “Do you often feel nervous or self-conscious when called upon to speak in front of others?” 7.4 % of the students indicated that they practically never feel nervous or self-conscious when called upon to speak in front of others while 25.3 % of the students said that they have this feeling very often.

Table 9 reveals the learners’ perceptions of self-concept *Mathematical Ability* as identified by Fleming& Whalen (1990).

Table 9. Items Related to Mathematical Ability

Item	f	%	f	%	f	%	f	%	f	%	f	%	f	%
4. Do you ever think that you have more ability in mathematics than most of your classmates?	14	14.7	9	9.5	28	29.5	18	18.9	13	13.7	6	6.3	7	7.4
15. Do you often think of yourself as good at mathematical problems?	7	7.4	9	9.5	23	24.2	17	17.9	22	23.2	7	7.4	9	9.5
17. Compared with others, how confident do you feel in your mathematical abilities?	5	5.3	9	9.5	24	25.3	21	22.1	19	20.0	8	8.4	8	8.4
36. How often have you felt that your mathematical ability was far below that of your classmates?	14	14.7	20	21.1	13	13.7	21	22.1	14	14.7	5	5.3	8	8.4
40. How confident do you feel about your ability to do well on a standardized achievement test with respect to the mathematic portion?	5	5.3	14	14.7	14	14.7	18	18.9	26	27.4	6	6.3	12	12.6

Students' perceptions of self-concept related to *Mathematical Ability* were found out thorough analyzing items 4, 15, 17, 36 and 40. For the first item in this subscale (*Mathematical Ability*), 14.7 % of the students said that they practically never think that they have more ability in mathematics than most of their classmates. Also, 29.5 % of the students rarely think in this way. However, 7.4 % of the students stated that they have more ability in mathematics than most of their classmates very often. Item 15, "Do you often think of yourself as good at mathematical problems?" was answered as practically never by 7.4 % of the students while it is never acceptable for 9.5 % of the students. In

addition, 6.3 % of the students stated that they often think of themselves as good at mathematical problems and it is acceptable very often for 9.5 % of the students. As to the next item (Item 17), 5.3 % of the students indicated that they practically never feel confident in their mathematical ability when compared with others while 9.5 % of the students never feel confident in this situation. On the contrary, only 8.4 % of the students stated that they feel confident about their mathematical ability as compared to others. For the other item (Item 36), 14.7 % of the students have practically never felt that their mathematical ability was far below that of their classmates. However, 8.4 of the students stated that they feel that their mathematical ability was far below that of their classmates very often. The last item in the subscale was “How confident do you feel about your ability to do well on a standardized achievement test with respect to the mathematic portion?” 5.3 % of the students indicated that they practically never feel confident about their ability to do well on a standardized achievement test with respect to the mathematic portion. However, 12.6 % of the students said that they feel confident about their ability to do well in a standardized test very often.

Table 10 shows the learners’ perceptions regarding one dimension of self-concept *Physical Appearance* as identified by Fleming& Whalen (1990).

Table 10. Items Related to Physical Appearance

Item	f	%	f	%	f	%	f	%	f	%	f	%	f	%
5. Do you often wish or fantasize that you were better looking?	1	1.1	4	4.2	10	10.5	12	12.6	21	22.1	14	14.7	32	33.7
9. Do you often think that you are quite physically attractive?	4	4.2	12	12.6	18	18.9	16	16.8	20	21.1	11	11.6	14	14.7
22. How confident are you that others see you as physically appealing?	4	4.2	15	15.8	15	15.8	20	21.1	21	22.1	7	7.4	12	12.6
25. Do you ever feel that you are less physically attractive than you would prefer to be?	9	9.5	15	15.8	17	17.9	25	26.3	11	11.6	10	10.5	8	8.4
29. Do you ever feel especially proud of, or pleased with, your look and appearance?	3	3.2	4	4.2	7	7.4	20	21.1	22	23.2	22	23.2	17	17.9

In PASCI, items 5, 9, 22, 25 and 29 were related to *Physical Appearance*. As can be seen in Table 10, only 5.3 % of the students practically never or never “wish or fantasize that they were better looking” (PASCI, 5). However, 94.7 % of the students accepted that they wish that they had a better looking. PASCI Item 9, “Do you often think that you are quite physically attractive?” was answered as never by only 16.8 % of the students. On the contrary, 11.6 % of the students stated that they often think that they are quite physically attractive and 14.7 % of the students think in this way very often. PASCI Item 22, “How confident are you that others see you as physically appealing?” was answered as never by only 20.0 % of the students. However, 80 % of the students stated that they feel confident when others see them as physically appealing. PASCI Item 25 was “Do you ever feel that you are less physically attractive than you would prefer to be?” 25.3 % of the students said that they practically never or never feel that they are less physically attractive than they wish. While 17.9 % of the students rarely concern about

their physical attractiveness whether it is less than they would prefer, it is usually or often a concern for 56.8 % of the students. PASCI Item 29, “Do you ever feel especially proud of, or pleased with, your look and appearance?” was answered as “never” by % 7.4 and also “rarely” by 7.4% of the students. However, 21.1 % of the students sometimes feel proud of their look and appearance. Also, 17.9 % of the students stated that being pleased with their look and appearance was an often situation for them.

Table 11 shows the learners’ perceptions regarding one dimension of self-concept *Physical Ability* as identified by Fleming & Whalen (1990).

Table 11. Items Related to Physical Ability

Item	f	%	f	%	f	%	f	%	f	%	f	%	f	%
6. Do you ever think of yourself as more athletic than most people?	12	12.6	14	14.7	23	13.7	17	17.9	12	12.6	15	15.8	11	11.6
18. Have you ever thought that you lacked the ability to do well at recreational activities involving coordination and physical agility?	12	12.6	10	10.5	16	16.8	16	16.8	20	21.1	8	8.4	13	13.7
21. Have you ever felt inferior to most other people in athletic ability?	20	21.1	20	21.1	14	14.7	20	21.1	13	13.7	4	4.2	4	4.2
27. When involved in sports requiring physical coordination, are you usually confident that you will do well?	5	5.3	7	7.4	10	10.5	15	15.8	22	23.2	13	13.7	23	24.2
30. When trying to do well at a sport, how confident are you that your physical abilities will make it possible for you to do well?	4	4.2	7	7.4	15	15.8	16	16.8	21	22.1	8	8.4	24	25.3

Students' perceptions of self-concept related to *Physical Ability* were revealed through analyzing Items 6, 18, 21, 27 and 30. Table 8 shows that 12.6 % of the students stated that they practically never "think of themselves as more athletic than most of people" (Item 6) while 14.7 % of the students answered that item as "never". On the contrary, 11.6 % of the students think of themselves as more athletic than most of people very often. Also, Item 18 "Have you ever thought that you lacked the ability to do well at recreational activities involving coordination and physical agility?" was answered as "practically never" by 12.6 % of the students and as "never" by 10.5% of the students. However, 13.7 % of the students stated that they have thought that they lacked the ability to do well at recreational activities very often. The other item in the subscale was "Have you ever felt inferior to most other people in athletic ability?" (PASCI 21). Only 8.4% of the students indicated that they have felt inferior to most other people in athletic ability. On the contrary, 42.2 % of the students said that they have never or practically never felt inferior to most other people in athletic ability. PASCI Item 27, "When involved in sports requiring physical coordination, are you usually confident that you will do well?" was answered as "practically never" by only 5.3 % of the students. On the other hand, 24.2 % of the students stated that they feel confident when involved in sports requiring physical coordination very often. Finally, the last item was "When trying to do well at a sport, how confident are you that your physical abilities will make it possible for you to do well?" 4.2 % of the students said that they practically never feel confident when trying to do well at a sport and it is never acceptable for 7.4 % of the students according to Table 11.

Table 12 shows the learners' perceptions regarding one dimension of self-concept *Self Regard* as identified by Fleming & Whalen (1990).

Table 12. Items Related to Self Regard

Item	f	%	f	%	f	%	f	%	f	%	f	%	f	%
8. Do you think of yourself as a worthwhile person?	4	4.2	3	3.2	9	9.5	18	18.9	9	9.5	16	16.8	35	36.8
13. Most of the time, do you genuinely like yourself?	4	4.2	3	3.2	12	12.6	15	15.8	21	22.1	15	15.8	25	26.3
14. Do you ever doubt that you are a worthy person?	22	23.2	15	15.8	11	11.6	16	16.8	19	20.0	3	3.2	6	6.3
16. Do you think of yourself as a generally competent person who can do most things well?	0	0	5	5.3	2	2.1	23	24.2	16	17.4	15	15.8	14	14.7
37. How often do you feel that you have a strong sense of self-respect?	3	3.2	6	6.3	5	5.3	14	14.7	24	25.3	19	20.0	23	24.2

PASCI items 8, 13, 14, 16 and 37 were related to *Self-Regard*. As can be seen in Table 9, 4.2 % of the students practically never “think of themselves as a worthwhile person” (Item 8). On the other hand, 36.8 % of the students stated that they think of themselves as a worthwhile person very often. Also, 4.2% of the students said that they practically never like themselves genuinely (PASCI, 13) while 26.3 % of the students indicated that they like themselves genuinely very often. PASCI Item 14 “Do you ever doubt that you are a worthy person?” was answered as “practically never” by 23.2 % of the students. On contrary to, only 6.3 % of the students said that they doubt that they are worthy person very often. Moreover, 14.7% of the students stated that they “think of themselves as a generally competent person who can do most things well” very often

(PASCI, 16). The last item in the subscale “How often do you feel that you have a strong sense of self-respect?” was answered as “practically never” by 3.2 % of the students. However, 24.2 of the students said that they feel that they have a strong sense of self-respect very often.

Table 13 shows the learners’ perceptions regarding one dimension of self-concept *Verbal Ability* as identified by Fleming& Whalen (1990).

Table 13. Items Related to Verbal Ability

Item	f	%	f	%	f	%	f	%	f	%	f	%	f	%
10. Have you ever thought that you had a greater ability to read and absorb articles and textbooks than most people?	10	10.5	10	10.5	14	14.7	26	27.4	14	14.7	12	12.6	8	8.4
11. How often do you have difficulty expressing your ideas in writing for class assignments?	15	15.8	16	16.8	17	17.9	19	20.0	16	16.8	5	5.3	5	5.3
34. When you have to read an essay and understand it for a class assignment, how worried or concerned do you feel about it?	10	10.5	14	14.7	20	21.1	18	18.9	10	10.5	8	8.4	14	14.7
35. When you have to write an essay to convincingly express your ideas, how confident do you feel that you have done a good job?	6	6.3	12	12.6	14	14.7	16	16.8	28	29.5	9	9.5	9	9.5
39. How confident do you feel about your ability to do well on a standardized achievement test with respect to the verbal comprehension portion?	2	2.1	7	7.4	16	16.8	17	17.9	25	26.3	9	9.5	19	20.0

PASCI items 10, 11, 34, 35 and 39 were related to *Verbal Ability*. As can be seen in Table 10, 10.5 % of the students have practically never “thought that you had a greater ability to read and absorb articles and textbooks than most people” (Item 10). On the other hand, 8.4 % of the students stated that they think that they have a greater ability to read and absorb written materials than other people very often. Also, 15.8 % of the students said that they have practically never difficulty expressing their ideas in writing for class assignments (PASCI, 11) while 5.3 % of the students indicated that they have difficulty very often as to the findings. PASCI Item 34 “When you have to read an essay and understand it for a class assignment, how worried or concerned do you feel about it?” was answered as “practically never” by 10.5% of the students. On the contrary, only 14.7 % of the students said that they worry when reading an essay and understanding it for a class assignment very often. Moreover, only 9.5 % of the students stated that they “When they have to write an essay to convincingly express their ideas, they feel confident that they have done a good job?” very often (PASCI, 35). The last item in the subscale “How confident do you feel about your ability to do well on a standardized achievement test with respect to the verbal comprehension portion?” was answered as “practically never” by 2.1 % of the students. However, 20.0 of the students said that they are confident about their ability to do well on a standardized test very often.

Table 14 shows the learners’ perceptions regarding one dimension of self-concept *Parental Acceptance* as identified by Fleming& Whalen (1990).

Table 14. Items Related to Parental Acceptance

Item	f	%	f	%	f	%	f	%	f	%	f	%	f	%
41. Have you often wished that your family would be more supportive of you?	9	9.5	7	7.4	6	6.3	5	5.3	19	20.0	13	13.7	36	37.9
42. Do you often think that your family holds you in high regard?	0	0	5	5.3	4	4.2	14	14.7	12	12.6	19	20.0	40	42.1
43. Do you sometimes feel that your family does not respect your individuality?	21	22.1	16	16.8	11	11.6	12	12.6	12	12.6	4	4.2	18	18.9
44. Do you usually feel that your family sees you as capable and competent?	3	3.2	5	5.3	8	8.4	12	12.6	18	18.9	16	16.8	34	34.7
45. Do you ever feel that your family does not accept you for yourself?	37	38.9	8	8.4	5	5.3	8	8.4	7	7.4	10	10.5	20	21.1

PASCI items 41, 42, 43, 44 and 45 were related to *Parental Acceptance*. As can be seen in Table 14, 9.5 % of the students have practically never “wished that their family would be more supportive of them” (Item 41). On the other hand, 37.9 % of the students stated that they wish that their family to be more supportive of them very often. Also, 42.1 % of the students said that they often think that their family holds them in high regard very often (PASCI, 42) while 5.3 % of the students indicated that their family never holds them in high regard. PASCI Item 43 “Do you sometimes feel that your family does not respect your individuality?” was answered as “practically never” by 22.1 % of the students. On the contrary, only 18.9 % of the students said that they feel that their family does not respect their individuality very often. Moreover, only 3.2 % of the students stated that they feel that their family sees them as capable and competent

practically never (PASCI, 44) while it is acceptable for 34.7 % of the students very often. The last item in the subscale “Do you ever feel that your family does not accept you for yourself?” was answered as “practically never” by almost 39 % of the students. However, 21.1 of the students said that they feel that their family does not accept them for themselves very often.

A correlation analysis was conducted in order to have a better understanding about the participants’ perceptions of self-concept.

Table 15. Correlation between the Subscales of Self Concept Inventory

	Acaab	Socacc	Socanx	Math ab	Phy app	Phyab	Self reg	Verb ab	Par acc
Acaab		.236*	.265**	.469**	.515**	.246*	.447**	.436**	.359**
Socacc			.514**	.055	.270**	.302**	.204*	.357**	.370**
Socanx				.288**	.388**	.296**	.296**	.269**	.477**
Math ab					.429**	.287**	.287**	.407**	.325**
Phy app						.362**	.530**	.342**	.262*
Phyab							.254*	.221*	.170
Self reg								.442**	.341**
Verb ab									.322**
Par acc									

* $p < 0.05$, ** $p < 0.01$

Notes:

Acaab= Academic ability

Math ab= Mathematical ability

Self reg= Self regard

Socacc=Social acceptance

Phy app = Physical appearance

Verb ab= Verbal ability

Socanx= Social anxiety

Phyab= Physical ability

Par acc= Parental acceptance

According to the results, it was found that there was a statistically significant correlation between academic ability and physical appearance ($r=.515$, $p<0.01$). Similarly, it was found that there was a statistically significant correlation between social acceptance and social anxiety ($r=.514$, $p<0.01$). Also, it was indicated that there was a statistically significant correlation between social anxiety and social acceptance ($r=.514$, $p<0.01$) and parental acceptance ($r=.477$, $p<0.01$). Additionally, there was a statistically significant correlation between mathematical ability and physical appearance ($r=.429$, $p<0.01$). Finally, there was a statistically significant correlation between physical appearance and self regard ($r=.530$, $p<0.01$).

4.3. Findings on Language Learning Strategies used by the Learners

This section illustrates the frequency of the participants' overall strategy use and the frequency of their individual strategy use. The data gained via SILL (Oxford, 1990) were subjected to the descriptive analysis procedures in order to find out the participants' preferences of language learning strategy use.

As could be seen in Table 16, Oxford (1990) constructed a scale to evaluate values means for strategy use.

Table 16. Averages for Strategy Use

Level	Frequency	Score
High	Always or almost always use	4.5-5.0
	Usually use	3.5-4.4
Medium	Sometimes use	2.5-3.4
Low	Usually not use	1.5-2.4
	Never or almost never use	1.0-1.4

As to the second research question, mean scores were calculated for subscales of language learning strategy inventory to display frequency of strategy use of the participants. SILL (Oxford, 1990) includes six subscales, named as Memory Strategies, Cognitive Strategies, Compensation Strategies, Metacognitive Strategies, Affective Strategies and Social Strategies. As could be seen in Figure 3, the participants in the current study were at the medium level of strategy use according to the classification in Table 17. It could be indicated that there wasn't a significant difference between the uses of subcategories of learning strategies.

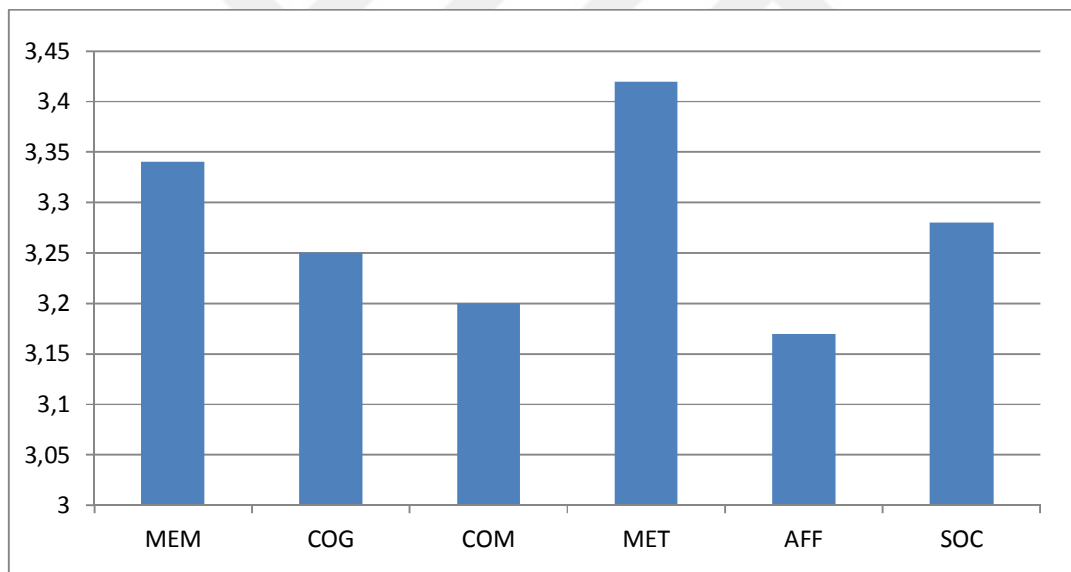


Figure 3. Mean Scores of Strategy use by Participants in Six Subscales of Inventory

MEM= Memory Strategies COG= Cognitive Strategies COM=Compensation Strategies
 MET= Metacognitive Strategies AFF= Affective Strategies SOC= Social Strategies

Figure 3 showed that the most frequently used strategy by the participants in language learning process was “metacognitive strategies” (M=3.42) followed by “memory strategies” (M=3.34), “social strategy” (M=3.28), “cognitive strategies” (M=3.25), “communication strategies” (M=3.20) and the least frequently used strategy was “affective strategy” (M=3.17). Individual strategy use in each subgroup was also explored. Frequencies and percentages for each statement in each subgroup were displayed in tables.

The subcategory Memory Strategies includes items 1 to 9. For Statement 1, most of the participants (77.9%) stated that they thought of relationship between the information already known and new information in second language while only 22.1 % of the participants said that it was not true for them. Almost 34.8% of the participants reported that they didn't use new second language words in sentences to remember them (Statement 2) in contrary to 65.2 %. As for the third statement, 81.1% of the participants said that they connect the sound of a new second language word and an image or picture of the word to help them remember the word although only 18.9% of them said that wasn't true for them. Moreover, remembering a new second language word by making a mental picture of a situation in which the word might be used was acceptable for most of the participants (81.9%) but 18.9% of the participants reported they didn't use this strategy. Using rhymes to remember new word (Statement 5) was used by 65.3% of the participants while using flashcards to remember new word (Statement 6) was used by 55.2% of the participants. Additionally, 55.8% of the participants said that they physically acted out new word (Statement 7) while 44.2%of them didn't use this strategy. Furthermore, reviewing second language lesson (Statement 8) was a strategy that wasn't used by only 12.7% while 87.3%of the participants used this strategy in language

learning process. The last strategy (Statement 9) is included in Memory Strategies. 82.1% of the participants stated that they used this strategy. Drawing on the analysis, it might be concluded that reviewing second language lessons often was the most frequently used strategy among Memory Strategies.

Table 17. Frequency and Percentages of Memory Strategy Use

Item	f	%	f	%	f	%	f	%	f	%
1.I think of relationships between what I already know and new things I learn in English.	8	8.4	13	13.7	29	30.5	21	22.1	24	25.3
2.I use new English words in a sentence so I can remember them.	12	12.6	21	22.1	21	22.1	26	27.4	15	15.8
3.I connect the sound of a new English word and an image or picture of the word to help me remember.	4	4.2	14	14.7	15	15.8	27	28.4	35	36.9
4.I remember a new English word and an image or picture of a situation in which the word might be used.	8	8.4	9	9.5	25	26.3	30	31.6	22	23.2
5.I use rhymes to remember new English words.	18	18.9	14	14.7	22	23.2	21	22.1	19	20.0
6.I use flash cards to remember new English words.	21	22.1	21	22.1	20	21.1	13	13.7	20	21.1
7.I physically act out new English words	19	20.0	22	23.2	22	23.2	15	15.8	16	16.8
8.I review English lessons often	5	5.3	7	7.4	33	34.7	22	23.2	27	28.4
9.I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	9	9.5	8	8.4	17	17.9	24	25.3	37	38.9

On analyzing Cognitive Strategies (items 10 to 23), it could be stated that the participants showed effort to use cognitive strategies in language learning. As seen in Table 15, almost 84.2% of the participants said that they said or write words several times (Statement 10) while that wasn't true for only 15.8%. It was found that trying to talk like native second language speaker (Statement 11) was used by 68.3% of the participants. Although 73.7% of the participants said that they practiced the sound of second language (Statement 12), 26.3% of them said that they weren't using this strategy. The percentage of the participants who used the second language word they knew in different way (Statement 13) was 63.2% and 36.8% for the participants who didn't use this strategy. Moreover, starting conversations in second language (Statement 14) was a strategy used by 51.6% of the participants. As for the 15th statement, 68.6% of the participants used this strategy while 31.4% of them didn't use this strategy. It was found out that 72.7% of the participants read for pleasure in the second language (Statement 16) while it wasn't true for 27.3%. The results showed that the percentage of the participants who used to write notes, messages, letters or reports in second language (Statement 17) was 49.5% in contrary to 50.5% who didn't use this strategy. 82.1% of the participants reported that they first skimmed a second language passage (read over the passage quickly) then went back and read carefully (Statement 18) but 17.9% didn't use this strategy. As for another Cognitive Strategy, it could be stated that 74.8 % of the participants looked for words in their own language that were similar to new words in the second language (Statement 19). Trying to find patterns in the second language (Statement 20) was used by 70.5% of the participants although 29.5% said that that wasn't true for them. 63.1% was the percentage of the participants who reported that they found the meaning of a new word in second language by dividing it into parts (Statement

21). Trying not to translate word for word (Statement 22) was preferred by 62.1% of the participants although 42.6 %of the participants said that they made summaries that they heard or read in second language. It could be understood from these result that the most frequently used cognitive strategy was saying or writing new words several times. However, writing notes, messages or reports in second language wasn't preferred over than half of the participants.

Table 18. Frequency and Percentages of Cognitive Strategy Use

Item	f	%	f	%	f	%	f	%	f	%
10.I say or write new English words several times.	8	8.4	6	6.3	14	14.7	24	25.3	42	44.2
11.I try to talk like native English speakers.	7	7.4	22	23.2	17	17.9	23	24.2	25	26.3
12.I practice the sounds of English.	11	11.6	12	12.6	28	29.5	16	16.8	26	27.4
13.I use the English words I know in different ways.	13	13.7	20	21.1	30	31.6	20	21.1	10	10.5
14.I start conversations in English.	25	26.3	21	22.1	21	22.1	19	20.0	9	9.5
15.I watch English language TV shows spoken in English or go to movies spoken in English.	11	11.6	14	14.7	18	18.9	18	18.9	34	35.8
16.I read for pleasure in English.	10	10.5	14	14.7	18	18.9	13	13.7	40	42.1
17.I write notes, messages, letters or reports in English.	25	26.3	23	24.2	19	20.0	12	12.6	14	14.7
18.I first skim an English passage (read over the passage quickly) then go back and read carefully.	6	6.3	11	11.6	22	23.2	25	26.3	30	31.6
19.I look for words in my own language that are similar to new words in English.	10	10.5	14	14.7	20	21.1	22	23.2	28	29.5
20.I try to find patterns in English.	14	14.7	13	13.7	23	24.2	29	30.5	15	15.8
21.I find the meaning of an English word by dividing it into parts that I understand.	17	17.9	16	16.8	27	28.4	17	17.9	16	16.8
22.I try not to translate word-for-word.	14	14.7	21	22.1	23	24.2	17	17.9	19	20.0
23.I make summaries of information that I hear or read in English.	17	17.9	28	29.5	23	24.2	17	17.9	9	9.5

Regarding Compensation Strategies, the results showed that the participants tried to use compensation strategies in learning process. As seen in Table 19, most of the participants (75.8%) reported that they made guess to understand familiar words (Statement 24) while 24.2% of them said that they didn't use this strategy. For the Statement 25, the percentage of the participants who used gestures when they couldn't think of a word during a conversation was 74.8%. However, only 25.2 %said that that wasn't true for them. It was found out that almost half of the participants (54.7%) stated that making up new words if they did not know the right ones (Statement 26) was a strategy they used but 45.3% didn't use this strategy. For another item (Statement 27), 56.8 %of the participants used the strategy of reading new language without looking up every new word although this strategy wasn't significant for the 43.2% of the participants. The results showed that trying to guess what the other person would say next in the new language (Statement 28) was preferred by 65.3% of the participants but 34.7% of the participants stated that this wasn't true for them. The percentage of the participants who used a word or phrase that meant the same thing if they couldn't think of the second language word was 83.2 %and only 17.8% of the participants didn't use this strategy (Statement 29). The frequencies and percentages of compensation strategy use showed that the participants tried to keep the process going. They mostly tried to use compensation strategies and these results were displayed in Table 19.

Table 19. Frequency and Percentages of Compensation Strategy Use

Item	f	%	f	%	f	%	f	%	f	%
24.To understand unfamiliar English words, I make guesses.	11	11.6	12	12.6	17	17.9	33	34.7	22	23.2
25.When I can't think of a word during a conversation in English, I use gestures.	9	9.5	15	15.8	21	22.1	28	29.5	22	23.2
26.I make up new words if I do not know the right ones in English.	24	25.3	19	20.0	19	20.0	19	20.0	14	14.7
27. I read English without looking up every new word.	23	24.2	18	18.9	31	32.6	10	10.5	13	13.7
28.I try to guess what the other person will say next in English.	15	15.8	18	18.9	16	16.8	24	25.3	22	23.2
29. If I can't think of an English word, I use a word or phrase that means the same thing.	7	7.4	9	9.5	22	23.2	28	29.5	29	30.5

For Metacognitive Strategies (items 30 to 38), the results proved that the participants used different metacognitive strategies in second language learning process. As shown in Table 20, 69.5% of the participants reported that they tried to find as many ways as they could to use their second language (Statement 30). However, 30.5% of the participants didn't use this strategy. Analyzing Statement 31, it could be stated that 74.8 % of the participants noticed their mistakes and use that information to help them do better and it wasn't true for only 25.2 % of the participants. The percentage of the

participants who stated that they paid attention while someone was speaking in new language (Statement 32) was 76.8% while 23.2 % of the participants didn't use this strategy. Moreover, only 26.3% of the participants reported that trying to find out how to be a better learner of second language (Statement 33) wasn't a strategy used by them. However, most of the participants (83.7%) used this strategy. Also, 62.1% of the participants stated that they planned their schedule to provide enough time to study second language (Statement 34) but it wasn't true for 37.9% of the participants. Similarly, 62.6% of the participants looked for people they could talk to in second language (Statement 35) but it wasn't used by 37.4%. Additionally, the percentage of the participants who looked for opportunities to read as much as possible in second language (Statement 36) was 68.5% and 31.5% of the participants didn't use this strategy. As for another item, 70.5% of the participants had clear goals for improving their second language skills (Statement 37) while only 29.5% wasn't aware of this strategy. For the last item (Statement 38) in metacognitive strategies, 77.9% of the participants said that they thought of their progress in learning second language.

Table 20. Frequency and Percentages of Metacognitive Strategy Use

Item	f	%	f	%	f	%	f	%	f	%
30.I try to find as many ways as I can to use my English	15	15.8	14	14.7	18	18.9	22	23.2	26	27.4
31. I notice my English mistakes and use that information to help me do better	11	11.6	13	13.7	21	22.1	22	23.2	28	29.5
32. I pay attention when someone is speaking English.	9	9.5	13	13.7	13	13.7	18	18.9	42	44.2
33. I try to find out how to be a better learner of English.	9	9.5	16	16.8	19	20.0	17	17.9	34	35.8
34. I plan my schedule so I will have enough time to study English.	14	14.7	22	23.2	17	17.9	21	22.1	21	22.1
35.I look for people I can talk to in English.	16	16.8	10	10.5	14	14.7	25	26.3	30	31.6
36.I look for opportunities to read as much as possible in English.	13	13.7	17	17.9	20	21.1	19	20.0	26	27.4
37. I have clear goals for improving my English skills.	13	13.7	12	12.6	23	24.2	16	16.8	28	29.5
38. I think about my progress in learning English.	10	10.5	11	11.6	19	20.0	25	26.3	28	29.5

With respect to Affective Strategies, the results showed that 76.9% of the participants tried to relax whenever they felt afraid of using second language (Statement 39) while it wasn't true for 23.1% of the participants. The percentage of the participants who encouraged themselves to speak second language even when they were afraid of making a mistake (Statement 40) was 71.6% but 28.4% said that it wasn't true for them. Giving themselves a reward or treat when they did well in second language (Statement 41) was a strategy used by 64.2 % of the participants while 35.8% of the participants didn't use it. 81.1% of the participants reported that they noticed if they were tense or nervous when they were studying or using second language (Statement 42). However, 18.9% of the participants were not using this strategy. As for another item, 55.8% of the participants reported that they didn't write down their feelings in a language learning diary (Statement 43) but it wasn't true for 44.2% of the participants. The percentage of the participants who talked to someone else about how they felt when they were learning second language was 58.9%. To sum up, the participants used various affective strategies in language learning.

Table 21. Frequency and Percentages of Affective Strategy Use

Item	f	%	f	%	f	%	f	%	f	%
39. I try to relax whenever I feel afraid of using English.	8	8.4	14	14.7	16	16.8	30	31.6	27	28.4
40. I encourage myself to speak English even when I am afraid of making a mistake.	14	14.7	13	13.7	23	24.2	25	26.3	20	21.1
41. I give myself a reward or treat when I do well in English.	20	21.1	14	14.7	19	20.0	15	15.8	27	28.4
42. I notice if I am tense or nervous when I am studying or using English.	7	7.4	11	11.6	22	23.2	20	21.1	35	36.8
43. I write down my feelings in a language learning diary.	43	45.3	10	10.5	12	12.6	17	17.9	13	13.7
44. I talk to someone else about how I feel when I am learning English.	24	25.3	15	15.8	17	17.9	18	18.9	21	22.1

In Social Strategy section (Items 45-50), most of the participants (66.8%) reported that when they didn't understand something in second language, they asked the other person to slow down or say it again (Statement 45). However, it wasn't true for 33.2% of the participants. Asking second language speakers to correct them when they talk (Statement 46) was preferred by 68.4% of the participants but it wasn't true for 31.6% of the participants. However, most of the participants (56.8%) reported that they did not practice second language with other students in contrary to 43.2% of the participant who used this strategy (Statement 47). The percentage of the participants who practiced second language with other students (Statement 48) was 80% and only 20% of the participants

didn't use this strategy. Moreover, 60% of the participants stated that they asked questions in second language (Statement 49) and it wasn't true for 40% of the participants. For the last item (Statement 50), 72.6% of the participants stated that they tried to learn about the culture of second language speakers. In summary, students made efforts to use social strategies.

Table 22. Frequency and Percentages of Social Strategy Use

Item	f	%	f	%	f	%	f	%	f	%
45. If I do not understand something in English, I ask the other person to slow down or say it again.	9	9.5	13	13.7	14	14.7	13	13.7	46	48.4
46. I ask English speakers to correct me when I talk.	14	14.7	16	16.8	18	18.9	25	26.3	22	23.2
47. I practice English with other students.	30	31.6	24	25.3	10	10.5	17	17.9	14	14.7
48. I ask for help from English speakers.	5	5.3	11	11.6	23	24.2	19	20.0	34	35.8
49. I ask questions in English.	17	17.9	21	22.1	24	25.3	19	20.0	14	14.7
50. I try to learn about the culture of English speakers.	8	8.4	18	18.9	23	24.2	14	14.7	32	33.7

In summary, as analyzed data from the SILL, it was found out that many participants tried to use various language learning strategies to explore new language items. Most of the participants reviewed second language lessons often to remember and not to forget the items they had learnt. Also, most of the participants preferred to say or write words several times. Moreover, many participants tend to think of the second

language word and to find out how to be a better learner of second language. Thinking of progress in learning second language was preferred by many participants and practicing second language with other students was chosen by most students.

4.4. The Relationship between Self-concept and Learning Strategy

The third research question was to reveal whether there was a relationship between self concept and language learning strategy use of the participants. It was necessary to look over Pearson correlation to explicitly answer this question. The Pearson r correlation coefficient ranged from -1 to +1. When the value of Pearson correlation coefficient was close to +1 or -1, the correlation was described as strong. If r was +1, it indicated a strong positive correlation while it was a strong negative correlation if it was -1. When r was close to zero it was indicated that no correlation existed between the two variables. The value between .00 and 0.19 indicated no correlation while the value of .20 to .49 meant that there was a weak correlation. Moreover, the value between .50 and .69 indicated moderate correlation and the value over .70 meant that there was a strong correlation. As shown in Table 23, it was found out that there was no correlation between PAsCI and SILL ($r=-.115$, $p<.001$).

Table 23. Correlations between PAsCI and SILL

		PAsCI	SILL
PAsCI	Correlation	1	-.115
	Sig.		.269
	N	95	95
SILL	Correlation	-.115	1
	Sig.	.269	
	N	95	95

$p<.001$ is significant.

As displayed in Table 24, the correlation between nine subgroups in self concept inventory and six subcategories in learning strategy inventory was also explored. It was found out that *Academic Ability* had no relation with any learning strategies; positive with memory ($r=.069, p<.01$), cognitive ($r=.073, p<.01$), metacognitive ($r=.059, p<.01$) and affective ($r=.008, p<.01$), compensation ($r= -.070, p<.01$) and social strategies ($r= -.007, p<.01$). *Social Acceptance* was not found to have a correlation with learning strategies. In the third subgroup, *Social Anxiety* had no relation with any learning strategies; memory ($r=.030, p<.01$), cognitive ($r=.082, p<.01$), compensation ($r=.001, p<.01$) and affective ($r=.070, p<.01$), metacognitive ($r= -.101, p<.01$) and social ($r= -.093, p<.01$) strategies. In the fourth subgroup, *Mathematical Ability* was not found to have any relation with cognitive ($r=.055, p<.01$), metacognitive ($r=.004, p<.01$) and affective ($r=.083, p<.01$), memory ($r= -.100, p<.01$), compensation ($r= -.063, p<.01$) and social ($r= -.111, p<.01$) strategies. For the fifth subgroup, it was found that *Physical Appearance* had no relation with any learning strategies. In the sixth subgroup, *Physical Ability* was found to have no correlation between cognitive ($r=.009, p<.01$), compensation ($r=.001, p<.01$) and affective ($r=.092, p<.01$), memory ($r= -.096, p<.01$), metacognitive ($r= -.171, p<.01$) and social ($r= -.151, p<.01$) strategies. For *Self Regard*, it was found to have a weak and negative relation between cognitive ($r= -.246, p<.05$) and social ($r= -.225, p<.05$) strategies. However, it had no correlation with the other strategies. *Verbal Ability* was found to have a weak and negative correlation with social ($r= -.253, p<.05$) strategy although it had no relation with the other strategies. In the last subgroup, *Parental Acceptance* had no correlation with memory ($r= -.042, p<.01$), cognitive ($r= -.039, p<.01$), metacognitive ($r= -.141, p<.01$) and social strategies compensation ($r=.076, p<.01$) and affective ($r=.031, p<.01$) strategies.

Table 24. Correlations between Subcategories of Self concept Inventory and Language Learning Strategies

		Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Academic	r	.069	.073	-.070	.059	.008	-.007
Ability	sig	.504	.479	.502	.570	.935	.944
Social	r	.072	-.145	-.093	-.127	-.063	-.254*
Acceptance	sig	.489	.161	.371	.219	.541	.013
Social	r	.030	.082	.001	-.101	.070	-.093
Anxiety	sig	.774	.427	.993	.328	.498	.370
Mathematical	r	-.100	.055	-.063	.004	.083	-.111
Ability	sig	.336	.594	.544	.970	.421	.286
Physical	r	-.067	-.122	-.134	-.030	.074	-.112
Appearance	sig	.516	.237	.194	.777	.476	.278
Physical	r	-.096	.009	.001	-.171	.092	-.151
Ability	sig	.353	.934	.996	.098	.374	.144
Self	r	-.101	-.246*	-.115	-.174	-.189	-.225*
Regard	sig	.328	.016	.269	.091	.067	.029
Verbal	r	-.071	.007	-.027	-.036	-.072	-.253*
Ability	sig	.497	.947	.798	.727	.488	.013
Parental	r	-.042	-.039	.076	-.141	.031	-.049
Acceptance	sig	.685	.708	.464	.174	.764	.637

* $p < 0.05$

CHAPTER V

5. DISCUSSION AND CONCLUSIONS

5.1. Introduction

This chapter firstly presents a brief summary of this descriptive study. Then, it continues with the discussion of the findings using the research questions as a basis. The chapter concludes with suggestions for further studies and the limitations of the study.

5.2. Overview of the Study

This descriptive study aimed to investigate the learners' perceptions of self in language learning and the language learning strategies that they use in language learning process. It also aimed to find out whether there is a relation between self-concept and the students' language learning strategy use. The following research questions were used in order to achieve the aims of the study:

1. What are the learners' perceptions of self-concept in language learning?
2. What are the language learning strategies used by the learners in language learning process?
3. Is there a relation between the learners' perceptions of self-concept and their language learning strategy use?

The participants of the study consisted of 95 randomly chosen students who study at state Anatolian and Vocational high schools in Osmaniye, Turkey. The study employed quantitative research methods to collect and to analyze the data. The data of this study was gathered through two data collection instruments. The first data collection instrument was Personal and Academic Self-Concept Inventory (PASCI) developed by Fleming and Whalen (1984) (see Appendix 1). The second one was Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) (see Appendix 2).

The first data collection instrument, PASCI, was used to explore the students' perceptions of self-concept to find an answer to the first research question. Personal and Academic Self-Concept Inventory consisted of nine parts including 45 questions in total (See Appendix 1). The students were asked to rate the items in the inventory using a 7-point Likert -type rating scale that ranges from *never/not at all (1)* to *very much/very often (7)*. The items in the scale were sub grouped by Fleming and Whalen (1990) under the nine main dimensions: *Academic Ability*, *Social Acceptance*, *Social Anxiety*, *Mathematical Ability*, *Physical Appearance*, *Physical Ability*, *Verbal Ability*, *Self-Regard* and *Parental Acceptance*. Descriptive data (internal correlation, frequency and percentages) were obtained for each subgroup by using Statistical Package for Social Sciences (SPSS) version 20.0.

The second data collection instrument, SILL, was used to identify the language learning strategies that the students use in language learning process. Strategy Inventory for Language Learning consisted of 50 items on a 5-point Likert -type rating scale that range from *never or almost never true of me* to *always or almost always true of me*. The items in the scale were sub grouped by Oxford (1990) under the six main categories: *Memory Strategies*, *Cognitive Strategies*, *Compensation Strategies*, *Metacognitive Strategies*, *Affective Strategies* and *Social Strategies*. Descriptive data (frequency, percentage, standard deviation and mean scores) were obtained on each subgroup of the SILL through SPSS version 20.0.

To address the third research question, the Pearson Correlation coefficient was calculated to learn whether the use of language learning strategies is associated with self-concept. Firstly, the correlation between the use of language learning strategy and the dimensions of participants' self concept was analyzed in total. Then, the correlations

between the subcategories of self-concept inventory and language learning strategies were analyzed.

5.3. Discussion

This section presents the discussions of the findings of this descriptive study using three research questions as a basis.

5.3.1. Learners' Perceptions of Self-Concept in Language Learning

In order to answer the first research question of the present study, “What are the learners’ perceptions of self-concept in language learning?”, Personal and Academic Self-Concept Inventory (PASCI) (Fleming & Whalen, 1990) consisting of 45 questions in total was used. Fleming & Whalen (1990) classified these items into subgroups. These categorized subgroups were Academic Ability, Social Acceptance, Social Anxiety, Mathematical Ability, Physical Appearance, Physical Ability, Verbal Ability, Self-Regard and Parental Acceptance.

On analyzing the descriptive statistics regarding *Academic Ability*, we observed that the students generally perceive themselves as outstanding and academically capable students. Additionally, it became clear that most of the students perceive themselves as successful on examinations and assignments. Also, they mostly stated that they are concerned about both their ability and school performance. Wiley (1985) also found that students studying foreign languages in colleges do better performance academically.

The responses given to the items regarding students' conceptions of *Social Acceptance* showed that the students worry about whether they will be regarded as success or failure in their school life by others and also whether other people have unfavourable opinion about themselves. That is to say, students mostly concern what other people think of them. Furthermore, it was understood that the students are mostly

worried about being criticized, as they want to get along with other people well. This conclusion is similar to that of Llurda's (1993) conclusion. Llurda (1993) carried out a study to explore whether language proficiency affected learners' social acceptance and found out a positive correlation between these two variables.

Regarding the students' conceptions of self related to *Social Anxiety*, the students stated that they are troubled with shyness. In other words, the students feel discomfort or tense in interpersonal situations. However, the students pointed out that they feel comfortable when they meet new people. They also stated that they feel comfortable when they speak in front of others. Moreover, most of the students rejected the idea of having trouble when thinking of the right thing to talk. Similarly, Young (1990) indicated that there was a negative correlation between self-esteem and social anxiety. In other words, students who had high levels of self-esteem were found to have low level of social anxiety.

When the percentages of the students' perceptions about *Mathematical Ability* were examined, it was found that students think of having more ability in and being good at mathematics than most of their classmates. However, we had a contradictory result with the other item (Item 36). That is the students generally accepted that their mathematical ability is far below that of their classmates. Pesci (2009) found out that cooperative activities requiring peer interaction affected students' mathematical ability positively. This result indicates that if we involve social interaction into study, students' level of mathematical ability may be found out higher.

The responses given to the items regarding *Verbal Ability*, most of the students reported that they believe they have great ability to read and understand articles. It also became clear that the students are confident about expressing their ideas both in writing

and on standardized tests. Although this current study did not obtain any data about language learning performance and verbal ability, DeKeyser (2000) rejected the idea that learners could be successful in learning a second language only if they had a level of verbal ability.

On the basis of students' conceptions of self related to *Physical Appearance*, it was found out that students mostly wish to have a better look and feel that they are less physically attractive than they would prefer to be. Nevertheless, they generally stated that they feel as physically attractive and that they are pleased with their physical appearance. Also, they mostly accepted that others see them as physically appealing. This present study did not include gender as a variation but Fleming and Whalen (1987) stated that there had been significant variations between male and female subjects on the scale of physical appearance.

On analyzing the responses given to the items related to *Physical Ability*, we found out that most of the students perceive themselves as more athletic than other people and confident about being successful in sports requiring physical coordination. On the other hand, they mostly reported that they lack the ability to do well at recreational activities involving coordination and physical ability. Also, most of the students accepted that they feel themselves as inferior to most other people in athletic ability. We found out a statistically significant correlation between physical ability and academic ability (See Table 13); nevertheless, Sanchez and Roda (2004) noted that self-concept regarding physical ability was not correlated to academic achievement.

As for the items in *Self-Regard*, most of the students stated that they perceive themselves as worthwhile persons. They also stated that they genuinely like themselves. It was understood that they generally have a strong sense of self-respect. Most of the

students accepted that they are competent people who can do most things well. In consistent with this result, Byrne and Shavelson (1988) stated that self-regard influenced students' academic achievements positively.

The analysis of the descriptive data on *Parental Acceptance* revealed that most of the students wish their families were more supportive and respectful of them. Although, many of the students pointed out that they believe their families perceive them as capable and competent persons, some of the students stated that they feel their families do not respect their individuality. Parents' influence on learners' development in foreign language learning has gained importance in recent years. For example, in their study, Sandefur et al. (2006) reported that parents influence learners' development in foreign language learning. They stated that parental involvement in learners' development in language learning process required to be researched.

5.3.2. Learners' Language Learning Strategy Use

The second research question of the study was "What are the language learning strategies used by the learners' in language learning process?" In order to find an answer to this question, we employed Strategy Inventory for Language Learning (Oxford, 1990), which includes 50 items based on a 5-point Likert -type rating scale, that range from *never or almost never true of me* to *always or almost always true of me*. Oxford (1990) classified the items in SILL into six categories: *Memory Strategies*, *Cognitive Strategies*, *Compensation Strategies*, *Metacognitive Strategies*, *Affective Strategies* and *Social Strategies*.

The results of the study showed that the participants in the current study use language learning strategies at a medium level. We observed that the most frequently used strategy was the *Metacognitive Strategies* (M= 3.42). This finding is in line with that of

Suwanarak (2012) who concluded that the students use of Metacognitive Strategies the most in the language learning process. The findings also showed that the students in the current study look for opportunities to read and speak in English. They stated they use Metacognitive Strategies to create clear goals to improve their language skills. In addition, they are aware of the fact that the errors that they make in the language learning process are chances for them to become good at using English. *Memory Strategies* were found to be the highest frequently used strategy following metacognitive strategies (M=3.34). Most of the students pointed out that they try to create a relationship between what they already know and the newly provided input. Also, it became clear that the students mostly prefer to connect the sound of a new English word with an image or a picture to help them remember. Moreover, most of the students review the lessons often. Students prefer using rhymes, flashcards or acting out was found out to be the least frequently used strategy among the memory strategies and this result is consistent with those indicated in the study of Deneme (2008).

The descriptive results indicated that the third frequently used strategy was *Social Strategies* (M=3.28). The students stated that they mostly try to learn the culture of English speakers. However, more than half of the students do not prefer practicing English with the other students. This finding contradicts with that of Hong-Nam and Leavell (2006). Hong-Nam and Leavell (2006) found that the students in their study were much more likely to ask for help or ask English speakers to correct them or to slow down.

The fourth frequently used strategy was *Cognitive Strategies* (M=3.25). Most of the students stated that they say or write new English words several times which contradicted with the findings of Deneme (2008). Deneme (2008) found that the students seldom say or write new English words several times when learning English. The

students in the current study also stated that they practice the sounds of English. Furthermore, most of the students reported that they watch TV shows and movies to improve their English. As for the strategies related to reading comprehension, the students pointed out that they skim articles, try to find patterns and get the main idea instead of using word-for-word translation. The students also mentioned that they read for pleasure in English.

The second least used strategy was *Compensation Strategies* (M=3.20). It was indicated that the students use gestures or another word meaning the same thing when they cannot think of a word in English. Over half of the students made up new words when they do not know the right ones in English and they also read English without looking up each new word.

Finally, the least commonly used strategy was *Affective Strategy* (M=3.17). Most of the students stated that they try to relax whenever they are nervous of using English. Also, they mentioned that they encourage themselves to speak in English and give themselves award when they do well in English. However, over half of the students do not prefer writing down their feelings about learning English. Likewise, Liu and Chang (2013) stated that writing down feelings in a language learning diary was the least frequently used strategy among the all strategies.

5.3.3. Relationship between Self-Concept and Language Learning Strategy Use

We determined the relationship between self-concept and language learning strategy use by computing the Pearson correlation coefficients. As a result of the analysis, we found out that there was not any correlation between self-concept and language learning strategy use ($r=-.115$, $p<.001$). It means that students' perception of self concept does not change preferences of the students about learning strategy use.

When looking over the relationship between the dimensions of self-concept and language learning strategy use, *Academic Ability* subgroup was found to have no correlation with *Memory Strategies*, *Cognitive Strategies*, *Metacognitive Strategies* and *Affective Strategies*. In other words, use of learning strategies does not differ according to the perceptions of the students on *Academic Ability*. It does not show that students who have high perceptions on *Academic Ability* prefer using various kinds of language learning strategies to do well in English. Also, *Social Acceptance* was not correlated to any strategy types. That is, the students' use of language learning strategies was not affected by their perception level of *Social Acceptance*. Similarly, *Social Anxiety* subgroup was found to have no correlation to any strategies. The results showed that how students perceived themselves on basis of *Social Anxiety* subgroup did not have an effect on language learning strategies. Moreover, it was found out that the students' perceptions of self regarding *Mathematical Ability* did not affect their use of language learning strategies. In similar ways, it was found out that *Physical Appearance* did not have a correlation with any learning strategies. In other words, how much the student are confident with their *Physical Appearance* did not change use of strategies in language learning process. As reviewing the results, *Physical Ability* was not correlated with any kind of language learning strategies. The study findings showed that when the students are confident about their *Physical Ability*, it does not mean they use learning strategies frequently. *Self-Regard* was found out to have a weak and a negative relation between *Cognitive* and *Social Strategies*. That is, students who have strong sense of self respect does not prefer using cognitive and social strategies frequently. *Verbal Ability* subgroup was negatively correlated to *Social Strategies*. Clearly, if students are confident that they do well when expressing themselves in English, they do not prefer asking for help from

other to use English in different ways commonly. When it came to subgroup of *Parental Acceptance*, it was figured out that it had no relation to any kind of learning strategies.

5.4. Suggestions for Further Studies

The current descriptive study was conducted to obtain data about the students' perceptions on self-concept and their use of language learning strategy and their relationship via two inventories. Further quantitative studies are required to be implemented to obtain more inclusive and reliable data. Additionally, qualitative studies and experimental research need to be conducted to have more comprehensive data to put perceptions of self-concept and strategy use in practical implementation for language learners.

In addition, the present study was conducted in Osmaniye, Turkey with limited number of participants. Hence, the number of participants should be increased to have a deeper understanding and make a generalization about the findings of the study.

Finally, some affective variables such as gender, age, language background, culture and purpose of language learning need to be considered as these variables may affect learners' perceptions about self-concept and their strategy use.

5.5. Limitations of the Study

The present study has some limitations that should be considered by further researchers. First of all, the number of the participants is limited to a small portion of learners in Osmaniye to generalize the findings to the whole high school students in Turkey. Additionally, the study ignored qualitative research methods so only quantitative data was analyzed to have information about how students perceive their self, which learning strategies are in use and the relationship between these two variables. Lastly, various kinds of variables such as age, gender, culture, language background and population influencing learners' perceptions of self-concept and their use of language learning strategy are ignored in this study.

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7. APPENDICES

7.1. Appendix 1: Personal and Academic Self-Concept Inventory (PASCI)

PASCI Student Self-Concept Inventory

Enter name or ID: _____ Circle sex: F M

Circle school grade: 6 7 8 9 10 11 12 Fr So Jr Sr Grad

Instructions

Please answer each item below by checking (✓) the most appropriate blank in the series. Consider this example:

Do you often have trouble saying "no" to a sales person?

practically never _ _ _ _ _ very often

If you never or almost never have trouble saying "no" to a sales person you should check the last blank on the left, on the "practically never" side. If you always or very often have difficulty when faced with this kind of experience, you should check the farthest blank on the right. If you fall in between these two extremes, check the blank which you believe most applies to yourself that is in between the two end points.

Take a reasonable amount of time to complete this form accurately, but do not spend too much time reflecting. Remember that your initial reaction is often the most valid.

1. Do you often think of yourself as an outstanding student?

practically never _ _ _ _ _ very often

2. How much do you worry about whether other people will regard you as a success or a failure in your job or in school?

practically never _ _ _ _ _ very often

3. How often are you troubled with shyness?

practically never _ _ _ _ _ very often

4. Do you ever think that you have more ability in mathematics than most of your classmates?

practically never _ _ _ _ _ very often

5. Do you often wish or fantasize that you were better looking?

practically never _ _ _ _ _ very often

6. Do you ever think of yourself as more athletic than most people?

practically never _ _ _ _ _ very often

7. Do you ever feel less capable academically than others at your grade level?

practically never _ _ _ _ _ very often

8. Do you think of yourself as a worthwhile person?

practically never _ _ _ _ _ very often

9. Do you often think that you are quite physically attractive?

practically never _ _ _ _ _ very often

10. Have you ever thought that you had a greater ability to read and absorb articles and textbooks than most people?

practically never _ _ _ _ _ very often

11. How often do you have difficulty expressing your ideas in writing for class assignments?

practically never _ _ _ _ _ very often

12. When you think that some people you meet might have an unfavorable opinion of you, how concerned or worried do you feel about it?

not at all worried _ _ _ _ _ very worried

13. Most of the time, do you genuinely like yourself?

practically never _ _ _ _ _ very often

14. Do you ever doubt that you are a worthy person?

practically never _ _ _ _ _ very often

15. Do you often think of yourself as good at mathematical problems?

practically never _ _ _ _ _ very often

16. Do you think of yourself as a generally competent person who can do most things well?

practically never _ _ _ _ _ very often

17. Compared with others, how confident do you feel in your mathematical abilities?

not at all confident _ _ _ _ _ very confident

18. Have you ever thought that you lacked the ability to do well at recreational activities involving coordination and physical agility?

practically never _ _ _ _ _ very often

19. Do you think of yourself as someone who can do quite well on exams and assignments in most of your classes?

practically never _ _ _ _ _ very often

20. How often do you feel concerned about what other people think of you?

practically never _ _ _ _ _ very often

21. Have you ever felt inferior to most other people in athletic ability?

practically never _ _ _ _ _ very often

22. How confident are you that others see you as physically appealing?

not very confident _ _ _ _ _ very confident

23. Do you usually feel comfortable and at ease meeting new people?

practically never _ _ _ _ _ very often

24. How much do you worry about criticisms that might be made of you by others?

not very much at all _ _ _ _ _ very much

25. Do you ever feel that you are less physically attractive than you would prefer to be?

practically never _ _ _ _ _ very often

26. Do you feel comfortable and at ease when entering a conversation at a gathering where people are already talking?

practically never _ _ _ _ _ very often

27. When involved in sports requiring physical coordination, are you usually confident that you will do well?

practically never _ _ _ _ _ very often

28. Are you frequently concerned about your ability to do well in school?

practically never _ _ _ _ _ very often

29. Do you ever feel especially proud of, or pleased with, your looks and appearance?

practically never _ _ _ _ _ very often

30. When trying to do well at a sport, how confident are you that your physical abilities will make it possible for you to do well?

not at all confident _ _ _ _ _ very confident

31. How much do you worry about how well you get along with other people?

not very much _ _ _ _ _ very much

32. When in a group of people, do you have trouble thinking of the right things to talk about?

practically never _ _ _ _ _ very often

33. Do you often feel nervous or self-conscious when called upon to speak in front of others?

practically never _ _ _ _ _ very often

34. When you have to read an essay and understand it for a class assignment, how worried or concerned do you feel about it?

practically never _ _ _ _ _ very often

35. When you have to write an essay to convincingly express your ideas, how confident do you feel that you have done a good job?

not at all confident _ _ _ _ _ very confident

36. How often have you felt that your mathematical ability was far below that of your classmates?

practically never _ _ _ _ _ very often

37. How often do you feel that you have a strong sense of self-respect?

practically never _ _ _ _ _ very often

38. Are you often concerned that your school performance is not up to par?

practically never _ _ _ _ _ very often

39. How confident do you feel about your ability to do well on a standardized achievement test with respect to the verbal comprehension portion?

not at all confident _ _ _ _ _ very confident

40. How confident do you feel about your ability to do well on a standardized achievement test with respect to the mathematics portion?

not at all confident _ _ _ _ _ very confident

Note: For the remaining items the term "family" refers to your parents or adult guardians - the family that you grew up with. If family members are far away or not living, try to answer as you would have when you were together.

41. Have you often wished that your family would be more supportive of you?

practically never _ _ _ _ _ very often

42. Do you often think that your family holds you in high regard?

practically never _ _ _ _ _ very often

43. Do you sometimes feel that your family does not respect your individuality?

practically never _ _ _ _ _ very often

44. Do you usually feel that your family sees you as capable and competent?

practically never _ _ _ _ _ very often

45. Do you ever feel that your family does not accept you for yourself?

practically never _ _ _ _ _ very often

7.2. Appendix 2: Strategy Inventory for Language Learning (SILL)

Strategy Inventory for Language Learning (SILL)

This form of the strategy inventory for language learning (SILL) is for students of a second language (SL). Please read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT IS.

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

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. **There are no right or wrong answers** to these statements.

Part A

- | | |
|---|---|
| 1. I think of relationships between what I already know and new things I learn in the SL. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |
| 2. I use new SL words in a sentence so I can remember them. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |
| 3. I connect the sound of a new SL word and an image or picture of the word to help me remember the word. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |
| 4. I remember a new SL word by making a mental picture of a situation in which the word might be used. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |
| 5. I use rhymes to remember new SL words. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |
| 6. I use flashcards to remember new SL words. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |
| 7. I physically act out new SL words. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |
| 8. I review SL lessons often. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |
| 9. I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |

Part B

- | | |
|--|---|
| 10. I say or write new SL words several times. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |
| 11. I try to talk like native SL speakers. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |
| 12. I practice the sounds of SL. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |
| 13. I use the SL words I know in different ways. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |
| 14. I start conversations in the SL. | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 |

15. I watch SL language TV shows spoken in SL or go to movies spoken in SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
16. I read for pleasure in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
17. I write notes, messages, letters, or reports in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
18. I first skim an SL passage (read over the passage quickly) then go back and read carefully. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
19. I look for words in my own language that are similar to new words in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
20. I try to find patterns in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
21. I find the meaning of an SL word by dividing it into parts that I understand. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
22. I try not to translate word for word. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
23. I make summaries of information that I hear or read in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Part C

24. To understand unfamiliar SL words, I make guesses. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
25. When I can't think of a word during a conversation in the SL, I use gestures. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
26. I make up new words if I do not know the right ones in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
27. I read SL without looking up every new word. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
28. I try to guess what the other person will say next in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
29. If I can't think of an SL word, I use a word or phrase that means the same thing. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Part D

30. I try to find as many ways as I can to use my SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
31. I notice my SL mistakes and use that information to help me do better. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
32. I pay attention when someone is speaking SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
33. I try to find out how to be a better learner of SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
34. I plan my schedule so I will have enough time to study SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
35. I look for people I can talk to in SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

36. I look for opportunities to read as much as possible in SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
37. I have clear goals for improving my SL skills. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
38. I think about my progress in learning SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Part E

39. I try to relax whenever I feel afraid of using SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
40. I encourage myself to speak SL even when I am afraid of making a mistake. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
41. I give myself a reward or treat when I do well in SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
42. I notice if I am tense or nervous when I am studying or using SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
43. I write down my feelings in a language learning dairy. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
44. I talk to someone else about how I feel when I am learning SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Part F

45. If I do not understand something in SL, I ask the other person to slow down or say it again. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
46. I ask SL speakers to correct me when I talk. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
47. I practice SL with other students. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
48. I ask for help from SL speakers. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
49. I ask questions in SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
50. I try to learn about the culture of SL speakers. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

7.3. Appendix 3: A Letter of Permission from the Directorate of Osmaniye National Education

	T.C. OSMANİYE VALİLİĞİ İl Milli Eğitim Müdürlüğü		
Sayı : 26522269/44/2520687 Konu: Ganime CESUR	06/03/2015		
VALİLİK MAKAMINA			
İlgi : Ganime CESUR'un 24/02/2015 tarihli dilekçesi. İlimiz merkez Gazi Mustafa Kemal Ortaokulu İngilizce Öğretmeni Ganime CESUR'un Mersin Çağ Üniversitesi İngiliz Dili Eğitimi alanında yüksek lisans eğitimi yaptığına dair ilgi dilekçesi gereği, ilgilinin Tezini tamamlaması isteğine yönelik İlimizde bulunan Bakanlığımıza bağlı Ortaöğretim kurumları (Liselerde) öğrenim gören öğrenciler için "Öğrencilerin dil öğrenmede akademik benlik düzeylerinin önemi" konulu Yüksek lisans çalışması kapsamındaki anketi ilimiz eğitim araştırma ve değerlendirme komisyonu tarafından incelenmiş olup, mezkur Yüksek Lisans çalışması kapsamındaki 2 adet anket uygulamasının yapılması Müdürlüğümüzce uygun mütalaa edilmektedir. Makamınızca da uygun görülmesi halinde olurlarınıza arz ederim. Ramazan ÇELİK İl Milli Eğitim Müdürü OLUR 06/03/2015 Alp Eren YILMAZ Vali a. Vali Yardımcısı <table border="0" style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;">Osmaniye İl Milli Eğitim Müdürlüğü Elektronik Ağ: www.osmaniye.meb.gov.tr e-posta: osmaniyemem@meb.gov.tr</td><td style="width: 50%; vertical-align: top; text-align: right;">Ayrıntılı bilgi için: H. KARKIN Şb. Md. Tel: (0 328) 8261783-84 Faks: (0 328) 8250330</td></tr></table> Bu evrak güvenli elektronik imza ile imzalanmıştır. http://evraksorgu.meb.gov.tr adresinden edb7-fda2-3d59-9cfe-f049 kodu ile teyit edilebilir.		Osmaniye İl Milli Eğitim Müdürlüğü Elektronik Ağ: www.osmaniye.meb.gov.tr e-posta: osmaniyemem@meb.gov.tr	Ayrıntılı bilgi için: H. KARKIN Şb. Md. Tel: (0 328) 8261783-84 Faks: (0 328) 8250330
Osmaniye İl Milli Eğitim Müdürlüğü Elektronik Ağ: www.osmaniye.meb.gov.tr e-posta: osmaniyemem@meb.gov.tr	Ayrıntılı bilgi için: H. KARKIN Şb. Md. Tel: (0 328) 8261783-84 Faks: (0 328) 8250330		