

ÇUKUROVA UNIVERSITY

THE INSTITUTE OF SOCIAL SCIENCES

89591

LANGUAGE LEARNING STRATEGIES OF 8th GRADE STUDENTS

IN A STATE JUNIOR HIGH SCHOOL IN ADANA

Ebru ŞİRE

MASTER OF ARTS

in the Subject of

ENGLISH LANGUAGE TEACHING

ADANA/1999

T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ

ÇUKUROVA UNIVERSITY

THE INSTITUTE OF SOCIAL SCIENCES

**LANGUAGE LEARNING STRATEGIES OF 8th GRADE STUDENTS
IN A STATE JUNIOR HIGH SCHOOL IN ADANA**

Ebru ŞİRE

ADVISOR

Hatice SOFU M.A., Ph.D.

**in Partial Fullfillment of the Requirements for
the Degree of**

MASTER OF ARTS

in the subject of

ENGLISH LANGUAGE TEACHING

T 89591

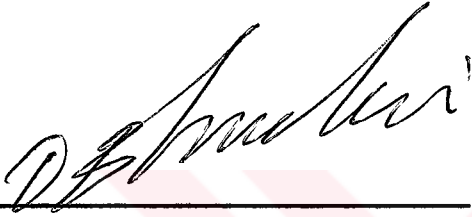
ADANA /1999

**T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ**

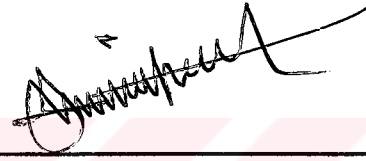
We certify that this thesis is satisfactory for the award of the Degree of Master of Arts.



Asst. Prof. Dr. Hatice SOFU
(Advisor)

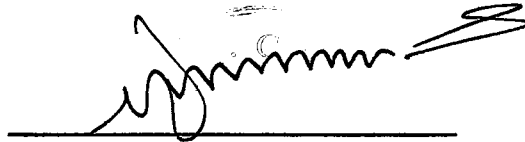


Prof. Dr. F. Özden EKMEKÇİ
(Member of Examining Committee)



Asst. Prof. Dr. Fehmi Can SENDAN
(Member of Examining Committee)

I certify that this thesis conforms to the formal standards of the Institute of Social Sciences.



Prof. Dr. Mahir FİSUNOĞLU
Director of the Institute



***Affectionately dedicated to my beloved
parents, Hikmet and Muvaffak Şire, who
have always inspired me to have an academic
career.***

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest appreciation to my thesis advisor, Asst. Prof. Dr. Hatice Sofu, for her professional advice, comments, guidance, invaluable remarks, partnership, understanding, and irreplaceable encouragement throughout the preparation of this thesis.

I owe special thanks to Prof. Dr. F. Özden Ekmekçi for her support and encouragement in the preparation of this study.

I wish to express my heartfelt gratitude to Asst. Prof. Dr. Türkay Bulut and Asst. Prof. Dr. Ragıp Özyürek who have given me suggestions as how to analyze and design my data. I would especially like to thank Assoc. Prof. Dr. Hamza Erol for his patience, constant encouragement, and generous help both in the analysis and interpretation of my data. This work could have never gotten accomplished without his help.

I feel myself indebted to Asst. Prof. Dr. Zühal Akünel Okan, Asst. Prof. Dr. Erdoğan Bada, Dr. Şehnaz Şahinkarakaş, and Döndü Emeli who provided invaluable comments on certain aspects of this thesis and who voluntarily shared their own sources with me during its preparation. I would also like to thank Asst. Prof. Dr. Fehmi Can Sendan-a member of my thesis committee-for his professional advice and suggestions.

I wish to extend my thanks to my officemates “Sema Özbay, Bülent Hazar, Ali Avşar, and also to Döndü Emeli” for their constant encouragement, suggestions, good humor, and unfailing interest in my thesis.

I am particularly grateful to Hanifi Çelik, the headmaster of Adana Ulubatlı Hasan Junior High School, and the members of the teaching staff for their tolerance, understanding, support, and endless encouragement. Moreover, I owe special thanks to the students who took the trouble to complete the questionnaire seriously and voluntarily.

I want to thank many colleagues at Yadim and the teachers in the ELT department of Çukurova University who shared their sources and suggestions with me. I must also thank both the academic and administrative staff of Yadim for their support, interest, and encouragement throughout the preparation of this thesis.

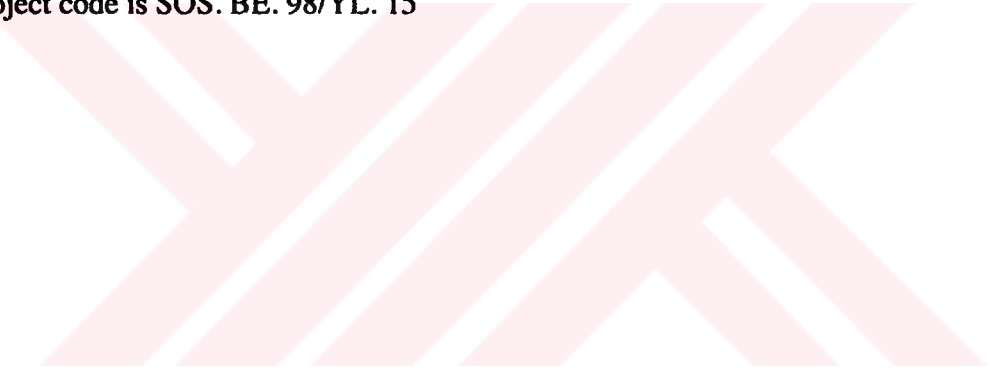
My deepest appreciation goes to my parents who have kept up my morale by their constant encouragement, warm attitude, great support, love, endless sharing, and understanding in the preparation of this thesis.

I owe special thanks to my sister, Arzu Seringöz, who shared my sleepless nights on the phone from Holland and who has constantly encouraged me to complete this thesis.

I would have to extend my special thanks and heartfelt gratitude to my brothers, Ruhi Şire and Dr. Akın Şire, and their wives whose encouragement, support, good humor, understanding, and love I have always felt throughout my studies. I would also like to thank my brothers for their assistance in the use of my computer.

Finally, I wish to express my appreciation to Sema Gültepe who typed my thesis patiently and kindly .

This thesis has been financially supported by the Çukurova University Research Fund. The project code is SOS. BE. 98/YL. 15



ÖZET**BİR DEVLET İLKÖĞRETİM OKULUNDA ÖĞRENİM GÖREN
8. SINIF ÖĞRENCİLERİNİN DİL ÖĞRENME STRATEJİLERİ****Ebru ŞİRE****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Danışman: Yrd. Doç. Dr. Hatice SOFU****Mart 1999, 95 sayfa**

Bu çalışmada, öğrencilerin sınıf içinde ve dışında İngilizce dersi çalışırken kullandıkları dil öğrenme stratejileri araştırılmaktadır. Bu stratejiler bilişüstü, bilişsel ve sosyal/duyuşsal olmak üzere üç ana grupta incelenecektir. Çalışmanın asıl amacı, başarılı ve başarısız öğrencileri kullandıkları dil öğrenme stratejileri açısından karşılaştırmaktır. Çünkü bazı stratejiler öğrenci başarısını olumlu veya olumsuz yönde etkileyebilmektedir. Çalışmanın amacı doğrultusunda, öğrenciler İngilizce dersi dönem sonu not ortalamalarına göre başarılı ve başarısız olmak üzere gelişigüzel iki gruba ayrılmıştır. 28 tane kapalı uçlu madde içeren ve tamamıyla Türkçe hazırlanmış bir anket Adana Ulubatlı Hasan İlköğretim Okulunda 100 öğrenciye verilmiştir. Ankette öğrencilerden, her madde için, “Evet”, “Hayır” veya “Emin Değilim” seçeneklerinden birini seçerek kendi stratejilerini tanımlamaları istenmiştir. Veriler sadece bir aşamada toplanmış olup öğrenciler çalışma süresince sonucu etkileyebilecek herhangi bir işleme tabi tutulmamışlardır. Elde edilen tüm veriler SPSS (Sosyal Bilimsel İstatistiksel Paketi) programında ki-kare (X^2) değerleri hesaplanarak analiz edilmiştir. Daha sonra analiz sonuçları tablolarda gösterilerek yorumlanmıştır. Sonuç olarak, bu çalışmaya katılan başarılı ve başarısız öğrenciler arasında bazı stratejiler açısından önemli değişiklikler bulunmuştur.

Anahtar kelimeler:**Dil Öğrenme Stratejileri****Bilişüstü Stratejiler****Bilişsel Stratejiler****Sosyal/Duyuşsal Stratejiler****Dönem Sonu Not Ortalamaları****Başarılı Öğrenciler****Başarısız Öğrenciler**

ABSTRACT**LANGUAGE LEARNING STRATEGIES OF 8th GRADE STUDENTS IN A
STATE JUNIOR HIGH SCHOOL IN ADANA****Ebru ŞİRE****Master Thesis, English Language Teaching Department****Advisor: Asst. Prof. Dr. Hatice SOFU****March 1999, 95 pages**

This study is designed to identify individual metacognitive, cognitive, and social/affective strategies which 8th grade students employ in or out of class activities. The strategies are studied with respect to the students' degree of success since some strategies may affect the students' degree of success positively or negatively. The students were randomly selected and separated into two groups, namely successful and unsuccessful, on the basis of their English achievement results. A questionnaire with close ended items was administered to 100 students in Adana Ulubatlı Hasan Junior High School. It was a structured questionnaire which required the subjects to respond to a strategy description, written in Turkish, by choosing among three alternatives (i.e. "Yes", "No", or "Not Sure"). In the analysis of the data, SPSS, Statistical Package for the Social Sciences, was used to calculate the chi-square (X^2) value of each item. Then, all the data were displayed in crossbreak tables. The results indicated some significant differences in the use of particular strategies between the successful and the unsuccessful students who participated in the study.

Key words:**Language Learning Strategies****Metacognitive Strategies****Cognitive Strategies****Social/Affective Strategies****Achievement Results****Successful Students****Unsuccessful Students**

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

1.1. Background to the Study	1
1.2. Statement of the Problem	3
1.3. Aim and Scope of the Study	5
1.4. Hypotheses	6
1.5. Definition of Terms	8
1.6. Abbreviations	11

CHAPTER 2

REVIEW OF LITERATURE

2.1. Learning Strategies	12
2.2. General Characteristics of Language Learning Strategies	13
2.3. Classification of Learning Strategies	14
2.3.1. Metacognitive Strategies	18
2.3.2. Cognitive Strategies	19
2.3.3. Social/Affective Strategies	20
2.4. Language Learning Strategies of Children	21
2.5. The Good Language Learner Research	23
2.6. Learning Strategies of ESL Learners	28
2.7. Learning Strategies of EFL Learners	30
2.8. Learning Strategies and Self Directed Learning	32
2.9. Instruction in Learning Strategies (Strategy Training)	33
2.9.1. Separate versus Integrated Instruction	34
2.9.2. Direct versus Embedded Instruction	35
2.10. Procedure of Strategy Training	36
2.11. Cognitive Styles and Types of Learners	38

CHAPTER 3

METHODOLOGY

3.1. Overview	41
3.2. Research Design	41
3.3. Subjects	42
3.4. Instruments	43
3.5. Data Collection	46
3.6. Data Analysis	47

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction	48
4.2. Individual Metacognitive Strategies	49
4.3. Individual Cognitive Strategies	57
4.4. Individual Social/Affective Strategies	59
4.5. Language Learning Strategy Types	64
4.6. Awareness	66

CHAPTER 5

CONCLUSION

5.1. Conclusion	69
5.2. Implications of the Study	73
5.3. Limitations and Suggestions for Further Research	78

REFERENCES	81
------------------	----

APPENDICES

1. The questionnaire of the study	85
2. The questionnaire provided by Nunan	87
3. The questionnaire provided by Richards	88
4. The questionnaire provided by Skehan	89
5. The questionnaire provided by Richards and Lockhart	90
6. Adapted version of SILL used by Ekmekçi and Okan	91
7. The curriculum of the 8 th grade English lesson	93



LIST OF TABLES AND FIGURES

TABLES	PAGE
1. Learning Strategy Definitions and Classifications.....	16
2. Children's Language Learning Strategies	22
3.1. Individual Metacognitive Strategies and Item Numbers.....	44
3.2. Individual Cognitive Strategies and Item Numbers.....	44
3.3.a. Individual Social/Affective Strategies and Item Numbers	45
3.3.b. Cooperation and Studying Alone Strategies and Item Numbers.....	45
3.4. Analysis of Achievement Results	46
4.1. Planning Strategies.....	49
4.2. Revising Strategies.....	51
4.3. Self-rewarding Strategy	52
4.4. Self-monitoring Strategies	52
4.5. Self-correction Strategy	53
4.6. Finding Ways of Practicing English.....	54
4.7. Self-evaluation Strategies	56
4.8. Individual Cognitive Strategies.....	58
4.9. Self-talk Strategies	60
4.10. Asking for Clarification Strategies	61
4.11. Cooperation Strategies	62
4.12. Studying Alone Strategy	63
4.13. Language Learning Strategy Types.....	65
4.14. Preference of the Strategy Types.....	66
4.15. Awareness	68
FIGURE	
1. Typology of Procedural Knowledge	15

CHAPTER 1

INTRODUCTION

This chapter offers an introduction to the thesis in the following parts: Background to the Study, Statement of the Problem, Aim and Scope of the Study, Hypotheses, Definition of Terms, and in the last part, Abbreviations used in this study in order to give readers a general impression about the study itself.

1.1. Background to the Study

Learning strategies are concerned with the cognitive operations that learners apply in classrooms or in other learning situations (Chaudron, 1988). Oxford (in Richards, 1994, p. 63), on the other hand, defines them as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, and more transferable to new situations”. She also follows the idea that those strategies expand the role of the teacher. Additionally, Rubin (1987) claims that learning strategies support learning both directly and indirectly: direct strategies are considered to involve mental processing of the language such as monitoring, practice, etc., whereas indirect strategies support language learning indirectly through strategies such as planning, using production tricks, etc.

Wenden (1987a) asserts that learners utilize strategies to respond to a learning need. After a while, these strategies become automatized and function without conscious control. Oxford and Ehrman (1995) and Wenden (1987a) share the idea that learner strategies are the key to learner autonomy, which should be facilitated by language training.

Most studies and research done on learning strategies, either in second language or foreign language acquisition come from the interest for identifying the characteristics of effective learners. As noted by O'Malley and Chamot (1990) and Littlewood (1984), good language learners are able to employ a wide range of strategies which enable them command over new language skills. Furthermore, good language learners are claimed to have a better understanding of and control over their own learning than less successful students. However, Abraham and Vann (1987) report that unsuccessful learners are found to be active strategy users, but they lack the ability to apply these strategies appropriately for the task.

Early good language learner studies were carried out by Stern and Rubin (in Brown, 1987). On the basis of his study, Stern (in Brown, 1987) states that good language learners are associated with a personal learning style, an active approach, a tolerant outgoing learning approach, and a critical sensitivity to language use. Moreover, these learners are found to plan, revise, and self monitor their studies, and practice the language in real communication as well as constantly searching for meaning.

Rubin (in Skehan, 1990) concludes that good language learners are accurate guessers who have strong drives to communicate and who monitor their own speeches as well as the speeches of others. On the other hand, Naiman et al. (in Skehan, 1990) emphasize personality traits, cognitive styles, and strategies that are essential to successful language learning. They find out that good language learners are capable of exploiting an awareness of language as a system and as a means of both communication and interaction. Furthermore, good language learners are considered to be able to cope

with affective demands and monitor their own L2 performance. Naiman et al. (in Skehan 1990; Cook, 1991) point out that all these strategies help learners to be actively involved in language learning tasks. However, Reiss (in Ekmekçi and Okan, 1997) opposes this idea by asserting that an active learner is not supposed to engage in language production since many successful learners tend to practice silently in class activities. Omaggio (in Brown, 1987) provides diagnostic instruments and procedures for determining students' preferences. She also asserts that successful language learners are aware of their own learning styles and preferences more than less successful or unsuccessful ones.

On the basis of these 'good language learner' research and studies, O'Malley and Chamot (1990, p. 43) tried to prepare a classification scheme of individual learning strategies depending on a cognitive information processing model. Three broad categories such as Metacognitive, Cognitive, and Social/Affective Strategies are identified in this scheme.

1.2. Statement of the Problem

The teacher is attributed a primary role in the teaching and learning process in different approaches and methods. Successful learning is claimed to be dependent upon the teacher's control and management of what takes place in the classroom. Nevertheless, how the teacher prepares him/herself for the class or structures the class and what the teacher does in the class constitute only half of the picture since learning process usually involves the collaboration of two people-a teacher and a learner (Richards, 1990). Therefore, the other half is covered by what the learners do to be more active or more successful in a language learning process. This effort of learners

are typically known as “learner strategies” in educational areas (Torone, 1989; Allwright, 1991).

It is a common idea among language teachers that learners differ in their preferences of strategies while learning a language. For example, some learners can not remember anything unless they write it down, whereas others tend to learn visually or some learners prefer to read aloud a passage for a better understanding while others read silently (Richards & Lockhart, 1994). Furthermore, all EFL teachers observe that some students approach the language learning process in more successful ways than others despite the different methods and techniques employed in the class. Rubin (1987) claims that this success can be due to particular sets of learning strategies which learners engage in.

Richards and Lockhart (1994) support the view that the use of inappropriate learning strategies is responsible for the poor performance of learners on many classroom learning tasks. It should, therefore, be likely to improve students performance on learning tasks by identifying successful approaches to learning and by directing poor learners toward these strategies. As Hosenfeld (in O'Malley & Chamot, 1990) claims, a teachers's first act should be to identify students' learning strategies so that instruction can be adapted properly in order to provide opportunities for all, effective or ineffective students to control, modify, and/or change their learning strategies positively.

Thus, on the basis of all these claims and findings, the main concern of this study is to describe individual language learning strategies used by 8th grade students (in controlled or uncontrolled learning situations) in a junior high school with regard to their degree of success. The study was carried out in the 1997-98 academic year in Adana.

1.3. Aim and Scope of the Study

This thesis aims to describe individual learning strategies employed by EFL 8th grade students attending a junior high school. The main focus is on the use of individual metacognitive, cognitive, and social/affective strategies with regard to the differences reflected by successful and unsuccessful students. Self-awareness of the presence or absence of individual learning strategies and preference of strategy types are the other variables to be investigated in this study.

The idea behind the choice of 8th grade students as the subject of the present study is to provide some educational implications for high school EFL teachers since 8th grade is the final level of a junior high school. Considering this identification and classification, high school EFL teachers would be more effective in controlling, modifying, and/or changing new students' learning strategies in relation to the teaching methods and techniques they employ in the class.

The following research questions constituted the basis of this study:

1. Do the successful EFL 8th grade students employ individual metacognitive strategies such as planning, revising, self rewarding, self-monitoring, self-correction, finding ways of practicing, and self-evaluation more than the unsuccessful students?
2. Do the 8th grade students reflect any differences in the use of individual cognitive strategies such as summarising, guessing, note-taking, and memorizing in relation to their degree of success?
3. Do the successful students tend to use individual social/affective strategies such as self-talk, ask for clarification, and cooperation more than the unsuccessful students?
4. Does the order in the preference of language learning strategy types, Metacognitive, Cognitive, and Social/Affective Strategies, change in relation to the students' degree of success among the 8th grade students?

5. Do the successful 8th grade students display more awareness of the presence or absence of language learning strategies than the unsuccessful students?

1.4. Hypotheses

On the basis of the assumption that good language learners have a better understanding and control over their own learning than less successful students and thus, become more aware of their own learning capacities (O'Malley & Chamot, 1990), the following hypotheses are formed:

1. The successful EFL 8th grade students employ individual metacognitive strategies more than the unsuccessful students.
 - a. The successful students favor planning strategies more than the unsuccessful students.
 - b. The successful students employ revising strategies more than the unsuccessful students.
 - c. The successful students tend to reward themselves more than the unsuccessful students whenever they become successful.
 - d. The successful students tend to monitor themselves while studying English, whereas the unsuccessful students do not rely on this technique.
 - e. The successful students rely on the self correction strategy more than the unsuccessful students.
 - f. The successful students are more interested in finding ways of practicing English either in class or out of class more than the unsuccessful students.
 - g. The successful students evaluate themselves in a learning situation more than the unsuccessful students.
2. The EFL 8th grade students reflect significant differences in the use of individual cognitive strategies in relation to their degree of success.

- a. The successful students tend to rely on the guessing strategy more than the unsuccessful students.
 - b. The note taking strategy is associated with the successful students more than the unsuccessful students.
 - c. The successful students contextualize new words more than the unsuccessful students.
 - d. Memorization is favored by the unsuccessful students more than the successful students.
 - e. The successful students tend to employ summarising strategies more than the unsuccessful students.
3. The EFL 8th grade students tend to use individual social/affective strategies more than the unsuccessful students.
- a. The successful students prefer to cooperate with one another more than the unsuccessful students while studying English.
 - b. The successful students tend to ask for clarification or repetition more than the unsuccessful students.
 - c. The successful students talk to themselves while studying English more than the unsuccessful students.
 - d. The unsuccessful students favor the studying alone strategy more than the successful students.
4. As for the type of learning strategies, the EFL 8th grade successful students, employ metacognitive strategies more than the cognitive and social/affective strategies, whereas this preference in the use of strategy types is not favored by the unsuccessful students.
5. The EFL successful 8th grade students display more awareness of the presence or absence of language learning strategies than the unsuccessful students.
-

1.5. Definition of Terms (In Alphabetical order)

The following terms are defined for the reader to read the literature review and understand the analysis part more effectively.

- 1. Achievement Result:** In this study, the achievement result for each subject represents the average grade of three written exams, two oral exams, and homework activities together with the teacher's in class evaluation.
- 2. Autonomy:** The situation in which the learner is completely responsible for all the decisions concerned with his/her learning as well as outcomes of these decisions. In the case of full autonomy, there is no involvement of a teacher or an institution (Dickinson, 1987).
- 3. Cognate:** A word in one language having the same origin as a word in another language: The German 'hund' is a cognate of the English "hound" (Longman Dictionary of Contemporary English, 1995).
- 4. Cognitive Strategies:** Cognitive strategies are employed by learners in deep processing to understand and produce new language (Richards & Lockhart, 1994).
- 5. Comprehensible Input:** Language that consists of linguistic items that are little bit beyond the present linguistic competence of learners (Longman Dictionary of Applied Linguistics, 1985).
- 6. Content Dependent Strategies:** Strategies which are taught or used in a language learning context on the basis of the curriculum followed by the teacher in the class (O'Malley & Chamot, 1990).
- 7. Content Independent Strategies:** Strategies that are taught or used in a language learning process regardless of the curriculum content followed by the teacher in the class (O'Malley & Chamot, 1990).
- 8. Declarative Knowledge (=Factual Knowledge):** A special type of information

consisting knowledge about the facts and things we know about such as definitions of words, facts, and rules. Declarative knowledge is also named as 'static information' in memory. It is stored in long term memory in the form of meanings, propositions, and schemata. Moreover, declarative knowledge can be acquired quickly (O'Malley & Chamot, 1990).

- 9. Formulaic Interaction (=Routine):** A part of language which consists of several morphemes or words learned together and used as if they were a single item. such as "How are you?" or "With best wishes!" (Longman Dictionary of Applied Linguistic, 1985).
 - 10. Good Language Learner:** In this study, good language learners are considered to be the ones who are successful in learning English as a school subject.
 - 11. Good Language Learner Strategies:** The strategies employed by learners known to be good at second/foreign language learning (Cook, 1991).
 - 12. Individualized Learning (=Individualized Instruction):** An approach to learning/teaching in which objectives are mostly centered around the needs of individual learners. Moreover, the learners are given more control in the design of a curriculum for individual differences in what students wish to learn, how they learn, and the rate at which they learn (Dickinson, 1987).
 - 13. Integrative Task:** The language task which requires the combination of language skills of reading, writing, listening, and speaking in conjunction with one another (Oxford Advanced Learners Dictionary, 1989).
 - 14. Language Learning Strategies:** Specific actions, procedures, or techniques used by learners to facilitate their own learning and make learning process easier, faster, more enjoyable, and more self-directed (Richards & Lockhart, 1994).
 - 15. Metacognitive Strategies:** Strategies which allow learners to control, regulate, and self direct their own learning (O'Malley & Chamot, 1990).
-

- 16. Procedural Knowledge:** All of the things we know how to do constitute procedural knowledge which is also named as 'dynamic information' in memory. Procedural knowledge such as language acquisition is acquired gradually and only with extensive opportunities for practice. Procedural knowledge includes mental activities such as using learning strategies and problem solving as well as physical activities such as driving a car (O'Malley & Chamot, 1990).
- 17. Self Instruction:** Situation in which learners are studying without the direct control of the teacher (Dickinson, 1987).
- 18. Self-Report (=Self Rating):** An individual's own evaluation of his/her language ability (Dickinson, 1987).
- 19. Social/Affective Strategies:** Strategies which learners use to have affective control over their values, emotions, and attitudes. Moreover, they help learners interact with other people to facilitate learning (O'Malley & Chamot 1990).
- 20. Strategy:** Specific actions techniques, or procedures which language learners use, consciously or unconsciously, in learning, thinking,...etc. (Longman Dictionary of Applied Linguistics, 1985).
- 21. Successful Students (=SSs):** Students who get a grade of 45 and over are considered to be successful in junior high schools in Turkey.
- 22. Think aloud:** A learning strategy in which learners describe strategies loudly while doing a language task; however, it reflects strategies which are related just to the task being alone at the moment (Oxford & Burry-Stock, 1995).
- 23. Unsuccessful Students (=USs):** Students who get a grade less than 45 are considered to be unsuccessful in junior highschools in Turkey.
- 24. Verification:** Checking; making sure that something is true or accurate (Oxford Advanced Learner's Dictionary, 1989).

1.6. Abbreviations (In Alphabetical order)

Abbreviations that are used in this study are:

CALLA: Cognitive Academic Language Learning Approach

ESL: English as a Second Language

EFL: English as a Foreign Language

GLLS: Good Language Learners

L1: First Language

L2: Second Language

SILL: Strategy Inventory for Language Learning

SLA: Second Language Acquisition

SPSS: Statistical Package for the Social Sciences

SSs: Successful Students

USs: Unsuccessful Students

CHAPTER 2

REVIEW OF LITERATURE

2.1. Learning Strategies

Learning strategies are the internalized thoughts or behaviors which individual learners use to comprehend, learn, and retain newly-learned information (O'Malley & Chamot, 1990). Rubin (1987) asserts that this term refers to two more closely related phenomena. First, it covers what learners know about aspects of their language learning rather than the strategies they use in learning a language, for example, how well or poorly they can use the language; what general principles they follow to learn a second language more successfully or what personal factors facilitate L2 learning. Secondly, this term also reflects what learners know about the strategies they use, which is named as 'strategic knowledge'. This knowledge can be obtained by using some type of learner self-reports such as interviews, questionnaires, or diaries.

Oxford and Ehrman (1995) claim that language learning strategies are the key to ultimate language performance as well as learner autonomy. Recent studies directly relate the frequency of use of language learning strategies to language performance regardless of how performance is measured (i.e. self rating or a course grade, etc.).

Moreover, much of the research on language learning strategies comes from learner's ability and willingness to identify and describe their internal behaviors, either cognitive or affective, employed in any language learning process.

2.2. General Characteristics of Language Learning Strategies

Wenden (1987a, p.7) has established some criteria to indicate whether a specific language learning behavior is a strategy or not. It has been agreed that language learning strategies have the following features (Rubin, 1987; Wenden, 1987a; Richards & Lockhart, 1994):

1. Strategies refer to only specific actions or techniques such as repeating a phrase or listening to a TV programme, which means that they are not features describing learners' general approach. Furthermore, some strategies such as asking questions are observable, whereas others such as solving problem (i.e. mental work) are not observable (Wenden, 1987a).

2. Strategies are problem oriented: these strategies are used to satisfy a learning need or to store, retrieve, and facilitate the information (Richards & Lockhart, 1994).

3. Strategies may be consciously deployed by the learners when they learn a new thing or consider the accuracy or appropriateness important. Making strategies conscious may enable learners to use their strategies more effectively and efficiently.

4. Strategies can be taught, modified, rejected, and unfamiliar ones can be learnt since the strategies are part of our mental process. Furthermore, strategies can become automatized and remain below consciousness by using them frequently in certain learning problems (Wenden, 1987a).

5. The usage of particular strategies may differ on the part of learners depending on whether they are successful or unsuccessful. The success can be attributed to the

particular strategies. For example, some learners will prefer to use written materials, while others will prefer to hear the language.

6. Strategies can contribute to the main goal, communicative competence. Moreover, they expand the role of teachers and support learning both directly and indirectly.

7. Learners can evaluate and manipulate their own strategies by themselves. Besides, the strategies are often conscious, flexible, and influenced by various educational and non educational factors involved in any learning situation (Wenden, 1987a).

2.3. Classification of Learning Strategies

Extensive research goes much deeper into learning strategies which have been carried out by O'Malley and Chamot (1990) within an overall model of L2 learning based on cognitive psychology. O'Malley and Chamot (1990) define and classify learning strategies within the framework of Anderson's cognitive theory, which focuses on describing how information is stored and retrieved but not on how learning can be facilitated. Therefore, Anderson (in O'Malley & Chamot, 1990) does not distinguish learning strategies from other cognitive processes. Moreover, he claims that if learning strategies themselves are a learned skill, the processes which we use to store and retrieve these strategies for future use must be identified. Anderson (in O'Malley & Chamot, 1990) differentiates between what we know about (i.e. declarative knowledge) or 'static information' in memory, and what we know how to do (i.e. procedural knowledge) or 'dynamic information' in memory. Furthermore, Faerch and Kasper (in Nunan, 1991) refer to the language strategies as procedural knowledge which learners employ while learning and using the target language. Ellis (1985) represents the typology of the learning strategies in the following figure.

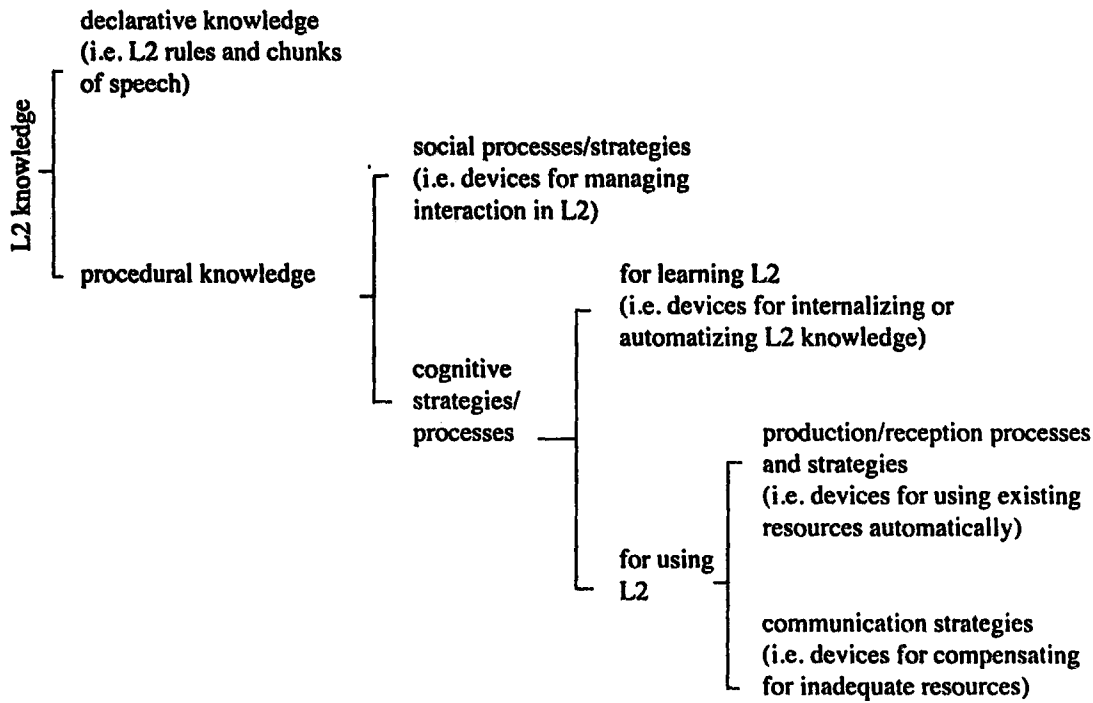


Figure 1. Typology of procedural knowledge (Ellis, 1985, p. 165; Nunan 1991, p. 168)

This typology indicates how learning strategies relate to communication and production/reception strategies. Learning strategies have been classified into three broad categories depending on the level or type of processing involved: Metacognitive, Cognitive, and Social/Affective Strategies. O'Malley and Chamot (1990) established a way of classifying learning strategies on the basis of a cognitive information processing model (see Table 1).

Table 1. Learning Strategy Definitions and Classifications

Learning strategy	Definition
A. Metacognitive Strategies	
<i>Planning</i>	
Advance organizers	Previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle.
Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.
Functional planning	Planning for and rehearsing linguistic components necessary to carry out and upcoming language task.
Selective attention	Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and/or linguistic markers.
Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Delayed production	Consciously deciding to postpone speaking to learn initially through listening comprehensive.
<i>Monitoring</i>	
Self-monitoring	Checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place.
<i>Evaluation</i>	
Self-evaluation	Checking the outcomes of one's own language learning against a standard after it has been completed.
Self-reinforcement	Providing personal motivation by arranging rewards for oneself when a language learning activity has been successfully completed.
B. Cognitive Strategies	
Resourcing	Using target language reference material such as dictionaries, encyclopedias, or textbooks.
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Grouping	Classifying words, terminology, or concepts according to their attributes or meaning.
Deduction	Applying rules to understand or produce the second language or making up rules based on language analysis.
Imagery	Using visual images (either mental or actual) to understand or remember new information

Table 1. (continued)

Learning strategy	Definition
Auditory representation	Planning back in one's mind the sound of a word, phrase, or longer language sequence.
Keyword method	Remembering a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language.
Contextualization	Placing a word or phrase in a meaningful language sequence.
Elaboration	Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.
Transfer	Using previous linguistic knowledge or prior skills to assist comprehension or production.
Inferencing	Using available information to guess meanings of new items, predict outcomes, or fill in missing information.
Note taking	Writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading.
Summarizing	Making a mental, oral, or written summary of new information gained through listening or reading.
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
Translation	Using the first language as a base for understanding and/or producing the second language.
C. Social Affective Strategies	
Question for clarification	Eliciting from a teacher or peer additional explanations, rephrasing, examples, or verification.
Cooperation	Working together with one or more peers to solve a problem, pool information, check a learning task, model language activity, or get feedback on oral or written performance.
Self-talk	Reducing anxiety by using mental techniques that make one feel competent to do learning task.

Adapted from Chamot (1987, p. 77) and O'Malley and Chamot (1990, p. 137)

2.3.1. Metacognitive Strategies

These strategies allow the learners to control, regulate, and self direct their own learning through planning, evaluation, and monitoring. Furthermore, the learners without metacognitive strategies are considered to have no ability to review their progress and future learning directions appropriately (Ellis, 1985; O'Malley & Chamot, 1990). Kohonen (1992) also asserts that metacognitive strategies enable learners to have direction and ability to be aware of their own progress. Wenden (1987a) classifies the metacognitive knowledge into five areas: (1) the language, (2) student proficiency, (3) outcome of the student's learning endeavors, (4) the students' role in the language learning process, and (5) how best to approach the task of language learning. She also emphasizes the importance of metacognitive knowledge in second language learning, namely, what learners know about their L2 learning (metacognitive knowledge) and how they plan it (a regulatory process). Planning is a key metacognitive strategy for SLA, involved in directing the course of language reception and production. Wenden (in Rubin, 1987) studied several planning strategies which students use. He claims that students may control their needs and preferences and choose what they want to learn as well as how they should learn a language. Students' beliefs of how language is to be learned may affect this choice. Furthermore, they can choose how to use materials in the class. Then, they may decide which aspects of language they would like to learn. This decision and choice enable students to set their own learning goals. As a last step, students may plan their learning strategies and change or modify them if they are ineffective. O'Malley and Chamot (1990) claim that planning involves self-management, advanced preparation, advance organizers, directed attention, and delayed production.

Other metacognitive strategies are:

- Self evaluation of learning after it is completed
- Thinking about the learning process
- Selective attention in working with any task
- Self-reinforcement
- Monitoring of comprehension or production while it's taking place (Brown, 1987; Cook, 1991)

The monitoring process seems to be a combination of both cognitive and metacognitive strategies: it is cognitive since it includes identifying a problem or making a correction; it is metacognitive because it involves self management, evaluation, etc. (Richards & Lockhart, 1994).

2.3.2. Cognitive Strategies

Cognitive strategies help the learners to understand and produce new language. Moreover, they directly manipulate incoming information, either mentally or physically in ways that facilitate learning. Weinstein and Mayer (in O'Malley & Chamot, 1990) suggest that cognitive strategies can be categorized into three broad groups: rehearsal, organization, and elaboration processes. Cognitive strategies are employed by learners in deep processing to analyze, synthesize, and transform new information. Therefore, it covers the largest groups of items (Oxford & Burry-Stock, 1995). Cognitive strategies are:

- Transfer of acquired knowledge to facilitate new learning
 - Auditory representation and inferencing
 - Recombination
 - Elaboration
 - Note taking, imagery, and grouping
 - Translation and deduction
-

- Directed physical response (i.e. relating new information to physical actions)
- Repetition
- Resourcing (i.e. using target language reference materials) (Rubin, 1987;

O'Malley & Chamot, 1990)

O'Malley and Chamot (in Rubin, 1987) provide the first clear contrast between cognitive and metacognitive strategies. They explain that metacognitive strategies refer to knowledge about cognitive processes and regulation of cognition or self-management, whereas cognitive strategies refer to operations used in learning or solving a problem.

2.3.3. Social/Affective Strategies

These strategies are employed by the learners to to use affective control over their own emotions, attitudes, values, and motivations as well as interacting with other people to facilitate their learning (Cook, 1991). Social/affective strategies make indirect contributions to learning since these strategies are not actively and directly involved in the processes of obtaining, retrieving, and using of language. They merely put the learner in an environment where practice is possible and provide exposure to the target language. Moreover, they are broadly concerned with the management of learning experience (Rubin, 1987, Wenden, 1987a).

Social/affective strategies are:

- Cooperation
- Questioning for classification
- Self talk or using mental control to reduce anxiety

In terms of applicability, metacognitive strategies and social/affective strategies are employed to a variety of language learning tasks and environments whereas cognitive strategies may be limited in application to the specific type of task in the

learning activity (Brown, 1987; O'Malley & Chamot, 1990). The metacognitive, cognitive, and social/affective strategies are found to be crucial for a direct way for school based learning (Wenden, 1987a).

Oxford (in Oxford & Burry-Stock, 1995) has also developed a taxonomy of learning strategies in constructing a questionnaire titled *Strategy Inventory for Language Learning (SILL)* on the basis of the previously done classifications. It has two revised versions: one for foreign language learners whose native language is English and the other for the ones who learn English as a foreign or as a second language (EFL / ESL). The SILL includes two more subscales as "Compensation strategies and Memory strategies". However, these strategies can be considered as subdivisions of cognitive strategies. "Compensation strategies" are used to compensate for limited knowledge, whereas "Memory strategies" are employed to organize knowledge in one's mind.

2.4. Language Learning Strategies of Children

One of the studies on children's language learning strategies was done by Wong-Fillmore (in Skehan, 1990). She focused on how children developed their communicative competence in English by studying five Mexican children who attend an English medium school in California. The children's ages range from 5.7 to 7.3 years. This study was carried out between 1976-1979. Wong-Fillmore studied the cognitive and social strategies used by the children in language learning process. Three social strategies and five cognitive strategies are identified. Moreover, she asserts that these three social strategies are more important than the cognitive ones. It becomes obvious that children are primarily interested in establishing social relationships than learning a language. Nevertheless, the children soon realized that they had to learn English in order to establish and maintain such social relationships. Wong-Fillmore (in Skehan,

1990) presents findings in a table (see Table 2) by comparing cognitive and social strategies found in her study.

Table 2. Children's language learning strategies

Social strategies	Cognitive strategies
S-1 Join a group and act as if you understand what's going on, even if you don't. S-2 Give the impression, with a few well-chosen words, that you speak the language S-3 Count on your friends for help	C-1 Assume what people are saying is relevant to the situation at hand Metastrategy: Guess. C-2 Get some expressions you understand, and start talking C-3 Look for recurring parts in the formulas you know C-4 Make the most of what you've got C-5 Work on the big things first: save the details for later

Adapted from Skehan (1990, p.70)

These strategies are said to have an indirect contribution to learning since they do not lead directly to the processes of using and storing language. This study yields the claim that strategies involving simple operations in language learning such as memorization and repetition seem to be first acquired. Furthermore, they are found to be used most frequently in secondary school classrooms. On the other hand, more advanced strategies such as elaboration, monitoring, or grouping which involve more sophisticated techniques and processes emerge later and are used less frequently. The children are observed not to be efficient in the application of metacognitive strategies since these strategies may be most demanding of all to teach to students effectively and practically (Skehan, 1990; Nunan, 1991).

2.5. The Good Language Learner Research

Much of the literature on learning strategies in SLA comes from an interest for identifying the characteristics of effective language learners. Recent studies suggest that effective language learners are capable of using a wide range of strategies with regard to their own learning style and personalities as well as the demands of the task (Ellis, 1985; McDonough, 1986).

One of the early good language learner research was carried out by Rubin (in O'Malley & Chamot, 1990; Skehan, 1990). He studied with young adult learners by using self-report and directed self-report questionnaires. Rubin (in O'Malley & Chamot, 1990; Skehan, 1990) provided a classification scheme of learning strategies under two primary groups and different subgroups on the basis of the findings as in the followings:

1. Strategies that directly affect learning:

These strategies are concerned with what learners do to control the learnt knowledge about the language and to retrieve and use this knowledge.

a. Classification / Verification.

e.g. — Asks for an example of how to use a word or expression

- Paraphrases a sentence to check understanding
- Looks up words in a dictionary
- Puts word in a sentence to check understanding

b. Monitoring

e.g. — Notes sources of own errors

- Corrects error in own or other's vocabulary, and style

c. Memorization

e.g. — Takes notes of new items with or without examples

- Finds some associations such as semantic or visual
- Pronounces out loud and find mnemonic

d. Guessing / Inductive inferencing

e.g. — Uses clues from the following to guess the meaning

1. Other items in the sentence or phrase
 2. Syntactic structure and context of discourse
 3. Pictures and key words
- Ignores difficult word order

e. Deductive reasoning

e.g. — Finds meaning breaking down words into parts

- Notes exceptions to rules
- Compares native/other language to target language to identify similarities and differences
- Groups words and looks for rules of co-occurrence

f. Practice

e.g. — Talks to self in target language

- Experiments with new sounds in isolation and in context

2. Strategies that contribute indirectly to learning:

These strategies are concerned with how learners communicate by using their limited linguistic knowledge (O'Malley & Chamot, 1990; Skehan, 1990):

a. Creating opportunities for practice

- e.g. — Spends time in language lab, listening to programmes
- Creates situation with fellow students

b. Production tricks

e.g. — Contextualizes to clarify meanings

— Uses formulaic interaction and synonyms or cognates

All these strategies are based on cognitive aspects, which suggest self awareness in the process of learning (O'Malley & Chamot, 1990; Skehan, 1990). Rubin (in Freeman & Long, 1991) also asserts that good language learners are highly motivated to communicate and they take the risk of appearing foolish. She notes that the use of these strategies depend upon the task, individual styles, possible cultural differences, and the proficiency level of English (McDonough, 1986; Nunan, 1991).

Another study was carried out by Naiman et al. (in O'Malley & Chamot, 1990; Skehan 1990) to provide a classification scheme of the language learning strategies. They based their classification on interviews with thirty four good language learners and the initial strategy scheme of Stern (in O'Malley & Chamot, 1990; Skehan, 1990). Naiman et al. (in O'Malley & Chamot, 1990; Skehan, 1990) have provided five broad categories of learning strategies and a number of secondary strategies:

Strategy 1. Active Task Approach

Good language learners actively involve themselves in the language learning task by using different techniques:

e.g. — Practicing the newly learnt items

— Responding positively to learning opportunity

— Changing the purpose of an activity in order to focus on L2 learning

Strategy 2. Realization of Language As a System

Good language learners develop an awareness of language as a system and analyse target language to make inferences about it. In dealing with

language as a system, they compare L1 to L2 by using cognates, old knowledge, etc.

Strategy 3. Realization of Language As a Means of Communication and

Interaction

Good language learners (GLLS) realize that language is a means of communication (e.g. conveying and receiving messages) and interaction (e.g. behaving appropriately). They also display critical sensitivity to language use, for example, by attempting to find out socio-cultural meanings. GLLS emphasise fluency over accuracy in the earlier stages of language learning.

Strategy 4. Management of Affective Demands

GLLS realize that their own affective demands should be considered either initially or with time. They become aware that they must cope with these affective demands, for example, they become able to laugh at own mistakes.

Strategy 5. Monitoring of L2 Performance

Naiman et al. (in O'Malley & Chamot, 1990; Skehan, 1990) assert that GLLS revise their L2 system regularly and monitor L2 by testing their inferences/hypothesis and by asking native speakers for feedbacks whenever needed. Moreover, these learners are able to make needed adjustments as they learn new material.

Naiman et al. (in Ekmekçi & Okan 1997) claim that personality traits and cognitive strategies are crucial in effective language learning. They add that all GLLS

use the primary strategies, however, the secondary ones are observed only in some of the good learners. Their findings support the idea that GLLS actively involve themselves in the language learning activities by learning from their errors as well as monitoring themselves. However, Reiss (in Ekmekçi & Okan, 1997) opposes their claims by arguing that an active learner may not necessarily be engaged in language production. It has been observed that many successful classroom learners who are considered as 'silent speakers' can rehearse and practice silently while listening to others.

Another researcher, Ellis (in Ekmekçi & Okan, 1997) presents five major characteristics that successful language learner possess, in the following way:

- a concern for language form
- a concern for communication
- an active task approach
- an awareness of the learning process
- a capacity to use strategies flexibly in accordance with task requirements

Recent research indicates that there is no single strategy used by effective language learners (Oxford & Ehrman, 1995). In fact, successful learners tend to employ a number of strategies with respect to their own learning style and personality and the demands of the task. Moreover, optimal learners are capable of developing combinations of strategies which work well for them, regarding their individual needs and requirements.

level students. However, they are frequently used for the task which do not require elaborative or active mental processing. Both groups favor repetition as the most frequently used strategy, which requires less mentally active engagement with the learning tasks.

2. Intermediate level students prefer primarily self-management, advance preparation, and self monitoring strategies among metacognitive strategies, whereas beginners center around selective attention and delayed production. In general, intermediate level students use metacognitive strategies more frequently than do beginners.

3. Another finding is that both level favor tried and true strategies such as repetition and note-taking. Besides, contextualization is reported to be a strategy mostly used by students with greater proficiency in English. Nevertheless, translation and imagery are the highly oriented cognitive strategies employed by beginners more frequently than intermediate level students.



4. When the language activity is considered, it seems that strategies are used most for vocabulary and least for listening activities requiring inferencing. Moreover, a greater percentage of intermediate level students use strategies for oral presentations more frequently than beginners (Chamot, 1987; O'Malley & Chamot, 1990).

5. It is found that the teachers have little awareness of the strategy types their students use, on the other hand, they show an interest in strategy uses and inquire how they can find out more about the topic.

6. O'Malley and Chamot (1990) claim that, on the basis of the findings, the type of tasks is affected by the cognitive strategies used to accomplish them. More successful students tend to employ learning strategies more frequently than less successful or unsuccessful ones. Furthermore, successful students have a wide range of learning strategies than less successful ones. It is obvious that less successful students are at least acquainted with some learning strategies.

Chamot et al., (in Ekmekçi & Okan, 1997) make a longitudinal study on learning strategies used by foreign language students. The students are ranked as beginning, intermediate, and advanced levels of language study. The think-aloud technique is used to find out specific strategies most frequently employed for particular language tasks. Then, the students are grouped as "effective" and "ineffective" ones by their teacher in order to describe differences in strategic approaches that students have in language learning process. Research findings support the claim that 'effective' learners use a greater range of strategies. Moreover, they can employ appropriate strategies according to the nature of tasks. Results indicate that learners can be taught to use more effective learning strategies and that any learner has the capacity of learning and language material in purposeful ways (Ekmekçi & Okan, 1997).

2.7. Learning Strategies of EFL Learners

O'Malley and Chamot (1990) replicated their studies with EFL students to see if the same methodological techniques are equally effective in discovering the strategies employed by native English speaking students learning a foreign language namely, Russian and Spanish. This project lasted three years and consisted of three separate studies: a descriptive study, a longitudinal study, and a course development study. The purpose of the course development study is to identify the learning strategies which are instructed by Spain and Russian teachers, whereas the first two studies aim to discover learning strategies employed by high school students learning Spanish and college students learning Russian at different levels of language proficiency. Another point studied in the descriptive one is to determine if these strategies could be defined on the basis of the classification framework developed in the ESL descriptive study by O'Malley et al. in 1985 (in O'Malley & Chamot, 1990).

Classroom observations were conducted to identify the typical language task types occurring in different classrooms. Vocabulary learning, oral or written grammar drills, listening comprehension, reading comprehension, written composition, and oral presentations were the tasks found during the observation period. O'Malley and Chamot (1990) added two more out of class communicative activities: social communication such as having a conversation with native speakers of Russian (or Spanish) and functional communication such as ordering a meal in Spanish (or Russian). These added activities were similar to the ones studied in the ESL study. After the observation period had been completed, the students were interviewed. An important aspect of these interviews is that only the ones who were willing to take part in the study were interviewed rather than interviewing only the more effective ones.

The General Interview Guide was used to collect data on strategy use reported

by students. It described the nine types of learning tasks and had questions after each task descriptions. Sometimes students were interviewed as groups and sometimes individually because of scheduling difficulties.

The classification scheme used for the ESL study was used with some modifications to analyze and classify the strategies reported by Spanish and Russian students. Key word, one of the cognitive strategies, was not used at all in the EFL study, however, a new metacognitive strategy, delayed production was added into the scheme in the EFL study.

Implications of this EFL study are:

1. It was found that EFL students and ESL students have similar patterns of metacognitive and cognitive strategy use. Moreover, all the participants, regardless of level, use metacognitive strategies more frequently than the cognitive ones. However, ESL students showed more differences in the frequency occurrence.
2. In metacognitive strategy use both Spanish and Russian students were found to be using planning strategies such as selective attention, organizational planning, and self management.
3. In cognitive strategy use, all Spanish students tend to use translation most frequently while Russian beginning level students reported using repetition and translation most often. Moreover, note-taking was associated with intermediate advanced Russian students.
4. In both language groups, beginning level students used most repetition, translation, and transfer whereas more advanced students relied most on inferencing.
5. Social-affective strategies were used less frequently than the metacognitive and cognitive strategies (O'Malley & Chamot, 1990).

6. As for the level differences, higher level of both language students used more strategies than beginning level students. Nevertheless, this conclusion opposes to the ESL study since one of its finding show that beginning level students use more strategies, in general than intermediate level (Rubin, 1987; O'Malley & Chamot, 1990).

2.8. Learning Strategies and Self-directed Learning

How can teachers employ learning strategies in class for a more effective learning process? No matter what the teacher is trying to do, it is the learners' involvement, the learners' strategies and the learners' ability to find their own ways that work best for them. Less successful or poor students seem to depend most on the teacher and are least able to learn by themselves. Therefore, the teachers should encourage these learners to develop independence inside and outside the classroom, which partly be achieved through "learner training". Learner training is an important process by which students are equipped with the means to guide themselves by explaining strategies to them. Learner training is a term which is closely related to another term "self-directed learning" since both processes enable the students to developed indepenence from the teacher both in the class and outside class (Nunan & Lamb, 1996).

Self-directed learning is defined by Dickinson (1987) as a particular language learning process in which the learner is responsible for all the decisions concerned with his or her learning. Moreover, the learner is in control, or in partial control of the learning process: the students choose their goals and control the teaching methods and materials to be used in the class. They also assess how well they are doing and accept their primary responsibilities for their own progress (Scrivener, 1989). They say that they get more value from self-directed learning than having the same material presented

to them by a teacher or textbooks (i.e. teacher centered learning). However, self-direction differs from other concepts because it refers to attitude rather than to techniques or modes of instruction. One of the major aim in self-directed learning is to facilitate the effective management of learning in classroom atmosphere since learners differ in their preferences and strategies in language learning. Furthermore, they have different attitudes, personalities, expectations, and backgrounds. In a sense, each learner can be considered as an island having their own special characteristics. Therefore, each learner has a way of constructing his own individual vision of reality in an individual way. Klein (1986) asserts that self control is an essential part of self-directed learning since it is an efficient way used by learners to match their language performance against the standard usage of target language in a number of ways. Self control usually appears in three types; reflection, feedback, and monitoring classroom settings (Nunan, & Lamb, 1996). Dickinson (1987) introduces two different terms which are covered by self-directed learning: self instruction and individualized instruction. Self instruction refers to situations in which learners work without the direct control of a teacher either in groups or alone. This may be for whole lessons or for short periods within a lesson. Individualized instruction is a learning process regarding a particular individual who takes the responsibility for the learning (Klein, 1986; Nunan & Lamb, 1996).

2.9. Instruction in Learning Strategies (Strategy Training)

Oxford and Ehrman (1995) claim that the use of language learning strategies can be improved by strategy training. Effective strategy training enables learners to practice how to use, adapt, evaluate, and transfer a strategy to new situations and tasks. Strategy training assumes that conscious attention to learning strategies provides more benefit.

Bialystok (in Cook, 1991) argues that many strategies can not be changed by the teacher or the student. Moreover, he favors the type of training that helps learners to be aware of strategies they employ in general rather than training which teaches specific strategies. O'Malley and Chamot (1990) carried out a study on strategy training, which gives some hope for future application. They taught EFL students to listen to lectures using three types of strategies. One group were trained in cognitive strategies, a second group were trained in metacognitive strategies whereas a third group were not trained in any strategy. The metacognitive group is reported to improve most for speaking and listening tasks. The cognitive group functions better than the control group (i.e. third group) (Cook, 1991).

O'Malley et al. (in Cook, 1991) claim that teachers should be convinced that strategy training is important and they may themselves need to be trained in how to teach strategies. Besides, O'Malley and Chamot (1990) identify four kinds of instruction for strategy training by comparing them with one another: "separate versus integrated instruction" and "directed versus embedded instruction" as will be explained below.

2.9.1. Separate Versus Integrated Instruction

According to O'Malley and Chamot (1990), separate instruction is designed as a separate course or training process in which the conscious focus is only on learning strategy instruction. However, integrated instruction covers the process of integrating this instruction into the language or content subject in the classroom management and activities. The ones who favor separate training have the notion that these strategies can be generalized to many contexts and the students will be more efficient in learning and using strategies if they can focus all their attention on developing strategic skills rather

than engaging in learning content at the same time. Dansereau's Computer Assisted Cooperative Learning Program, designed to train students in using reading comprehension strategies and learning strategy system by using computers, is a good example for separate strategy training (O'Malley & Chamot, 1990; Oxford & Ehrman, 1995).

Some argue that strategy training should probably be integrated with regular instruction to demonstrate to students the specific applications of the strategies for new tasks (Wenden, 1987b). The researchers who favor integrated strategy instruction programs claim that learning in context is more effective than learning separate skills whose immediate applicability may not be evident to the learner. Oxford and Burry-Stock (1995) propose that training which works well for students is generally seen to be integrated into courses rather than having a separate minicourse. Dansereau (in O'Malley & Chamot, 1990) claims that future studies examine a learning strategy system which covers both content-independent strategies and content-dependent strategies.

2.9.2. Direct versus Embedded Instruction

In direct instruction, students are told about the value and purpose of strategy training, whereas in embedded instruction, students are provided with different activities and materials structured to elicit the use of the strategies which have been taught (O'Malley & Chamot, 1990). Nevertheless, the students are not given information about the reasons why they practice this approach in the class. Research on the embedded approach indicates little transfer of training to new tasks. Recent studies have provided a metacognitive value to training by informing students about the purpose and importance of the strategies which will be trained. Moreover, they give

chances to students to regulate and monitor their own strategic developments (Wenden, 1987b).

An advantage of embedded instruction is that it requires little teacher training. As the students study on exercises and activities, they may learn how to use the strategies cued or signalled by the textbook. However, uninformed strategy training is criticized by some researchers: they claim that since students are not aware of the strategies they are making use of, they can not develop independent learning strategies and have little opportunity of becoming autonomous learners. Therefore, many researchers support the idea that instruction in learning strategies should be direct rather than embedded. Another suggestion is to include direct instruction into a curriculum or design the instructional materials with embedded strategies (O'Malley & Chamot, 1990).

Teachers are not only responsible for providing comprehensible input but also provide the students with a variety of learning strategies which can be paired with specific types of language tasks. In this case, it would be more effective for the teachers to embed these strategies into their existing curricula. These embedded learning strategies can be taught to students with extra effort, which will certainly improve the overall class performance (O'Malley & Chamot, 1990).

2.10. Procedure of Strategy Training

A number of procedures have been suggested by different researchers. In all these strategy training procedures, the teacher first identifies and assesses the strategies which students are already using and then, explains the strategies and provides opportunities and materials to practice them. All the suggested sequences are examples of direct instructions rather than embedded. A learning strategy scope and sequence

aims to integrate learning strategies with other instructional objectives in a curriculum (Wenden, 1987b; O'Malley & Chamot, 1990).

O'Malley and Chamot (1990) developed a framework for strategy training as part of a content-based elementary and secondary ESL program, the Cognitive Academic Language Learning Approach (CALLA).

General Guidelines (Content based ESL)

1. Preparation: Students' awareness is facilitated at different stages through:

- think aloud and discussion of interviews
- small group retrospective interviews about school tasks
- modeling think-aloud and then making students think aloud in small groups

2. Presentation: Students' knowledge about strategies is developed through:

- providing rationale for strategy use
- describing and naming strategy
- modeling strategy

3. Practice: Student skills in using strategies for academic purposes are developed through:

- cooperative learning tasks and group discussions
- think alouds while problem solving
- peer tutoring in academic tasks

4. Evaluation: Students are taught how to evaluate their own strategy use through:

- writing strategies used immediately after task
- discussing strategy use in class
- keeping dialogue journals (with teacher) on strategy use

5. Expansion: The process of strategy transfer to new tasks is developed by:

- discussions on metacognitive and motivational aspects of strategy use
- additional practice on similar academic tasks
- assignments to use learning strategies on tasks related to cultural background of students (Wenden, 1987b; O'Malley & Chamot, 1990)

2.11. Cognitive Styles and Types of Learners

Cognitive styles or learning styles have differences which are closely connected to some of the views learners hold about language learning and language teaching. Keefe (in Richards & Lockhart, 1994) defines cognitive styles as the cognitive and physiological behaviors which indicate how learners perceive, interact with, and respond to the learning environment. Therefore, cognitive styles are thought to be closely related to personality types as well as particular ways of approaching learning. Differences in cognitive styles cause learners to respond to learning situations in different ways (Dickinson, 1987). For example:

- Some learners like to work in groups, whereas others like to work independently.
- Some can focus only on one task at a time, while others are able to accomplish several different tasks at once.
- Some learners can learn best by using visual cues and taking notes to help them remember, while others learn better in auditory learning (i.e. by hearing/listening) rather than writing notes (Nunan, 1991; Richards & Lockhart, 1994).
- In a problem solving task, some learners are willing to take risks and do not mind the possibility of being wrong while making guesses, whereas other learners can not take such risks in any learning situations.

Learners are categorized into four groups as “Concrete”, “Analytical”, “Communicative”, and “Authority-Oriented Learners” on the basis of the cognitive or learning styles they use while learning a language (Nunan, 1991; Richards & Lockhart, 1994):

Type 1. Concrete Learners

Learners with a concrete learning style prefer using active and direct means of taking in and processing information. They are curious, spontaneous, and like to take risks. However, they dislike routine learning and written work. They favor verbal or visual experiences. Besides, they like to be physically involved in learning activities and get information which has immediate value. Using visual aids such as pictures and films, talking in pairs, and practicing English outside classroom are the techniques they would like to employ in learning English.

Type 2. Analytical Learners

Analytical learners are independent, serious, and vulnerable to failure. They like to solve problems as well as develop principles on their own. Furthermore, these learners make use of logical systematic presentation of new learning material in order to follow up on their own. Some of the techniques they employ while learning English are studying alone, finding their own mistakes, working on problems set by the teacher, and studying English books. Also, they enjoy studying grammar (Nunan, 1991; Richards & Lockhart, 1994).

Type 3. Communicative Learners

Nunan (1991) and Richards and Lockhart (1994) propose that learners with

a communicative learning style use a social approach to learning. Therefore, personal feedback, interaction, discussion, pair and group work are considered as the common techniques employed by these learners. They like to take part in democratically run classes. These students are seen to be engaged in watching and listening to native speakers, using English out of class in shops and watching television in English. Moreover, learning new words by hearing them and learning by conversations are the techniques observed among communicative learners.

Type 4. Authority-Oriented Learners

This style emphasizes responsibility, dependence, and sequential progression. These learners like structures in learning English. Moreover, they prefer a traditional classroom setting in which the teacher acts as an authority figure. Learning by reading, having their own textbooks, learning new words visually, and writing everything in a notebook are some of the observed characteristics of authority oriented learners. Furthermore, they prefer the teacher to explain everything as well as to provide clear instruction about the class activities and homework (Nunan, 1991; Richards & Lockhart, 1994).

This chapter aimed to provide a review of literature of various research together with their findings and implications on learning strategies. The next section will describe in detail how this study was conducted.

CHAPTER 3

METHODOLOGY

3.1. Overview

This chapter presents information about the nature of the research, the selection of the subjects, the instrument, the data collection procedure, and the methods used for data analysis.

The basic concern of this study is to describe what learning strategies EFL 8th grade students in a state junior high school use while studying English. This description is done on the basis of the students' degree of success. Moreover, preference of language learning strategy types (i.e. Metacognitive, Cognitive, and Social/Affective) and awareness of the presence or absence of the strategies among these learners are the other variables to be studied in this thesis.

3.2. Research Design

This is a descriptive study, which aims to identify learning strategies of EFL 8th grade students in a state junior high school. The study has only

one phase in which questionnaire is conducted. The results are given mostly in words and explanation forms instead of numbers, due to the descriptive nature of this study.

For the purpose of the study, the students have been separated into two groups as successful and unsuccessful on the basis of their Fall semester achievement results in English in the 1997-98 academic year. In order to have a representative sample of the subjects, they are selected from 6 different 8th grade classes.

3.3. Subjects

The subjects of the study are 100 8th grade students who were, at the time of the survey, attending Ulubatlı Hasan Junior High School in Adana. The subjects were randomly selected by the researcher who had also been their English teacher during the 1996-1997 academic year. All the subjects were selected from 6 different classes regardless of age and gender. Of the subjects 60% are male and 40% are female. Ages range from 13 to 16. There are 55 students in each class. The subjects have been taking English lessons 4 hours a week during an academic year for two years. Moreover, they can be considered as a homogeneous group in terms of their educational background and socio-economic levels: they mostly belong to the low socio-economic level and come from the same primary schools and social environment. Furthermore, they do not know any other language rather than Turkish. None of the students have the chance of practicing and hearing English out of class, nor do they attend private English courses (See Appendix 1 part A). Moreover, there is no language laboratory in the school and no audiovisual aid has been used in English lessons. One noticeable point about them is the number of English teachers who have taught them so far: they have been taught by five different teachers, three of whom are not trained as English language teachers. The curriculum of 8th grade English lesson is presented in Appendix 7 in order to give a

general idea about the language level of students in state junior high schools in terms of structures and functions taught. The last point which should be emphasized is that all the textbooks used in English lessons have been prepared by English language teachers in Turkey.

3.4. Instruments

A brief informative questionnaire (see Appendix 1B) was designed regarding language learning strategies employed by 8th grade students in a junior high school. The questions were adapted from different questionnaires (see Appendices 2,3,4,5, and 6) provided by Nunan (1989), Richards (1990), Skehan (1990), Richards and Lockhart (1994), and Ekmekçi and Okan (1997). Ekmekçi and Okan (1997) had used an adapted version of the *SILL (Strategy Inventory for Language Learning)* in their study. All the selected items were simplified and translated into Turkish by three English-Turkish bilingual EFL teachers together with the researcher with respect to language level and educational backgrounds of the subjects. A closed question item type was used in the questionnaire. The questionnaire covers 28 items, written in the declarative form. Furthermore, it is a structured questionnaire which required the subjects to indicate their response (i.e. Yes, No, or Not Sure) to a strategy description, such as "I like to study alone and I notice my own mistakes". As noted by Seliger and Shohamy (1989), the structured questionnaire with close-ended items are more efficient than open-ended ones and yields a higher degree of explicitness.

All of the sentences are written in the way that "Yes" signals the presence of a positive learning strategy, "No" indicates the absence of a positive learning strategy and "Not sure" shows that the subjects are not aware of the presence or absence of the

strategies. Only one technique and/or strategy is stated in each item. Furthermore, the statements in the questionnaire are mixed up and not identified as planning, revising or cognitive strategies in order not to direct the students towards a certain category and/or strategy. Moreover, only three parameters are used in the questionnaire in order not to confuse the subjects' mind. Another remarkable point is that the questionnaire includes three scales to investigate: Metacognitive, Cognitive, and Social/Affective Strategy scales, each of which is represented by a number of different items.

As illustrated below, items included in each scale are presented in the form of tables for a better data analysis procedure in this thesis (Table 3.1, 3.2, 3.3a, and 3.3.b).

Table 3.1. Individual Metacognitive Strategies and Item Numbers

Strategies	Item no			
1. Planning	2	19	24	28
2. Revising	14	16	—	—
3. Self-rewarding	20	—	—	—
4. Self-monitoring	4	5	—	—
5. Self-correction	3	—	—	—
6. Findings ways of practicing English	1	9	10	23
7. Self-evaluation	26	27	—	—

Table 3.2. Individual Cognitive Strategies and Item Numbers

Strategies	Item no
Guessing	11
Memorization	12
Contextualization	13
Note taking	15
Summarising	21

Table 3.3a. Individual Social/Affective Strategies and Item Numbers

Strategies	Item no	
1. Self talk	17	18
2. Asking for clarification	22	25
3. Cooperation	6	7

Table 3.3b. Cooperation and Studying Alone Strategies and Item Numbers

Strategies	Item no
Pair work	6
Group work	7
Studying alone	8

The same questionnaire was conducted by the researcher in a pilot project in the same school in the 1996-1997 Spring Semester. It was observed that the questionnaire worked well with the subjects. The pilot study provided valuable information about the relevancy, the clarity of the questions, the format, and the amount of time required to answer the questions as well as data collection procedure so that the questionnaire was revised and some minor modifications were made in data collection procedure.

English lesson achievement results of the 1997-1998 Fall Semester were used to separate the subjects into two groups: successful and unsuccessful. The achievement result for each subject represents the average grade of three written exams, two oral exams, and homework activities together with the teacher's in class evaluation. *The students who get 45 and over are considered successful, whereas the ones who get under 45 are considered unsuccessful in junior high schools.* The achievement results were obtained from Adana Ulubatlı Hasan Junior High School administration.

A t-test (t) was applied to see the significance of differences between the means ($\bar{X}$) of successful and unsuccessful students. The findings are given in Table 3.4 below. The table also displays information on the number of subjects (N) and the standard deviation (SD).

Table 3.4. Analysis of Achievement Results

	<u>N</u>	<u>$\bar{X}$</u>	<u>SD</u>	<u>t</u>
SSs	54	79,45	14,03	21,184*
USs	46	22,39	8,92	

SSs : Successful students

* p < .01

USs: Unsuccessful students

As table 3.4. shows, the difference between the means of the SSs (79,45) and the USs (23,39) appears to be statistically significant (t:21,184 p<.01). The standard deviation values indicate that the achievement results of the SSs are more heterogeneous and distant from each other than the achievement results of the USs.

3.5. Data Collection

Data was collected on the 27th of March, 1998 in Ulubatlı Hasan Junior High School with the permission of the school administration. The subjects were given 45 minutes to answer the questionnaire. It was conducted by the researcher herself in the students' own English classes in two different sessions since it was very difficult to manage 100 students at a time. The subjects participated into the study voluntarily

since they knew the researcher well. Moreover, the aim of the research was clearly explained to them by emphasizing that it was not an exam in order to relax them. They were also told about the importance of their honest answers. The items, words and unclear points were clarified or paraphrased by the researcher whenever needed by the participants. The subjects were given enough time and support to think about each statement. On the first page of the questionnaire (see Appendix 1A), the subjects were requested to provide background information about themselves.

3.6. Data Analysis

This study yields various results and interpretations from different perspectives. However, the scope of the analysis covered only the questions stated in this study. Data analysis was done under the following subtitles: Individual metacognitive strategies, Individual cognitive strategies, Individual social/affective strategies. The preference of language learning strategy types (i.e. Metacognitive, Cognitive, and Social/Affective Strategies), and Awareness of the presence or absence of these strategies.

T-test, standard deviations, and means of the students' achievement results were calculated to obtain more reliable data on the degree of success of the students. As for the analysis of the questionnaire, the frequencies and percentages of responses falling into each category were calculated for each item. Then, the *chi-square* (X^2) value of each item was computed on the *SPSS, Statistical Package for the Social Sciences*, in order to understand the significance of the differences appeared on the usage of the strategies between the SSs and the USs.

All the data will be displayed in the form of cross break tables which enable the researcher to compare and contrast the results more effectively.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter deals with the procedures followed for the analysis of the questionnaire conducted in this thesis. It also includes results and their interpretation. The scope of the analysis will cover only the following variables in relation to the research questions stated in the introduction part:

- Individual Metacognitive Strategies
- Individual Cognitive Strategies
- Individual Social/Affective Strategies
- Language Learning Strategy Types
- Awareness of the Presence or Absence of Language Learning Strategies

All these variables will be studied in relation to the degree of success of the students who participated in the study. No treatment was given to the students. In the analysis of the data, *SPSS, Statistical Package for the Social Sciences*, was used to calculate the chi-square (X^2) value of each item in order to find out any significant differences in the use of language learning strategies between successful (SSs) and unsuccessful students (USs). A two way design of X^2 analysis was carried out since two levels of variables

were compared. In all the analyses, the level of significance was selected as $p < .05$ and the degrees of freedom (df) was reported as 2. However, X^2 values for some of the items were found to be at $p < .01$ and $p < .001$. These probability levels were also examined and interpreted in relation to the statistical significances that they represent.

4.2. Individual Metacognitive Strategies

Table 4.1 lists planning strategy items together with their frequencies (f) and percentages (%) for each parameter ("Yes", "No" and "Not Sure") and X^2 values for the following items: "having their own textbook" (Item 2), "arranging a study schedule" (Item 19), "preparation for the day's lesson" (Item 24), and "self-management of own studies" (Item 28).

Table 4.1. Planning Strategies

		Yes		No		Not Sure		X ²
Item No		f	%	f	%	f	%	
2	SSs	54	100	0	0	0	0	4,891
	USs	42	91,3	1	2,2	3	6,5	
19	SSs	45	83,3	5	9,3	4	7,4	4,216
	USs	31	67,4	11	23,9	4	8,7	
24	SSs	33	61,1	13	24,1	8	14,8	9,897**
	USs	18	39,1	25	54,3	3	6,5	
28	SSs	46	85,7	6	11,1	2	3,7	5,765
	USs	30	65,2	10	21,7	6	13	
Total	SSs	178	82,4	24	11,1	14	6,5	15,9993***
	USs	121	65,8	47	25,5	16	8,7	

SSs : Successful students

USs : Unsuccessful students

* $p < .05$ ** $p < .01$ *** $p < .001$

Examination of the X^2 values associated with each of the items under the planning strategies indicates that only one of these items, Item 24 which focuses on importance of preparation for the day's lesson shows statistically significant differences between Successful (SSs henceforth) and Unsuccessful students (USs henceforth). X^2 value for Item 24, was found as 9,897 $p < .01$, which means that there is a statistically significant difference between the two groups. When the percentages in Table 4.1 are analysed, SSs (61,1%) are observed to prepare that day's lesson before they go into class more than USs (39,1%). The percentages of "Yes" responses are also supported by "No" responses for the same item. Other items included in this category do not show any significant differences between SSs and USs. Therefore, it can be seen that no statistically significant difference appears between the groups of students in relation to the desire of having their own textbook (Item 2), arranging a study schedule (Item 19), and self-managemet of own their studies (Item 28) which are observed to be favored by both groups almost in equal high percentages (See Table 4.1). One notable point about these items is that almost all SSs (100%) and USs (91.3%) in the study are associated with the desire of having their own textbook while studying their lesson. As for the total count of the planning strategies, X^2 value is 15,993 $P < .001$. This indicates a great statistical difference in the use of planning strategies between SSs and USs. SSs (82,4%) prefer these strategies more than the USs (65,8%) who participated in this study.

Comparison of the two groups in terms of revising strategies, "revising what they have learnt at regular intervals" (Item 14) and "requiring the teacher to revise previously presented language structure in short" (Item 16) is shown in Table 4.2.

Table 4.2. Revising Strategies

Item No		Yes		No		Not sure		X ²
		f	%	f	%	f	%	
14	SSs	44	81,5	7	13	3	5,6	4,571
	USs	30	65,2	14	30,4	2	4,3	
16	SSs	38	70,4	10	18,5	6	11,1	1,490
	USs	27	58,7	12	26,1	7	15,2	
Total	SSs	82	75,9	17	15,7	9	8,3	5,133
	USs	57	62	26	28,3	9	9,8	

*p< .05

As can be seen in Table 4.2, X² values found for both Item 14 and Item 16, indicate that there is no relation between the use of these revising strategies and the degree of success of the students employing them. Moreover, the total count of Item 14 and Item 16 seem to favor this interpretation in relation to its X² value (X²=5,133 p.<05). Therefore, it may be said that there are no significant differences between SSs and USs in revising what they have learnt at regular intervals (Item 14) and requiring the teacher to revise previously presented language structure in short (Item 16). Both groups tend to use these revising strategies (Item 14 and 16) their studies to a great extent as shown in Table 4.2 above.

Table 4.3 displays statistical findings on the usage of “self-rewarding strategy” (Item 20) in relation to the degree of success of the students.

Table 4.3. Self-rewarding Strategy

Item No		Yes		No		Not sure		X ²
		f	%	f	%	f	%	
20	SSs	23	42,6	25	46,3	6	11,1	.271
	USs	21	45,7	19	41,3	6	13	

p < .05

X² value for Item 20 is .271. This means that students do not differ statistically in the use of self-rewarding strategy with regard to their degree of success. As can be seen clearly in Table 4.3, neither of the groups favors self-rewarding strategy to a great extent: less than 50% of both SSs (42.6%) and USs (45.7%) agree with the use of self-rewarding strategy in this study.

Comparison of SSs and USs in terms of self-monitoring strategies “noticing own errors” (Item 4) and “being tolerant of own errors” (Item 5) is displayed in Table 4.4. below.

Table 4.4. Self monitoring Strategies

Item No		Yes		No		Not sure		X ²
		f	%	f	%	f	%	
4	SSs	29	53,7	15	27,8	10	18,5	5,917
	USs	24	52,2	20	43,5	2	4,3	
5	SSs	26	48,1	22	40,7	6	11,1	1,256
	USs	27	58,7	14	30,4	5	10,9	
Total	SSs	55	50,9	37	34,3	16	14,8	2,536
	USs	51	55,4	34	37	7	7,6	

p < .05

Item 4, which emphasizes noticing own errors and Item 5, stating the tolerance of own errors, are not found to represent any statistically significant difference between the groups of students in relation to their corresponding X^2 values shown in Table 4.4. Considering the total count of these strategies, parallel to Item 4 and Item 5 analysis, it may be claimed that self-monitoring strategies are employed by both SSs (50.9%) and USs (55.4%) almost in equal percentages. However, it is not so popular among the 8th grade students participated in this study.

The statistical examination of the “self-correction strategy” (Item 3) is illustrated in Table 4.5 below.

Table 4.5. Self-correction Strategy

Item No		Yes		No		Not sure		X^2
		f	%	f	%	f	%	
3	SSs	39	72,2	12	22,2	3	5,6	7,567*
	USs	38	82,6	2	4,3	6	13	

$p < .05$

As shown in Table 4.5, a great statistically significant difference appears between the two groups for Item 3 focusing on the self-correction strategy. The direction of the difference may be counted as one of the unexpected results since USs (82,6%) favors this strategy more than SSs (72,2%). However, both USs and SSs are found to be associated with this strategy in high percentages. The difference becomes larger when the “No” response category was examined in order to find out the origin of this statistical difference: SSs (22,2%) indicate disagreement with this item more than USs (4,3%). This disagreement may be explained in the following way: SSs have a tendency of learning every thing correctly from the authority so that they can be more

sure about the correctness of the knowledge and feel themselves more secure while making use of it in their studies.

Table 4.6 lists the items which are used to express finding ways of practicing English: “learning English through communicative activities” (Item 1), “practicing English with friends out of class” (Item 9), “requiring the teacher to use English as the medium of instruction in class” (Item 10), and “learning English by talking to native English speakers” (Item 23).

Table 4.6. Finding ways of practicing English

		Yes		No		Not sure		X²
Item No		f	%	f	%	f	%	
1	SSs	37	68,5	6	11,1	11	20,4	467
	USs	29	63	5	10,9	12	26,1	
9	SSs	43	79,6	4	7,4	7	13	7,714*
	USs	29	63	13	28,3	4	8,7	
10	SSs	13	24,1	26	48,11	15	27,8	7,595*
	USs	20	43,5	22	47,8	4	8,7	
23	SSs	38	70,4	9	16,7	7	13	10,638**
	USs	19	41,3	21	45,7	6	13	
Total	SSs	131	60,6	45	20,8	40	18,5	7,946*
	USs	97	52,7	61	33,2	26	14,1	

* $p < .05$ ** $p < .01$ *** $p < .001$

In this section, no significant difference was found between SSs and USs for Item 1, emphasizing students choice of learning English through communicative

activities such as games and songs. Moreover, it is clear that both SSs (68.5%) and USs (65%) prefer this item at the same levels, which means that SSs and USs, regardless of their degree of success, perceive the importance of communicative activities in class. As for the other three items, Item 9, Item 10 and Item 23, X^2 values represent statistically significant differences between SSs and USs. Item 9 states that students would like to practice English with friends outside ($X^2=7.714$ $p<.05$). Parallel to its X^2 value, it may be interpreted that SSs (79.6%) agree with this item more than USs (63%). Another item, Item 10, also reflects a statistically significant difference ($X^2=7.595$ $p<.05$) among these students on the basis of their degree of success. Item 10 in Table 4.6 expresses that English should be used as the medium of instruction in class. When the percentages of “No” responses are taken into consideration, the difference between SSs (48.1%) and USs (47.8%) seems to be very slight.

However, when “Yes” responses, are considered, it is observed that 43.5% of the USs favor it, whereas only 24.1% of the SSs are seen to favor this strategy. Moreover, the percentage of “Yes” responses given by the SSs is far below 50% and this percentage is also lower than the “No”, responses given by both SSs and USs. This means that the SSs are less associated with the idea of using English as the medium of instruction in class than USs who are not also in favor of this strategy to a great extent. This unexpected result may be due to the fact that SSs want to understand everything clearly in class so that they can feel themselves more secure and participate into class activities more frequently. The use of L1 in class enhances their feeling of security as well as their motivation in class. Another unexpected finding is that USs (8.7%) are more aware of the presence or absence of this strategy than SSs (27.8%) in relation to percentages calculated for “Not Sure” response category.

The last item, Item 23, indicates the greatest statistically significant difference in Table 4.6. ($X^2=10,638$ $p<.01$). When the corresponding percentages are examined to find out more about the direction of the difference, SSs (70,4%) are seen to prefer to learn English by talking to native English speakers more than USs (41,3%). Furthermore, this difference was also affected by the “No” responses especially given by the USs. In addition, the total results reflect a statistical significance as 7,946 $p<.05$. In general, SSs (60,6%) would like to find ways of practicing English more than USs (52,7%) participating in this study. This finding means that SSs are more interested in using English communicatively in real life situations. They seem to understand the importance of practicing English rather than passively learning it in class.

Table 4.7 displays the statistical data on the usage of self evaluation strategies: “self-realization of own progress” (Item 26), and “checking own homework after having finished it” (Item 27).

Table 4.7. Self-evaluation Strategies

Item No		Yes		No		Not sure		X^2
		f	%	f	%	f	%	
26	SSs	51	94,4	0	0	3	5,6	22,516***
	USs	25	54,3	7	15,2	14	30,4	
27	SSs	40	71,1	10	18,5	4	7,4	7,407*
	USs	24	52,2	20	43,5	2	4,3	
Total	SSs	91	84,3	10	9,3	7	6,5	22,798***
	USs	49	53,3	27	29,3	16	17,4	

* $p<.05$ ** $p<.01$ *** $p<.001$

X^2 values found for both Item 26 and Item 27 reveal significant differences between SSs and USs. Item 26 expresses that students realize what they have learnt at the end of each lesson. X^2 value of this item is 22,516 $p < .001$, which reflects a great statistical significant difference between the two groups in all the three parameters: almost all SSs (94,4%) seem to realize their progress at the end of each lesson, whereas only 54,3% of the USs indicate such a realization in this study. Moreover, it should especially be pointed out that none of the SSs are found to choose “No” response category for this item. These findings imply that SSs have a stronger sense of their progress and thus, they can direct their further learning more appropriately than USs. Furthermore, when “Not Sure” response category is examined, SSs (5.6%) are seen to be more aware of the existence or non-existence of the “self-realization” strategy compared to USs (30,4%). The other item, item 27 emphasizes the importance of checking own homework after having finished it. As for item 27, X^2 is found as 7,407 $p < .05$. In accordance with “No” response category, SSs (74,1%) check their homework more than USs (52,2%). In total, self-evaluation strategies are said to be strongly associated with SSs (84,3%) more than they are with USs (53,3%) in relation to their X^2 values and observed percentages of “Yes”, “No” and “Not Sure” responses of each group.

4.3. Individual Cognitive Strategies

Table 4.8 lists individual cognitive strategies studied in this thesis: “guessing” (Item 11) “memorization” (Item 12), “contextualization” (Item 13), “note-taking” (Item 15), and “summarising” (Item 21).

Table 4.8. Individual Cognitive Strategies

Item No		Yes		No		Not sure		X ²
		f	%	f	%	f	%	
11	SSs	32	59,3	18	33,3	4	7,4	7,882*
	USs	15	32,6	22	47,8	9	19,6	
12	SSs	14	25,9	33	61,1	7	13	2,113
	USs	18	39,1	24	52,2	4	8,7	
13	SSs	39	72,2	9	16,7	6	11,1	5,562
	USs	23	50	16	34,8	7	15,2	
15	SSs	46	85,2	3	5,6	5	9,3	7,404*
	USs	33	71,7	11	23,9	2	4,3	
21	SSs	43	79,6	8	14,8	3	5,6	3,404
	USs	29	63	12	26,1	5	10,9	

p< .05

As can be seen in Table 4.8 examination of X² values for individual cognitive strategies reveals significant differences between SSs and USs only in Item 11 and Item 15. The comparison of the groups in terms of Item 11 stating that students try to guess meanings of new words from their contexts shows a X² value of 7,882 p<.05. When the percentages are analyzed, SSs (59,3%) are seen to rely on this strategy more than USs (32,6%). Moreover, less than 50% of USs agree with this item, which means that the guessing strategy is not popular among USs of the 8th grade students in this study. The other item, Item 15 emphasizes the ability of note taking in class. Parallel to its X² value (7,404 p<.05), SSs (85,2%) try to take notes of important points in class more than

USs (71,7%). However, both SSs and USs are seen to be associated with the note taking strategy. Other strategies displayed in Table 4.8 are “memorization” (Item 12), “contextualization” (Item 13), and “summarising” (Item 21). No significant differences are reflected in the use of these strategies in relation to the degree of success of the students using them. Contextualization (Item 13) and summarising (Item 21) are found to be employed by SSs and USs almost in equal high percentages. However, memorization is not found to be a popular strategy among the 8th grade students with regard to the observed percentages (SSs: 25.9% and USs: 39.1%) in this study.

An interesting point about the results obtained in the analysis of individual cognitive strategies is that “note taking”, “summarising”, and “guessing” strategies are found to be associated with the 8th grade students, especially with SSs, since these strategies are considered to be high level strategies mostly employed by more advanced level students (O'Malley & Chamot, 1990) as mentioned previously in the literature review part (see page 30). Some different reasons may be asserted for the use of these high level strategies among the 8th grade students: it may be the result of transmission of the strategies from one controlled learning context into the other one. For example, Turkish language teachers frequently make use of guessing and contextualization strategies in their lessons.

The other strategy, summarising, is employed by almost all teachers in oral or written forms either in class or as homework assignment. Another reason may be the fact that teachers tend to teach the use of these strategies in a structured way by providing appropriate situations, drills, and exercises in class.

4.4. Individual Social/Affective Strategies

Three social/affective strategies, “self-talk”, “asking for clarification”, and

“cooperation strategies” are studied in this thesis. Moreover, “studying alone” is analyzed in contrast to cooperation strategies (i.e. pairwork and group work).

Comparison of SSs and USs in terms of self talk strategies “self-talk while thinking” (Item 17) and “self encouragement” (Item 18) is presented in Table 4.9 below.

Table 4.9. Self-talk Strategies

Item No		Yes		No		Not sure		X ²
		f	%	f	%	f	%	
17	SSs	42	77,8	8	14,8	4	7,4	4,797
	USs	27	58,7	10	21,7	9	19,6	
18	SSs	25	46,3	20	37	9	16,7	1,418
	USs	24	52,2	18	39,1	4	8,7	
Total	SSs	67	62	28	25,9	13	12	.895
	USs	51	55,4	28	30,4	13	14,1	

p < .05

In this section, neither Item 17 stating self-talk while thinking nor Item 19 stating self-encouragement in Table 4.9 is found to indicate any statistically significant differences between SSs and USs with regard to their corresponding X² values. Therefore, it may be interpreted that there is no relation between the degree of success and the use of self-talk strategies among the 8th grade students in this study. This interpretation is also found to be supported by the total count of both items. In accordance with observed frequencies, SSs and USs tend to employ these strategies

almost at equal levels. However, parallel to the findings presented in Table 4.9, self talk strategy (Item 17) is seen to be favored more than self-encouragement strategy (Item 18) by the 8th grade students in this study. This may be due to the personal characteristics of the students since some students generally have a habit of talking to themselves before answering a question or taking a turn in class in order to decide what to say in the case they are given a turn.

Table 4.10 includes asking for clarification strategy items: “asking the teacher to repeat what s/he has said” (Item 22) and “requesting more examples and further explanations” (Item 25).

Table 4.10. Asking for Clarification Strategies

Item No		Yes		No		Not sure		X ²
		f	%	f	%	f	%	
22	SSs	47	87	3	5,6	4	7,4	1,279
	USs	39	84,8	5	10,9	2	4,3	
25	SSs	37	68,5	12	22,2	5	9,3	.391
	USs	33	71,7	8	17,4	5	10,9	
Total	SSs	84	77,8	15	13,9	9	8,3	.036
	USs	72	78,3	13	14,1	7	7,6	

$p < .05$

As Table 4.10 illustrates, no statistical significant difference is observed in Item 22 and Item 25 in relation to their X² values. Item 22 focuses on the strategy that students ask their teacher to repeat what s/he has just said in the case they can not understand. This item is observed to receive agreement by both SSs (87%) and USs (84,8%) to a great extent. The other item, Item 25 emphasizing the request for more

examples and further explanations whenever needed, is also favored by both SSs (68.5%) and USs (71.7%) almost at the same levels. On the basis of X^2 values obtained for both items and the total count of these items, it may be claimed that there is no relation between the degree of success and the use of asking for clarification strategies among these students. The observed percentages in Table 4.10 signal the teacher dependency among the 8th grade students who participated in this study. The students are seen to be aware of the fact that their teacher is the only source for them in learning English. Therefore, they become dependent on their teachers in class more than they need. This dependency may also be caused by the teaching methods employed in class since the teacher always asks for unclear points and gives extra explanations regularly even if students do not require them.

Findings in the use of cooperation strategies, “pair work” (Item 6) and “group work” (Item 7), are presented in Table 4.11 below.

Table 4.11. Cooperation Strategies

Item No		Yes		No		Not sure		X^2
		f	%	f	%	f	%	
6	SSs	31	57,4	22	40,7	1	1,9	2,801
	USs	22	47,8	20	43,5	4	8,7	
7	SSs	36	66,7	9	16,7	9	16,7	3,690
	USs	22	47,8	13	28,3	11	23,9	
Total	SSs	67	62	31	28,7	10	9,3	4,578
	USs	44	47,8	33	35,9	15	16,3	

$p < .05$

As can be seen in Table 4.11, both pair and group work (Items 6 and 7) are named as “cooperation strategies” employed by students in class (O’Malley & Chamot 1990). Item 6 states the importance of learning English by talking in pairs. The other item (Item 7) focuses on the effectiveness of group work in learning English. Since X^2 values for both items in Table 4.11 are found to be lower than the probability level of 0.5, it can be asserted that there are no significant differences between SSs and USs in terms of the cooperation strategies. Moreover, X^2 value obtained for the total count of the cooperation strategies favor these results in the same direction. However, in accordance with observed percentages, both pair and group work are not favored by the 8th grade students to a great extent in this study. This may be due to the students’ habit of studying individually in other lessons.

Comparison of both groups in terms of “studying alone strategy” (Item 8) is displayed in Table 4.12.

Table 4.12. Studying Alone Strategy

Item No		Yes		No		Not sure		X^2
		f	%	f	%	f	%	
8	SSs	22	40,7	26	48,1	6	11,1	2,590
	USs	26	56,5	17	37	3	6,5	

$p < .05$

The last strategy to be mentioned in this section is studying alone. It is not counted as one of the social/affective strategies. However, studying alone strategy was included in the study to see whether it reflects significant differences between SSs and

grade students will be studied in relation to their degree of success. At first, total frequencies of each strategy type are calculated on the basis of the individual strategy frequencies appeared in the first part of this chapter. Then, the corresponding percentages and χ^2 values are calculated to obtain more reliable statistical information on the use of these types. However, it should be mentioned that the aim of this part is only to give readers a general impression about the relation between the use of learning strategy types and the degree of success of the students rather than provide a detailed statistical analysis.

Table 4.13 displays the statistical data on the use of “strategy types”: Metacognitive, Cognitive, and Social/Affective Strategies.

Table 4.13. Language Learning Strategy Types

		Yes		No		Not sure		X ²
Strategy Types		f	%	f	%	f	%	
Metacognitive Strategies	SSs	599	69,3	170	19,7	95	11	22,187***
	USs	434	59	216	29,3	86	11,7	
Cognitive Strategies	SSs	193	71,5	52	19,3	25	9,3	17,573***
	USs	124	53,9	79	34,3	27	11,7	
Social/Affective Strategies	SSs	218	67,3	74	22,8	32	9,9	3,070
	USs	167	60,5	74	26,8	35	12,7	

¹Total count of individual strategy frequencies

*p< .05 ** p< .01 ***p< .001

As seen in Table 4.13 above, parallel to individual social/affective strategy analysis findings, the differences appeared between SSs and USs in the use of social/affective strategy type are not found to be statistically significant ($X^2=3,070$ $p<.05$). Both SSs (67,3%) and USs (60,5%) are found to favor this type almost in equal percentages. The other two strategy types shown in Table 4.13 represent great statistically significant differences between SSs and USs. As for the cognitive strategy type ($X^2=17,573$ $p<.001$), SSs (71,5%) are observed to be associated with this type more than USs (53,9%). The last strategy type, metacognitive strategies, are also seen to be employed by SSs (69,3%) more than USs (59%) on the basis of their X^2 values (22,187 $p<.001$). Therefore, it may be concluded that there is a strong relation between the use of cognitive and metacognitive strategy types and the degree of success of the students employing them in the 8th grade.

Table 4.14 ranks metacognitive, cognitive, and social/affective strategy types from the most preferred to the least for each group according to their percentages of usage reported in Table 4.13 above.

Table 4.14. Preference of the Strategy Types

SSs	USs
1. Cognitive Strategies	Social/Affective Strategies
2. Metacognitive Strategies	Metacognitive Strategies
3. Social/Affective Strategies	Cognitive Strategies

Cognitive strategies are favored by SSs more than metacognitive and social/affective strategies, whereas USs give this priority to social/affective strategies. However, both groups do not differ in the preference of metacognitive strategies which are employed as the second choice in their studies. Therefore, it may be claimed that each group represents a different order in the preference of language strategy types in contrast to the other group. There is an interesting point about Table 4.14 which should be mentioned: the first choice of each group is seen to be the last choice of the other group. Therefore, cognitive strategies may be claimed to have an important role in the success of the 8th grade students participating in this study, which means that SSs are more cognitive based than USs.

4.6. Awareness

“Not Sure” response category is used to find out any significant differences in the extent of awareness of the presence or absence of the strategies between SSs and USs. The frequency and percentage distribution of their responses for each item are shown in

tables provided in the analysis of individual metacognitive, cognitive, and social/affective strategies. When the items representing statistically significant differences are examined, it is found that the items except Item 10 (see Table 4.6) and Item 26 (see Table 4.7) do not contribute any effect to the significance levels in terms of awareness factor with regard to “Yes” and “No” response categories.

Item 10 focuses on the importance of “using English as the medium of instruction in class.” 8.7% of the USs report that they are not sure about the presence or absence of this strategy, whereas 91.3% state their awareness by saying “Yes” or “No” in their studies. However, the percentage of “Not Sure” responses increases to 27.8% for SSs, which indicates more unawareness of the presence or absence of the strategies on the part of SSs. Item 26 which presents the “self-realization of own progress” indicates that SSs (94.4%) are more aware of the existence or non-existence of this strategy compared to USs (69.6%).

Apart from these two exceptional items, all the students, regardless of their degree of success, who participated in this study are observed to display awareness to a great extent (in high percentages) in the analysis of individual learning strategies. In this part, the extent of awareness will also be studied in terms of language learning strategy types (i.e. Metacognitive, Cognitive, and Social/Affective Strategies) in order to provide a more general picture of the differences reflected by both groups of students. For this analysis, the total count of “Yes” and “No” responses for each strategy type was put under the category of “awareness”. Then, corresponding percentages and X^2 values

were calculated in relation to “awareness” and “Not Sure” categories. Moreover, Fisher’s Exact test values were also used to see the significance of the differences more clearly since the table provided in this analysis is a 3 by 2 table.

Comparison of SSs and USs in relation to “the extent of awareness” is displayed in Table 4.15 below.

Table 4.15. Awareness

Strategy Types		Awareness (Yes+No)		Not sure		X ²	F*
		f	%	f	%		
Metacognitive Strategies	SSs	769	89	95	11	.188	.692
	USs	650	88,3	86	11,7		
Cognitive Strategies	SSs	245	90,7	25	9,3	.820	.381
	USs	203	88,3	27	11,7		
Social/Affective Strategies	SSs	292	90,1	32	9,9	1,82	.300
	USs	241	87,3	35	1,27		

F*=Fisher’s Exact test ; < .05
p< .05

As can be seen in Table 4.15, X² values, in accordance with Fishers’s Exact test values, associated with each strategy type are found to reflect no statistically significant differences between the SSs and the USs in relation to the awareness factor. Moreover, the 8th students, regardless of their degree of success, are observed to be aware of the presence or absence of the strategies to a great extent. In addition, this finding is in agreement with the results reported in the analysis of individual language learning strategies.

CHAPTER 5

CONCLUSION

5.1. Conclusion

This study investigated the use of individual metacognitive, cognitive, and social/affective strategies among the 8th grade students in terms of their degree of success in a junior high school in Adana. Moreover, types of language learning strategies and to what extent the students are aware of the presence of absence of these strategies were also studied in this thesis. To achieve this, two groups, namely successful (SSs) and unsuccessful students (USs), were formed on the basis of the students' English lesson achievement results. A close ended item questionnaire with 28 items, in declarative form, was conducted to 100 8th grade students in the study in order to obtain data on the use of particular language learning strategies. The questionnaire was administered in Turkish language due to the students' low proficiency level in English. Findings of this study pointed an overall significant differences in the use of metacognitive and cognitive strategies, whereas such a difference was not observed in the use of social/affective strategies between SSs and USs participated in this study.

First, contrary to the hypothesis stating that SSs employ individual metacognitive strategies more than USs, it was found that SSs and USs did not reflect any significant differences in the use of “self-rewarding”, “self-monitoring”, and “revising” strategies. Moreover, “self-rewarding” and “self-monitoring” strategies were not seen to be as popular as “revising” strategies among the 8th grade students in this study. This popularity may be due to the fact that “revising strategies” are also used in L1 studies as well as in other lessons such as geography and history by both the students themselves and other teachers on purpose. As for the planning strategies, both SSs and USs reported using “self-management” strategies such as “having own textbook” and “arranging a study schedule” equally. However, “preparing for the day’s lesson beforehand” is primarily preferred by SSs, whereas it is the least chosen planning strategy by USs. In general, SSs were seen to use “planning strategies” more than USs in this study. Therefore, it may be claimed that “planning” strategy is an important factor in the success of these students. Another metacognitive strategy “self-correction” was unexpectedly favored by USs more than SSs even though it was found to be one of the popular strategies among the 8th grade students in the study. The idea behind this finding may be the desire of SSs to be corrected by the teacher, the authority, in class since they feel more secure in doing so.

All the students, SSs and USs, participated in the study were in favor of “learning English through communicative activities such as games and songs”. Nevertheless, both SSs and USs disagreed with the strategy of “using English as the medium of instruction in class”. Moreover, in contrast to Naiman et al.’s (in O’Malley & Chamot, 1990) findings, SSs seemed to disfavor this strategy more than USs in this study. This finding may be due to the fact that SSs, in general, have a tendency of understanding everything clearly in the class through the use of L1. Apart from these unexpected results, SSs relied on “talking to native speakers” and “communicating with

friends in English” more heavily than USs in this study. To sum up, SSs were more interested in practicing English than USs. This may be due to SSs’ communicative learning style or desire to learn English as it is actually used in real life situations. The last metacognitive strategy “self evaluation”, parallel to Kohonen’s (1992) idea, was used primarily by SSs. Almost all SSs in this study reported using these “self evaluation” strategies, which means that SSs are more aware of their own progress as well as their responsibilities in their own learning than USs in this study.

Second, parallel to the hypothesis stating that the 8th grade students reflect significant differences in the use of individual cognitive strategies in relation to their degree of success, “guessing” and “note-taking” strategies were found to be preferred by SSs more than USs in this study. It is interesting to see the use of both “note-taking” and “guessing” strategies among the 8th grade students since they are claimed to be high level strategies mostly associated with more advanced students (O’Malley & Chamot, 1990). Moreover, the “note-taking” strategy was seen to be more popular than the “guessing” strategy among these students, regardless of their degree of success. It may be due to the fact that the “note-taking” strategy is used in L1 and other lessons in a structured way by the teachers of these students on purpose.

Other cognitive strategies “contextualization” and “summarizing” were found to be popular strategies which were equally employed by both SSs and USs participated in the study. However, the “memorization” strategy was favored by the 8th grade students as the least popular one with respect to the other cognitive strategies in the study. The reason behind this unpopularity may be that the teacher rarely employs “memorization” strategy in the class and rarely assigns “memorization” homeworks.

Third, in contrast to the hypothesis implying that SSs tend to use individual social/affective strategies more than USs, no significant difference was found between

SSs and USs in terms of “cooperation”, “asking for clarification”, and “self-talk” strategies. More or less, all the students in the study, seemed to employ these strategies equally. However, “asking for clarification” strategies received more approval by the students than the other two social/affective strategies (i.e. “cooperation” and “self-talk”) in this thesis. This signals the teacher dependency aspect of the students participated in the study. Moreover, the 8th grade students in the study did not show any differences in the preference of the “studying alone” strategy, which was not seen to be so popular among these students.

Fourth, as for the type of learning strategies, in contrast to the hypothesis stating that SSs employ metacognitive strategies more than cognitive and social/affective strategies, cognitive strategies were found to be employed by SSs more than the other two types. Nevertheless, USs did not favor this order since USs were observed to prefer social/affective strategies more than the other two types (i.e. “metacognitive” and “cognitive”). Furthermore, USs appeared to give the least importance to cognitive strategies among strategy types, whereas SSs give priority to these cognitive strategies in their preference order. However, this order in the preference of learning strategy types may change from one student population to another. As for this study, it may be concluded that SSs are more cognitive based than USs. Moreover, as seen in the studies of O'Malley and Chamot (1990), Wenden (1987a), Rubin (1987), and Oxford and Ehrman (1995), SSs were found to employ a greater range of learning strategies and rely on some particular learning strategies more heavily than USs in this study.

The last hypothesis stating that SSs in this study display more awareness of the presence or absence of the language learning strategies than USs was not proved except that SSs are found to be more aware of the existence or non-existence of the “self-realization” strategy than USs. This may be due to fact that students become more successful if they realize what they do

and how they do it in each language learning process. Therefore, they can evaluate their own progress more effectively to direct their further learning appropriately. A remarkable finding, in contrast to the last hypothesis, indicated that USs display more awareness in their willingness or unwillingness to “use English as the medium of instruction in class” than SSs. Apart from these exceptions, contrary to the hypothesis, almost all the students, SSs and USs, were observed to display awareness of the presence or absence of the strategies to a great extent. To conclude, it can be claimed that the awareness level of these strategies, identified in this study, do not depend on the degree of success of the students employing them. However, whether they are employed or not depends on the degree of success.

5.2. Implications of the Study

Identifying SSs’ (successful students) strategies is an important goal of language teachers in the field of language education. This interest in learner strategies in EFL emphasizes the collaborative effort of teachers and learners in developing effective approaches to learning. As Hosenfeld (in O’Malley & Chamot, 1990) claims, a teacher’s first act should be to identify the students’ learning strategies so that instruction can be adapted properly to ensure success for all students. This will enable both SSs (successful students) and USs (Unsuccessful students) to control, modify, and/or change their learning strategies appropriately. Parallel to Willing’s (in Nunan, 1991) theory, the perceptions of individuals’ own strengths and weaknesses in relation to the strategies have a considerable effect on the development of these strategies. Learners can gain valuable insights into their own learning approaches, employ appropriate strategies, and learn to use resources wisely through better understanding and managing their own learning strategies.

The results of this study are useful and encouraging for teachers who are concerned with understanding what makes learners successful and unsuccessful with respect to the learning strategies involved. This study indicated that the 8th grade SSs and USs differ significantly in the use of particular metacognitive and cognitive strategies: among the metacognitive strategies, “preparation for the day’s lesson”, “self-evaluation”, “practicing English with friends outside”, and “learning English by talking to English native speakers” are found primarily to be preferred by SSs. However, USs are, unexpectedly, seen to rely on two metacognitive strategies “self-correction” and “using English as the only medium of instruction in class”, more than SSs. As for the cognitive strategies, “note-taking” and “guessing” strategies are favored by SSs more than USs. SSs are also seen to be more cognitive based than USs.

The teacher should first observe and interview both SSs and USs regularly to find out the reasons behind these expected and unexpected findings. The observations and interviews will also enable the teacher to compare the students’ actual use of the strategies with their self-reported strategies identified in the questionnaire. Next, the USs should be encouraged to employ the metacognitive and cognitive strategies, mentioned above, in and out of class activities and tasks through an appropriate strategy training program: *an integrated strategy training program* may be adapted for the students involved in this study because learning in context is more effective than learning separate skills whose immediate applicability may not be evident to the learners. Moreover, the SSs should also be included in this training program to become more effective in language learning process. However, in some cases, training programs should involve students in conscious learning of the strategies (i.e. a direct program) because of the students’ low proficiency in English and their young ages. Another study can be conducted to decide on the appropriate type of strategy training program among the 8th grade students in terms of their degrees of success if possible.

Nevertheless, the results may vary from one student population to another. Therefore, teachers should find ways of increasing the extent of awareness among their students to facilitate learning in class. Every teacher can conduct such a study with an instrument, similar to the one used in this study, to perceive the ways and preference of learning styles among his/her students, which provides an overall understanding of the differences in the use of particular strategies, needed to be more successful. Such instruments are most effective when conducted especially at the very beginning of a semester to make students aware of the learning strategies they employ or not. Moreover, the teacher and the students may evaluate the findings together in a class discussion. This discussion may increase the students' awareness of the presence or absence of the strategies.

On the basis of this study, the teacher will become more decided in his/her selection of methods, activities, and tasks with regard to the poor and effective language



strategy users. For example, the teacher of the 8th grade students who participated in this study should basically concentrate on learner centered activities (i.e. group and pair work) more since all the students, SSs and USs, are found to be teacher dependent in the class. As Nunan and Lamb (1996) assert, less successful or poor students who seem to depend most on the teacher are least able to learn by themselves. Consequently, the teacher should try to encourage independence among these students to become more effective learners.

One way to achieve independence is to adapt a “self-directed learning process” in the class with respect to the proficiency level of the students. “Self directed learning”, as defined by Dickinson (1987), is a particular language learning process in which the learner is responsible for all the decisions concerned with his/her learning. The process may contribute to the development of metacognitive and social/affective strategies among the students because they themselves choose their own goals and control the teaching methods and materials to be used in class as well as interacting with one another. Further research is needed to investigate the effectiveness of this process in modifying, controlling, or changing particular learning strategies among the 8th grade students who participated in this study.

This study may also provide some implications for curriculum designers and textbook authors, especially for the ones concerned with the 8th grade English lessons, who would like to reflect these strategic differences between SSs and USs in the tasks, assignments, and activities prepared for these students. In accordance with Willing’s (in Brown, 1987) claim, all language classes should be based on the learner types (i.e. concrete, authority-oriented, analytical, and democratic learners). However, such a classification can not be done due to management and source restrictions especially in state schools. Therefore, different activities and tasks that facilitate the use of particular strategies and hinder the inappropriate strategies among USs should be integrated with

the activities prepared for SSs. This integrated curriculum would be easier, and more practical than having a separate curriculum. As for curriculum designers, a broader study including interviews, recording, and observation, can be carried out in different junior high schools to obtain data on how to adapt or plan curriculum for these students in relation to effective and ineffective learning strategy users.

To sum up, this study indicated that the 8th grade students, SSs and USs, participated in this study are aware of the presence or absence of the strategies to a great extent and reflect significant differences in the use of particular metacognitive and cognitive strategies. Eventhough no difference appeared between SSs and USs in the use of social/affective strategies, the teacher should facilitate the use of these strategies among the students since social/affective strategies play an indirect role though essential on the degree of success of the students as well as on the use of the other two learning strategy types (i.e. metacognitive and cognitive strategies). To conclude, the teacher has the primary responsibility for making his/her students aware of the strategies they employ as well as encouraging them to work with him/her in a collaborative manner to deal with their learning strategies in class. Moreover, all the findings, implications, and suggestions mentioned in this thesis may constitute a base or a point for the teacher indicating where to start and how to start the process of changing, modifying, or controlling particular language learning strategies of the students in his/her class.

5.3. Limitations and Suggestions for Further Research

This study mainly focused on the differences between SSs (successful students) and USs (unsuccessful students) in the use of individual metacognitive, cognitive, and social/affective strategies in a junior high school. Moreover, the extent of awareness of the presence or absence of these strategies was also investigated among the 8th grade students with respect to their degree of success. As most studies, this study has some limitations, too. First of all, individual differences such as age and sex, affective factors such as motivation, anxiety, and risk-taking, and socio-cultural differences (i.e. social distance) which may have some considerable effects on the use of particular strategies were not controlled. Moreover, the methods, techniques, and tasks which are employed by the teacher in class should also be taken into consideration to see the relation between these teaching tools and language learning strategies. The use of a close ended item questionnaire as the only instrument in this study yielded limited data on the use of these strategies among the 8th grade students. A multiple data collection procedure including interviews, diary keeping, and observation could be conducted to enlarge the perspectives of the current study. Nevertheless, the questionnaire acted efficiently to achieve the aim of this study since the aim here was only to provide a general view on the strategy uses of the 8th grade students in relation to their degree of success by identifying these strategies through the means of a questionnaire. Some other sophisticated further research may easily be carried out with these students since their strategies have already been identified in this study.

This study may be replicated by conducting class observations in which students are assigned to work on specific language tasks and interviews with both students and their teachers to have their reflections on the use of particular strategies in class, which provides productive accounts of strategy uses. A more structured questionnaire with

multiple choice items, open ended and commentary items could be used in such a study. However, it should be noted that this kind of questionnaire would be more appropriate for more advanced students due to the nature of the questionnaire. Further research may be carried out to study these identified strategies in relation to proficiency levels, such as elementary and intermediate, four language skills (i.e. Reading, Writing, Listening, and Speaking), the type of motivation (i.e. integrative x instrumental or required x optional), the kind of task (i.g. integrative x discrete point) and personal characteristics of the students to find out their possible effects, positive or negative, on the use of these strategies among the students and draw some implications for EFL classes.

As for the alternative data collection procedure, a different time-consuming approach may be conducted in such studies regarding aim of studies: A language class may be recorded on a camera in two different sessions to see the differences between the actual uses of particular strategies and the students' belief or comments on how to use these strategies more effectively and appropriately. The whole lesson is recorded on a camera during the first session. Neither the teacher nor the students are informed about the aim of the study in order not to direct their behaviors in class towards certain results. The aim of the study is told them just after the first but before the second session. Then, the students are invited, one by one, to reflect their comments on the first session while watching it together with the researcher. This session may also be recorded to take the advantage of sudden movements, mimics, and facial expressions as cues to be used in the analysis of the data.

This study can be replicated to draw some implications on behalf of the language teachers, too: the teaching methods employed by the teacher in class, the personal characteristics of the teacher, the teacher's awareness of these strategies, belief of the teacher about the use of particular learning strategies among the 8th grade

students, and the effect of teacher training programs can be studied in relation to the particular language learning strategies in class.

Another study to see the effect of a strategy training program in helping students employ the strategies more effectively may be done with the students in this study by having one group trained and the other group untrained. The last suggestion for further research is that the use of effective or ineffective strategies may be investigated with respect to the type of school (i.e. private, state, or Anatolian) students attend since the importance given to English lesson in the syllabus change in terms of time and quality from one school type to another.



REFERENCES

- Abraham, R.G., & Vann, R.J. (1987), "Strategies of two language learners: A case study," In A. Wenden & J. Rubins (Eds.), *Learner strategies in language learning* (pp 85-102), New Jersey: Prentice Hall.
- Allwright, D., & Bailey, K.M. (1991), *Focus on the language classroom: An introduction to classroom research for language teachers*, Cambridge: Cambridge University Press.
- Brown, H.D. (1987), *Principles of language learning and teaching*, New Jersey: Prentice Hall.
- Chamot, A.V. (1987), "The learning strategies of ESL students," In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 71-83), New Jersey: Prentice Hall.
- Chaudron, C. (1988), *Second language classrooms: Research on teaching and learning*, Cambridge: Cambridge University Press.
- Cook, V. (1991), *Second language learning and language teaching*, London: Hodder & Stoughton.
- Dickinson, L. (1987), *Self instruction in language learning*, Cambridge: Cambridge University Press.
- Ekmekçi, Ö., & Okan, Z.A. (1997), "A look at learner strategies: Effects of strategy training in language learning," *Dil Dergisi*, 60, pp.16-30.
- Ellis, R. (1985), *Understanding second language acquisition*, Oxford: Oxford University Press.

- Freeman, D.L., & Long, M.H. (1991), *An introduction to second language acquisition research*, London: Longman.
- Klein, W. (1986), *Second language acquisition*, Cambridge: Cambridge University Press.
- Kohonen, V. (1992), "Experiential language learning: Second language learning as cooperative learner education," In D. Nunan (Eds.), *Collaborative language learning and teaching* (pp.14-40), Cambridge: Cambridge University Press.
- Littlewood, W. (1984), *Foreign and second language learning: Language acquisition research and its implications for the classroom*, Cambridge: Cambridge University Press.
- Longman Dictionary of Applied Linguistics* (1985), Essex: Longman.
- Longman Dictionary of Contemporary English* (1995), Essex: Longman.
- McDonough, S. (1986), *Psychology in foreign language teaching*, London: Allen & Unwin Hd.
- Nunan, D. (1989), *A guide for teacher-initiated activities*, Sydney: Prentice Hall.
- Nunan, D. (1991), *Language teaching methodology: A textbook for teachers*, New York: Prentice Hall.
- Nunan, D., & Lamb, C. (1996), *The self-directed teacher: Managing the learning process*, Cambridge: Cambridge University Press.
- O'Malley, J.M., & Chamot, A.V. (1990), *Learning strategies in second language acquisition*, Cambridge: Cambridge University Press.
- Oxford Advanced Learner's Dictionary* (1989), Oxford: Oxford University Press.
- Oxford, R.L., & Burry-Stock, J.A. (1995), "Assessing the use of language learning strategies world wide with the ESL/EFL version of the strategy inventory for language learning (SILL)," *System*, 23, pp 1-23.

- Oxford, R.L., & Ehrman, M.E. (1995), "Adults' language learning strategies in an intensive foreign language program in the United States," *System*, 23, pp. 359-386.
- Richards, J.C. (1990), *The language teaching matrix*, Cambridge: Cambridge University Press.
- Richards, J.C. & Lockhart, C. (1994), *Reflective teaching in second language classrooms*, Cambridge: Cambridge University Press.
- Rubin, J. (1987), "Learner strategy: Theoretical assumptions, research history and typology," In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 15-30), New Jersey: Prentice Hall.
- Scrivener, J. (1994), *Learning teaching: The teacher development series*, Oxford: Heinemann Publishers Ltd.
- Seliger, H.W. & Shohamy, E. (1989), *Second language research methods*, Oxford: OUP
- Skehan, P. (1990), *Individual differences in second language learning*, New York: Hotter & Stoughton.
- Stevick, E.W. (1989), *Success with foreign languages: Seven who achieved it and what worked for them*, New York: Prentice Hall.
- Tarone, E., & Yule, G. (1989), *Focus on the language learner*, Oxford: Oxford University Press.
- Wenden, A.L. (1987a), "Conceptual background and utility," In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 3-4), New Jersey: Prentice Hall.

Wenden, A.L. (1987b), "Incorporating learner training in the classroom," In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 159-166), New Jersey: Prentice Hall.





APPENDICES

APPENDIX 1

PART A (Background information)

Adı ve Soyadı :
Sınıfı :
No :
Cinsiyeti :

	Evet	Hayır
1. İngilizce dersini seviyor musunuz?	()	()
2. Dışarıda İngilizce konuşma olanağınız var mı? Evetse : Kiminle? Nerede?	()	()
3. Hiç yurtdışında bulundunuz mu? Evetse: Nerede? Kaç (ay)?..... Kaç yıl?	()	()
4. Dışarıda İngilizce TV ya da radyo dinleme olanağınız var mı?	()	()
5. İngilizce mektup arkadaşınız var mı? Varsa ne zamandan beri?	()	()
6. Özel İngilizce dersi alıyor musunuz? Evetse: Kimden?Saat (günde) Nerede?Gün (haftada)	()	()
7. 3 yıl boyunca dersinize aynı öğretmen mi girdi? Hayırsa:Kaç öğretmen girdi?	()	()
8. 3 yıl boyunca hiç sınıf değiştirdiniz mi?	()	()
9. İngilizce kitap veya gazete okuma alışkanlığınız var mı?	()	()

APPENDIX 1

PART B (The Questionnaire)

Aşağıdaki ankette İngilizce çalışırken kullandığınız çalışma teknikleri sorulmaktadır. Evet, Hayır ya da Emin değilim seçeneklerinden size uygun gelen birine lütfen (x) işaretini koyunuz.

Teşekkür ederim.

	Evet	Hayır	Emin Değilim
1. İngilizceyi şarkı söyleyerek, oyun oynayarak öğrenmek isterim.	()	()	()
2. Kendime ait bir İngilizce kitabım olmalı.	()	()	()
3. Hatalarımı kendim düzeltmek isterim.	()	()	()
4. Yaptığım hataları farkederim.	()	()	()
5. Kendi hatalarımı eleştirebilir ve onlara gülebilirim.	()	()	()
6. Bir arkadaşım ile ikili daha iyi çalışırım.	()	()	()
7. Grup çalışmasında daha iyi öğrenirim.	()	()	()
8. Tek başıma çalışarak öğrenmeyi tercih ederim.	()	()	()
9. Sınıf dışında arkadaşlarımla İngilizce konuşmak isterim.	()	()	()
10. Sınıfta öğretmenimizin sadece İngilizce konuşmasını isterim.	()	()	()
11. Bilmediğim kelimelerin anlamını konudan anlamaya çalışırım.	()	()	()
12. Kelimeleri ezberleyerek öğrenirim.	()	()	()
13. Kelimeleri cümlede kullanarak öğrenirim.	()	()	()
14. Öğrendiklerimi sık sık tekrar eder, gözden geçiririm.	()	()	()
15. Öğretmen ders anlatırken önemli noktaları not alabilirim.	()	()	()
16. Öğretmenim bir önceki derste anlattığı konuyu tekrar ederse daha iyi öğrenirim.	()	()	()
17. Bir soruya cevap verirken ya da düşünürken kendi kendime yavaşça konuşurum.	()	()	()
18. Konuşmaya çekindiğimde kendi kendimi cesaretlendiririm.	()	()	()
19. Ders çalışmaya başlamadan önce bir çalışma programı yaparım.	()	()	()
20. Kendimi zaman zaman ödüllendiririm.	()	()	()
21. Ders çalışırken ufak notlar alır, özet çıkartırım.	()	()	()
22. Konuşulanı anlamadığımda yavaş konuşulmasını veya tekrar edilmesini isterim..	()	()	()
23. İngilizceyi İngilizlerle konuşarak öğrenmeyi isterim.	()	()	()
24. Derse girmeden önce o günkü konuya hazırlanırım.	()	()	()
25. Gerektiğinde öğretmenden bir şeyi açıklamasını veya örnek vermesini isterim.	()	()	()
26. Her İngilizce dersinin sonunda o derste bir şeyler öğrenip öğrenmediğimi anlarım.	()	()	()
27. Ödevimi bitirdiğimde onu kontrol ederek okurum.	()	()	()
28. Aydınlik ve sessiz ortamda daha iyi çalışırım.	()	()	()

APPENDIX 2

The Questionnaire provided by Nunan (1989)

SAMPLE NEEDS ANALYSIS FORM

This form was developed for use at the Pennington Migrant Education Center, South Australia. Students complete the form with assistance from bilingual information officers.

Date: _____

Name: _____ Address: _____

Age: _____

Family: No. of Children: _____ Ages: _____

Other relatives in Australia: _____

Eisewhere: _____

Education: _____ No. of years: _____ Qualifications: _____

Why study finished: _____

English study: _____

Employment: _____ Main occupation: _____

Other jobs held: _____

In Australia: _____

Type of work sought: _____

Interests: _____ e.g. hobbies, sports, leisure activities: _____

Skills: _____

First language: _____ Others spoken: _____

Others studied: _____

Language learning:

A. Do you like to learn English by

READING

WRITING

LISTENING AND SPEAKING

OTHER

Which do you like the most? _____

B. Do you like to study grammar

learn new words

practise the sounds and pronunciation?

Which do you like the most? _____

C. Do you like to learn English by:

_____ cassettes

_____ games

_____ talking to English speakers

_____ studying English books

_____ watching TV

Which is the most important (1-5) to you? _____

D. How do you learn best?

	No	A little	Good	Best
alone				
pairs				
small group				
class				
outside class				

APPENDIX 3

The Questionnaire provided by Richards (1990)

The following is part of a questionnaire that tries to identify the learner's needs and preferred modes of learning.

QUESTIONNAIRE 2: HOW DO YOU LIKE LEARNING?

Put a circle around your answer.

- a) In class do you like learning
- | | |
|------------------------|--------|
| 1. individually | YES/NO |
| 2. in pairs? | YES/NO |
| 3. in small groups? | YES/NO |
| 4. in one large group? | YES/NO |
- b) Do you want to do homework
- | |
|--------|
| YES/NO |
|--------|
- If so, how much time have you got for homework outside class hours?
- _____ hours a day
- or
- _____ hours a week
- How would you like to spend this time?
- | | |
|--|--------|
| 1. Preparing for the next class? | YES/NO |
| 2. Reviewing the day's work? | YES/NO |
| 3. Doing some kind of activity based on your personal experience, work experience, or interests? | YES/NO |
- c) Do you want to
- | | |
|---|--------|
| 1. spend all your learning time in the classroom? | YES/NO |
|---|--------|
- or...
- | | |
|---|--------|
| 2. spend some time in the classroom and some time practising your English with people outside? | YES/NO |
| 3. spend some time in the classroom and some time getting to know your city and the Australian way of life, e.g., by visiting Parliament government offices, migrant resource centres, places of interest, work entertainment, and so on? | YES/NO |
- d) Do you like learning
- | | |
|---|--------|
| 1. by memory? | YES/NO |
| 2. by problem solving? | YES/NO |
| 3. by getting information for yourself? | YES/NO |
| 4. by listening? | YES/NO |
| 5. by reading? | YES/NO |
| 6. by copying off the board? | YES/NO |
| 7. by listening and taking notes? | YES/NO |
- The language teaching matrix
- | | |
|---------------------------------|--------|
| 8. by reading and making notes? | YES/NO |
| 9. by repeating what you hear? | YES/NO |
- Put a cross next to the three things that you find most useful.
- e) When you speak do you want to be corrected
- | | |
|---------------------------------------|--------|
| 1. immediately, in front of everyone? | YES/NO |
|---------------------------------------|--------|
- or...
- | | |
|---|--------|
| 2. later, at the end of the activity, in front of everyone? | YES/NO |
|---|--------|
- or...
- | | |
|-----------------------|--------|
| 3. later, in private? | YES/NO |
|-----------------------|--------|
- f) Do you mind if other students sometimes correct your written work?
- | |
|--------|
| YES/NO |
|--------|
- Do you mind if the teacher sometimes asks you to correct your own work?
- | |
|--------|
| YES/NO |
|--------|
- g) Do you like learning from
- | | |
|----------------------------|--------|
| 1. television/video/films? | YES/NO |
| 2. radio? | YES/NO |

APPENDIX 4

The Questionnaire provided by Skehan (1990)

Classroom behaviour

- 6. Do you interrupt yourself when you notice that you have made a mistake?
- 8* Do you speak to fellow students (in class) in your native language?
- 12 Do you ask the teacher when and by whom an expression can be used?
- 14 Do you often guess the meaning of new words from the rest of the sentence in which they are used?

Learning behaviour during individual study

- 3 Do you sometimes thin about differences between English and your native language and - a a result - avoid making mistakes?
- 4* Do you try to memorize sentences as much as possible without analysing them by grammar rules?
- 11 Do you keep track (e.g. by checking vocabulary lists or vocabulary cards) of words that you have learned?
- 12* When memorizing words or phrases, do you generally associate them with words or phrases in your native language rather with other words or phrases in English or with pictures or actions?

Interactions with others outside the classroom

- 2 If you see that someone does not understand you, do you often try to rephrase what you are saying?
- 3 If you are not sure whether what you said is grammatically correct, do you ask for confirmation?
- 8 Can you often guess the meaning of whad somebody said either from his/her expression or from gestures?
- 18* In social gatherings, do you, whenever possible, try to talk to individuals who speak your native language?

* = An answer of 'No' is regarded as the 'positive' strategy.

APPENDIX 5

The questionnaire provided by Richards and Lockhart (1994)

HOW DO YOU LIKE TO LEARN BEST?

1. In English class, I like to learn by reading	no	a little	good	best
2. In class, I like to listen to and use cassettes	no	a little	good	best
3. In class, I like to learn by games.	no	a little	good	best
4. In class, I like to learn by conversations.	no	a little	good	best
5. In class, I like to learn by pictures, films, video.	no	a little	good	best
6. I want to write everything in my notebook.	no	a little	good	best
7. I like to have my own textbook.	no	a little	good	best
8. I like the teacher to explain everything to us.	no	a little	good	best
9. I like the teachers to give us problems to work on.	no	a little	good	best
10. I like the teacher to help me talk about my interests.	no	a little	good	best
11. I like the teachers to tell me all my mistakes.	no	a little	good	best
12. I like the teacher to let me find my mistakes.	no	a little	good	best
13. I like to study English by myself (alone).	no	a little	good	best
14. I like to learn English by talking in pairs.	no	a little	good	best
15. I like to learn English in small groups.	no	a little	good	best
16. I like to learn English with the whole class.	no	a little	good	best
17. I like to go out with the class and practise English.	no	a little	good	best
18. I like to study grammar.	no	a little	good	best
19. I like to learn many new words.	no	a little	good	best
20. I like to practise the sounds and pronunciation.	no	a little	good	best
21. I like to learn English words by seeing them.	no	a little	good	best
22. I like to learn English words by hearing them.	no	a little	good	best
23. I like to learn English words by doing something.	no	a little	good	best
24. At home, I like to learn by reading newspapers, etc.	no	a little	good	best
25. At home, I like to learn by watching TV in English.	no	a little	good	best
26. At home, I like to learn by using cassettes.	no	a little	good	best
27. At home, I like to learn by studying English books.	no	a little	good	best
28. I like to learn by talking to friends in English.	no	a little	good	best
29. I like to learn by watching/listening to Australians.	no	a little	good	best
30. I like to learn by using English in shops/CES/trains...	no	a little	good	best

APPENDIX 6

Adapted version of SILL used by Ekmekçi and Okan (1997)

YABANCI DİL ÖĞRENİMİNDE ÖĞRENCİ STRATEJİLERİ

Aşağıdaki ankette yabancı dil öğrenirken kullandığınız öğrenme stratejileri sorulmaktadır. Evet, Hayır ya da Fikrim Yok seçeneklerinden size uygun gelen birini lütfen daire içine alınız.

Yardımlarınız için teşekkür ederim.

Kız 1 Erkek 2

1. Yeni öğrendiğim bir bilgi ile eskisi arasında bir ilişki kurmaya çalışırım.

a) Evet b) Hayır c) Fikrim Yok

2. Öğrendiğim yeni sözcükleri cümle içinde kullanırım.

a) Evet b) Hayır c) Fikrim Yok

3. Seslerle imgeleri birleştiririm.

a) Evet b) Hayır c) Fikrim Yok

4. Öğrendiklerimi sık sık gözden geçiririm.

a) Evet b) Hayır c) Fikrim Yok

5. Sözcükleri bir kaç kez söyler ya da yazarım.

a) Evet b) Hayır c) Fikrim Yok

6. İngilizceyi anadili olanlarla konuşmaya çalışırım.

a) Evet b) Hayır c) Fikrim Yok

7. Televizyon ve film izlerim.

a) Evet b) Hayır c) Fikrim Yok

8. Öykü ve roman okurum.

a) Evet b) Hayır c) Fikrim Yok

9. Dillerarası ortak özelliklere dikkat ederim.

a) Evet b) Hayır c) Fikrim Yok

10. Sözcük sözcük çeviri yapmaktan kaçınırım.

a) Evet b) Hayır c) Fikrim Yok

11. Özetler çıkarırım

a) Evet b) Hayır c) Fikrim Yok

12. Bilmediğim sözcüğün anlamını tahmin etmeye, bağlamdan çıkarmaya çalışırım.

a) Evet b) Hayır c) Fikrim Yok

13. Yeni sözcükler uydururum.

a) Evet b) Hayır c) Fikrim Yok

14. Sözlük kullanmadan okurum.

a) Evet b) Hayır c) Fikrim Yok

15. Konuşmacının ne söyleyeceğini tahmin etmeye çalışırım.

a) Evet b) Hayır c) Fikrim Yok

16. İngilizceyi mümkün olduğu kadar fazla kullanmanın yollarını araştırırım.
a) Evet b) Hayır c) Fikrim Yok
17. Konuşmacının söylediklerine dikkat ederim.
a) Evet b) Hayır c) Fikrim Yok
18. Daha iyi öğrenmenin yollarını ararım.
a) Evet b) Hayır c) Fikrim Yok
19. Kendime çalışma programı yaparım.
a) Evet b) Hayır c) Fikrim Yok
20. Net amaçlar edinmeye çalışırım.
a) Evet b) Hayır c) Fikrim Yok
21. Kendimi geliştirmeyi düşünürüm.
a) Evet b) Hayır c) Fikrim Yok
22. Korktuğumda sakın olmaya çalışırım.
a) Evet b) Hayır c) Fikrim Yok
23. Konuşmaya çekindiğimde kendimi cesaretlendiririm.
a) Evet b) Hayır c) Fikrim Yok
24. Kendimi zaman zaman ödüllendiririm.
a) Evet b) Hayır c) Fikrim Yok
25. Günlük tutarım.
a) Evet b) Hayır c) Fikrim Yok
26. Konuşulanı anlamadığımda yavaş konuşulmasını ya da tekrar edilmesini isterim.
a) Evet b) Hayır c) Fikrim Yok
27. Yaptığım hataların düzeltilmesini isterim.
a) Evet b) Hayır c) Fikrim Yok
28. Yabancı dilin konuşulduğu toplumun kültürünü öğrenmeye çalışırım.
a) Evet b) Hayır c) Fikrim Yok
29. Bilmediğim bir sözcükle karşılaştığımda, sözcükte kullanılan ön ve son ekleri ve sözcüğün kökünü anlamı tahmin etmede ipucu olarak kullanırım.
a) Evet b) Hayır c) Fikrim Yok
30. Bilmediğim bir sözcüğün anlamını tahmin etmede sözcüğün isim, sıfat ya da zarf olduğunu bilmem anlamını çıkarmamda yardımcı olur.
a) Evet b) Hayır c) Fikrim Yok
31. Dinlediğim bir metnin ana fikrini daha az önemli noktalardan ayırabilirim.
a) Evet b) Hayır c) Fikrim Yok
32. Dinlediğim bir metindeki önemli ayrıntıları çıkartabilirim.
a) Evet b) Hayır c) Fikrim Yok

APPENDIX 7

Curriculum of the 8th grade English Lesson in Junior High Schools

ORTA III. SINIF

AMAÇLAR

1.00 BİLGİ

- 1.11 Öğrendiği yabancı dildeki belli sesleri bilgisi.
- 1.12 Yabancı dilde tonlama (Intonation) ve telaffuz (Pronunciation) bilgisi.
- 1.13 Basit (simple) ve bileşik (complex) cümlelerden oluşan bir metin veya konuşmada geçen kelimelerin anlam bilgisi.
- 1.14 Basit ve bileşik cümle öğelerinin bilgisi.
- 1.15 Basit ve bileşik cümleler ile ilgili dilbilgisi kurallar bilgisi.
- 1.16 Konuşma dilinde kullanılan belli başlı kısaltmalar bilgisi.
- 1.17 Yabancı dilde yazım bilgisi.
- 1.18 Günlük iletişimde kullanılan işlev ve kavramlar bilgisi.

2.00 KAVRAMA

- 2.11 Basit ve bileşik cümlelerin söz ve eylem değerlerini kavrayabilme.
- 2.12 Basit ve bileşik cümlelerden oluşan bir metin veya konuşmayı dinlendiğinde anlayabilme.
- 2.13 Günlük deneyimleri basit ve bileşik cümleler ile sözlü olarak ifade edildiğinde anlayabilme.
- 2.14 Basit ve bileşik cümlelerden oluşan bir metin veya konuşmayı okuduğunda anlayabilme.
- 2.15 Günlük iletişimde kullanılan basit ve bileşik cümleleri uygun bir ifadeye çevirme.
- 2.16 Değişik dil kullanımlarını (formal-informal) anlayabilme.

3.00 UYGULAMA

- 3.11 Dildeki yapı, işlev ve kavramları doğru olarak kullanabilme.
- 3.12 Öğrendiklerini basit ve bileşik cümleler ile sözlü olarak ifade edebilme.
- 3.13. Günlük deneyimleri basit ve bileşik cümleler ile sözlü olarak ifade edebilme.
- 3.14 Sınıf düzeyine uygun noktalama işaretlerini/yazım kurallarını kullanabilme.
- 3.15 Öğrendiklerini basit ve bileşik cümleler ile doğru olarak yazabilme.

4.00 DUYUŞSAL ALAN

- 4.11 Güdümleme yolu ile yabancı dil öğrenmekten zevk alma.
- 4.12 Öğrenmekte olduğu yabancı dil kullanmaya özen gösterme.

EK: 3
ORTA III

FUNCTION	STRUCTURE	VOCABULARY
a) Talking about experiences & past actions. Describing things in the past. b) Making & refusing invitations/giving & accepting excuses. c) Saying what you have/haven't done (recycle)	Have you ever seen...? Have you ever been to...? + Superlative Degree This is the best film I have ever seen. Have you ever read? No, never. When did you buy...? When did you go...? etc. What was it like? What about...? I'm awfully sorry...	
a) Narrating the past events b) Talking about an interrupted action c) Sending postcards.	The Simple Past Tense When? Who? How? The Simple Past+past Cont.Tense What were you doing when/as the accident happened?	
a) Reading time tables and working out tariffs b) Talking about future plans expressing condition. c) Making suggestions	(If clause) If+present, will+V If I come early, I will I like/hate+V+ing I don't like/hate+V+ing.	
a) Talking about abilities disabilities in the future b) Expressing quantity. Buying & Selling	can/was able to be able to/will be able to Quantity some-any-a lot of (recycle) a little, a few How much is it?	
a) Asking for & giving information about places to visit b) Describing position and directions c) Make a picture/plan about your town, write some facts about the town. Plan a sightseeing-tour round your town.	Let's go Do you think that's good idea? Where shall we go today? A guide to places of interest in your town. What is the best way to..?	in, on, at, by, near, next opposite (to), towards, over in the north/south/west/east

CONSOLIDATION

a) Describing people	Relative clauses with "who" (Subjective position) A computer engineer is a person who...	
b) Expressing enjoyment, dislikes and preferences	I like the people who are.. I hate So do I Neither do I	some adjectives jealous
a) Describing things and objects	Relative Clauses with "which" (subjective position) A refrigerator is a machine which is used for keeping food fresh.	
b) Expressing recommendation	Can you recommend a place/film which...? There's a... shop	
a) Giving advice	should	
b) Expressing emphasis and feelings. linking verbs (copula) Emphasis, surprise	smell, taste What a wonderful world! I hope May be	
a) Describing a process agriculture/geography recipes/cooking products	Passive voice, Present Tense Millions of newspapers are sold/ printed/written Passive voice with/without agent Passive voice. (Interrogative) Photos are developed in the darkroom.	
a) Comparing qualities	too+adj.	very, too
b) Reasoning	adj.+enough	v ₁ +too,+v ₁ not either
c) Expressing quantity by giving unspecified number	Why-Because...? I'd like some water. How much would you like? I'm not sure/very little/ a few... etc., please Is that enough? Yes, thank you. That's too little. I'd like more than that. That's too much. I'd like less.	

CONSOLIDATION

When/Where were you born?
I was born...
What.. if...?
I know someone who plays the
guitar.
Do you know someone who...?

CURRICULUM VITAE

Name : Ebru Şire
Birth Place and Year : Adana, 10.10.1973
Work Place : Ç.Ü. Center For Foreign Language (YADİM)
Occupation : English Language Instructor

EDUCATION :

<u>DATE</u>	<u>SCHOOL</u>	<u>DEGREE</u>
1999	ELT Department Institute of Social Sciences Çukurova University	Master of Arts
1995	ELT Department Faculty of Education Çukurova University	Bachelor of Arts
1990	Adana Anafartalar High School	High School Diploma

WORK EXPERIENCE :

ENGLISH LANGUAGE INSTRUCTOR

1998 — Ç.Ü. Center For Foreign Language (YADİM)
1996-1998 Adana Ulubatlı Hasan Junior High School
1995-1996 Kırıkkale Anatolian Technical High School/Vocational High School