

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

In recent years, English has become the most widely used language in the world. For this reason, a second language learning opportunity was given to children in elementary schools. As the teachers are responsible for the students' learning in second language classrooms, they are required to be able to teach language in an effective way and to identify students' needs to increase their awareness in language learning since, "... learning a second language is a complex process" (Brown 1980: 1).

During the teaching and learning process, many English language teachers may be faced with various difficulties. For example, teachers have to consider classroom management issues, such as discipline, disruptions and allocating equal time for all students. Accordingly, the factors which effect learning can be age, motivation, culture, individual learning style or language learning strategies of the participants. Considering this, teachers should have awareness of the reasons being teaching and the knowledge of what they are teaching. Moreover, the teaching style should appeal to all participants in the classroom. Shortly, what is needed more is to conduct learning materials that lead students to acquire language concepts meaningfully and excitingly.

It is generally believed that "...acquisition in classrooms occurs most effectively when teachers concentrate on making input comprehensible" (O'Malley and Chamot 1990: ix). For this reason, a teacher ought to use different strategies as they are teaching grammar, spelling, reading, writing, vocabulary or listening ...etc. as participants apply different language learning strategies in the process of second language learning. In addition, teachers need to help students use strategies to handle unknown items in second language learning. In order to achieve this goal, such strategies should not only be used but also

should be explained to the participants in the classroom to increase the efficiency of learning and teaching.

Çağatay (2000) explains that if learners are aware of their learning preferences and strategies, they can be successful at the tasks they are given since language learning strategies have an impact on their second language acquisition processes. With this in mind, teachers should give opportunities to participants for success by enabling them to learn according to their particular language learning strategies. Therefore, participants inevitably become more acquainted with their respective language learning strategies. Considering this reason, it is an important tool for students if language learning strategies are taught in the teaching process to meet their needs and expectations.

As Hismanoğlu (2000) mentioned, the language teacher who aims at educating his students in using language learning strategies should learn about the students, their interests, motivations, and learning styles. The teacher then can learn what language learning strategies students already appear to be using, by observing their behavior in class. Having established these facts, it seems necessary to design a research on language learning strategies and its relationship between their demographic variables such as nationality, academic achievement or gender. Firstly, this paper provides the background of language learning strategies. Next, it gives various definitions and taxonomies of language learning strategies presented by several researchers.

1.2 Aim of the Study

As the related literature suggests, learners have different language learning strategies. Therefore, teachers use various techniques in the teaching process; nevertheless it is necessary to inform participants about their language learning strategies in order to raise consciousness of the way how they learn. Research results on language learning strategies show that effective learners change their strategies according to the task and their personal needs. Therefore, by using strategies in language learning, learners become more

independent in the process of learning as they can evaluate their own learning (Saltuk 2001: 14).

Within the scope of this study, the purpose was to explore the relationship between language learning strategies according to the participants' nationality, academic achievement and gender within the subject group which was composed of 8th grade participants at private schools in Amman, Jordan and Adana, Turkey.

1.3 Research Questions

The objectives of this study are to find answers to the following questions:

1. What are the language learning strategies of 8th grade participants at private schools in Jordan and Turkey?
2. Is there a significant difference in using language learning strategies of the participants according to their nationality, academic achievement or gender?
 - 2a Is there a statistically significant relationship between language learning strategies of the participants, their nationality and academic achievement?
 - 2b Is there a statistically significant relationship between language learning strategies of the participants, their nationality and gender?
 - 2c Is there a statistically significant relationship between language learning strategies of the participants, their academic achievement and gender?

CHAPTER 2

THEORETICAL BACKGROUND AND LITERATURE REVIEW

Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime.

An ancient proverb
(Özseven 1993: 5)

Language Learning Strategies

Within the field of second language learning the term *learning* has been defined as, “... an observable change in a person’s reaction to an observable stimulus” (Çağatay 2000: 2). During the process of learning, the way of perceiving knowledge varies from one person to another. This further difference depends on our cognitive process. In a classroom environment, there can be excellent, poor or average participants who are interested in different areas. For instance, participants may learn through seeing, hearing, drawing, writing and memorizing. Some students have been observed enjoying practicing, whereas others prefer dealing with details, or using their mental abilities. Thus, teaching techniques vary in accordance to the learners’ styles of learning.

In a classroom or in a society, people learn a second language because of social and communicative reasons in their countries. In the process of learning a second language, it is better for learners to be aware of the ways they learn most effectively. For example, it is believed that both inside and outside of the class, participants learn best in a learning strategy they have created for themselves, even if the teacher uses his own teaching techniques such as discussing, emphasizing memory, or lecturing. While practicing reading, writing, speaking or listening skills, the participants can become uninterested almost if a teaching technique does not refer to participants’ interest because it will diminish his interest after a time.

In order to make learning easier and more interesting, it is necessary to present new materials and techniques in accordance with the participants' language learning strategies. If a learner's individual language learning strategy is not taken into consideration, the learning process will be slow and inefficient. In consideration of the learners' language learning strategy can result in the students becoming unproductive during the lesson, followed by low attendance, poor test scores and lack of motivation.

If learners use their own language learning strategies, it will facilitate continuous effective learning during the language learning process. It is advantageous for the student to be an active participant in his own learning process. To achieve this goal, the meaning of *language learning strategies* should be well perceived and defined to them. As Nunan (1999: 171) states learners are unaware of the strategies underlying the learning tasks in which they are engaged. If they are aware of what they are doing, language learning will be more effective.

Strategy is a word which comes from Greek. This term, *strategia*, is a tactic used to become successful. As Oxford (1990: 8) explains, strategies are the actions which a learner uses in an effective way for the new situations in his life.

According to Collins Cobuild dictionary, 'strategy' is defined as

1. 'A plan you adopt in order to get something done especially in politics, economics, or business'
2. 'The art of planning the best way to achieve something or to be successful in a particular field' (Sinclair 1988: 1442).

Nunan (1999: 171) explains that strategies are the mental and communicative procedures learners use in order to learn and use a language.

Brown (1980: 113) expands this definition by saying: “strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information”.

There are a number of factors which affect the choice of the learners’ strategy, such as a learner’s age, gender, nationality or his degree of awareness. If they are being informed about the use of strategies, they would choose the best one for themselves. Moreover, when participants use language learning strategies, teachers are also informed about the learners’ personalities or their learning preferences. In this way, teachers can prepare activities or tools which will help participants to get the most benefits out of the learning process.

According to Oxford (1990: 1) language learning strategies are defined as “... the steps taken by participants to enhance their own learning...Appropriate language learning strategies result in improved proficiency and greater self-confidence”. It can be said that in order to facilitate the process of second language learning, participants could use their own techniques to learn successfully.

Wenden and Rubin (1987: 19) state “learner strategies include any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information, that is what learners do to learn and do to regulate their learning”.

For Rubin (1987 cited in Tabanlıoğlu 2003: 21), “language learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly”.

In addition, Richards and Platt (1992 cited in Saltuk 2001: 12) define language learning strategies as “intentional behaviour and thoughts used by learners during learning so as to better help them understand, learn or remember new information”.

In her study, Saltuk (2001: 14) stresses that “language learning strategies enable participants to be responsible for their own progress”. With this in mind, it is necessary to assist the learners in the best way to acquire a foreign language. When participants are aware of their abilities or if they know how to learn effectively, they will change their strategies according to the task or to their needs. Consequently, students can evaluate their learning process, they can become more active and effective learners and they can learn easily and quickly if they know how to use language learning strategies. Moreover, as Oxford (Nunan 1999: 172) states, learners who have developed appropriate language learning strategies have greater self-confidence.

There are numbers of other features of language learning strategies which help participants to improve their own language learning. Twelve key features of language learning strategies are listed below by Oxford (1990: 9):

1. They contribute to the main goal, communicative competence.
2. They allow learners to become more self-directed.
3. They expand the role of teachers.
4. They are problem-oriented.
5. They are specific actions taken by the learner.
6. They involve many aspects of the learner, not only the cognitive.
7. They support learning both directly and indirectly.
8. They are not always observable.
9. They are often conscious.
10. They can be taught.
11. They are flexible.
12. They are influenced by a variety of factors.

As it is seen, language learning strategies in language learning and teaching are important since learners use different strategies in performing the tasks and processing the new language they face. There are valuable clues for language teachers on how their

students plan, understand, learn, or remember new input during the process of language learning. In other words, the teacher can learn what language learning strategies students employ while observing their behavior. In such as the purpose of their learning a language, their favorite kinds of class activities, the reason why they learn a language, if they ask for clarification, verification or correction and if they cooperate with their peers or not.

Classification of Language Learning Strategies

Many scholars in the field of foreign language learning/teaching have classified language learning strategies in various categories. As previously explained, Rubin is the pioneer in the field of language learning strategies in which he divided into two parts; Cognitive and metacognitive, communication and social strategies. The second scholar, O'Malley, was also mentioned below. He classified language learning strategies into three main categories; Metacognitive, cognitive and socioaffective strategies. The last one is Oxford's language learning strategies which is the most extensive classification developed so far. Oxford divided language learning strategies into two categories. When compared to the other scholars, she regrouped the categories in language learning strategies by involving memory, cognitive and compensation strategies in one group as direct strategies and metacognitive, affective and social strategies as indirect strategies (Tabanlıoğlu 2003: 23-31). Özseven (1993:21), found that as a result of comparison of the Rubin and Wenden's inventory on language learning strategies with Oxford's, Oxford's strategies are more up-to-date and more accessible in the sense that it wasn't so complicated. Tüz (1995: 30) added that Oxford's inventory has proved to be reliable and has been used in many different countries.

In conclusion, the researcher decided to use Oxford's strategy inventory for language learning which was more appropriate. Moreover, the researcher found that this inventory is more convenient and comprehensive for the purpose of this study. In the following section,

how various researchers have categorized language learning strategies will be shortly summarized.

Rubin and Wenden's Classification of Language Learning Strategies:

Rubin and Wenden (1981 cited in O'Malley and Chamot 1990: 3-5), who are the pioneers in this field, divided language learning strategies into two primary categories. The first category consists of the strategies which directly affect learning; these include clarification/verification, monitoring, memorization, guessing, inductive reasoning, deductive reasoning and practice. In this category, the learner repeats sentences, guesses the meaning from key words, takes notes, and writes them repeatedly, makes comparison between the native and the target language or asks questions to confirm whether he has understood correctly or not.

The second category involves strategies which contribute indirectly to learning. It includes two subcategories; creating practice opportunities and using production tricks such as communication strategies. For instance, the learner creates situations to talk to native speakers and spends time watching TV or listening to the radio. Therefore, the learner practices his knowledge in English. Moreover, he produces a variety of circumstances to clarify and understand the meaning.

O'Malley's Classification of Language Learning Strategies:

O'Malley et al. (1990: 43-56) divided language learning strategies into three categories; Metacognitive Strategies, Cognitive Strategies and Socioaffective Strategies.

2.2.2.1.A Metacognitive Strategies: This strategy type refers to executive skills such as planning, organizing from its parts and ideas, monitoring a task while it is occurring, and evaluating one's production from the successfulness of the learning process after he finishes the activity.

2.2.2.2.B Cognitive Strategies: In the learning process, the interaction between a learner and the material is important. Resources such as dictionaries, textbooks, key words or summaries of the given texts, visual images, elaboration, transferring and inference are the most important cognitive strategies.

2.2.2.3.C Socioaffective Strategies: This category involves an interaction with another person who is usually a native speaker. Participants are asked to answer questions for clarification. Moreover, they can even be encouraged to work with another person and cooperate. Therefore, they practice with other participants. Self-talking is another strategy which also reduces participants' anxieties. As has been mentioned, these are the strategies which require group work tasks.

Rebecca Oxford's Classification of Language Learning Strategies:

2.2.3.A. Direct Strategies

There are two different types of strategies according to Oxford's (1990: 17) classification: Direct and Indirect strategies. Direct strategies have three subcategories: memory strategies, cognitive strategies and compensation strategies.

2.2.3.A.1 I. Memory Strategies

In ancient times, memory strategies were used to remember practical information related to weather, farming or when they were born. Today, "the mind is such a powerful mechanism that it can store trillions of bits of information; however, only part of it is used when memory strategies help the learner"(Saltuk 2001: 30-31).

As shown in Figure 1, memory strategies are related to vocabulary learning and development. These strategies are commonly used when there is some difficulties in learning vocabulary since those strategies help learners to store verbal material and retrieve

it when needed for communication. In this set, four different types of strategies are included.

2.2.3.A.1 . a. Creating Mental Linkages

Grouping: Related items are classified in such a meaningful way that a learner is able to understand the meaning or remember the new language items easily. For example, classification can be made according to topics, types of words, similarities or dissimilarities.

Associating/Elaborating: One piece of information is related to memory in a meaningful way to the learner.

Placing New Words into a Context: New information is placed into context within a meaningful sentence or conversation in order to be memorable.

2.2.3.A.1 b. Applying Images and Sounds

Using Imagery: A learner uses visual imagery by associating new language items in his memory. “This could be an actual drawing, a picture, an object or mental representation of the letters of a word” (Saltuk 2001: 32).

Semantic Mapping: A learner makes a connection with a key word, which is at the center, and finds related words with it by using arrows or lines.

Using Keywords: With the help of auditory (similar sounds) and visual (similar image) links, a learner makes meaningful associations in order to remember a new word.

Representing Sounds in Memory: With this strategy, a learner uses a number of ways such as rhymes, phonetic spellings or sounds, to remember new language items. He makes associations between the new word and any other word he knows.

2.2.3.A.1 c. Reviewing Well

Structured Reviewing: In this strategy, a learner reviews the new language item several times until it becomes natural and automatic.

2.1.1.3.A I. d. Employing Action

Using Physical Response or Sensation: A learner physically acts out a new vocabulary item as he is learning.

Using Mechanical Techniques: New target language information is learned by writing on cards or moving/changing things around which are concrete. For instance, moving cards from one stack to another when a word is learned.

2.2.3.A.2 II. Cognitive Strategies

These strategies are also used when a learner is acquiring a new language. They are the most popular strategies used by learners. “These are practicing, receiving, sending messages, analyzing and reasoning, and creating structure for input and output” (Saltuk 2001: 28-29)

2.2.3.A.II. a. Practicing

Repeating: A learner acquires a new language by saying or doing it several times. Practicing with sounds or repeating newly learnt vocabulary is the most important strategy for the learner.

Formally Practicing with Sounds and Writing Systems: Sounds and written language are practiced.

Recognizing and Using Formulas and Patterns: A learner uses some routine formulas or patterns such as ‘My name is...’, ‘Hello, how are you?’.

Recombining: Known phrases are combined with other sentences.

Practicing Naturalistically: In a realistic situation, in which a learner practices naturally such as in a conversation or a lecture.

22.2.3.A.II. b. Receiving and Sending Messages

Getting the Idea Quickly: Skimming (main idea) or scanning (specific details) are the best ways to get the idea quickly so that learners do not focus on every single word.

Using Resources for Receiving and Sending Messages: Learners use printed or nonprinted resources to understand incoming messages or produce outgoing messages.

2.2.3.A.II. c. Analyzing and Reasoning

Reasoning Deductively: “Using general rules and applying them to new target language situations” (Oxford 1990: 47).

Analyzing Expressions: A learner divides a word into minimal and meaningful pairs in order to understand the whole meaning of the expression.

Analyzing Contrastively: Attempting to find any similarities or differences between the new language with elements of one’ own language such as sounds, grammar, and vocabulary.

Translating: Participants may try to translate the target language to their native language.

Transferring: In order to understand the target language participants may apply knowledge of words from one language to another (from the native language to the target language).

2.2.3.A.II. d. Creating Structure for Input and Output

Taking notes, summarizing and highlighting are the strategies which are used to create structure.

2.2.3.A.3 .III. Compensation Strategies

If a learner lacks the appropriate vocabulary or structure, he uses compensation strategies which are covered in two different categories.

2.2.3.A.III.a. Guessing Intelligently in Listening and Reading

If a learner does not know some vocabulary, a part of the grammar or any other element in the target language, he should use language-based clues to obtain or guess the meaning. Moreover, non language clues can be used such as personal relationships, situations.

2.2.3.A.III.b. Overcoming Limitations in Speaking and Writing

There are some strategies in this category such as using the native language without translation, getting help from others, using mimes or gestures, avoiding communication, choosing the topic with which a learner is acquainted, adjusting the message, coining new words or using synonyms (Oxford 1990: 51).

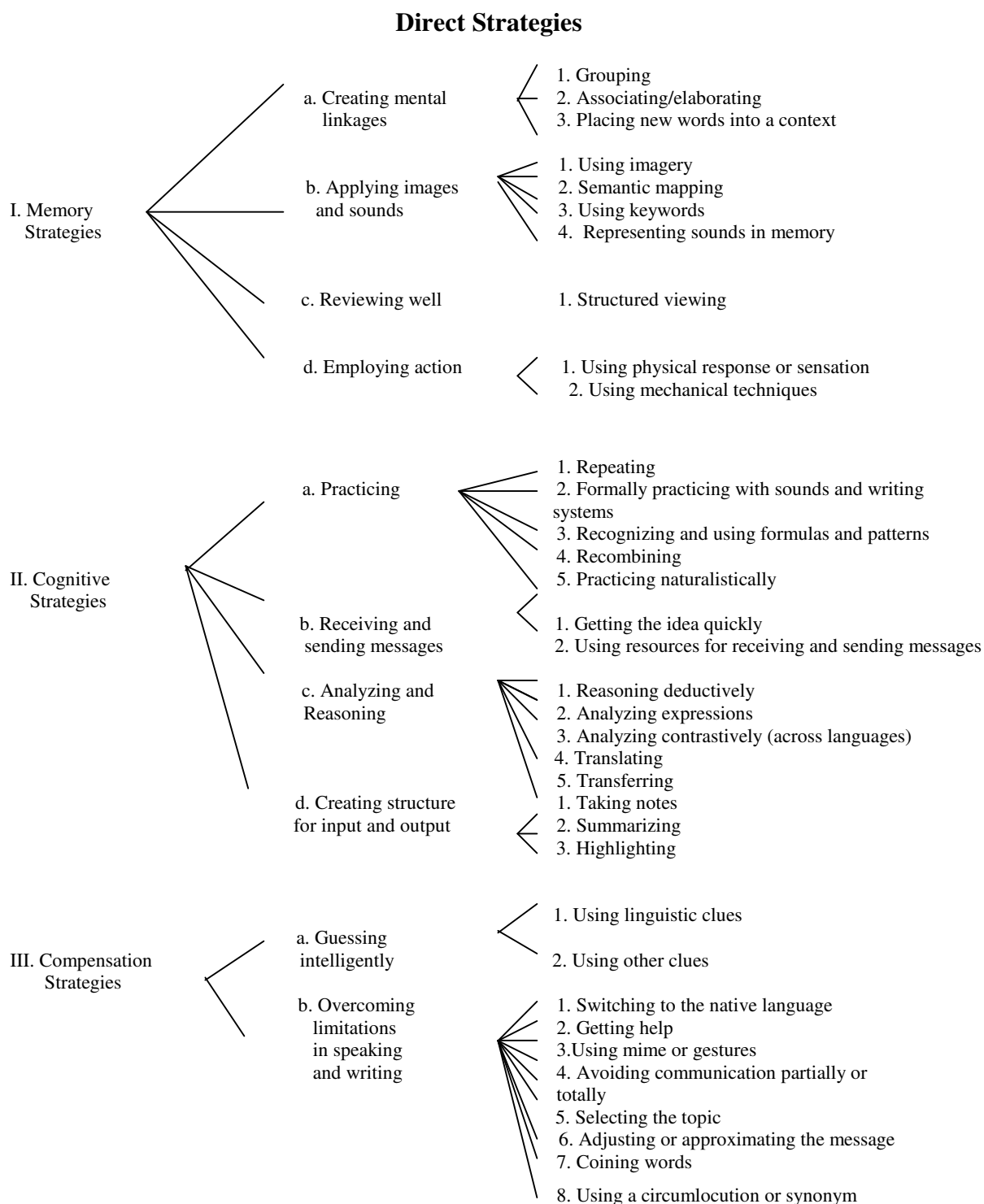


Figure 1. Oxford's strategy classification system (Oxford 1990: 18-19)

2.2.3.B. Indirect Strategies

“...indirect strategies work best when used in combination with direct strategies. By definition, direct strategies involve the new language directly, whereas indirect strategies provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means”

Oxford 1990: 151

As quoted in Oxford (1990: 135), there are three subcategories of indirect strategies which are classified as metacognitive, affective and social strategies.

2.2.3.B I. Metacognitive Strategies

These strategies also play an essential role in language learning. With the help of metacognitive strategies, a learner can coordinate or monitor his learning process.

2.2.3.B.I. a. Centering Your Learning: This is a kind of strategy where a learner tries to make connections between known materials. In addition, the learner pays attention to specific details in order to learn the language. With this strategy, he focuses on listening but delays speech until it has developed.

2.2.3.B.I b. Arranging and Planning Your Learning: In this set, the strategies allow learners to organize and plan their language. For instance, he learns the language by reading or speaking. During this time, the learner attempts to discover how the language works. In addition, “getting organized through organizing someone’s schedule, environment (e.g., space, light, sound), and language notebook” (Saltuk 2001: 26). The learner sets the goals of the language or identifies the purpose of a language task (listening/speaking/reading/writing) for himself as he is planning his learning. “Planning for the language elements and functions necessary for an anticipated language task or situation” (Oxford 1990: 139). The learner tries to arrange opportunities to practice the new

language, such as talking to a foreign speaker, listening to speeches or to the radio, watching films or attending parties where the target language is spoken.

2.2.3.B.I c. Evaluating Your Learning: In this category, two different strategies help learners to learn the language. The first is *self-monitoring*. The learner tries to identify his errors which are important for the new language. The second is known as *self-evaluation*. The progress in one's learning is evaluated, by checking or observing, to help learners.

2.2.3.B II. Affective Strategies

These strategies are related to emotions, motivations and also values. Affective factors play an important role in language learning process because people have both positive and negative emotions and attitudes towards everything. Here, three subcategories of affective strategies are explained.

2.2.3.B II. a. Lowering Your Anxiety: Listening to classical music, laughing, taking deep breaths and meditating are the means for a learner to relax and lower anxiety.

2.2.3.B II. b. Encouraging Yourself: In order to feel confident in the process of learning a new language, someone can write or think positive things, push himself to take risks even though errors are inevitably made, or a student can award himself because of his good performance.

2.2.3.B II. c. Taking Your Emotional Temperature: This set covers some strategies which help a learner “to assess their feelings, motivations, and attitudes and, in many cases, to relate them to language tasks” (Oxford 1990: 144). The learner listens to his body in regards to any situation such as fear, anger, and happiness or writes his feelings in a diary. Moreover, he uses a checklist to identify his attitudes. Discussing his feelings with a friend or a relative is another strategy which will help in the learning process.

2.2.3.B III. Social Strategies

Social strategies are important in the process of language learning because language is used between people in order to communicate. Thus, language learning involves other people and different environment where practice is possible. Asking questions, cooperating with others, and empathizing with others are the three subcategories included in social strategies.

2.2.3.B. III.a. Asking Questions: This strategy is beneficial to the learner. When a learner is asked a question, the feedback will clarify whether if something is misunderstood or not. In this matter, the speaker or the learner can be asked to repeat, explain, or correct any mistakes.

2.2.3.B. III.b. Cooperating with Others: This strategy requires interacting with other learners/students or native speakers. This cooperation improves language learners' performance such as speaking skills due to the participants' involvement in group work.

2.2.3.B. III.c. Empathizing with Others: "Empathy is the ability to 'put yourself in someone else's shoes' in order to better understand that person's perspective" (Oxford 1990: 146). When the learner demonstrates empathy and culture awareness, the language learning process is effected in a way that will facilitate language absorption and comprehension.

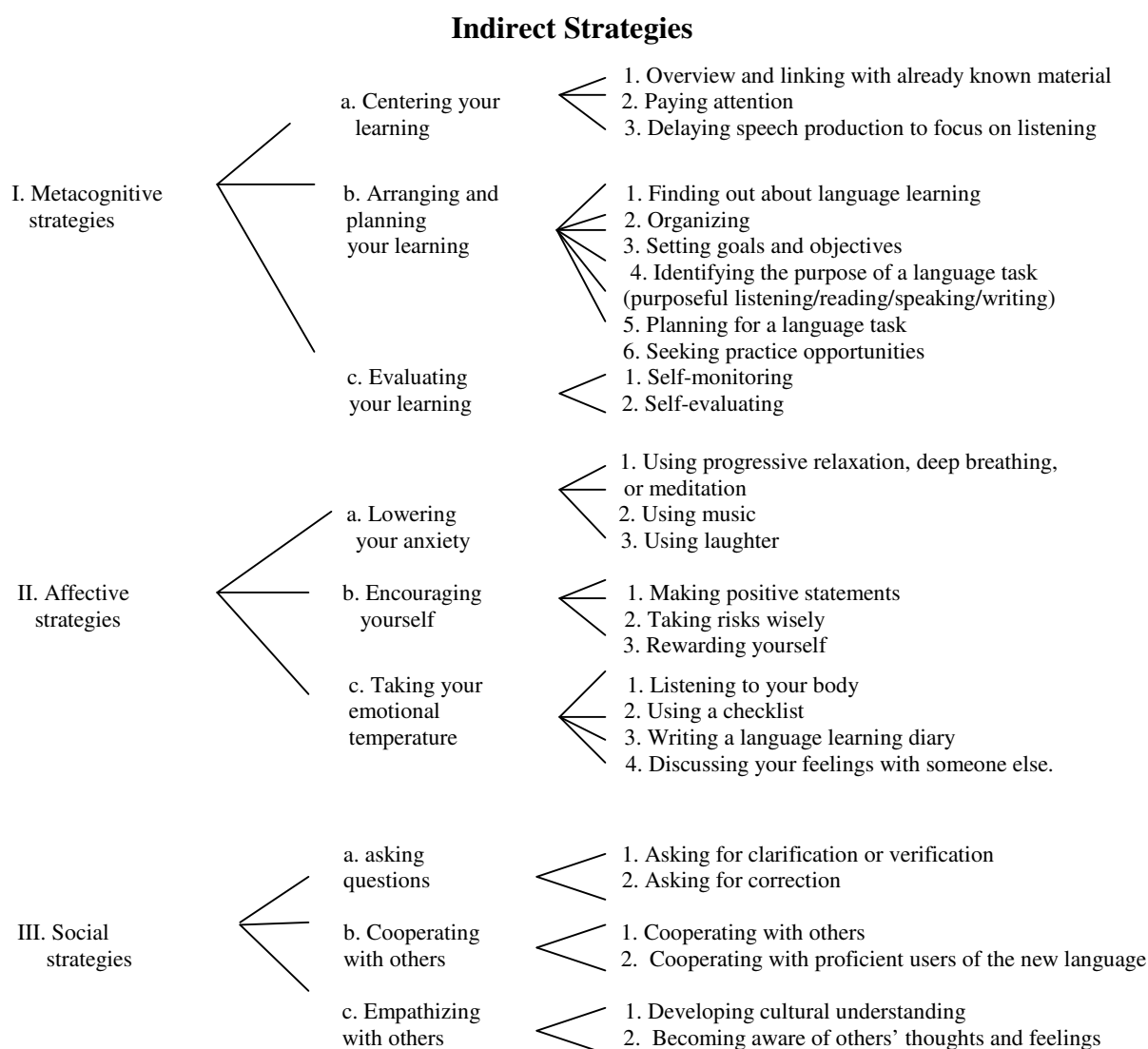


Figure 2. Oxford's strategy classification system (Oxford 1990: 20-21)

Finally, as discussed before, on page 12, 13 and 14, using different language learning strategies help participants to learn in an effective way. Learners can improve their reading, writing, listening and speaking skills through language learning strategies. If teachers educate learners in language learning strategies, they will become more effective in the learning process. Due to this, it is necessary to support learners and help them to identify their individual language learning strategies and their potential abilities to become more successful.

2.3 Studies on Language Learning Strategies

Yılmaz (2001: 72) is a researcher who studied learner factors (age, aptitude, intelligence, language learning strategies) and strategy use in foreign language learning. In her study, she attempted to ascertain the language learning strategies of participants and the relationship between the strategies and proficiency level of their English. She applied an inventory, which was developed by Rebecca L. Oxford, to postgraduate preparatory school participants (The School of Foreign Languages) at Dokuz Eylül University. As a result, she found that *Cognitive Strategies* are the most widely used by participants. Yılmaz stated that “This is a good finding because cognitive strategies require depth of processing, and depth of processing has an influence upon effective learning”. Then, she found that there is a positive correlation between the participants’ level of English and their strategy use. The correlation between cognitive strategies and participants’ success is high whereas there is a low correlation between participants’ success and their use of metacognitive strategies.

Tüz (1995) tried to determine the correlation between the use of language learning strategies by the ‘more successful’ and ‘less successful’ language learners. In her study, Tüz used the average of three achievement exams (including grammar, vocabulary, reading, writing, and listening) and an inventory which regarded language learning strategies. She applied the inventories and exams to 101 participants at the METU (Middle East Technical University) Development Foundation School. They were given to four classes on different days. According to their proficiency level three groups were determined as ‘more successful’, ‘average’ and ‘less successful’ participants. Tüz used SPSS (Statistical Package for Social Sciences) and Anova (One-Way) to determine the results (the correlation coefficients between the participants’ proficiency level and their choice of language learning strategies). According to the results, it was found that most participants had used social strategies. Then, cognitive and compensation strategies followed. Affective strategies had also been highly preferred. On the other hand, metacognitive and memory strategies were the least preferred. The difference between the participants’ proficiency level and the type of strategies they used has been found by Anova. In conclusion, ‘less successful’

participants employ metacognitive strategies more than ‘more successful’ participants (Tüz 1995: 28-48).

Özseven (1993) designed a study based on the investigation of the relationship between language learning strategies and oral performance of Turkish EFL science graduate participants at the English Preparatory School at Dokuz Eylül University. The researcher applied Oxford’s Strategy Inventory Version 7.0 (1989), which had also been applied in some other researches, to the participants. To test participants’ oral performance, Özseven used John Test. It was designed by ESL teachers at City University of New York. According to the data analysis and interpretation, most of the participants preferred indirect strategies rather than direct strategies. Those who preferred indirect strategies employed metacognitive strategies. The researcher also compared those results to the scores of the oral performances of the participants. It was found that there is no direct correlation between the participants’ language learning strategies and their success in an oral performance. On the other hand, “the use of direct strategies was found to correlate positively with a higher oral performance” (Özseven 1993: 31).

Tabanlıoğlu (2003: 48-77) studied the relationship between learning styles and language learning strategies of pre-intermediate EAP (English for Academic Purposes) participants at the University of Bahçeşehir. In addition, she attempted to determine whether there are any differences between the learning styles and strategies of female and male participants. She gave two different inventories to participants in order to identify their learning styles and strategies during class time. She used the Learning Style Preference Inventory which was developed by Reid (1987) and the Strategy Inventory for Language Learning which was developed by Oxford (1990). Afterwards, Tabanlıoğlu collected data by using the Think Aloud Protocols. She used it to determine which strategies participants are using as they are reading texts. SPSS was employed to obtain the results from the inventories. According to the results, the most preferred learning styles are auditory and individual learning. It was also discovered that males prefer tactile learning more than females do. For strategy preferences, it is clarified that cognitive strategies

precede metacognitive strategies in the ranking order. In regards to the statistical results, no significant difference was found between the strategy preferences according to gender. On the other hand, it was found that the visual learning styles correlate with affective strategies. Moreover, auditory learning styles correlate with memory and cognitive strategies; individual learning style correlates with compensation strategies. The results which were obtained from the Think Aloud Protocol reveal that participants use different kinds of cognitive and metacognitive strategies as they are reading.

Bozatlı (1998: 26-51) focused on vocabulary language learning strategies employed by 15 successful freshman English participants attending ENG 101/102 at METU. The most successful participants were selected according to their final grades. In her study, Bozatlı mentioned the importance of vocabulary learning and teaching. In order to learn vocabulary better, she clarified that “strategies which learner can use independently of a teacher are the most important of all ways of learning vocabulary” (Bozatlı 1998: 2). She used an inventory which had forty items to determine the English vocabulary language learning strategies. Then, she adapted an interview session in her study. Finally, the results obtained from the instruments show that successful English learners are ‘active strategy’ employers who use several strategies more frequently than others.

O’Malley et al. (1990: 170-175) tried to identify the language learning strategies used by high school participants in ESL programs. They tried to ascertain whether strategy training would result in success in the learning process or not. For instance, if participants are instructed in language learning strategies in speaking, listening and so on would it result in improved learning or not? Seventy five randomly selected participants were divided into three groups in this study. The first group, the metacognitive group, was informed about metacognitive, cognitive and social/affective strategies. The second group, the cognitive group, was instructed in cognitive and social/affective strategies. The third group, the control group, was assigned to work on language learning tasks by using ordinary procedures that are used in the classroom. As a result, for listening and speaking, strategy

instruction had an effective role in learning sessions. On the other hand, to be instructed in language learning strategies on vocabulary, learning did not enhance the learning session.

Another study was designed by Rubin and Wenden, (1987: 85-103) which dealt with the strategies of two language learners in their case study. The participants, Gerardo (successful) and Pedro (unsuccessful), were chosen from an intensive English language (ESL) program at a university. In their research, they had used some instruments which were developed and previously used by other researchers, which were collected in three different sets of data about the participants. Firstly, they collected data on background factors such as language and education, professional background, motivation for studying English, cognitive style and intelligence. Next, they observed the strategies, through interviews and different tasks from their English classes that the participants had used in learning and communication. Lastly, they reported on the methods for developing language proficiency through interviews about their developing proficiency in English. In conclusion, it is found that they are similar in the way they create opportunities to use English. For instance, Gerardo prefers social management strategies and Pedro uses English in everyday conversations. Therefore, they are both interested in communication. On the other hand, Gerardo is concerned about form while Pedro is not. The other difference is that Gerardo uses different strategies in the process of learning while Pedro does not.

In Gorevanova's (2000: 30-48) study, her goal was to determine the relationship between three variables: participants' learning styles, language learning strategies and their knowledge of the English vocabulary. In her research, she gave four different instruments to participants, who were second year students from the Department of English and American Literature at Bilkent University, and second year students from the Department of Foreign Philology at Ferghana State University. Firstly, she gave a background inventory to the participants in order to obtain some information about the participants' gender, age, etc... Then, she gave the Perceptual Learning Style Preferences Inventory, which had 30 statements, to measure their learning style. She chose Reid's (1987) inventory because it was previously used in other research and validated for NNS (non-

native speakers of English). Next, she used the Strategy Inventory for Language Learning which was developed by Oxford (1990). Finally, she gave the participants the Word Level Vocabulary Test. In this test, participants were asked to find the right word for each definition. As a result, Gorevanova found that there is a correlation between participants' learning styles and the vocabulary test, but the correlation is negative. Visual learners and other individuals did worse on this test. In addition, a negative correlation was discovered between language learning strategies and the Word Level Vocabulary Test. The strategies which participants mostly employed were compensation, metacognitive and cognitive strategies. On the other hand, memory strategies turned out to be the least preferred strategy. It was found that an affective strategy had a negative impact on participants' test results which disrupts attention and concentration.

Another study was conducted by Marefat (2003: 49) on the impact of teaching direct language learning strategies on the retention of vocabulary by EFL learners. In her research, she used 60 Iranian female participants who were English Language Learners. In Marefat's study, in order to test learners' vocabulary retention, she implemented three types of measuring techniques: Oxford's Strategy Inventory for Language Learning (SILL), Instrument for Treatment Phase and Instruments to test learners' performance on vocabulary retention were used. She explained that, according to Oxford, if participants use direct strategies, their vocabulary retention can be enhanced. As a result, she found that when participants are educated to use direct language learning strategies, it affects both their short and long term retention of vocabulary in different ways.

Chin (1999: 4-11) explored the effects of three language learning strategies on EFL vocabulary acquisition. In his study, the participants were 113 freshman students enrolled at a university located in Kyungsang. He used a shortened version of the TOEIC practice test of *The Complete Guide to TOEIC*. The participants who answered to 20-30 questions were selected from the study. Then, they were divided into three experimental groups. Next, they were taught new vocabulary items in three different ways, such as the context method, a word form analysis method and a combined context –word form. As a result, it was found

that language learning strategies influence EFL participants' vocabulary acquisition. Moreover, findings in this study recommend that if the Greek and Latin root words and affixes (suffixes and prefixes) are taught to participants; they can reach a logical conclusion of the meaning of the unknown vocabulary.

The last study which was covered within the limits of this study belongs to Carol Griffiths (2003: 367-382). In her study, Griffiths investigated the relationship between course level and reported frequency of language learning strategy used by speakers of other languages. Three hundred and forty eight participants involved in her study learn English in a private language school and their age range is between 14 and 64. Their level also ranges from elementary to advanced. Her study was designed in three phases to gather information from the participants; grammar, listening and an oral interview. According to the results, significant differences were found according to the nationality of the participants but Griffiths reveals that, there is no significant difference according to the sex or age of the participants. Moreover, elementary participants use only three strategies while advanced participants use nine times more strategies than the elementary participants, which demonstrate that advanced students employ more language learning strategies than other levels.

CHAPTER 3

METHODOLOGY

3.1 Participants

The participants of this study are 182 randomly selected 8th grade high school students enrolled in English classes in the 2004-2005 academic year winter semester at three private schools in Jordan and Turkey: The National Orthodox School, Modern American School, Rawdat Al Ma'aref College and Başkent Private Primary School in Adana. The reason for choosing three different schools in Jordan was the fact that the number of the participants in one Jordanian school was statistically insufficient, so participants of two other schools were also invited to participate in this research. Private students were chosen due to the fact that they had been involved an intensive process of learning English. They take English course 7-hours a week for 1 to 8 years. Furthermore, because of the increased language exposure, private students theoretically have a higher proficiency level of English in comparison to students at public schools. Considering their English language exposure, it is assumed that the students' language learning strategies may be evaluated more accurately. The distribution of the participants regarding their nationality, gender, and academic achievement, in other words the participants' profile, were displayed with their frequency and percentages in Table 1, 2 and 3.

The number of participants in this study is 182, 86 of which are males with a percentage of 47.3% and 96 of which are females with a percentage of 52.7%. Among 110 Jordanian participants, there are 59 female comprising 53.6% and 51 male constituting 46.4% of this group of participants. Among 72 Turkish participants, there are 37 female participants with the percentage of 51.4% and 35 male participants comprising 48.6% of this group (Table 1).

Table1. The distribution of the participants in terms of nationality and gender

Nationality	Gender		Total
	Female	Male	
Jordanian Participants	59	51	110
	53.6%	46.4%	100.0%
Turkish Participants	37	35	72
	51.4%	48.6%	100.0%
Total	96	86	182
	52.7%	47.3%	100.0%

The participants' English academic achievement levels range from elementary to advanced. Row score of the participants were calculated as z-standard scores to identify their English level. Z-standard scores which were ≤ -0.5 were determined as low level, z-standard scores which were between (-0.5) and (0.5) were described as average, z-standard scores which were ≥ 0.5 were identified as high level participants.

Based on their academic achievement, the Jordanian participants' marks are found as follows; (Table 2): 28 (25.5%) of all participants have low marks, whereas 40 (36.4%) have average and 42 (38.2%) have high marks (Table 2). Regarding their gender, there are significant differences. 9 (15.3%) female participants have low marks, on the other hand, 24 (40.7%) female participants have average marks and 26 (44.1%) have high marks. However, 19 (37.3%) male participants have low, 16 (31.4%) have average, and 16 (31.4%) have high marks.

Table 2. The distribution of the Jordanian participants according to their academic achievement

Nationality	Gender	Achievement Level			Total
		Low	Average	High	
Jordanian Participants	Female	9	24	26	59
		15.3 %	40.7 %	44.1 %	100.0 %
	Male	19	16	16	51
		37.3 %	31.4 %	31.4 %	100.0 %
Total		28	40	42	110
		25.5 %	36.4 %	38.2 %	100.0 %

On the other hand, among Turkish participants in general (Table 3), 23 (31.9%) participants have low marks. 33 (45.8%) have average marks and 26 (22.2%) have high marks (Table 3). When their academic achievement levels are analyzed considering their gender, the distribution is as follows: 9 (24.3%) female participants have low marks, whereas 18 (48.6%) have average marks and 10 (27%) have high marks. Among males, 14 (40%) have low marks, similarly, 15 (42.9%) have average marks and only 6 (17.1%) have high marks.

Table 3. The distribution of the Turkish participants according to their academic achievement

Nationality	Gender	Achievement Level			Total
		Low	Average	High	
Turkish Participants	Female	9	18	10	37
		24.3 %	48.6 %	27.0 %	100.0 %
	Male	14	15	6	35
		40.0 %	42.9 %	17.1 %	100.0 %
Total		23	33	26	72
		31.9 %	45.8 %	22.2 %	100.0 %

Regarding participants' academic achievement, there is a difference between Jordanian females and Turkish females, between Jordanian males and Turkish males (Tables 2 and 3). The success rate of Jordanian female participants who have low marks is equal to Turkish female participants having low marks. On the other hand, the achievement level of Jordanian female participants who have marks at average level is higher than Turkish female participants having average marks. The success rate of female participants whose academic achievement is at the highest level is also higher than that of Turkish female participants.

The results revealed that there is also a difference between Jordanian and Turkish male participants who have different marks. For instance, Jordanian male participants who have low marks are at a higher success rate than Turkish male participants. The

achievement level of Jordanian male participants whose academic achievement is at an average level and at a high level is also higher than that of Turkish male participants. Based on the results obtained from the data regarding their achievement level, it can be said that Jordanian participants are more successful than Turkish participants at each level in English language learning.

3.2 Data Collection Instruments

As this is an empirical study, it aims to determine the relationship between dependent and independent variables. According to Hatch and Farhady (1982: 15), 'Independent Variable' is explained as a major variable which the researcher hopes to investigate; it is the variable which is selected, manipulated and measured by the researcher, while 'Dependent Variable' is defined as a variable which the researcher observes and measures to determine the effect of the independent variable. Therefore, in this study, it can be said that personal information about the 8th grade participants including nationality, academic achievement and gender is considered as the independent variables, while language learning strategies of the participants are the dependent variables.

The process of data collection was completed in approximately three months. The data set is two-fold. The first fold consisted of the implementation of an inventory in order to obtain information about the participants' language learning strategies. The first part of the inventory included questions about personal information of the participant such as his age, gender and name (see Appendix 1). Other social, cultural and educational background issues were not taken into consideration due to the limitations of the study. The second part of the inventory consisted of questions about the language learning strategies which the participants employed in the process of English language learning. The original language learning strategy inventory for foreigners (The Strategy Inventory for foreigners) and the original version (for Jordanian participants) and the translated version (for Turkish participants) of the inventory comprised 50 questions including direct and indirect strategies (see Appendix 1) in which questions 1 to 9 were related to 'memory strategies';

questions 10 to 23 referred to the ‘cognitive strategies’, questions 24 to 29 were related to ‘compensation strategies’; questions 30 to 38 belonged to ‘metacognitive strategies’, questions 39 to 44 pertained to ‘affective strategies’ and questions 45 to 50 concerned ‘social strategies’ in learning.

A five-point Likert scale was used with the explanations: almost always (5), usually (4), sometimes (3), seldom (2), almost never (1) for each question. The participants were required to select the most appropriate answer for each statement which asked how they learned and remembered during the process of language learning. The researcher tried her best to explain any problem faced by the participants related to the content of the inventory. The researcher firstly read the questions to the participants in order to avoid any misunderstanding of any question mentioned in the inventory and then gave them a period of time to read and answer each question.

In the pilot study, the original inventory with 50 questions was applied to 14 participants selected randomly among the 8th grade Cambridge High School and 42 participants at Başkent Private School in Adana with the permission of the school principals at the beginning of the first semester of the 2004-2005 academic year. After the analysis of the first pilot study, the inventory was piloted again to the same group of participants two weeks later in order to guaranty the reliability and validity of the inventory.

The main analysis regarding the most commonly used language learning strategy of the Jordanian and Turkish participants in general was carried out by applying the “MANOVA (Multivariate Analysis of Variance). MANOVA is an extension of the ANOVA (Analysis of Variance) method which is used to cover cases where there is more than one dependent variable (six language learning strategies) and where the dependent variables can not simply be combined. Furthermore, it identifies as well as identifying whether changes in the independent variable, such as nationality, academic achievement and gender have a significant effect on the dependent variables. This technique also seeks

to identify the interactions among the independent variables and the association between dependent variables” (Encyclopedia Wikipedia 2005).

Furthermore, the ANOVA was used to find out any significant and interactional effects of the participants’ nationality, academic achievement and gender on their use of six different language learning strategies, which were revealed through the answers in the inventory. The ANOVA was conducted in this research because “it is a procedure designed to determine if the manipulation of one or more independent variables (nationality, academic achievement and gender) in an experiment has a statistically significant influence on the value of the dependent variables (six language learning strategies)” (Golden 2004).

The second fold of the data included the participants’ achievement level. In order to obtain related information about the participants, the researcher followed the following steps: During the fall semester of the 2004-2005 academic year, Jordanian participants took three achievement exams; testing the four skills - reading, writing, listening and speaking. The means of these three exams were calculated by their teachers. The results of these achievement tests were taken from the Principals of three schools in Jordan. The content of their exams are officially valid as FCE (First Certificate in English). It is an exam for participants who learn English as a Foreign Language and prepared by University of Cambridge, so Jordanian participants were not required to take another FCE exam. Academic achievement scores of participants in Turkey were collected by applying an FCE exam which consisted of reading, writing, listening and speaking. The results of this exam were evaluated by two independent examiners in order to avoid biased evaluation. The marks given by the two examiners were divided into two and the average score was considered as the achievement scores of Turkish participants. A proficiency exam was used only for Turkish participants because the scores they received from the exam were thought to better reflect their English level. From this method, the researcher could measure the achievement levels of both groups by using a common valid and reliable test. At last, according to their proficiency level Jordanian and Turkish participants were categorized into three groups as being ‘low-average-high’ by calculating their row scores as z-standard

score. Z-standard scores which were ≤ -0.5 were determined as low level, z-standard scores which were between (-0.5) and (0.5) were described as average, z-standard scores which were ≥ 0.5 were identified as high level academic achievement.

3.3 Validity and Reliability of the Inventory

Before examining the constructive validity and reliability of the Strategy Inventory, the factor analysis of the inventory was carried out one by one for each six different language learning strategy factors. Each item was also examined in terms of their adequacy which is generally defined as how accurately the item measures the feature defined by each factor.

With regard to reliability, the Cronbach alpha coefficient of the inventory was calculated. The items in the inventory were analyzed by using corrected-item-total correlation in terms of how adequate they are in distinguishing each participant regarding each factor. The Cronbach alpha of each part for six different language learning strategies was given below in detail. Each alpha value is greater than the accepted value 0.60 so that the inventory tends to be reliable (the average Cronbach Alpha is .68.5 regarding the inventory as a whole).

Regarding the questions (1-9) about Memory Language learning strategies, the Cronbach alpha is .64 (Table 4).

Table 4. Factor and item analysis results for memory language learning strategies

Item	Factor Loading	Corrected item-total correlation
1. I think of relationships between what I already know and new things I learn in English.	.427	.2743
2. I use new English words in a sentence so I can remember them.	.474	.3135
3. I connect the sound of a new word and imagine or picture of the word to help me remember the word.	.567	.3567
4. I remember a new English word by making a picture of a situation in which the word might be used.	.496	.3021

5. I use rhymes to remember new English words.	.493	.2995
6. I use flashcards to remember new English words.	.494	.2889
7. I physically act out the English words.	.603	.3858
8. I review English lessons often.	.367	.2170
9. I remember new English words or phrases by remembering their location on the page on the board, or on a street sign.	.597	.3888
Explained Variance: %26		
Alpha: .64		

For the questions (10-23) about Cognitive Language learning strategies, the Cronbach alpha is .74 (Table 5).

Tablo 5. Factor and item analysis results for cognitive language learning strategies

Item	Factor Loading	Corrected item-total correlation
10. I say or write new English words several times.	.478	.3424
11. I try to talk like native English speakers.	.310	.2244
12. I practice the sounds of English words.	.462	.3390
13. I use the English words I know in different ways.	.590	.4525
14. I start conversations in English.	.549	.3919
15. I watch English language TV shows or go to movies in English.	.521	.3831
16. I read for pleasure in English.	.508	.3723
17. I write notes, messages, letters or reports in English.	.656	.5085
18. I first skim an English passage then go back and read carefully.	.391	.3054
19. I look for words in my own language that are similar to new words in English.	.472	.3449
20. I try to find patterns in English.	.542	.4172
21. I find the meaning of an English word by dividing it into parts which I understand.	.292	.1995
22. I try not to translate word-for-word.	.353	.2660
23. I make summaries of information that I hear or read in English.	.549	.4100
Explained Variance: %24		
Alpha: .74		

Considering the questions (24-29) about Compensation Language learning strategies, the Cronbach alpha is .63 (Table 6).

Table 6. Factor and item analysis results for compensation language learning strategies

Item	Factor Loading	Corrected item-total correlation
24. To understand unfamiliar English words, I make guesses.	.446	.2576
25. When I can't think of a word during a conversation in English, I use gestures.	.681	.4294
26. I make up new words if I don't know the right ones in English.	.654	.4053
27. I read English without looking up every new word.	.495	.2917
28. I try to guess what the other person will say next in English.	.642	.4031
29. If I can't think of an English word, I use a word or phrase that has the same meaning.	.604	.3594
Explained Variance: %35		
Alpha: .63		

With respect to the questions (30-38) about Metacognitive Language learning strategies, the Cronbach alpha is .80 (Table 7).

Table 7. Factor and item analysis results for metacognitive language learning strategies

Item	Factor Loading	Corrected item-total correlation
30. I try to find as many ways as I can to use my English.	.672	.5357
31. I notice my English mistakes and use that information to help me improve.	.703	.5758
32. I pay attention when someone is speaking English.	.515	.3927
33. I try to find out how to be a better learner of English.	.649	.5226
34. I plan my schedule so I will have enough time to study English.	.571	.4431
35. I look for people I can talk to in English.	.683	.5691
36. I look for opportunities to read as much as possible in English.	.585	.4566
37. I have clear goals for improving my English skills.	.612	.4808
38. I think about my progress in learning English.	.609	.4816

Explained Variance: %39
Alpha: .80

In respect of the questions (39-44) about Affective Language learning strategies, the Cronbach alpha is .65 (Table 8).

Table 8. Factor and item analysis results for affective language learning strategies

Item	Factor Loading	Corrected item-total correlation
39. I try to relax whenever I feel afraid of using English.	.637	.3926
40. I encourage myself to speak English even when I am afraid of making a mistake.	.568	.3445
41. I give myself a reward or treat when I do well in English.	.696	.4549
42. I notice if I am tense or nervous when I am studying or using English.	.599	.3757
43. I write down my feelings in a language learning diary.	.476	.2854
44. I talk to someone else about how I feel when I am learning English.	.612	.3911
Explained Variance: %36 Alpha: .65		

With reference to the questions (45-50) about Social Language learning strategies, the Cronbach alpha is .65 (Table 9).

Table 9. Factor and item analysis results for social language learning strategies

Item	Factor Loading	Corrected item-total correlation
45. If I do not understand something in English, I ask the other person to slow down or say it again.	.708	.4574
46. I ask English speakers to correct me when I speak.	.704	.4098
47. I practice English with other participants.	.608	.4444
48. I ask for help from English speakers.	.694	.4337
49. I ask questions in English.	.252	.1589
50. I try to learn about the culture of English speakers.	.573	.3583
Explained Variance: %37 Alpha: .65		

3.4 Limitations of the Study

The first limitation of this study was the conditions under which the inventory was applied. Since the inventory was conducted during a class hour, the participants were not under ordinary circumstances but under an experimental condition. The results might not have necessarily reflected what participants would do under ordinary circumstances. For clarification purposes, the requirements and the inventory were explained to participants in English and in Turkish to Turkish participants and in English and Arabic to Jordanian participants by the researcher together with their teachers especially for participants whose proficiency in English was low and who were worried with the idea of having an exam.

The second limitation of this study is the number of the participants and type of sampling which is called 'purpose sampling'. The main advantage of this type of sampling is the researcher's accessibility to the sample population. In terms of this selection, the sample is selected from a location convenient to the researcher and a candidate who meets the same sample criteria is asked to participate in the study (Kumar 1999:162). As one of the disadvantages of this type of sampling is the fact that the findings cannot be generalized to the total sampling population. Consequently, the results of this study are limited only to this subject group. Regarding the number of the participants, 182 participants were found to be statistically relevant to gain an estimation about the relationship between language learning strategies of participants and their nationality, academic achievement and gender.

The third limitation of this study is the lack of investigation of the relationship between four language skills, one by one and language learning strategies. In this study, the researcher aimed to find the language learning strategies of the 8th grade participants in general and its relationship between nationality, gender and academic achievement, so reading, writing, listening and speaking skills are considered as a whole under the title of 'academic achievement'.

The fourth limitation of this study is about the validity and reliability of the questionnaire since it was applied to 182 participants both in Jordan and Turkey. If it is applied to a subject group having more than 182 participants, its validity and reliability may prove to be irrelevant.

The last limitation of this research is the grade level of the participants. The reason of studying with only 8th grade participants in this research is the fact that the adolescence period begins after primary school which refers to sixth, seventh and eighth grades. During this period with the average 8th grade having reached age 13, the physical-mental development and learning of participants change in a positive way such as their decision making ability becomes consistent although there can be some individual differences. Moreover, their abstract intelligence develops until the end of the adolescence period; for example, they enjoy both intellectual and manipulative activities. They see relationships among similar concepts, ideas and experiences and make inferences. They seek to find causal and correlative relationships and begin to understand abstract ideas. They make personal-social concerns a priority over academic matters and form long-lasting attitudes about learning. They also begin thinking about their own individual thinking process. Lastly, they have the ability to choose the best profession for their future, and they usually have their own life philosophy (Kılıççı 2000:73-84; Salyors and McKee 2005: 4).

CHAPTER 4

FINDINGS AND INTERPRETATIONS

Within the scope of this study, the relationships between the participants' language learning strategies and their nationality, academic achievement and gender were investigated. In this section, findings related to these issues were reported regarding the relationship between the factors mentioned above and each language learning strategy one by one. Then, statistical results were compared with the results of previous researches.

4.1 Findings

In this study, participants' nationality (Jordanian - Turkish), gender (Female – Male) and academic achievement (low – average - high) were taken as independent variables while six language learning strategies were taken as dependent variables. The SPSS (Statistical Package for Social Sciences) program was used in the data analysis. All the data was obtained and analyzed with the help of ANOVA and the MANOVA.

4.1.a. ANOVA analysis of the data on the basis of the relationship between independent variables and dependent variables

4.1.a.1. The relationship between nationality and dependent variables

Table 10 shows that Jordanian participants use mostly metacognitive strategies whereas Turkish participants employ compensation strategies. It is necessary to mention here that there is not much difference in the employment of metacognitive strategies among Turkish participants.

Table 10. The mean scores of language learning strategies among Jordanian and Turkish participants

Jordanian	Turkish
1. Metacognitive Strategies (3.3)	1. Compensation Strategies (2.99)
2. Cognitive Strategies (3.1)	2. Metacognitive Strategies (2.96)
3. Compensation Strategies (2.9)	3. Social Strategies (2.76)
4. Social Strategies (2.8)	4. Memory Strategies (2.72)
5. Memory Strategies(2.6)	5. Cognitive Strategies (2.6)
6. Affective Strategies (2.5)	6. Affective Strategies (2.4)

4.1.a.2. The relationship between gender and dependent variables

In general, both Jordanian and Turkish female participants (Table 11) prefer metacognitive strategies (3.3) first, followed by compensation strategies (3.1), then cognitive strategies (3.0), social strategies (2.8), memory strategies (2.7) and affective strategies (2.5). Among Jordanian and Turkish male participants, metacognitive strategies are the most preferred (3.1). Then, compensation strategies (2.87), cognitive strategies (2.85), social strategies (2.84), memory strategies (2.6) and affective strategies (2.4) are the least preferred. As it is seen, there is little difference among male participants in terms of the use of compensation and cognitive strategies.

Table 11. The mean scores of language learning strategies among female and male participants

Female	Male
1. Metacognitive strategies (3.3)	1. Metacognitive strategies (3.1)
2. Compensation strategies (3.1)	2. Compensation strategies (2.87)
3. Cognitive strategies (3.0)	3. Cognitive strategies (2.85)
4. Social strategies (2.8)	4. Social strategies (2.84)
5. Memory strategies (2.7)	5. Memory strategies (2.6)
6. Affective strategies (2.5)	6. Affective strategies (2.4)

4.1.a.3. The relationship between gender - nationality and dependent variables

When female participants are compared in terms of their nationality (Table 12), the most preferred strategy by Jordanian female participants (3.4) is metacognitive, and by Turkish female participants it is (3.17) compensation strategies. Secondly, cognitive strategies are employed by Jordanian female participants (3.2) whereas metacognitive strategies are used by Turkish female participants (3.13). Thirdly, compensation strategies are used by Jordanian female participants (3.0) while memory strategies are employed by Turkish female participants (2.8). Fourthly, social strategies are preferred by both Jordanian female participants (2.8) and by Turkish female participants (2.79). Fifthly, memory strategies are used by Jordanian female participants (2.6) and cognitive strategies by Turkish female participants (2.71). Lastly, affective strategies are employed by Jordanian (2.5) and by Turkish female participants (2.4) successively.

Table 12. The mean scores of language learning strategies among Jordanian and Turkish female participants

Female	
Jordanian	Turkish
1. Metacognitive strategies (3.4)	1. Compensation strategies (3.17)
2. Cognitive strategies (3.2)	2. Metacognitive strategies (3.13)
3. Compensation strategies (3.0)	3. Memory strategies (2.8)
4. Social strategies (2.8)	4. Social strategies (2.79)
5. Memory strategies (2.6)	5. Cognitive strategies (2.71)
6. Affective strategies (2.5)	6. Affective strategies (2.4)

When male participants are compared regarding their nationality (Table 13), the most preferred strategy by Jordanian male participants (3.3) is metacognitive and by Turkish male participants (2.8) compensation strategies. Secondly, cognitive strategies are used by Jordanian male participants (3.0) and metacognitive strategies by Turkish male participants (2.78). Thirdly, compensation strategies are used by Jordanian male participants (2.915), and social strategies are used by Turkish male participants (2.73). Fourthly, social strategies

by Jordanian male participants (2.911) and memory strategies by Turkish male participants (2.5) are preferred. Fifthly, memory strategies by Jordanian male participants (2.7) and cognitive strategies by Turkish male participants (2.4) are employed. Sixthly, affective strategies are used by Jordanian male participants (2.5) and also by Turkish male participants (2.3).

Table 13. The mean scores of language learning strategies among Jordanian and Turkish male participants

Male	
Jordanian	Turkish
1. Metacognitive strategies (3.3)	1. Compensation strategies (2.8)
2. Cognitive strategies (3.0)	2. Metacognitive strategies (2.78)
3. Compensation strategies (2.915)	3. Social strategies (2.73)
4. Social strategies (2.911)	4. Memory strategies (2.5)
5. Memory strategies (2.7)	5. Cognitive strategies (2.4)
6. Affective strategies (2.5)	6. Affective strategies (2.3)

4.1.a.4. The relationship between academic achievement and dependent variables

As it is seen in Table 14, the results of language learning strategies regarding participants' achievement levels were given.

Among Jordanian and Turkish participants as a whole group who have low marks, the most preferred strategy is metacognitive strategies. The second preferred strategy among the participants having low level academic achievement (3.1) is social strategies and among those having an average level (2.9) cognitive strategies are preferred. Among the participants having high level academic achievement (3.14) compensation strategies were used. In the third place, compensation strategies are employed by the participants who have a low (2.96) and average (2.8) level while cognitive strategies (2.9) are preferred by the participants who have a high level. In the fourth place, participants having a low level use

cognitive strategies (2.95) while those with an average level (2.77) and high (2.6) level prefer social strategies. For each level, memory strategies come in the fifth and affective strategies follow in sixth place.

Table 14. The distribution of participants regarding their achievement levels

Language learning strategies	Academic Achievement Levels of Jordanian and Turkish participants		
	Low	Average	High
	1. Metacognitive strategies (3.2)	1. Metacognitive strategies (3.2)	1. Metacognitive strategies (3.19)
	2. Social strategies (3.1)	2. Cognitive strategies (2.9)	2. Compensation strategies (3.14)
	3. Compensation strategies (2.96)	3. Compensation strategies (2.8)	3. Cognitive strategies (2.9)
	4. Cognitive strategies (2.95)	4. Social strategies (2.77)	4. Social strategies (2.6)
	5. Memory strategies (2.823)	5. Memory strategies (2.73)	5. Memory strategies (2.5)
	6. Affective strategies (2.820)	6. Affective strategies (2.4)	6. Affective strategies (2.2)

4.1.a.5. The relationship between academic achievement –nationality and dependent variables

As it is seen in Table 15, the results of language learning strategies among Jordanian and Turkish participants based on their academic achievement were given.

Among Jordanian and Turkish participants who have low marks, the most preferred strategy by Jordanians (3.4) and Turkish (3.08) participants is metacognitive strategies. Then, cognitive strategies are employed by Jordanian participants (3.15) and social strategies by Turkish participants (3.07). Next, social strategies are implemented by Jordanian participants (3.13) and compensation strategies by Turkish participants (2.9).

Compensation strategies (2.98) by Jordanian participants and memory strategies (2.729) by Turkish participants are preferred followed by affective strategies preferred by Jordanians (2.97) and cognitive strategies by Turkish participants (2.723). Lastly, memory strategies by Jordanians (2.90) and affective strategies by Turkish participants (2.6) are used successively.

Among Jordanian and Turkish participants with average level marks, the preferred strategy is metacognitive strategies with both Jordanian (3.34) and Turkish (2.87) participants. Next, cognitive strategies are employed by Jordanian participants (3.30) and compensation strategies by Turkish participants (2.80). Afterwards, compensation strategies are employed by Jordanian participants (2.9) and memory strategies by Turkish participants (2.7). Social strategies are preferred by Jordanian (2.8) as well as Turkish (2.6) participants. Memory strategies are employed by Jordanian (2.6) and cognitive strategies by Turkish participants (2.5). Lastly, affective strategies are used by both Jordanian (2.5) and Turkish participants (2.3).

When Jordanian and Turkish participants are compared according to the levels which consist of high marks, it was found that the most preferred strategy by Jordanians (3.2) is metacognitive strategies while compensation strategies are used by Turkish participants (3.4). Then, cognitive strategies are employed by Jordanian participants (3.30) and metacognitive strategies by Turkish participants (2.9). Next, compensation strategies are employed by Jordanian participants (3.0) and cognitive strategies by Turkish participants (2.65). Social strategies are preferred by Jordanian participants (2.6) and memory strategies by Turkish participants (2.61). Memory strategies are employed by Jordanians (2.5) and social strategies by Turkish participants (2.60). Finally, affective strategies are used by Jordanians (2.2) and Turkish (2.0) participants.

Table 15. The relationship between academic achievement and language learning strategies among Jordanian and Turkish participants

Jordanian			Turkish		
Low	Average	High	Low	Average	High
1. Metacognitive strategies (3.4)	1. Metacognitive strategies (3.34)	1. Metacognitive strategies (3.2)	1. Metacognitive strategies (3.08)	1. Metacognitive strategies (2.87)	1. Compensation strategies (3.4)
2. Cognitive strategies (3.15)	2. Cognitive strategies (3.30)	2. Cognitive strategies (3.1)	2. Social strategies (3.07)	2. Compensation strategies (2.80)	2. Metacognitive strategies (2.9)
3. Social strategies (3.13)	3. Compensation strategies (2.9)	3. Compensation strategies (3.0)	3. Compensation strategies (2.9)	3. Memory strategies (2.7)	3. Cognitive strategies (2.65)
4. Compensation strategies (2.98)	4. Social strategies (2.8)	4. Social strategies (2.6)	4. Memory strategies (2.729)	4. Social strategies (2.6)	4. Memory strategies (2.61)
5. Affective strategies (2.97)	5. Memory strategies (2.6)	5. Memory strategies (2.5)	5. Cognitive strategies (2.723)	5. Cognitive strategies (2.5)	5. Social strategies (2.60)
6. Memory strategies (2.90)	6. Affective strategies (2.5)	6. Affective strategies (2.2)	6. Affective strategies (2.6)	6. Affective strategies (2.3)	6. Affective strategies (2.0)

4.1.a.6. The relationship among nationality-gender-academic achievement and dependent variables

As it is seen in Table 16, there is a difference among Jordanian female participants who are at different levels.

Jordanian female participants (3.5) who have low marks mostly prefer metacognitive strategies. Then, social strategies (3.2) are followed by cognitive strategies (3.1) and affective strategies (3.0). Next, compensation strategies (2.9) and memory strategies (2.7) are employed consecutively.

For Jordanian female participants who are at an average level, the most preferred strategies are metacognitive strategies (3.39) and cognitive strategies (3.33). Then

compensation strategies (3.1) and social strategies (2.9) are employed. Last, memory strategies (2.7) and affective strategies (2.5).

Among Jordanian female participants who have high marks, the mostly preferred strategy is metacognitive strategies (3.3) and cognitive strategies (3.2). Then, it is followed by compensation strategies (3.0) and social strategies (2.6). Memory strategies (2.5) and affective strategies (2.4) are also preferred respectively.

Table 16. The relationship between academic achievement and language learning strategies among Jordanian female participants

Jordanian female participants		
Low	Average	High
1. Metacognitive strategies (3.5)	1. Metacognitive strategies (3.39)	1. Metacognitive strategies (3.3)
2. Social strategies (3.2)	2. Cognitive strategies (3.33)	2. Cognitive strategies (3.2)
3. Cognitive strategies (3.1)	3. Compensation strategies (3.1)	3. Compensation strategies (3.0)
4. Affective strategies (3.0)	4. Social strategies (2.9)	4. Social strategies (2.6)
5. Compensation strategies (2.9)	5. Memory strategies (2.7)	5. Memory strategies (2.5)
6. Memory strategies (2.7)	6. Affective strategies (2.5)	6. Affective strategies (2.4)

The data obtained from the participants reveal that Jordanian male participants employ different strategies who are in different levels (Table 17).

Among Jordanian male participants (3.4), with low marks, the most preferred strategies are metacognitive strategies, and then cognitive strategies (3.1) follow. Next, social strategies (3.07) and compensation strategies (3.01) are used. Lastly, affective strategies (2.956) and memory strategies (2.953) are preferred.

Jordanian male participants (3.5) at an average level mostly prefer metacognitive strategies. Afterwards, cognitive strategies (3.25) and social strategies (2.8) are preferred. Then, compensation strategies (2.7) are used followed by memory strategies (2.6) and affective strategies (2.5).

The last group is Jordanian male participants with high marks. Firstly, they prefer metacognitive strategies (3.1) which are followed by compensation strategies (2.9). Thirdly, cognitive (2.89) and social strategies (2.80) are preferred. Lastly, memory strategies (2.5) and affective strategies (2.0) are used successively as mentioned in Table 17.

Table 17. The relationship between academic achievement and language learning strategies among Jordanian male participants

Jordanian male participants		
Low	Average	High
1. Metacognitive strategies (3.4)	1. Metacognitive strategies (3.5)	1. Metacognitive strategies (3.1)
2. Cognitive strategies (3.1)	2. Cognitive strategies (3.2)	2. Compensation strategies (2.9)
3. Social strategies (2.8)	3. Social strategies (2.8)	3. Cognitive strategies (2.89)
4. Compensation strategies (3.01)	4. Compensation strategies (2.7)	4. Social strategies (2.80)
5. Affective strategies (2.95)	5. Memory strategies (2.6)	5. Memory strategies (2.5)
6. Memory strategies (2.953)	6. Affective strategies (2.5)	6. Affective strategies (2.0)

As it is seen in Table 18, there is a difference between Turkish female participants in using language learning strategies in different levels.

Among Turkish female participants with low marks, the most preferred strategy is metacognitive strategies (3.5). Secondly, they prefer social strategies (3.1667) which are followed by compensation strategies (3.1667). Next, memory strategies (3.1111) are preferred. Affective (3.0) and cognitive strategies (2.9) are used successively by Turkish female participants.

For Turkish female participants at an average level, the most preferred strategies are metacognitive strategies (2.97) and compensation strategies (2.93). Thirdly, memory

strategies (2.8), fourthly social strategies (2.7), fifthly cognitive strategies (2.5), sixthly affective strategies (2.3) are employed by Turkish female participants.

Among Turkish female participants (3.6) with high marks, compensation strategies are firstly employed. Then, metacognitive strategies (3.0) come which is followed by cognitive strategies (2.8). Next, memory strategies (2.65) and social strategies (2.61) are used. Lastly, affective strategies (1.9) are preferred.

Table 18. The relationship between academic achievement and language learning strategies among Turkish female participants

Turkish female participants		
Low	Average	High
1. Metacognitive s strategies (3.5)	1. Metacognitive strategies (2.97)	1. Compensation strategies (3.6)
2. Social strategies and Cognitive strategies (3.1667)	2. Compensation strategies (2.93)	2. Metacognitive strategies (3.0)
	3. Memory strategies (2.8)	3. Cognitive strategies (2.8)
3. Memory strategies (3.1111)	4. Social strategies (2.7)	4. Memory strategies (2.65)
4. Affective strategies (3.0)	5. Cognitive strategies (2.5)	5. Social strategies (2.61)
5. Cognitive strategies (2.9)	6. Affective strategies (2.3)	6. Affective strategies (1.9)

Regarding the results obtained from the participants reveal that Turkish male participants also employ different strategies from different levels (Table 19).

Among Turkish male participants (3.0), who have high marks, the most preferred strategies are social strategies. Then metacognitive strategies (2.8) and compensation strategies (2.7) follow. Next, cognitive strategies (2.5), memory strategies (2.4) and affective strategies (2.3) are employed successively.

For Turkish male participants who are at an average level preference toward the following language learning strategies are listed: metacognitive strategies (2.7), compensation strategies (2.65), memory strategies (2.64), social strategies (2.5), cognitive strategies (2.4) and affective strategies (2.3).

Turkish male participants, who have high marks (3.1), mostly prefer compensation strategies. Then, metacognitive strategies (2.7), social strategies (2.58), memory strategies (2.53), affective strategies (2.38) and cognitive strategies (2.36) are employed successively.

Table 19. The relationship between academic achievement and language learning strategies among Turkish male participants

Turkish male participants		
Low	Average	High
1. Social strategies (3.0)	1. Metacognitive strategies (2.7)	1. Compensation strategies (3.1)
2. Metacognitive strategies (2.8)	2. Compensation strategies (2.65)	2. Metacognitive strategies (2.7)
3. Compensation strategies (2.7)	3. Memory strategies (2.64)	3. Social strategies (2.58)
4. Cognitive strategies (2.5)	4. Social strategies (2.5)	4. Memory strategies (2.53)
5. Memory strategies (2.4)	5. Cognitive strategies (2.4)	5. Affective strategies (2.38)
6. Affective strategies (2.3)	6. Affective strategies (2.3)	6. Cognitive strategies (2.36)

The comparison between nationalities, academic achievements and language learning strategies of female participants is given in Table 20.

Among Jordanian and Turkish female participants (3.5), who have low marks mostly prefer metacognitive strategies. Secondly, social and cognitive strategies are employed by Jordanian and Turkish female participants. Thirdly, social strategies are used by Jordanian participants (3.2) and Turkish participants (3.1667). Cognitive strategies are used by

Jordanians (3.1) and by Turkish participants (3.1667) which is followed by affective strategies by Jordanian (3.0) and memory strategies (3.111) by Turkish female participants. Next, compensation strategies by Jordanian female participants (2.9) and affective strategies by Turkish female participants (3.0); memory strategies by Jordanians (2.7), affective strategies by Turkish female participants (1.9) are used successively.

For Jordanian (3.39) and Turkish (2.97) female participants who are at an average level, mostly prefer metacognitive strategies. Secondly, cognitive strategies are employed by Jordanians (3.33) and compensation strategies by Turkish female participants (2.93). Thirdly, compensation strategies are used by Jordanian female participants (3.1) while memory strategies are used by Turkish female participants (2.8). Fourthly, social strategies by Jordanian (2.9) and Turkish (2.7) female participants; fifthly, memory strategies by Jordanians (2.7) and cognitive strategies by Turkish female participants (1.9); sixthly affective strategies are employed both Jordanian (2.5) and Turkish (2.3) participants successively.

When Jordanian and Turkish female participants with high marks are compared, it was found that the most preferred strategy by Jordanians (3.5) is metacognitive strategy and compensation strategy by Turkish female participants (3.6). Followed by cognitive strategies by Jordanians (3.2) and metacognitive strategies by Turkish (3.0) female participants. Next, compensation strategies are employed by Jordanians (3.0) and cognitive strategies by Turkish participants (2.8). Social strategies are used by Jordanians (2.6) and memory strategies by Turkish participants (2.65). Then, memory strategies by Jordanian female participants (2.4) and social strategies (2.61) by Turkish female participants. Lastly, affective strategies are used by Jordanian (2.4) and by Turkish (1.9) participants successively.

Table 20. The relationship academic achievement and language learning strategies among Jordanian and Turkish female participants

Jordanian female participants			Turkish female participants		
Low	Average	High	Low	Average	High
1. Metacognitive strategies (3.5)	1. Metacognitive strategies (3.39)	1. Metacognitive strategies (3.3)	1. Metacognitive strategies (3.5)	1. Metacognitive strategies (2.97)	1. Compensation strategies (3.6)
2. Social strategies (3.2)	2. Cognitive strategies (3.33)	2. Cognitive strategies (3.2)	2. Social strategies and Cognitive strategies (3.1667)	2. Compensation strategies (2.93)	2. Metacognitive strategies (3.0)
3. Cognitive strategies (3.1)	3. Compensation strategies (3.1)	3. Compensation strategies (3.0)		3. Memory strategies (2.8)	3. Cognitive strategies (2.8)
4. Affective strategies (3.0)	4. Social strategies (2.9)	4. Social strategies (2.6)	3. Memory strategies (3.1111)	4. Social strategies (2.7)	4. Memory strategies (2.65)
5. Compensation strategies (2.9)	5. Memory strategies (2.7)	5. Memory strategies (2.5)	4. Affective strategies (3.0)	5. Cognitive strategies (2.5)	5. Social strategies (2.61)
6. Memory strategies (2.7)	6. Affective strategies (2.5)	6. Affective strategies (2.4)	5. Cognitive strategies (2.9)	6. Affective strategies (2.3)	6. Affective strategies (1.9)

The comparison between nationalities, academic achievements and language learning strategies of male participants is given in Table 21.

Among Jordanian and Turkish male participants who have low marks, the most preferred strategy by Jordanian male participants (3.4) is metacognitive strategies and by Turkish participants (3.0) social strategies. Then, cognitive strategies are employed by Jordanian participants (3.1) and metacognitive strategies by Turkish male participants (2.8). Social strategies are employed (3.07) by Jordanian male participants and compensation strategies by Turkish male participants (2.7). Next, compensation strategies (3.01) by Jordanian male participants and cognitive strategies are used by Turkish male participants (2.5). Affective strategies are employed by Jordanians (2.956) and memory strategies by Turkish male participants (2.4). Lastly, memory strategies by Jordanians (2.953), affective strategies by Turkish male participants (2.3) are preferred successively.

When Jordanian and Turkish male participants are compared at an average level, the most preferred strategy by Jordanian (3.5) and Turkish (2.7) male participants is metacognitive strategies. Then cognitive strategies are employed by Jordanians (3.2) and compensation strategies by Turkish male participants (2.65). Followed by that, social strategies are used by Jordanian male participants (2.8) and memory strategies by Turkish male participants (2.64). Next, compensation strategies by Jordanian participants (2.7) and social strategies by Turkish (2.5) male participants are also used. Following this, memory strategies are employed by Jordanians (2.6) and cognitive strategies (2.4) by Turkish male participants. Lastly, affective strategies are also employed by both Jordanian (2.5) and Turkish (2.3) participants successively.

Among Jordanian and Turkish male participants with high marks, the most preferred strategy by Jordanian participants (3.5) is metacognitive strategies and by Turkish male participants (3.1) it is compensation strategies. Then, cognitive strategies are employed by Jordanians (3.2) and metacognitive strategies by Turkish male participants (2.7). Social strategies by Jordanian (2.8) and Turkish (2.58) male participants are used. Next, compensation strategies by Jordanian male participants (2.7) and memory strategies by Turkish male participants (2.53); memory strategies by Jordanians (2.6) and affective strategies by Turkish male participants (2.38) are preferred. Lastly, affective strategies are employed by Jordanian male participants (2.5) and cognitive strategies by Turkish male participants (2.36).

Table 21. The relationship between academic achievement and language learning strategies among Jordanian and Turkish male participants

Jordanian male participants			Turkish male participants		
Low	Average	High	Low	Average	High
1. Metacognitive strategies (3.4)	1. Metacognitive strategies (3.5)	1. Metacognitive strategies (3.5)	1. Social strategies (3.0)	1. Metacognitive strategies (2.7)	1. Compensation strategies (3.1)
2. Cognitive strategies (3.1)	2. Cognitive strategies (3.2)	2. Cognitive strategies (3.2)	2. Metacognitive strategies (2.8)	2. Compensation strategies (2.65)	2. Metacognitive strategies (2.7)
3. Social strategies (3.07)	3. Social strategies (2.8)	3. Social strategies (2.8)	3. Compensation strategies (2.7)	3. Memory strategies (2.64)	3. Social strategies (2.58)
4. Compensation strategies (3.01)	4. Compensation strategies (2.7)	4. Compensation strategies (2.7)	4. Cognitive strategies (2.5)	4. Social strategies (2.5)	4. Memory strategies (2.53)
5. Affective strategies (2.956)	5. Memory strategies (2.6)	5. Memory strategies (2.6)	5. Memory strategies (2.4)	5. Cognitive strategies (2.4)	5. Affective strategies (2.38)
6. Memory strategies (2.953)	6. Affective strategies (2.5)	6. Affective strategies (2.5)	6. Affective strategies (2.3)	6. Affective strategies (2.3)	6. Cognitive strategies (2.36)

4.1.b. ANOVA analysis of the data about the common effects of independent variables on each strategy

The results of the statistical analysis conducted to identify the rankings of language learning strategy preferences of the participants according to their nationality, gender and academic achievement are indicated below in detail as a whole under the main six categories: memory, cognitive, compensation, metacognitive, affective and social (Tables 22 and 27).

4.1.b.1 Memory Strategies

Means and standard deviations of memory strategies are given in Appendix II.a. According to nationality, gender and academic achievement of participants three-factor-ANOVA results are given in table 22.

As seen in Table 22, the rating of using memory strategies among the participants is not extremely significantly according to nationality $F(1, 170) = .01, P>.05$; academic achievement $F(2, 170) = 1.87, P>.05$; gender $F(1, 170) = 2.31, P>.05$; common effect of nationality and academic achievement $F(2, 170) = .23, P>.05$; common effect of nationality and gender $F(1, 170) = 3.24, P>.05$; common effect of academic achievement and gender $F(2, 170) = .20, P>.05$; common effect of nationality, academic achievement and gender $F(2, 170) = 1.10, P>.05$.

Table 22. ANOVA results of memory strategies

	Nationality	Academic Achievement	Gender	NxA	NxG	AxG	NxAxG
F	.01	1.87	2.31	.23	3.24	.20	1.10
Df	1, 170	2, 170	1, 170	2, 170	1, 170	2, 170	2, 170
p	.902	.157	.130	.795	.073	.818	.335

4.1.b.2 Cognitive Strategies

Means and standard deviations of cognitive strategies are given in Appendix II.b. According to nationality, gender and academic achievement of participants' three factor ANOVA results are given in table 23.

As seen in Table 23, the level of using **cognitive** strategies of the participants is **found significantly different according to nationality** $F(1,170) = 36.0 P<.05$ **and gender** $F(1, 170) = 6.11, P<.05$; but not according to academic achievement $F(2, 170) = .54, P>.05$; common effect of nationality and academic achievement $F(2, 170) = 2.03, P>.05$; common effect of nationality and gender $F(1, 170) = .53, P>.05$; common effect of academic achievement and gender $F(2, 170) = 1.09, P>.05$; common effect of nationality, academic achievement and gender $F(2, 170) = .30, P>.05$.

Table 23. ANOVA results of cognitive strategies

	Nationality	Academic Achievement	Sex	NxA	NxS	AxS	NxAxS
F	36.01*	.54	6.11*	2.03	.53	1.09	.30
Df	1, 170	2, 170	1, 170	2, 170	1, 170	2, 170	2, 170
p	.000	.580	.014	.134	.467	.336	.735

* $p < .05$

4.1.b.3 Compensation Strategies

Means and standard deviations of compensation strategies are given in Appendix II.c. According to nationality, gender and academic achievement of participants' three factor ANOVA results are given in Table 24.

As seen in Table 24, the level of using **compensation** strategies of the participants **is found significantly different according to gender** $F(1, 170) = 3.93$, $P < .05$ but not to nationality $F(1, 170) = .49$, $P > .05$; academic achievement $F(2, 170) = .293$, $P > .05$; common effect of nationality and academic achievement $F(2, 170) = 1.54$, $P > .05$; common effect of nationality and gender $F(1, 170) = .83$, $P > .05$; common effect of academic achievement and gender $F(2, 170) = .21$, $P > .05$; common effect of nationality, academic achievement and gender $F(2, 170) = .52$, $P > .05$.

Table 24. ANOVA results of compensation strategies

	Nationality	Academic Achievement	Gender	NxA	NxG	AxG	NxAxG
F	.49	2.93	3.93*	1.54	.83	.21	.52
Df	1, 170	2, 170	1, 170	2, 170	1, 170	2, 170	2, 170
p	.485	.056	.049	.217	.361	.805	.593

* $p < .05$

4.1.b.4 Metacognitive Strategies

Means and standard deviations of metacognitive strategies are given in Appendix II.d According to nationality, gender and academic achievement of participants three factor ANOVA results are given in Table 25.

As seen in Table 25, the level of using **metacognitive** strategies of the participants **is found significantly different according to nationality** $F(1,170) = 11.65$, $P < .05$ but not to academic achievement $F(2, 170) = 1.07$, $P > .05$; gender $F(1, 170) = 3.57$, $P > .05$; common effect of nationality and academic achievement $F(2,170) = .80$, $P > .05$; common effect of nationality and gender $F(1, 170) = 2.17$, $P > .05$; common effect of academic achievement and gender $F(2, 170) = 1.00$, $P > .05$; common effect of nationality, academic achievement and gender $F(2, 170) = .42$, $P > .05$.

Table 25. ANOVA results of metacognitive strategies

	Nationality	Academic Achievement	Sex	NxA	NxS	AxS	NxAxS
F	11.65*	1.07	3.57	.80	2.17	1.00	.42
Df	1, 170	2, 170	1, 170	2, 170	1, 170	2, 170	2, 170
p	.001	.344	.060	.450	.142	.368	.658

* $p < .05$

4.1.b.5 Affective Strategies

Means and standard deviations of affective strategies are given in Appendix II.e. According to nationality, gender and academic achievement of participants' three factor ANOVA results are given in Table 26.

As seen in Table 26, the level of using **affective** strategies of the participants **is found significantly different according to academic achievement** $F(2,170)=7.73$, $P < .05$ but not to nationality $F(1,170) = 1.80$, $P > .05$; gender $F(1, 170) = .75$, $P > .05$; common effect of nationality and academic achievement $F(2,170) = .17$, $P > .05$; common effect of nationality and gender $F(1, 170) = .24$, $P > .05$; common effect of academic achievement and gender

$F(2, 170) = .73, P > .05$; common effect of nationality, academic achievement and gender $F(2, 170) = 2.58, P > .05$.

Table 26 ANOVA results of affective strategies

	Nationality	Academic Achievement	Sex	NxA	NxS	AxS	NxAxS
F	1.80	7.73*	.75	.17	.24	.73	2.58
Df	1, 170	2, 170	1, 170	2, 170	1, 170	2, 170	2, 170
p	.180	.001	.387	.839	.624	.479	.078

* $p < .05$

4.1.b.6 Social Strategies

Means and standard deviations of social strategies are given in Appendix II.f. According to nationality, gender and academic achievement of the participants' three factor ANOVA results are given in Table 27.

As seen in Table 27, the level of **social** strategy usage of the participants **is found significantly different according to academic achievement** $F(2, 170) = 4.46, P < .05$ but not to nationality $F(1, 170) = 1.27, P > .05$; gender $F(1, 170) = .32, P > .05$; common effect of nationality and academic achievement $F(2, 170) = .23, P > .05$; common effect of nationality and gender $F(1, 170) = .09, P > .05$; common effect of academic achievement and gender $F(2, 170) = .29, P > .05$; common effect of nationality, academic achievement and gender $F(2, 170) = .07, P > .05$.

Table 27. ANOVA results of social strategies

	Nationality	Academic Achievement	Gender	NxA	NxG	AxG	NxAxG
F	1.27	4.46*	.32	.23	.09	.29	.07
Df	1, 170	2, 170	1, 170	2, 170	1, 170	2, 170	2, 170
p	.261	.013	.567	.793	.761	.745	.931

* $p < .0$

4.1.c. Discussion on the relationship between language learning strategies employed by the participants and their nationality, academic achievement and gender

Regarding the ANOVA results obtained from the inventory, Table 28 shows that there is a significant difference regarding cognitive strategy usage in terms of nationality and gender, compensation strategies in terms of gender, metacognitive strategies in terms of nationality, affective and social strategies according to, academic achievement. However, no significant difference was found between using memory strategies according to nationality, academic achievement and gender. In other words, there is a significant difference in using cognitive and metacognitive strategies depending on nationality. In terms of academic achievement, affective and social strategies are mostly used. Regarding gender, cognitive and compensation strategies are heavily used.

When the interactional effects (common effects) of independent variables on dependent variables are examined, a significant difference is not found among six language learning strategies in terms of: nationality and academic achievement; nationality and gender; academic achievement and gender; and nationality, academic achievement, and gender.

Table 28. General ANOVA results about the relationship between independent and each dependent variable

	Nationality (N)	Academic Achievement (A)	Gender (G)	NxA	NxG	AxG	NxAxG
Memory Strategies	P>.05	P>.05	P>.05	P>.05	P>.05	P>.05	P>.05
Cognitive Strategies	P<.05	P>.05	P<.05	P>.05	P>.05	P>.05	P>.05
Compensation Strategies	P>.05	P>.05	P<.05	P>.05	P>.05	P>.05	P>.05
Metacognitive Strategies	P<.05	P>.05	P>.05	P>.05	P>.05	P>.05	P>.05
Affective Strategies	P>.05	P<.05	P>.05	P>.05	P>.05	P>.05	P>.05
Social Strategies	P>.05	P<.05	P>.05	P>.05	P>.05	P>.05	P>.05

MANOVA results are given in Table 29 regarding dependent variables (six language learning strategies) of Jordanian and Turkish participants in general and their relationship with independent variables (nationality, academic achievement and gender). MANOVA results prove that nationality $F(6,165) = 10.48, P < .01$; academic achievement $F(12,330) = 2.98, P < .01$ are significantly effective on language learning strategies when these strategies are considered as a whole. This finding is also supported by the results given in Table 10 where the rankings of language learning strategies among Jordanian and Turkish participants are indicated. According to the evaluation of the test results, the nationality of participants plays a crucial role in the employment of language learning strategies. Another important finding of this analysis is that academic achievements of participants affect the participants' preferences in applying the language learning strategies. This finding is also supported by the results given in Table 14 where the rankings of language learning strategies are given depending on academic achievement of participants.

According to the results of the same analysis, gender's basic effect $F(6,165) = 1.26, P > .05$; nationality and academic achievement's interactional effect (common effect) $F(12,330) = .93, P > .05$; nationality and gender's interactional effect (common effect) $F(6,165) = 1.09, P > .05$; academic achievement and gender's interactional effect (common effect) $F(12,330) = .90, P > .05$; nationality, academic achievement and gender's interactional effect (common effect) are not found significant on language learning strategies. The results given Table 11 also support the insignificant effect of gender on dependent variables.

Table 29. MANOVA results about common effect of independent variables on dependent variables as a whole

	Nationality	Academic Achievement	Gender	NxA	NxG	AxG	NxAxG
F	10.48	2.98	1.26	.93	1.09	.90	.93
Df	6, 165	12, 330	6, 165	12, 330	6, 165	12, 330	12, 330
p	.000**	.001**	.277	.509	.369	.541	.509

**p<.01

The purpose of this study is to explore the relationship between nationality, gender and academic achievement of the participants and their language learning strategies. This study is unique in itself because the language learning strategies of the participants are investigated in their natural environment, not in a foreign venue where they learn a foreign language. So, other factors such as the impact of the environment where only the target language is used, and the possible effects of other participants who are in the same target language learning environment are considered.

The results of many studies in the field are based on the data gathered from the participants coming from only one nation and they aim to investigate which language learning strategies are frequently used. Hence, the results of this study aiming at finding which language learning strategies are employed by Turkish and Jordanian participants are concurrent with the previous studies evaluated by Özseven (1993: 29) where he examined the relationship between science graduate participants' language learning strategies and their oral performance. According to his findings, most of the participants preferred indirect strategies. Regarding the language learning strategy distribution, the order of strategies employed is as follows; metacognitive, compensation, social, memory strategies and affective, lastly, cognitive strategies.

A similar study was carried out at the METU Development Foundation School by Tüz (1995: 43) in which she studied with 101 third grade junior school students. The results of her study seem to be partly congruent with the findings of the present study. In Tüz's study, participants were mostly using social, cognitive and compensation strategies. On the other hand, in our study, the participants mostly prefer cognitive and compensation strategies, whereas memory strategies are being used less frequently.

Tabanlıoğlu (2003: 49-64), also tried to find if there is a relationship between language learning strategies and learning styles of pre-intermediate level participants. Regarding the results obtained from his participants, cognitive strategies were the most preferred strategy which were followed by metacognitive, memory, social, compensation

and affective strategies. As seen in Table 10, affective strategies are the least preferred strategy in this study among Jordanian and Turkish participants as in Tabanlıoğlu's study. In opposition to Tabanlıoğlu's findings, metacognitive strategies are the most preferred among Jordanian and Turkish participants which are followed by compensation, cognitive, social and memory strategies.

The results of this study do not support the findings of the research done by Marefat (2003: 47). According to Marefat's study among Iranian female participants, memory strategies were the most frequently used strategy which were followed by cognitive and compensation strategies. On the other hand, Gorevanova (2000: 49) reported in her study that memory strategies were the least frequently used strategy. The three most popular strategies that participants employed were compensation, metacognitive and cognitive strategies. As it is seen in Table 10, the order of the most preferred strategies to the least preferred strategies are different from Gorevanova's results in this study.

The only study available in the field is Griffiths' (2003) study comparing the language learning strategies of participants with different nationalities in a foreign language learning school. Griffiths (2003: 367-382) investigated the relationship between course level and the preference of language learning strategy use by speakers of other languages who learn English in a private language school. Their English level is ranged from elementary to advance. In her study, she used three phases to elicit information from the participants. According to the results, participants whose levels are high, use language learning strategies more than all other levels. Elementary participants use only three strategies while advanced participants use nine times more strategies than elementary participants. When the learner variables (sex, age and nationality) are considered, significant differences were found according to nationality but not according to sex or age of the participants.

CHAPTER 5

CONCLUSION

As defined in Chapter 2, language learning strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information Brown (1980: 113) or as Saltuk (2001: 14) states in her study “language learning strategies enable participants to be responsible for their own progress”. Another definition was given in Tabanlıoğlu’s study (2003: 21). As she defines “language learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly”. Oxford (1990: 1) explained language learning strategies as defined “they are the steps taken by participants to enhance their own learning”. In this way, these factors, language learning strategies, were found to be significant in the language learning process where teachers can guide learners to employ them to become more successful. Furthermore, Franklin, Hodge and Sasscer (1997 21-27) stated that “seeking to know our students, why they are enrolled in our classes, what their objectives are, and why these are sometimes so hard to attain are issues we must grapple with...”. Thus, teachers should educate their students about the methods how they learn effectively and how they will become more successful when they are aware of language learning strategies.

In this research, language learning strategies of 8th grade students were analyzed at private schools in Jordan and Turkey. Next, according to the participants’ nationality, academic achievement or gender, how they use language learning strategies differently was examined. During the process of gathering data, in this empirical study, a survey was used to analyze the relationship between dependent and independent variables.

Only one instrument, a strategy inventory for language learning (SILL), was used for data collection which was designed by Rebecca L. Oxford (Oxford 1990). The original inventory with 50 items was piloted twice. Firstly, fifteen participants were asked to complete the strategy inventory for language learning. After 10 days, they were asked to

complete the same inventory. The adopted version of the inventory with 50 items was applied to 182 participants who were randomly chosen among 8th grade participants in Amman, Jordan and Adana, Turkey. The first part of the inventory is related to the personal information of the participants such as their gender and age. The second part of the inventory consists of fifty items consisting of six language learning strategies. A 5-point Likert scale was used and the participants answered the inventory by choosing one of the alternatives ranging from 1 to 5 including: *Almost Always*, *Usually*, *Sometimes*, *Seldom*, and *Almost Never*.

In order to obtain related information about the participants' academic achievement, the mean scores of three exams of Jordanian participants' were calculated by their teachers. Jordanian participants did not take the FCE exam because the content of their exams are officially valid as an FCE. For Turkish participants, a proficiency exam was implemented with the consensus that their exam results reflect their English level in general. At the end, their raw scores were calculated as z-standard scores and they were identified as low-average-high level students.

There are a number of studies in literature concerning language learning strategies such as the language learning strategies and oral performances of Turkish EFL science participants (Özseven 1993); the use of language learning strategies by the 'more successful' and 'less successful learners' (Tüz 1995); learners' language learning strategies in reading comprehension (Cihan 1996); vocabulary language learning strategies employed by successful freshman participants (Bozatlı 1998); the effects of strategies on EFL vocabulary acquisition (Chin 1999); perceptual learning style preferences, language learning strategies and English vocabulary knowledge (Gorevanova 2000); learner factors and strategy use (Yılmaz 2001); vocabulary language learning strategies of 8th grade participants at TED Ankara College (Saltuk 2001); incidental vocabulary acquisition in relation to learner proficiency levels and word frequency (Tekmen 2003) and the relationship between learning styles and language learning strategies (Tabanlıoğlu 2003). However, according to the knowledge of the researcher, this study is the first one limited to

language learning strategies and their relationship to participants' nationality, academic achievement and gender.

In order to answer the first research question in this study, 'What are the language learning strategies of 8th grade participants at private schools in Jordan and Turkey?', the data obtained from the strategy inventory for language learning given in Appendix I was analyzed. Regarding the results obtained from the inventory, it was found that three strategies are used by participants: metacognitive which by definition includes: centering their learning, arranging and planning their learning, evaluating their learning. This is the language learning strategy which is most widely used by female and male Jordanian participants followed by cognitive and compensation strategies. However, affective and memory strategies are rarely used. According to the first preference among Jordanian participants, they try to coordinate their own learning process by arranging and planning, evaluating their own learning and centering their learning. Among the three mostly used strategies, cognitive strategy is the second one. With the help of this strategy, participants prefer practicing, analyzing or creating expressions. As it can be seen from the above interpretations, some participants tend to use compensation strategies after cognitive strategies which help participants especially in grammar and vocabulary (Özseven 1993:18). Among Turkish participants, both female and male participants mostly prefer compensation strategies, i.e. guessing intelligently in listening and reading and overcoming limitations in speaking and writing which follow metacognitive strategies.

On the other hand, according to the research done by Saltuk (2001: 89) the least preferred learning strategy of 8th grade participants at TED Ankara College was memory strategies 'using a new word in a sentence in order to remember it'. Moreover, in Saltuk's study, it is also found that participants do not prefer 'using flashcards' which refer to memory strategies. Therefore, as Oxford (1990: 39-43) mentioned, such memory strategies as grouping items, using a new word in a meaningful sentence, semantic mapping, using visual imagery, and keywords could be helpful for participants to manage difficulties in vocabulary learning. Based on the results obtained from the statistical analyses in Amman,

Jordan and Adana, Turkey participants should be informed about using memory strategies for different tasks because in both places memory strategies are not used frequently.

This finding is also similar to the findings of Tabanlıoğlu (2003: 82) who sought to discover the relationship between learning styles and language learning strategies of pre-intermediate participants. According to her findings, there was no significant difference between the strategy preferences of the two genders. When the findings of Tabanlıoğlu are compared with this study, Jordanian participants (female and male) prefer metacognitive strategies. On the other hand, Turkish participants (female and male) employ compensation strategies most of the time. The study responses reveal that female and male students among Jordanian participants employ mostly metacognitive strategies when they are considered in terms of their academic achievement level. On the contrary, male students among Turkish participants prefer different strategies according to their academic achievement. Turkish male participants with a low level academic achievement prefer social strategies; whereas participants whose academic achievement is at average prefer metacognitive strategies most of the time. On the other hand, male participants having a high level academic achievement among Turkish participants generally prefer compensation strategies.

In contrast to the other study which was done by Tüz (28-48), social strategies were found as the most employed strategy by the participants which follow cognitive and compensation strategies. However, in this study, metacognitive strategies used by Jordanian participants and compensation strategies used by Turkish participants are highly preferred strategies. In contrast with Tüz's results, affective strategies are found to be the least preferred by Jordanian and Turkish participants in this research. In addition, in terms of their achievement level, Jordanian participants (low-average-high) use metacognitive strategies while Turkish participants (low-average) employ metacognitive strategies but high level participants use compensation strategies.

On the contrary, in Yılmaz's study (2001: 72) cognitive strategies were found to be the most commonly used. In addition, it was found that there is a high correlation between cognitive strategies and participants' success whereas there is a low correlation between participants' success and their use of metacognitive strategies in Tüz's study.

The results of this study are similar to Gorevanova's study. She found that compensation, metacognitive and cognitive strategies are mostly employed by Bilkent University students from the department of English and American Literature and second year participants by Ferghana State University from the department of Foreign Philology (2000: 30-48). This result is similar to Turkish participants' most preferred strategy since compensation and metacognitive strategies are found to be the most widely used in this study.

According to the second research question, 'the difference in using language learning strategies of the participants according to their nationality, academic achievement or gender' was examined. MANOVA results explain the relationship between six language learning strategies of Jordanian and Turkish participants in general and nationality, academic achievement and gender of the participants. It proves that nationality and academic achievement have a significant effect on language learning strategies when these strategies are considered as a whole. Moreover, participants' academic achievements are effective in their using language learning strategies.

According to the other research questions of this study, 'the relationship between language learning strategies of the participants their nationality and academic achievement; the relationship between language learning strategies of the participants, their nationality and gender; the relationship between language learning strategies of the participants, their academic achievement and gender' were investigated. Regarding the ANOVA results obtained from the inventory, a significant difference in using cognitive strategies in terms of nationality and gender, compensation strategies in terms of gender, metacognitive strategies in terms of nationality, affective and social strategies according to academic

achievement were found significant but no significant difference between using memory strategies according to nationality, academic achievement and gender was found. Shortly, there is a significant difference in using cognitive and metacognitive strategies depending on nationality. In terms of academic achievement, affective and social strategies are mostly used. Regarding gender, cognitive and compensation strategies are heavily used.

According to the interactional effects (common effects) of independent variables on dependent variables, a significant difference is not found among six language learning strategies in terms of nationality - academic achievement; nationality - gender; academic achievement - gender; and nationality - academic achievement - gender.

The study about the language learning strategies of participants having different nationalities whose results can be compared with the present study belongs to Griffiths (2003: 367-382). According to the results of Griffiths' study, participants whose levels are high use language learning strategies more than the others. Elementary participants use only three strategies while advanced participants use nine times more strategies than elementary participants. Moreover, when the learner variables (sex, age and nationality) are considered, significant differences were found according to nationality but not according to the sex or age of the participants. When the results of Griffiths' study are compared with this study, the results seem to be relevant. In our study, nationality and academic achievement are found to be effective in using language learning strategies as a whole. In Griffiths' results nationality was found as an effective dependent variable as seen in this study. On the other hand, the results are not common when the relationship between independent and each dependent variable is considered. Since there is a significant difference in using cognitive strategies in terms of nationality and gender, compensation strategies in terms of gender, metacognitive strategies in terms of nationality, affective and social strategies according to, academic achievement.

When the results of Jordanian and Turkish participants' language learning strategies preferences are compared with each other, it is found that there is a significant difference in

using language learning strategies between two nationalities. Thus, with the help of strategy-based instructions in language learning, students in this study will be more aware of the methods which they learn most effectively. Methods which can enhance their own comprehension and production of the target language, and methods in enable them to continue learning after leaving the classroom (Cohen 1996: 13).

First of all, the mean scores of language learning strategies among Jordanian and Turkish participants show that Jordanian students prefer metacognitive strategies (indirect strategies) mostly which “...provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means” (Oxford 1990: 151).

It can be said that Jordanian participants in this research usually overview and link with already known material, pay attention, delay speech production to focus on listening, find out about language learning, organize, set goals and objectives, identify the purpose of a language task, plan for a language task, seek practice opportunities, self-monitoring and self-evaluating. Conversely, Turkish participants in this study mostly employ compensation strategies (direct strategies). According to this strategy, they use linguistic and other clues, switch to native language, seek help, use mime or gestures, avoid communication partially or completely, select the topic, adjust or approximate the message, coin words and use a circumlocution or synonym.

When the second preferences of Jordanian and Turkish participants are compared, it is seen that cognitive strategies are employed by Jordanians and metacognitive strategies by Turkish participants. It proves that Jordanian participants in this study repeat, practice with sounds and writing systems, recognize and use formulas and patterns, recombine, practicing naturalistically, quick comprehension, use resources for receiving and sending messages, reason deductively, analyze expressions, analyze contrastively, translate, transfer, take notes, summarize and highlight. In contrary, Turkish participants prefer metacognitive

strategies as the second preference. When the first and the second preferences of Turkish participants are compared there is not so much difference between them (2.99 – 2.96).

Brown (2001: 210) claims that successful language learners are first aware of general personality and cognitive characteristics and tendencies that usually lead to successful acquisition. The strategy inventory for language learning results proves that Turkish participants use various strategies while learning new items but not strategies such as cognitive strategies which come in the fifth place according to the language learning preferences of Turkish students. Within the scope of this study, Turkish participants might be assumed to be less aware of their cognitive skills which lead them to become a successful language learner. As they may not be aware of how to recognize their own cognitive skills and language learning process, they usually prefer asking other people, such as their teacher, to request help rather than seek the solution, guess the meaning of unknown words rather than looking in a dictionary.

Brown (2001: 208-221) states that language teachers are to equip their students with a sense of what successful language learners do to achieve success and to aid them in developing their own unique, individual pathways to success in the classroom. Being well-trained in language learning strategies, teachers should inform their participants how to identify and employ different language learning strategies and increase their learning awareness in order to create a learning environment. After some time, participants might learn how to match their language learning strategies with their needs. Additionally, they might contribute to their proficiency level. In this way, the participants' success in the classroom and individual learning of the participants may increase. Hence, participants can overcome any problems about learning new items when learning materials which appeal to their language learning strategies used in the classroom. By distributing informal self-checklists, assigning occasional readings, lectures, discussions and encouraging 'good language learner' behaviors as a rule, teacher can also develop students' self-awareness in language learning strategies. Moreover, using interactive or compensatory techniques, administering a strategy inventory and making use of impromptu teacher-initiated advice

are some approaches that teachers can take to teach language learning strategies in the classrooms.

As a consequence, it is generally believed that learning a foreign language is quite difficult. For that reason, language learning strategies are the areas where more research is required. Therefore, further research on language learning strategies might focus on factors such as motivation, performance, social, educational and cultural backgrounds which affect participants' language learning strategies. Furthermore, the relationship between the language learning strategies, styles and different parts in multiple intelligence can be analyzed. Additionally, in further studies, the impact of vocabulary language learning strategies on the achievement, gender and nationality of the participants might be analyzed by using experimental and control groups consisting of larger number of participants.

CHAPTER 6

6. SUMMARY

This was an empirical study based on a survey research. The study attempted to investigate the use of the language learning strategies of 182 8th grade participants according to their nationality, academic achievement or gender.

The research questions were as follow:

1. What are the language learning strategies of 8th grade participants at private schools in Jordan and Turkey?
2. Is there any significant difference in using language learning strategies of the participants according to their nationality, academic achievement or gender?
 - 2a Is there a statistically significant relationship between language learning strategies of the participants, their nationality and academic achievement?
 - 2b Is there a statistically significant relationship between language learning strategies of the participants, their nationality and gender?
 - 2c Is there a statistically significant relationship between language learning strategies of the participants, their academic achievement and gender?

Firstly, during the pilot study, 15 participants were asked to fill out the Strategy inventory for language learning which was designed and adapted by Rebecca L. Oxford (Oxford, 1990). After the analysis of the first pilot study, two weeks later, the same inventory was piloted to the same subject group which consisted of fifty items. The participants had to respond to the statements by using *Almost Always*, *Usually*, *Sometimes*, *Seldom*, and *Almost Never* items. The pilot study helped the researcher to ensure that the inventory was suitable and reliable for the participants and the research.

Following this step, having collected the data, 182 participants were chosen randomly from different private high schools in Amman, Jordan and in Adana, Turkey

during an English lesson through the end of the first semester of the 2004-2005 academic years. The participants were asked to complete the same inventory and it took about one month to collect the inventory results.

The results of the analysis that was presented in chapter four proved that three language learning strategies are used by the participants in Amman, Jordan which consisted of metacognitive (3.3), cognitive (3.1), compensation (2.9), social (2.8), memory (2.6), and affective strategies (2.5). According to the results, metacognitive and cognitive strategies are the most frequently used language learning strategies. On the other hand, compensation, social strategies, memory and affective strategies are the least employed. Means of the strategies among Turkish participants were found as follows: compensation strategies (2.99), metacognitive strategies (2.96), social strategies (2.76), memory strategies (2.72), cognitive strategies (2.6) and affective strategies (2.4).

Affective strategies are the least preferred language learning strategy in 8th grade participants both in Jordan and Turkey. This means that, the participants are not aware of the importance of the affective strategies. They did not show any proclivity towards using a checklist, writing a language learning diary, rewarding themselves and discussing their feelings with someone else. One way to overcome this problem and let participants use all six of the strategies is to include as many of these strategies as possible into the instructional materials in order to familiarize learners with the other language learning strategies and match their needs according to strategy. Therefore, more strategies will be employed by participants during the learning process which will raise their consciousness. From the results we can infer that participants are proficient at using compensation, metacognitive and cognitive strategies. Concerning these two strategies, they are capable of guessing intelligently, overcoming limitations in speaking and writing, centering their learning, arranging and planning their learning, evaluating their learning, practicing, receiving and sending messages, analyzing and reasoning and creating input and output.

To summarize, according to the results of the strategy inventory for language learning, it can be said that 8th grade participants use metacognitive, compensation and cognitive strategies while learning a foreign language. Moreover, the least preferred strategies used by these participants are affective strategies. The findings of this research have shown that there is no difference between 8th grade participants' memory strategies according to their nationality, academic achievement and gender.

BIBLIOGRAPHY

BOZATLI, ÖZLEM. (1998), An Investigation of Vocabulary Language learning strategies Employed by Successful Freshman Participants of English, Unpublished M.A. Thesis, Middle East Technical University, Ankara

BROWN, Douglas H. (1980), Principles of Language Learning and Teaching, New Jersey: Prentice Hall

BROWN, Douglas H. (1994), Teaching by Principles: An Interactive Approach to Language Pedagogy, New York: Prentice Hall

BROWN, Douglas H. (2001), Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition, New York: Prentice Hall

CHIN, CHEONGSOOK. (1999), “The Effects of Three Language learning strategies on EFL Vocabulary Acquisition”, The Korea TESOL Journal, Vol.2, No.1, pp.1-12, Fall/Winter, http://www.kotesol.org/pubs/journal/1999/abs_chin.shtml (28/01/2004)

CİHAN, NİHAL. (1996), A Descriptive Analysis of Learners’ Language learning strategies in Reading Comprehension in English as a Foreign Language, Unpublished M.A. Thesis METU, Ankara

COHEN, ANDREW D. (1996), Foreign Language Learning and Use Strategies: Clarifying the Issues, Center for Advanced Research on Language Acquisition University of Minnesota, Minneapolis, Revised Version, July

ÇAĞATAY, BURÇAK. (2000), Effects of Learning Style Matched Enrichment Instruction on Mathematics Achievement, Unpublished M.A. Thesis, Boğaziçi University, İstanbul

DEMİREL, ÖZCAN. (2001), Eğitim Sözlüğü, Pegem Yayıncılık, Ankara

ENCYCLOPEDIA WIKIPEDIA. (2005), en.wikipedia.org/wiki/MANOVA

GOLDEN, RICHARD. (2004), “Analysis of Variance and SAS”,
(www.utdallas.edu/~golden/PROJECTS/DOWNLOAD/ANOVA.ppt#2)

GOREVANOVA, ANNA. (2000), “The Relationship between Participants’ Perceptual Learning Style Preferences, Language learning strategies and English Language Vocabulary Size”, Unpublished M.A. Thesis, Bilkent University, Ankara

GRIFFITHS, CAROL. (2003), “Patterns of Language Learning Strategy Use” System 31, pp.367-383, May

HATCH and FARHADY. (1982), Research and Design and Statistics for Applied Linguistics, Newbury Publishers

HISMANOGLU, MURAT. (2000) “Language learning strategies in Foreign Language Learning and Teaching”, The Internet TESL Journal, Vol.VI, No.8, August, <http://iteslj.org/Articles/Hismanoglu-Strategies.html>

KILIÇCI, YADİGAR. (2000), Okulda Ruh Sağlığı, Ankara: Anı Yayıncılık

KUMAR, RANJIT. (1999), Research Methodology: A Step-by-Step Guide for Beginners, London: Sage Publications

LARSEN-FREEMAN, DIANE. (1986), Techniques and Principles in Language Teaching, New York: Oxford University Press

MAREFAT, HAMIDEH. (2003), “The Impact of Teaching Direct Language learning strategies on the Retention of Vocabulary by EFL Learners” The Reading Matrix, Vol.3, No.2, pp.47-62, September

NATION, I.S.P. (2001), Learning Vocabulary in Another Language, Cambridge: Cambridge University Press

NUNAN, DAVID. (1999), Second Language Teaching and Learning, , U.S.A.: Heinle & Heinle Publishers

O’MALLEY, J.M. and CHAMOT, A.U. (1990), Language learning strategies in Second Language Acquisition, Cambridge: Cambridge University Press

OXFORD, REBECCA L. (1990), Language learning strategies: what every teacher should know, U.S.A.: Heinle and Heinle Publishers

ÖZSEVEN, SEDAT. (1993), The Relationship between Language learning strategies and Oral Performance of Turkish EFL Graduate Science Participants in Preparatory Programs, Unpublished M.A. Thesis, Bilkent University, Ankara

RUBIN and WENDEN. (1987), Learner Strategies in Language Learning. UK: Prentice-Hall International

SALTUK, TÜLİN. (2001), A Study on Vocabulary Language learning strategies of 8th Grade Participants at TED Ankara College, Unpublished M.A. Thesis, Middle East Technical University, Ankara

SAYLERS, FRAN and CAROL, MCKEE. (2005), “The Young Adolescent Learner” (www.learner.org/channel/workshops/middlewriting/images/pdf/W1ReadAdLearn.pdf)

SINCLAIR, J. et al. (1988), Collins Cobuild English Language Dictionary. Second Edition, Collins ELT, London: Harper Collins Publishers

TABANLIOĞLU, SELİME. (2003), The Relationship between Learning Styles and Language learning strategies of Pre-Intermediate EAP Participants, Unpublished M.A. Thesis, Middle East Technical University, Ankara

TEKMEN, ELISABETH A. F. (2003), An Investigation of Incidental Vocabulary Acquisition in Relation to Learner Proficiency Level and Word Frequency, Unpublished M.A. Thesis, Middle East Technical University, Ankara

TÜZ, FAYKA H. (1995), The Use of Language learning strategies by the ‘More Successful’ and ‘Less Successful’ Language Learner, Unpublished M.A. Thesis, Middle East Technical University, Ankara

WENDEN, ANITA and RUBIN, JOAN. (1987), Learner Strategies in Language Learning, Englewood Cliffs, New Jersey: Prentice Hall International

YILMAZ, AYLA. (2001), Learner Factors and Strategy Use in Foreign Language Learning, Unpublished M.A. Thesis, Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü, İzmir

APPENDIX I

Strategy inventory for language learning

Section I

Name	:	
Age	:	
Sex	:	

This inventory below is designed to gather information about strategies you use while learning English language. Read the item and put a cross (X) in the appropriate box for each statement which tells what you actually do when you are learning language.

Section II

When learning English language....

	Almost Always	Usually	Sometimes	Seldom	Almost Never
1. I think of relationships between what I already know and new things I learn in English.					
2. I use new English words in a sentence so I can remember them.					
3. I connect the sound of a new word and imagine or picture the word to help me remember the word.					
4. I remember a new English word by making a picture of a situation in which the word might be used.					
5. I use rhymes to remember new English words.					
6. I use flashcards to remember new English words.					
7. I physically act out the English words.					
8. I review English lessons often.					
9. I remember new English words or phrases by remembering their location on the page, on the board or on a street sign.					
10. I say or write new English words several times.					
11. I try to talk like native English speakers.					
12. I practice the sounds of English words.					
13. I use the English words I know in different ways.					
14. I start conversation in English.					
15. I watch English language TV shows or go to movies in English.					
16. I read for pleasure in English.					
17. I write notes, messages, letters or reports in English.					
18. I first skim an English passage then go back and read carefully.					
19. I look for words in my own language that are similar to new words in English.					
20. I try to find patterns in English.					
21. I find the meaning of an English word by dividing it into parts which I understand.					

22. I try not to translate word-for-word.					
23. I make summaries of information that I hear or read in English.					
24. To understand unfamiliar English words, I make guesses.					
25. When I can't think of a word during a conversation in English, I use gestures.					
26. I make up new words if I don't know the right ones in English.					
27. I read English without looking up every new word.					
28. I try to guess what the other person will say next in English.					
29. If I can't think of an English word, I use a word or phrase that has the same meaning.					
30. I try to find as many ways as I can to use my English.					
31. I notice my English mistakes and use that information to help me improve.					
32. I pay attention when someone is speaking English.					
33. I try to find out how to be a better learner of English.					
34. I plan my schedule so I will have enough time to study English.					
35. I look for people I can talk to in English.					
36. I look for opportunities to read as much as possible in English.					
37. I have clear goals for improving my English skills.					
38. I think about my progress in learning English.					
39. I try to relax whenever I feel afraid of using English.					
40. I encourage myself to speak English even when I am afraid of making a mistake.					
41. I give myself a reward or treat when I do well in English.					
42. I notice if I am tense or nervous when I am studying or using English.					
43. I write down my feelings in a language learning diary.					
44. I talk to someone else about how I feel when I am learning English.					
45. If I do not understand something in English, I ask the other person to slow down or say it again.					
46. I ask English speakers to correct me when I speak.					
47. I practice English with other participants.					
48. I ask for help from English speakers.					
49. I ask questions in English.					
50. I try to learn about the culture of English speakers.					

Source: Adapted from Strategy Inventory for Language Learning (SILL) R. Oxford, 1990

APPENDIX II.a

Means and standard deviations of memory strategies

Nationality	Gender	Academic Achievement	$\bar{X}$	S	N
Jordanian	Female	Low	2.79	.45	9
		Medium	2.71	.52	24
		High	2.57	.61	26
		Total	2.66	.55	59
	Male	Low	2.95	.48	19
		Medium	2.65	.55	16
		High	2.56	.64	16
		Total	2.73	.57	51
	Total	Low	2.90	.47	28
		Medium	2.69	.52	40
		High	2.57	.62	42
		Total	2.69	.56	110
Turkish	Female	Low	3.11	.70	9
		Medium	2.89	.79	18
		High	2.65	.44	10
		Total	2.88	.69	37
	Male	Low	2.48	.93	14
		Medium	2.64	.50	15
		High	2.53	.46	6
		Total	2.56	.68	35
	Total	Low	2.72	.88	23
		Medium	2.78	.67	33
		High	2.61	.43	16
		Total	2.72	.70	72
Total	Female	Low	2.95	.59	18
		Medium	2.79	.64	42
		High	2.59	.56	36
		Total	2.75	.61	96
	Male	Low	2.75	.73	33
		Medium	2.64	.52	31
		High	2.55	.59	22
		Total	2.66	.62	86
	Total	Low	2.82	.69	51
		Medium	2.73	.59	73
		High	2.58	.57	58
		Total	2.71	.62	182

APPENDIX II.b

Means and standard deviations of cognitive strategies

Nationality	Gender	Academic Achievement	$\bar{X}$	S	N
Jordan	Female	Low	3.18	.46	9
		Medium	3.33	.43	24
		High	3.24	.43	26
		Total	3.27	.43	59
	Male	Low	3.13	.51	19
		Medium	3.25	.54	16
		High	2.89	.56	16
		Total	3.09	.54	51
	Total	Low	3.15	.49	28
		Medium	3.30	.47	40
		High	3.11	.51	42
		Total	3.19	.49	110
Turkey	Female	Low	2.94	.75	9
		Medium	2.53	.54	18
		High	2.82	.55	10
		Total	2.71	.61	37
	Male	Low	2.58	.98	14
		Medium	2.46	.60	15
		High	2.36	.37	6
		Total	2.49	.73	35
	Total	Low	2.72	.90	23
		Medium	2.50	.56	33
		High	2.65	.53	16
		Total	2.60	.68	72
Total	Female	Low	3.06	.62	18
		Medium	2.99	.62	42
		High	3.12	.49	36
		Total	3.05	.57	96
	Male	Low	2.90	.78	33
		Medium	2.87	.68	31
		High	2.75	.56	22
		Total	2.85	.69	86
	Total	Low	2.95	.73	51
		Medium	2.94	.65	73
		High	2.98	.55	58
		Total	2.96	.64	182

APPENDIX II.c

Means and standard deviations of compensation strategies

Nationality	Gender	Academic Achievement	$\bar{X}$	S	N
Jordan	Female	Low	2.92	.47	9
		Medium	3.11	.57	24
		High	3.07	.79	26
		Total	3.06	.66	59
	Male	Low	3.01	.40	19
		Medium	2.73	.54	16
		High	2.96	.89	16
		Total	2.91	.63	51
	Total	Low	2.98	.42	28
		Medium	2.96	.58	40
		High	3.03	.82	42
		Total	2.99	.64	110
Turkey	Female	Low	3.16	1.04	9
		Medium	2.93	1.01	18
		High	3.60	.37	10
		Total	3.17	.91	37
	Male	Low	2.79	.99	14
		Medium	2.65	.85	15
		High	3.19	.41	6
		Total	2.80	.85	35
	Total	Low	2.94	1.00	23
		Medium	2.80	.94	33
		High	3.44	.42	16
		Total	2.99	.90	72
Total	Female	Low	3.04	.79	18
		Medium	3.03	.78	42
		High	3.22	.73	36
		Total	3.10	.76	96
	Male	Low	2.92	.70	33
		Medium	2.69	.69	31
		High	3.03	.78	22
		Total	2.87	.72	86
	Total	Low	2.96	.73	51
		Medium	2.89	.76	73
		High	3.14	.75	58
		Total	2.99	.75	182

APPENDIX II.d

Means and standard deviations of metacognitive strategies

Nationality	Gender	Academic Achievement	$\bar{X}$	S	N
Jordan	Female	Low	3.51	.42	9
		Medium	3.39	.52	24
		High	3.38	.70	26
		Total	3.40	.59	59
	Male	Low	3.43	.60	19
		Medium	3.58	.51	16
		High	3.11	.96	16
		Total	3.38	.72	51
	Total	Low	3.46	.54	28
		Medium	3.46	.52	40
		High	3.28	.81	42
		Total	3.39	.65	110
Turkey	Female	Low	3.51	.90	9
		Medium	2.97	.87	18
		High	3.08	.84	10
		Total	3.13	.87	37
	Male	Low	2.80	.87	14
		Medium	2.76	.98	15
		High	2.77	.72	6
		Total	2.78	.87	35
	Total	Low	3.08	.93	23
		Medium	2.87	.91	33
		High	2.97	.78	16
		Total	2.96	.88	72
Total	Female	Low	3.51	.68	18
		Medium	3.21	.71	42
		High	3.29	.74	36
		Total	3.30	.72	96
	Male	Low	3.17	.78	33
		Medium	3.18	.87	31
		High	3.02	.90	22
		Total	3.13	.84	86
	Total	Low	3.29	.76	51
		Medium	3.20	.78	73
		High	3.19	.81	58
		Total	3.22	.78	182

APPENDIX II.e.

Means and standard deviations of affective strategies

Nationality	Gender	Academic Achievement	$\bar{X}$	S	N
Jordan	Female	Low	3.00	.83	9
		Medium	2.56	.79	24
		High	2.45	.70	26
		Total	2.58	.77	59
	Male	Low	2.95	1.04	19
		Medium	2.54	.59	16
		High	2.00	.86	16
		Total	2.52	.93	51
	Total	Low	2.97	.96	28
		Medium	2.55	.71	40
		High	2.28	.79	42
		Total	2.55	.85	110
Turkey	Female	Low	3.01	.60	9
		Medium	2.37	.52	18
		High	1.91	.65	10
		Total	2.40	.69	37
	Male	Low	2.39	.91	14
		Medium	2.38	.94	15
		High	2.38	.68	6
		Total	2.39	.86	35
	Total	Low	2.63	.85	23
		Medium	2.38	.73	33
		High	2.09	.68	16
		Total	2.40	.77	72
Total	Female	Low	3.00	.70	18
		Medium	2.48	.69	42
		High	2.30	.72	36
		Total	2.51	.74	96
	Male	Low	2.71	1.01	33
		Medium	2.46	.77	31
		High	2.10	.82	22
		Total	2.47	.90	86
	Total	Low	2.82	.92	51
		Medium	2.47	.72	73
		High	2.22	.76	58
		Total	2.49	.82	182

APPENDIX II.f

Means and standard deviations of social strategies

Nationality	Gender	Academic Achievement	$\bar{X}$	S	N
Jordan	Female	Low	3.25	.79	9
		Medium	2.93	.91	24
		High	2.62	.76	26
		Total	2.84	.85	59
	Male	Low	3.07	.75	19
		Medium	2.83	.85	16
		High	2.80	.71	16
		Total	2.91	.76	51
	Total	Low	3.13	.76	28
		Medium	2.89	.87	40
		High	2.69	.74	42
		Total	2.87	.81	110
Turkey	Female	Low	3.16	.87	9
		Medium	2.70	.67	18
		High	2.61	.72	10
		Total	2.79	.74	37
	Male	Low	3.02	1.06	14
		Medium	2.53	.81	15
		High	2.58	.68	6
		Total	2.73	.91	35
	Total	Low	3.07	.97	23
		Medium	2.62	.73	33
		High	2.60	.68	16
		Total	2.76	.82	72
Total	Female	Low	3.21	.81	18
		Medium	2.83	.81	42
		High	2.62	.74	36
		Total	2.82	.80	96
	Male	Low	3.05	.88	33
		Medium	2.68	.83	31
		High	2.74	.69	22
		Total	2.84	.82	86
	Total	Low	3.10	.85	51
		Medium	2.77	.82	73
		High	2.66	.72	58
		Total	2.83	.81	182

ÖZGEÇMİŞ

Adı : Bade Hale **Soyadı** : Ünal Acunsal
Uyruğu : T.C.
Doğum Tarihi : 03.11.1976 **Doğum Yeri** : Ankara

Şimdiki Görev Yeri : -

Görev Ünvanı : İngilizce Öğretmeni

İş Adresi : -

İş Tlf. No : -

İş Fax No : -

e-posta : haleacunsal@hotmail.com

İLK VE ORTA ÖĞRENİM DURUMU

Okul	İl/İlçe	Giriş Çıkış	Mezuniyet Derecesi
Bahçelievler İlkokulu	Ankara/Çankaya	1983-1987	Pekiyi
Yükseliş Koleji II	Ankara/Çankaya	1988-1991	Pekiyi
Yükseliş Koleji II	Ankara/Çankaya	1991-1994	3.38

YÜKSEK ÖĞRENİM DURUMU

Üniversite	Ülke	Giriş Çıkış	Unvan	Derece
Başkent Üniversitesi	Turkey	1995-2000	Lisans	2.71

ÇALIŞTIĞI KURUMLAR

Kurum	İl/İlçe	Giriş Çıkış	Görevi
Özdemir İnş. A.Ş.	Ankara/Çankaya	2000-2002	Dış Ticaret Asistanı
Cambridge High School	Jordan/Amman	2003-2005	İngilizce Öğretmeni