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**A STUDY ON VOCATIONAL AND TECHNICAL ANATOLIAN HIGH SCHOOL
STUDENTS' MOTIVATIONAL ORIENTATIONS AND USE OF
SELF-REGULATED LEARNING STRATEGIES IN LANGUAGE LEARNING**

THESIS BY

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Tuğba ALAGÖZ

DEDICATION

To my beloved daughter

Ela Fulya ALAGÖZ

ÖZET

MESLEKİ VE TEKNİK ANADOLU LİSESİ ÖĞRENCİLERİNİN DİL ÖĞRENİMİNDEKİ GÜDÜLEYİCİ ORYANTASYONLARI VE ÖZ-DÜZENLEMELİ ÖĞRENME STRATEJİSİ KULLANIMLARI ÜZERİNE BİR ÇALIŞMA

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Bu çalışma öncelikli olarak meslek lisesi öğrencilerinin dil öğrenimindeki güdüleyici oryantasyonlarını ve kullandıkları öz-düzenlemeli öğrenme stratejilerini belirlemektir. Çalışmanın diğer amacı ise bu öğrencilerin dil öğrenimindeki güdüleyici oryantasyonları ve öz-düzenlemeli öğrenme stratejisi kullanmaları arasındaki ilişkiyi hem genel olarak hem de bütün alt faktörlerin birbiriyle ilişkisini incelemektir.

Çalışma Niğde Faik Şahenk Mesleki ve Teknik Anadolu Lisesi'ndeki 190 öğrencinin katılımı ile gerçekleşti. Bu çalışmadaki veri niceliksel araştırma yöntemi ile toplandı. Niceliksel veri, Pintrich, Smith, Garcia and McKeachie (1991) tarafından geliştirilen Motivated Strategies for Language Learning (Güdülenme ve Öğrenme Stratejileri Ölçeği), isimli anket kullanılarak toplandı. Niceliksel verinin analizi SPSS20 programının yardımıyla yapıldı. Ayrıca, niceliksel veriyi desteklemek ve katılımcıların düşüncelerini detaylı bir şekilde ifade etmelerini sağlamak için yarı yapılandırılmış röportaj yöntemi kullanıldı.

Sonuçlar öncelikli olarak öğrencilerin İngilizce öğrenmeye olan inançlarının ve dışsal motivasyonlarının diğer motivasyon faktörlerinden daha yüksek olduğunu gösterdi. Dil öğreniminde öğrencilerin motivasyonunu en az etkileyen faktörün ise *sınav kaygısı* olduğu ortaya çıkmıştır. Motivasyonun yanı sıra, meslek lisesi öğrencilerinin dil öğrenmede kullandıkları öğrenme stratejileri de incelenmiş ve sonuçlar öğrencilerin

öğrenme stratejilerini kullanmaya dikkat ettiklerini ve en sık kullanılan öğrenme stratejisinin *ayrıntılama* olurken en az kullanılan öğrenme stratejisini *akrandan öğrenme* olduğunu göstermiştir. Son olarak, öğrencilerin dil öğrenimindeki güdüleyici oryantasyonları ve öz-düzenlemeli öğrenme stratejileri kullanımları arasında olduğu gibi bütün güdüleyici oryantasyonları ve öz-düzenlemeli öğrenme stratejileri arasında pozitif yönlü bir ilişki olduğu da belirlenmiştir.

Anahtar Kelimeler: Güdüleyici Oryantasyonlar, Öz-Düzenlemeli Öğrenme Stratejileri, Mesleki ve Teknik Lise Öğrencileri

ABSTRACT

A STUDY ON VOCATIONAL AND TECHNICAL ANATOLIAN HIGH SCHOOL STUDENTS' MOTIVATIONAL ORIENTATIONS AND USE OF SELF-REGULATED LEARNING STRATEGIES IN LANGUAGE LEARNING

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This study mainly aims to determine the motivational orientations and self-regulated learning strategies which vocational high school students use in language learning. Another purpose of the study is to investigate both overall relation between vocational high school students' motivational orientations and their use of self-regulated learning strategies and the relation between all sub-factors with each other.

The study was conducted with 190 students in Niğde Faik Şahenk Vocational and Technical Anatolian High School. In this study, data was obtained by using quantitative research method. The quantitative data was collected through Motivated Strategies for Language Learning (MSLQ), which developed by Pintrich, Smith, Garcia and McKeachie (1991). The analysis of quantitative data was done with the help of SPSS20. Besides, in order to support the quantitative data and provide the participants to reveal their opinions in detail, semi-structured interviews were done.

The results of the study showed that vocational high school students' firstly beliefs to learn English and *extrinsic motivation* is more important than other motivational orientations for these students. Also, it is found out that vocational high school students' motivation is least affected by *test-anxiety*. In addition to motivation, vocational high school students' use of self-regulated learning strategies in language learning is investigated and the results show that while the most frequent learning

strategy is *elaboration*, the least frequent is *peer-learning*. Finally, it is determined that there was the correlation between motivational orientations and self-regulated learning strategies in a positive way.

Key words: Motivational Orientations, Self-Regulated Learning Strategies,
Vocational High School Students

ABBREVIATIONS

EFL	: English as Foreign Language
FLCAS	: Foreign Language Classroom Anxiety Scale
L1	: First Language, Mother Tongue
L2	: Second Language
MSLQ	: Motivated Strategies for Learning Questionnaire
RQ	: Research Question
SPSS	: The Statistical Package for the Social Sciences

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CHAPTER I

1.INTRODUCTION

This chapter presents the background of the study, statement of the problem, purpose and significance of the study, research questions and definitions of the terms.

1.1.Background to the Study

While English has an importance place in our life, it is inevitable to consider it one of the main curriculum subjects in schools. However many students have difficulty to learn English. Many of them do not want to participate in the English lessons and have negative attitudes. Studies show that one of the reasons of this situation is not being aware of the importance of English for international communication, global education or accessing a job and learn it as a compulsory lesson traditionally (Abidin,2012; Focho, 2011). Additionally, Gardner (1979) also does not see English in schools only as a curriculum subject in the terms of proficiency in the four basic skills but sees English as ‘the representative of the cultural heritage of the speakers of that language. Moreover, Focho (2011) emphasizes learning English is much more than academic achievement. How to make learners aware of the necessity of English in their lives can only be answered by motivating them. Besides being motivated to learn English, how vocational high school students study to English and which strategies they use on the process of learning English are the other important points that should be investigated. At this point, it will be beneficial to mention to firstly vocational high schools and then give general information about motivation and learning strategies.

One of the main requirements of today’s social and economic world is considered as an individual’s having appropriate knowledge, skills and competences to the necessities of time. Vocational and technical education takes the first place among the factors that determine the social and economic development level of a country. When the history of vocational education was investigated, it was easily noticed that the situation was the same even 900 years before. At that time vocational education was being given by craftsmen in a non-formal structure but in 1923 with the foundation of Turkish Republic vocational education was considered as a state policy. In this context vocational education has begun to be given in a formal structure at schools since 1927. The main

aim of these schools is defined as to train people qualified at national and international vocational standards and to make vocational knowledge and skills current. With the significant technological and scientific development on the world, more qualified people are required in service. Therefore, the importance of vocational high schools continues in Turkey. By training people at international standards English is the essential part of this process. Being competent in English is an important feature of these international standards so that with a regulation in 2013 the weekly English course hours in high schools are determined as 6 hours in 9th grade, 4 hours in 10th, 11th and 12th grades. Only increasing English course hours may not be sufficient to be competent English, there are other factors that should be considered such as motivation of vocational high school students and the learning strategies which they used in English learning process.

Motivation is seen as one of the most significant elements of human behaviors, attitudes and efforts. Therefore, motivation takes the interest of the researchers and many studies have been carried on motivation for years (Gardner, 1985; Maslow, 1970; Ryan and Deci, 1985). The studies prove that a student may be motivated for learning English for several reasons. While academic achievement or popularity in class motivates some learners, someone can be motivated by the desire to learn English and having fun in learning English or only for communication (Gardner, 2001). Some of these studies focused on some classroom variables such as motivation and learning strategies (Garcia and Pintrich, 1996; Duncan and McKeachie, 2005; Weinstein and Meyer, 1986). While in behavioral psychology, motivation is described as the anticipation of reward, in cognitive perspective, it is driven by basic human needs (such as exploration, manipulation) (Brown, 2007, p.166-168). Ushioda (2011, p.11) stated that “motivation theory has broadly developed in a positivist cognitive paradigm, which is characterized by psychometric measurement and the development of abstract computational models of mental processes and learning outcomes and behaviors”.

Learning strategies are defined by Oxford (1999, p.518) as “specific actions, behaviors, steps or techniques that students use to improve their own progress.” Learner is responsible to choose the best and the most effective strategies for his or her own learning (Cohen, 1998; Chamot and Rubin, 1994). Some classifications, which are mentioned in Chapter 2, are done about learning strategies and learning strategies are exemplified.

1.2. Statement of the Problem

In vocational high schools, students take both vocational courses and cultural courses such as literature, mathematics, history, physics or English. Vocational high school students are good at vocational courses but they do not have the same interest in cultural courses. English is seen as one of the most difficult school subjects by students. The reasons of this situation are searched and British Council and TEPAV (2013) have conducted a study to 19380 students who were from 5th to 12th grade secondary school and high school students. The result of the study has represented that the high school students have lack of motivation. Especially, vocational high school students perceive themselves at pretty low levels from other high school students on learning English. The results of the study show parallelism to my own classroom observations. As I usually observe in my classes, students' lack of motivation is the main challenge in English courses. Besides lack of motivation, I observe that vocational high school students do not perform meaningful use of learning strategies in English. Hence, vocational high school students' use of learning strategies in English is needed to be explored.

1.3. Purpose and Significance of the Study

This study aims to gain insight into students' motivation and learning strategy use in Faik Şahenk Vocational and Anatolian High School in Niğde. The main purpose of the study is to determine motivational orientations and self-regulated learning strategy use of the vocational high school students from 9th grade to 12th grade. This study also aims to show the relationship between vocational high school students' motivational orientations and the use of self-regulated learning strategies. A lot of studies have been conducted on motivation but there is not sufficient study on vocational high school students' motivation and learning strategies use in learning English process. Hence, it is hoped to enlighten to learners about their motivational orientations and their use of self-regulated learning strategies in English. Moreover, this study may be beneficial for English teachers who work in vocational high schools to have a general idea about their students' motivational orientations and their self-regulated learning strategy use in language learning.

1.4. Research Questions

The questions guiding this study are as follows.

RQ1. What are the vocational high school students' motivational orientations in language learning in terms of following issues?

- a) Intrinsic goal orientation
- b) Extrinsic goal orientation
- c) Task-value
- d) Control beliefs
- e) Self-efficacy
- f) Test anxiety

RQ2. What self-regulated learning strategies do vocational high school students enjoy in terms of following issues?

- a) Cognitive and metacognitive learning strategies
 - 1. Rehearsal
 - 2. Elaboration
 - 3. Organization
 - 4. Critical thinking
 - 5. Metacognitive self-regulation
- b) Resource management strategies
 - 1. Time and study environment
 - 2. Effort regulation
 - 3. Peer learning
 - 4. Help seeking

RQ3. Is there a relationship between vocational high school students' motivational orientations and self-regulated learning strategies which they used in language learning process?

1.5. Definitions of the Terms

Motivation: The term 'motivation' basically defines how good the learners learn. In other words, it means the eagerness of the learners to participate the language learning process. As Dörnyei (2004) claims motivation is the key element of language learning.

Intrinsic Motivation: Intrinsic motivation is doing an activity or completing a task for the sake of learning (Ryan and Deci, 2000)

Extrinsic Motivation: Extrinsic motivation occurs as a result of an award or punishments (Stipek, 1998).

Task Value: Task value may be described as the evaluation of a task in the frame of usefulness, taking interest or importance by learner.

Control Belief: Control of learning beliefs refers to have control over the learning tasks to maintain the task and get positive outcomes.

Self-Efficacy: Self-efficacy is the appraisal of a learner to learn.

Test-Anxiety: Test-anxiety is an affective factor that means feeling negatively about having a test.

Learning Strategies: Learning strategies are the "goal oriented, intentionally invoked and effortful behaviors" (Weinstein, Husman and Dierking, 2000).

Rehearsal: Rehearsal strategy briefly means repeating information several times to learn it.

Elaboration: By using elaboration strategy learners make connections between new information and already known information.

Organization: Organizing information for a meaningful learning by outlining or choosing main idea.

Critical Thinking: Critical Thinking refers to the ability of reasoning, analyzing, evaluating, decision making and problem solving.

Metacognitive Self-Regulation: In this study this term means planning, monitoring and regulating of learning.

Time and Study Environment: Time management means that learners' competence to evaluating scheduling, using their time wisely while study environment management refers to choose an appropriate environment by considering light, temperature, sound or visuals of a place and similar aspects.

Effort Management: Making an effort to continue studying or maintaining a task is described as conditions about effort management in learning language.

Peer Learning: O'Donnel and Dansereau (1996) define peer learning as a learner's interaction with other students to reach educational goals.

Help Seeking: In educational context, help seeking may be defined as willingness of a learner to find out help of instructors or peers.

CHAPTER II

2.LITERATURE REVIEW

2.1. Introduction

Previous research on motivation focused on two main motivational orientations of language learners. Recent studies open new perspectives about motivation. In this literature review after giving a few definitions of motivation, motivation will be summarized according to behavioristic, cognitive and humanistic approaches. Then three different models of motivation will be discussed. Firstly Gardner's Model (1985), secondly Dörnyei's Model of Motivation (1994) and thirdly Pintrich's Expectancy- Value Model of Motivation will be mentioned. After that, according to various classifications learning strategies will be clarified with some examples and finally some studies on motivation and learning strategies will be summarized.

2.2. Motivation

In the literature on motivation, general consensus on the definition of motivation emphasizes that "motivation is sometimes described as a need which activates behavior, desire or want that serves to energize and direct goal-oriented behavior (Kleinginna and Kleinginna, 1981 as cited in Huitt,2011)."

According to Harmer (2001, p.51), motivation is "some kind of internal drive which pushes someone to do things in order to achieve something." While Ellis (1994) was stating that motivation has an influence on what a learner learns, how the learner behaves and how much the learner's achievement is, Wlodowski (1985, p. 2) explained motivation as "the processes that can

- (a) arouse and instigate behavior,
- (b) give direction or purpose to behavior,
- (c) continue to allow behavior to persist, and
- (d) lead to choosing or preferring a particular behavior."

Nevertheless, giving only a single definition of motivation is not much possible. Researchers have defined motivation from various perspectives.

1. In behavioristic perspective reward is the main drive for motivation. In other words getting reinforcement or gaining a reward force us to maintain our goal. With regard to behaviorism, Bainbridge (2012) states that an individual is motivated by external factors or outside rewards such as money or grades. Also, Alderman (2004, p.247) sees “praise, grades, special privileges, and certificates or material rewards” are among the most common drives of motivation.
2. In cognitivist view, the decisions are seen the key factors of motivation and accordingly Keller (1983, p. 389) stated that “the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect.” Some cognitive psychologists emphasize that our decisions are affected by some underlying needs or drives. Ausubel (1968, p. 368-379), for example, identified six needs undergirding the construct of motivation as need for exploration, manipulation, activity, stimulation, knowledge and ego enhancement.
3. In constructivist view, the way of motivation differs from each individual but their motivation ways has a shared point which is defined as social context. Williams and Burden (1997, p.120) state that besides individual personal choices, social context has an important role for motivation.

As one of the most important constructive psychologist, Maslow (1970) defined motivation as a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs, three of which were solidly grounded in community, belonging, and social status. The Hierarchy of Needs pyramid (Figure 1) makes clearer this dependent construction.

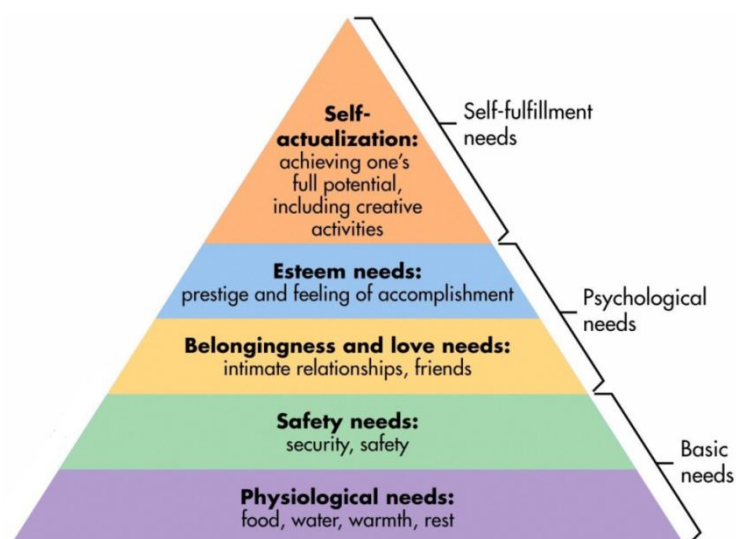


Figure1. Maslow's Hierarchy of Needs

2.3. Models of Motivation

In this literature review three models of motivation are discussed. The first model is Gardner's model, the second one is Dörnyei's model of motivation and the third one is Pintrich's expectancy- value model of motivation.

2.3.1. Gardner's Model

Gardner (1985, p. 50) defines motivation with four aspects; a goal, effortful behavior to reach the goal, a desire to attain the goal and positive attitudes toward the goal. Gardner (1985, p.51) seeks the reasons that determine the type of motivation by asking the question of "why is the individual studying language?" It is possible to list these reasons of an individual's studying language as having a good job, being well educated, travelling easily, being praised by others or communicating with people from target language community. By classifying these reasons, which also refer to the goals, Gardner identified two orientations as integrative and instrumental orientations. In integrative orientation language is used to identify target culture and be able to communicate with people in that community. On the other hand, in instrumental orientation, language is used as a tool to maintain goals such as having a better job, getting promotion or being awarded.

Gardner (1985, p.54) differentiates integrative and instrumental orientations from motivation and explains that "motivation refers to a complex of three characteristics which may or may not be related to any particular orientation. These characteristics are attitudes toward learning the language, desire to learn the language and motivational intensity." Moreover, the terms of orientation and motive need to be clarified at this point. As Gardner (1985) clarified that while orientation is referring to the reasons of studying language motive includes both orientation and motivation.

Gardner and his friends did many studies on motivation. It should be admitted that Gardner's studies on motivation are the basis of motivational studies. However; recent studies prove that restricting motivation with only integrative and instrumental orientations is not enough. There are several components of motivation and then Dörnyei has opened a positivist point of view about motivation.

2.3.2. Dörnyei's Model

In Dörnyei's model, motivation is explained beyond Gardner's two orientations and Dörnyei (1994, p. 275) stated that "the exact nature of the social and pragmatic dimensions of second language motivation is always dependent on who learns what languages where." Contrary to Gardnerian view, Dörnyei submitted that beside integrative motivation, instrumental motivation has an important role in language learning. With regard to his submission, Dörnyei created a framework of L2 motivation which has three different levels as language, learner and learning situation level. In Table 1, three levels of motivation and components are presented.

Table 1. Dörnyei's Framework of L2 Motivation (1994, p.280)

LANGUAGE LEVEL	Integrative motivational subsystem Instrumental motivational subsystem
LEARNER LEVEL	Need for achievement Self-confidence • Language use anxiety • Perceived L2 confidence • Casual attributions • Self- efficacy
LEARNING SITUATION LEVEL	
Course-specific motivational	Interest (in the course) components Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)
Teacher-specific motivational	Affiliative motive (to please the teacher) Authority type (controlling vs. autonomy supporting) Direct socialization of motivation • Modelling • Task presentation • Feedback
Group-specific motivational	Goal-orientedness Norm and reward system Group cohesiveness Classroom goal structure

The first level of Dörnyei's model is language level which composes of both integrative and instrumental motivational subsystems. This level is consisted of various target language related components such as culture, community or pragmatism. The second level is the learner level which focuses on what an individual adds to language learning process. Specifically, self-confidence is the main issue of this level. The third level is learning situation level which includes intrinsic motivation, extrinsic motivation and motivational components as course- specific motivational component, teacher-specific motivational component and group- specific motivational component. As seen in Table 1, interest, relevance, expectancy and satisfaction are the main factors of course-specific motivation in learning situation level. Moreover, affiliative motive, authority type and direct socialization of motivation by modelling, task-presentation and feedback are the key elements of the teacher-specific component. The last component of learning situation level is group-specific motivation and this component mainly focuses on the factors such as integrative or instrumental goal-orientedness, norm and reward system referring to intrinsic or extrinsic, group cohesiveness and classroom goal structure. Dörnyei (1996) stated that three levels of motivation, language level, learner level and learning situation levels may have an influence on each other. As mentioned before, a noticeable point is that Dörnyei emphasized that instrumental motivation is also needed to be considered in language learning process. By witnessing this explanation, it is possible to say that intrinsic and extrinsic motivation are not equal to each other and also at some situations extrinsic motivation may be more dominant than intrinsic motivation. Besides Dörnyei, Qxford (1996) expressed that instrumental motivation needs to be more important in language learning process and took attention to search more variables on motivation. As implied by Oxford, searching motivation in terms of motivational factors is necessary in language learning. Therefore, Pintrich's expectancy-value model of motivation will give an essential explanation about motivation and motivational factors.

2.3.3. Expectancy- Value Model of Motivation

Expectancy-value theory was developed in 1970s by Fishbein and then this theory was formulated by various researchers (Eccles, 1983; Pintrich, 1988; Wigfield, 1994; Alexander, Wigfield and Eccles, 2000). As easily considered from its name, the main focuses of expectancy- value theory are that to expect to be successful and to value the task. In the scope of related studies, Pintrich and his colleagues explained student

motivation relating to a general expectancy- value model of motivation (Pintrich, 1988; Pintrich and DeGroot, 1990; Pintrich, Smith, Garcia and McKeachie, 1991). Expectancy-value model of motivation is composed of three motivational components, which are shown in Table 2, as *value components*, *expectancy components* and *affective component*.

Table2. Motivation subscales by Pintrich et al. (1991, p.6)

Components of Motivation	Subscales of Motivational Components
Value Components	Intrinsic goal orientation Extrinsic goal orientation Task Value
Expectancy Components	Control Belief Self-Efficacy
Affective Components	Test Anxiety

Value components, which described as “the goals and beliefs of students about importance and interest of a task” (Pintrich and DeGroot, 1990, p. 33), includes three motivational sub-factors as *intrinsic goal orientation*, *extrinsic goal orientation* and *task value*. Goal orientation indicates the reasons of learning a task by learners. Intrinsically oriented learners prefer learning doing activities or tasks for the sake of learning rather than any external reward. Accordingly Brown (2007, p.68) states that “the most powerful rewards are those that are intrinsically motivated within the learner. Because the behaviour stems from needs, wants or desires within oneself, the behaviour itself is self-rewarding; therefore no externally administered reward is necessary.” The second sub-factor of *value component* is *extrinsic goal orientation* which sees the outside reasons more effective than inner reasons. With regards, Ryan & Deci (2000, p.54) emphasizes that “intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation.” Moreover, Brown (2007, p.85) defines the concept of extrinsically oriented behaviours as “the anticipation of a reward from outside or beyond the self” and

Alderman (2004, p.247) exemplifies the outside rewards as “praise, grades, special privileges, and certificates or material rewards.” The third value component is *task value* which is one of the most important motivational factors. The importance and necessity of interesting and enjoyable tasks is underlined by many researchers (Harmer, 1993; Jacobs and Eccles, 2000). In addition, Alderman (2004, p.142) advises “to increase interest, embellish tasks to make them more attractive by including student control, curiosity, and personalization. At the same time, emphasize meaningful learning with tasks that provide authentic work.” As related studies prove, perceiving the task enjoyable, useful, interesting or important results in motivation.

The second component of motivation is called as *expectancy components* which refer to the beliefs of the students about their ability to accomplish a task. *Expectancy components* include *control belief* and *self-efficacy*. Control of the beliefs and attitudes of learning has a significant effect on learning. Learners do not always think in the same way therefore they may sometimes positively or negatively think about learning a task. The learners need to revise their beliefs on learning and notice their thoughts and learning beliefs. At this point, it is possible to infer that *control belief* may relate to self-regulation. According to Alderman (2004, p.135) denotes that, “self-regulated learners have a belief that effort will lead to increased success (forethought); a strong sense of self-efficacy (forethought); tools for setting effective goals and monitoring progress (performance); and adaptive attributional beliefs, accepting responsibility for their learning (evaluation).” As Alderman (2004) mentioned *control belief* strongly affects *self-efficacy*, which is the second sub-factor of *expectancy component*. According to Pintrich et.al. (1991, p.13), *self-efficacy* is defined as “a self-appraisal of one's ability to master a task. *Self-efficacy* includes judgments about one's ability to accomplish a task as well as one's confidence in one's skills to perform that task.”

The third component of motivation is affective component. Affective component which considers learners' emotions to the task, usually referred to test anxiety in expectancy- value model of motivation (Pintrich et.al., 1991). The concept of test-anxiety is related to the learners' negatively feeling in exams. Pintrich et. al. (1991) points out that test-anxiety level of learners may be decreased by the effective use of learning strategies. Moreover, Scarcella and Oxford (1992) asserted that motivation has an influence on the use of learning strategies. Hence, searching the relation between

motivation and motivational factors, the relation between motivation and learning strategies are required.

2.4. Learning Strategies

Since 1970s many studies have been done on learning strategies (Rubin, 1975; Chamot, Barnhart, El-Dinary and Robins, 1999; Bimmel and Rampillion, 2000; Cohen and Weaver, 2006). In the scope of these studies, language learning strategies have been mostly related to individual differences. However, Dörnyei (2005) stated that learning strategies are beyond individual differences. In addition to Dörnyei, Cohen (1998, p.4) described learning strategies as “learning processes which are consciously selected by the learner.” A more detailed and meaningful definition of learning strategies is given by Oxford (1999, p.518) and stated that “learning strategies are specific actions, behaviors, steps or techniques that use to improve their own progress in developing skills in a second or foreign language. These strategies can facilitate the internalization, storage, retrieval or use of the new language.” Moreover, Oxford and Nyikos (1989) emphasized that learner use learning strategies for a successful, self-directed and enjoyable learning. Besides, behaviors and actions, Oxford also included cognitive and affective strategies in her taxonomy of language learning strategies. Alternatively, O’Malley and Chamot (1990) defined learning strategies as ‘special thoughts and behaviors’ that used by learners for a comprehensive learning. In the light of related studies about learning strategies, various classifications of learning strategies are done. Oxford’s taxonomy of language learning strategies is one of the well-known taxonomies of learning strategies, which displayed in Table 3.

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

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

In Oxford's taxonomy, as shown in Table 3, learning strategies are categorized into two groups as direct strategies and indirect strategies. Direct strategies include memory, cognitive and compensation strategies that are used for storage of knowledge. Indirect strategies are consisted of metacognitive, social and affective strategies which are used for promotion and organization of learning.

With some alterations to Oxford's taxonomy of learning strategies, O'Malley and Chamot(1990) determined three classes of learning strategies as cognitive strategies, metacognitive strategies and socio-affective strategies which presented in Table 4.

Table 4. O'Malley and Chamot's Taxonomy of Learning Strategies (1990, p.43)

Learning Strategies		Description
Metacognitive Strategies	Selective attention	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases
	Functional planning	Planning for the organization of either written or spoken discourse
	Monitoring	Reviewing attention to a task, comprehension of information that should be remembered or production while it is occurring
	Evaluation	Checking comprehension after completion of a receptive language activity or evaluating people production after it has taken place
Cognitive Strategies	Rehearsal	Repeating the names of items or objects to be remembered
	Organization	Grouping and classifying words, terminology and concepts according to their semantic and systematic attributes
	Inferencing	Using information in text to guess meanings or new linguistic items, predict outcomes or complete missing parts
	Summarizing	Intermittently synthesizing what one has heard to ensure the information has been retained
	Deducing	Applying rules to the understanding of language
	Imagery	Using visual images to understand and remember new verbal information
	Transfer	Using known linguistic information to facilitate a new learning task
Socio-affective Strategies	Elaboration	Linking ideas contained in new information or integrating new ideas with known information
	Co-operation	Working with peers to solve a problem, pool information, check notes or get feedback on a learning activity
	Questioning for clarification	Eliciting from a teacher or peer additional explanation, rephrasing or examples
	Self-talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task

When Oxford's and O'Malley and Chamot's taxonomies of learning strategies are compared, there are some similarities in each taxonomy as well as differences. For example; while in Oxford's taxonomy of learning strategies, cognitive strategies are described as practicing, receiving and sending messages strategies, analyzing and reasoning and creating structure for input and output, O'Malley and Chamot describe cognitive strategies as rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer and elaboration. Metacognitive strategies are also very similar in each taxonomy. Oxford explains metacognitive strategies as centering learning, arranging and planning learning and evaluating learning and metacognitive strategies are consisted of focusing, planning, monitoring and evaluation strategies. O'Malley and Chamot's taxonomy differentiates from Oxford's taxonomy in social and affective strategies as O'Malley and Chamot (1990, p.43) mentioned self-talk strategies which can be defined as "using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task" in their taxonomy of learning strategies.

On the other hand Pintrich (1991) made a similar classification to O'Malley and Chamot's taxonomy of learning strategies. He divided learning strategies into two groups as cognitive and metacognitive strategies and resource management strategies as presented in Table 5. In Pintrich's classification, while cognitive and metacognitive strategies are combined and included rehearsal, elaboration, organization, critical thinking and metacognitive self-regulation, resource management strategies are included the strategies of time and study environment, effort regulation, peer learning and help seeking.

Table 5. Classification of Learning Strategies according to Pintrich (1991, p.17-29)

Learning Strategies		Description
Cognitive and Metacognitive Strategies	Rehearsal	Reciting or naming items from a list to be learned
	Elaboration	Paraphrasing, summarizing, creating analogies
	Organization	Clustering, outlining, selecting the main idea
	Critical Thinking	Solving problems, reach decisions, make critical evaluations
	Metacognitive Self-Regulation	Planning, monitoring, regulating
Resource Management Strategies	Time and Study	Scheduling study time and organizing study
	Environment	environment
	Effort Regulation	Control of effort in the face of distractions
	Peer Learning	Dialogue with peers
	Help Seeking	Support of others

2.5. Learning Strategies Examples

In current study, learning strategies according to Pintrich's classification, which are *rehearsal, elaboration, organization, critical thinking, metacognitive self-regulation, time and study environment, effort regulation, peer learning and help seeking*, will be investigated in terms of the intensity of their use by participants and their relation with motivation. Each of learning strategies will be briefly mentioned.

2.5.1. Rehearsal

Each learner needs to remember the previous knowledge and to easily recall the information which was learned before, learners use some leaning strategies. One of the most common learning strategies is repeating information to remember. In other words it is called as rehearsal. The definition of rehearsal is given as "repeating the information that you want to learn over and over (Krause, 2009, p. 2)." It is possible to use rehearsal learning strategies for four skills and for all learning types as this includes a variety of rehearsal activities such as "repeating the material loud, note-taking, renaming or reciting and so on (Weinstein and Mayer, 1983, p.3)."

2.5.2. Elaboration

Elaboration strategies are the second strategy of learning in this study. Elaboration strategies help learners to make connections between the information to be learnt and the information already learnt by paraphrasing, summarizing or creating analogies. These connections both enable learner to feel confident to learn new information and transfer knowledge from long-term memory to working memory. Elaboration strategies are listed as “paraphrasing, summarizing, creating analogies, generative notetaking, and question answering (Weinstein and Mayer, 1983, p.4).”

2.5.3. Organization

Third learning strategy is researched is organization by which learners may draw a frame of information, group or arrange information (Krause, 2009; Rodriguez, 2012). Similar to elaboration strategies, organization strategies are helpful to transfer information to working knowledge for a meaningful learning. Especially, organization strategies help learners study vocabulary by using appropriate organizational techniques. Besides outlining, creating hierarchies or diagrams, organizational strategy of learning includes several organization techniques.

2.5.4. Critical Thinking

Critical Thinking is one of the important learning strategies focusing of learners' making critical evaluations, reaching a decision or problem solving (Pintrich et. al, 1991). Glaser (1941) also defines critical thinking as the ability of thinking critically, recognizing problems and reaching a solution. Moreover, Garrison, Anderson and Archer (2004, p.2) explains that “critical thinking is both a process and an outcome. As an outcome, it is best understood from an individual perspective that is, the acquisition of deep and meaningful understanding as well as content-specific critical inquiry abilities, skills, and dispositions.” In the light of definitions of critical thinking, being able to use critical thinking strategies is important for effective learning.

2.5.5. Metacognitive Self-Regulation

Metacognitive Self-Regulation is the last strategy of cognitive and metacognitive learning strategies according to Pintrich's (1991) classification. Main focus of metacognitive self-regulation is the control and self- regulation of metacognition in three

phases as planning, monitoring and regulation (Pintrich et. al., 1991). Planning activities include setting a learning goal and analyzing a task to easily activate previous learning. Monitoring activities aim to help learner comprehend the task and make connections between the knowledge to be learnt and already known by self- testing or questioning. Regulation activities give learners opportunities to regulate learning during the process.

2.5.6. Time and Study Environment

Time management as a learning strategy refers to the ability of planning time. In Motivated Strategies of Learning Questionnaire (Pintrich et. al., 1991, p. 25), while time management activities are described as “scheduling and planning by setting goals”, environment management activities are “organized, quiet, and relatively free of visual and auditory distractions.” According to level of learners, time and study environment learning strategies are commonly used. By time management learner will use time effectively and by study environment management will help learners for a meaningful learning.

2.5.7. Effort Regulation

Effort regulation is one of the self- regulation learning strategies as well as time and study management. Effort regulation refers to the ability of controlling learners’ effort when the learners come across a task that is not interest them or some distractors about scheduling time or organizing study environment. Pintrich et. al. (1991, p. 27) emphasize that “effort management is important to academic success because it not only signifies goal commitment, but also regulates the continued use of learning strategies.”

2.5.8. Peer Learning

As a social being, making social interactions are inevitable in daily life and learning process as well. In terms of social interactions, by considering their characters or learning qualities learners collaborate with each other while they are studying or learning a task. Oxford (1990) states that by peer learning competence among learners will decrease and willingness to learning will increase and so effective learning will occur. Pintrich et. al. (1991) also has similar explanations to Oxford as stating the positive correlation between peer learning and achievement. Collaborative studies and choosing appropriate collaborators will help learners effectively reach learning goals.

2.5.9. Help Seeking

Similar to peer-learning, also help seeking is one of the social aspects of learning. In this social setting, it is necessary for the learners to manage resources of learning. In learning process, learners need help of other to notice their misunderstanding or failures or to regulate their learning. At this point, when the learners do not know something about a task, learners should learn to want support of their peers or teachers.

2.6. Studies on Motivation and Learning Strategies

Many studies are done about motivation and learning strategies. For example, Chen (2008) explored motivation and learning strategy use of Taiwanese vocational high school students by using Motivated Strategies for Learning Questionnaire (MSLQ). The participants of this research were 47 vocational high school students from different gender, age and academic level in Taiwan. Both quantitative and qualitative research methods were used and the findings of this study presented that there was a relationship between motivation and cooperative learning of vocational high school students in Taiwan. It was highlighted that the students were willing to peer learning. Also, the findings of the study demonstrated that the participants were not affected by distractors such as sleeping, playing with Mp3 and so on.

Placklé, Könings, Jacquet, Struyven, Libotton, Merriénboer and Engels conducted a research in 2014 to measure students' preferences on general learning environments. The participants were 554 students from vocational education, whose ages were between 16- 20, were given a questionnaire. The results presented that students in vocational education prefer challenging and authentic tasks in any lesson. They also need non-verbal interaction with teachers or peers. This means that they want their teachers or friend to look through their eyes rather than any reflective dialogue. In the same direction with Chen (2008), in such a learning environment students from vocational education like collaborative studies, namely they become eager to peer-learning.

In 2015 Liu and Chen did another research in an EFL setting with vocational high school students in Taiwan. The researcher aimed to investigate EFL learners' language anxiety and learning motivation. The participants of this study were 115 vocational high school students and MSLQ and Foreign Language Classroom Anxiety Scale (FLCAS) were used as data collection instrument. Only quantitative research method was used and

both descriptive statistics and MANOVA (multivariate analysis of variance) were calculated. The results of the study revealed that Taiwanese vocational high school students' extrinsic motivation was high. In other words, these students are motivated by external drives as reward or reinforcement. Additionally, their language learning anxiety is at a moderate level.

In Turkey, Kurtoğlu (2006) conducted a study by utilizing MSLQ in an EFL setting in Gaziantep. Kurtoğlu aimed to investigate the relationship between motivation, learning strategy use and academic achievement of 520 participants. Only quantitative research method was used and the data was analyzed with SPSS (version 15). The results of the study represented that there was a significant, positive relationship between motivation, the use of learning strategies and academic achievement. In addition to this, the results proved that motivational factors affect the use of learning strategies in an EFL setting.

Studies by using MSLQ were done not only in EFL but also in other subjects as mathematics, physics or biology in high schools. The main purposes of these studies were to examine motivation and learning strategy use of participants. For instance, Keklik and Keklik (2012) conducted a study to investigate the relationship between 440 high school students' motivation and the use of learning strategies and academic achievement in mathematic courses. The results of the study enlightening that high school student do not feel test anxiety are similar to the findings of the study which was done by Süzük, Gürel and Olgun (2014). Moreover, the results of their study pointed out that self- efficacy is the most important factor in mathematics courses.

CHAPTER III

3.METHODOLOGY

3.1. Introduction

This chapter includes the methodological process of the study, the research design, research questions, the participants, and some information about data collecting instruments, collection procedure and analysis of the data. To test the research questions established in the introduction, a questionnaire was conducted and 20 students were interviewed so that the research would be able to describe the motivational orientations of the participants and their use of self-regulated learning strategies.

3.2. Research Design

The purposes of the current study are to find out the motivational orientations of Niğde Faik Şahenk Vocational and Technical Anatolian High School students and to determine the extent of their self-regulated learning strategy use. Also this study aims to determine the relationship between these students' motivational orientations and their self-regulated learning strategy use. Kothari (2004) defines a research design as a framework by which the data is collected, analyzed and understood. Choosing the most appropriate research method to establish the aims of the study is very crucial.

For the purposes of the present study, quantitative research method was conducted. Specifically, the combination of survey-based descriptive design and correlational design was appropriate to collect essential data for the study. The survey-based quantitative research design is explained as a way of gathering data from a sample of individuals through measuring their responses to a set of questions (Check and Schutt, 2012; Patton, 2012). In addition to survey-based descriptive research design, Simon and Goes (2011,p.1) state “the main purpose of a correlational study is to determine relationships between variables, and if a relationship exists, to determine a regression equation that could be used make predictions to a population.” For the complementary of quantitative data, qualitative research method was used so that it was aimed to provide another perspective to the problem and listen to the participants' thoughts and feelings about motivation and their use of learning strategies in English. Accordingly, Jacob and Furgerson (2012) emphasize that researchers may use various research designs, but ‘the human part of the story’ may only be represented by qualitative research.

3.3. Participants

The number of the students participated in the study were 190 students (50 female and 140 male students). The students were A1 and A2 level students and 82 of whom were from 9th grade, 47 of participants were from 10th grade, 51 of them were 11th grade and 10 of all were from 12th grade. The students were between 14 and 18 years old. They mostly started learning English language at the age of 10 in primary schools.

3.4. Data Collection Instruments

In this study two data collection instruments were used. In order to collect quantitative data a questionnaire was conducted. Moreover to gather qualitative data, semi-structured interview was used.

3.4.1. Motivated Strategies for Learning Questionnaire

Motivated Strategies for Learning Questionnaire (MSLQ) was developed by Pintrich et. al. in 1991, as a self-report instrument designed to measure college students' motivational orientation and their use of different learning strategies for a college course (See Appendix A). The MSLQ consists of 81 items divided into two sections: (1) a *motivation* section and (2) a *learning strategies* section. The motivation section is made of 31 items that assess students' goals and value beliefs for a course, their beliefs about their skills to succeed in the course and their anxiety about tests in the course. The learning strategy section consists of 50 questions: 31 items regarding students' use of different cognitive and metacognitive strategies and 19 items concerning students' management of different learning resources (Garcia & Pintrich, 1996). The motivation section has six factors and the learning strategies section has nine factors. Table 6 lists these two sections and their subscales.

Table 6. Listing of motivation and learning strategies in MSLQ

Scale	Subscale
Motivation	1. Value Components a. Intrinsic Goal Orientation b. Extrinsic Goal Orientation c. Task Value 2. Expectancy Components a. Control Beliefs b. Self-efficacy 3. Affective Components a. Test Anxiety
Learning Strategies	1. Cognitive and metacognitive Strategies a. Rehearsal b. Elaboration c. Organization d. Critical Thinking e. Metacognitive Self-Regulation 2. Resource Management Strategies a. Time and Study Environment b. Effort Regulation c. Peer Learning d. Help Seeking

Students rate themselves on a 7-point Likert type scale which has responses ranging between 1 (*not at all true of me*) and 7 (*very true of me*). Scores for the individual scales are computed by taking the mean of the items that make up the scale. Several items within the MSLQ are negatively worded and must be reversed before the respective score is computed. The MSLQ “assumes that students’ responses to the questions might vary as a function of different courses, so that the same individual might report different levels of motivation or strategy use depending on the course” (Duncan & McKeachie, 2005, p.119). In this study Turkish translated version of MSLQ (See Appendix B), by Büyüköztürk, Akgün, Özkahveci and Demirel (2004), was used.

3.4.2. Semi-structured Interviews

In order to provide more detailed information and listen to the participants' free thoughts and feelings about motivation and learning strategies, semi-structured interviews were used. Interview questions were prepared by the researcher. In the scope of the quantitative data results and also relating to the research questions and questionnaire items seven open-ended response questions were formed. The questions, which are given in the following, were directed to 20 participants in L1 during interview.

1. Which motivational orientations are important for you in language learning?
2. Which learning strategies do you use while learning language or studying English?
3. How do you feel in English exams?
4. Could you organize your time and study environment easily?
5. Are there any distractors that affect your study? What are they and how do they affect you?
6. Do you give effort to learn language or study English?
7. What do you think about the importance or usefulness of a task or course material?

3.5. Data Analysis

The quantitative data collected through 190 of each questionnaire was analyzed by using The Statistical Package for the Social Sciences SPSS (version 20). For RQ1 and RQ2 descriptive statistics were used. For RQ3 Pearson Correlation, used to calculate the relationship between two variables, was applied in order to find the significant relationship between motivation and learning strategies as well as the motivational subscales and learning strategies subscales.

The responses given to the open-ended question were evaluated through content analysis. The responses were categorized into general headings with regard to motivational subscales and learning strategies subscales. Then these responses were used to complete the quantitative data which was represented by descriptive statistics for RQ1 and RQ2. However, the participants did not respond for all motivational orientations and self-regulated learning strategies. Their responses were exemplified under related subscales.

3.6. Procedure

Upon informing school administration about the study, students present in their respective English classrooms were provided information about the nature and purpose of the study. Students, who volunteered to participate, were given the surveys during their respective class sessions. Completion of the instrument took about 20–30 minutes. After analyzing qualitative data, to support the results of quantitative data, 20 of volunteered students were randomly selected and interviewed with seven open-ended response questions.

CHAPTER IV

4. RESULTS

4.1. Introduction

This chapter describes the data obtained from the MSLQ questionnaires with a seven-point Likert scales prepared by Pintrich, Smith, Garcia and McKeachie in 1991. Descriptive statistics and correlations are evaluated to interpret the data. The results are designed in four groups. Firstly, motivational orientations of students in terms of subscales are represented. Secondly, students' use of self-regulated learning strategies in terms of subscales is showed. Then, the correlation between motivational orientations of students and their self-regulated learning strategy use is examined. Finally, the correlation between students' motivational orientations and self-regulated learning strategy use in terms of subscales is presented.

4.2. Descriptive Statistics of Motivational Subscales

In order to answer RQ1, descriptive statistics was analyzed by considering the subscales of three motivational components. The findings for each subscale and for each item included in subscales are explained with different tables to give a more comprehensive understanding.

Table 7. Descriptive Statistics of Motivational Components and Subscales

Components of Motivation	Subscales of motivational components	Min	Max	Mean	S.d.
Value Component	Intrinsic goal orientation	1,75	7,00	4,96	1,21
	Extrinsic goal orientation	1,75	7,00	5,00	1,30
	Task-value	1,67	7,00	4,97	1,19
Expectancy Component	Control belief	1,75	7,00	5,10	1,23
	Self-efficacy	1,63	7,00	4,86	1,22
Affective Component	Test- anxiety	1,20	7,00	4,23	1,18

The first component of motivation is value component, which includes intrinsic goal orientation, extrinsic goal orientation and task value. Main focus of value component is to determine the reasons of learning language for learners. As one of the subscales of value component, intrinsic goal orientation concerns with doing an activity or task for the sake of learning and other internal drives for learning language such as learning a new culture or communication in target language. On the contrary to intrinsic goal orientation, extrinsic goal orientation focuses on learning language for external drives such as reward or punishment. The third subscale of value component is task value which refers to perceiving a task as important, interesting or useful by language learner. The second component is expectancy component, which shows the expectations of learners and their beliefs on language learning. Expectancy component has two subscales as control belief and self-efficacy. While control belief indicates learners' beliefs on how they can learn better, self-efficacy refers to the learners' expectations from language learning. The last component is affective component, which gets attention to the emotional dimension of motivation. This component has only one subscale that is test anxiety.

Based on the answers, provided by the participants, the overall mean scores of motivational subscales were shown in Table 7. As presented in Table 7, the highest mean score was for *control belief* ($m=5.10$). Although the participants' opinions vary greatly, *extrinsic goal orientation* is the second frequently used motivational orientation for vocational high school students was followed by *task value* ($m=4.97$) which refers that perceiving any task interesting, important and useful. *Intrinsic goal orientation* is the fourth important subscale with a mean value of 4.96. Self-efficacy ($m=4.86$), which indicates that vocational high school students expect to be successful in English, comes after *intrinsic goal orientation*. The lowest mean score was for *test-anxiety* ($m=4.23$) with the lowest standard deviation ($s.d.=1.18$). This means that vocational high school students have similar thoughts about feeling anxious in English exams. Descriptive statistics for each item in each subscale was displayed in following tables.

Table 8. Descriptive Statistics of Intrinsic Goal Orientation

No	Item	Min	Max	Mean	S.d
1	In a class like this, I prefer course material that really challenges me so I can learn new things.	1,00	7,00	4,87	1,93
16	In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn	1,00	7,00	4,73	1,82
22	The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.	1,00	7,00	5,06	1,72
24	When I have the opportunity in this class, I choose course assignments that I can learn from even if they do not guarantee a good grade.	1,00	7,00	5,19	1,75
Intrinsic-goal orientation		1,75	7,00	4,96	1,21

The first subscale of value component was *intrinsic goal orientation*, which had the four items presented in Table 8, to reveal to what extent the students display the characteristics of this type of motivation by considering minimum, maximum, mean and standard deviation for each item. Within this subscale Item 24 had the highest mean score. With a minimum score of 1 and a maximum score of 7, its overall score was 5.19 which showed that vocational high school students can learn better from assignments. Item 1 had the highest standard deviation (s.d.=1.93) which meant that vocational high school students have different thoughts about challenging tasks in English lessons to learn new things. On the other hand, Item 22 had the lowest standard deviation (s.d.=1.72) indicating that participants have similar thoughts about understanding course content in detail.

Additionally, analyzing the group of items presented in Table 9 will assist in comparing if internal reasons or external ones are more effective in determining the reasons to learn English for vocational high school students.

Table 9. Descriptive Statistics of Extrinsic Goal Orientation

No	Item	Min	Max	Mean	S.d
7	Getting a good grade in this class is the most satisfying thing for me right now.	1,00	7,00	5,31	1,88
11	The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.	1,00	7,00	4,50	2,12
13	If I can, I want to get better grades in this class than most of the other students.	1,00	7,00	5,21	1,89
30	I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.	1,00	7,00	4,97	1,83
Extrinsic-goal orientation		1,75	7,00	5,00	1,30

Table 9 shows *extrinsic goal orientation* which was the second subscale of value component. The results indicate that vocational high school students want to learn English not for communication and they do not have curiosity about learning English. Although there is a wide array of opinions, they learn English to get good grades pass the exam or have a better job after graduating from school. There are four items related to *extrinsic goal orientation* and Item 7 of them had the highest with a mean of 5.31 by representing the importance of getting good grades in class for vocational high school students. Moreover, Item 11 indicates that getting good grades is more important for vocational high school students than improving overall grade though the participants' opinions vary greatly about getting a good grade in class. In interview, which was done to have more detailed information about the participants' feelings on motivation in language learning, some of the participants expressed their own thoughts about why they study English. Their expressions also supported the findings about *extrinsic goal orientation*. Some of their expressions were given below.

"To get high marks is important for me." (Student 1)

"I study English to pass the class." (Student 2)

“I am sometimes interested in English but sometimes I feel bored. Therefore, my only wish to get high marks.” (Student 3)

Table 10. Descriptive Statistics of Task-Value

No	Item	Min	Max	Mean	S.d
4	I think I will be able to use what I learn in this course in other courses.	1,00	7,00	4,60	2,05
10	It is important for me to learn the course material in this class.	1,00	7,00	5,35	1,76
17	I am very interested in the content area of this course.	1,00	7,00	4,75	1,81
23	I think the course material in this class is useful for me to learn.	1,00	7,00	5,30	1,76
26	I like the subject matter of this course.	1,00	7,00	4,95	1,80
27	Understanding the subject matter of this course is very important to me	1,00	7,00	4,90	1,88
Task Value		1,67	7,00	4,97	1,19

The third subscale of motivation scale's value component is *task value*. Table 10 presents six items about *task-value* and descriptive statistics of each item in this subscale. As proved in Table 10, Item 10 is the most important in this subscale (m=5.35) which is about the importance of learning in class. Item 4 received lower mean score (m=4.60) and higher standard deviation (s.d.=2.05) of six items, showing that vocational high school students have different opinions about intercourse relations.

Table 11.Descriptive Statistics of Control Belief

No	Item	Min.	Max.	Mean	S.d
2	If I study in appropriate ways, then I will be able to learn the material in this course	1,00	7,00	5,45	1,77
9	It is my own fault if I do not learn the material in this course.	1,00	7,00	4,68	2,03
18	If I try hard enough, then I will understand the course material.	1,00	7,00	5,37	1,77
25	If I do not understand the course material, it is because I didn't try hard enough.	1,00	7,00	4,90	1,80
Control Belief		1,75	7,00	5,10	1,23

Expectancy components are investigated as *control belief* and *self-efficacy*. The responses of participants to the statements in Table 11 were analyzed to have an idea about *control belief* of participants. *Control belief* is the fourth subscale of motivation. As presented with the highest mean score for *control belief* ($m=5.10$) and with a standard deviation value of 1.23 among all subscales of motivation (see also Table 7), most of vocational high school students agree that *control belief* is the most important aspect of motivation. There are four items related to *control belief*. Descriptive statistics in Table 11 displays that Item 2 and Item 18 are sharing close means, of which Item 2 has the highest mean score of all items in this subscale ($m=5.45$), and they are sharing the same value of standard deviation ($s.d.=1,77$). The results indicate that vocational high school students are favoured that they can learn better when they study appropriately and hard. Analyzing the data of other items related to *control belief*, the lowest mean score of 4.68 and the highest standard deviation value of 2.03 belongs to Item 9. This means that although the ideas differ greatly, vocational high school students search the reasons of failure on themselves.

Table 12. Descriptive Statistics of Self-Efficacy

No	Item	Min	Max	Mean	S.d
5	I believe I will receive an excellent grade in this class.	1,00	7,00	4,96	1,90
6	I am certain I can understand the most difficult material presented in the readings for this course.	1,00	7,00	4,28	2,05
12	I am confident I can learn the basic concepts taught in this course.	1,00	7,00	5,08	1,81
15	I am confident I can understand the most complex material presented by the instructor in this course.	1,00	7,00	4,80	1,87
20	I am confident I can do an excellent job on the assignments and tests in this course	1,00	7,00	4,97	1,88
21	I expect to do well in this class.	1,00	7,00	5,07	1,85
29	I am certain I can master the skills being taught in this class.	1,00	7,00	4,45	1,92
31	Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.	1,00	7,00	5,04	1,90
Self-Efficacy		1,63	7,00	4,86	1,22

Table 12 shows *self-efficacy* which is the second subscale of expectancy component and the fifth of motivational subscales. Within eight items in this subscale, Item 12 has the highest mean score of 5.08 and the lowest standard deviation value of 1.81. When the data about Item 12 analyzed it might be said that vocational high school students have similar opinions on being confident to learn basic concepts in English lessons. On the other hand, as displayed in Table 12, Item 6 has the lowest mean score of 4.28 and the highest standard deviation value of 2.05 of all items about *self-efficacy*. This refers that although the participants' opinions widely array vocational high school students think they cannot comprehend challenging reading materials. More detailed information about *self-efficacy* gathered through interview and some of the participants' expressions are given in the following.

"I believe that I can do better if I study." (Student 4)

"To get good marks in English exam, I study hard." (Student 1)

Table 13. Descriptive Statistics of Test- Anxiety

No	Item	Min	Max	Mean	S.d
3	When I take a test I think about how poorly I am doing compared with other students	1,00	7,00	3,12	2,15
8	When I take a test I think about items on other parts of the test I can't answer	1,00	7,00	4,28	2,16
14	When I take tests I think of the consequences of failing.	1,00	7,00	4,52	2,07
19	I have an uneasy, upset feeling when I take an exam.	1,00	7,00	4,14	2,06
28	I feel my heart beating fast when I take an exam.	1,00	7,00	4,41	2,04
Test- Anxiety		1,20	7,00	4,23	1,18

The last component of motivation is affective component and the last subscale is *test-anxiety*. Of all motivational subscales, test- anxiety received the lowest overall mean score of 4.23 and the lowest standard deviation value of 1.18. Hence, it is possible to state that vocational high school students agree that they feel less anxious in English exams. Specifically, Table 13 gives descriptive statistics of *test-anxiety* including five items. With the mean score of 4.52 Item 14 has a higher mean score than other items. Item 3 (m=3.12) has the lowest mean score of items related to *test-anxiety*. Item 28 (s.d.= 2.04) reveals that most of the participants feel their heart beats fast in English exams but Item 8 (s.d.=2.16) shows that there is diversity among their opinions on skipping some unanswered parts of exam. In interview, the participants represented their thought about how they feel in English exams. Some of their expressions are given below.

“I feel quite relaxed in English exams.” (Student 18)

“I don’t feel anxious as I have studied for the exam before.” (Student 6)

“There is not death in the end of exam so why I will get anxious.” (Student 7)

4.3. Descriptive Statistics for Subscales of Learning Strategies

To find answer to the RQ2 vocational high school students' self-regulated learning strategy use is investigated within two components of learning strategies. Firstly, descriptive statistics for subscales of self-regulated learning strategies was analyzed and the related data was displayed in Table 14.

Table 14. Descriptive Statistics of Learning Strategies with Subscales

Components of Learning Strategies	Subscales of Learning Strategy Components	Min.	Max.	Mean	S.d.
Cognitive and Metacognitive Strategies	Rehersal	1,50	7,00	4,77	1,20
	Elaboration	2,00	7,00	5,03	1,19
	Organization	1,50	7,00	4,70	1,34
	Critical Thinking	2,20	7,00	4,86	1,12
	Metacognitive Self-regulation	2,08	6,75	4,81	1,02
	Cognitive and Metacognitive Strategies	2,35	6,69	4,83	,99
Resource Management Strategies	Time and Study Environment	2,25	6,75	4,74	1,05
	Effort Regulation	1,50	7,00	4,54	1,11
	Peer Learning	1,00	7,00	4,53	1,44
	Help Seeking	1,75	7,00	4,80	1,30
	Resource Management Strategies	2,05	6,66	4,65	,94

The first component is *cognitive and metacognitive strategies*, which include *rehearsal, elaboration, organization, critical thinking, metacognitive self-regulation* and the other component is *resource management strategies*, which include *time and study environment, effort regulation, peer learning and help seeking*. The findings which are presented in Table 14, indicate that vocational high school students use *cognitive and metacognitive strategies* (m=4.83) more than *resource management strategies* (m=4.65).

Within *cognitive and metacognitive learning strategies*, *elaboration* is the most frequently used self-regulated learning strategy with a mean score of 5,03. *Elaboration* was followed by *critical thinking* (m=4.86), *metacognitive self-regulation* (m=4.81) and *rehearsal* (m=4.77). The least frequently used *cognitive and metacognitive strategy* is *organization* (m=4.70) with the lowest standard deviation (s.d.= 1.02).

According to Table 14, in *resource management strategies*, the most frequently used resource management strategy is *help seeking* (m=4.80) although there is a discrepancy among participants (s.d.= 1.30). *Help seeking* is pursued by *time and study environment* (m=4.74), and *effort regulation* (m=4.54). The least frequently used *resource management strategy* is *peer-learning* (m=4.53).

Analyzing the learning strategies under subscales item by item gives us a more comprehensive and deeper understanding of the participants' selections of related strategies. The next step is to analyze these strategies as items of subscales. Doing so allows us to see a bigger picture to more clearly understand which learning strategies are valued by vocational high school students.

Table 15. Descriptive Statistics of Rehearsal

No	Item	Min	Max	Mean	S.d
39	When I study for this class, I practice saying the material to myself over and over	1,00	7,00	4,56	1,96
46	When studying for this course, I read my class notes and the course readings over and over again.	1,00	7,00	4,80	1,82
59	I memorize key words to remind me of important concepts in this class.	1,00	7,00	4,94	1,78
72	I make lists of important items for this course and memorize the lists.	1,00	7,00	4,80	1,82
Rehearsal		1,50	7,00	4,77	1,20

Table 15 shows *rehearsal* and it is the first subscale of learning strategies. According to the students' responses to four items related to rehearsal referring to strategies of reciting or naming items from a list to activate information in working memory rather than long-term memory. In this subscale, with a low score of standard deviation (s.d.=1.78) Item 59 is the most frequent used rehearsal strategy (m=4.94). The scores of Item 59 reveal that most of vocational high school students share similar thoughts about using memorization activities to learn important information in language learning. Item 46 and Item 72 are considered equally valuable by vocational high school students, given both items mean scores of 4.80. Item 39 has the lowest mean score (m=4.56) and has the highest standard deviation score with the value of 1.96. This indicates that vocational high school students do not frequently use repetitive activities as other rehearsal activities in language learning although that is not favored by some of the participants.

Table 16. Descriptive Statistics of Elaboration

No	Item	Min.	Max.	Mean	S.d
53	When I study for this class, I pull together information from different sources, such as lectures, readings, and discussions.	1,00	7,00	4,99	1,84
62	I try to relate ideas in this subject to those in other courses whenever possible.	1,00	7,00	4,79	1,85
64	When reading for this class, I try to relate the material to what I already know	1,00	7,00	5,23	1,62
67	When I study for this course, I write brief summaries of the main ideas from the readings and my class notes	1,00	7,00	4,78	1,91
69	I try to understand the material in this class by making connections between the readings and the concepts from the lectures.	1,00	7,00	5,06	1,82
81	I try to apply ideas from course readings in other class activities such as lecture and discussion.	1,00	7,00	5,30	1,86
Elaboration		2,00	7,00	5,03	1,19

Table 16 shows *elaboration* which the second subscale of learning strategies. Of the six items in this subscale, Item 81 is the most frequently used learning strategy with a mean score of 5.30. Also Item 64 has a higher mean score ($m=5.23$) with a low deviation ($s.d.=1.62$). This means that most of the participants in the same opinion about the importance of relating new knowledge to already known in English lessons. As presented in Table 14, the mean scores of Item 62 and Item 67 are quite close. Especially, Item 67 is received the lowest mean score of 4.78 and the highest standard deviation value ($s.d.=1.91$). This reveals that although there is a diverse distribution among the participants opinions, summarizing reading tasks or class notes are thought least significant elaboration strategies in language learning by vocational high school students.

Among *cognitive and metacognitive strategies*, descriptive statistics points out *elaboration* is the most used learning strategy by vocational high school students ($m=5.03$). The results represents that these students make connections to their prior knowledge with new information and also by using elaboration strategies such as paraphrasing, summarizing, creating analogies and generative note-taking they try to store new information in long term memory. Additionally, more detailed information about participants' thoughts on *elaboration*, gathered through interviews, is given within the following statements.

"I try to learn new words by relating to my previous knowledge. It is more important and more useful than memorizing the words." (Student 20)

"While studying English, I check the unknown words and relate them to my daily life." (Student 9)

"I try to summarize the topic and take notes in a silent place." (Student 10)

Table 17. Descriptive Statistics of Organization

No	Item	Min	Max	Mean	S.d
32	When I study the readings for this course, I outline the material to help me organize my thoughts.	1,00	7,00	4,77	1,93
42	When I study for this course, I go through the readings and my class notes and try to find the most important ideas	1,00	7,00	4,71	2,18
49	I make simple charts, diagrams, or tables to help me organize course material.	1,00	7,00	4,57	1,98
63	When I study for this course, I go over my class notes and make an outline of important concepts.	1,00	7,00	4,76	1,88
Organization		1,50	7,00	4,70	1,34

Table 17 shows *organization* and it is the third subscale of learning strategies. According to Table 17, the overall mean score of *organization* ($m=4.70$) represents that vocational high school students sometimes need to use organization strategies like outlining, clustering or selecting the suitable information from a reading passage. Item 32 and Item 63, both of which focus on outlining of information, are sharing close mean values in this subscale and these items are preferred over others. Moreover, with the lowest standard deviation value of Item 63 ($s.d.=1.88$) reveals that most of the vocational high school students have similar ideas about frequently using outlining techniques as an organization strategy. However, using diagrams, graphs or tables is the least frequently used organization strategy as involved in Item 49 with a mean score of 4.57.

Table 18. Descriptive Statistics of Critical Thinking

No	Item	Min	Max	Mean	S.d
38	I often find myself questioning things I hear or read in this course to decide if I find them convincing.	1,00	7,00	4,69	1,94
47	When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence.	1,00	7,00	4,70	1,82
51	I treat the course material as a starting point and try to develop my own ideas about it.	1,00	7,00	5,01	1,78
66	I try to play around with ideas of my own related to what I am learning in this course.	1,00	7,00	5,01	1,62
71	Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives	1,00	7,00	4,88	1,83
Critical Thinking		2,20	7,00	4,86	1,12

Table 18 shows *critical thinking* and it is fourth learning strategy. *Critical thinking*, which refers to the ability of problem solving, giving decisions and making critical evaluation, is thought the second most used learning strategy by vocational high school students. In other words, it might be stated that vocational high school students generally use the strategy of critical thinking in English lessons. Students generally criticize the language content and tasks and try to suit them to their logic. This subscale consists of five items. Of five items of *critical thinking*, Item 51 and Item 66 are valued equally by the participants. Although the ideas of participants differ for Item 66, it might be said that vocational high school students' developing their own ideas is the most important strategy of *critical thinking*. Analyzing other items, Item 38 gets attention with the lowest mean score ($m=4.69$) and with the highest standard deviation value ($s.d.=1.94$). The data about Item 38 reveals that although the opinions vary, questioning themselves for convincing information is not frequently used by vocational high school students.

Table 19. Descriptive Statistics of Metacognitive Self-Regulation

No	Item	Min	Max	Mean	S.d
33	During class time I often miss important points because I am thinking of other things.	1,00	7,00	4,51	1,96
36	When reading for this course, I make up questions to help focus my reading.	1,00	7,00	4,65	1,92
41	When I become confused about something I am reading for this class, I go back and try to figure it out.	1,00	7,00	4,67	2,06
44	If course readings are difficult to understand, I change the way I read the material.	1,00	7,00	4,98	1,77
54	Before I study new course material thoroughly, I often skim it to see how it is organized.	1,00	7,00	4,73	1,71
55	I ask myself questions to make sure I understand the material I have been studying in this class	1,00	7,00	5,06	1,72
56	I try to change the way I study in order to fit the course requirements and the instructor's teaching style.	1,00	7,00	4,73	1,85
57	I often find that I have been reading for this class but do not know what it was all about	1,00	7,00	4,48	2,02
61	I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying for this course.	1,00	7,00	4,77	1,87
76	When studying for this course I try to determine which concepts I do not understand well.	1,00	7,00	5,00	1,88
78	When I study for this class, I set goals for myself in order to direct my activities in each study period	1,00	7,00	5,15	1,89
79	If I get confused taking notes in class, I make sure I sort it out afterwards.	1,00	7,00	4,94	1,84
Metacognitive Self-Regulation		2,08	6,75	4,81	1,02

Table 19 shows *metacognitive self-regulation* which is the fifth learning strategy and it is the largest subscale with twelve items. *Metacognitive self-regulation*, described as the awareness, knowledge and control of cognition, is the third most used learning strategy among all subscales of learning strategies ($m=4.81$). When the data about *metacognitive self-regulation* is analyzed, it can be stated that vocational high school students have similar thoughts about making up metacognitive self-regulatory activities such as planning, monitoring and regulating. Namely, vocational high school students can set their learning goals or activate prior knowledge as planning activities, they can use self-testing way or relate their new knowledge to prior knowledge to monitor themselves and they regulate their performance by checking and correcting their behavior according to a task. *Metacognitive self-regulation* includes twelve items of which Item 78 is the most frequently used strategy with a mean score of 5.15, indicating that the importance of setting goals for vocational high school students. The participants give equal value to Item 54 and Item 56 ($m=4.73$). Also the participants have similar opinions about Item 54, as the lowest value of standard deviation for Item 54 represents ($s.d.= 1.71$). Item 57 ($m=4.48$), inferring to well comprehension of readings in English, is thought as the least important metacognitive self-regulation strategy. Also, there is a wide array of vocational high school students' opinions about Item 41 ($s.d.=2.06$) which indicates that returning and trying to figure out when they confused on reading of English lesson.

Table 20. Descriptive Statistics of Time and Study Environment

No	Item	Min	Max	Mean	S.d
35	I usually study in a place where I can concentrate on my course work.	1,00	7,00	5,04	1,72
43	I make good use of my study time for this course.	1,00	7,00	4,65	1,98
52	I find it hard to stick to a study schedule.	1,00	7,00	4,56	2,09
65	I have a regular place set aside for studying.	1,00	7,00	4,86	1,98
70	I make sure that I keep up with the weekly readings and assignments for this course.	1,00	7,00	5,20	1,94
73	I attend this class regularly.	1,00	7,00	5,07	1,86
77	I often find that I do not spend very much time on this course because of other activities.	1,00	7,00	4,30	2,09
80	I rarely find time to review my notes or readings before an exam.	1,00	7,00	4,28	2,14
Time and Study Environment		2,25	6,75	4,74	1,05

Table 20 shows *time and study environment* which is the sixth learning strategy. Most of the participants agree that *time and study environment* is the second most important *resource management strategy*. There are eight items related to this subscale. Item 70 ($m=5.20$) is considered as the most frequently used strategy in this subscale. Although the opinions of the participants differ, Item 80 has the lowest mean value of all items related to *time and study environment*. As the statement of Item 80 is reversed, in the scope of the related data, it can be stated that vocational high school students generally find time to review their notes or readings before exams. In this subscale, Item 35, involving in study environment, has the lowest value of standard deviation. This reveals that vocational high school students agree upon they prefer places where they can concentrate on their study. Analyzing the data which presented in Table 18, it can be said that vocational high school students do not have any problem about scheduling and planning study time and providing a quiet, free of visual and auditory distractions such as noise of other students, music. However, the results show that difficulties and distractors may sometimes effect vocational high school students' reaching their study goals. At this point vocational High school students do not force themselves to avoid from distractors

and difficulties and they mostly give up studying. The participants expressions in interview about their preference of study environment was analyzed and some of statements of them expressed here to clarify what vocational high school students think about time and study environment.

“I can study well in a silent place.” (Student 14)

“As I stay in dormitory, the study environment is crowded and this situation affects me negatively.” (Student 3)

“While I am studying English, my mobile phone or my PC generally interrupts me. Then I give up studying and I start playing with my PC or chatting on the phone.” (Student 12)

At this point, seeking out how much vocational high school students give effort will be suitable. Therefore, the descriptive statistics for the strategy of *effort regulation* which is included in *resource management strategies* is displayed in Table 21.

Table 21. Descriptive Statistics for Effort Regulation

No	Item	Min	Max	Mean	S.d
37	I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do.	1,00	7,00	4,01	2,17
48	I work hard to do well in this class even if I do not like what we are doing.	1,00	7,00	5,00	1,74
60	When course work is difficult, I either give up or only study the easy parts.	1,00	7,00	4,52	1,88
74	Even when course materials are dull and uninteresting, I manage to keep working until I finish	1,00	7,00	4,64	1,89
Effort Regulation		1,50	7,00	4,54	1,11

Effort regulation is the seventh learning strategy and it is the one of the least frequently used *resource management strategies* with an overall mean score of 4.80. This subscale consists of four items and within these items, Item 48 has a higher mean value of other items (m=5.00). The mean score of Item 48 and value of standard deviation

(s.d.=1.74) represent that most of the vocational high school students have similar opinions about even if they do not like the task in class, they try to do their best in English lessons. On the other hand, the data related to Item 37 shows that this item has a lower mean of score than other items ($m= 4.01$) and the highest value of standard deviation (s.d.=2.17). The data reveals that although vocational high school students' opinions vary greatly, they do not give up studying when they feel bored or lazy.

Table 22. Descriptive Statistics of Peer Learning

No	Item	Min	Max	Mean	S.d
34	When studying for this course, I often try to explain the material to a classmate or friend.	1,00	7,00	4,22	2,02
45	I try to work with other students from this class to complete the course assignments	1,00	7,00	5,15	1,82
50	When studying for this course, I often set aside time to discuss course material with a group of students from the class	1,00	7,00	4,54	1,89
Peer Learning		1,00	7,00	4,53	1,44

Table 22 shows the eighth of learning strategies *peer learning*. In the scope of the responses of students to representative questions in the questionnaire as also shown in Table 22, it is possible to make conclusions about how vocational high school students want to collaborate with their friends or peers. Although as the highest standard deviation value of *peer learning* (s.d.=1.44) points out the participants think different from each other, the mean score of *peer learning* ($m=4.53$) shows the lowest mean value indicating that vocational high school students are not eager to collaboration with their friends or peers when compared to other self-regulated learning strategies. With regards to, one of the expressions, which gathered from their responses to interview questions about their willingness to collaborate with friends, exactly indicates vocational high school students' common opinion on *peer learning* and that expression is given in the following.

“If I need help while studying English, I check the internet instead of asking to one of my friends. (Student 17)”

Nevertheless when items of *peer learning*, presented in Table 22, are analyzed, most of the participants are favoured that Item 45 is the most frequently used learning strategy related to *peer learning* ($m=5.15$). Although the ideas differ greatly, it is possible to say that the participants do not prefer using the strategy which represented in Item 34 with a mean score of 4.22 and a standard deviation value of 2.02.

Table 23. Descriptive Statistics of Help Seeking

No	Item	Min	Max	Mean	S.d
40	Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone.	1,00	7,00	4,62	2,07
58	I ask the instructor to clarify concepts I do not understand well.	1,00	7,00	4,90	1,94
68	When I cannot understand the material in this course, I ask another student in this class for help	1,00	7,00	4,64	2,21
75	I try to identify students in this class whom I can ask for help if necessary	1,00	7,00	5,02	1,86
Help Seeking		1,75	7,00	4,80	1,30

Table 23 shows the strategy of *help seeking* which is the ninth learning strategy and the most frequently used *resource management strategy* by vocational high school students ($m=4.80$). The overall mean score of *help seeking* represents that vocational high school students sometimes need assistance and support of others (peers or teachers). In this subscale Item 75 shows the highest mean value ($m=5.02$) and the lowest value of standard deviation ($s.d.=1.86$). Analyzing the data of Item 75, it can be stated that most of the participants have similar thoughts about the importance of identifying someone whom can be asked for help. However that does not mean these students always prefer help of their friends as represented in Item 68 with 2.21 value of standard deviation which is the highest score of standard deviation for both *help seeking* and among all items of learning strategies scale. Relatedly, the participants' responses to interview questions on *help seeking* were analyzed and most of them give quite close answers. One expression of

students from interview, which clearly reflects all of the participants' thoughts on help seeking, is given below.

"I listen to lesson carefully but when necessary I prefer to ask to my teacher if I cannot understand anything. (Student 11)"

4.4. Correlations of Motivation and Learning Strategies

To find answer to the RQ3, the correlation between *motivational orientations* and *self-regulated learning strategies* and the correlation between all subscales was analyzed.

The result for the correlation between *motivational orientations* and *self-regulated learning strategies* proved that there is a strong correlation between vocational high school students' *motivational orientations* and *self-regulated learning strategy* ($r=.770$). The result represents that when these students' *motivational orientations* increase, their *self-regulated learning strategies* use increase, as well. In other words, if a student is motivated for learning English, he/she will use different learning strategies. Moreover as long as the student uses different learning strategies to learn English he/she will feel more motivated.

Table 24 presents the relationships between motivational orientations and self-regulated learning strategies in terms of subscales. There is a significant positive relation between all subscales. The most attention getting results are highlighted in this part.

Table 24. Correlation of Motivation Subscales and Learning Strategy Subscales

		Intrinsic Goal Orientation	Extrinsic Goal Orientation	Task Value	Control Belief	Self-efficacy	Test-anxiety	Rehearsal	Elaboration	Organization	Critical Thinking	Metacognitive Self-Regulation	Time and Study Environment	Effort Regulation	Peer Learning	Help Seeking
Sub-scales																
Motivation	Intrinsic Goal Orientation	1	,454	,578	,642	,601	,299	,501	,529	,499	,492	,590	,415	,242	,305	,594
	Extrinsic Goal Orientation	,454	1	,461	,504	,453	,376	,435	,478	,394	,433	,438	,486	,325	,206	,447
	Task Value	,578	,461	1	,578	,712	,291	,620	,532	,552	,614	,562	,519	,236	,193	,583
	Control Belief	,642	,504	,578	1	,588	,329	,471	,481	,466	,458	,536	,451	,322	,211	,543
	Self-efficacy	,601	,453	,712	,588	1	,258	,566	,599	,560	,594	,620	,546	,239	,212	,540
	Test-anxiety	,299	,376	,291	,329	,258	1	,189	,242	,316	,361	,262	,405	,341	,215	,312
Learning Strategies	Rehearsal	,501	,435	,620	,471	,566	,189	1	,632	,631	,590	,680	,589	,355	,353	,598
	Elaboration	,529	,478	,532	,481	,599	,242	,632	1	,617	,631	,672	,644	,348	,333	,617
	Organization	,499	,394	,552	,466	,560	,316	,631	,617	1	,612	,631	,564	,351	,331	,598
	Critical Thinking	,492	,433	,614	,458	,594	,361	,590	,631	,612	1	,693	,639	,449	,341	,617
	Metacognitive Self-Regulation	,590	,438	,562	,536	,620	,262	,680	,672	,631	,693	1	,666	,452	,416	,661
	Time and Study Environment	,415	,486	,519	,451	,546	,405	,589	,644	,564	,639	,666	1	,483	,358	,588
	Effort Regulation	,242	,325	,236	,322	,239	,341	,355	,348	,351	,449	,452	,483	1	,272	,361
	Peer Learning	,305	,206	,193	,211	,212	,215	,353	,333	,331	,341	,416	,358	,272	1	,352
	Help Seeking	,594	,447	,583	,543	,540	,312	,598	,617	,598	,617	,661	,588	,361	,352	1

Above of Pearson r value of .500 is considered as presenting strong correlation in this study. With regards, it can be revealed that *task value*, *self-efficacy* and *metacognitive self-regulation* shows strong correlation with almost all subscales. As displayed in Table 24, the highest correlation is between *self-efficacy* and *task-value* ($r=.712$), which shows that how the students perceive the course material as interesting or important affects their confidence to maintain a task. The participants represented their thoughts in interview and some of their expressions, which support the strong relation between *self-efficacy* and *task-value*, were given below.

*“The more interesting and useful course material is, the more entertained I am.
(Student 15)”*

*“If I believe that task is useful for me, I want to learn and complete it quickly.
(Student13)”*

The second highest correlation is between *metacognitive self-regulation* and *critical thinking* ($r=.693$), referring that vocational high school students’ awareness, knowledge and control of cognition is quite important on students’ reaching decisions and making critical evaluations. *Metacognitive self-regulation* also has correlations with *rehearsal* ($r=.680$), *elaboration* ($r=.672$), *time and study environment* ($r=.666$), *help seeking* ($r=.661$) and *self-efficacy* ($r=.620$). These correlational values prove that vocational high school students’ planning, monitoring or regulating their learning has a considerable effect on their use of most of the learning strategies such as reciting item of English lesson, using elaboration strategies, scheduling time or organizing study place, asking for support of others and expecting to be successful in English.

Below Pearson r value of .300 is considered as weak correlation in this study. According to Table 24, *test-anxiety*, *effort regulation* and *peer-learning* show low correlations with all subscales. The lowest correlation is between *test-anxiety* and *rehearsal* ($r=.189$), indicating that on the process of reciting or naming items from a list to be learned, students do not feel negatively. Another low correlation is between *peer learning* and *task-value* ($r=.193$), which indicates that vocational high school students do not affect each other about the usefulness or importance of a task. Additionally, as the correlational values in Table 24 revealed that peer learning is also have low correlations with *extrinsic goal orientation* ($r=.206$), *control belief* ($r=.211$), *self-efficacy* ($r=.212$)

and *test-anxiety* ($r=.215$), vocational high school students' learning from each other does not generally depend on the external drives to learn English, controlling their beliefs on learning language, their expectations from learning English and feeling anxious in English exams.

CHAPTER V

5. CONCLUSIONS AND DISCUSSIONS

5. 1. Introduction

In the previous part, data analysis and the results of the study were presented. This chapter includes the summary of the research and then conclusions of the study are presented. In the conclusion part, discussions about the findings of the research will be in concern. Finally, suggestions for the further studies and implications of the study in teaching and learning environment will take their place in the current chapter.

5.2. Summary of the Study

This research was carried out at Niğde Faik Şahenk Vocational and Technical Anatolian High School in 2014- 2015 education year the total sample participants of which were of 190 students. This sample included at the same time 50 female, 140 male students. The volunteer participants were chosen from of 9th, 10th, 11th and 12th grades of Niğde Faik Şahenk Vocational and Technical Anatolian High School. The distribution of participants was like that 82 students from 9th grade, 47 students from 10th grade, 51 from 11th grade and 10 from 12th grade.

The data were collected from these respondents via a questionnaire; Motivated Strategies for Learning Questionnaire (MSLQ) and then were analyzed through a Statistical Package for Social Sciences, SPSS 20 programme designed to conduct calculations in such social sciences related issues. First, descriptive statistics were calculated by means of mean, median, standard deviation etc. Then, Pearson r, which is used for examining the relationship between two variables, was implemented so as to set out the relationship between overall motivation and learning strategies and also in terms of subscales of motivation and learning strategies. Additionally, 20 students were interviewed by open- ended response questions and content analysis was used to analyze their responses.

5.3. Conclusion and Discussion

The results of the study revealed that vocational high school students were motivated by their beliefs about language learning and external factors in language learning such as getting high marks in the exam, passing class or getting a good job. As a value component of motivation, task value is important for these students. The results also showed that vocational high school students want to be successful in English and this want drives them to study. When motivation evaluated in affective dimension, in the scope of results of this study it can be stated that vocational high school students feel less anxious in English exams. This subject or related issues were also explored by both Turkish and foreign researchers and revealed similar outputs. Liu and Chen (2015) conducted a study on vocational high school students and EFL in Taiwan and used MSLQ as a data collection instrument. Similar to present study, Liu and Chen concluded that extrinsic motivation level of vocational high school students was high. Moreover, some other researches were done on motivation and the use of learning strategies high school students, including vocational high school students, and used MSLQ and the results of the studies represented that control belief of high school students is the highest and the test-anxiety is the lowest of all six subscales mentioned in MSLQ (Keklik and Keklik, 2012; Suzuk, Gurel and Olgun, 2014).

Considering the second research question of this study, the results pointed that vocational high school students use self-regulated learning strategies. Elaboration strategies like paraphrasing, summarizing or generative note-taking are commonly used learning strategies. The results were also highlighted that these students sometimes need help but they do not always prefer their peers to get help. Contrary to Chen (2008), who conducted a study by using MSLQ with vocational high school students in Taiwan, the findings of current study reflected the silent and non-crowded places are convenient study environment for vocational high school students and they do not have any problem about scheduling study time. However, some distractors such as computer, mobile phones or noise affect them negatively and they give up studying.

Previous studies stated that motivated learners use a wider range of strategies (Machizuki, 1999; Wharton, 2000). When the correlation between motivational orientations and the use of self-regulated learning strategies was investigated to find answer to the third research question, a meaningful relationship between vocational high

school students' motivational orientations and the use of self-regulated learning strategies was discovered ($r = .770$). Additionally, the inter-correlations of motivational orientations and self-regulated learning strategies represented that task-value has high correlation with almost all subscales. Self-efficacy, metacognitive self-regulation and critical thinking follows task-value. The lowest correlation is determined between test-anxiety and rehearsal. As Liu and Chen (2015) added that there was a negative correlation between motivation and test anxiety of Taiwanese vocational high school students.

5.4 Limitations of the Study

This study involves limitations. Firstly, the number of the participants is comparatively small for the findings to be generalized to the whole population of the vocational high school students in Turkey. Secondly, as research designs are taken into consideration, qualitative methods were only used for triangulation. Therefore, in the analysis of the findings, we relied mostly on self-reported data about learners' motivation and strategy use. Instead, a mix of quantitative and qualitative research methods could be used. Last, but not least, this study did not include a wide range of variables such as gender, cultural background, economic status or experience of participants.

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7.1. APPENDIX A: MSLQ (in English)

This scale aims to determine your motivation and learning strategies of which you used for English lesson. Your answers to the questions in the scale certainly will not be used to give grade you or criticize you. The following questions ask about your motivation for and attitudes about this class. There is no right or wrong answers of these questions. Hence, please carefully read all of the following questions choose the most appropriate answer for you.

Use the scale below to answer the questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

Item	MOTIVATION
1	In a class like this, I prefer course material that really challenges me so I can learn new things. (1) (2) (3) (4) (5) (6)(7)
2	If I study in appropriate ways, then I will be able to learn the material in this course (1) (2) (3) (4) (5) (6) (7)
3	When I take a test I think about how poorly I am doing compared with other students (1) (2) (3) (4) (5) (6) (7)
4	I think I will be able to use what I learn in this course in other courses. (1) (2) (3) (4) (5) (6) (7)
5	I believe I will receive an excellent grade in this class. (1) (2) (3) (4) (5) (6) (7)
6	I am certain I can understand the most difficult material presented in the readings for this course. (1) (2) (3) (4) (5) (6) (7)
7	Getting a good grade in this class is the most satisfying thing for me right now. (1) (2) (3) (4) (5) (6) (7)
8	When I take a test I think about items on other parts of the test I can't answer (1) (2) (3) (4) (5) (6) (7)
9	It is my own fault if I don't learn the material in this course. (1) (2) (3) (4) (5) (6) (7)
10	It is important for me to learn the course material in this class. (1) (2) (3) (4) (5) (6) (7)

11	The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.	(1) (2) (3) (4) (5) (6) (7)
12	I'm confident I can learn the basic concepts taught in this course.	(1) (2) (3) (4) (5) (6) (7)
13	If I can, I want to get better grades in this class than most of the other students.	(1) (2) (3) (4) (5) (6) (7)
14	When I take tests I think of the consequences of failing.	(1) (2) (3) (4) (5) (6) (7)
15	I'm confident I can understand the most complex material presented by the instructor in this course.	(1) (2) (3) (4) (5) (6) (7)
16	In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.	(1) (2) (3) (4) (5) (6) (7)
17	I am very interested in the content area of this course.	(1) (2) (3) (4) (5) (6) (7)
18	If I try hard enough, then I will understand the course material.	(1) (2) (3) (4) (5) (6) (7)
19	I have an uneasy, upset feeling when I take an exam.	(1) (2) (3) (4) (5) (6) (7)
20	I'm confident I can do an excellent job on the assignments and tests in this course.	(1) (2) (3) (4) (5) (6) (7)
21	I expect to do well in this class.	(1) (2) (3) (4) (5) (6) (7)
22	The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.	(1) (2) (3) (4) (5) (6) (7)
23	I think the course material in this class is useful for me to learn.	(1) (2) (3) (4) (5) (6) (7)
24	When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.	(1) (2) (3) (4) (5) (6) (7)
25	If I don't understand the course material, it is because I didn't try hard enough.	(1) (2) (3) (4) (5) (6) (7)
26	I like the subject matter of this course.	(1) (2) (3) (4) (5) (6) (7)
27	Understanding the subject matter of this course is very important to me	(1) (2) (3) (4) (5) (6) (7)
28	I feel my heart beating fast when I take an exam.	(1) (2) (3) (4) (5) (6) (7)
29	I'm certain I can master the skills being taught in this class.	(1) (2) (3) (4) (5) (6) (7)
30	I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.	(1) (2) (3) (4) (5) (6) (7)
31	Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.	(1) (2) (3) (4) (5) (6) (7)

LEARNING STRATEGIES

32	When I study the readings for this course, I outline the material to help me organize my thoughts.	(1) (2) (3) (4) (5) (6) (7)
33	During class time I often miss important points because I'm thinking of other things.	(1) (2) (3) (4) (5) (6) (7)
34	When studying for this course, I often try to explain the material to a classmate or friend.	(1) (2) (3) (4) (5) (6) (7)
35	I usually study in a place where I can concentrate on my course work.	(1) (2) (3) (4) (5) (6) (7)
36	When reading for this course, I make up questions to help focus my reading.	(1) (2) (3) (4) (5) (6) (7)
37	I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do.	(1) (2) (3) (4) (5) (6) (7)
38	I often find myself questioning things I hear or read in this course to decide if I find them convincing.	(1) (2) (3) (4) (5) (6) (7)
39	When I study for this class, I practice saying the material to myself over and over	(1) (2) (3) (4) (5) (6) (7)
40	Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone.	(1) (2) (3) (4) (5) (6) (7)
41	When I become confused about something I'm reading for this class, I go back and try to figure it out.	(1) (2) (3) (4) (5) (6) (7)
42	When I study for this course, I go through the readings and my class notes and try to find the most important ideas.	(1) (2) (3) (4) (5) (6) (7)
43	I make good use of my study time for this course.	(1) (2) (3) (4) (5) (6) (7)
44	If course readings are difficult to understand, I change the way I read the material.	(1) (2) (3) (4) (5) (6) (7)
45	I try to work with other students from this class to complete the course assignments.	(1) (2) (3) (4) (5) (6) (7)
46	When studying for this course, I read my class notes and the course readings over and over again.	(1) (2) (3) (4) (5) (6) (7)
47	When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence.	(1) (2) (3) (4) (5) (6) (7)

48	I work hard to do well in this class even if I do not like what we are doing.	(1) (2) (3) (4) (5) (6) (7)
49	I make simple charts, diagrams, or tables to help me organize course material.	(1) (2) (3) (4) (5) (6) (7)
50	When studying for this course, I often set aside time to discuss course material with a group of students from the class	(1) (2) (3) (4) (5) (6) (7)
51	I treat the course material as a starting point and try to develop my own ideas about it.	(1) (2) (3) (4) (5) (6) (7)
52	I find it hard to stick to a study schedule.	(1) (2) (3) (4) (5) (6) (7)
53	When I study for this class, I pull together information from different sources, such as lectures, readings, and discussions.	(1) (2) (3) (4) (5) (6) (7)
54	Before I study new course material thoroughly, I often skim it to see how it is organized.	(1) (2) (3) (4) (5) (6) (7)
55	I ask myself questions to make sure I understand the material I have been studying in this class	(1) (2) (3) (4) (5) (6) (7)
56	I try to change the way I study in order to fit the course requirements and the instructor's teaching style.	(1) (2) (3) (4) (5) (6) (7)
57	I often find that I have been reading for this class but don't know what it was all about.	(1) (2) (3) (4) (5) (6) (7)
58	I ask the instructor to clarify concepts I do not understand well.	(1) (2) (3) (4) (5) (6) (7)
59	I memorize key words to remind me of important concepts in this class.	(1) (2) (3) (4) (5) (6) (7)
60	When course work is difficult, I either give up or only study the easy parts.	(1) (2) (3) (4) (5) (6) (7)
61	I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying for this course.	(1) (2) (3) (4) (5) (6) (7)
62	I try to relate ideas in this subject to those in other courses whenever possible.	(1) (2) (3) (4) (5) (6) (7)
63	When I study for this course, I go over my class notes and make an outline of important concepts.	(1) (2) (3) (4) (5) (6) (7)
64	When reading for this class, I try to relate the material to what I already know.	(1) (2) (3) (4) (5) (6) (7)
65	I have a regular place set aside for studying.	(1) (2) (3) (4) (5) (6) (7)
66	I try to play around with ideas of my own related to what I am learning in this course.	(1) (2) (3) (4) (5) (6) (7)
67	When I study for this course, I write brief summaries of the main ideas from the readings and my class notes.	(1) (2) (3) (4) (5) (6) (7)

68	When I can't understand the material in this course, I ask another student in this class for help	(1) (2) (3) (4) (5) (6) (7)
69	I try to understand the material in this class by making connections between the readings and the concepts from the lectures.	(1) (2) (3) (4) (5) (6) (7)
70	I make sure that I keep up with the weekly readings and assignments for this course.	(1) (2) (3) (4) (5) (6) (7)
71	Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives.	(1) (2) (3) (4) (5) (6) (7)
72	I make lists of important items for this course and memorize the lists.	(1) (2) (3) (4) (5) (6) (7)
73	I attend this class regularly.	(1) (2) (3) (4) (5) (6) (7)
74	Even when course materials are dull and uninteresting, I manage to keep working until I finish.	(1) (2) (3) (4) (5) (6) (7)
75	I try to identify students in this class whom I can ask for help if necessary	(1) (2) (3) (4) (5) (6) (7)
76	When studying for this course I try to determine which concepts I don't understand well.	(1) (2) (3) (4) (5) (6) (7)
77	I often find that I do not spend very much time on this course because of other activities.	(1) (2) (3) (4) (5) (6) (7)
78	When I study for this class, I set goals for myself in order to direct my activities in each study period	(1) (2) (3) (4) (5) (6) (7)
79	If I get confused taking notes in class, I make sure I sort it out afterwards.	(1) (2) (3) (4) (5) (6) (7)
80	I rarely find time to review my notes or readings before an exam.	(1) (2) (3) (4) (5) (6) (7)
81	I try to apply ideas from course readings in other class activities such as lecture and discussion.	(1) (2) (3) (4) (5) (6) (7)

7.2. APPENDIX B: MSLQ (in Turkish)

Değerli Öğrenci,

Bu ölçek belirli bir derse yönelik olarak* kullandığınız öğrenme stratejilerini ve öğrenme güdülenmenizi belirlemek amacıyla hazırlanmıştır. Ölçekte yer alan sorulara verdiğiniz yanıtlar, kesinlikle **size not vermek** ya da sizi **eleştirmek** amacıyla **kullanılmayacaktır**. Bu soruların herkes için geçerli **doğru yanıtları bulunmamaktadır**. Bu nedenle lütfen aşağıda verilen tüm soruları dikkatle okuyarak yanıtınızı, ifadenin karşısındaki seçeneklerden sizin için en uygun olanı işaretleyerek belirtiniz.

* **Ders:** **Sınıf:** **Cinsiyet:**

Soruları yanıtlamak için aşağıdaki ölçütleri kullanın. Soruda geçen ifade sizin için **kesinlikle doğru ise (7)**'yi; sizinle ilgili **kesinlikle yanlışsa (1)**'i işaretleyin. Eğer ifadenin size göre doğruluğu bunlardan farklı ise sizin için en uygun düzeyi gösteren (1)'le (7) arasındaki rakamı işaretleyin.

Benim için Kesinlikle
Yanlış.

1

2

3

4

5

6

7

Benim için Kesinlikle
Doğru.

Soru No	GÜDÜLENME	
1	Bunun gibi bir derste beni gerçekten çalışmaya zorlayacağına inandığım ders materyallerini tercih ederim, bu sayede yeni şeyler öğrenebilirim.	(1) (2) (3) (4) (5) (6) (7)
2	Ancak uygun bir şekilde çalışırsam bu dersin konularını öğrenebilirim.	(1) (2) (3) (4) (5) (6) (7)
3	Sınavdayken diğer öğrencilerden daha yetersiz olduğumu düşünürüm.	(1) (2) (3) (4) (5) (6) (7)
4	Bu derste öğrendiklerimi diğer derslerde de kullanabilirim.	(1) (2) (3) (4) (5) (6) (7)
5	Bu dersten çok iyi bir not alacağıma inanıyorum.	(1) (2) (3) (4) (5) (6) (7)
6	Bu derste okumam için verilecek en zor konuları bile anlayacağımdan eminim.	(1) (2) (3) (4) (5) (6) (7)
7	Benim için en tatmin edici şey sınıfta iyi bir not almaktır.	(1) (2) (3) (4) (5) (6) (7)

8	Sınavda soruları çözerken, sınav kağıdının diğer bölümlerindeki yanıtlamayacağım soruları düşünürüm.	(1) (2) (3) (4) (5) (6) (7)
9	Eğer bu dersi öğrenemiyorsam bu benim kendi hatamdır.	(1) (2) (3) (4) (5) (6) (7)
10	Bu derste verilen kaynakları (kaynak materyalleri) öğrenmek benim için önemlidir.	(1) (2) (3) (4) (5) (6) (7)
11	Bu derste benim için en önemli şey, genel not ortalamamı yükseltmektir, yani bu dersteki asıl amacım iyi bir not almaktır.	(1) (2) (3) (4) (5) (6) (7)
12	Bu derste anlatılan temel kavramları anlayabileceğim konusunda kendime güveniyorum.	(1) (2) (3) (4) (5) (6) (7)
13	Eğer yapabilirsem, bu sınıftaki diğer öğrencilerin hepsinden daha yüksek not almak isterim.	(1) (2) (3) (4) (5) (6) (7)
14	Sınavdayken başarısızlığı ve bunun doğuracağı sonuçları düşünürüm.	(1) (2) (3) (4) (5) (6) (7)
15	Bu derste öğretmenin anlatacağı en zor konuyu bile anlayacağıma güveniyorum.	(1) (2) (3) (4) (5) (6) (7)
16	Bunun gibi bir derste, zor olsalar bile, bende merak uyandıran ders materyallerini tercih ederim.	(1) (2) (3) (4) (5) (6) (7)
17	Bu dersle ilgili konulara oldukça ilgi duyuyorum.	(1) (2) (3) (4) (5) (6) (7)
18	Yeterince çalışırsam dersi anlayabilirim.	(1) (2) (3) (4) (5) (6) (7)
19	Sınavdayken kendimi rahatsız ve morali bozuk hissederim.	(1) (2) (3) (4) (5) (6) (7)
20	Bu dersteki ödevleri ve sınavları mükemmel yapabileceğim konusunda kendime güveniyorum.	(1) (2) (3) (4) (5) (6) (7)
21	Bu derste başarılı olmayı bekliyorum.	(1) (2) (3) (4) (5) (6) (7)
22	Bu derste benim için en tatmin edici şey içeriği mümkün olduğunca çok anlayabilmektir.	(1) (2) (3) (4) (5) (6) (7)
23	Bence bu derste kullanılan materyaller dersi öğrenmem için faydalıdır.	(1) (2) (3) (4) (5) (6) (7)
24	Eğer olanak tanınırsa, iyi not almamı sağlamayacak olsa bile en iyi şekilde öğrenmemi sağlayacak ödevleri seçerim.	(1) (2) (3) (4) (5) (6) (7)
25	Dersi yeterince anlayamıyorsam, bu yeterince çalışmadığım içindir.	(1) (2) (3) (4) (5) (6) (7)
26	Bu dersin konularını seviyorum.	(1) (2) (3) (4) (5) (6) (7)
27	Bu dersin konularını öğrenmek benim için çok önemlidir.	(1) (2) (3) (4) (5) (6) (7)
28	Sınavdayken kalbimin hızla çarptığını hissederim.	(1) (2) (3) (4) (5) (6) (7)

29	Eminim ki bu derste öğretilen tüm becerileri ustalıkla yapabilirim.	(1) (2) (3) (4) (5) (6) (7)
30	Sınıfta başarılı olmak isterim; çünkü yeteneğimi aileme, arkadaşlarıma, üstlerime ve diğerlerine göstermek benim için önemlidir.	(1) (2) (3) (4) (5) (6) (7)
31	Dersin zorluğunu, öğretmeni ve becerilerimi dikkate aldığımda, bence bu derste başarılı olurum.	(1) (2) (3) (4) (5) (6) (7)
ÖĞRENME STRATEJİLERİ		
32	Bu ders için verilen okumaları yaparken, düşüncelerimi toplamama yardımcı olması için materyalin ana hatlarını çıkarırım.	(1) (2) (3) (4) (5) (6) (7)
33	Başka şeyler düşündüğüm için çoğu zaman derste önemli noktaları kaçıyorum.	(1) (2) (3) (4) (5) (6) (7)
34	Bu derse genellikle konuyu bir arkadaşıma anlatarak çalışırım.	(1) (2) (3) (4) (5) (6) (7)
35	Genellikle derse, ders için konsantre olabileceğim bir yerde çalışırım.	(1) (2) (3) (4) (5) (6) (7)
36	Bu dersle ilgili bir şeyler okurken, okuduklarıma odaklanmamı sağlayacak sorular sorarım.	(1) (2) (3) (4) (5) (6) (7)
37	Bu derse çalışırken kendimi o kadar tembel ve sıkılmış hissedirim ki planladığımdan daha önce çalışmayı bırakırım.	(1) (2) (3) (4) (5) (6) (7)
38	Bu derste duyduğlarım ya da okuduklarımdan ikna edici olup olmadığını sorgularım.	(1) (2) (3) (4) (5) (6) (7)
39	Bu derse, konuyu kendi kendime tekrar ederek çalışırım.	(1) (2) (3) (4) (5) (6) (7)
40	Bu derste öğrenmekte zorlandığım konu olsa bile, öğrenmek için kimseden yardım istemeden kendi kendime çalışmayı denerim.	(1) (2) (3) (4) (5) (6) (7)
41	Bu dersle ilgili bir şeyler okurken kafam karıştığında, geri döner ve kafamı karıştıran şeyi çözmeye çalışırım.	(1) (2) (3) (4) (5) (6) (7)
42	Bu derse çalışırken, okuduklarımdan ve derste aldığım notların üzerinden geçerek en önemli düşünceleri bulmaya çalışırım.	(1) (2) (3) (4) (5) (6) (7)
43	Bu ders için çalışma zamanımı iyi kullanırım.	(1) (2) (3) (4) (5) (6) (7)
44	Ders kaynaklarını anlamak zorsa, bu kaynakları okuma yöntemimi değiştiririm.	(1) (2) (3) (4) (5) (6) (7)
45	Derste verilen ödevleri bitirmek için sınıftaki diğer arkadaşlarımla çalışmayı denerim.	(1) (2) (3) (4) (5) (6) (7)
46	Bu derse çalışırken, derste aldığım notları ve okunacak kaynakları tekrar tekrar okurum.	(1) (2) (3) (4) (5) (6) (7)

47	Dersteeki tartışmalarda ya da okuduğum şeylerde bir kuram, yorum ya da sonuçla karşılaştığımda, bunları destekleyen yeterli kanıtlar olup olmadığına karar vermeye çalışırım.	(1) (2) (3) (4) (5) (6) (7)
48	Bu derste yaptıklarımızı sevmesem de derste başarılı olmak için çok çalışırım.	(1) (2) (3) (4) (5) (6) (7)
49	Bu derse çalışırken konuları daha iyi anlamak için basit şemalar, tablolar ya da diyagramlar çizerim.	(1) (2) (3) (4) (5) (6) (7)
50	Bu derse çalışırken, çalıştığım konuyu arkadaşlarımla tartışmak için zaman ayırırım.	(1) (2) (3) (4) (5) (6) (7)
51	Derste verilen kaynakları bir başlama noktası olarak görür, dersle ilgili kendi görüşlerimi oluşturmaya (geliştirmeye) çalışırım.	(1) (2) (3) (4) (5) (6) (7)
52	Bir çalışma planına bağlı kalarak ders çalışmak bana zor gelir.	(1) (2) (3) (4) (5) (6) (7)
53	Bu derse çalışırken, ders notları, okuma ödevleri ve tartışmalar gibi farklı kaynaklardan edindiğim bilgileri bir araya getiririm.	(1) (2) (3) (4) (5) (6) (7)
54	Yeni bir ders kaynağını ayrıntılı çalışmadan önce nasıl düzenlendiğine bakarım.	(1) (2) (3) (4) (5) (6) (7)
55	Çalıştığım dersi anladığımdan emin olmak için kendime sorular sorarım.	(1) (2) (3) (4) (5) (6) (7)
56	Dersin özelliği ve öğretmenin öğretme stiline uygun olacak şekilde ders çalışma yöntemimi değiştirmeye çalışırım.	(1) (2) (3) (4) (5) (6) (7)
57	Çoğunlukla dersle ilgili bir şey okurken, okuduğumdan hiçbir şey anlamadığımı fark ederim.	(1) (2) (3) (4) (5) (6) (7)
58	Öğretmenden iyi anlamadığım kavramları açıklamasını isterim.	(1) (2) (3) (4) (5) (6) (7)
59	Bu dersle ilgili önemli kavramları hatırlamak için anahtar kelimeleri ezberlerim.	(1) (2) (3) (4) (5) (6) (7)
60	Eğer ders için çalışmak bana zor geliyorsa, çalışmayı bırakır ya da sadece kolay konuları çalışırım.	(1) (2) (3) (4) (5) (6) (7)
61	Bu ders için çalışırken sadece materyali okuyup geçmek yerine, materyal üzerinde düşünür ve benden ne öğrenmem beklendiğine karar veririm.	(1) (2) (3) (4) (5) (6) (7)
62	Mümkün olduğu sürece, bu derste öğrendiğim konuyla diğer derslerdeki konular arasında ilişki kurmaya çalışırım.	(1) (2) (3) (4) (5) (6) (7)
63	Bu derse çalışırken sınıfta aldığım notları gözden geçirir ve önemli kavramlarla ilişkili ana hatları çıkarırım.	(1) (2) (3) (4) (5) (6) (7)

64	Bu dersle ilgili metinleri okurken, önceden bildiklerimle okuduklarım arasında ilişki kurmaya çalışırım.	(1) (2) (3) (4) (5) (6) (7)
65	Çalışmak için belirlediğim düzenli bir yerim vardır.	(1) (2) (3) (4) (5) (6) (7)
66	Bu derste öğrendiklerimle ilişkili kendi düşüncelerimin neler olduğunu çıkarsamaya çalışırım.	(1) (2) (3) (4) (5) (6) (7)
67	Bu derse çalışırken, okuduğum kaynaklardaki ana fikirlerin ve derste dinlediğim kavramların özetlerini çıkarırım.	(1) (2) (3) (4) (5) (6) (7)
68	Bu dersteki herhangi bir konuyu anlamazsam, sınıftaki bir başka öğrenciden yardım isterim.	(1) (2) (3) (4) (5) (6) (7)
69	Bu dersteki kaynakları, okuduklarım ve derste dinlediklerim arasında ilişki kurarak anlamaya çalışırım.	(1) (2) (3) (4) (5) (6) (7)
70	Bu dersle ilgili haftalık okumaları ve ödevleri düzenli yaparım.	(1) (2) (3) (4) (5) (6) (7)
71	Bu dersle ilgili ne zaman bir iddia ya da sonuç okusam ya da duysam, bunun olası alternatiflerini düşünürüm.	(1) (2) (3) (4) (5) (6) (7)
72	Bu dersle ilgili önemli terimlerin bir listesini oluşturur ve listeyi ezberlerim.	(1) (2) (3) (4) (5) (6) (7)
73	Bu derste devamsızlık yapmamaya özen gösteririm.	(1) (2) (3) (4) (5) (6) (7)
74	Ders materyalleri ilgimi çekmese ve sıkıcı olsa da, onları bitirinceye kadar çalışmaya devam ederim.	(1) (2) (3) (4) (5) (6) (7)
75	Sınıfta gerek duyduğum zaman yardım isteyebileceğim öğrencileri belirlemeye çalışırım.	(1) (2) (3) (4) (5) (6) (7)
76	Bu derse çalışırken hangi kavramları iyi anlamadığımı belirlemeye çalışırım.	(1) (2) (3) (4) (5) (6) (7)
77	Ders dışındaki işlerim yüzünden bu ders için gerekli zamanı ayıramam.	(1) (2) (3) (4) (5) (6) (7)
78	Bu derse çalışırken, her çalışmada neler yapacağımı belirlemek için kendime hedefler koyarım.	(1) (2) (3) (4) (5) (6) (7)
79	Derste not tutarken kafam karışırsa bu karışıklığı dersten sonra hemen düzeltirim.	(1) (2) (3) (4) (5) (6) (7)
80	Sınavdan önce kitapları ve notlarımı çalışmak için yeterli zaman bulamam.	(1) (2) (3) (4) (5) (6) (7)
81	Ders kaynaklarından okuyarak edindiğim fikirleri, anlatım ve tartışma gibi diğer sınıf etkinliklerinde de kullanmaya çalışırım.	(1) (2) (3) (4) (5) (6) (7)