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YABANCI DİL OLARAK TÜRKÇE ÖĞRETİMİ BİLİMDALI**

**JAWAHARLAL NEHRU UNIVERSITY STUDENTS' TURKISH LANGUAGE  
LEARNING STRATEGIES AS A FOREIGN LANGUAGE**

**(JAWAHARLAL NEHRU ÜNİVERSİTESİNDE YABANCI DİL OLARAK TÜRKÇE  
ÖĞRENEN ÜNİVERSİTE ÖĞRENCİLERİNİN DİL ÖĞRENME STRATEJİLERİ)**

**Quabiz MOHAMMAD**

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**Jawaharlal Nehru University Students' Turkish Language Learning Strategies As A  
Foreign Language**

**(Jawaharlal Nehru Üniversitesinde Yabancı Dil Olarak Türkçe Öğrenen Üniversite  
Öğrencilerinin Dil Öğrenme Stratejileri)**

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June, 2014**

### **Taahütname**

Yüksek lisans tezi olarak sunduğum “Jawaharlal Nehru University Studetns’ Turkish Language Learning Strategies as a foreign langauge” adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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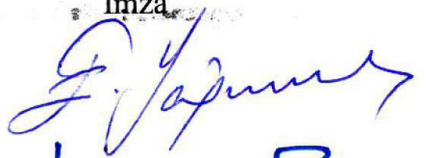


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## DEDICATION

*This dissertation is dedicated to my lovely mother Musarrat Khatoon, my brothers and my sisters. I appreciate their unconditional love, patience, and everlasting support. They have always inspired me throughout my academic career.*

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## Özet

### **Jawaharlal Nehru Üniversitesinde Yabancı Dil Olarak Türkçe Öğrenen Üniversite Öğrencilerinin Dil Öğrenme Stratejileri**

Bu çalışma, Hindistan'daki Jawaharlal Nehru üniversitesinde yabancı dil olarak Türkçe öğrenen Hintli öğrencilerin dil öğrenme stratejilerini araştırmaktadır. Çalışmada, Türkçe'yi yabancı dil olarak öğrenen 100 öğrenci yer almıştır. Araştırmada genel tarama metodu kullanılmıştır. Böylelikle, veri toplamak için altı bölümden oluşan ve Rebecca Oxford tarafından öğrenme stratejilerine ilişkin geliştirilen anket uygulanmıştır. Sonrasında, cinsiyet, yaş ve yeterlilik bakımından strateji kullanımları arasında farklılık olup olmadığına dair bilgi elde etmek için betimsel ve çıkarımsal analizler kullanılmıştır. Sonuç olarak, bulgular öğrencilerin stratejileri orta derecede kullandıklarını göstermiştir.

**Anahtar Kelimeler:** Dil öğrenme stratejileri, Türkçe dil öğrenme stratejileri, Dil öğrenme için strateji envanteri (SILL)

## **Abstract**

### **Jawaharlal Nehru University Students' Turkish Language Learning Strategies As A Foreign Language**

This current study investigates the use of language learning strategies employed by Indian students learning Turkish as a foreign language at Jawaharlal Nehru University New Delhi India. In this study, there were 100 students learning Turkish as a foreign language. Accordingly, general screening survey method was used. A questionnaire which consists of six categories regarding the learning strategies which was developed by Rebecca Oxford was administered to collect data. Thereafter, descriptive and inferential statistics such as Independent Sample T Tests were run to obtain information whether there is significant difference between each variable like learners' gender, age, and proficiency level. Finally, the findings indicated that the learners use strategies mostly at medium level.

**Key Words:** Language learning strategies, Turkish language learning strategies, Strategy Inventory for Language Learning (SILL)



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## **Chapter One**

### **Introduction**

In this globalised world learning foreign language has become a hot issue. Similarly, developed and modern technology from various ground in the world have led people to learn a foreign language which has become a need of this modern world. Having realized the role of foreign language and its significant as its major equipment, educationists are taking steps to explore the way and method which is helpful and better to discover the learner's learning skills. According to their need they are trying to originate the best way which can lead them to earn their goal. So, they believe that it is really important to know and elicit their language learning strategy and train them to use the technique which can make them a successful language learners. During this research it came into light that there is insufficiency of research in India on the utilization of language learning strategies for foreign language learners in India. As it is known that India is a land of languages. Many languages are spoken in India according to its region. In them English is spoken as a second language. Learning foreign language has become a common trend in India. Having realized the trend of learning a foreign language and its insufficiency of research on language learning strategy it has become very important to investigate the language learning strategy of learners learning foreign language.

Therefore, this current study try to contribute in this area by investigating the language learning strategies. This present research investigates Jawaharlal Nehru University Studetns' Turkish Language Learning Strategies as a foreign langauge. This chapter offers an introduction to the thesis in the following parts: Background of the Study, Statement of the Problem, Purpose of the Study, Importance of the Study, Research Questions, Theoretical Framework, and Definition of Key Terms.

## **Background of the Study**

In the past two decades, there are many studies which have contributed to our perception of strategies deployed by second language students from various backgrounds like institute, college and university. There are several research studies which have been done on language learning strategies, the basically cohesion which is searching that what kind of step should be taken by language learners to learn a second or foreign language. For example Techniques' which is known as general learning strategies, which is added for beginner by English language learning strategies to remember what they have learnt-storage and retrieval on new information (Rubin, 1987).

Learning strategy is a medium which assist learners that how a learner can learn a foreign or second language in a good way. The word "strategy" is a Greek word which refers to a plan for achieving a particular target. According to Oxford (1989) language learners use the strategies deliberately to develop their skills to achieve target. (Cohen, 1996) stated that the strategies are creative sequence of actions not a single event, which is actively used by language learners. In other meaning, they have an obvious goal in helping learners to develop and improve their target language.

Language learning strategies are specific actions, steps, behaviours or techniques which the learners used to develop their own learning to complete their task. These actions analyze the conversation and speech of the people, which help learners to encourage themselves to solve a difficulty or problem in language learning (Scarcella & Oxford, 1992). Similarly, according to Cohen (1996), second language learning strategies are the steps or actions adopted by learners in order to develop and improve the mistakes in second or foreign language learning. They are the equipments which active, self-directed involvement for developing communication skills (Oxford, 1996). There is another research by (O' Malley & Chamot, 1990; Oxford & Nyikos,

1989) which study the relationship between language learning strategy use and proficiency. Regarding language learning strategies researchers have contributed their different thought relating to language learning strategies which has surpassed infrequently. But sometimes there is disagreement by them that on which conduct and procedure should be led in the term of language learning strategy (Wenden, 1987). It is also stated that language learning strategies are “special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (O’Malley & Chamot, 1990, p. 1). In second language learning learners know the use of strategy which helps them to govern a second language easily (Wenden, 1987).

Language learning strategies are a tool or instrument which improve the learners insufficiency in language learning and play a vital role to built their background which is formed by them and make them affective directly (Rubin, 1987). It is directed as a technique, steps, perspective or contemplate task which is taken by learners which make better their learning and remind them their linguistic as for as information related to their field (Chamot, 1987).

Learning strategies are trend of thinking, ideology or conduct which assist learners to make them understand that how they keep and maintain the information (O’Malley & Chamot, 1990). It is also a distinguished action which is adopted by learners to learn language easily and how they govern on language by their action. This action makes them self-directed, more effective and alienable to get new information (Oxford, 1990). In this way different researchers express their thought and idea by various definitions in the field of language learning strategies.

### **Statement of the problem**

Last two decades many researchers have contributed their significant role in the field of both second and foreign languages. Since then it has been seen an enormous growth has taken place in the field of language learning strategies. In this universe several studies related to this field have given consciousness to the learners and make them awaken that how they should use strategy in learning both second and foreign languages. With the help of their study researchers try to affect learners in strategy choice. Numerous studies have also given an empirical help and background to the significant relationships between second and foreign language learner' strategy use and many element like level of proficiency, accomplishment, encouragement, stimulation, motivation, gender, learning styles, technique, learning environment and task for target language (Chamot& El-Dinary, 1999; Chamot & Kupper, 1989; Dreyer & Oxford, 1996; Green & Oxford, 1995, Park, 1997; Watanabe, 1990).

Learning foreign language has become a hot issue for learners who want to become successful in both second and foreign languages. In this modern world it has become a requirement for both academic and business field. Due to the requirement and demand of this craze learners want to grab this opportunity to learn foreign language as soon as possible. For reaching their goal and govern a language they want such specific technique or approach which make them successful learners in their goal. But it is easy to say rather than do. Learners often face difficulties while learning foreign language to achieve their goal specially those learners who learn foreign language as their main stream or those who want to reach in their course or proficiency which is the requirement of their institute or university. No one can know better than learners who learn foreign language both purposely or a requirement of daily needs. Therefore, most of the students spend more time in their study to achieve better marks in their examination which is compulsory and requirement to continue their further study in the university or institute.



But generally it is observed that some learners face more difficulties in learning a foreign language as others learn easily and successfully. But it doesn't define the difference between their success. It is stated that "successful language learners differ from less successful ones in a number of ways, of which perhaps the most important is the degree to which they are strategic in their approach to the various tasks which comprise language learning" (Chamot 1993, p. 308) After focusing on the need of foreign language and its importance as an important means. Researchers have developed such tools which can help them to build and improve their learning skills in foreign language learning. Now a day's learning foreign language has become universally need. It always give you option to achieve your need. Due to being in the demand it has become a language of business and society.

Having realized the India's relation between foreign language learners some time it becomes a matter of discussion after seeing the difficulties and problem which is encountered by Indian students in foreign language learning. Many institutes and university have offered foreign language as a proficiency and degree course. Millions of students enrolled their self to continue their academic career in this field, but it has not been seen widely through researches that why such problems and difficulties encountered by students in learning foreign language. While investigating the research on language learning few of study has come across on language learning strategy but none of the study has been found on language learning strategies of the students learning Turkish as foreign language in India, so with such aim I would like to know the learning strategy of this university students learning Turkish as a foreign language. This research aims to discover the Jawaharlal Nehru University Students' Turkish Language Learning Strategies as a foreign language. It also aims to analyze the use of six categories of language learning strategies as well as their academic achievement in Turkish language.

### **Purpose of the Study**

The purpose of this study is to investigate the Jawaharlal Nehru University Students' Turkish Language Learning Strategies as a foreign language. As well as to explore the language relation between language learning strategies and its use by Indian university students. However, it will also analyze the perceptions of the students on the use of strategies in their language (Turkish) learning. The present study also point out that the Turkish students observed in this study are totally unaware of the benefits of LLS and how they can be employed in learning Turkish. As it is known that language learning strategies are contemplated as a good sign for learners who learn second or foreign language, which help them to solve problem encountered during language learning. So keeping these all things in mind it is expected that this study will give a different perception to Turkish teachers that how their student apply cognition, design framework, plan the process for strategy use and select the strategies which set to be the most appropriate strategy in their task. According to the result of this study, teachers will able to help their student to make them better language learners by training them in using the appropriate strategies. Thus, their students can use strategy in a proper way to achieve their task. The result of this study will contribute to this field by giving information on the strategies that the Indian learners apply strategy and how they apply them to understand information. In this way it will help the academicians who are teaching Turkish as a foreign language in India as well as institutions where Turkish is being taught as a foreign language.

## **Importance of Study**

In this globalized world foreign language has become the language for the people from various nations to use in daily communication because of it being in international demand. Due to globalization and the increase of international trade, it has become a language of people. The impact brought by this phenomenon to India is that the institute, university, multinational companies, and even the people with foreign language abilities and skills. In the same way, those people who have good foreign language abilities and skills are able to achieve more at work in every sector where ever it needs. Therefore, having good foreign language abilities has become an important issue in India. As it is known, India is one of the world's most linguistically miscellaneous nations. Different languages are spoken by different nationalities in India. Interestingly, across our vast country; people speak hundreds of different languages and thousand of dialects or their "mother tongues". Due to the introduction of new technologies in the globalized Indian economy, foreign language has laid its status and continuing another influential communication medium for day-to-day business of the government. It is therefore accorded to a similar status of "official language" as Hindi. Besides, each state from the "non-Hindi" belt uses its own "state" or regional language for communication with the rest of India. India has thus not just two, but (together with regional languages) 22 listed official languages. India is a country with lots of culture and geographical diversities. A number of languages are spoken over the country. Because of different kinds of languages some of these languages among them have accepted officially as others are as a dialect of region. The origination of these language are from the past, with most of them belongs to like Indo-Aryan, Dravidian languages, Austro-Asiatic languages and Tibeto-Burman linguistic languages. With time, some other linguistic family like Turkish, Farsi, Arabic, Portuguese and English languages have enriched it, developing as the main official language that is understood well and spoken in most urban parts of the country.

Generally, it becomes easier to achieve a language when one is within the environment where the different kinds of languages are used. However, few of us have such opportunity to learn a new language in such environment where different languages are spoken. The alternative is that one can try to create a similar environment or adopt similar learning processes as when learners are put in a target language speaking environment. By doing so, language learners can be assisted to learn the language more effectively while in their native country.

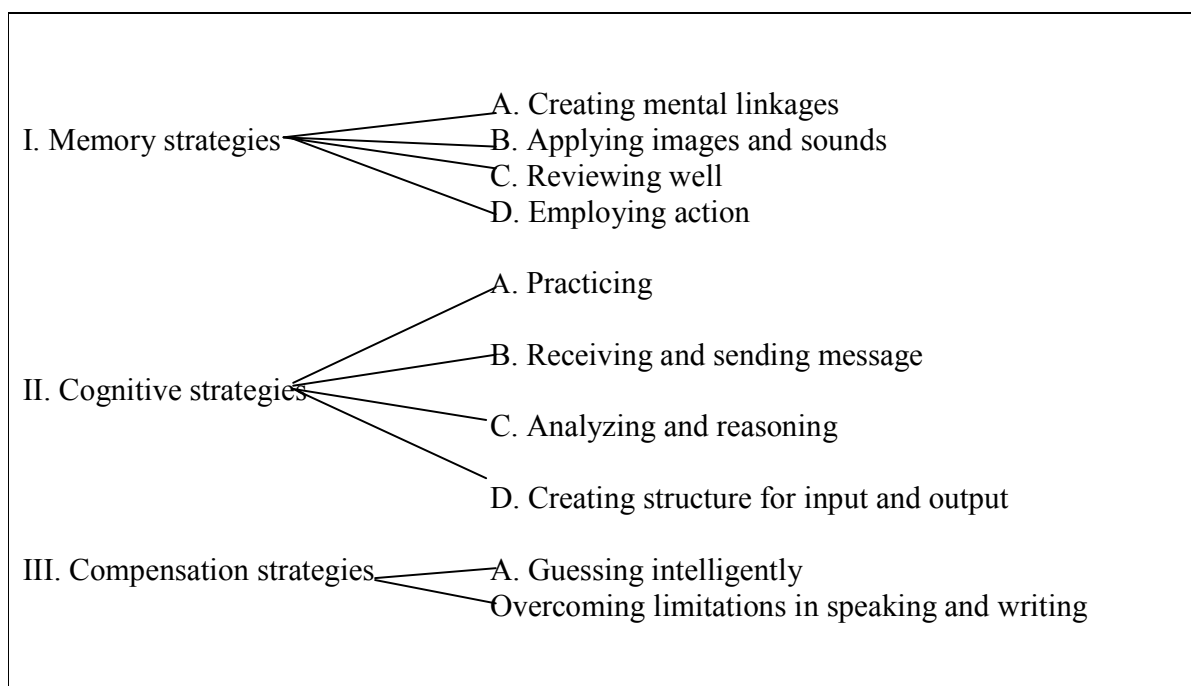
This present research investigates the Jawaharlal Nehru University Students' Turkish Language Learning Strategies as a foreign language. This research may be helpful to those academicians who teach foreign languages in universities and institutes, through this they can design the curriculum of teaching, classroom methodology and improve the teaching level related to the language learner strategies used by Indian FL students, and they may be the apprehender of the preferred learning strategies used by these Indian students. This study would not only help Indian FL learners but also other nationalities which have the similar FL background learners. The results of this study might aid to their learning. It was also hoped that this study would help teachers, institutions and university where foreign languages are taught.

### **Research Questions**

1. What language learning strategies do Indian learners of Turkish use?
2. Do male and female Students differ in their use of language learning strategies?
3. Is there a difference between the age groups in terms of overall the strategy use?
4. Is there a relation between the language proficiency and the overall strategy use?

### **Theoretical Framework**

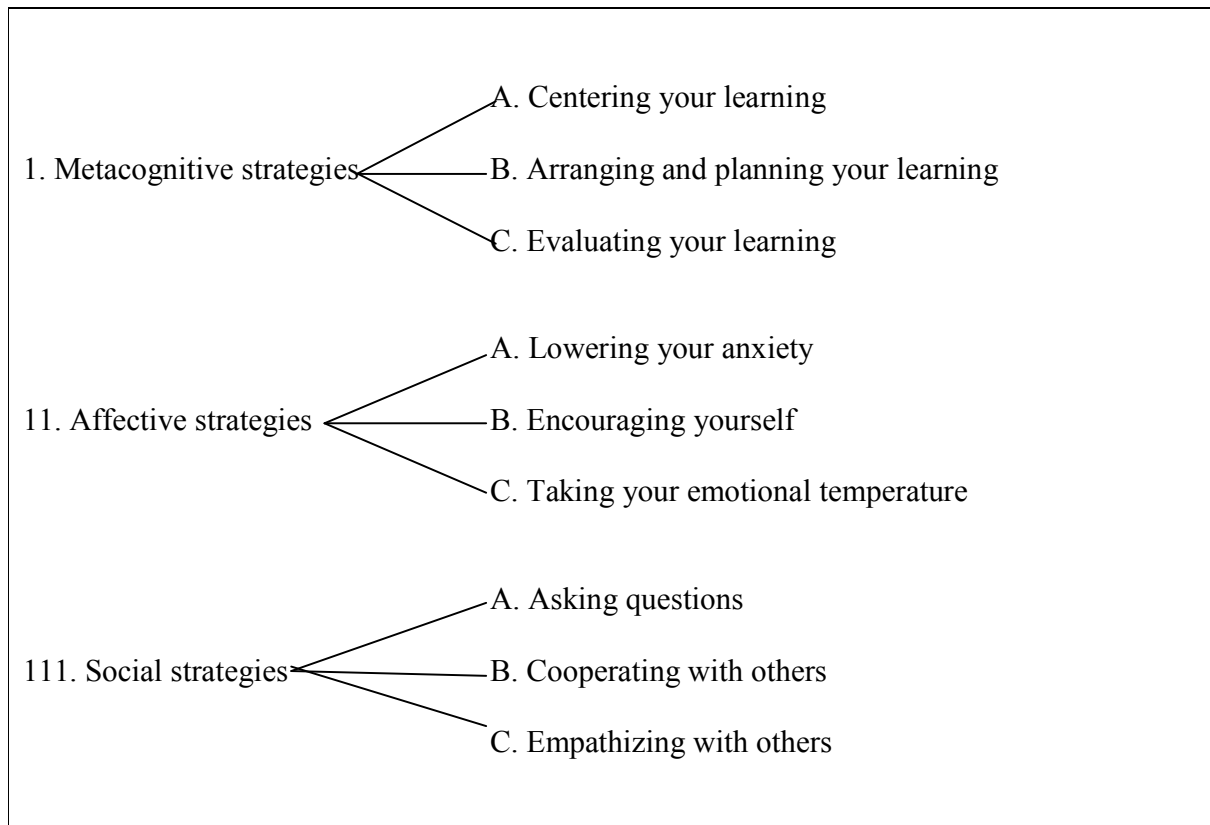
Language learning strategies are classified into two major sections: direct and indirect learning strategies (Oxford, 1990). It consists of three groups of strategies by each section. Direct learning strategies are directly involved with learner's target language. Their requirement is mental processing of the language. Oxford categories direct learning strategies into three sets: memory, cognitive, and compensation strategies. First two categories like Memory and cognitive strategies are categories into four sets, whereas compensation strategies are categories into two sets. Memory strategies include (creating mental linkages, applying images and sounds, reviewing well, and employing action). Cognitive strategies also include (practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output). The last two sets of compensation strategies of direct strategies include (guessing intelligently and overcoming limitations in speaking and writing). Figure 1 illustrates the direct strategies.



*Figure 1.* Diagram of the direct strategies sets (Oxford, 1990, p. 38).

On the other hand, Oxford (1990) divided indirect strategies into three categories. Each category like metacognitive, affective, and social strategies include three sets. These categories don't require direct involvement with learner' target language in any cases, they are called indirect strategies. Among these three indirect strategies, each strategy consists three sets of strategies (Figure 2).

Metacognitive strategies include three sets of strategies (centering your learning, arranging and planning your learning, and evaluating your learning). Affective strategies also include three sets of strategies (lowering your anxiety, encouraging yourself, and taking your emotional temperature). The last three sets of social strategies of direct strategies include (asking questions, cooperating with others, and empathizing with others). Figure 2 illustrates the indirect strategies sets.



*Figure 2.* Diagram of the indirect strategies: Overview from Oxford (1990 .p. 136).

## Definition of Key Terms

*Language learning strategies*: "are specific actions or techniques that students use, often intentionally, to improve their progress in developing L2 skills" (Green & Oxford, 1995, p. 262).

*Second language learning*: refers to learning "the language spoken in the local community and also at times serves as the generic term used to refer to both second and foreign language learning" (Cohen, 1998, p.4).

*First language* refers to the person's first language or native language. *Second language* refers to the person's second language or the target language. It is a language which is learned in an area where it is not spoken generally.

*Strategy* – "The word strategy comes from the ancient term *strategia* meaning of generalship of the art of war. More specially, strategy involves the optimal management of troops, ships, or aircraft in a planned campaign. A different but related word is also used as *tactics*" (Oxford, 1990, p.7).

*SILL* – *Strategy Inventory for Language Learning*, a questionnaire designed by Rebecca Oxford (1990) to investigate the language learning strategies of both second and foreign language learners, consists of six categories.

*Foreign language learning*: refers to learning a language which "is not considered to be spoken in the local community" (Cohen, 1998, p. 4).

*SPSS*: Statistical Package for the Social Science.

*J.N.U*: Jawaharlal Nehru University New Delhi India.



**Limitation of Study**

The research included only the students of Turkish at the Jawaharlal Nehru University New Delhi India. For this reason, it is possible to generalize the results of the study to the course like Turkish of other universities only to some extent. As Turkish language courses not only offered in J.N.U but also in some universities like Jamia Milia Islamia University, University of Hyderabad and some private institutes of India which are excluded from this study.

This study provides the information about language learning strategy of J.N.U students towards Turkish in India. It is based on some variables (learners' gender, age and proficiency level), as far as six dependent variables (memory, cognitive, compensation, metacognitive, affective and social strategies).

## **Chapter Two**

### **Literature Review**

#### **Introduction**

This chapter provides a comprehensive review and analysis of the literature related to language learning. This chapter will also discuss previous investigations of language learning strategies. This chapter will introduce following eight areas: (1) Defining Language Learning Strategies, (2) General characteristics of Language Learning Strategies, (3) Taxonomy of Language Learning Strategies, (4) Research on Language Learning Strategies (5) The Good Language Learner Research, (6) Instruction in Language Learning Strategies (Strategy Training) Separate versus integrated instructions, Direct versus embedded instructions, (7) Relationships between Strategies and Learning Styles ,(8) Procedure of (Instruction) in Strategy Training.

#### **Defining Language Learning Strategies**

A word “strategy” came from Greek which means plan for winning a war. In another word it is called a tool for achieving any goal. This tool is not a recent invention it has been used for several years, as many researchers discovered formally and named it recent invention. This tool is also meant as a self regulation and self governance.

There are many example related to this tool which has been used in ancient time by the story teller. The specialists used this tactics with students to develop their memorizing power which help them to remember their task. Previous many decades, researchers have given different definitions for language learning strategies.

Table 1

*Various definitions of language learning strategies by various researchers.*

Researchers	Definitions
Oxford (1990: 8)	Learning strategies are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.”
Stern (1983: 405)	“In our view strategy is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, leaving learning techniques as the term to refer to particular forms of observable learning behavior, more or less consciously employed by the learner.”
Chamot (1987:71)	“Learner strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information.”
Wenden (1987: 6)	“The term learner strategies refer to language learning behaviors’ learners actually engage in to learn and regulate the learning of a second language.”
Rubin (1987: 23)	“Learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly.”
Cohen (1990: 5)	“Learning strategies are viewed as learning process, which are selected by the learner consciously but are applied to specific language activities.”
Oxford and Cohen(1992:1)	“Learning strategies are defined as steps or actions taken by learners to improve the development of their language steps.”
O Malley and Chamot (1990:1)	Learning strategies are “the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information.”

### **General characteristics of Language Learning Strategies**

There are several terminologies over language learning strategies given by different researchers. According to Wenden (1987 a) a specific language learning behavior is a strategy or not. According to several researchers it has been cleared that language learning strategies have some feature (Rubin, 198; 87 Wenden, 1987a; Richards & Lockhart, 1994). Language learning strategies are specific actions or techniques used by learner to develop their learning skill in both second and foreign languages (Oxford, 1990). As it is also accepted by researchers that Language learning strategies are steps which is adopted by learners. It is also a major tool which helps and develops learner's skills in following ground like listening, speaking, reading and writing. It is a technique used by learners to gain language easily. In the same way, oxford (1990) summarized it in twelve ways.

- (1) Language learning strategies help learners to achieve their target, proficiency of communication; additionally they enlarge the role of educators and help learning both directly and indirectly.
- (2) Language learning strategies provide opportunity to make them self directed, regulated and self individual "The aims of teaching learning strategies are to help learners to take control of their own learning" (Williams & Burden, 1997, p.151).
- (3) Language learning strategies develop the skill of student's as well as teachers in teaching and learning foreign languages. Students use language learning strategies in language learning or not, if they use then which strategies they use or not which strategies are their more preferable strategies, so according to their use of strategy or not teachers aid and guide them accordingly.
- (4) Language learning strategies are problem-oriented. It specifies the problem which is encountered by learners during language learning "In other words, they are used in response to particular problem" (Williams & Burden, 1997, p.151).

(5) Language learning strategies are the action which is utilized by learners to become master on their target language. “That is, they are specific behaviors in response to a problem, such as guessing the meaning of a word, rather than more general aspects such as learning style, personality or motivations” (Williams & Burden, 1997, p.151).

(6) Language learning strategies implicate in many dimension of the learners. “They involve affective and social aspects as well in the comparison of memory, cognitive, compensation, and metacognitive” (Williams & Burden, 1997, p.151).

(7) Language learning strategies help learners in learning both directly and indirectly. They improve language performance, encourage and give patience to the learners and help them to learn language easily.

(8) Language learning strategies are not perceptible every time.

(9) Language learning strategies generally make aware to learners using strategy in language learning. “Strategy training helps learners to become more aware of the strategies they use and to distinguish between appropriate and inappropriate ones” (Williams & Burden, 1997, p.151).

(10) Language learning strategies can make learner successful in language learning “People can improve their learning through strategy training” (Williams & Burden, 1997, p.151).

(11) Language learning strategies help learners and make them more sufficient in learning language “Learners exert choice over the way they use, combine and sequence strategies” (Williams & Burden, 1997, p.151).

(12) Language learning strategies affected by the diversity of component.(1990,p.9) “For example, stage of learning, task requirements, age, sex, nationality, general learning style, personality, motivation and purpose for learning the language” (Williams & Burden, 1997, p.151).

## **Taxonomy of Language Learning Strategies**

Taxonomies have played a great role in language learning strategy which helped the researchers in their studies regarding Language learning strategies. Various writers have given various taxonomies in the field of Language learning strategies. According to Bialystok 1978 language learning strategies have categorized into four sections: formal practicing, functional practicing, monitoring and inferencing. Formal practice strategy and functional practice strategy help learners to put their effort in language learning to achieve their goal, which also formal focuses more on the language. On the other hand, functional practice strategy focuses on the use of the language in verbal situation. According to her there are three types of knowledge: explicit, implicit and general knowledge of the world. As it is imagined by her that the inferencing may be used with implicit linguistic knowledge and the knowledge of the world. Monitoring, formal practicing are the communicative practice which is found in language learning situation. Functional practicing is like completing a transaction at any place through communication which contribute both to explicit and implicit linguistic knowledge.

According to O'Malley and Chamot (1990), learning strategies can be classified into three categories: (1) metacognitive strategies (2) cognitive strategies (3) social/affective strategies. Metacognitive strategies deal with organizing, setting goal and objectives, pre- assessment and pre-planning for second language task, gathering and organizing material, identifying the purpose of target language task and help learners to organize and plan their language learning efficiently and effectively.

Metacognitive strategies can be applied to a diversity of learning tasks. It also discovers the practice opportunity and playing important role for learners who seriously interested in language learning. Metacognitive strategies make learners more competent in language learning and it is also important for successful language learning. Cognitive strategies involve with

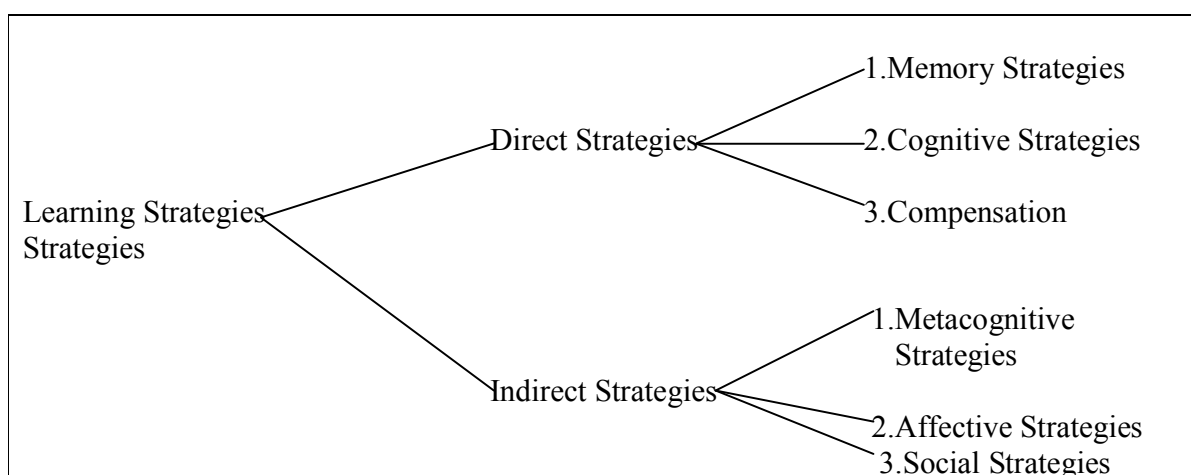
retention, grouping, storage, phrases and another factor of second language. Cognitive strategies also summarizing and reasoning argumentatively that enable learners to comprehend and present new language by various means. Cognitive strategies are having a great role in learning a new language.

Cognitive strategies come under three groups: rehearsal, organization, and elaboration processes. Affective strategies help learners to control emotion, motivation and attitude, moreover it also helps learners to reduce anxiety, stress, burden and encourage them in language learning. Learner can gain control over these factor through affective strategies. Affective strategies include three sets: Lowering your anxiety, Encouraging yourself, and taking your emotion temperature. Social strategies refer to interaction with other. It helps learner to interact with people and learn language by communicating which assist them to achieve their goal in language learning.

Social/affective strategies reflect a wide range of grouping. These strategies involve interaction with other people. Cooperative learning is an example of social or affective strategies.

### ***Direct and Indirect Strategies***

Oxford (1990) stated that strategies which directly involve the target languages are known as direct strategies. They demand mental processing of the language and each of these groups does this procedure differently and for different purpose. It contributes directly to the learner's in language learning. Direct strategies fall into three groups: memory strategies, cognitive strategies, and another one is compensation strategies. On the contrary, indirect strategies which benefit language learning indirectly. It is subdivided into three strategies which are metacognitive strategies, affective strategies, and social strategies and they "provide indirect support for language learning through focusing, centering, arranging, planning, evaluating, asking questions, seeking opportunities, controlling anxiety, encouraging, increasing cooperation and empathy, and other means"(Oxford, 1990, p. 151). All these strategies are called indirect strategies because they help and cope with language learning without in (many instant) which involved directly in target language. Figure 3 displays the overview of Oxford's strategy system.



*Figure 3.* Diagram of the strategy system: Overview from Oxford (1990, p. 16).



***Language Learning Strategies consists of six categories.***

Language learning strategies are subdivided into six groups. Direct strategies include three sets of strategies: memory, cognitive, and compensation moreover, indirect strategies also include metacognitive, affective and social strategies. *Memory Strategies* are employed for storing and retrieving new information. It helps learners to store new things in the memory which they hear and read while learning a new language. Memory strategies deal with the study of meaning. It also enables learners to collect information from memory whenever they need to use for comprehension. For instant memory strategy is "I use rhymes to remember new Turkish word" (Oxford, 1990, p. 294). There are four sets of strategies come under this category: creating mental linkages, applying images and sounds, reviewing well, and employing action. Creating mental linkages are grouping, associating/elaborating, and placing new words into a context which are useful for mental linkages. Employing images and sounds are helpful for remembering new statement through hearing or reading as well as it also involves with using imagery, semantic mapping, using keywords and representing sound in memory. Reviewing well is important for memorizing material in the language learning. Employing action uses physical response which uses mechanical response. Each set has various approaches which help the language learner to learn better. Figure 4 presents the overview of Memory Strategies.

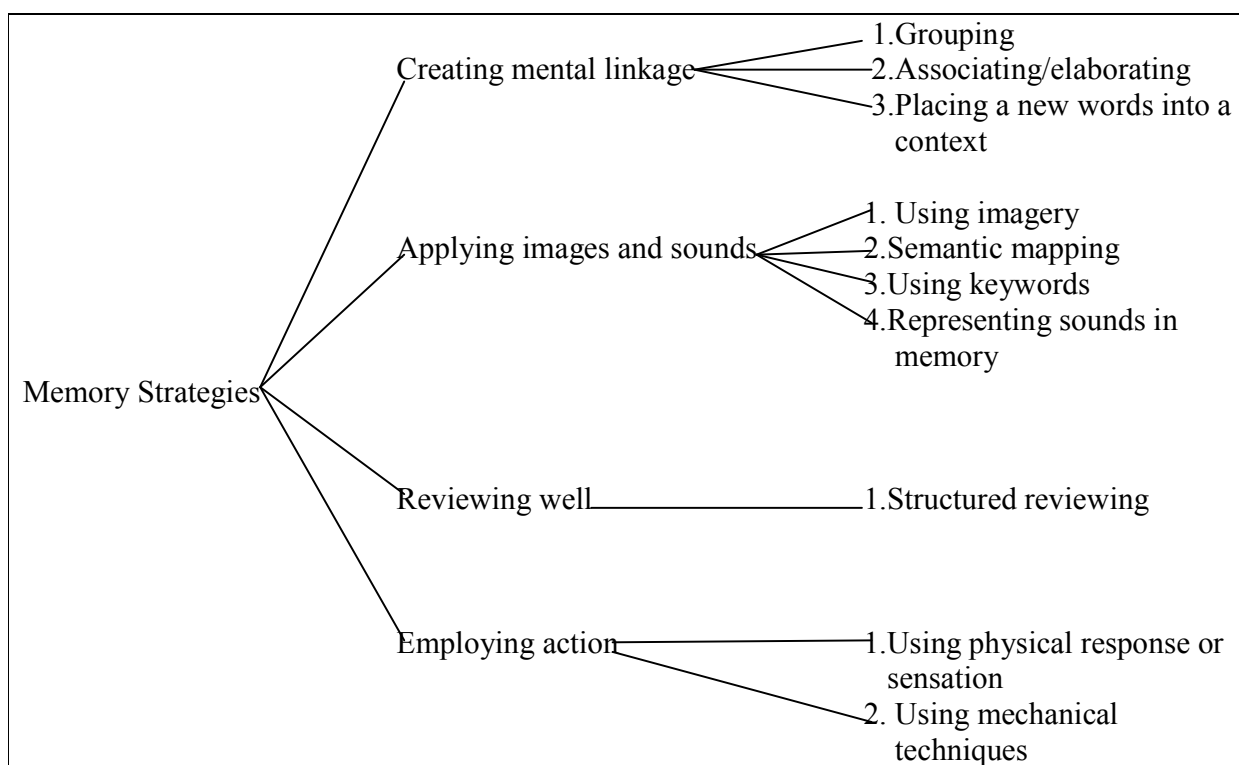


Figure 4. Diagrams of the *Memory Strategies* from Oxford (1990, p. 18)

*Cognitive Strategies* play a great role in language learning. It refers to the mental processing of the second language and establishing cognitive design such as analyzing and synthesizing which has an integrated common function like manipulating or transforming the target language. This category includes various accessibility; however, the common function is manipulating or changing the target language by the learners. An example of cognitive strategy is "I look for words in my own language that are similar to new words in English" (Oxford, 1990, p. 295). There are four sets which fall in this category are follows: practicing, receiving and sending messages, analyzing and reasoning, and last one is creating structure for input and output. In this category each set has different accessibility and different contribution in the area of language

learning. Cognitive strategies are mainly known for practice which is most important in language learning. Figure 5 shows the overview of Cognitive Strategies.

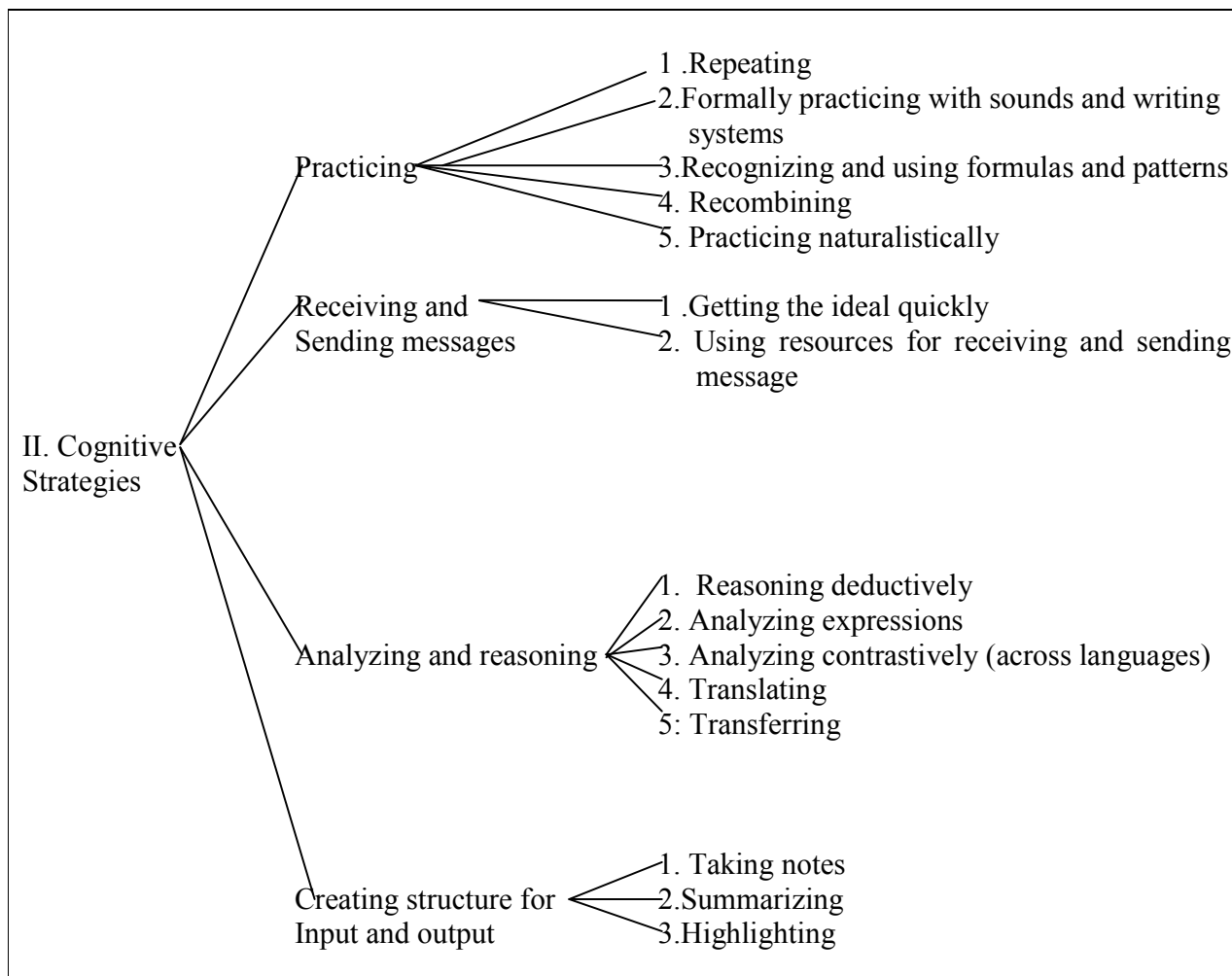


Figure 5. Diagrams of the *Cognitive Strategies* from Oxford (1990, p. 19).

*Compensation Strategies* involve with learners to enable the new language for comprehension and production to compensate for limited knowledge, like guessing intelligently in reading and listening, guessing meaning of the context which the learners don't know word to word, using synonyms, using expression, gestures or body languages to convey the meaning or talking around the missing word to aid speaking skills and writing skills which help learners to fulfill the missing knowledge in language learning. This strategy intended to make up for an inadequate repertoire of grammar, and especially vocabulary, which is the purpose of compensation strategies. A compensation strategy has two sets of strategy: Guessing intelligently in Listening and Reading and another one is overcoming Limitation in Speaking and Writing. For example, compensation strategy is "To understand unfamiliar English words, I make guesses" (Oxford, 1990, p. 295). In this part learners apply their Guessing ability in both listening and reading to aid the missing knowledge and understand the real composition of the context. It also helps learners to release spoken and written expressions in the new language without having had the knowledge of that context. With two subsets like, guessing intelligently and overcoming limitation in speaking and writing compensation strategies have also produce ten strategies.

Figure 6 shows the relationship between compensation strategies.

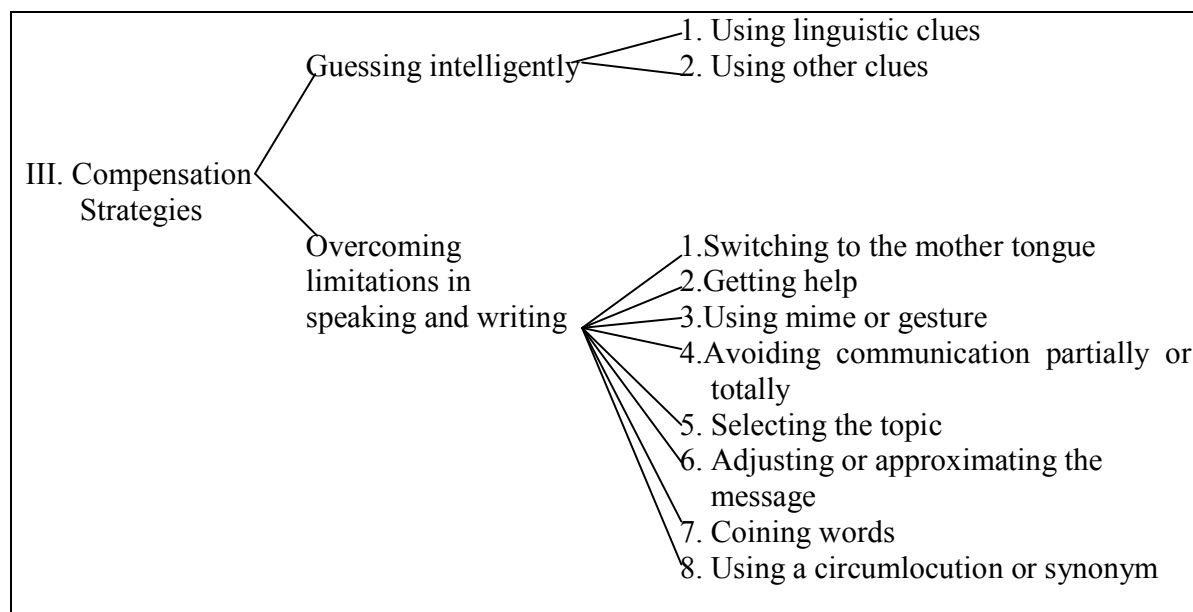


Figure 6. Diagrams of the *Compensation Strategies* from Oxford (1990, p. 19)

Oxford (1990) divided language learning strategies into two major classes: Direct and Indirect strategies where direct strategies include memory, cognitive and compensation which is mentioned in earlier study. The second class is the indirect strategies which has metacognitive, affective, and social strategies. Metacognitive strategies identify the learning style and its preference wherever it needs. It also plan for second language learning task, like collecting and organizing material related to language learning. *Metacognitive Strategies* are "actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process" (Oxford, 1990, p. 136). For instance, metacognitive strategy is "I try to find as many ways as I can to use my English" (Oxford, 1990, p. 295). Metacognitive strategies ensure a medium or a way for learners to coordinate their own language procedure. Metacognitive strategies add three sets of strategies: centering ones learning, arranging ones learning, planning and evaluating one's learning. This three specific groups has ten strategies which is listed in (Figure 2.5) below. They help learners to regain their conscious and focus their attention, which

the learner lose while learning language. It also energies on specific language task. Metacognitive strategies assist learners for organizing, arranging and planning their language learning task efficiently. Figure 7 presents the oxford's Metacognitive Strategies system.

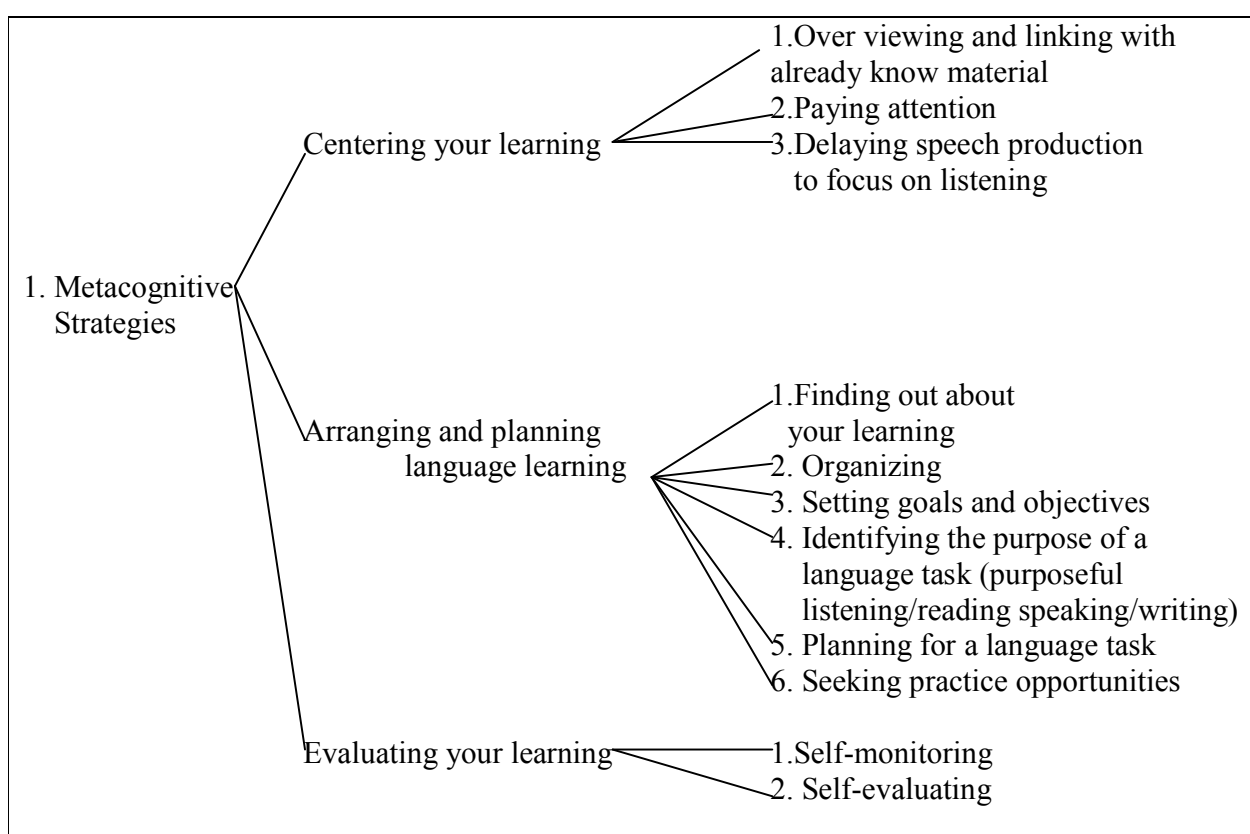


Figure 7 Diagrams of the Metacognitive Strategies from Oxford (1990, p. 20)

*Affective Strategies* refer to identify learners' mood, anxiety, feeling, emotions, attitudes, motivations and values. It also rewards learners for good performance. Oxford (1990) suggested that learners can gain control over these factors through affective strategies. Affective strategies include three sets of strategies: Lowering one's anxiety, Encouraging oneself and taking one's emotional temperature. It helps learners to give relax while they stay in tense or in stressed situation. Oxford tells that the learners who know how to control their emotions and attitude towards learning are known as good language learners. Language learners take risk whenever it requires in learning similarly, whenever they feel anxious in learning they try to relax themselves.

Language learners also determine/reward themselves when they do well in language learning. For example, "I encourage myself to speak English even when I am afraid of making mistakes" (Oxford 1990, p. 296). Figure 8 illustrates a total of ten specific affective strategies system.

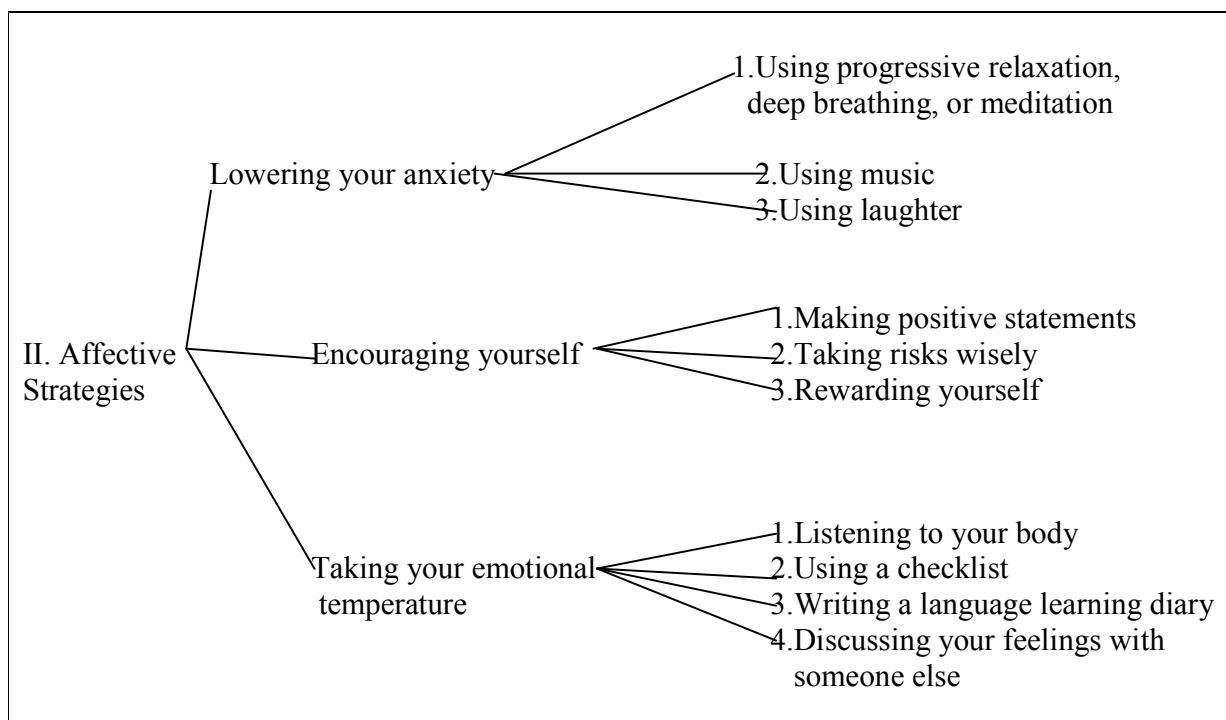


Figure 8 Diagrams of the *Affective Strategies* from Oxford (1990, p. 21)

The last category is *Social Strategies*, which deals with asking question to get information, asking question to clarify doubt and asking to get help in language learning. Social strategies give opportunity to learners to practice their knowledge. It also provides such occasion to make culturally aware to learners. A social strategy gives chance to learner to communicate with people to fulfill the requirement which is necessary in target language. An example of a social strategy is "If I don't understand something in English I ask the other person to slow down or say it again" (Oxford, 1990, p. 296). In language learning Social strategies has a great role which involves one people to another. Social strategies have also three set of strategies, and each set includes two specific strategies. The three sets strategies are as follows: asking questions,

cooperating with others, and empathizing with others. Figure 9 indicates strategies which are subdivided into six specific strategies.

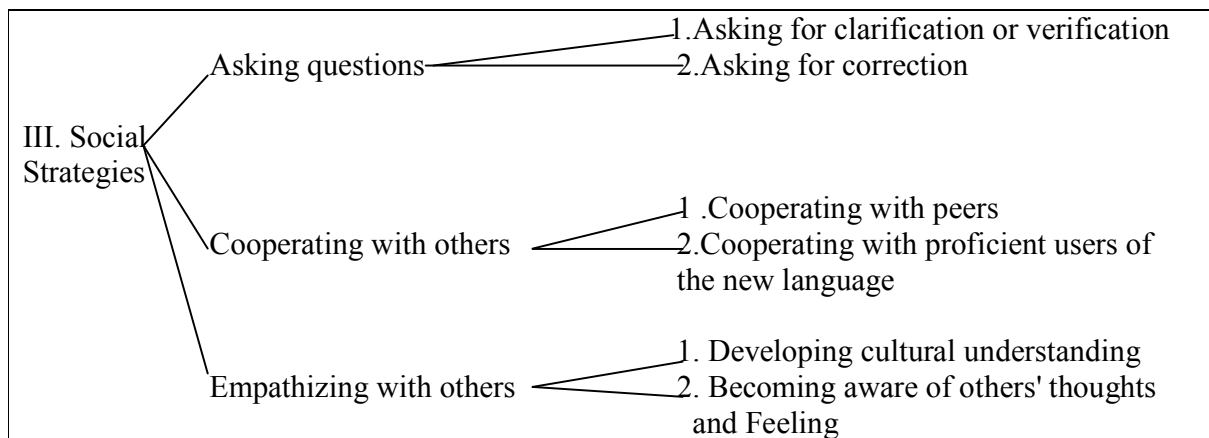


Figure 9. Diagrams of the *Social Strategies* from Oxford (1990, p. 21)

### Research on Good Language Learner

Since 1978 there have been a number of studies done on good language learner. Researchers have described and summarized it in a greater way in their books. According to the research they have found that the good language learners are not limited to one particular set of options. They are independent and choose many options as much as possible in their learning. Learning foreign language is really an amazing and challenging task. This task is indeed unknown and unseen for learners and has no knowledge of that before starting. As it seems to be a progressive and time consuming process. Similarly, Rubin and Thompson (1994) wrote: “Language learning is a long process” (p. 9).

There are many studies which have focused on language learning strategies; similarly Oxford (2006) stated that the important impetus in language learning strategies research was the concept of the ‘good language learner’. It helps learners to achieve their task. According to many research it has been clarified that the good language learners are distinguish by positive or explicit learning strategies which help them to design their own learning skills, plan and



developing the new language systematically, revising and memorizing the context, understanding the root of meaning, practicing the language, making self individual and self monitoring and using the language in communication. Good language learners have their own characteristics and they use such character to become a successful learner. Likewise, they find a method and style which is better for their learning. They are self conscious and they know themselves better. They never dislike anything while learning, but try to grab them as they need in language learning. Good language learner believes themselves and prefers such way or medium which can help them to reaching their task. They are actively involved in language learning so they can learn language easily. Good language learners hypothesis the language system and its procedure and work accordingly. They are being motivated to learn language and they also believe that they are capable to learn a new language, because they have patience, tolerance and power of facing challenge. They are conscious of their own learning and learning style and acquainted of own language strategies.

Previous many decades researchers and educators have been giving their contribution effectively to find out effective teaching methods and approaches to language teaching, According to Brown (2007) it has been seen that some learners learn language successfully without caring of medium, pattern, methods or techniques/system of teaching; therefore, it means that the importance of individual changes in language learning have also a great role to make learner successful. Despite of language teaching methodology, learner can achieve their target and become success in another language. Their learning strategies enable them to complete their target. It has also seen that not of all good language learners have possessed such individual variation or qualities, but mostly have they developed them according to their situation and use them accordingly. They are also capable of learning without the presence of teacher's guidance,

similarly they also don't lose the opportunity to use their resource and benefit from their presence whenever they are with their teacher.

Fan (2003) stated that learners who have much control of their learning will become more successful in the comparison of those who do not. Moreover, it has also been seen that the strategy used by successful or good language learner have become the centre of attention among both teachers and researchers.

*Rubin (1975) provided a list of seven strategies that GLLs used.*

- (1) They are intending and accurate guessers and store information in efficient manner.
- (2) They have such technique or drive to communicate or to learn from a communication; similarly they use gesture to get their message across.
- (3) They never stop themselves and never feel fooled by making mistakes.
- (4) They constantly look for patterns in the language.
- (5) They always look for opportunities to practice the language.
- (6) They learn by their own mistakes.
- (7) They pay attention on meaning because they know that it is not important to pay attention on grammar to understand the message.

*Rubin and Thompson (1982) provided a set of fourteen strategies which the good language learners use to make their learning better.*

- (1) They are very attentive in learning and find their own way to make their learning better.
- (2) They arrange information about the language and do action accordingly.
- (3) They are creative and seeking for the opportunity to experiment with the language.
- (4) They are very good in creating opportunities to use the language across.
- (5) They believe in changes and impose such changes on their learning.
- (6) They use such device or tools which helps them to remember something easily.

- (7) They commit mistakes without worrying while learning language.
- (8) They use their lingual knowledge and rely on what they know like first language or other languages.
- (9) They are very intelligent in using context and know how to use it which helps them to understand the message by guessing.
- (10) They always try to be an intelligent guesser to reach near the exact position in language.
- (11) They use gestures, body language, expressions and idioms as wholes.
- (12) They always in search of such medium or means which help them keeping on their conversations.
- (13) They use tactics specific techniques, synonyms and idioms to continue their conversation on.
- (14) They use different styles of speech and apply according to the need of the context.

*Lightbown and Spada's provided a set of strategy which resembles Rubin and Thompson's.*

- (1) They are willing and accurate guessers to discover the exact meaning in language learning.
- (2) They are willing to make a mistake which makes them perfect in learning.
- (3) They constantly communicate with people to develop their communication skills.
- (4) They look for pattern and work accordingly.
- (5) They always search opportunity to practice their language whenever it possible.
- (6) They examine their own speech to know whether they are right or wrong.
- (7) They are very attentive in learning and focus only on their learning.
- (8) They also enjoy grammar while learning language.
- (9) They start learning since childhood.
- (10) They have above average IQs.
- (11) They have good background of academic skills and apply them on learning.

(12) They have good self status and self confidence to govern on learning.

According to Lightbown and Spada's learners should be highly informative, good linguistic background and academic skills which helps them to enjoy the process of learning.

*Stern (1975) produced a group of ten strategies of Good language learner.*

(1) *Planning strategies*: A strategy developed by own like personal learning style used in learning to make it more easier.

(2) *Active strategy* : A strategy which actively approach to learning.

(3) *Emphatic strategy*: An endurable and begone approach to the target language and its speakers.

(4) *Formal strategy*: A strategy which is known technically teach how to deal with language.

(5) *Experiment strategy* :An approach which help learners to develop a new language in sytematically way and revise it constantly.

(6) *Semantic strategy*: A strategy which Constantly in the search of meaning.

(7) *Practice strategy* : This strategy help learners to continue be with practice.

(8) *Communication strategy*: It is used willingly in order to keep on communication.

(9) *Monitoring strategy*: This strategy allow learners to Self-monitoring and critical sensitivity in the language use.

(10) *Internalization strategy*: This strategy help learners to develop the second language progressively as a separate reference system and learning to think in it.

There is also another study carried by Naiman et al on the concept that successful language learners can be deploying specific strategies. Naiman (1978) has done a study with highly skilled language learners. In this study he found that the good language learner used a number of techniques in language learning. The five strategies which was identify in this study are:

(1) *Active task approach*: They involve in learning very actively to complete their task.

(2) *Realization of language as a system*: They take action according to awareness of language as a system.

(3) *Realization of language as a means of communication and interaction*: They realize the value of communication and interaction and use it accordingly in their task.

(4) *Management of affective demand*: Acceptance of affective demand initially or with time and deal with them.

(5) *And monitoring of second language performance*: They keep on monitoring and focusing their performance in second language System.

### **Instruction in Language Learning Strategies (Strategy Training)**

Chamot, Barnhardt, El-Dinary & Robbins (1999) mentioned, “Differences between more effective learners and less effective learners were found in the number and range of strategies used, in how the strategies were applied to the task, and in whether they were appropriate for the task” (p. 166). Therefore, it is very necessary to teach learning strategy to the learner which really help learners and give a way to learn language easily. Teaching learning strategy to learners is to teach them the method and pattern of language which develop their learning skill and stimulate them to achieve the task successfully. Some time it happens that teachers teach strategies to their students but not getting any positive result as they aspect from their students. It may be that the strategy which is taught by teachers might not fit them similarly, learners learning style, learning strategy or preferred learning strategies may be different, so in that case teacher should teach optional strategies which is definitely important and proves effective in their learning. So teacher should apply those techniques which directly affect their learning so can they learn it easily. If they can find the strategies which are effective for their studying, they will be able to study successfully.

There are various writers given their opinion about language teaching. Someone has given one's views like how teachers should teach learning strategies? Similarly, another one is what kind of technique should use in teaching strategies or how it should be taught?

Oxford (1990), Chamot (1998) suggests that strategies can be taught by strategy training. Oxford states that the training not only teaches language learning strategies but also deals with feelings and beliefs.

Both writers have described about strategy training in their book. They have given many example of strategy training that how teachers should give training to their students. On the other hand Chamot, & O'Malley, J. Michael: (1994) also given great models in CALLA Handbook (1994). In the book, they mention the CALLA Instructional Framework as Preparation, Presentation, Practice, Evaluation and Expansion. This instructional framework integrated learning strategy instruction and basic idea or concept related to area of this topics and action to develop the learning strategy. In this phase new learning strategies are produced and practiced, so that learners approach all kinds of task using learning strategies. In the lesson of CALLA both teacher-directed and learner-centered activities have been included. These activities identify three types of objectives: content objectives, language objectives, and expansion activities. Each lesson of CALLA is divided into five phase, likewise: as Preparation, Presentation, Practice, Evaluation and Expansion.

These phases of examples display that how important it is to demonstrate the natural process of learning. As it is known that the strategy training is very important for those learners who cannot manage their learning by themselves. The selection of strategy is based on the instructional framework which provides a better guidance for teaching learning strategies. In the language teaching instructional framework will prove very effective if teachers introduce this concept as strategy training in their lessons, too. Chamot, & O'Malley, J. Michael: (1994)

presented instruction lesson plans to include learning strategies which follow the five phases of the learning framework. The instructional framework is shown in Table 2 below.

**Preparation**

Develop students' metacognitive awareness and self-knowledge through activities such as:

- Discussions about strategies students already use for specific tasks;
- Small group interviews in which students describe and share their special techniques for completing task successfully;
- Learning strategy questionnaires in which students indicate the frequency with which they use particular strategies for particular tasks; and
- Individual think-aloud interviews in which the student works on a task and describes his/her thoughts.

**Presentation**

Teach the strategy explicitly by:

- Modeling how you use the strategy with a specific academic task by thinking aloud as you work through a task (e.g., reading a text or writing a paragraph);
- Giving the strategy a name and referring to it consistently by the name;
- Explaining to students how the strategy will help them learn the material; and
- Describing when, how, and for what kinds of tasks they can use strategy.

**Practice**

Provide many opportunities for strategy practice through activities such as:

- Cooperative Learning
- Reciprocal Teaching
- Hands-on science experiments
- Mathematics word problems
- Research projects
- Developing oral and written reports
- Analyzing literature
- Process writing

**Evaluation**

Develop students' metacognitive awareness of which strategies work for –them – and why - through self-evaluation activities such as:

- Debriefing discussions after using strategies;
- Learning logs or journals in which students describe and evaluate their strategy use;
- Comparing their own performance on a task completed without using learning strategies and a similar task in which they applied strategies;
- Checklists of their degree of confidence in using specific strategies;
- Self-efficacy questionnaires about their degree of confidence in completing specific academic tasks; and
- Self-reports telling when they use or do not use a strategy, and why.

**Expansion**

Provide for transfer of strategies to new tasks through activities such as:

- Scaffolding, in which reminders to use a strategy are gradually diminished;
- Praise for independent use of a strategy;
- Self-report in which students bring task to class on which they have successfully transferred a strategy;
- Follow-up activities in which students apply the strategies to new task and contexts;
- Analysis and discussion of strategies individual students find effective for particular tasks.

See Chamot and O'Malley (1994, p. 71) CALLA Model for Teaching Strategies



**Preparation**

This instructional framework phase is to help learners distinguish the prior knowledge and strategies which they are already know and use to enlarge their awareness of different strategies through retrospection, imagination and exchanging ideas. It also helps to learners to describe and share their specific thought and technique for completing their task.

**Presentation**

The aim of this phase is to develop the student knowledge about strategies by providing logical explanation. It also focuses on explaining and modeling the learning strategy or strategies. Teacher shows the example of the new learning strategy and explains the use of this strategy. They also explain the importance, usefulness and role of the strategy in learning languages. In this phase teachers make sure that students understand the new information related to their task so that they will practice in their learning.

**Practice**

In this phase, students get different opportunities to practice the strategy with an authentic learning task. This phase is the learners centered phase, learners engage their self in activities to practice the new information which is exposed by them in presentation phase. Teachers help students to understand the new information and its use in different way, so can student get it easily and apply in their task.

**Evaluation**

This phase of instruction develop the student ability and provide opportunities to judge their own achievement in using learning strategies. In this phase students are encouraged to determine the influence of strategy employed on regular basis like keeping notes, material, group discussions and using strategies in different way. This phase help learners to investigate their

performance in language learning which gives them an understanding of what they have learned or not and do action accordingly.

### **Expansion**

In this last phase students get a lot of opportunity to think about the new idea and skill which they have learned in language learning, constitute them into their previous learning to make better applications which really help and develop the learning skill of learners. It also proved most effective strategies and applied to the new contexts in other classes as well as in the ESL class, and devises their own personal combinations and explications of learning strategies.

Oxford (1990) provided three strategy training: (1) awareness training (2) one-time training (3) long term strategy training (Oxford 1990, p. 202). Awareness training: This training raises consciousness and familiarizes students with strategies, which does not allow them to actually use strategies. This training allows learners to be aware and acquainted with the general concept of language learning, which helps them to fulfill the task for target language. In this training awareness students are not in the situation to use actual strategies for their language task. It helps learner to introduce their own concept of learning strategies and also motivate and encourage them to increase their intelligence and strategies. It should be fun and motivating; lectures are not recommended. There are exercises good for awareness training provided by Oxford. She suggests using Embedded Strategies Game or Strategy Search Game for awareness training. Embedded strategies game is like a matching exercise which requires students to match the language activities with relevant strategies. Strategy search game is a little more complicated which requires that students determine what strategies they would need to use for certain language tasks/ situations.

One-time strategy training consists of one or just a few sessions to teach students very particular strategies they need. Learners are informed about the importance of such kind of

strategy training that how they can use, and how they can evaluate the success of the strategy. This strategy is suitable for those learners who have a need for that particular strategy which can be taught in one or just a few sessions. O'Malley and Chamot (1990) identify four kinds of instruction for strategy training by comparing them with one another: "separate versus integrated instruction" and "direct versus embedded instructions" as will be explained below.

***Separate versus Integrated Instructions.*** According to O' Malley and Chamot (1990), separate versus integrated instruction is an unresolved issue in learning strategy. They mentioned that students can learn strategies better if they focus them exclusively. Their attention should only on strategy not in the division between strategy and content. They argue that strategies are generalized to many contexts and that students will learn strategies better if they only focus on developing strategic processing skills instead of trying to learn content at the same time. However, integrated instruction covers the process of integrating this instruction into the content subject in the classroom management and activities. Teaching strategies separately also eliminates the need to train every content teacher in the techniques of teaching strategies. Instead, one teacher could be expertly trained to teach a class such as "Learning to Learn". The researchers who prefer integrated strategy instruction programs claim that learning in context is more effective than learning separate skills whose immediate applicability may not be evident to the learner (Wenden, 1987).

***Direct versus Embedded Instruction.*** O Malley and Chamot, (1990) claim that advocates of direct versus embedded Instruction argue that strategy instruction is whether the actual training (whether separate or integrated) should be direct or embedded. Learners belong to Indirect instruction are informed of the significance as well as intention of strategy training, but learners from embedded instructions are offered with activities and material design to draw out the use of the strategies, which is taught by their instructor. These learners are not informed of the purpose

and its reason that why they are being practiced by this learning approach. In the language instruction most language learning text and programs use the embedded approach. Their purpose behind this approach is to present activity such as pre reading preparation for the words, terminology and idioms or post reading activities such as framing the skills and reading analysis.

In the embedded strategy instructions, students are instructed to work through materials and activities designed to draw out the use of specific strategies Kinoshita (2003). There is also a major advantage of strategy training embedded in instructional materials is that it requires no teacher training B.F. Jones (1983 as cited in O'Malley & Chamot, 1990).

### **Strategy Use in Foreign Versus Second Language Contexts**

(Kojic-Sabo & Lightbown, 1999, p. 189) conducted a study with 47 ESL and 43 EFL adult learners. The analysis of this study suggested that ESL and EFL learners show both similarity and differences in the way that how they approach the target of their learning. According to the learning environment some strategies seemed to "come more easily" to English as Second Language learners than to English as Foreign Language learners. Differences in learning environment played a great role in the strategy use of these learners.

It has generally seen in the results that the number and frequency use of second learning strategy is high in second language congestion (Rossi-Le, (1989) in the comparison of foreign language congestion (see, e.g., Park, 1994) because second language learners have too many languages background in their surroundings. They must learn and employ that language to survive themselves; therefore, they are in such situation to apply learning strategies as much as possible. Unlike, it doesn't require too much for foreign language learners in their daily life that's why they do not apply many learning strategies. Green and Oxford (1995) has also discussed in their study about the frequency and strategy use in foreign as well as second language.

Phillips (1990, 1991) conducted a study with ESL learners to investigate their strategy. In this study Phillips found that ESL learners used metacognitive, social, and compensation strategies in a high level of frequency, while the other strategies like cognitive, affective, and memory strategies fell as medium level of frequency. Likewise Souriyavongsa, Abidin, Sam, Mei & Britto (2013) conducted a study with students learning English as a foreign language (EFL). According to the analysis of this study, they found that the participants of this university are the medium frequency user in English learning.

Murray (2010) also conducted a study with 166 English native speakers learning Korean language. In the analysis of this study the result shows that students used compensation and social strategies at higher level, memory, cognitive, metacognitive and affective strategies were used at medium level, as none of the strategies are encountered at low level usage.

### **Relationships between Strategies and Learning Styles**

Over the past decade, there is a lot of research has been done by researchers from various part of the world on the relationships between strategies and learning styles. As we know that both strategy and style are two aspects of learning which help learners to judge how well they can learn a second or foreign language. A number of definitions have been given in the literature for the term learning styles. Learning styles are the ways and approaches which learners use to achieve second/foreign languages. Learning styles defines the transformation among language learners in using one or more than one cognition to perceive the experience. In another difination it is stated that the “Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others” (Dunn & Griggs, 1988, p. 3).

As far as learning strategy is concerned research on learning strategies began in 1960s. Since that time various definitions have been given by various researchers on learning strategies.

Researcher defined learning strategies as “specific actions, behaviors, steps, or techniques --such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning” (Scarcella & Oxford, 1992, p.63).

Zahra & Vahid (2012) conducted an Iranian study involving 200 female EFL learners. Two questionnaires have given to the learners adapted from Oxford’s (SILL) and Reid’s (LLS). The result shows that there is a significant relationship between learning styles and learning strategies used by the learners. According to the result it has seen that learners used SILL at high level in the comparison of LLS. However, the conclusion of this study indicated that the SILL (Strategy inventory for language learning) has a significant influence on LLS (Language learning style).

### **Indian & Turkish Studies on Language Learning Strategies and Language Achievement**

#### **India**

Language learning strategy use has been generally studied in both Turkey and India. It is a medium which help learners to approach their task or problems while learning their target language. It helps them to improve their problems and language performance. Language learning strategies also help learners to encourage their autonomy, guide them to be a good learner and lead them to be a successful learner. It is widely used tool for improving language skills in a better way. A study by ( Patil & Karekatti, 2012) investigates LLS used by students in India to identify the learning strategies and its achievement. The students used metacognitive, cognitive, compensatory and social strategies at high level. Result shows that these learners are high level learners. However, it is observed that these students do not make sufficient use of memory and affective strategies.

R. Sheorey (1999) conducted a study involving Indian students. Result shows that these students used strategies at high to medium level moreover; it also shows that female students were more frequently users of learning strategies than male students. It has also seen that the students with higher proficiency in English are more frequent users of learning strategies than low proficiency users.

There is also one study by Harish (2014) reports on the social strategy use among India's undergraduate students which indicate that students seem highly motivated and fairly cooperative, they settled for less than optimal use of interactive social strategies, probably because their legitimate right to become proficient speakers of English continued to be hampered by language education policies. The situation is far more pervasive than what several previous studies of language learning strategies had envisaged. These findings imply that there is an urgent need to socialize and acculturate the less proficient Malayalee students into English-speaking groups to make their transition from schools to colleges pleasant and to give them more autonomy.

### **Turkey**

A study conducted by Yilmaz (2010) at Onsekiz Mart University in Turkey to investigate the language learning strategies of English learners of this university. The result of this university showed that the LLS were used in wide range by the proficient learners in the comparison of less proficiency learners. Moreover, this study point out to significant difference in strategies according to the students.

There is another study by Saricoban & Saricaoglu (2008) aimed to distinguish the strategies used by teachers and students in foreign language learning as far as to see the relationship between learning and teaching strategies on academic achievement. This study

reveals that the higher “graders students” preferred compensation strategies where affective strategies are preferred by low grades.

According to the Aydin (2003) conducted as study to investigate the relationship between languages learning strategies and its use in academic achievement. The study carried out a good connection between the students in their language learning.



## **Chapter Three**

### **Methodology**

#### **Introduction**

The aim of this present study is to investigate the Jawaharlal Nehru University Students' Turkish Language Learning Strategies as a foreign language. This part of study provides a comprehensive description of the research methodology which is utilized in this present study. The questionnaire chosen to collect data for this study was the Strategy Inventory for Language Learning (SILL), designed by Rebecca Oxford in 1990. In this respect, general screening model was used since the ideas of the learners were gathered through student questionnaire. This chapter consists six sections: (1) research questions, (2) research design, (3) participants, (4) description of the instruments, (5) data collection procedures, (6) and finally data analysis procedures.

#### **Research Questions**

1. What language learning strategies are used by Turkish learners at J.N.U (India)?
2. Do male and female students differ in their use of language learning strategies?
3. Is there a difference between the age groups in terms of overall strategy use?
4. Is there a difference between the language proficiency in terms of overall strategy use?

#### **Research Design**

The term research design is widely used in education, which deals with the study of methodology. According to Kothari (2004) research design is a framework and process as well as the perceptual frame which research is administered and extent decisions from broad assumptions to detailed methods of data collection and analysis. Learning strategies are hypothetic frame Akyel & Ozek, (2010).

According to the Kothari research design is necessary because it makes research operations easier. The aim of this study was to explore the Jawaharlal Nehru University Students' Turkish Language Learning Strategies as a foreign language. In this current study, questionnaire was used to collect quantitative data and interpreting the findings in terms of their learning strategies. This is a descriptive study which aims to determine the Language learning strategies used by Jawaharlal Nehru University students. To summarize the general screening model was employed.

### **Participants**

The participants of this present study were from Jawaharlal Nehru University New Delhi India learning Turkish as a foreign language. The ages of these students ranged from 19 to 23 years. The study was conducted in the participation of 100 learners, male & female, who were almost graduate programs students. The total number of students learning Turkish at the time of the study was 120 students divided into 90 male and 30 female. The majority of the students who were present during the distribution of the questionnaire were 100 students. These students were in the eight month of course in learning Turkish. The course has 3 internal exams with 1 external at the end of each semester, and they attend 3 classes in a week. Students who participated in this course were almost the student of the bachelor or master degree of three or five years. According to the requirement of their university students are required to take a Turkish course as a compulsory subject according to their programs. All these students began with no knowledge of Turkish, and there were no heritage speakers in the group. Some student tend it as their requirement for their main programme but some are closer oriented to finish their topic or learning a task as soon as possible because it is job related requirement for them. Most of students choose this course by their own preference to learn a Turkish. As this university is known for foreign languages university and one of the best university for foreign languages in

India. Thus, most students from another programme want to learn foreign language during their degree programme.

### **Description of Instruments**

The instrument used in this current study is the Strategy Inventory for Language Learning (SILL, Version 7.0 [ESL/EFL]). It consists of three parts. The first part includes personal questions about students such as gender, age, duration of course and grade of course. The second and third part continue its process for the frequency of LLS which the students employ. Oxford (1989) developed the structured self-report questionnaire, the SILL (ESL/EFL Student Version), so as to find out the variety and frequency of language learning strategies that students utilize. The SILL contains expressions that consist of six categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies. Memory strategies are employed to store and retrieve new information in the memory; cognitive strategies employed to understand the context and produce the language accordingly; compensation strategies employed for overcoming deficiencies of knowledge in language; metacognitive strategies which help learners to direct the learning process; affective strategies to regulate mood, anxiety, emotions, feelings, motivations, and attitudes; and social strategies to increase learning experiences with other people. The 50 likert-scale items of the SILL measure frequencies of strategy use and range as (1) “never or almost never true of me”, (2) “generally not true of me”, (3) “somewhat true of me”, (4) “generally true of me”, and (5) “always or almost always true of me”. The researcher modified the choices, reducing them to never/rarely/sometimes/often/always type and placing them under every item so that they could be answered more easily and adequately. The value of these categories was 1, 2, 3, 4, and 5 respectively. Higher scores indicate more use of language learning strategies.

Figure 10 gives a brief overview of groups in SILL. The figures in parentheses refer to the number of questions in each group.

***Overview of Groups in SILL***

Direct Strategies (29)	Part A	(9)	Memory Strategies
	Part B	(14)	Cognitive Strategies
	Part C	(6)	Compensation Strategies
Indirect Strategies (21)	Part D	(9)	Metacognitive Strategies
	Part E	(6)	Affective Strategies
	Part F	(6)	Social Strategies

The SILL has been used broadly by researchers, and has been found to have high validity, reliability and utility. The 50-item version of the SILL was tested for reliability by Oxford and her colleagues, on large populations.

The SILL was administered to the students as a questionnaire, and it measured the frequency of each student's choices in terms of the memory, cognitive, compensation, metacognitive, affective and social language learning strategies. The SILL questionnaire contains six broad categories of strategies: memory, cognitive, compensation, metacognitive, affective, and social strategies. Each category is characterized as follows:

- (1) Memory strategies helping learners to store and retrieve new information, such as grouping and using imagery, applying images and sound, reviewing well, and employing action.
- (2) Cognitive strategies assist learners to understand the context of language and produce new language by using many different methods such as summarizing, practicing, receiving and sending messages, analyzing and reasoning.
- (3) Compensation strategies help learners to use the language regardless of their often large gaps in knowledge. Examples are guessing or using synonyms.

(4) Metacognitive strategies helping learners to master their own cognition, such as centering, arranging, planning, and evaluating.

(5) Affective strategies help learners to manage their own emotions, motivation, and attitudes, such as by lowering anxiety, encouraging oneself, and taking the learner's emotional temperature.

(6) Social strategies help learners learn the language through interactions with others. Examples are asking questions, cooperating with others, and empathizing with others. It gives the results as low, medium or high strategy use, for each category. Students identified their current strategy use from short strategy descriptions, namely the 50 statements, and by stating how frequently they follow a technique with a 1-5 point likert scale.

### **Data Collection Procedures**

The questionnaire directed by the help of academicians, who were teaching at the Jawaharlal University. The total numbers of students who responded questionnaire were 100 students from this university. The questionnaire was handed over during their class hours.

Before distributing the English version of the SILL questionnaires, the participants were briefly informed about purpose of this research. First, this questionnaire is going to administer only for the intention of research to investigate the language learning strategy that they employ while learning Turkish. Secondly, the participants were asked to read each statement carefully and answer all of the statements honestly according to their own Turkish learning situations. In order to prevent any misunderstanding as well as to make sure the participants understood the procedures, some items, words and unclear points were also defined and characterized, an example was given to guide them on how to answer the statements listed in the SILL. It was made clear that there was nothing like right or wrong response for each item that their secrecy was secured, and whatever would be their response would implemented only for research purpose nothing more than that. All the participants were informed that all of the personal information,

answers, and responses collected from them would be used for the purpose of this study only.

After the procedure was over, the questionnaires were gathered from them.

### **Data Analysis Procedures**

In this present study, the Statistical Package for Social Science (SPSS) 20 was used for data analysis. Researcher developed descriptive statistics to show means, standard deviations, and ranges for scores for each of the subscales, overall mean of the SILL, and overall score. Six strategy categories and total 50 questions were treated as dependent variables whereas learners' gender, age, and proficiency level were treated as independent variables. 50 questions in the SILL (all dependent variables) are accompanied by 5 choices *never/rarely/sometimes/often/always* each. The values for the choices are 1, 2, 3, 4, and 5 respectively. Oxford (1990) suggested that SILL strategy use scores should be interpreted as below. The same degrees are adopted in the present study; therefore, the findings are all analyzed according to these criteria.

High strategy use: 3.5–5

Medium strategy use: 2.5–3.4

Low strategy use: 1–2.4

## Chapter Four

### Findings

#### Introduction

In this chapter the findings are illustrated along with clear tables. This study aims to investigate the Jawaharlal Nehru University Students' Turkish Language Learning Strategies as a foreign language. The data presented quantitative analysis. Six strategy categories and total 50 questions were treated as dependent variables whereas learners' gender, age, and proficiency level (high, medium, and low) were treated as independent variables. The findings are presented with regard to the four research questions. In this study first of all, frequencies and means of reported use of the Strategy Inventory for Language Learning (SILL) will be examined, according to the mean and least response of students, on the other hand study will find out which language learning strategy type used mostly by students, means of each strategy type according to the oxford (1990) suggested degree (low: 1-2.4; medium: 2.5-3.4; high: 3.5-5).

Table 3

*Demographic Study of Participants Sorted by Gender Shown in the Table Below.*

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	78	78.0	78.0	78.0
Female	22	22.0	22.0	100.0
Total	100	100	100	100

As it is shown in table 3, which displays that the majority of male participants are 78 while the female participants are 22 out of hundred participants.



Table 4

*Demographic Study of Participants Sorted by their Age Shown in the Table Below.*

Age Average	Frequency	Percent	Valid Percent	Cumulative percent
18-21	62	62.0	62.0	62.0
More than 21	38	38.0	38.0	100.0
Total	100	100.0	100.0	

As it is indicated in the table 4, shows that the number of participants who are from 18-21 years old are the most respondent participants with their frequency rate 62, additionally the participant from more than 21 are low respondent with their frequency rate 38 out of hundred participants.

Table 5

*The Proficiency Level of Participant's Display in the Table Below.*

	Frequency	Percent	Valid Percent	Cumulative	Total
A1	50	50.0	50.0	50.0	50
A2	50	50.0	50.0	50.0	50

According to the table 5, participants who participated in this study are from two levels. First one is from level A1 and second one is level from A2. Each level contains 50 participants according to Turkish proficiency level.

#### 4.1 Research Question.

1. What language learning strategies used by Turkish learners at J.N.U (India)?

In the first research question; frequency tests were run to examine how often each language strategy is used. There are 50 statements in the SILL questionnaire and they are divided into six different strategy categories (memory, cognitive, compensation, metacognitive, affective, and

social). First nine statements belong to memory strategies. Students' responses to these statements are given below in table 6.

Table 6

*Display the Results of Memory Strategies.*

*Students Response for Statements 1-9 (Memory Strategies)*

	N	Minimum	Maximum	Mean	Std. Deviation
2. I use new Turkish words in a sentence so I can remember them.	100	1.00	5.00	3.6400	1.07797
1. I think of relationships between what I already know and new things I learn in Turkish	100	1.00	5.00	3.4900	.96917
9. I remember new Turkish words or phrases by remembering their location on the page, on the board, or on a street sign.	100	1.00	5.00	3.3700	1.17770
8. I review Turkish lessons often.	100	1.00	5.00	3.3700	1.31545
4. I remember a new Turkish word by making a mental picture of a situation in which the word might be used.	100	1.00	5.00	3.3300	1.31083
3. I connect the sound of a new Turkish word and an image or picture of the word to help remember the word	100	1.00	5.00	3.1100	1.22181
5. I use rhymes to remember new Turkish words.	100	1.00	5.00	2.9900	1.29876
7. I physically act out new Turkish words	100	1.00	5.00	2.8100	1.21185
6. I use flashcards to remember new Turkish words.	100	1.00	5.00	2.6700	1.27172

According to the table of memory strategies it has seen that the most favored statement used by students is statement 2 (I use new English words in a sentence so I can remember them) with its mean value (3.6400) whereas statement 6 (I use flashcards to remember new English words) with its mean value (2.6700) used as least favored out of 9 items. Statements 10-23 were

given to know the students perception in using of cognitive strategies. Result for this part is shown below with table.

Table 7

*Display the Results of Cognitive Strategies.*

*Students Response for Statements 10-23 (Cognitive Strategies)*

	N	Minimum	Maximum	Mean	Std. Deviation
14. I start conversations in Turkish.	100	1.00	5.00	3.6800	1.11808
13. I use the Turkish words I know in different ways.	100	1.00	5.00	3.6100	1.03372
19. I look for words in my own language that are similar to new words in Turkish.	100	1.00	5.00	3.5400	1.09563
12. I practice the sounds of Turkish.	100	1.00	5.00	3.4700	1.04886
21. I find the meaning of Turkish word by dividing it into parts that I understand.	100	1.00	5.00	3.4700	1.03918
18. I first skim Turkish passage (read over the passage quickly) then go back and read carefully.	100	1.00	5.00	3.4100	1.15553
22. I try not to translate word-for-word.	100	1.00	5.00	3.3600	1.15924
11. I try to talk like native Turkish speakers.	100	1.00	5.00	3.3000	1.23501
10. I say or write new Turkish words several times.	100	1.00	5.00	3.2900	1.35807
20. I try to find patterns in Turkish.	100	1.00	5.00	3.2500	1.25025
23. I make summaries of information that I hear or read in Turkish	100	1.00	5.00	3.2500	1.26631
17. I write notes, messages, letters, or reports in Turkish.	100	1.00	5.00	2.9300	1.32768
15. I watch Turkish language TV shows spoken in Turkish or go to movies spoken in Turkish.	100	1.00	5.00	2.9100	1.46401
16. I read for pleasure in Turkish.	100	1.00	5.00	2.8200	1.36611

According to students' preference, on cognitive strategies it came into light that statement 14 (I start conversations in English) with its mean value (3.6800) mostly used statement moreover statement 16 (I read for pleasure in English) with its mean value (2.8200) is the least used statement in the cognitive strategy.

Table 8

*Display the Results of Compensation Strategies.*

*Students Response for Statements 24-29 (Compensation Strategies)*

	N	Minimum	Maximum	Mean	Std. Deviation
25. When I can't think of a word during a conversation in Turkish, I use gestures.	100	1.00	5.00	3.6000	1.10096
24. To understand unfamiliar Turkish words, I make guesses.	100	1.00	5.00	3.5500	1.12254
29. If I can't think of Turkish word, I use a word or phrase that means the same thing.	100	1.00	5.00	3.4500	1.17529
28. I try to guess what the other person will say next in Turkish.	100	1.00	5.00	3.1900	1.11641
27. I read Turkish without looking up every new word.	100	1.00	5.00	3.0600	1.10846

In the table of compensation strategy it is observed that the student responded statements 25 (When I can't think of a word during a conversation in English, I use gesture) with its mean value (3.6000) mostly used response, on another hand the statement 26 (I make up new words if I do not know the right ones in English) with its mean value (2.9200) has seen least used response of the compensation strategy.

Table 9

*Display the Results of Metacognitive Strategies.*

*Students Response for Statements 30-38 (Metacognitive Strategies)*

	N	Minimum	Maximum	Mean	Std. Deviation
32. I pay attention when someone is speaking Turkish.	100	1.00	5.00	3.7900	1.20851
33. I try to find out how to be a better learner of Turkish.	100	1.00	5.00	3.7500	1.08595
31. I notice my Turkish mistakes and use that information to help me do better.	100	1.00	5.00	3.7500	1.07661
38. I think about my progress in learning Turkish.	100	1.00	5.00	3.7100	1.03763
30. I try to find as many ways as I can to use my Turkish.	100	1.00	5.00	3.6200	1.22911
37. I have clear goals for improving my Turkish skills.	100	1.00	5.00	3.5400	1.08637
36. I look for opportunities to read as much as possible in Turkish.	100	1.00	5.00	3.4000	1.23091
35. I look for people I can talk to in Turkish.	100	1.00	5.00	3.3700	1.26854
34. I plan my schedule so I will have enough time to study Turkish.	100	1.00	5.00	3.2900	1.29720

The statement which is used by students preference in the metacognitive strategies are analyzed through the statement 32 (I pay attention when someone is speaking English) with its mean value (3.7900) which has seen mostly preferred statement, additionally the statement which is seen least preferred is that the statement 34 with its (3.2900) mean value (I plan my schedule so I will have enough time to study English).

Table 10

*Display the Results of Affective Strategies.*

*Students Response for Statements 39-40 (Affective Strategies)*

	N	Minimum	Maximum	Mean	Std. Deviation
44. I talk to someone else about how I feel when I am learning Turkish.	100	1.00	34.00	3.5800	3.33085
39. I try to relax whenever I feel afraid of using Turkish.	100	1.00	5.00	3.5500	.99874
40. I encourage myself to speak Turkish even when I am afraid of making a mistake.	100	1.00	5.00	3.4700	1.24280
42. I notice if I am tense or nervous when I am studying or using Turkish.	100	1.00	5.00	3.0303	1.32059
41. I give myself a reward or treat when I do well in Turkish.	100	1.00	5.00	3.0000	1.27128
43. I write down my feelings in a language learning diary.	100	1.00	44.00	2.9600	4.36450

In the fifth part of the strategy information has taken through the statement 44 (I talk to someone else about how I feel when I am learning English) has marked most used statement by students with its mean value (3.5800) as the statement 43 (I write down my feelings in a language learning diary) has marked least used with its mean value (2.9600) in the affective strategies.

Table 11

*Display the Results of Social Strategies.*

*Students Response for Statements 45-50 (Social Strategies)*

	N	Minimum	Maximum	Mean	Std. Deviation
50. I try to learn about the culture of Turkish speakers.	100	2.00	5.00	4.0800	.80000
47. I practice Turkish with other students.	100	1.00	5.00	3.7200	1.24787
46. I ask Turkish speakers to correct me when I talk.	100	1.00	5.00	3.7200	1.20672
45. If I do not understand something in Turkish, I ask the other person to slow down or say it again.	100	1.00	5.00	3.5300	1.16736
48. I ask for help from Turkish speakers.	100	1.00	5.00	3.4100	1.19844
42. I notice if I am tense or nervous when I am studying or using Turkish.	100	1.00	5.00	3.0303	1.32059
49. I ask questions in Turkish.	100	1.00	5.00	2.9800	.80378

At the last strategy students have made it known according to their reported statement 50 (I try to learn about the culture of English speakers) with its mean value (4.0800) has mostly reported statement, moreover the statement 49 (I ask questions in English) with its mean value (2.9800) has least reported statement in the social strategies.

Table 12

*Display the Results of all Strategies in Accordance with its Minimum, Maximum, Mean and Standard Deviation and SILL Category.*

	N	Minimum	Maximum	Mean	St.Daviation	Oxford's Classification
Memory Strategies	100	1.33	4.44	3.1978	.65812	Medium
Cognitive Strategies	100	1.93	4.64	3.3064	.62767	Medium
Compensation Strategies	100	1.67	4.67	3.2950	.65214	Medium
Metacognitive Strategies	100	2.00	4.89	3.5800	.77795	High
Affective Strategies	100	1.50	11.20	3.2787	1.20942	Medium
Social Strategies	100	1.50	4.83	3.5733	.69684	High

According to the table which is shown above, it is seen that there is minor difference between Metacognitive strategies and Social strategies, whereas Metacognitive strategies are the most preferred used strategies which help learners to master their own perception to achieve goal in language learning. Moreover, one of the least preferred strategies is memory strategies; overall the mean value of each category is close to each category. After all the preference for each category by students for language learning strategies is listed from the most commonly used to the least used with its minimum, maximum, mean and standard deviation as given below in the table:



Table 13

*Display the Results of all Strategies Listed from Most Commonly Used to Least Used.*

	N	Minimum	Maximum	Mean	Std. Deviation
Metacognitive Strategies	100	2.00	4.89	3.5800	.77795
Social Strategies	100	1.50	4.83	3.5733	.69684
Cognitive Strategies	100	1.93	4.64	3.3064	.62767
Compensation Strategies	100	1.67	4.67	3.2950	.65214
Affective Strategies	100	1.50	11.20	3.2787	1.20942
Memory Strategies	100	1.33	4.44	3.1978	.65812

Overall: 3.36

2. Do male and female Students differ in their use of language learning strategies?

To unearth whether there is a significant difference between the female and male learners in terms of strategy use, Independent Sample T Test was run. However, the findings of the Independent Sample T test do not display any significant difference between the female and male learners ( $p < 0.05$ )

3. Is there a difference between the age groups in terms of overall the strategy use?

To find out whether there is a significant difference between the age groups in terms of strategy use, Independent Sample T Test was run. However, the findings of the Independent Sample T test do not display any significant difference between the age groups ( $p < 0.05$ )

4. Is there a difference between the language proficiency in terms of overall the strategy use?

To explore whether there is a significant difference between the levels in terms of strategy use, Independent Sample T Test was run. However, the findings of the Independent Sample T test do not display any significant difference between the levels ( $p < 0.05$ )

For further steps, correlation analysis has been run in order to reveal whether the results indicate correlation in terms of each strategy. Accordingly correlation has been found at medium

level between memory and cognitive strategies; cognitive and compensation strategies; cognitive and metacognitive strategies; cognitive and social strategies; metacognitive and social strategies.

## **Chapter Five**

### **Conclusion**

#### **Introduction**

This last section of the study provides an overview of the study on language learning strategies employed by Jawaharlal Nehru university students of Turkish. This section is divided into four parts .The following four section will be explained : In this section at first (1) Research Question will be discussed as there are four questions which is included in this study each question will be define in the presence of language learning strategies, secondly (2) Limitation of Study will be focused as it is explain that the research included only the students of Turkish at the Jawaharlal Nehru University New Delhi India then after (3) Implication and Suggestion will be focused at the end of this section overall at the end of this study (4) Recommendation for further Research will be suggested. This study imposed with purpose of investigating the Jawaharlal Nehru University Students' Turkish Language Learning Strategies as a foreign language. There were 100 participants from Jawaharlal University, who are learning Turkish as a foreign language. The ages of these students ranged from 18-21 and more than 21 years. There were 78 male and 22 female who participated in this study. The total number of the students who were available during the distribution of the questionnaire was 100 students. Six strategy categories and total 50 questions were treated as dependent variables whereas learners' gender, age, and proficiency level.

The Strategy Inventory for Language Learning (SILL) is used as an instrument to collect descriptive data (means, standard deviations and frequencies) with its aim to examine the frequency and degree of participants in using language learning strategies. Then, Independent

Sample T Test was run to obtain the information about six strategy categories used by learners then see the significant difference between each variables like learners 'gender, Age, and proficiency level according to the value= ( $p < 0.05$ ).

## **Results and Discussion**

In this part there will be discussion on the findings regarding research questions which is presented in the last chapter 4 displayed in the table. Every four question will be summarized one after another to give the overall view of the findings which is used in this study to explore the language learning strategies of the students. Following research questions are below.

### **Research Questions**

1. What language learning strategies used by Turkish learners at J.N.U (India)?

The result of this study reveals that the students of Turkish at Jawaharlal Nehru University use language learning strategies at high to medium level. Frequency of use of the six SILL categories from most significantly used were: Metacognitive and Social strategies, moreover Cognitive, Compensation, Affective and Memory strategies were medium used strategies as none of strategies have encountered in low level used (Table 5.1). Participants reported frequency of use of Metacognitive and social strategies were highest mean than Cognitive, Compensation, Affective and Memory. The frequency means of highest strategy categories are like this: Metacognitive (3.58), Social (3.57) additionally Cognitive (3.30), Compensation (3.29), Affective (3.27) and Memory strategies (3.19) were medium level used.

2. Do male and female Students differ in their use of language learning strategies?

According to male and female participants in their use of language learning strategies it has been cleared that there is no significant difference between the female and male learners in their language learning strategies use. For finding the difference between male and female the Independent Sample T Test was run. However, the findings of the Independent Sample T test do

not display any significant difference between the female and male learners according to its value ( $p < 0.05$ ).

3. Is there a difference between the age groups in terms of overall the strategy use?

There were 100 participants from Jawaharlal University, who are learning Turkish as a foreign language. The ages of these students ranged from 18-21 and more than 21 years. There were 78 male and 22 female who participated in this study. For finding the difference between age ranged from 18-21 and more than 21 years the Independent Sample T Test was run. However, the findings of the Independent Sample T test do not display any significant difference between the ages of learners according to its value ( $p < 0.05$ ).

4. Is there a difference between the language proficiency in terms of overall the strategy use?

In this current study participants are from two levels. First one is from level A1 and second one is level from A2. Each level contains 50 participants according to Turkish proficiency level of participants. To examine the difference between proficiency level the Independent Sample T Test was run. However, the findings of the Independent Sample T test do not display any significant difference between proficiency levels of these learners.

## **Conclusion**

The aim of this study was to investigate the Language learning strategies employed by these Indian students learning Turkish as a foreign language at Jawaharlal Nehru University New Delhi India. There were 100 students learning Turkish as a foreign language participated in this study. Six strategies categories and total 50 questions were treated as dependent variables whereas learners' gender, age, period of study, and proficiency level. The Strategy Inventory for Language Learning (SILL Version 7.0) is used as an instrument to collect descriptive data with its aim to examine the frequency and degree of participants in using language learning strategies. Then, Independent Sample T Test was run to obtain the information about six strategy categories used by learners then sees the significant difference between each variable like gender, Age, and proficiency level. After completing these processes the result came into like that the students of Jawaharlal Nehru University learning Turkish as a foreign language use language learning strategies at high to medium level. The students of this university used Metacognitive and Social strategies most significantly, whereas Cognitive, Compensation, Affective and Memory strategies were medium used strategies. The frequency means of highest strategy categories are like this: Metacognitive (3.58), Social (3.57) additionally Cognitive (3.30), Compensation (3.29), Affective (3.27) and Memory strategies (3.19) were medium level used as none of strategies fell in low level.

Over all the purpose behind this research was to present an in-depth study of language learning strategies used by Jawaharlal Nehru University students of Turkish. According to the findings and result of this study which bestowed perception into how students of Jawaharlal Nehru university of Turkish approach their language learning. In this way this chapter gives a final touch to the current study and hope new study need to be in the light of language learning strategies which help language learners in the future.

## **Implications**

The result of current study explicit that the students of Turkish at Jawaharlal Nehru University are not much familiar with all strategies use. According to the result it has analyzed that the students of this university is cognizant of only Metacognitive and Social strategies as higher level use whereas others are in medium level. According to (Oxford 1990) Metacognitive strategies give different kinds of perception to learners to master their own cognition. They are techniques which are utilized for centering, noticing, finding, thinking, arranging, planning, monitoring and evaluating to make them better in learning and give a different way to achieve their goals in learning. Metacognitive strategies assist learners to achieve cognizance and control over their sensation and motivations. According to (O'Malley and Chamot 1990) students who prefer metacognitive, cognitive, compensatory and social strategies come under the category of higher level learners. According to the (Shoorey, 1998; Oxford et al, 1998) it has observed that the high use of metacognitive strategies among Indian students is similar to observed among students are from Asian countries like Japan, China, Korea and Taiwan as reported in the some of the studies on Asian students.

In the study of (Shoorey, 1998) which has done with the purpose of investigating the language learning strategies of Indian College students. This study also reveals that the Indian students used metacognitive strategies as highest used strategies in the comparison of other language strategies. There is also another Indian study by (Patil & Karekatti, 2012) disclosed that the Engineering students of Indian college students are the most preferred user of Metacognitive strategies. According to the various studies on Indian students language learning strategies by researchers reveals that the Metacognitive strategies are the highest used strategy of Indian strategies. The second highest used strategies are Social strategies. As far as high used Social strategies are concerned it may be the influence of too many languages and its cultural diversity.

As it is known that India has most cultured, geographical and miscellaneous background. A number of various kinds of languages spoken in this country. Due to many language and culture background students are influenced by their society and familiar with their social technique which really remote and train them to use technique in languages learning, additionally learners are known about some strategies because of their some native language experience. Being an India and knower of five languages I can say that if you have different cultural and different language background you can learn language easily. Such backgrounds really assist you to learn a new language.

According to the result of highly preferred Metacognitive and Social strategies it has become clear that the student used other strategies like Memory and Affective in the medium level. It means that students of this university are unaware of using other strategies like Memory and Affective strategies which is most less used strategies in the category of medium level. Oxford 1990 state that the Memory and Affective strategies are the useful strategies for language learners because it helps learner to develop their memory to store important thing which they learn while learning language and it also helps learners to gain control, lowering anxiety and stress and encourage oneself to do better in learning as much as possible. Memory strategies makes learner more effective in memorizing. It also competent learners to obtain information through memory and apply them whenever it needs. Memory strategies help learners to create mental linkages like making grouping, associating, extending, applying images and sounds, making mental picture, reviewing topics and imposing actions in order to remembering them. This strategy is important for this learners because it allows them to govern on their memory, so they can keep information in good way to utilize them in language learning. In the same way teachers should also help their learners in their learning. They should encourage and give instruction to them in remembering a new a word and give suggestion to apply and revise them



time to time. They should try to know the mentality of learners according to their proficiency level in language learning. They should not judge them according to the background of their proficiency level.

Affective strategies assist learners to control their emotions by lowering anxiety, and encouraging them. It makes learners cool and relax in anxiety and try to encourage them to do better, additionally it gives another feeling to learners when they get success in their goal. Affective strategies make them known according to their situations and it also emphasizes learners to place their feelings in learning languages. The uses of affective strategies are also important for language learners because it helps to motivate learners. Teacher should address this strategy and giving instruction on it because learners may not be the knower about this during learning language. According to the present analysis students use strategies in high to medium way it means that those who use metacognitive and social strategies are aware of language learning strategies than user of memory and affective so with the basis of this it can be concluded that the students need strategy instruction in their classroom. Teacher should make them aware of strategies while taking classes. Teacher should understand the use and benefit of strategy in language learning so they can use it. They should make them acquaintance of strategy which help them to achieve their target. If such kind of contribution will be offered by teachers to students in language learning i think students will be familiar with their language strategies. If the student understand their way of learning and do action according they will be successful in their target. So finally instructions should imposed widely. By doing this process teacher should be more attentive and carefull in language learning strategy teaching.

According to the (Khalil, 2005) strategy training is necessary in language learning which allows learners from different background of language level and its proficiency to use strategies widely.

According to the various studies result it has seen that successful learners use strategy more than unsuccessful learners which gives an indication that the teaching instruction should be given according to their need. Teacher should be helpful to unsuccessful students more than successful because they need more than them. In language teaching material should be provided “students with further opportunities to practice a wide variety of strategies that are appropriate to different instructional tasks and activities that constitute an essential part of the classroom L2 experience” (Khalil, 2005, p. 115).

Over all at end of implication in language learning strategy instruction could be integrated in the programme for foreign language instruction at Jawaharlal Nehru University. Such instructions really prove useful to learners to make them aware in strategy using while learning foreign language.

### **Recommendation for further Research**

At first it should be clear that the present research is a quantitative one which is conducted with its aim to explore the Jawaharlal Nehru University Students’ Turkish Language Learning Strategies as a foreign language New Delhi India. Therefore, a further research is needed to conduct in other university and institutes which offers foreign languages programme in India.

Firstly, this research should be implemented by the teachers of Jawaharlal Nehru University in their teaching methodology to develop the strategy skills of these university students. This research may be useful in the methodology of teaching as well as in learning new language.

Secondly, this research will assist to the teachers of this university to instruct their students by knowing the efficiency of the students in language learning, moreover this research will show the reason of less using strategy like memory and affective and do action accordingly.

This research makes aware to the both teachers and students in their teaching and learning language.

This study can also be applied to the other university offering foreign languages in India in their teaching system to improve the teaching standards of foreign language teaching. According to this result some changes can be brought in the teaching field.

The research methodology for the further research should be in wide range according to the criteria of research which help learners to gain their target in language learning. Each and every materials relating to this field need to be provided to the learners which will assist them to gain more comprehensive information about students' use of language learning. According to this present research the more appropriate curriculum can be brought in teaching methodology.

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## Appendix

## Appendix A: Questionnaire Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)

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### Directions:-

• This language learning strategy is designed for students who learn Turkish as a foreign language. On the worksheet, write the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

• Put a (✓) in the blank underneath the statement that best describes what you actually do in regard to Turkish now.

12345

- 
1. Never or almost never true of me
  2. Usually not true of me
  3. Somewhat true of me
  4. Usually true of me
  5. Always or almost always true of me

(Write answers on Worksheet)

### Personal Information:-

1. Gender:-Female  Male
2. Age: - 18-21 years  More than 21 years
3. How long have you been studying Turkish?  
1-2 years  3-5 years  5-10 years  More than 10 years
4. Grade of Turkish subject: \_\_\_\_\_

**Example:-**

The Statement of Language Learning Strategies	Degree of frequency				
	1	2	3	4	5
I actively seek out opportunities to talk with native speakers in Turkish.					✓

The Statement of Language Learning Strategies	Degree of frequency				
<b>Part A</b>					
1. I think of relationships between what I already know and new things I learn in Turkish.					
2. I use new Turkish words in a sentence so I can remember them.					
3. I connect the sound of a new Turkish word and an image or picture of the word to help remember the word.					
4. I remember a new Turkish word by making a mental picture of a situation in which the word might be used.					
5. I use rhymes to remember new Turkish words.					
6. I use flashcards to remember new Turkish words.					
7. I physically act out new Turkish words.					
8. I review Turkish lessons often.					
9. I remember new Turkish words or phrases by remembering their location on the page, on the board, or on a street sign.					
<b>Part B</b>					
10. I say or write new Turkish words several times.					
11. I try to talk like native Turkish speakers.					
12. I practice the sounds of Turkish.					
13. I use the Turkish words I know in different ways.					
14. I start conversations in Turkish.					
15. I watch Turkish language TV shows spoken in Turkish or go to movies spoken in Turkish.					
16. I read for pleasure Turkish.					
17. I write notes, messages, letters, or reports in Turkish.					
18. I first skim a Turkish passage (read over the passage quickly) then go back and read carefully.					
19. I look for words in my own language that are similar to new words in Turkish.					

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

47. I practice Turkish with other students.					
48. I ask for help from Turkish speakers.					
49. I ask questions in Turkish.					
50. I try to learn about the culture of Turkish speakers.					

*Thank you for your contribution*