THE REPUBLIC OF TURKEY
NECMETTIN ERBAKAN UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

LANGUAGE LEARNING STRATEGIES OF PREPARATORY STUDENTS AT SELCUK UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

İffet SOYA ÇETİN

MASTER OF ARTS THESIS

SUPERVISOR
Prof. Dr. Hasan ÇAKIR

Konya-2019

BİLİMSEL ETİK SAYFASI

Öğrencinin	Adı Soyadı	İffet SOYA ÇETİN
	Numarası	088304031002
	Ana Bilim Dalı	Yabancı Diller Eğitimi
	Bilim Dalı	İngiliz Dili Eğitimi
	Programı	Tezli Yüksek Lisans
	Tezin Adı	Language Learning Strategies of Preparatory Students at Selcuk University of Foreign Languages

Bu tezin proje safhasından sonuçlanmasına kadarki bütün süreçlerde bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını bildiririm.

27 /06/2019
Öğrencinin
Adı Soyadı İmzası
İffet SOYA ÇETİN

T.C.
NECMETTİN ERBAKAN ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

KONYA

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YÜKSEK LİSANS TEZİ KABUL FORMU

Öğrencinin		
	Adı Soyadı	İffet SOYA ÇETİN
	Numarası	088304031002
	Ana Bilim Dalı	Yabancı Diller Eğitimi
	Bilim Dalı	İngiliz Dili Eğitimi
	Programı	Tezli Yüksek Lisans
	Tez Danışmanı	Prof. Dr. Hasan ÇAKIR
	Tezin Adı	Language Learning Strategies of Preparatory Students at Selcuk University of Foreign Languages

Yukarıda adı geçen öğrenci tarafından hazırlanan Language Learning Strategies of Preparatory Students at Selcuk University of Foreign Languages başlıklı bu çalışma 17/06/2019 tarihinde yapılan savunma sınavı sonucunda oybirliği/oyçokluğu ile başarılı bulunarak, jürimiz tarafından yüksek lisans tezi olarak kabul edilmiştir.

	Ünvanı Adı Soyadı	İmza
Danışman	Prof. Dr. Hasan ÇAKIR	
Jüri Üyesi	Dr. Öğr. Üyesi Fahrettin ŞANAL	
Jüri Üyesi	Dr. Öğr. Üyesi A. Hamit ÇAKIR	

Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü Ahmet Keleşoğlu Eğitim Fak 42090 Meram Yeni Yol **Meram/KONYA**
Tel : 0 332 324 76 60
Faks : 0 332 324 55 10
Elektronik Ağ:
https://www.konya.edu.tr/egitimbilimlerienstitusu
E- Posta: ebil@konya.edu.tr

To my parents, husband, daughters…

ACKNOWLEDGEMENT

First of all, I would like to thank my thesis supervisor Prof. Dr. Hasan ÇAKIR for his understanding and guidance.

I am thankful to my colleague and roommate E. Deniz ULUSOY for motivating me and for her great support at the beginning of my study.

I would like to express my sincere thanks to my colleague Tahsin ATÇEKEN for his great support to complete my thesis.

Lastly, I would like to present my special thanks to my dear parents, my beloved husband and daughters for their infinite love and support throughout my life.

KONYA	T.C. NECMETTİN ERBAKAN ÜNİVERSİTESİ Eğitim Bilimleri Enstitüsü Müdürlüğü	NECMETTİN ERBAKAN ÜNİVERSİTESİ KONYA EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Öğrencinin	Adı Soyadı	İffet SOYA ÇETİN		
	Numarası	088304031002		
	Ana Bilim / Bilim Dalı	Yabancı Diller Eğitimi Ana Bilim Dalı / İngiliz Dili Eğitimi		
	Programı	Tezli Yüksek Lisans	X	
		Doktora		
	Tez Danışmanı	Prof. Dr. Hasan ÇAKIR		
	Tezin Adı	**Selçuk Üniversitesi Yabancı Diller Yüksekokulundaki Hazırlık Sınıfı Öğrencilerinin Dil Öğrenme Stratejileri**		

ÖZET

Bu çalışma,Dil Öğrenme Stratejilerini mevcut çalışmalar ışığında dil öğrenme üzerinden tanımlamayı amaçlamıştır. Bu tezin amacı aynı zamanda alanın muhtemel problerinden bahsetmek için bu dil öğrenme stratejilerini sınıflandırmaktır.

Bu çalışmada, üniversite öğrencilerinin dil öğrenme stratejilerinin kullanımını belirlemek için, Oxford (1990) tarafından geliştirilen ve Cesur ve Fer (2007) tarafından Türkçe'ye adapte edilen Dil Öğrenme Stratejileri Envanteri, Selçuk Üniversitesi'ndeki 208 hazırlık öğrencisine, öğrencilerin dil öğrenme stratejileri kullanımını cinsiyet, bölüm, memleket ve öğrenme süreci değişkenlerine göre incelemek için uygulanmıştır. Bu çalışmanın istatistiksel analizini yapmak için SPSS 15 (Sosyal Bilimler İçin İstatistik Paketi) paket programı kullanılmıştır.

Anket sonuçlarına göre, öğrencilerin en çok üstbilişsel stratejileri ve en az duyuşsal stratejileri tercih ettikleri sonucuna varılmıştır. Diğer öğrenme değişkenleri incelendiğinde, bağımsız iki örneklem T testi sonuçları cinsiyet faktörünün genel stratejiler üzerinde ve alt stratejiler arasından üstbilişsel stratejiler ve duyuşsal stratejilerde etkili olduğunu göstermektedir. Bu durumda, üstbilişsel stratejilerde ve

duyuşsal stratejilerde kızların erkeklerden daha yüksek puan aldığı görülmektedir. Ancak; departman, memleket ve öğrenme süresi değişkenleri, genel stratejiler üzerinde etkili değildir. Alt stratejiler arasından, bölüm faktörünün bilişsel stratejiler ve telefi stratejileri üzerinde etkili olduğu bulunmuştur. Buna göre bilişsel stratejilerde ve telefi stratejilerinde zorunlu dil eğitimi alan öğrencilerin zorunlu olmayan öğrencilere göre daha yüksek puan aldığı görülmektedir. Memleketleri köy olan öğrencilerin puanları her iki stratejide daha düşüktür. Bunun yanı sıra, öğrencilerin memleketlerinin ilçe veya şehir oluşu sonucu değiştirmemiştir. Son olarak, öğrenme süresi etmeni sadece telefi stratejilerinde etkilidir. Ingilizce öğrenme süreleri 0 ve 3 yıl arasında olan bireylerin sonuçları daha düşüktür. Ancak 4-6 veya 7-9 yıl İngilizce öğrenme süresi olanların sonuçları değişmemiştir.

Anahtar Kelimeler: Dil Öğrenme Stratejileri, Dil Öğrenme Startejilerinin Sınıflandırılması, Cinsiyet, Bölümler, Memleket, Öğrenme Süreci

KONYA	T.C. NECMETTİN ERBAKAN ÜNİVERSİTESİ Eğitim Bilimleri Enstitüsü Müdürlüğü	NECMETTİN ERBAKAN ÜNİVERSİTESİ KONYA EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Author's	Name and Surname	İffet SOYA ÇETİN		
	Student Number	088304031002		
	Department	Department of Foreign Language Education / English Language Teaching Program		
	Study Programme	Master's Degree (M.A.)	X	
		Doctoral Degree (Ph.D.)		
	Supervisor	Prof. Dr. Hasan ÇAKIR		
	Title of the Thesis/Dissertation	**Language Learning Strategies of Preparatory Students at Selcuk University School of Foreign**		

ABSTRACT

This study aims to define the nature of Language Learning Strategies (LLSs) within the present studies upon language learning. The purpose of this thesis is also to classify these language learning strategies to mention about possible problems of the field.

In this study, to determine the use of LLSs of university students, "Strategy Inventory for Language Learning (SILL)" developed by Oxford (1990) and adapted to Turkish by Cesur and Fer (2007) was applied to 208 preparatory students at Selcuk University; in order to examine the use of language learning strategies of university preparatory students according to gender, department, hometown and time period of learning variables. SPSS 15 (Statistical Package for Social Sciences) packet programs were used to make statistical analysis of this study.

According to the results of the survey, it has been concluded that students prefer the most metacognitive strategies, and at least the affective strategies. When the other learning variables are examined, independent two-sample T-test results show that the

gender factor is effective on general strategies and among the sub-strategies on metacognitive strategies and affective strategies. In this case, it is seen that girls have a higher score than boys in metacognitive strategies and affective strategies. However; department, hometown and time period of learning variables are not effective on general strategies. Among the sub-strategies, the department factor has been found to be effective on cognitive strategies and compensation strategies. Accordingly, it is seen that in the cognitive strategies and compensation strategies, the students who have compulsory language education have a higher score than the students who are not compulsory. Besides, hometown factor is effective on compensation and social strategies. The scores of the students whose hometown are village, are lower in both strategies. Besides being a town or a city of the students' hometown do not change the result. Lastly, time period of learning factor is only effective on compensation strategies. The scores of the individuals whose time period of learning English is between 0 and 3 years, are lower. But time period of learning English between 4-6 or 7-9 years do not change the result.

Key Words: Language Learning Strategies, Classification of Language Learning Strategies, Gender, Compulsory Departments, Hometown, Time Period of Learning

TABLE OF CONTENTS

BİLİMSEL ETİK SAYFASI ..... **i**
YÜKSEK LİSANS TEZİ KABUL FORMU ..... **ii**
ACKNOWLEDGEMENT ..... **iv**
ÖZET ..... **v**
ABSTRACT ..... **vii**
TABLE OF CONTENTS ..... **ix**
LIST OF TABLES ..... **xii**
LIST OF FIGURES ..... **xiv**
LIST OF ABBREVIATIONS ..... **xv**
CHAPTER ONE **1**
INTRODUCTION **1**
1.1. Introduction **1**
1.2. Background to the study **1**
1.3. Setting **4**
1.4. Research questions **5**
1.5. Scope of the study **5**
1.**6. Assumptions and limitations of the study** **7**
CHAPTER TWO **8**
REVIEW OF THE LITERATURE **8**
2.1. Introduction **8**
2.2. Definition of Language Learning Strategies **8**
2.3. Importance of Language Learning Strategies **10**
2.4. Classification of Language Learning Strategies **12**
2.4.1. Rubin's Classification of Language Learning Strategies **13**
2.4.2. O'Malley and Chamot's Classification of Language Learning Strategies **14**
2.4.3. Oxford's Classification of Language Learning Strategies **16**
2.4.3.1. Direct Strategies **18**
2.4.3.2. Indirect Strategies **24**

2.4.3.3. Comparison of O'Malley and Chamot's classification and Oxford's classification 31
2.4.4. Stern's Classification of Language Learning Strategies 32
2.4.5. Cohen's Classification of Language Learning Strategies 34
2.5 Language Learning Strategies Studies Conducted in Turkey 35
CHAPTER THREE 39
METHODOLOGY 39
3.1. Introduction 39
3.2. Design of the Study 39
3.3. Participants 39
3.4. Instruments 41
CHAPTER FOUR 43
RESULTS OF DATA ANALYSIS AND DISCUSSIONS 43
4.1. Introduction 43
4.2. General analyzes and the usage of sub strategies 43
4.3. Participants' distribution according to the variations 48
4.4. The use of language learning strategies in respect to gender variation 49
4.5. The use of language learning strategies in respect to department variation 51
4.6. The use of language learning strategies in respect to hometown variation . 53
4.7. The use of language learning strategies in respect to time period variation 55
4.8. Results for the usage of general language learning strategies and sub group strategies 57
CHAPTER FIVE 59
CONCLUSION 59
5.1. Introduction 59
5.2. Overview of the Study 59
5.3. Implications and Suggested Further Studies 60
REFERENCES 62
APPENDICES 67
Appendix 1. A Demographic Information Form 67
Appendix 2. The Data Collection Instrument: The Strategy Inventory for Language Learning (Turkish Version) 68

Appendix 3. The Data Collection Instrument: The Strategy Inventory for Language Learning (English Version)..... 72
CV..... 75

LIST OF TABLES

Table 1. O'Malley and Chamot's Classification of Language Learning Strategies.. **15**

Table 2. A Comparison of Two Major Strategy Classification Systems **31**

Table 3. The number and the percentage of the participants **40**

Table 4. Gender Range of The Participants **40**

Table 5. Ages of the Participants **41**

Table 6. Years of English Study **41**

Table 7. Factors and factor numbers **43**

Table 8. The reliability values of factor scales **44**

Table 9. The Students' Usage of the Memory Strategies..... **45**

Table 10. The Students' Usage of the Cognitive Strategies..... **45**

Table 11. The Students' Usage of the Compensation Strategies **46**

Table 12. The Students' Usage of the Metacognitive Strategies **46**

Table 13. The Students' Usage of the Affective Strategies **47**

Table 14. The Students' Usage of the Social Strategies **47**

Table 15. The Gender Distribution **48**

Table 16. The Department Distribution **48**

Table 17. The Hometown Distribution **49**

Table 18. The Time Period Distribution **49**

Table 19. The Difference Between the Usage of General Strategies and Gender Variation **50**

Table 20. The Difference Between the Usage of Sub Strategies and Gender Variation **50**

Table 21. The Difference Between the Usage of General Strategies and The Departments Variation..... **51**

Table 22. The Difference Between the Usage of Sub Strategies and The Departments Variation **52**

Table 23. The Difference Between the Usage of General Strategies and Hometown Variation **53**

Table 24. The Difference Between the Usage of Sub Strategies and Hometown Variation **54**

Table 25. The Difference Between the Usage of General Strategies and Time Period Variation **55**

Table 26. The Difference Between the Usage of Sub Strategies and Time Period Variation **55**

Table 27. Pearson Correlation Results for the Usage of General Strategies and Sub Group Strategies **57**

LIST OF FIGURES

Figure 1. Direct and Indirect strategies **16**

Figure 2. Diagram of the Memory Strategies **18**

Figure 3. Diagram of the Cognitive Strategies **20**

Figure 4. Diagram of the Compensation Strategies **23**

Figure 5. Diagram of the Metacognitive Strategies **25**

Figure 6. Diagram of the Affective Strategies **27**

Figure 7. Diagram of the Social Strategies **29**

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as a Second Language

LLS : Language Learning Strategy

SILL : Strategy Inventory for Language Learning

SLL: Second Language Learning

SPSS : Statistical Package for Social Sciences

CHAPTER ONE
INTRODUCTION

1.1. Introduction

In all aspects of life, each individual is unique, and it is the same in the learning process. Some learners take pleasure in having language classes and learn quickly. However, others find the language classes boring, trying, difficult, etc. It is clear that, some students learn in different ways, so it influences their interests about learning and producing target language. Over time, students learn and remember information by developing their own learning strategies. However, they are not sometimes aware that they use these strategies because they occur in a natural and in an automatic way. These learning strategies differ according to their individual style and vary considering their characteristic features. Also, these strategies give the capability to respond to the different learning condition and achieve this optimally. These strategies are the approaches which trainees use to input, store and recall information. When language learners encounter language learning tasks they use many different strategies to complete these tasks.

Researches into learning strategies has been a notable area of growth in the language learning-teaching unit in recent years. Willing (1988) states that “learning style and strategy preferences in the classroom can result in improved learner satisfaction and attainment” (cited in Nunan,1991). These language learning strategies play an important role in affecting learners’ English learning process.

This chapter introduces the background to the study, the setting in which the study was carried out, aim of the study and the importance of the study. Lastly the assumptions and limitations of the study will be presented. Each section in details will enable an overall understanding of the whole study.

1.2. Background to the study

Human being has been speaking languages dated from their existence. In the long run, people need to communicate with other societies for several reasons, therefore the need to learn new languages emerged. Knowing a language different from your native language has become an important requirement of today’s world

because with the help facilities and technology the world is getting smaller for the people. So, people are in need of learning a new language. Dictionaries define language in various ways. One of the definitions is as in the following: “A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing” (Collins Cobuild English Language Dictionary,1994). To interreact with others from different countries or regions, people feel the necessity for learning. In this circumstance, there is a question to answer. What is learning? One of the dictionaries defines it: “Learning is knowledge or skill that has been gained through studying” (Collins Cobuild English Language Dictionary,1994). This definition shows us that people should study to learn. Students learn a new language by the help of studying in an appropriate way. They are to develop strategies to learn and use a language efficiently. At this point, explaining the meaning of the strategy becomes vital. It is explained as in the following, “Strategy is the art of planning the best way to achieve something or to be successful in a particular field” (Collins Cobuild English Language Dictionary,1994). So, to be successful in a foreign language learning, it would be preferable for the students to plan the best way in the learning process. As Williams and Burden (1997) express learning is essentially personal and individual” (p.96). Being aware of the language learning strategies, students participate the process and contribute to their individual learning because one of the most important factors that effects language learning is language learning strategies that students use in their own way.

Scientists have been studying on LLSs for a long while, but it is difficult to describe and classify LLS as it is an uncompleted task. There isn’t a general agreement between scientists on what a learning strategy means in SLL. Despite having terminological complications, language learning strategies are essential aspects of achievement in learning a foreign language. The investigations of language learning strategies began with describing the features of good language learners and teaching the strategies that a good language learner uses to the new learners or less successful ones (O’Malley, Chamot, Stewner-Manzanares, Russo & Küpper, 1985; Oxford,1990; Skehan, 1998). Irrespective of success, all people actively learning a foreign language,

study with the strategies to make their learning more sufficient (Hong-Nam & Leawell,2006).

Nyikos and Oxford (1993) states that, “learning begins with the learner”. Learners are active participants in language learning process, but it is also important to understand their use of language learning strategies for the teachers. As Reiss (1981) explains teachers cannot change students’ personality, but teachers can give their students an explanation of the process of language learning. Thus, they can include them in the process and have the opportunity to observe and compare them in terms of their distinctive characteristics, like gender, the departments that students study at, learner’s hometown and time period of English language learning.

Language learning strategies are essentially related with constructivism, because in constructivist learning information is not taken directly, but it is personalized and reconstructed by the learner. Bruner (1960) offers a constructivist approach called discovery learning and emphasizes the process of learning with his perspective “learning how to learn”. This means, we ensure that our instrument serves a purpose. By this way, current learning makes students grasp the language efficiently in the future. Language learning students internalize the learning process gradually by the help of this constructivist perspective, so they use language learning strategies conveniently.

One of the first researcher in this field was Rubin (1975) and supplied an extensive definition of learning strategies as “the techniques or devices which a learner may use to acquire knowledge”.

Oxford (1990) characterizes language learning strategies as behaviors or actions which learners use to make language learning more successful, autonomous and delightful. She attracts the learners’ attention to the process and action.

O’Malley and Chamot’s (1990) description consists of both behaviors and thoughts of the students as a strategy with the aim of understanding, learning and maintaining the new data.

As Stern (1992) mentioned in the study that learning strategy approach is related with the acceptance of these strategies. Learners aim to reach some specific goals by joining some activities. Language learning strategies can be seen as deliberate directions and techniques (p.261).

Cohen (1998) describes language learning strategies as the actions or processes consciously chosen by learners either to develop the learning of a foreign language, the use of it, or both (p.5).

Large numbers of investigators have defined language learning strategies in numerous ways and they have tried to clarify these strategies to contribute the learners' and teachers' learning process.

The present MA thesis "Language Learning Strategies of Preparatory Students at Selcuk University School of Foreign Languages" will attempt to describe Selcuk University School of Foreign Languages students' usage of language learning strategies and investigate their available interaction with some variables like gender, the departments that students study at, learner's hometown and time period of English language learning. In Chapter 2, the theoretical information and the outstanding studies and research on the issue will be reviewed. The methodology admitted and the instruments will be introduced in Chapter 3. Moreover, the data collected through SILL (Strategy Inventory for Language Learning) by Oxford (1990) will be presented and argued in Chapter 4. Lastly, an overview of the study, implications and suggested further studies will be introduced in Chapter 5.

1.3. Setting

In this survey the researcher used SILL survey with a demographic information form in a systematic approach to diagnose learners' language learning strategies supposing to define what kind of strategies the learners may have. The Turkish version of the research instrument, adapted to Turkish by Cesur and Fer (2007), applied to the learners to understand the procedure correctly and to minimize misunderstanding. Rebecca Oxford designed this survey in 1990 in order to understand, collect and classify these strategies systematically. The data collection of this study included participants from the School of Foreign Languages at Selcuk University. Selcuk University is a state university settled in the middle of Central Anatolia Region in Turkey. Selcuk University students come from all around Turkey and from variety of social classes. All the participants of the inventory study English as a second language for one school year, however some departments have this education compulsory, while the others have it voluntarily. These learners have 10 quizzes, 4 visas and a final exam

within a two-period of an education year. The participants of this study were chosen randomly, and they were asked to complete the survey voluntarily. Their language learning backgrounds were different from each other and also some of their language learning experiences were limited just by the school environment.

Data were collected at the end of the second term of 2013-2014 education year. The attendants and the class instructors cooperated fully and willingly. Further assurance was given that their responses would be confidential, and the survey was applied in regular class hours.

1.4. Research questions

The aim of this study is to investigate the preparatory students' language learning strategies according to various variables like gender, the departments that students study at, learner's hometown and time period of English language learning. In accordance with this aim, the following questions were tried to be answered and the obtained results have been interpreted:

1.What are the general language learning strategies and sub-strategies (memory, cognitive, compensation, meta-cognitive, affective, social) used by university preparatory students in learning English?

2. Is there a meaningful difference between the language learning strategies of university preparatory students and their gender?

3. Is there a meaningful difference between the language learning strategies of university preparatory students and their departments at university?

4. Is there a meaningful difference between the language learning strategies of university preparatory students and their hometown?

5. Is there a meaningful difference between the language learning strategies of university preparatory students and their time period of English language learning?

1.5. Scope of the study

This research investigates the learning strategies of preparatory students about studying English as a second language in School of Foreign Language at Selcuk University in Turkey. Language is used to express the meaning. In order to help the students to state the meanings in the target language, teachers need to be acknowledged and informed about their learning strategies and able to articulate their strategies in the

position to make curriculum decisions which impact on the learners they teach. Identifying learners' strategies may enable teachers to support and improve their students' proficiency, and redesign the language programs and curriculum. By the help of this study, it is also possible to check out the individual language learning methods of the students by giving the opportunity to the teaching staff in order to see the difference between the language learning strategies existing and the strategies employed by the students.

Recognizing the language learning strategies and using them will also be useful for both teachers and learners to understand the role of these strategies in learners' conceptions of learning and approaches they adapt to learning, because some learners' language learning strategies may have beneficial effects to their own language learning process.

The data obtained from this research is important to ensure that the students who are studying English intensively in the university preparatory class can determine what sort of strategies they use in the learning process and to ensure the continuity of these strategies they use intensively. In addition to this, the students will be aware of the strategies that are not used commonly, and they may try to use them.

Research findings are also significant to show whether the use of language learning strategies differs in accordance with the departments that students study at, gender, learner's hometown and time period of learning variables. Thus, knowing the possible differences in the strategies that students with different characteristics and backgrounds use in the language learning process will increase student and teacher awareness in this process.

Mainly it is possible to say that, Rebecca Oxford developed this survey to investigate learners' strategies in the language learning process and produced six main categories including 50 questions. In this thesis, the researcher used SILL survey and by means of this survey, students will be able to find out what their own learning processes are and what their own language learning strategies are. Teachers, on the other hand, can develop a variety of activities to provide better and widespread use of these strategies by students.

1.6. Assumptions and limitations of the study

The participants of this study were selected on a volunteer basis. They were informed of the importance of the study. The main source of this research thesis is opinions expressed by the students. That is why it was assumed that the participants had expressed their opinions in accordance with the ethical principles in the research process.

This study is limited to the students studying at Selcuk University School of Foreign Languages in 2013-2014 academic year.

This study is also limited to 77 female and 131 male students that it can be considered there is a little imbalance of gender among participants.

CHAPTER TWO
REVIEW OF THE LITERATURE

2.1. Introduction

Many language learners use language learning strategies either consciously or unconsciously in order to learn a new language effectively. They choose these strategies according to their individual traits, differences and awareness upon their language learning. Students also develop their own language learning strategies - which consist how they learn and recall information and the way they study- over time, by using these strategies, they enable their language learning efficiently. For many students, as language learning is an autonomous and natural progression, these language learners take the advantage of language learning strategies spontaneously. However, sometimes students can be in need of being taught, or at least being brought to their attention. As Rubin states, Fillmore (1976) indicated that when students use some strategies, they expose to the new language more relatively and more significantly, the usage of these strategies contributes the communication between native speakers so advances the inspiration to learn.

Language learning strategies help learners achieve and store the learning material, and assist the progress of learning. There is an upgrading relation between language learning strategies and accomplishment of the language. In the current study, the investigator aims to explore the definition and classification of LLSs and their relationship to different variables such as gender, the departments that students study at, learner's hometown and time period of English language learning.

In this chapter, the definition and importance of language will be given. In addition to this, classifications of various researchers such as Rubin, O'Malley and Chamot, Oxford, Stern, Cohen will be mentioned. The comparison of O'Malley and Chamot's classification and Oxford's classification will be indicated. Lastly, some of the language learning strategy studies conducted in Turkey will be presented.

2.2. Definition of Language Learning Strategies

Learning strategies have many definitions in terms of foreign language learning and numerous works have now been reported on the identification of language learning strategies. Studies about language learning strategies has increased since 1970s. As

O'Malley and Chamot (1990) mentioned in their book the term of learner techniques and strategies was new and the idea of the "good language learner" could be doing something distinctive that people might learn was presented simultaneously by Rubin and Stern in 1975. It made a comparison with the belief of some people are gifted for language learning and thus this idea has lighted the way for new researches on language learning strategies because with the occurrence of these strategies it was understood that not only competent learners but also the others could learn a second language by means of these strategies.

Several researchers have defined these language learning strategies from different points of view, and it is impossible to find the middle on the definition of language learning strategies among the researchers. Hundreds of studies have been conducted on language learning strategies that have raised awareness since the mid-1970s. A term that addresses such a wide range of literatures has also made different, but overlapping, definitions.

The view of language learning strategies was firstly proposed to the field by Rubin. After launching this view to the studies of language teaching and learning, the basis of language learning strategies was formed and started to be used as a term particularly. Rubin (1975) defines that a student can use some strategies as a technique or an instrument to acquire the new language. She continues to study on this subject with her colleagues for years. Wenden and Rubin (1987) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information. (p.19)"

According to the Oxford, language learning strategies are described as generally intentional actions or attitudes valued by students to increase the acquisition, storage, retention, recall, and use of new information (Rigney, 1978; Oxford, 1990). Oxford (1989) demonstrates that the expression of learning strategies is the actions and behaviors someone uses with the aim of learning a new language. There are four steps in learning a target language and language learning strategies have a contributor role in the progression of L2 acquisition. In the first step, the students are provided the input of the target language's materials to achieve the language. In the second step, target language materials are organized and stored mentally and psychologically and in the third and fourth steps these inputted materials occur. Therefore, all students

benefit from language learning strategies to be successful, but not all of them are aware of these strategies. As Oxford (1989) says that the most successful students are those who are likely to use learning strategies that are convenient to their aims, to the requirements of their learning process, to the material, and to their educational levels.

O'Malley and his colleagues (1985, p.23) define language learning strategies as an operation or actions taken by a learner that will ease the acquisition, storage, compensation or use of communication. Here in this explanation, language learning strategies are seen as products. In addition, they are seen as vehicles that support the learning process for students. The highlighted matter in O'Malley and his colleagues' study is that the purpose of language learning strategies is to help to communicate in the target language. The communication can be put into practice in various levels of communication and for numerous goals. The impact of language learning strategies has been established in three points; the first one is obtaining the target language as input, the second one is organizing the linguistic material neurologically and psychologically and the last one is the use of linguistic materials as output in O'Malley and his colleague's definition. O'Malley has studied on LLSs for many years and in 1990 O'Malley and Chamot define language learning strategies as distinctive ideas and attitudes that learners use to understand, learn and remember new knowledge. This statement shows that language learning strategies are influential not only in learning a new knowledge but also in remembering newly learned material, so learning strategies are beneficial for more than one purpose.

Also, as Griffiths writes in her book, learners choose some tasks aiming to manage their own language learning. These tasks are called language learning strategies (Griffiths, 2008, p.87). This recent definition shows that every learner has their own learning style. There are many definitions of language learning strategies, so it is difficult to define it with exact words or phrases.

As many researchers have defined language learning strategies, importance and classification of these strategies are briefly summarized in the following sections.

2.3. Importance of Language Learning Strategies

Language learning strategies play various important roles in language learning therefore, many researchers focus on these strategies. They point out the certain

learning differences of the language learners who are exposed to the same teaching and learning environment.

In 1975, Rubin asked a question “who is a good language learner?” and then the term “language learning strategies” started to occur in the education sciences field. Many researchers followed her studies and as it is mentioned in the previous section language learning strategies have many definitions. The following question may come to mind among the definitions; why is it important to know and to use the language learning strategies? As teachers can observe from their experiences, every learner has a different approach to learning. Stern (1975), as a teacher has investigations on good language learners and introduced the top ten strategies of a good language learner as below;

1. An individual learning style or conclusive learning strategies,

2. An effective attitude to the issue,

3. A progressive and extroverted attitude to the new language and empathy with its speakers,

4. Technical know-how about how to tackle a language,

5. aiming the development of target language by experiencing and ordered language learning system or reviewing system gradually,

6. Trying to reach the context continually,

7. Being eager to exercise,

8. Being eager to apply language in real,

9. Being sensitive to use of language and watching their own progress carefully,

10. Improving the new language more and more as a independent reference system and acquiring to observe in the system.

According to Oxford (1986), there four main reasons showing that language learning strategies are so important. Firstly, appropriate language learning strategies affect a successful language performance; successful language learners are aware of using language learning strategies and this explains their over average performances

(Rubin,1975). Secondly, when language learners use appropriate strategies, they take the responsibility of their learning success. If these strategies are taught to the language learners, they can practice these strategies when they are not at school. So, they can be good users of these strategies when there is no formal education. Thirdly, language learning strategies can be taught not just to the second language learners but also to the foreign language learners. Lastly, a teacher who uses language learning strategies in their curriculum will have a wider role in the language learning process (Oxford, 1986, p.6.).

To be a good language learner as Stern mentioned in the strategies above, students need to use language learning strategies. This shows the importance of language learning strategies. Every person has a different perception of learning languages. Having different backgrounds, learners' gender, hometown, age influence the learning process of the student. Knowing and using language learning strategies help the students to be a good language learner despite the individual differences. It can be inferred from these sayings that it is so important to know and include language learning strategies in the learning process.

The next five sections present the classifications of language learning strategies made by different researchers by this time in more details for the reason that they show how the basis of the language learning strategies were formed.

2.4. Classification of Language Learning Strategies

Many investigators have studied language learning strategies and have classified many of them in different ways. As Oxford (1994:4) mentioned in her book, nearly two dozen L2 strategy classification systems have been categorized by different scholars as into the coming sections:

1. classifications connected to successful language students (Rubin, 1975)

2. classifications established on psychological activities (O'Malley & Chamot, 1990)

3. grammatically based classifications connected with presuming, language monitoring, formal and functional practice (Bialystok, 1981) or with communication strategies like paraphrasing or borrowing (Tarone, 1983)

4. classifications connected with independent language skills (Cohen, 1996)

5. classifications established on various styles or forms of students (Sutter, 1989).

These apparent systematic classification of strategies shows that there is a considerable problem in describing language learning strategies systematically.

Despite the problems in describing language learning strategies systematically, many investigators classified language learning strategies. In this thesis, Rubin, O'Malley and Chamot, Oxford, Stern and Cohen's classifications will be mentioned in the following sections.

2.4.1. Rubin's Classification of Language Learning Strategies

Rubin (1987) who is one of the pioneers of the language learning strategies studies divides language learning strategies into two categories and by these categories he finds out three main strategies used by language learners. These are:

1. Learning Strategies
    - Cognitive Learning Strategies
    - Metacognitive Learning Strategies
2. Communication Strategies
3. Social Strategies

Learning strategies are constructed by two main strategies which contribute to the language system directly.

- Cognitive Learning Strategies
- Metacognitive Learning Strategies

Rubin classified six Cognitive Learning Strategies. These contribute directly to the processes used in language learning or problem solving in learning. Direct analysis, transformation, or syntheses are the essential parts in problem solving.

- Clarification / Verification
- Guessing / Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring

Rubin classified four Metacognitive Learning Strategies which are used to examine, regulate or self-direct language learning.

- Planning
- Prioritizing
- Setting goals
- Self-management

Communication Strategies focus on phase of participating in a dialogue and understanding or purifying what the speaker means. Therefore, these strategies are less directly related to language learning. When the speaker faces a problem in the conversation such as ending up the speech in an unwanted situation or in a misunderstanding occasion by a co-speaker, s/he uses communication strategies.

Social Strategies indirectly contribute to learning because they do not pioneer gaining, storing, recalling, and use of language directly. (Rubin & Wenden, 1987, p.23).

2.4.2. O'Malley and Chamot's Classification of Language Learning Strategies

O'Malley and Chamot established a classification in 1990. This classification has three categories of language learning strategies. This classification has received a great deal of attention since it occurred. Hsiao and Oxford (2002) state that, in the beginning this classification was inspired from Brown and Palincsar's (1982) and Anderson's (1985) cognitive psychological approaches. O'Malley and Chamot's classification (1990) became known from the scientists and their investigation of reading comprehension and analytical investigations. O'Malley and Chamot (1990), preferred to make a relatively broader classification form. Their classifications consist of three main groups and various subcategories under these groups. Language learning strategies are divided into three groups; metacognitive strategies, cognitive strategies and affective or social strategies.

Table 1. O'Malley and Chamot's Classification of Language Learning Strategies

1. Metacognitive Strategies	• Thinking about (or knowledge of) the process • Planning • Monitoring • Self-evaluation
2. Cognitive Strategies	• Repetition • Organizing • Inferencing • Summarizing • Deduction • Imagery • Transfer • Elaboration
3. Social/Affective Strategies	• Collaboration • Clarification • Self-talk

As seen in Table 1, the first main group identified by O'Malley and Chamot (1990) is Metacognitive Strategies. Metacognitive strategies are composed of thinking about the learning processor knowledge of this process, planning learning, monitoring learning period and self-evaluation of the learner. In short it can be said for metacognitive strategies, learners know about the target language, control learning by the help of planning their learning process, check their awareness about the language task and evaluate themselves.

The second main group identified by them is Cognitive Strategies. Cognitive strategies are composed of the usage and conversion of the learned information. As shown in the table above, repetition, organizing, inferencing, summarizing, deduction, imagery, transfer and elaboration are the key factors of cognitive strategies for O'Malley Chamot.

Identified third main group is Social or affective strategies. Social or affective strategies are composed of collaboration, clarification and self-talk. Learners study or examine the materials together with their friends, ask questions to their teachers or

friends to check or to get information, and use their mental orientation to support their success and to decrease their worries about the learning process.

2.4.3. Oxford's Classification of Language Learning Strategies

As Dörnyei (2005) mentioned in a written document that, although the most universally approved classification is Oxford's classification, it cannot be recognized as the perfect classification. Oxford (1990) divides language learning strategies into two main categories as direct and indirect strategies to help them learn the target language. Six groups have occurred from these two main categories. Memory strategies, cognitive strategies and compensation strategies have formed the sub-groups of direct strategies. Metacognitive strategies, affective strategies and social strategies have formed the sub-groups of indirect strategies.

This categorization is shown in Figure 1.

Figure 1. Direct and Indirect strategies

DIRECT STRATEGIES

I. Memory Strategies
- A. Creating mental linkages
- B. Applying images and sounds
- C. Reviewing well
- D. Employing action

II. Cognitive Strategies
- A. Practicing
- B. Receiving and sending messages strategies
- C. Analyzing and reasoning
- D. Creating structure for input and output

III. Compensation strategies
- A. Guessing intelligently
- B. Overcoming limitations in speaking and writing

INDIRECT STRATEGIES

I. Metacognitive Strategies
    A. Centering your learning
    B. Arranging and planning your learning
    C. Evaluating your learning
II. Affective Strategies
    A. Lowering your anxiety
    B. Encouraging yourself
    C. Taking your emotional temperature
III. Social Strategies
    A. Asking questions
    B. Cooperating with others
    C. Empathizing with others

Source: Oxford, 1990, p.17

As Oxford (1990) states, although there are different categories all the groups interact with one and all. Direct and indirect strategies and their all subgroups of six categories are related to each other in the language learning process. As it is said below, there are two main groups; direct strategies which is straightforwardly connected to the language itself and indirect strategies.

The direct category is formed of memory strategies to remember and retrieve new information; cognitive strategies to understand and produce the target language; and compensation strategies to use the language despite knowledge gaps. The indirect category is formed of metacognitive strategies to coordinate the learning process, affective strategies to regulate emotions and social strategies in order to learn with others. The indirect strategies consist of focusing, organizing, guiding, checking, correcting, coaching and encouraging (Oxford,1989).

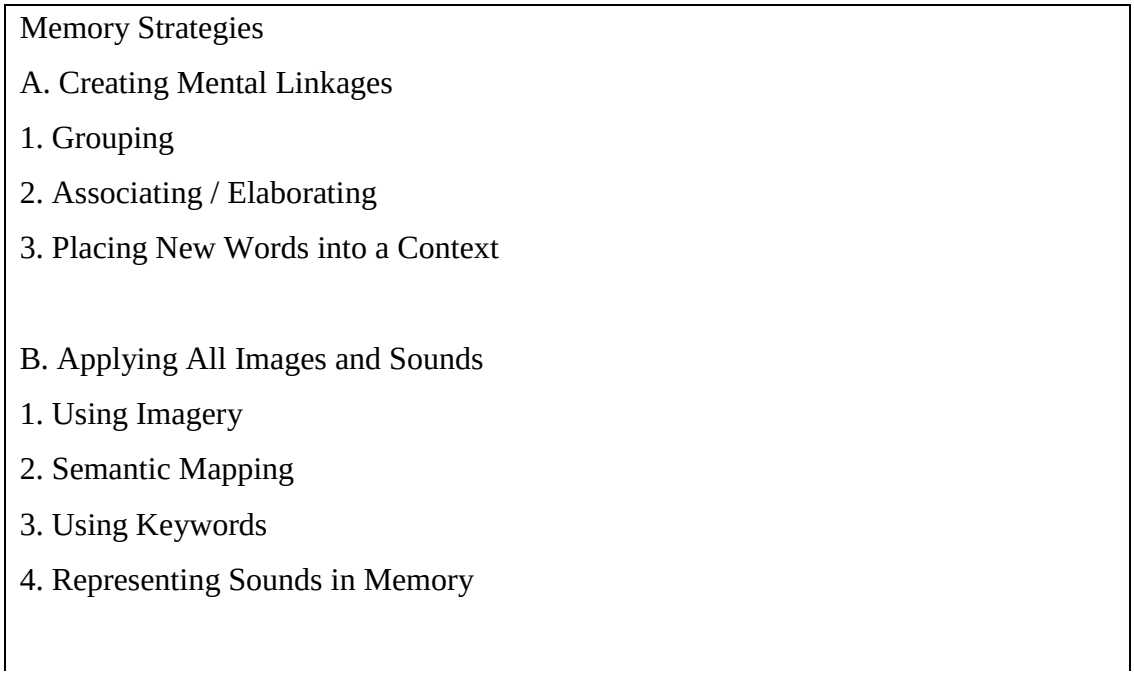
2.4.3.1. Direct Strategies

The common point of all **Direct Strategies** is that they involve mental processing of the language, however the three subgroups of direct strategies does this process by their own styles. Oxford divides the direct strategies into three groups as; memory strategies, cognitive strategies and compensation strategies.

Memory Strategies are used in order to store information into memory and retrieve when it is needed. Strategies about memory help learners to relate second language items to each other but do not necessarily involve deep understanding. These memory strategies help learners learn and retrieve information to memorize vocabulary and structures at the very beginning of language learning. However, as learners' thesaurus and structures expand, they need such strategies much less. Although memory strategies have deep importance in the language learning process many studies showed that language learners seldom declare using memory strategies (Oxford,1990).

Oxford (1990) categorizes memory strategies into four groups: Creating mental linkages, applying images and sounds, reviewing well and employing actions. The following figure demonstrates the grouping of the memory strategies.

Figure 2. Diagram of the Memory Strategies



C. Reviewing Well

1. Structured Reviewing.

D. Employing Action

1. Using Physical Response or Sensation

2. Using Mechanical Techniques

Source: Oxford, 1990, p. 18.

The group about **Creating Mental Linkages** consists of grouping, associating-elaborating and placing new words into context. With the help of grouping, language materials can be classified into effective parts in context. Associating-eleborating strategies help learners to combine their current information to the new ones to connect and associate word-based ideas in memory. Placing new words into context is a kind of strategy that learners can put a word or a phrase in a logical context or dialogue to remember it by associating it.

The group about **Applying All Images and Sounds** consists of using imagery, semantic mapping, using keywords, representing sounds in memory. With the help of using imagery strategies, learners relate their own information about language with the new information they have learned by drawing or using imagery in their mind. As Kholi and Sharifafar (2013) said to develop and expand their vocabulary knowledge, learners use some visual strategies by grouping and putting words into categories that are related to each other and this is called semantic mapping. So, learners can categorize and have a map on their mind to relate words. While using keywords strategies, learners have a key concept in their minds and there is keyword in the middle and they relate it to the concept around. Representing sounds in memory strategies help learners to recall a new information by using audial and visual relations, so they remember the new language materials by using sounds.

The group about **Reviewing Well** consists of just one strategy called structured reviewing. When learners examine and revise the new language information in carefully separated parts, they use this structured strategy. At the beginning the new language information is revised more often, but then at greater time intervals.

The group about **Employing Action** consists of two strategies; using physical response or sensation and using mechanical techniques. In these strategies movement and action are essential. For the former one physical movement is shown to reflect the expression of a feeling or sensation. For the second one, creative techniques are used to recall information. Learners act, move or change something to remember the target language.

Cognitive strategies are one of the most important strategies as they help language learners to conduct or transform target language. They include strategies like practicing, translating, highlighting, analyzing expressions, transferring, etc. As Oxford (1989, 1990) infers, language learners most commonly choose and use cognitive strategies and in the studies.

As Oxford (1990) states in her book, cognitive strategies are composed of four categories: Practicing, Receiving and Sending Messages, Analyzing and Reasoning and Creating Structure for Input and Output. Figure 3 below shows the grouping of the cognitive strategies (cited from Aslan,2009).

Figure 3. Diagram of the Cognitive Strategies

Cognitive Strategies

A. Practicing

1. Repeating
2. Formally Practicing with Sounds & Writing System
3. Recognizing and Using Formulas and Patterns
4. Recombining
5. Practicing Naturalistically

B. Receiving and Sending Messages

1. Getting the Idea Quickly
2. Using Resources for Receiving and Sending Messages

C. Analyzing and Reasoning

1. Reasoning Deductively

2. Analyzing Expressions
3. Analyzing Contrastively (Across Languages)
4. Translating
5. Transferring

D. Creating Structure for Input and Output
1. Taking Notes
2. Summarizing
3. Highlighting

Source: Oxford, 1990, p. 18-19

Practicing strategies include repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically (Oxford,1990). Practicing is recognized as one of the most underlying cognitive strategies. Doing regular practice can help students learn easily. The more you practice the more you learn.

It is known by everyone how essential practicing strategies are. However, knowing how to practice efficiently is more important. Repetition seems to be a one of the common tools that people use to practice. Practicing with sounds and using writing tools in the new language are also important. Using some main structures and patterns also help students in the process. To make use of the language, recombining the known information with the new ones is another way of practicing. Lastly, using the new language in its natural environment or realistic settings is a good way of practicing.

Receiving and Sending Messages are one of the cognitive strategies that include getting the idea quickly and using resources for receiving and sending messages. To get the idea quickly learners use skimming to find the main idea and scanning to find the important details. In this way, learners gather the information they have learnt and can read quickly. To use resources for receiving and sending messages, learners use written or unwritten sources to perceive the obtained messages or to reply them.

Analyzing and Reasoning strategies include reasoning deductively, analyzing expressions, analyzing contrastively (across languages), translating, transferring. For reasoning deductively, students study with general rules and put them into use in the new language. For analyzing expressions, learners break the expressions into parts and try to learn and decide the meaning of the new words or phrases. For analyzing contrastively, students consider and compare the facts of their mother tongue and the target language. For translating, learners translate an expression in the new language into their mother tongue or convert an expression in their mother tongue into the new language. For transferring, learners study on their knowledge of expressions or structures about a language and apply them into the other.

Creating Structure for Input and Output includes taking notes, summarizing and highlighting. These are the strategies that an ordinary student does in the classes. Students write the important information during the classes and take notes randomly or regularly. They sum up the ideas and write the stated facts or statements briefly. They also underline the necessary information to stress it with colorful or highlighter pencils.

Compensation Strategies are used by the students to get the target language for the awareness of understanding and producing although there are some restrictions in the material. For example, when you do not understand the meaning of a word in a text you guess its meaning. Or, you use your gestures or mime when you want to tell a word that you do not know in the target language. When you guess the meaning and use your gestures you use compensation strategies. Oxford (1990) states this in her book that when information gaps appear in the learning process, students use some supplements automatically to complete them or when there is a deficient collection of grammar and vocabulary, learners use compensation strategies intentionally.

Compensation strategies help students to compensate for limitations in the target language. Although they do not have the required information, learners can produce and comprehend both in spoken and written language by the help of compensation strategies. These strategies help communication.

According to Figure 4 below, compensation strategies consist of two main strategies which are Guessing Intelligently and Overcoming Limitation in Speaking

and Writing. Under Guessing Intelligently strategies two strategies can be seen and under Overcoming Limitation in Speaking and Writing eight strategies can be seen.

Figure 4. Diagram of the Compensation Strategies

Compensation Strategies
A. Guessing Intelligently
1. Using Linguistic Clues
2. Using Other Clues
B. Overcoming Limitations in Speaking and Writing
1. Switching to the Mother Tongue
2. Getting Help
3. Using Mime or Gesture
4. Avoiding Communication Partially or Totally
5. Selecting the Topics
6. Adjusting or Approximating the Message
7. Coining Words
8. Using a Circumlocution or Synonym.

Source: Oxford, 1990, p. 19.

Guessing intelligently includes using linguistic clues and using other clues for the lacking knowledge of a learner. Although learners have some limitations in their knowledge they guess and use the clues to understand the complete information. This means that they use their own knowledge to learn new ones.

The type of the phrases and words, word structure and earlier information of some words can be used as linguistic clues. Images with the texts, content or the structure of a text, situation in the reading passages can be used as non-linguistic clues.

Overcoming limitations in Speaking and Writing consists of eight strategies including switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topics, adjusting or approximating the message, coining words, and using a circumlocution or synonym.

When a learner switch to the mother tongue, he or she uses a word or a phrase directly without translating it. When a learner get help, he or she asks someone to guide or help for the lacking word or phrase. When a learner uses a mime or gesture, he or she shows the expression with his or her face or body by using the mimic. When a learner avoids communication partially or totally, he or she stays away from dialogues or conversations in the case of situation requiring great effort. When a learner selects the topics, he or she decides the subject matter of a conversation to communicate easily. When a learner adjusts or approximates the message, he or she modifies or reshapes the message by ignoring some piece of information. When a learner coins word, he or she composes new words to the new language to communicate the aimed opinion. When a learner uses a circumlocution or synonym, he or she tells the meaning of a word by explaining or describing the process of that expression or uses a word or a phrase that has the same meaning.

2.4.3.2. Indirect Strategies

As it was mentioned before, language learning strategies have been defined as the actions or movements that are used by a student to ease acquisition, storage, retrieval, or the use of information (O'Malley, Chamot, Stewner-Manzanares, Kupper, & Russo, 1985). And also, language learning strategies are separated into two categories as direct strategies and indirect strategies. Indirect strategies help and accomplish language learning, in many situations, directly including the new language (Oxford, 1990). Although they involve the target language directly, it cannot be thought inseparable from direct strategies. Those strategies are relevant to each other. By the help of indirect strategies, the new language is learnt indirectly. Indirect strategies also help to learn four skills of a language (reading, writing, listening, speaking) and are beneficial in all language learning processes.

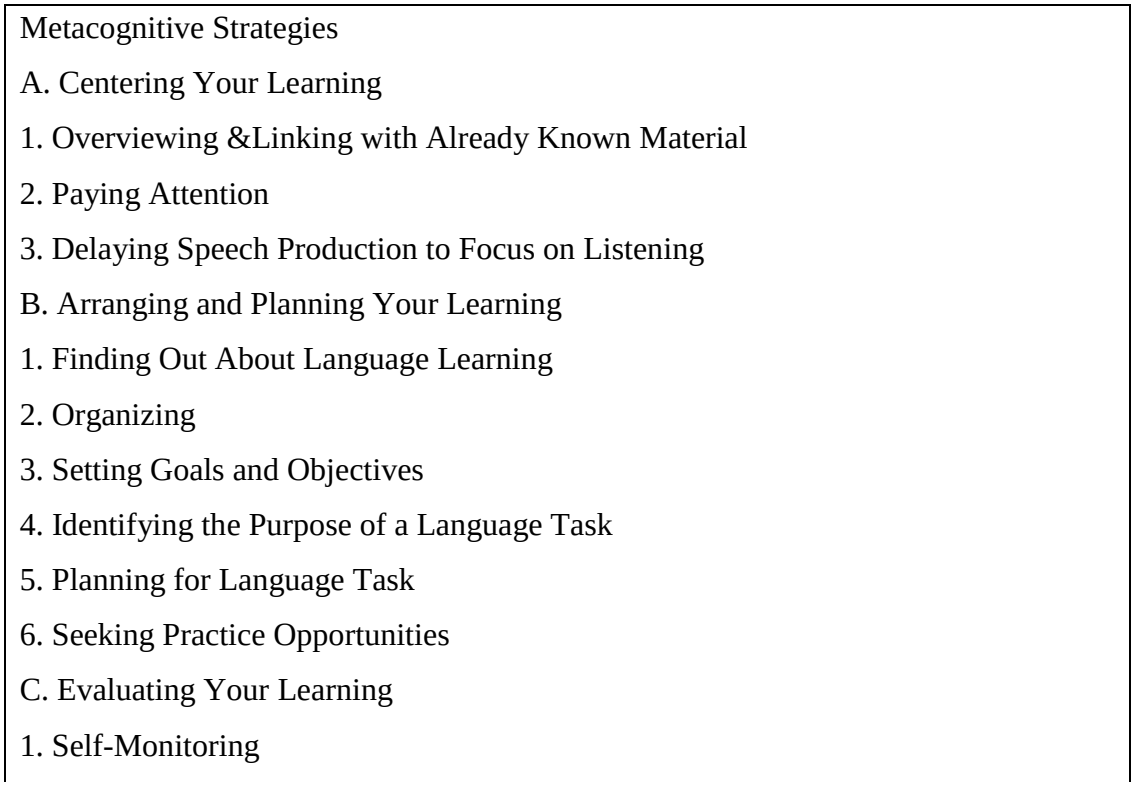
Oxford (1990) divides indirect language learning strategies into three groups as: Metacognitive Strategies, Affective Strategies, Social Strategies.

Metacognitive strategies help learners to check, control, monitor and coordinate their progress in their learning. They can connect the new information with the existing one. Students pay attention to the new language, organize it and plan their time due to their metacognitive skills. Although metacognitive strategies are so

important for a successful language learning process, as Green and Oxford (1995) mentioned that learners rarely or unconsciously use these strategies. Metacognitive strategies are not used as frequent as cognitive strategies. However, if learners use metacognitive strategies deliberately, they can concentrate easily. Learners who are unable to overcome difficulties they face in learning a new language feel the necessity for these strategies.

As you can see in Figure 5 below, metacognitive strategies consist of three sub strategies including Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning. Overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening are strategies to center your learning. Finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for language task, and seeking practice opportunities are the strategies to arrange and plan your learning metacognitive strategies. Self-monitoring and self-evaluating are strategies to evaluate learning.

Figure 5. Diagram of the Metacognitive Strategies



2. Self- Evaluating

Source: Oxford, 1990, p. 20

Centering Your Learning intends to present a goal to the learner. Thus, learners' concentration can be canalized to some certain language activities, materials, tasks or skills. This concentration supplies focusing on learning process to the students.

To center their learning, students overview and link with their already known material, pay attention to the new language and delay their speech production to focus on listening.

Language learners overview a topic and correlate the topic with their own knowledge and information; they focus on the language material and disregard the confusing materials on purpose; lastly to center their learning in listening skills, they do not focus on speaking and procrastinate their speech relatively or completely by the time they have a big progress in listening skills.

Arranging and Planning Your Learning strategies promote students to regulate and coordinate. In this way, they might get the best value and advantages of their studies and achievements. The users of these strategies find out about language learning, organize, set goals and objectives, diagnose the aim of a language issue, plan for language task and try to explore experience moments (Oxford,1990). They utilize from these strategies to do their best in the target language by planning and coordinating their learning.

These strategies are commonly associated with how someone devoted himself or herself to understand language learning via reading texts and talking to real people; with learning as possible as everything by using every detail and preparing learners' own timetable; creating their own purpose about the learning process; finding out the goals of a definite task of four skills; planning the steps of a language task; seeking and finding favorable circumstances to practice the new language in usual conditions.

Evaluating Your Learning strategies guide students to analyze themselves and their language achievements, as it is understood from two sub strategies which are self-monitoring and self-evaluating.

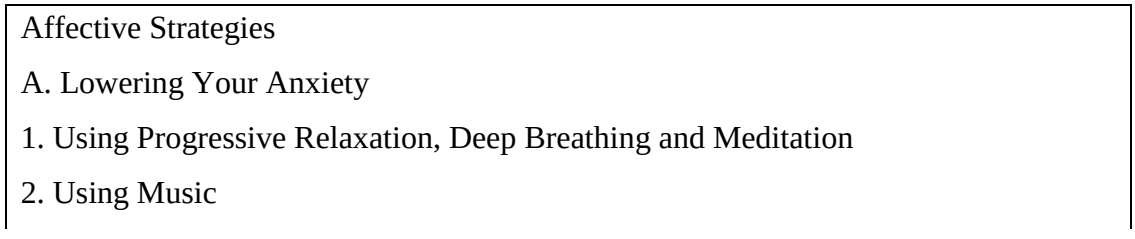
While trying to understand and develop the target language, learners find their mistakes by the help of self-monitoring. They also evaluate and figure out their development in the new language via self-evaluating skills.

Affective Strategies handle learner's feelings. As it is known and proven by any scientific researches, positive feelings contribute and help people to manage what they want to do. As a result of this it can be concluded that positive feelings about learning a language will reveal a good achievement in the progress. So, affective strategies help students to control their emotions, behaviors, inspirations at the same time.

The word 'affective' was used by Oxford (1990) to intend to feelings, approaches, inspiration and values. In all types of learning, affective factors are continually involved. These learning strategies are about managing feelings both positive and negative. When a student controls his or her feelings (s)he can easily handle the learning process. As an example, reducing or minimizing the stress level of a learner with some techniques is a type of affective strategy.

As you can see in Figure 6 below, affective strategies consist of three sub strategies including Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature. Using progressive relaxation, deep breathing and meditation; using music; and using laughter are strategies to lower your anxiety. Making positive statements, taking risks wisely and rewarding yourself are strategies to encourage yourself. Listening to your body, using a checklist, writing a language learning diary and discussing your feelings with someone else are strategies to take your emotional temperature.

Figure 6. Diagram of the Affective Strategies



3. Using Laughter

B. Encouraging Yourself

1. Making Positive Statements

2. Taking Risks Wisely

3. Rewarding Yourself

C. Taking Your Emotional Temperature

1. Listening to Your Body

2. Using a Checklist

3. Writing a Language Learning Diary

4. Discussing Your Feelings with Someone Else

Source: Oxford, 1990, p. 20

Lowering Your Anxiety strategies decrease the tension of a learner while learning a new language. Using progressive relaxation, deep breathing and meditation are first strategies of this group. Using music is the second and using laughter is the third strategies. These strategies have bodily and physiological benefits on learners.

Because students relax their muscle groups in their body by using physical techniques, release in mind by using music, and have fun via watching some enjoyable visuals or reading enjoyable texts by using laughter in the learning process of the target language (Oxford,1990).

Encouraging Yourself strategies help students to have self-encouragement. Oxford (1990) states that as being very valuable, self-encouragement gives a learner a big inspiration and it is more essential than others' appreciation. As it is called intrinsic motivation, the best way to motivate yourself is your inner positive feelings.

The elements in these strategies explains her saying. By making positive statements, students can strengthen their feelings, so they feel more courageous in the process of learning the new language. By taking risks wisely, students manage language skills by feeling confident although there is the possibility to be wrong. By rewarding themselves after successes, students feel ready to use the language.

Taking Your Emotional Temperature strategies are for self-evaluating the emotions, inspirations and behaviors of a learner and applying them into the language tasks. As Oxford (1990) wrote in her book before if learners are not aware of their

feelings and the reason of their emotions, they cannot control their emotions and their affective side easily.

Learners listen to their body, use a checklist, write a language learning diary, discuss their feelings with someone else to take their emotional temperature. By listening to their body, they generally focus on the reflections of their body, like nervousness, anxiety, worry, doubt, panic or fear; and they avoid these feelings. By using a checklist, learners notice and identify their feelings and behaviors towards the new language. By writing language learning diary, learners observe their own process and follow the circumstances of the learning. By discussing their feelings about the new language with someone else like a lecture or a classmate, learners see and identify their process so they are able to express their emotions about the target language (Oxford,1990).

Social Strategies are a way of understanding both the new language and its culture at the same time. Oxford (1990) says that language is a kind of social attitude. Her saying proves that language cannot be learnt without interaction. Social strategies support students to collaborate with others. Learners use every social interaction that takes place in the new language environment as a learning opportunity, as a reinforcement what they know or a chance to learn new items of the target language.
As you can see in Figure 7 below that shows the groups of the social strategies, these strategies consist of three sub strategies including Asking Questions, Cooperating with Others, Empathizing with Others. Asking for clarification or verification and asking for correction are strategies to ask questions. Cooperating with peers and cooperating with proficient users of the new language are strategies to cooperate with others. Developing cultural understanding and becoming aware of others' thoughts and feelings are strategies to empathize with others.

Figure 7. Diagram of the Social Strategies

1. Cooperating with Peers
2. Cooperating with Proficient Users of the New Language
C. Empathizing with Others
1. Developing Cultural Understanding
2. Becoming Aware of Others' Thoughts and Feelings

Source: Oxford, 1990, p. 21.

Asking Questions strategies assistance learners of the new language. In the learning process, they ask for help, ask about everything around them to the people they are learning with and they are learning from. Getting help from an experienced speaker of the new language is important. As Oxford (1990) clarified, it is an important strategy to ask educators, native speakers or to a more talented users for explanation, proof or adjustment. This strategy is rewarding effort for students because they can get feedback and can take the advantage of asking for repeating, paraphrasing and explaining. They are able to ask the person to direct their immediate learning experience. Also, when learners feel confused, they can ask for help to the people to correct their mistakes.

Cooperating with Others strategies emphasis how essential it is to cooperate with others in the target language. These strategies provide learners a rich potential for second language learning. The learners cooperate with others who are proficient in their chosen new language. Being offered some form of help, having a volunteer person to answer your questions and doubts about the target language help students to learn and practice immediately. Mutual trust and friendship with your peer make learners feel valued and provides social acceptance.

Studying together with peers and studying together with talented users of target language are the ways of collaborating with other learners. Studying with others lessen the rivalry and as Oxford (1990) stated, to decrease the competitiveness, studying with other language students to develop language skills is a good way to learn. Studying with native speakers or lectures who speak freely of what they want to acquire is an astonishing experience for language learners, as they obtain the chance of natural communication.

Empathizing with Others strategies include developing cultural understanding and understanding others' ideas and emotions. As it is defined in dictionaries, empathy

is the competence to understand and share the emotions of another person. To communicate in a profitable way, empathy is inevitable. In the target language, if learners grasp the idea of good communication and empathize, they can improve their new language skills by the help of social strategies. As Oxford (1990) stressed, empathy strategies can be developed by using its sub strategies and by understanding other person's attitudes to that conversation.

2.4.3.3. Comparison of O'Malley and Chamot's classification and Oxford's classification

There has always been a comparison between the classifications of O'Malley & Chamot and Oxford. Cognitive strategies of O'Malley & Chamot have resemblance to Oxford's memory and cognitive strategies. However, as memory strategies appear to have a very clean, specific function which differentiates them from other cognitive strategies, unlike O'Malley & Chamot, Oxford sets memory and cognitive strategies apart.

As it is known, memory strategies help learning by arranging things or making association to store knowledge and then retrieve it when it is needed.

Table 2. A Comparison of Two Major Strategy Classification Systems

O'Malley & Chamot (1990) O'Malley, Chamot, Stewner-Manzanares, Kupper,& Russo (1985)	Oxford (1990)
Metacognitive Strategies	
Advance Organizers	Metacognitive Strategies
Directed Attention	Metacognitive Strategies
Selective Attention	Metacognitive Strategies
Self-Management	Metacognitive Strategies
Functional Planning	Metacognitive Strategies
Self-Monitoring	Metacognitive Strategies
Self-Evaluation	Metacognitive Strategies
Delayed Production	Metacognitive Strategies
Cognitive Strategies	
Repetition	Cognitive Strategies
Resourcing	Cognitive Strategies

Translation	Cognitive Strategies
Grouping	Memory Strategies
Note Taking	Cognitive Strategies
Deduction	Cognitive Strategies
Recombination	Cognitive Strategies
Imagery	Memory Strategies
Auditory Representation	Memory Strategies
Keyword	Memory Strategies
Contextualization	Memory Strategies
Elaboration	Memory Strategies
Transfer	Cognitive Strategies
Inferencing	Compensation Strategies
Socioaffective Strategies	
Cooperation	Social Strategies
Question for Clarification	Social Strategies
Self-Talk	Affective Strategies

Adapted from Hsiao (1995)

It is obviously seen in Table 2 that O'Malley and Chamot's (1990) metacognitive strategies generally match those of Oxford (1990). This classification generally functions on planning, organizing, evaluating one's own learning; but both groups refer some strategies about affect and social interaction. By affective strategies, the learner control higher emotions, feelings and motivational conditions while they learn with other people by involving techniques in social strategies.

As it is shown in Table 2, O'Malley and Chamot classified affective and social strategies within a small form as "social-affective, socio-affective or socioaffective strategies"; on the contrary, Oxford divided affective strategies and social strategies into different categories mentioned about many more strategies than O'Malley and Chamot.

2.4.4. Stern's Classification of Language Learning Strategies

According to Stern (1992), there are five main language learning strategies as follows:

1. Management and Planning Strategies
2. Cognitive Strategies
3. Communicative - Experiential Strategies

4. Interpersonal Strategies
5. Affective Strategies

Management and planning strategies are for self-direction of second language learners. As Hismanoglu (2000) mentioned in his article learners' objective to address their own learning is associated with these strategies. Students who have teachers to lead and advise them can take the responsibility of their own process of target language learning.

As Stern (1992) stated, the learners must be determined to take the necessary responsibilities during the learning process, establish themselves consistent aims, choose applicable methodology, decide suitable sources, follow their improvement, review their achievements according to their established aims and anticipations.

Cognitive strategies are a kind of learning strategies that students use deliberately in order to be more successful in using and learning the target language. When you look at the term "cognitive strategies" clearly, you can understand that it is the use of the mind (cognition) to figure out a problem or complete a task. A cognitive strategy supplies the learner as he or she develops constitutional steps that enable him/her to perform the tasks that are complicated (Rosenshine, 1997). Combination, conversion and continuous investigation of learning materials help learners to solve the problems in learning process. Clarification or verification, guessing or inductive inferencing, deductive reasoning, practice, memorization, monitoring, repetition and summarizing are among the cognitive strategies.

Communicative and experiential strategies encourage students' progress in learning to input personally, to attempt to communicate and to self-direct. These strategies involve circumlocution, gesturing, paraphrase and asking for repetition. By using these strategies learners keep the flow of the communication going (Stern,1992).

As Lewis and Williams (1994) stated, expressing it in an ordinary way, experiential learning can be defined as learning by doing or experiencing. In experiential education, before establishing new skills, new behaviors or new ideas by encouraging consideration, learners firstly experience the learning.

So, they experience the target language and maintain their new information by combining with the available information in their mind to keep the communication alive.

Interpersonal Strategies aims to set convenient environment for learners to perform interpersonal tasks. In these tasks, speakers listen to and reply each other and reach to an agreement. They also use their background information, monitor their own achievement and help their partner in the process. So, they improve their learning experiences to speak instinctively. Learners also communicate collaboratively and improve their intercultural skills.

As Stern (1992) mentioned, in the process of learning the new language, students should observe their own improvement and check out their own accomplishments. They should communicate with native speakers and study coordinatively with them. They also should be aware of the new culture.

Affective strategies are related with emotions of the learners, their attitudes towards learning, motivation of them and their values about learning the new language. These strategies have a great and important influence on emotional aspects of learners. They decrease their stress, anxiety and prejudices about the target language. These emotional problems and unfavorable feelings can cause conflicts in learners' mind about the target language. When they are aware of these problems, they can handle them. As Stern (1992) mentioned, good language learners more or less realize these problems. Good language learners try to connect the positive impacts to the new language and its speaker, and also to the included learning tasks. These learners can cope with the difficulties and reduce them.

2.4.5. Cohen's Classification of Language Learning Strategies

Language learning strategies are conscious movements concerning the mind that associate the aim of learning and activities in that process as defined by Cohen (1998). As he stated; from the beginning of learning process to the most advanced levels of new language achievement, steps and ideas were consciously selected and made functional by students to help them conducting the diversity of tasks (Cohen,2014). By the help of using techniques such as retention, storage, recall, and application of the knowledge, learning development is supported by an action. The facilitated

strategies of the learning process contribute the target language of the learner. If it is not available to learn the target language naturally, memorizing and interacting with the materials and grouping them can be a simple and clear way of learning (Cohen,1998).

According to Cohen's classification, there are four language learning strategies:

1. Retrieval Strategies
2. Rehearsal Strategies
3. Cover Strategies
4. Communication Strategies

Retrieval strategies use the practices to increase learning. By the help of these strategies, students bring the information back to their mind and put it into use. When they retrieve, they think about and use what they know and then they strengthen what their learning. Retrieval practice activities focus on improving learning not assessing it. These strategies are related to the skills of activating knowledge from storage by using associations and connections. (Cohen,1998)

Rehearsal strategies express reviewing the new language and its structures in the learning process. Learners practice the information by repeating over and over to learn it.

Cover strategies were first suggested by Tim McNamara (1996) and they are used by the learners to develop an impression in minds that they have control over material when they do not in fact (Cohen,1996). Simplification, complexification, elaboration and circumlocution are among the strategies involved in cove strategies. They are used to complete the information gaps in the new language.

Communication strategies are last component of Cohen's classification. He explains these strategies as ways to convey meaning and informative messages to the respondents. It is not clear that these strategies are efficient on learning process. Some students may use the obtained information without any effort to learn that. On the other hand, some students may learn it intentionally.

2.5 Language Learning Strategies Studies Conducted in Turkey

Recent studies have examined learners' language learning strategies for different purposes. After 2000, there are variety of academic studies done by postgraduate or

doctoral students. Some national context of these studies will be mentioned to their close relationship with the present study in the following paragraphs.

Vertaç (1995) carried out a study in primary schools aiming to investigate language learning strategies used by young learners in the learning process. In the end, she has reached that cognitive strategies are used more frequently. And also, giving information about the language learning strategies to the students will make learning easier.

Şire (1999) conducted a study with randomly selected 100 participants of 8th grade students from a state junior high school in Adana. The results of her investigation show that there are some important differences in the use of a particular strategies between the successful and unsuccessful students who participated the study.

Aydın (2003) studied with 537 high school students in Istanbul. The Turkish translation of Oxford's fifty item Strategy Inventory for Language Learning (SILL) and a background questionnaire to collect information on their course level were used. According to the results, there are significant variations in the frequency of high strategy use among students. The participants showed significant variation in five SILL categories and some SILL items by their previous language learning experiences; but in the cognitive category no significant difference was noted among participants.

Yalçın (2006), examined the use of language learning strategies reported by 334 students of English at the Preparatory School of Gazi University. He used a two-part instrument to collect data. It is concluded from this research that students of that school used LLSs at medium level. Females used LLSs more than males. A statistically significant difference was observed among students' former learning experience and their use of compensation strategies.

Karahan (2007) investigated 120 students of 4th grade in a state primary school and their language learning strategies in his study. He found out that compensation, meta-cognitive and memory strategies were the most frequently used strategies. On the other hand, memory and cognitive strategies were the least used ones. In addition, significant gender difference was not observed in strategy use in this study.

Aslan (2009) studied with 257 participants on language learning strategies and with the goal of finding out the quantity of strategies and the main differences of the strategies used; revealing the relationship between strategy use and success levels; and

finding out the difference in strategy use between genders and its effect on their management in English. He collected the data by using the strategy inventory for language learning of Oxford (1990) translated by Cesur and Fer (2007). The results showed that using LLSs was positively effective in success English. Females were more successful than males in terms of achievement tests.

Padem (2012) conducted his study with 461 students at Düzce University preparatory unit aiming to explore the usage of language learning strategies of students considering their gender, sort of LYS (Undergraduate Placement Exam) point and native language. He collected the data by using the strategy inventory for language learning of Oxford (1990) translated by Cesur and Fer (2007). As a conclusion, the mostly preferred strategy was social strategies, while the least preferred one was affective strategies. There was a significant difference between memory strategies and gender on the side with females, between compensation strategies and gender on the side with males. There was not a meaningful difference between strategy use and sort of LYS point. There were not any significant distinctness between the general and sub-group strategy uses of Turkish speaking and students whose mother tongue is different from Turkish.

Ayhan (2016), carried out a study with 252 in Bosnian university students intending to find out the relationship between personality traits, individual differences and usage of language learning strategies. She used NEO Personality-Inventory-Revised (NEOPIR) of the Five Factor model (FFM) (Costa and McCrae,1992), Strategy inventory of Language Learning (SILL)(Oxford,1990) and individual background questionnaire (IBQ). The findings of her research gave an insight to the Bosnian educational system. Regarding the language learning, teaching and curriculum development, the findings provided pedagogical and sociocultural contributions.

Çetinkaya (2017), investigated the relationship among 499 preparatory school Students' LLS use, motivation levels and their academic achievement in English. Also, the probable relationship between the participants' LLS use and motivation level and the demographic variables, gender, faculty and the amount of time spent studying English outside the class were examined. To gather information from the participants, a 50-item strategy inventory for language learning and a 30-item motivation and

attitudes questionnaire were used with a demographic information form. As a result of these questionnaires, the students use language learning strategies at a moderate frequency, and they have moderate levels of integrative and total motivation but a high instrumental level. It was seen that in terms of LLS usage and gender, memory strategies were in favor of females and compensation strategies were in favor of males. Regarding the faculties, tourism students' high language learning strategy usage and higher motivation levels discovered.

It can be deduced that studies about language learning strategies has been produced in many educational places and organizations by many scholars in Turkey, but there is no clear and accurate result of all studies. A wide variety of results have been reached many scholars that affect language learning strategies of learners in the target language. In this study, it is intended to investigate the preparatory students' language learning strategies according to various variables like gender, the departments that students study at, learner's hometown and time period of English language learning.

CHAPTER THREE
METHODOLOGY

3.1. Introduction

Oxford says that, “It is important to know language learning strategies”. She draws attention to the significance of language learning strategies and suggests language learners use these strategies in the learning process. Recently, the attention paid on this subject is gradually increasing, more and more studies have been conducting about language learning strategies in Turkey. The main aim of this study is to investigate the language learning strategies of preparatory students at Selcuk University School of Foreign Languages.

In this study, a strategy inventor, which was composed of Oxford’s The Strategy Inventory for Language Learning was applied to collect data. The inventory contained 50 items and the students were asked to rate the statements on a five-point scale. The participants were asked to read an item and determine if the statement is: (1) never or almost never true of them, (2) usually not true of them, (3) somewhat true of them, (4) usually true of them, (5) always or almost always true of them.

3.2. Design of the Study

In this study, the researcher used SILL survey in a systematic approach to identify learners’ language learning strategies, as a research instrument after translating it into Turkish, in order to determine what kind of learning strategies the learners may have. Oxford designed this survey instrument in 1990 to understand learners’ language learning strategies systematically. This section describes the components of the study, including the strategies about language learning, summarizes the other recently done studies, outlines the method of research, discusses the analysis and ends with the result of the survey. In this chapter, firstly design of the study, participants and the instruments are described. Secondly, this chapter gives details about the data collection procedure and the data analysis.

3.3. Participants

The data collection of this study included participants from preparatory students of five different departments of Selcuk University at School of Foreign Languages. At Selcuk University School of Foreign Languages, students get a year of compulsory

second language education after the proficiency exam at the beginning of the term. Foreign language courses (English, German, French and Arabic) are offered at Selcuk University School of Foreign Languages Preparatory Program to students who are enrolled in different Faculties and Community Colleges of Selcuk University for 25 hours a week for a period of one year. At this school having students improve their linguistic and cultural capacities and grow an awareness of their cultural values through acquisition of a foreign language is a fundamental principle behind foreign language education. The students are taught foreign languages using up-to-date course materials and contemporary methods. The education policy of the school aims to improve students' four language skill (listening, speaking, reading, writing) and students are tested according to these four skills to evaluate their language learning level during the term.

Table 3. The number and the percentage of the participants

Participants	Number (N)	Percentage (%)
TOTAL	208	100,0

As illustrated in Table 3, the participants in this survey were a group of 208 students, including 76 (%37,1) female and 129 (%62,9) male learners (see in Table 4), who aged between 17 and 25 years of age (see in Table 5). The students were from different academic and cultural background. The lecturers who administered the survey ensured that their students understood the instructions for the task, took the task seriously (rather than simply marking the answer sheet in a haphazard way), and could complete the survey in approximately 15 minutes.

Table 4. Gender Range of The Participants

Gender	Number (N)	Percentage (%)
Male	131	63,0
Female	77	37,0
	208	100,0

Table 5. Ages of the Participants

Age	Number (N)	Percentage (%)
17-19	101	48,6
20-22	94	45,2
23-25	13	6,2
	208	100,0

The participants of this study were chosen randomly among the Selcuk University School of Foreign Language and they participated this survey voluntarily.

Table 6. Years of English Study

Time Period	Number (N)	Percentage (%)
0-3 years	39	18,8
4-6 years	46	22,1
7-9 years	123	59,1
TOTAL	208	100,0

As it is shown in Table 6, 18,8% and 39 of the students have been studying English between 0-3 years; 22,1% and 46 of them have been studying between 4-6 years and 59,1 and 123 of them have been studying between 7-9 years.

3.4. Instruments

One of the instruments used in this study is Strategy Inventory for Language Learning (SILL) Version 7.0 (ESL/EFL) (Oxford, 1990). The Turkish version of the research instrument was adapted by Cesur and Fer in 2007. Another instrument used by the researcher is a demographic information form that was regulated in a systematic approach to identify learners' gender, hometown, department and time period of learning. These instruments were used aiming to illustrate the learners' strategies and their types. The Turkish version of the research instrument, adapted to Turkish by Cesur and Fer (2007), was applied to the learners to understand the procedure correctly

and to minimize misunderstanding. Rebecca Oxford designed this survey in 1990 in order to understand, collect and classify these strategies systematically.

Oxford (1990) attributed her inventory to her self-developed taxonomy and was stick to the general strategies and sub strategies she classified. This five-point Likert scale was composed of six categories including, memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. As it is in our survey, it is generally used by translating into other languages. Its reliability is between .93 and .98 reliability coefficients. Its correlation between Turkish and English version is meaningful and significant on the significance level. The validity and reliability analysis of the scale, which was determined to have linguistic validity, was conducted.

The dimensions of this inventory were divided into six categories. Memory strategies were questioned between 1 to 9 items. Cognitive strategies were questioned between 10 to 23 items. Compensation strategies were questioned between 24 to 29 items. Metacognitive strategies were questioned between 30 to 38 items. Affective strategies were questioned between 39 to 44 items. Lastly, social strategies were questioned between 45 to 50 items. These dimensions are composed of direct and indirect strategies of Oxford's classification (1990, p. 18-21).

After the students who are aware and unaware of their own usage of language learning strategies take this SILL survey, they both become aware of these strategies and make more effective use of them in the language learning process.

SILL is also useful and helpful for teachers, because when the students take this survey at the beginning of a language course this may help the teachers to find out what strategies are more efficient for their students and decide which strategies are more applicable to their own teaching process. By using SILL survey teachers aim to take the attention of learners to the learning process and also encourage students who are already aware of these strategies so that others may notice and imitate them.

CHAPTER FOUR
RESULTS OF DATA ANALYSIS AND DISCUSSIONS

4.1. Introduction

There are many varieties which influence types of language learning strategies used by language learners. The main purpose of this study was to investigate the preparatory students' language learning strategies by using a specific inventory called SILL (Oxford,1990). In this chapter of the study, the results and findings of the research supported by tables will be presented according to some variables like gender, the departments that students study at, learners' hometown and time period of English language learning.

4.2. General analyzes and the usage of sub strategies

SPSS (Statistical Package for the Social Sciences) 15.0 package program has been used when performing the statistical analyzes of this study. In order to examine if the data has been distributed normally or not, Kolmogorov Smirnow Test has been performed and it has been seen that the data has been distributed normally, so parametric tests have been used. In the study, frequency and descriptive statistics, Anova (One-way Analysis of Variance) and Independent Two Sample T Test have been used. In addition, for the relation between the points, Pearson correlation test will be done.

Table 7. Factors and factor numbers

Factors	Item numbers in the SILL survey
Memory Strategies	Part A (1,2,3,4,5,6,7,8,9)
Cognitive Strategies	Part B (10,11,12,13,14,15,16,17,18,19,20,21,22,23)
Compensation Strategies	Part C (24,25,26,27,28,29)
Metacognitive Strategies	Part D (30,31,32,33,34,35,36,37,38)
Affective Strategies	Part E (39,40,41,42,43,44)
Social Strategies	Part F (45,46,47,48,49,50)

As it is seen in Table 8 above, this study's instrument Strategy Inventory for Language Learning has six factors including scales memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. Memory strategies are composed of part A including items from 1 to 9. Cognitive strategies are composed of part B including items from 10 to 23. Compensation strategies are composed of part C including items from 24 to 29. Metacognitive strategies are composed of part D including items from 30 to 38. Affective strategies are composed of part E including items from 39 to 44. Social strategies are composed of part F including items from 45 to 50.

Table 8. The reliability values of factor

Factors	Number	Cronbach Alpha
Memory Strategies	9	0,602
Cognitive Strategies	14	0,811
Compensation Strategies	6	0,672
Metacognitive Strategies	9	0,878
Affective Strategies	6	0,595
Social Strategies	6	0,708
General	50	0,925

Table 8 shows the reliability values of factors in the instrument above. Memory strategies factor has 9 items having the value of 0,602 Cronbach Alpha. Cognitive strategies factor has 14 items having the value of 0,811 Cronbach Alpha. Compensation strategies factor has 6 items having the value of 0,672 Cronbach Alpha. Metacognitive strategies factor has 9 items having the value of 0,878 Cronbach Alpha. Affective strategies factor has 6 items having the value of 0,595 Cronbach Alpha. Social strategies factor has 6 items having the value of 0,925 Cronbach Alpha. These values show that these factors are reliable.

In the following, table 9 shows 208 preparatory students' use of the memory strategies.

Table 9. The Students' Usage of the Memory Strategies

Questions	Mean	Std. Deviation	N
A1	3,4663	,99215	208
A2	2,5192	,91134	208
A3	2,9038	1,23569	208
A4	3,0769	1,28681	208
A5	2,8125	1,30715	208
A6	2,4760	3,03910	208
A7	2,1971	1,10536	208
A8	2,6346	,94851	208
A9	3,2837	1,24385	208

According to the given answers, the Students' Usage of the Memory Strategies has been found mean 2,82 and this shows that students have chosen "Somewhat true of me" choice for the Usage of Memory Strategies.

In the following, table 10 shows 207 preparatory students' use of the cognitive strategies.

Table 10. The Students' Usage of the Cognitive Strategies

Questions	Mean	Std. Deviation	N
B10	3,2802	1,18188	207
B11	2,7729	1,21145	207
B12	2,4106	1,21099	207
B13	2,6957	1,05164	207
B14	2,2415	1,24230	207
B15	3,6232	1,24364	207
B16	3,0097	1,17412	207
B17	2,1739	1,15275	207
B18	3,2657	1,13289	207
B19	2,8213	1,24321	207
B20	2,6570	1,16304	207
B21	2,1981	1,18009	207
B22	3,2512	1,20060	207
B23	2,0338	1,10770	207

According to the given answers, the Students' Usage of the Cognitive Strategies has been found mean 2,74 and this shows that students have generally chosen "Somewhat true of me" choice for the Usage of Cognitive Strategies.

The table 11 below shows 208 preparatory students' use of the compensation strategies.

Table 11. The Students' Usage of the Compensation Strategies

Questions	Mean	Std. Deviation	N
C24	3,4279	1,08329	208
C25	3,0673	1,22584	208
C26	2,9231	1,27171	208
C27	2,9375	1,22018	208
C28	2,5673	1,22584	208
C29	3,4808	1,15872	208

According to the given answers to the questions, the Students' Usage of the Compensation Strategies has been found mean 3,07 and this shows that students have generally chosen "Somewhat true of me" choice for the Usage of Compensation Strategies.

The table 12 below shows 208 preparatory students' use of the metacognitive strategies.

Table 12. The Students' Usage of the Metacognitive Strategies

Questions	Mean	Std. Deviation	N
D30	3,0192	1,14614	208
D31	3,2115	1,11791	208
D32	3,7692	1,20170	208
D33	3,3558	1,19110	208
D34	2,5529	1,20670	208
D35	3,0865	1,26728	208
D36	2,6779	1,07546	208
D37	3,1346	1,22815	208
D38	3,3750	1,18515	208

According to the given answers to the questions, the Students' Usage of the Metacognitive Strategies has been found mean 3,13 and this shows that students have generally chosen "Somewhat true of me" choice for the Usage of Metacognitive Strategies.

The table 13 below shows 208 preparatory students' use of the affective strategies.

Table 13. The Students' Usage of the Affective Strategies

Questions	Mean	Std. Deviation	N
E39	3,1058	1,19110	208
E40	2,9712	1,22342	208
E41	2,2981	1,27313	208
E42	3,4856	1,25870	208
E43	1,4279	,90334	208
E44	2,1827	1,26081	208

According to the given answers to the questions, the Students' Usage of the Affective Strategies has been found mean 2,58 and this shows that students have generally chosen "Somewhat true of me" choice for the Usage of Affective Strategies.

The table 14 below shows 208 preparatory students' use of the social strategies.

Table 14. The Students' Usage of the Social Strategies

Questions	Mean	Std. Deviation	N
F45	3,8990	1,16071	208
F46	3,3654	1,31552	208
F47	2,0096	1,09010	208
F48	3,4087	1,18416	208
F49	2,4615	1,14565	208
F50	2,6971	1,35118	208

According to the given answers to the questions, the Students' Usage of the Social Strategies has been found mean 2,97 and this shows that students have generally chosen "Somewhat true of me" choice for the Usage of Social Strategies.

4.3. Participants' distribution according to the variations

In this part of the study, the distributions of the participants will be demonstrated with numbers, percentages supported by tables according to gender, department, hometown and time period of learning variations.

Table 15. The Gender Distribution

Gender	Number(N)	Percentage (%)
Male	131	63,0
Female	77	37,0
TOTAL	208	100,0

It is shown in table 15 that according to the obtained results, 63% of the individuals participated the survey is male and 37% is female. According to this situation, males constitute the large part of the participants.

Table 16. The Department Distribution

Department	Number(N)	Percentage (%)
Compulsory	73	35,1
Noncompulsory	135	64,9
	208	100,0

It is shown in table 16 that according to the obtained results, 35,1% of the individuals participated the survey attends compulsory preparation classes and 64,9% attends noncompulsory preparation classes. This situation shows that the large part of the participants attends noncompulsory classes.

Table 17. The Hometown Distribution

Hometown	Number(N)	Percentage (%)
City	121	58,2
Town	64	30,8
Village	23	11
TOTAL	208	100,0

According to the obtained results, 58,2% of the participants' hometown is in a city, 30,8% of the participants' hometown is in a town and 11% of the participants' hometown is in a village. According to this situation, most of the participants' hometown is in a city.

Table 18. The Time Period Distribution

Time Period	Number(N)	Percentage (%)
0-3	39	18,8
4-6	46	22,1
7-9	123	59,1
TOTAL	208	100,0

According to the obtained results, 18,8% of the individuals participated the survey has been learning English between 0-3 years, 22,1% of the individuals has been learning English between 4-6 years and 59,1% of them has been learning English between 7-9 years. This result shows that most of the individuals participated the survey has been learning English between 7-9 years.

4.4. The use of language learning strategies in respect to gender variation

In this part of the study, the usage of language learning strategies in respect to gender variation has been investigated for both general strategies and sub strategies.

Table 19. The Difference Between the Usage of General Strategies and Gender Variation

	Gender	N	Mean	Std Error	T account	P value
General Strategies	Female	77	148,766	3,212	1,975	0,049
	Male	131	140,733	2,508		

The effect of gender variable on general strategies has been investigated and according to the obtained results of the Independent Two Sample T test, it is seen that mean for female students is 148,766; on the other hand, it is 140,733 for male students. As it is shown in table 19 above, it has been observed that gender variable is effective on general strategies (P=0,049<0,0,05). In this case, it is seen that female students have higher scores than male students in general strategies.

Table 20. The Difference Between the Usage of Sub Strategies and Gender Variation

	Gender	N	Mean	Std Error	T account	P value
Memory Strategies	Female	77	26,558	0,573	2,038	0,430
	Male	131	24,671	0,624		
Cognitive Strategies	Female	77	39,065	0,981	0,783	0,435
	Male	131	38,069	0,787		
Compensation Strategies	Female	77	18,610	0,496	0,515	0,607
	Male	131	18,282	0,391		
Metacognitive Strategies	Female	77	29,597	0,918	2,085	0,038
	Male	131	27,351	0,625		
Affective Strategies	Female	77	16,597	0,481	3,090	0,002
	Male	131	14,809	0,342		
Social Strategies	Female	77	18,338	0,456	1,185	0,237
	Male	131	17,550	0,433		

The effect of gender variable on memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies has been investigated and as a result of the Independent Two Sample T test, it has been seen that gender variable has no effect on Memory Strategies, Cognitive

Strategies, Compensation Strategies and Social Strategies (P =0,430>0,05, P =0,435>0,05, P =0,607>0,05, P =0,237>0,05). In other words, the fact that an individual is a girl or a boy is not effective on these strategies. However, gender variable is effective on Metacognitive Strategies and Affective Strategies (P =0,038<0,0,05, P =0,002<0,0,05). In this case, it is seen that female students have higher scores in their Metacognitive Strategies than in male students, and the case is the same in Affective Strategies.

According to these results, it can be said that female students are better than male students in centering their learning, arranging and planning their learning, and evaluating their learning, as these are the skills of metacognitive strategies of Oxford's (1990) classification presented in Figure 5. Besides, it can be inferred that female students are better than male students in lowering their anxiety, encouraging themselves and taking their emotional temperature, as these are the skills of affective strategies of Oxford's (1990) classification presented in Figure 6.

4.5. The use of language learning strategies in respect to department variation

In this part of the study, the usage of language learning strategies in respect to department variation has been investigated for both general strategies and sub strategies.

Table 21. The Difference Between the Usage of General Strategies and The Departments Variation

General Strategies	**Department**	**N**	**Mean**	**Std Error**	**T account**	**P value**
	Compulsory	73	147,589	3,292	1,450	0,152
	Noncompulsory	135	141,607	2,488		

The effect of department variable on general strategies has been investigated and as a result of the Independent Two Sample T test, it is seen that mean for students whose departments are compulsory for preparation classes is 147,589; on the other hand, it is 141,607 for students whose departments are noncompulsory for preparation classes. As it is shown in table 21 above, it has been observed that department variable is not effective on general strategies (P=0,152>0,05). In this case, there is no difference

between students who are studying at compulsory departments and students who are studying at uncompulsory departments in General Strategies.

Table 22. The Difference Between the Usage of Sub Strategies and The Departments Variation

	Department	N	Mean	Std Error	T account	P value
Memory Strategies	Compulsory	73	25,849	0,920	0,781	0,435
	Noncompulsory	135	25,111	0,485		
Cognitive Strategies	Compulsory	73	40,151	1,036	2,068	0,040
	Noncompulsory	135	37,511	0,753		
Compensation Strategies	Compulsory	73	19,630	0,509	2,994	0,003
	Noncompulsory	135	17,741	0,373		
Metacognitive Strategies	Compulsory	73	28,548	0,839	0,511	0,610
	Noncompulsory	135	27,985	0,670		
Affective Strategies	Compulsory	73	15,315	0,449	-0,402	0,688
	Noncompulsory	135	15,556	0,367		
Social Strategies	Compulsory	73	18,096	0,576	0,581	0,562
	Noncompulsory	135	17,704	0,386		

Considering departments where language education is compulsory or noncompulsory, the effects of this variable on Memory Strategies, Cognitive Strategies, Compensation Strategies, Metacognitive Strategies, Affective Strategies, Social Strategies have been investigated and as a result of the Independent Two Sample T test, it has been seen that department variable has no effect on memory strategies, metacognitive strategies, affective strategies and social strategies (P =0,435>0,05, P =0,610>0,05, P =0,688>0,05, P =0,562>0,05). In other words, studying in a department which has a compulsory or noncompulsory language education is not effective for an individual on these strategies.

However, it has been seen that the same variable is effective on cognitive and compensation strategies (P =0,040<0,0,05, P =0,003<0,0,05). In this case, it is seen that the students studying at the department where the language education is

compulsory has a higher score on cognitive strategies than the students studying at the department where the language education is noncompulsory. The case is the same on compensation strategies.

According to these results, it can be said that students studying at the department where the language education is compulsory are better than students studying at the department where the language education is noncompulsory in receiving and sending messages; analyzing and reasoning; creating structure for input and output skills, as these are the skills of cognitive strategies of Oxford's (1990) classification presented in Figure 3. Besides, it can be inferred that students studying at the department where the language education is compulsory are better than students studying at the department where the language education is noncompulsory in guessing intelligently and overcoming limitations in speaking and writing skills, as these are the skills of compensation strategies of Oxford's (1990) classification presented in Figure 4.

4.6. The use of language learning strategies in respect to hometown variation

In this part of the study, the usage of language learning strategies in respect to hometown variation has been investigated for both general strategies and sub strategies.

Table 23. The Difference Between the Usage of General Strategies and Hometown Variation

	Hometown	N	Mean	Std Error	F account	P value
General Strategies	City	121	145,212	2,505	1,793	0,169
	Town	64	144,062	3,554		
	Village	23	133,217	7,117		

The effect of hometown variable on general strategies has been investigated and according to the obtained results of ANOVA (One-Way Analysis of Variance) test, it is seen that mean for students whose hometown is a city is 145,212; mean for students whose hometown is a town is 144,062; on the other hand, it is 133,217 for students whose hometown is a village. As it is shown in table 23 above, it has been observed that hometown variable is not effective on general strategies (P=0,169>0,0,05).

Table 24. The Difference Between the Usage of Sub Strategies and Hometown Variation

	Hometown	N	Mean	Std Error	F account	P value
Memory Strategies	City	121	25,446	0,463	0,494	0,611
	Town	64	25,672	1,028		
	Village	23	24,130	1,617		
Cognitive Strategies	City	121	38,537	0,835	0,269	0,765
	Town	64	38,703	1,001		
	Village	23	37,174	1,999		
Compensation Strategies	City	121	18,669	0,383	3,782	0,024
	Town	64	18,750	0,590		
	Village	23	16,404	0,861		
Metacognitive Strategies	City	121	28,752	0,668	1,423	0,243
	Town	64	27,922	0,967		
	Village	23	25,913	1,679		
Affective Strategies	City	121	15,934	0,383	1,992	0,139
	Town	64	14,969	0,478		
	Village	23	14,435	0,864		
Social Strategies	City	121	18,174	0,423	3,327	0,038
	Town	64	18,047	0,547		
	Village	23	15,522	0,988		

To investigate the effect of students' hometown on sub strategies, ANOVA (One-Way Analysis of Variance) test has been used. Test results show that the hometown variable has an effect on Compensation Strategies and Social Strategies (P=0,024<0,05, P=0,038<0,05). However, it has been seen that hometown variable has no effect on memory strategies, cognitive strategies, metacognitive strategies and affective strategies (P=0,611>0,05, P=0,765>0,05, P=0,243>0,05, P=0,139>0,05). Compensation strategies and Social strategies which are affective on hometown variable, are applied binary benchmarks tests and according to the results of TUKEY (Post hoc tests) test, in both strategy methods, the scores of individuals who are in their

native village are lower. Moreover, as an individual being from town or city center does not change the end result.

These results show that although there are many variables that affect the use of language learning strategies of different individuals, students who have similar cultural background that is investigated as hometown in this study, use similar kind of language learning strategies.

4.7. The use of language learning strategies in respect to time period variation

In this part of the study, the usage of language learning strategies in respect to time period variation has been investigated for both general strategies and sub strategies.

Table 25. The Difference Between the Usage of General Strategies and Time Period Variation

	Time Period	N	Mean	Std Error	F account	P value
General Strategies	0-3	39	138,282	5,190	0,942	0,391
	4-6	46	146, 456	3,984		
	7-9	123	144,398	2,533		

The effect of time period variable on general strategies has been investigated and according to the obtained results of ANOVA (One-Way Analysis of Variance) test, it is seen that mean for students who have studied English for 0 to 3 years is 138,282; mean for students who have studied English for 4 to 6 years 146,456; on the other hand, it is 144,398 for students who have studied English for 7 to 9 years. As it is shown in table 25 above, it has been observed that time period variable is not effective on general strategies (P=0,169>0,0,05).

Table 26. The Difference Between the Usage of Sub Strategies and Time Period Variation

	Time Period	**N**	**Mean**	**Std Error**	**F account**	**P value**

Memory Strategies	0-3	39	24,795	0,909	2,721	0,068
	4-6	46	27,326	1,286		
	7-9	123	24,821	0,507		
Cognitive Strategies	0-3	39	37,051	1,568	0,654	0,521
	4-6	46	38,348	1,213		
	7-9	123	38,911	0,793		
Compensation Strategies	0-3	39	16,615	0,799	4,345	0,014
	4-6	46	18,391	0,555		
	7-9	123	18,976	0,392		
Metacognitive Strategies	0-3	39	27,205	1,375	0,403	0,669
	4-6	46	28,500	0,935		
	7-9	123	28,374	0,691		
Affective Strategies	0-3	39	15,564	0,761	0,532	0,588
	4-6	46	15,978	0,551		
	7-9	123	15,252	0,364		
Social Strategies	0-3	39	17,051	0,814	0,713	0,491
	4-6	46	17,913	0,551		
	7-9	123	18,065	0,432		

To investigate the impact of students' learning time period on sub strategies, ANOVA (One-Way Analysis of Variance) test has been used. According to the results, time period variable is only effective on Compensation strategies (P=0,014<0,05). However, it has been observed that it has no effect on Memory strategies, Cognitive strategies, Metacognitive strategies, Affective strategies and Social strategies (P=0,068>0,05, P=0,521>0,05, P=0,669>0,05, P=0,588>0,05, P=0,491>0,05). Compensation strategies which is affective on time period variable, is applied binary benchmarks tests and according to the results of TUKEY (Post hoc tests) test, in strategy methods the scores of individuals who have been learning English for 0-3 years are lower. In addition, English learning time period of individuals who have been learning English for 4-6 or 7-9 years does not change the result.

It can be inferred from the results that students studying English for 4 to 6 and 7 to 9 years are better than students studying English for 0 to 3 years in guessing intelligently and overcoming limitations in speaking and writing skills, as these are the skills of compensation strategies of Oxford's (1990) classification presented in Figure 4.

4.8. Results for the usage of general language learning strategies and sub group strategies

In this section of the study, the use of general strategies and sub group strategies have been explored for all of the students.

Table 27. Pearson Correlation Results for the Usage of General Strategies and Sub Group Strategies

	N	R	P Value
General Strategies - Memory Strategies	208	0,740	0,000
General Strategies - Cognitive Strategies	208	0,857	0,000
General Strategies - Compensation Strategies	208	0,694	0,000
General Strategies - Metacognitive Strategies	208	0,852	0,000
General Strategies - Affective Strategies	208	0,755	0,000
General Strategies - Social Strategies	208	0,798	0,000
Memory Strategies - Cognitive Strategies	208	0,529	0,000
Memory Strategies - Compensation Strategies	208	0,423	0,000
Memory Strategies - Metacognitive Strategies	208	0,507	0,000
Memory Strategies - Affective Strategies	208	0,507	0,000
Memory Strategies - Social Strategies	208	0,492	0,000
Cognitive Strategies - Compensation Strategies	208	0,540	0,000
Cognitive Strategies - Metacognitive Strategies	208	0,654	0,000
Cognitive Strategies - Affective Strategies	208	0,545	0,000
Cognitive Strategies - Social Strategies	208	0,589	0,000
Compensation Strategies - Metacognitive Strategies	208	0,487	0,000
Compensation Strategies - Affective Strategies	208	0,485	0,000
Compensation Strategies - Social Strategies	208	0,493	0,000
Metacognitive Strategies - Affective Strategies	208	0,596	0,000
Metacognitive Strategies - Social Strategies	208	0,690	0,000
Affective Strategies - Social Strategies	208	0,600	0,000

The table above shows the correlation results between General Strategy and Subgroup strategies. Those with a positive sign indicate a positive relationship, while a negative sign indicates a negative one. If it is greater than 0.70, there is a strong

relationship in general and if it is lower than it, there is a weak relationship. To interpret one situation here;

The correlation between the General Strategy and Memory strategies (total) scores of the participants is 0.740. This shows that there is a strong positive relationship among them. At the same time, P=0,000<0,05 so the relationship is significant that can be said as meaningful. All relationships have been found to be meaningful.

CHAPTER FIVE
CONCLUSION

5.1. Introduction

Language learning strategies have been developing since the 1970s. The better understanding of these strategies may help students develop their learning autonomy and learn efficiently. There are numerous definitions of learning strategies and classifications of them have been mentioned by many different researchers. Because these researchers aim to find out in what ways students start to learn something and what makes them successful and more effective. As William & Burden (1997) state, these can only be answered by investigating learning strategies.

As it is mentioned in the previous sections there are significant relationships between language learning strategies and language proficiency. In other saying, language learners using these strategies more achieve better language proficiency and more proficient learners use these strategies more frequently. This thesis has studied the main concepts of language learning strategies to identify the nature of language learning strategies, the factors that affect their usage, possible differences that occur according to individual affairs, and their benefits for language learning.

5.2. Overview of the Study

"Language learning strategy issues have been widely discussed in the second language education field since the mid-1970s" (Huang, 2003). This study has been carried out to be in the field. Investigating the preparatory students' language learning strategies according to some variables like gender, the departments that students study at, learner's hometown and time period of English language learning was the aim of this thesis. 208 students from Selcuk University studying at preparatory classes participated in the study.

The data of this study was collected by means of Strategy Inventory for Language Learning (SILL) of Rebecca Oxford (1990) that was transferred to Turkish by Cesur and Fer (2007). Also, a demographic information form was added to the inventory to get information about participants. The instrument's Turkish version was used while gathering the data to prevent misunderstandings and to support the

participants a clear and comprehensible material. The instrument is composed of 50 items involving 6 sub categories referring to the classification of Oxford (1990) in language learning strategies.

SPSS (15.0) program was used to make the statistical analyzes of the collected information of 208 participants. Gender, hometown, departments and time period of learning were the variables of the study that have been investigated. Their relationships with the use of language learning strategies were studied and examined.

5.3. Implications and Suggested Further Studies

Like many other studies, the current study may have a number of limitations. Generally speaking, there are some difficulties to conduct an exact result upon the learner strategies as the number of samples is limited, as the study was applied upon only 208 attendants. It should also be kept in mind that, there was a little imbalance of gender among participants. There were 77 females and 131 males. In addition, the sample may not be homogenous as the participants are from different levels of language learning processes, because some of the students (35,1 %) participated in the survey have been studying as having compulsory second language education due to their departments. Having compulsory second language education increases their motivation level.

Although all the participants graduated from high school, their English language education levels are different because of their background. For example, as it is shown in Table 17, 121 of the students (58,2 %) come from a city center while 64 of them (30,8 %) come from a town, and only 23 of them (11 %) are from a village. Because of many reasons, language education may have some limitations in small parts of the country. The students may have more language experience in big cities.

One of the other limitations is the longevity of second language education year. The time period the students have exposed may change the quality of language learning strategies. Although the participants vary in second language education year context, they have the same education in School of Foreign Languages at Selcuk University.

The last observed limitation of the study is that along with the regulations of the Council of Higher Education (YÖK), the case in which the research was conducted is

no longer valid. Since the beginning of 2015-2016 academic year, the departments that cannot offer 30% of the courses in English at their universities cannot form compulsory English preparatory classes to their students. Only voluntary-based preparatory classes, which the students have the option to attend the classes or not and even drop in a term, can be formed. However, since 2017-2018 academic year, the departments that offer 100% of the courses in English have compulsory English preparatory classes to their students.

As further studies, the SILL survey may be applied to a larger number of language learners for more valid results, because one of the most important limitations is the population sample. A semester-long language learning strategy course may be applied to the students learning language in order to evaluate the effects on the target language process. Moreover, by applying a kind of strategy training activity to the learners, the long-term learning efficiency can be measured. On the other hand, after these kinds of activities, The Strategy Inventory for Language Learning of Oxford can be applied to an experimental group and a control group so that the difference between these two groups may be found out whether the strategy training is effective or not. In addition to that, more variables like age, major and success of the participants can be measured and studied to see the differences among students, to support the learners more use of language learning strategies and to use them effectively in students' learning process.

REFERENCES

Aslan, O. (2009). The role of gender and language learning strategies in learning English. *Unpublished Master's thesis*.

Aydın, T. (2003). Language learning strategies used by Turkish high school students learning English. *Yayımlanmamış Yüksek Lisans Tezi, İstanbul Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul*.

Ayhan, Ü. (2016). The use of language learning strategies and its relationship with personality traits and individual differences. (Doctoral dissertation, International Burch University)

Bialystok, E. (1981). The role of conscious strategies in second language proficiency. *The Modern Language Journal*, *65*(1), 24-35.

Bruner, J. S. (1960). *The process of education:[a searching discussion of school education opening new paths to learning and teaching]*. Vintage Books.

Cesur, M. O., & Fer, S. (2007). What is the validity and reliability study of the strategy inventory of language learning. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, *4*(2), 49-74.

Çetinkaya, G. (2017). The relationship among language learning strategies, motivation and academic achievement of university preparatory school students. *Unpublished Master Thesis, Abant İzzet Baysal University, Institute of Educational Sciences*.

Cohen, A. D. (1996). Second language learning and use strategies: Clarifying the issues.

Cohen, A. D. (1998). *Strategies in learning and using a second language*. Harlow, Essex: Longman.

Cohen, A.D. (1990). Language learning: Insights for learners, teachers. and researchers. Roston: Heinle & Heinle.

Cohen, Andrew D. (2014) Strategies in Learning and Using a Second Language. Longman Applied Linguistics. New York. p.7

Collins Cobuild English Language Dictionary,1994

Dornyei, Z. (2005). The psychology of the language learner: Individual differences in second language acquisition. New York: Lawrence Erlbaum Associates.

Green, J. M., & Oxford, R. (1995). A closer look at learning strategies, L2 proficiency, and gender. *TESOL quarterly*, *29*(2), 261-297.

Griffiths, C. (Ed.). (2008). *Lessons from good language learners*. Cambridge University Press.

Hismanoglu, M. (2000). Language learning strategies in foreign language learning and teaching. *The Internet TESL Journal*, *6*(8), 12-12.

Hong-Nam, K. & Leawell, A. G. (2006). Language learning strategy use of ESL students in an intensive English learning context. *System, 34*, 399-415, DOI:10.1016/j.system.2006.02.002.

Hsiao, T. Y., & Oxford, R. L. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis. *The Modern Language Journal*, *86*(3), 368-383.

Huang, S. C. (2003). Training of Foreign Language Learning Strategies: Effects on Learning Process.

Karahan, V. (2007). Devlet ilköğretim okulu birinci kademe dördüncü sınıf öğrencilerinin İngilizce öğrenirken kullandıkları öğrenme stratejileri. *Yayınlanmamış Yüksek Lisans Tezi, Yıldız Teknik Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul*.

Lewis, L.H. & Williams, C.J. (1994). In Jackson, L. & Caffarella, R.S. (Eds.). Experiential Learning: A New Approach (pp. 5-16). San Francisco: Jossey-Bass.

McNamara, T. F. (1996). *Measuring second language performance*. Addison Wesley Longman.

Nunan, D. (1991). Language Teaching Methodology: A textbook for teachers. Prentice Hall International. UK

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, Russo, R. P. & Küpper, L. (1985). Learning strategy applications with students of English as a foreign language. TESOL Quarterly, 19 (3), 557-584

O'Malley, J. M., & Chamot, A. U. (1990). Learning strategies in second language acquisition. Cambridge: Cambridge University Press.

O'malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge university press.

O'malley, J. M., O'Malley, M. J., Chamot, A. U., & O'Malley, J. M. (1990). *Learning strategies in second language acquisition*. Cambridge university press.

O'malley, J. M., O'Malley, M. J., Chamot, A. U., & O'Malley, J. M. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.

O'Malley. , Chamot, A., Stewner-Manzanares., & Kupper. Rocco P. (1985). Learning strategies used by beginning and intermediate ESL students. Journal of research in language studies, 35, 21- 46.

Oxford, R. L. (1986). Second Language Learning Strategies: Current Research and Implications for Practice.

Oxford, R. L. (1989). Use of language learning strategies: A synthesis of studies with implications for strategy training. *System*, *17*(2), 235-247.

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House.

Oxford, R. L. (1994). *Language learning strategies: An update*. ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.

Padem, S. (2012). Üniversite hazırlık sınıfı öğrencilerinin dil öğrenme stratejileri kullanımlarının çeşitli değişkenlere göre incelenmesi. (Doctoral dissertation, Düzce Üniversitesi).

Reiss, M. A. (1981). Helping the Unsuccessful Language Learner. *The Modern Language Journal*, *65* (2), 121-128.

Rigney, J. W. (1978). Learning Strategies: A Theoretical Perspective.

Rosenshine, B. (1997). The case for explicit, teacher-led, cognitive strategy instruction. *MF Graves (Chair), What sort of comprehension strategy instruction should schools provide*.

Rubin, J. (1975). What the" good language learner" can teach us. *TESOL quarterly*, 41-51.

Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. *Learner strategies in language learning*, 15-30.

Rubin, J. (Ed.). (1987). *Learner strategies in language learning*. Macmillan College.

Şire, E. (1999). *Language Learning Strategies of 8th Garde Students in a State Junior High School in Adana* (Doctoral dissertation, Çukurova Üniversitesi)

Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press

Stern, H. H. (1975). What can we learn from the good language learner?. *Canadian Modern language review*, *31*(4), 304-319.

Stern, H.H. (1992). Issues and Options in Language Teaching. p.262-266. Oxford: OUP.

Sutler, W. (1989). Strategies and styles. Aalborg. Denmark: Danish Refugee Council.

Tarone, E. (1983). On the variability of interlanguage systems. *Applied linguistics*, *4*(2), 142-164.

Vertaç, R. (1995). *Language Learning Strategies of Young Learnes* (Doctoral dissertation, Hacettepe Üniversitesi).

WENDEN, A. and Joan RUBIN. 1987. Learner Strategies in Language Learning. New Jersey: Prentice Hall.

Williams, M. & Burden, R. L. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. New York: Cambridge University Press.

Yalçın, M. (2006). Differences in the perceptions on language learning strategies of preparatory class students studying at Gazi University. *Unpublished master thesis, Educational Sciences Institute, Gazi University, Ankara, Turkey*.

APPENDICES

Appendix 1. A Demographic Information Form

Cinsiyet: Kız ☐ Erkek ☐

Bölüm:

Memleket: İl merkezi ☐ İlçe ☐ Köy ☐

Kaç yıldır İngilizce öğrenmektesiniz? 0-3 ☐ 4-6 ☐ 7-9 ☐

Gender: Female ☐ Male ☐

Department:

Hometown: City centre ☐ Town ☐ Village ☐

How long have you been learning English? 0-3 ☐ 4-6 ☐ 7-9 ☐

Appendix 2. The Data Collection Instrument: The Strategy Inventory for Language Learning (Turkish Version)

DİL ÖĞRENME STRATEJİLERİ ENVANTERİ Oxford (1990)					
Dil Öğrenme Stratejileri Envanteri İngilizce'yi Yabancı Dil olarak öğrenenler için hazırlanmıştır. Bu envanterde İngilizce öğrenmeye ilişkin ifadeler okuyacaksınız. Her ifadenin sizin için ne kadar doğru ya da geçerli olduğunu, derecelendirmeye bakarak, 1, 2, 3, 4, 5' ten birini yazınız. Verilen ifadenin, nasıl yapmanız gerektiği ya da başkalarının neler yaptığı değil, sadece sizin yaptıklarınızı ne kadar tasvir ettiğini işaretleyiniz. Maddeler üzerinde çok fazla düşünmeyiniz. Maddeleri yapabildiğiniz kadar hızlı şekilde, çok zaman harcamadan ve dikkatlice işaretleyip bir sonraki maddeye geçiniz. Anketi cevaplandırmak yaklaşık 10-15 dk. alır.	1= Hiçbir zaman doğru değil	2= Nadiren doğru	3= Bazen doğru	4= Sık sık doğru	5= Her zaman doğru

BÖLÜM A:

1. İngilizce'de bildiklerimle yeni öğrendiklerim arasında ilişki kurarım.	1	2	3	4	5
2. Yeni öğrendiğim kelimeleri hatırlamak için bir cümlede kullanırım.	1	2	3	4	5
3. Yeni öğrendiğim kelimeleri akılda tutmak için kelimenin telaffuzuyla aklıma getirdiği bir resim ya da şekil arasında bağlantı kurarım.	1	2	3	4	5

4. Yeni bir kelimeyi o sözcüğün kullanılabileceği bir sahneyi ya da durumu aklımda anlandırarak, hatırlarım.	1	2	3	4	5
5. Yeni kelimeleri aklımda tutmak için, onları ses benzerliği olan kelimelerle ilişkilendiririm.	1	2	3	4	5
6. Yeni öğrendiğim kelimeleri aklımda tutmak için küçük kartlara yazarım.	1	2	3	4	5
7. Yeni kelimeleri vücut dili kullanarak zihnimde canlandırırım.	1	2	3	4	5
8. İngilizce derslerinde öğrendiklerimi sık sık tekrar ederim.	1	2	3	4	5
9. Yeni kelime ve kelime gruplarını ilk karşılaştığım yerleri (kitap, tahta ya da herhangi bir işaret levhasını) aklıma getirerek, hatırlarım.	1	2	3	4	5

BÖLÜM B:

10. Yeni sözcükleri birkaç kez yazarak, ya da söyleyerek, tekrarlarım.	1	2	3	4	5
11. Anadili İngilizce olan kişiler gibi konuşmaya çalışırım.	1	2	3	4	5
12. Anadilimde bulunmayan İngilizce'deki "th /θ / hw " gibi sesleri çıkararak, telaffuz alıştırması yaparım.	1	2	3	4	5
13. Bildiğim kelimeleri cümlelerde farklı şekillerde kullanırım.	1	2	3	4	5
14. İngilizce sohbetleri ben başlatırım.	1	2	3	4	5
15. T.V.'de İngilizce programlar ya da İngilizce filmler izlerim.	1	2	3	4	5
16. İngilizce okumaktan hoşlanırım.	1	2	3	4	5
17. İngilizce mesaj, mektup veya rapor yazarım.	1	2	3	4	5
18. İngilizce bir metne ilk başta bir göz atarım, daha sonra metnin tamamını dikkatlice okurum.	1	2	3	4	5
19. Yeni öğrendiğim İngilizce kelimelerin benzerlerini Türkçe'de ararım.	1	2	3	4	5
20. İngilizce'de tekrarlanan kalıplar bulmaya çalışırım.	1	2	3	4	5

21. İngilizce bir kelimenin, bildiğim kök ve eklerine ayırarak anlamını çıkarırım.	1	2	3	4	5
22. Kelimesi kelimesine çeviri yapmamaya çalışırım.	1	2	3	4	5
23. Dinlediğim ya da okuduğum metnin özetini çıkarırım.	1	2	3	4	5

BÖLÜM C:

24. Bilmediğim İngilizce kelimelerin anlamını, tahmin ederek bulmaya çalışırım.	1	2	3	4	5
25. İngilizce konuşurken bir sözcük aklıma gelmediğinde, el kol hareketleriyle anlatmaya çalışırım.	1	2	3	4	5
26. Uygun ve doğru kelimeyi bilmediğim durumlarda kafamdan yeni sözcükler uydururum.	1	2	3	4	5
27. Okurken her bilmediğim kelimeye sözlükten bakmadan, okumayı sürdürürüm.	1	2	3	4	5
28. Konuşma sırasında karşımdakinin söyleyeceği bir sonraki cümleyi tahmin etmeye çalışırım.	1	2	3	4	5
29. Herhangi bir kelimeyi hatırlayamadığımda, aynı anlamı taşıyan başka bir kelime ya da ifade kullanırım.	1	2	3	4	5

BÖLÜM D:

30. İngilizce'mi kullanmak için her fırsatı değerlendiririm.	1	2	3	4	5
31. Yaptığım yanlışların farkına varır ve bunlardan daha doğru İngilizce kullanmak için faydalanırım.	1	2	3	4	5
32. İngilizce konuşan bir kişi duyduğumda dikkatimi ona veririm.	1	2	3	4	5
33. "İngilizce'yi daha iyi nasıl öğrenirim?" sorusunun yanıtını araştırırım.	1	2	3	4	5
34. İngilizce çalışmaya yeterli zaman ayırmak için zamanımı planlarım.	1	2	3	4	5
35. İngilizce konuşabileceğim kişilerle tanışmak için fırsat kollarım.	1	2	3	4	5

36. İngilizce okumak için, elimden geldiği kadar fırsat yaratırım.	1	2	3	4	5
37. İngilizce'de becerilerimi nasıl geliştireceğim konusunda hedeflerim var.	1	2	3	4	5
38. İngilizce'mi ne kadar ilerlettiğimi değerlendiririm.	1	2	3	4	5

BÖLÜM E:

39. İngilizce'mi kullanırken tedirgin ve kaygılı olduğum anlar rahatlamaya çalışırım.	1	2	3	4	5
40. Yanlış yaparım diye kaygılandığımda bile İngilizce konuşmaya gayret ederim.	1	2	3	4	5
41. İngilizce'de başarılı olduğum zamanlar kendimi ödüllendiririm.	1	2	3	4	5
42. İngilizce çalışırken ya da kullanırken gergin ve kaygılı isem, bunun farkına varırım	1	2	3	4	5
43. Dil öğrenirken yaşadığım duyguları bir yere yazarım.	1	2	3	4	5
44. İngilizce çalışırken nasıl ya da neler hissettiğimi başka birine anlatırım.	1	2	3	4	5

BÖLÜM F:

45. Herhangi bir şeyi anlamadığımda, karşımdaki kişiden daha yavaş konuşmasını ya da söylediklerini tekrar etmesini isterim.	1	2	3	4	5
46. Konuşurken karşımdakinin yanlışlarımı düzeltmesini isterim.	1	2	3	4	5
47. Okulda arkadaşlarımla İngilizce konuşurum.	1	2	3	4	5
48. İhtiyaç duyduğumda İngilizce konuşan kişilerden yardım isterim.	1	2	3	4	5
49. Derste İngilizce sorular sormaya gayret ederim.	1	2	3	4	5

50. İngilizce konuşanların kültürü hakkında bilgi edinmeye çalışırım.	1	2	3	4	5

Appendix 3. The Data Collection Instrument: The Strategy Inventory for Language Learning (English Version)

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

Oxford (1990)

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

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

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

Part A

1. I think of relationships between what I already know and new things I learn in the SL.
2. I use new SL words in a sentence so I can remember them.
3. I connect the sound of a new SL word and an image or picture of the word to help me remember the word.
4. I remember a new SL word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new SL words.

6. I use flashcards to remember new SL words.
7. I physically act out new SL words.
8. I review SL lessons often.
9. I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new SL words several times.
11. I try to talk like native SL speakers.
12. I practice the sounds of SL.
13. I use the SL words I know in different ways.
14. I start conversations in the SL.
15. I watch SL language TV shows spoken in SL or go to movies spoken in SL.
16. I read for pleasure in the SL.
17. I write notes, messages, letters, or reports in the SL.
18. I first skim an SL 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 the SL.
20. I try to find patterns in the SL.
21. I find the meaning of an SL 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 the SL.

Part C

24. To understand unfamiliar SL words, I make guesses.
25. When I can't think of a word during a conversation in the SL, I use gestures.
26. I make up new words if I do not know the right ones in the SL.
27. I read SL without looking up every new word.
28. I try to guess what the other person will say next in the SL.

29. If I can't think of an SL word, I use a word or phrase that means the same thing.

Part D

30. I try to find as many ways as I can to use my SL.
31. I notice my SL mistakes and use that information to help me do better.
32. I pay attention when someone is speaking SL.
33. I try to find out how to be a better learner of SL.
34. I plan my schedule so I will have enough time to study SL.
35. I look for people I can talk to in SL.
36. I look for opportunities to read as much as possible in SL.
37. I have clear goals for improving my SL skills.
38. I think about my progress in learning SL.

Part E

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

Part F

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

CV

KONYA	T.C. NECMETTİN ERBAKAN ÜNİVERSİTESİ Eğitim Bilimleri Enstitüsü Müdürlüğü	NECMETTİN ERBAKAN ÜNİVERSİTESİ KONYA EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Özgeçmiş

Adı Soyadı:	İffet SOYA ÇETİN	İmza:	
Doğum Yeri:	Kastamonu		
Doğum Tarihi:	22.06.1984		
Medeni Durumu:	Evli		

Öğrenim Durumu

Derece	Okulun Adı	Program	Yer	Yıl
İlköğretim	**Şeker İlkokulu**		**Konya**	**1990-1995**
Ortaöğretim	**Selçuklu Anadolu Lisesi**		**Konya**	**1995-1999**
Lise	**Selçuklu Anadolu Lisesi**		**Konya**	**1999-2002**
Lisans	**Selçuk Üniversitesi**	**İngiliz Dili Eğitimi**	**Konya**	**2002-2006**
Yüksek Lisans	**Necmettin Erbakan Üniversitesi**	**İngiliz Dili Eğitimi**	**Konya**	**2008-**

Becerileri:	**MS Office uygulamaları.** **Başlangıç seviyesinde Almanca.**
İlgi Alanları:	**Bilgisayar, Yabancı Dil, Çevre Bilinci**
İş Deneyimi:	**Konya, Dr. Teoman Bilge İlköğretim Okulu, 2006-2007** **Adıyaman, Kahta Fatih Lisesi, 2007-2008** **Konya, Selçuk Üniversitesi, 2008- halen görevde.**
Hakkımda bilgi almak için önerebileceğim şahıslar:	**Prof. Dr. Hasan ÇAKIR** **Dr. Öğr. Üyesi Emine Eda ERCAN DEMİREL**
Tel:	
Adres:	**Selçuk Üniversitesi Alaaddin Keykubat Kampüsü Yabancı Diller Yüksekokulu KONYA**