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AN EXPLORATORY STUDY OF LEARNING STRATEGIES USED BY UNIVERSITY LEVEL ENGLISH LEARNERS AFTER AUTONOMY TRAINING THROUGH ADVISING IN LANGUAGE LEARNING

A MASTER'S THESIS

BY

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An Exploratory Study of Learning Strategies Used by University Level English Learners after Autonomy Training through Advising in Language Learning

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October 2019

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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ABSTRACT

AN EXPLORATORY STUDY OF LEARNING STRATEGIES USED BY UNIVERSITY LEVEL ENGLISH LEARNERS AFTER AUTONOMY TRAINING THROUGH ADVISING IN LANGUAGE LEARNIN

Sulhan Altındağ

M.A. in Curriculum and Instruction
Supervisor: Asst. Prof. Dr. Jennie Farber Lane

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This study examined learning strategies of students who received autonomy training through an advising in language learning program, the Learning Advisory Program (LAP) at a university. For this mixed-method exploratory study, quantitative data was collected from 45 students through the Turkish version of the Motivated Strategies for Learning Questionnaire (MSLQ-TR). To gather qualitative data, seven students and two language advisors were interviewed. Students reported using a range of strategies to direct their learning. Time and study environment management strategies were preferred most by the learners, followed by meta-cognitive learning strategies; while the least favored learning strategy category was peer-learning. The study also examined the opportunities advising in language learning provides with regards to increasing self-regulation of students from both learners' and advisors' perspectives. Both credited the LAP for improving self-regulation and learner autonomy of students. Finally, the study's findings are discussed in relation to student learner autonomy.

Keywords: Learning strategies, advising in language learning, learner autonomy, self-regulated learning.

ÖZET

DİL ÖĞRENME DANIŞMANLIĞI ARACILIĞIYLA ÖZERKLİK EĞİTİMİNE TABİ TUTULMUŞ ÜNİVERSİTE DÜZEYİNDEKİ İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİN ÖĞRENME STRATEJİLERİ KULLANIMLARI ÜZERİNE KEŞİFSEL BİR ÇALIŞMA

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Bu çalışma bir üniversitede öğrenme danışmanlığı programı aracılığıyla özerklik eğitimine tabi tutulmuş öğrencilerin öğrenme stratejilerini incelemektedir. Karma yöntem kullanan bu keşifsel çalışma için, nicel veri 45 öğrenciden Güdülenme ve Öğrenme Stratejileri Anketi'nin Türkçe'ye uyarlanmış versiyonuyla toplanmştır. Nitel veri toplamak için, programa katılan yedi öğrenci ve iki öğrenme danışmanıyla sözlü mülakat yapılmıştır. Öğrenciler başta zaman ve çalışma ortamı yönetimi stratejileri olmak üzere bir çok öğrenme stratejisi kullandıklarını bildirmişlerdir. Bunu metabilişsel stratejiler takip ederken, öğrenciler tarafından en az tercih edilen strateji kategorisi akran işbirliği stratejileri olmuştur. Bu çalışma aynı zamanda öğrencilerin ve öğrenme danışmanlarının perspektifinden çalışmanın gerçekleştiği kurumda uygulanan öğrenme danışmanlığı programının sağladığı fırsatları da incelemiştir. Her ikisi de öğrenme danışmanlığı programının öğrencilerin öz-düzenleme becerilerini ve öğrenme özerkliğini geliştirdiğini ifade etmiştir. Son olarak, çalışmanın bulguları çalışmaya katılan öğrencilerin öğrenme özerkliği açısından tartışılmıştır.

Anahtar Kelimeler: öğrenme stratejileri, öğrenme danışmanlığı, öğrenme özerkliği, öz-düzenleyici öğrenme.

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CHAPTER 1: INTRODUCTION

Introduction

This study investigates university level learners' use of learning strategies while learning English at a preparatory program in Ankara. More specifically, the purpose of this study is to explore how students, who are enrolled in a language advising program, the Learning Advisory Program (LAP) use the following five categories of cognitive and meta-cognitive learning strategies: Rehearsal, elaboration, organization, critical thinking and meta-cognitive self-regulation as well as four categories of resource management strategies, namely time and study environment management, effort regulation, peer learning and help seeking (Pintrich, Smith, Garcia, & McKeachie, 1991) when learning English. LAP utilizes language advising as a way to increase advisees' learner autonomy. This chapter provides background about the need for language institutions and universities around the world to help their learners to become more autonomous and to that end, utilize language learning strategies. The problem presented later in this section is addressed through the study's research questions.

Background

Many people involved in language teaching will acknowledge that much of the learning takes place outside the language classroom. When students have opportunities to engage with English content on television and over the Internet, visit a different country, or engage in meaningful conversation with their foreign peers, chances are they will gain valuable experiences that will support their language

learning. This is especially true today as such opportunities for independent learning outside the classroom have become increasingly more prevalent. As Nunan and Richards (2015) suggest, today the extent and type of opportunities to learn outside the language class have been greatly expanded thanks to technology and the Internet. On the flip side, another reason for promoting learning outside the classroom is because there are restrictions to in-class learning. Resources and ability to conduct extensive experiential activities may be limited. Furthermore, language classes often have 20 students or more, and it is not feasible for teachers to attend to the learning needs of each student. Therefore, the learner autonomy of learners in language institutions should be fostered by enabling students to get the most out of language learning opportunities they might have both inside and outside language classroom. In other words, the learner should be guided towards a more self-directed and autonomous approach to learning.

Learner autonomy and self-directedness of learners

Defined by Holec (1981) as "the ability to manage one's own learning" (as cited in Jiménez Raya & Vieira, 2015), the concept of autonomy has been a popular research topic in the field of education for many years, and are increasingly emphasized by language institutions that see the value in helping their learners to learn how to learn. The increasing body of research on such practices may also have contributed to this shift.

As Gremmo and Riley (1995) suggest, it does not seem to be possible to pinpoint when exactly the term autonomy was first used in regards to learning. However, according to Benson (2009), autonomy did not enter the field of language teaching

until late 1970s. Though it was initially a non-linguistic concept, it had applications in general education and was eventually adapted in the field of language learning. Since then, research on autonomy has gained popularity among language teaching researchers. Benson (2009) traces this increase in the popularity of research on autonomy back to the 1970s and 1980s when traditional language classrooms were deconstructed and learner-centered practices emerged. The concept self-directed learning was popularized in North America in the field of adult education by Malcolm Knowles while in Europe the concepts of self-directed learning and autonomy were developed through Modern Languages Project by the Council of Europe, and CRAPEL (Centre de Recherches et d'Applications Pédagogiques en Langues) at the University of Nancy, France in the early 1970s. From there, the concepts gained international recognition around the world (Pemberton & Cooker, 2012).

According to Kato and Mynard (2016), autonomy is "an awareness and a capacity for control over all aspects of one's own learning" (p. 24) while Little (2000) describes autonomous learners as being able to use their skills in any environment where learning takes place. Hawkins' (2018) definition based on Knowles suggests that self-directed learning is "a process in which individuals take the initiative to diagnose learning needs, set goals for meeting those needs, figure out resources and strategies to make learning happen, and evaluate the process" (p.448). Knowles (1980) states that "adults are self-directed when they undertake to learn something on their own" (p. 98). Therefore, when people engage in learning tasks willingly with the end goal of learning something, they are self-directed. Similarly, Kato and Mynard (2016), define self-directedness as "a process whereby individuals take the

initiative to direct their own learning by setting goals and engaging in continuous activity towards those goals" (p. 25).

Dickinson's (1995) description of "independent or autonomous learners" (p. 167) illustrate the link between autonomy and self-directedness. According to her, such learners have the ability to actively and independently engage in the learning process; identify and formulate goals; change their goals according to their needs and interests; use learning strategies and monitor their learning. For the purposes of the current study, Kato and Mynard's (2016) definitions of the terms autonomy and self-directedness will be used.

Challenges to becoming an autonomous learner

Knowles (1980) acknowledges the phenomenon of adult learners expecting to be "taught" rather than being self-directed in educational contexts. Indeed, students may not recognize the importance of striving for more autonomy in language learning settings. Therefore, even though the language school may aim to raise learner autonomy, this may not be in alignment with the learners' previous learning experiences. As Littlewood (1996) suggests:

> We can define an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions. This capacity depends on two main components: ability and willingness. Thus, a person may have the ability to make independent choices but feel no willingness to do so (e.g. because such behavior is not perceived as appropriate to his or her role in a particular situation). Conversely, a person may be willing to exercise independent choices but not have the necessary ability to do so. (p. 428)

Therefore, students may not fully appreciate the fact that becoming more self-directed learners will be in their best interest. Alternatively, even when learners may

readily feel the need and/or willingness to be self-directed, they may need support to help them achieve this ability. Therefore, language institutions and English teachers have several approaches to foster their learners' autonomous learning. Reinders (2010) categorizes these approaches into specialist approaches which are distinct from regular classroom teaching and include support structures like strategy instruction, self-access and language advising; and more general approaches that seek to implement learner autonomy in the language classroom.

Advising in language learning to foster learner autonomy and develop learning strategies

Since language learners will use their learning skills in environments other than the language classroom, some language institutions around the world that recognize this utilize tutoring programs to help their learners direct their learning. Hawkins (2018) describe these services as "curricular support to English language program students" (p. 445).

Kato and Mynard (2016) point to language advising as a method in which learners reflect and discover the most effective ways to learn for themselves in a way and a pace that are suitable for them. Mynard (2010) indicates that a higher degree of metacognitive awareness will enable learners to more successfully plan their learning and better find and address their weaknesses. She adds that cognitive and metacognitive awareness can be promoted not only in a language class but also outside class by means of advising programs and self-study modules.

Building on Winne and Hadwin's four phases for developing learner autonomy, Reinders (2010) describes learning stages that can be employed both in teacher-directed and learner-directed settings with regards to developing learners' autonomy. These stages include identifying needs, setting goals, planning learning, selecting resources, selecting learning strategies, practice, monitoring progress; and assessment and revision. In the framework, selecting learning strategies is mentioned as a stage towards increased learner autonomy.

Advising in language learning

Kato and Mynard (2016) define advising in language learning as "the process of helping someone to become an effective, aware, and reflective language learner" (p. 27), and add that language advising refers not to that which is given in other professions but to the "intentional dialogue" which aims to help the learner to "reflect deeply, make connections and take responsibility for his or her language learning" (p. 28). Shibata (2012) states that often the terms advising and counseling are used interchangeably, and researchers may opt for a term that best suits their investigative aims. Similarly, Kato and Mynard (2016) suggest that language counseling, language coaching and mentoring are all terms that can be used to refer to advising.

Language advisors and advisees

Language learning advising differs from teaching (Inoue, 2017). As Mynard (2011) states, unlike teachers who can be busy teaching the syllabus, advisors will be available to work with learners on their individual needs. Learning advisors are defined by Kato (2017) as "professional language educators dedicated to promoting

learner autonomy by interacting with language learners through a unique use of dialogue" (p. 274). According to Kato and Mynard (2016), in language learning advising, advisors help learners to engage in deep reflection and develop learners' awareness of the processes that may affect their language proficiency development. Ciekanski (2007) suggest that the advisor's goal is to assist learners in finding and maintaining the best approach to language learning. Others confirm the advisors' role of helping students to increase their autonomy and language learning awareness, with some emphasizing advisors' goal of managing resource centers that are now more commonly known as self-access centers. Gremmo and Riley (1995), for example, state that in addition to assisting learners in developing their values, ideas and techniques regarding language and language learning, counselors set up and run resource centers that play a central role in a self-directed learning system.

As they interact with learners about various aspects of language and language learning, language advisors establish a dialogue with learners that go beyond the simple act of giving learners advice. Reflective thinking lies at the heart of any advisor and advisee relationship. Rutson-griffiths and Porter (2016) suggest that rather than giving learners advice regarding their immediate problems, advisors get learners to reflect on the learning process with the aim of helping them to effectively manage their own learning. According to Inoue (2017), instead of telling learners what to do, advisors help them to find their own way of learning the language. Mynard (2011) underlines the advisor's role of listening and learner's role of talking in this process.

Another point worth noting is that language advisors cannot always have an agenda as to what the outcome of an advising session will be. This is because advisors cannot anticipate what direction the advising session with a learner will take; and therefore, need to be responsive to the real-time needs of their learners. Mynard (2011), similarly mentions the need for language advisors to be able to adapt and respond to what the learner might bring to the session. Yasuda (2018) talks about the need for advisors to have some level of psychological expertise so they can effectively deal with problems that are caused by psychological factors.

Finally, in addition to language teachers, language learners can also undertake the role of a language advisor. In fact, some like Ishikawa (2012) talk about the benefits of peer advising suggesting that peer advisors can be "friendlier, and more sensitive to the cultural background of learners, and better able to create a supportive and collaborative learning atmosphere than teacher taking an advisor's role" (p. 94).

Advising sessions

Advising sessions can take place in a variety of locations and forms. Kato and Mynard (2016) state that advising can occur both inside and outside the classroom, and Mynard (2011) suggests that advising can take place at various locations such as an advising room, a help desk, the self-access center and the classroom.

According to Ciekanski (2007), advising takes place in the context of face-to-face sessions that are separated by autonomous learning periods while Mynard (2010) suggests that advising is mostly conducted with individuals or small groups in a face-to-face scenario. Kato and Mynard (2016) talk about different forms of advising

including face-to-face advising, written advising, or a combination of the two; group advising, peer advising, and combination advising.

The Learning Advisory Program (LAP) within the current study

Some preparatory schools in universities may aim to help learners become more autonomous through advising in language learning programs where students are paid personal attention as they reflect on their learning. Uzun, Karaaslan, and Şen (2016) are a part of the team that developed the Learning Advisory Program (LAP) that is being investigated in the current study. They share the assumption that promoting autonomy in learners can be facilitated through advising in language learning programs.

LAP was designed with the end-goal of supporting learner autonomy. On the basis of the information gleaned from learners' beliefs about their learning skills and strategies, the program designers concluded that advising in language learning fit the learners' needs in the study's institution (Uzun et al., 2016). Currently, as part of the program, students may join one-to-one or group advising sessions or both. They may meet with either teacher advisors or peer advisors. Finally, they can receive face-to-face, written advising or both. LAP is open to all students in the institution.

Problem

Learners' ability to successfully deal with language learning tasks and their learner autonomy are enhanced when they can select, apply and switch flexibly among various learning strategies. Some language schools design curriculum and language learning programs that may provide opportunities for learners to acquire and use

learning strategies. Similarly, some universities devise language advising programs to further assist their learners in becoming more autonomous learners.

There has been ample research that has investigated language learners' use of learning strategies both in Turkey and internationally. While there have been studies that investigated the learning strategies of learners who received autonomy training, upon review of the literature, it seems that no study so far has investigated learning strategies of learners who received autonomy training through advising in language learning sessions. In the current study, autonomy training has been incorporated into advising in language learning through the Language Advisory Program and it was important to learn how students were responding to this experience.

Purpose

The main purpose of this study is to explore the learning strategies of a group of learners enrolled in an advising in language learning program at a university. It also aims to obtain some insight regarding the individual learning strategies learners employ as well as their autonomous learning habits. Secondly, the study will examine the opportunities the Language Advisory Program (LAP) might offer learners to increase their level of self-regulation. It will investigate the participating learners' thoughts and beliefs as to whether the LAP has assisted them in using learning strategies and/or becoming more autonomous learners; as well as the extent to which language advisors at the institution give credit to the LAP for giving learners opportunities to acquire and use learning strategies.

Research questions

In this study, the following questions will be addressed;

Main question: Which learning strategies do learners who have participated in the LAP report they use?

In addition to the main question, the study will seek to address the following sub-questions.

1. Are any of the measured learning and resource management strategies used by the learners related to each other?
2. Does learners' strategy use differ according to any of the following: gender; the number of years spent in the institution; the last course attended in the institution?
3. What are learners' perceptions about LAP's role to help them acquire and use learning strategies?
4. What are the language advisors' beliefs regarding the opportunities LAP may provide for learners to acquire and use learning strategies?

Significance

Research studies that investigate language learners' use of language learning strategies are abundant. However, there is a need for research studies that investigate learning strategies of learners in the context of language advising, especially within the context of the institution where this study was conducted. Therefore, it is the researcher's hope that this research study will inform the advisors and program developers as well as the other stakeholders in the study's institution regarding the learners' strategy use and the actions they take in order to become more autonomous

learners. This way, the advisors can be more informed when making decisions to incorporate certain language learning strategies in their sessions with their advisees.

Definition of key terms

Advising in language learning: The process of helping someone to become an effective, aware and reflective language learner. (Kato & Mynard, 2016)

The Language Advisory Program (LAP): An advising in language learning program that aims to support EFL learners in a public university in Turkey throughout their language learning journey with the end-goal of supporting learner autonomy through reflective dialogue.

Learning advisor: A language specialist who works with learners on their personal language learning achievements. (Kato & Mynard, 2016)

Learner autonomy: An awareness and a capacity for control over all aspects of one's own learning. (Kato & Mynard, 2016)

Learning strategies: Conscious thoughts and actions that are used by learners to self-regulate. They help learners to complete language tasks; improve language performance or use; and with developing their long-term proficiency. They are used flexibly in different combinations to meet specific learning needs, and learners' selection and use of language strategies depend on contextual and personal factors. (Oxford, 2016)

Self-directed learning: A process whereby individuals take the initiative to direct their own learning by setting goals and engaging in continuous activity towards those goals. (Kato & Mynard, 2016)

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

English learners' use of learning strategies has been the focus of many studies in the field of language education. Encouraging English language learners to become more strategic in their learning can help them to learn the language more effectively and meet their language goals. Enrolling learners in language advising programs is one of the ways through which institutions help students in their language learning, and make learners more autonomous. It may also provide opportunities for learners to acquire and use learning strategies. In this chapter, the theoretical framework and literature related to learning strategies for the study are presented.

Learner autonomy and learning strategies

In the literature, the relationship between learning strategies and the development of learner autonomy has been discussed. While Oxford (1990) acknowledges that learning strategies, and concepts of self-direction and learner autonomy are compatible (as cited in Oxford, 2016), Wang (2016) emphasizes the positive role learning strategies can play in promoting autonomy in learners, making learners more self-directed and helping them to be more self-regulated. Similarly, Mynard (2010) suggests that for efforts to promote autonomy to succeed, learners should have access to opportunities that will support their cognitive and metacognitive growth. Deriving on Winne and Hadwin's key phases to develop learner autonomy, Reinders (2010) proposes a framework consisting of eight key learning stages for promoting more autonomy in learners. These stages are presented in Table 1.

Table 1
Reinders' (2010) framework for developing learning autonomy

Stages	Rationale
Identifying needs	Learners should be able to determine their language needs, their strengths and weaknesses; and notice the gap between their perception of their needs and their actual weaknesses. This also involves learners' other learning needs such as peer-learning.
Setting goals	Learners should have specific learning outcomes and when necessary go beyond the goals the institution and their teachers set for them.
Planning learning	Learners should find the best means to achieve their personal language learning goals; come up with feasible plans and allocate suitable time frames to their learning goals.
Selecting resources	Learners should select resources that can be utilized to reach their goals and are in alignment with their learning plans.
Selecting learning strategies	Learners should select the suitable cognitive, metacognitive and affective strategies to learn more effectively.
Practice	Learners should create practice opportunities that go beyond the constraints of the institution and their teachers as needed to acquire new knowledge and skills.
Monitoring progress	Learners should follow their progress and revise their plans as needed.
Assessment and revision	By developing different ways to assess their learning, learners should be assured in their learning when no support from the institution is present.

The stages include identifying needs; setting goals; planning learning; selecting resources; selecting learning strategies; practice; monitoring progress; assessment and revision. According to Reinders (2010) all of the stages within the framework

can be both teacher-directed and learner-directed and are underlain by reflection and form a cycle where learners monitor their progress and assess learning and go back to any of the previous stages as needed. He also emphasizes the social and affective aspects of learning in that learners will benefit from their social interactions and collaboration with other parties, and have to maintain their motivation to maintain learning.

According to Wenden (1998) distinct disciplines refer to metacognitive strategies in learning (i.e., planning, monitoring and evaluating) in different ways; self-regulation in the field of cognitive psychology, self-direction in adult education; and autonomy in foreign/ second language learning literature. The ways in which the term autonomy and self-regulated learning strategies overlap are further explained later in this chapter.

Theoretical framework for learning strategies

Learning strategies differ from teaching strategies in that learning strategies imply techniques that the learner instigates to help acquire knowledge. On the other hand, learning strategies assist students in meeting their educational goals. Wang (2016) suggests that learning strategies as a concept is partially built on cognitive learning theory which views learning as "an active, mental, learner-constructed process" (p. 276).

There does not appear to be a consensus on either the definition of learning strategies or what they entail (Cohen, 1995; Dörnyei, 2005; Gu, 2012; Griffiths, 2018; Oxford, 2016). Weinstein and Mayer (1983) define learning strategies as "behaviors and

thoughts in which a learner engages and which are intended to influence the learner's encoding process, [and state that they can be used to affect] the way in which the learner selects, acquires, organizes or integrates new knowledge" (p. 3). In the literature about learning strategies, the ambiguity surrounding the term has been extensively discussed and a wide range of proposed solutions emerged.

Macaro (2006) highlights a number of important features that can be used to define learning strategies including their location, size, abstractness and transferability. For example, he proposes that strategies must involve "a goal, a situation and a mental action" (p. 325); that they involve conscious actions and differ from "subconscious activity, language learning processes, skills, learning plans, and learning styles" (p. 325); that they are used in conjunction with other strategies "either simultaneously or in sequence" (p. 327); and occur in working memory. On the other hand, Gu (2012) suggests that the term learning strategy should be regarded as a "prototypical concept," and proposes that "finding a prototypical core and mapping out dimensions of variation would be a practical solution" (p. 331). According to him, at its core, a "prototypical learning strategy" has problem-solving and it involves certain procedures such as "attending selectively to learning problems and tasks; analyzing the task at hand; making decision and choices; executing plans; monitoring progress and modifying plans; evaluating results and coordinating an orchestrating strategic behavior" (p. 336).

Griffiths (2018) lays out four distinct features of language learning strategies: They require actions in that the learner does something; they are chosen by learners, which means learners who can be considered to engage in strategic learning do not use

strategies, for example, just because their teachers tell them to; they are carried out with a specific goal in mind on the learners' part such as to develop a language skill; and they are employed by learners for the purposes of learning a language. However, for the purposes of the current research study, many aspects of Oxford's (2016) elaborate definition of learning strategies have been deemed appropriate. Learning strategies are conscious thoughts and actions that are used by learners to self-regulate, and they help learners to complete language tasks; improve language performance or use; and with developing their long-term proficiency. They are used flexibly in different combinations to meet specific learning needs, and learners' selection and use of language strategies depend on contextual and personal factors. Within this explanation of learning strategies, the term "self-regulate" is especially germane to the current study. Following is a further discussion of this concept.

Self-regulated learning

Dörnyei (2005) suggests that the lack of consensus on what learning strategies entail makes the concept extremely vague, and believes that self-regulation is a more versatile concept and its research has proven more fruitful. Boekaerts, Maes and Karoly (2005) define self-regulation as "a multi-component, multi-level, iterative, self-steering process that targets one's own cognitions, affects, and actions, as well as features of the environment for modulation in the service of one's goals" (p. 150). Pintrich (1995) describe three components of self-regulated learning. First, self-regulated learners engage in control over "their behavior, motivation and affect, and cognition [by monitoring and regulating these to] fit the demands of the situation" (p. 5). Second, in self-regulated learning, their goal provides learners with a "standard by which they can monitor and judge their own performance and make the

appropriate adjustments" (p. 5). Finally, it is the learner, and not someone else like the teacher, who controls the student's actions.

In describing self-regulating learners, Boekaerts and Cascallar (2006) state that to achieve their learning goal, these learners deliberately control their cognitive and motivation processes, exercising control over their learning. According to Winne (1995), self-regulated learners set goals to improve their knowledge and maintain motivation; they are aware of their knowledge and beliefs and accordingly direct their approach towards tasks; they are aware of their motivation and affect, can manage these aspects when engaging with a task; and they select strategies that will help them move towards realizing their goals. Finally, self-regulation in language learning is defined as "the processes the learner uses to exercise control over learning" (Rose, 2012: p. 138).

Self-regulated learning strategies

Mayer and Weinstein (1983) mention different categories of learning strategies which include; rehearsal strategies such as copying, underlining, shadowing and notetaking; elaboration strategies such as paraphrasing, summarizing and creating analogies; organizational strategies such as outlining and creating a hierarchy; comprehension and monitoring strategies such as checking for comprehension failures; and affective strategies like being alert and relaxed. Cohen (1995), on the other hand, states that learning strategies can be cognitive, metacognitive and social and adds that it is not always easy to distinguish one from another. According to him, the lack of clarity stems from the fact that the term strategy had been used to refer not only to general approaches but also to more specific strategies. He suggests that

the solution to the problem is to recognize the continuum between wider categories and more specific narrower categories of learning strategies.

Finally, Pintrich and De Groot (1990) mention three aspects of self-regulated learning strategies which they indicate for classroom performance. These include metacognitive strategies which learners use to plan, monitor and modify their cognition; effort management strategies; and cognitive strategies that are used for learning, remembering and understanding the material. Though various different classifications of learning strategies exist, cognitive and metacognitive categories of strategies have been frequently used in strategy research.

Cognitive and metacognitive learning strategies

Many researchers use the terms cognitive and metacognitive strategies to refer to a number of different learning strategies. According to Oxford (2016), when different cognitive processes are used consciously and intentionally, they are considered to be cognitive strategies. Griffiths (2018) define cognitive strategies as activities that learners use when interacting cognitively with the learning material with the purpose of developing knowledge or understanding. Weinstein and Mayer (1986) suggest that strategies like rehearsal, elaboration and organization strategies help learners to engage cognitively in learning (as cited in Pintrich & De Groot, 1990).

In order to make sense of metacognitive learning strategies, it is important to define metacognitive knowledge which, according to Wenden (1998), involves metacognitive strategies. Flavel (1979) suggests that metacognitive knowledge is mainly made up of one's knowledge of the factors or variables; and the ways in

which they act and interact to impact the course and consequences of cognitive undertakings. He mentions three categories of metacognitive knowledge: Person, task and strategy. Strategy category focuses on acquiring effective strategies to achieve different kinds of goals in different cognitive enterprises. Wenden (1998) defines metacognitive knowledge as "knowledge about learning" (p. 516), and suggests that metacognitive strategies are general skills that learners use to manage their learning.

Griffiths (2018) states that cognitive strategies are complemented by metacognitive strategies, which according to Cohen (2012) enable learners to "control their own cognition" (p. 141). According to Livingston (2003) metacognition occurs before or after a cognitive activity and ensures that the cognitive strategy that was employed to carry out a specific goal has succeeded. In that sense metacognitive learning strategies are likely to occur when cognition fails. He argues that a strategy can be considered both a cognitive and a metacognitive strategy until the purpose for which it is used has been established. For instance, if the learner uses self-questioning to obtain knowledge, it is a cognitive strategy; however, if the learner uses it to monitor comprehension it is a metacognitive strategy.

Self-regulated learning and autonomy

There appears to be various ways in which many features attributed to self-regulated learning seem to overlap with learner autonomy. The procedures described in Reinders' (2010) framework seem to be closely linked with aspects self-regulated learning and self-regulated learning strategies. For instance, the ability of learners to identify their needs, set learning goals, plan their learning, and select resources in a

self-directed manner might necessitate learners to engage in thinking with regards to their learning and use metacognitive learning strategies. Similarly, while creating meaningful practice opportunities to acquire new knowledge and skills, learners might be expected to rely on cognitive learning strategies.

In an effort to distinguish self-regulation from autonomy, Griffiths (2018) suggests that autonomy is "the superordinate term" (p. 40) that students aim to achieve through self-regulation. He acknowledges, however, that this distinction is not prevalent in the literature. While the current study will acknowledge that autonomy and self-regulation might be used interchangeably, it will also recognize that learner autonomy, unlike self-regulated learning strategies, has to do with "control over all aspects of one's own learning" (Kato & Mynard, 2016, p. 24).

Research related to learning strategies

Learners' use of learning strategies have been investigated in general educational contexts as well as in foreign language learning contexts including those where learners learn English as a foreign language. Some have occurred in settings similar to that of the current study.

Some of the studies investigated the impact that strategy training may have on learners' strategy use, achievement and performance. Learner training about strategy use was found to positively impact learners' academic achievement (Heidari, Haghighat, Arani, Ghorbani & Ashoori, 2016; Yıldırım, Cırak-Kurt & Sen, 2018); speaking proficiency (Forbes & Fisher, 2018); overall language proficiency (Alzahrani & Watson, 2016); and their use of learning strategies (Montero &

Arizmendiarrieta, 2017). Jurkovic (2010) found that strategy instruction did not have an impact on learners' language knowledge.

Through an experimental study with a pre-test, post-test and follow-up design, Heidari et al. (2017) investigated the impact of strategy training on academic achievement of 40 nursing students at a university. The 20 students in the experimental group received 10 sessions of 70 minutes long training on cognitive and metacognitive strategies twice a week. The control group received no strategy training. The data which was gathered through an academic achievement test at pre-test, post-test and the follow-up phases was analyzed. The results indicate that the experimental groups' mean scores were significantly higher than those in the control group in both post-test and follow-up phases. Also, it was suggested that there were significant differences between the mean scores at the pre-test; and the mean scores at the post-test and follow-up phases, which suggests that strategy training may lead to improved academic achievement. In a meta-analysis study, Yıldırım et al. (2018) found similar results. They analyzed the results of 28 experimental and quasi-experimental research studies that investigated the impact of strategy training on students' academic achievement. The studies were conducted with 1641 learners in Turkish institutions between 2000 and 2016; contained relevant statistical data; and were conducted in different contexts regarding disciplines, education level, the way strategy instruction was given, and the learner strategies targeted. Of the 31 effect sizes that were analyzed in the study, 30 were found to be positive and one was found to be negative, suggesting that teaching of learning strategies had a positive impact on academic achievement. It was also revealed that impact of learning strategies on achievement did not differ significantly according to the variables level

of education, instructional model, and the types of strategy. However, it differed according to course type, with music teaching yielding the most significant positive impact and science having the least amount of impact.

Forber and Fisher's (2018) study, too, focused on the possible effects of strategy training. However, they examined the impact meta-cognitive strategies have on French learners' confidence in and perception of speaking abilities as well as proficiency in speaking. In this mixed-method study, the five participating secondary school level learners of French (four female learners and one male learner) received explicit strategy instruction integrated into their regular classes for over six weeks. The quantitative data was collected through a questionnaire, a strategy checklist and student assessment data while the qualitative data was collected via semi-structured interviews. Both kinds of data were collected both before and after the treatment. It is indicated that the learners showed an increase in their confidence and their perception of speaking abilities; and their speaking proficiency was positively impacted. It was also found that learners valued and used a variety of metacognitive learning strategies after the treatment.

Montero and Arizmendiarrieta (2017) explored the impact of a learning strategies course on learners' use of learning strategies. In this quasi-experimental study with a pre-test and post-test design, data for learners' strategy use was collected from 117 participants (60 in the experiment group and 57 in the control group) at an educational psychology course through a questionnaire that was translated and adapted from the Motivated Strategies for Learning Questionnaire (MSLQ). The learners in the experiment group completed a 26 hours long strategy training course

where they received explicit teaching and practice opportunities of learning strategies. It was found that there were significant differences between learners' use of five learning strategies (elaboration, organization, repetition, self-questioning and study space) and one motivational aspect (control of learning beliefs) at pre- and post-test phases. The results suggest that learners' use of self-regulated learning strategies can be improved through strategy training.

Similarly, Alzahrani and Watson's (2016) study investigated the link between strategy training and students' awareness and use of strategies with the addition of learners' attitudes towards learning strategies after the treatment. The study also investigated these aspects of strategy use with respect to students' learner autonomy and the form of instruction (i.e. fully online vs fully offline). The two treatment groups in the study were instructed a study module that focused on teaching learning strategies through a task-based approach, with one of the control groups being instructed fully online, the other fully offline while the control group received no learner training. Most and least autonomous students were also identified in all groups. Qualitative data was collected through student interviews, students' reflective writing and a focus discussion. The study reveals that the treatment groups exhibited an improved attitude, awareness and use of learning strategies, with the online group students demonstrating a more marked improvement. Learners' level of autonomy was found to play a contributing role on the level of improvement they showed only in the online experiment group. The control group showed no change.

The reviewed literature thus far illustrated how researchers have investigated strategy training to change students' learning practices. Cheang (2009) is another study that

researched this topic; however, he studied the impact of a learner-centered course design in pharmacotherapy on learners' strategy use. In the study, the data was collected through the MSLQ from 110 participants (38 males; 72 females) twice, before and after learners have completed the course. Data regarding the participants' perception of the course was also investigated. Learners scored significantly higher after the course in motivation (intrinsic goal orientation, control of learning beliefs, and self-efficacy for learning and performance) and in strategy use (critical thinking, and metacognitive self-regulation). Students also indicated that the learner-centered course enhanced their ability to learn. The results indicate that through the learner-centered approach to teaching in this course, learners' use of a number of motivation and learning strategies was improved.

Unlike the other studies reviewed earlier, Jurkovic (2010) found that strategy training did not have any impact on the learners studied. He investigated the impact of explicit strategy instruction on language knowledge of a mixed ability group using an experimental research design. The subjects of the study were made up of 77 university students attending EFL classes. The treatment group was given explicit strategy training in addition to their regular English classes while the control group received implicit instruction of learning strategies. It was found that strategy instruction did not have any effects on the subjects. It was stated by the author that certain situations deem implicit strategy training or strategy training as a separate module more appropriate.

In addition to the influences on students' learning strategies described above, there have also been studies that have found positive correlations between learners'

strategy use and their language proficiency (Fukuda, 2018) and between learners' strategy use and ePortfolio achievement (Cheng & Chau, 2013). Fukuda (2018) explored the relationship between self-regulation and language proficiency of 97 learners of English at a Japanese university. Differences between learners' self-regulated learning characteristics and their proficiency levels were also explored in the study. 97 learners, 67 females and 30 males, with five different majors were put into low (67 learners) and high (30 learners) proficiency groups. Data about the participants' self-regulated learning strategies was acquired through the MSLQ, and their TOEIC scores were used to identify their language proficiency. Results indicate that motivational factors did not predict learners' proficiency while three strategies, namely metacognitive strategies, effort regulation and coping with problems were found to have a significant impact on proficiency. As for the students' self-regulated learning characteristics; motivational factors (self-efficacy, intrinsic goal orientation and test anxiety) and strategies (metacognitive strategies, effort regulation and coping with problems) were found to be related to high proficiency. Furthermore, Cheng and Chau (2013) investigated the correlation between learners' self-regulated learning strategies and e-portfolio achievement. 26 university level English learners with a variety of majors, 18 females and 8 males, attended a three-month language learning program which aimed to engage learners in independent language learning through e-portfolio practice. Learners' portfolio work was assessed at the end of the course, and learners were divided into high achieving and low achieving groups (12 and 14 learners respectively). Learners' use of self-regulated learning strategies was investigated through strategy section of the MSLQ. A significant positive correlation between learners' use of elaboration, organization, critical thinking, metacognitive self-regulation and peer learning; and their e-portfolio achievement was found. Also,

statistically significant differences between high and low achievers in terms of their use of the five strategies were revealed. The findings suggest that learning strategies have a positive impact on e-portfolio development.

College students' existing use of learning strategies have also been explored. In these studies, which attempted to rate learners' level of strategy use as high, medium and low; low levels (Iwamoto, Hergis, Bordner & Chandler, 2017) to moderate levels of strategy use (Yusri, Rahimi, Shah & Wah, 2013; El Aouri & Zerhouni, 2017) were found among learners. Iwamoto, Hergis, Bordner and Chandler (2017) conducted an exploratory study to assess the self-regulation skills of a group of university students in the United States. The data was collected from 161 participants (62% females and 32% males) with a range of different majors through the MSLQ. The participants were divided into five categories according to their year of study, and differences in their strategy use were explored. Although learners reported having intrinsic motivation; a high expectation of themselves; and believing in themselves to do well, it was revealed that students had low levels of self-regulation and did not use cognitive learning skills or engage in self-regulation regularly. It was also found that the level of self-regulation learners displayed was similar for learners across different years.

Yusri et al. (2013) conducted an exploratory research study on cognitive and metacognitive learning strategies used by oral Arabic learners. The study investigated the frequency of learners' use of several cognitive and metacognitive learning strategies; and the possible differences in learners' strategy use with regards to their prior experience and gender. The sample consisted of 183 (73 males and 110

females) learners in a university in Malaysia; 77 students with 5 years of experience in learning Arabic in secondary school and 106 learners with no such experience. The data was collected through a questionnaire adapted from the MSLQ. It was revealed that the learners used learning strategies at a moderate level. Use of all cognitive learning strategies was higher among learners with the previous learning experience; and females scored higher than males in their use of rehearsal, organization and metacognitive learning strategies. Similarly, El Aouri and Zerhouni (2017) explored the language learning strategies used by learners of English in a university in Morocco; and investigated the relationship between the learners' strategy use and motivation. The data was collected from 228 students at the faculty of sciences through Strategy Inventory for Language Learning (SILL) and a questionnaire adapted from questionnaires including the MSLQ. The results suggest that the target population were generally medium strategy users and favored compensation strategies most, which was followed by cognitive and metacognitive learning strategies, and they had a high level of motivation in general. Also, a high correlation between learners' strategy use and their level of motivation was found suggesting that motivated learners used learning strategies more frequently and vice versa.

A review of the literature reveals that the relationship between students' use of learning strategies and other constructs such as autonomy has also been investigated. There are studies that show that learning strategies are correlated significantly with autonomy (Zakaria, Aziz & Ramayah, 2017) and others that found the level of strategy use can predict the degree of learner autonomy (Nikoopour & Hajian, 2015). Zakaria et al. (2017) investigated the strategies used by 20 university students who

were learning Japanese, their level of learner autonomy and the relationship between their use of language learning strategies and learner autonomy in terms of language learning. The study utilized Strategy Inventory for Language Learning (SILL) and Learner Autonomy Inventory about language learning. The results suggest that most learning strategies are used by students with an average level of frequency and students have an average level of learner autonomy. A significant correlation between the students' use of learning strategies and their extent of learner autonomy was found, with metacognitive strategies having the highest correlation with the learners' overall autonomy. Nikoopour and Hajian (2015), too, investigated the relationship between language learning strategies; and learner autonomy in 150 university students who were learning English as a foreign language. However, they also explored the connection among learners' personality traits, level of autonomy, and self-regulation. To gather the data, the researchers used the Strategy Inventory for Language Learning (SILL), NEO Five-Factor inventory (NEO-FFI), and Learner Autonomy. The results are three-fold. First, it was found that the learners' use of learning strategies can predict the degree of learner autonomy; with memory, metacognitive and cognitive strategies being the best predictors of autonomy. Second, a relationship between the Big-Five personality traits (i.e. agreeableness, conscientiousness, extraversion, neuroticism, and openness to experience) and language learning strategies was found. The trait neuroticism and cognitive strategy use; conscientiousness and use of meta-cognitive strategies; and openness to experience and memory strategies were found to have the highest correlations while the correlation between agreeableness, and metacognitive, social and compensation strategies was lowest. Finally, there is a relationship between autonomy and the Big-

Five personality traits. The traits conscientiousness and agreeableness have the highest and lowest correlation with autonomy respectively.

Finally, the link between learners' use of strategies related to specific language skills and their impact on learners' performance was explored. No differences between strategy use by learners with high versus low level of writing proficiency was found (Alkubaidi, 2018); while instruction on reading strategies lead to better reading achievement (Akkakoson, 2013). Alkubaidi (2018) investigates the use of writing strategies on writing performance. 74 female Arabic speaking undergraduates studying in the English Department in the College of Education participated in the study. The students' level of strategy use was identified through a writing strategy questionnaire. Students' writing samples were also evaluated to group students according to their writing proficiency into two groups, namely high and low proficiency groups. It was found that there is no significant difference in the level of strategy use between high and low achieving students. It was also determined that those students with better writing proficiency preferred to use drafting strategies more frequently compared to the low proficiency group. Finally, it was found that more students in general preferred drafting strategies compared to before-writing strategies.

Akkakoson (2013) investigated the relationship between instruction of reading strategies, students' learning process of the strategies and reading achievement using a pre-test and post-test experimental design. In order to find the students' process of learning the strategies, a portfolio approach was used. Students enrolled in an elective reading course at a university were used to gather the data. Seven reading

classes and their students formed the experimental and control groups; four classes that had 82 students constituted the experimental group while the remaining were used as the control group. Homogeneity of reading levels and strategy use in the sample groups was ensured through reading comprehension tests and a strategy use questionnaire. Both groups attended the program for the same duration and frequency, namely for 16 weeks and three hours once a week. In the experiment classes instruction was given with an emphasis on strategic reading strategies including metacognitive awareness for strategic reading, and strategies for effective comprehension. The control group received teacher-centered traditional reading instruction. It was revealed that the experiment group did better at the post test both in terms of reading comprehension and reading strategy use. They had greater metacognitive awareness and higher achievement.

Another study by Cross (2009) explored the impact that listening strategy instruction has on videotext comprehension of a group of Japanese advanced level (IELTS 7.0 band scale and over) learners of English. The study has a quasi-experimental design and consists of 15 participants; seven in the experimental group, and eight in the comparison. Before the pre-test, the researcher collected information about the learners through a questionnaire and interviews, which was later used to inform strategy instruction and identify the reasons behind the students' pre-test and post-test scores. In the study, the experiment group received 12 hours of listening strategy training during their 10 week current affairs course in addition to their listening tasks which consisted of authentic BBC news videos. Though the experimental group improved significantly, so was the control group. Therefore, the improvements in

learners' listening comprehension cannot be attributed to listening strategy training alone.

Conclusion

Several of the preceding studies used the MSLQ (Motivated Strategies for Learning Questionnaire), which was developed by Pintrich, Smith and Mckeachie (1993) in order to determine college students' motivational orientations and use of learning strategies. The scale has been popular and extensively used all around the world. The MSLQ is suitable for use across disciplines and can be used to collect quantitative data concerning the self-regulated learning strategies of learners for all academic courses. It provides information about both learners' motivational orientations and learning strategies, and is a modular scale which means researchers can use the scale in its entirety or its individual sub-scales for their individual needs. The MSLQ is in the public domain and anyone can use it, and it has been translated into a number of different languages.

The current study will investigate the self-regulated learning strategies used by a different group of learners, those who have participated in advising in language learning, while learning English. It also differs from any of the studies reviewed in its research design. The quantitative data is collected through the MSLQ-TR (the Turkish version of Motivated Strategies for Learning Questionnaire) and supplemented with qualitative data regarding learners' individual strategies with respect to the different sub-scales defined in the questionnaire.

CHAPTER 3: METHOD

Introduction

This study explored the learning strategies used by students enrolled in an advising in language learning program, the Learning Advisory Program (LAP), which aims to support learner autonomy as part of a language preparatory program at a public university in Turkey. This chapter will describe the research design that was used in the study to answer the research questions, the context of the study, participants, instruments as well as the methods of data collection and analysis.

Research design

This study used quantitative data and supplemented it with qualitative data to gain insights into perceptions and reported practices of students learning English and the advisors working with these students.

The researcher needed to find the appropriate means of collecting information that fit the research questions. While quantitative methods elicit data that is numerical, qualitative methods can be used to get more in-depth information (Fraenkel, Wallen & Hyun, 2012). When the researcher aims to benefit from both types of data when addressing particular research questions, both can be employed in the same research study. According to Ayiro (2012), a mixed research design includes both quantitative and qualitative methods. In this kind of research, the researcher can collect quantitative data for one phase of the study and qualitative data for the next. Fraenkel et al. (2012) and Ayiro (2012) suggest that supporting a conclusion with data from a variety of different instruments can enhance the validity of it. Similarly, as Ayiro

(2012) states, a mixed-method research design can enhance a study's strength, allow the researcher to address a problem from all sides; and help complement data from one research method with another one. The research questions and the corresponding research methods are presented in Table 2.

Table 2
Research questions and data collection methods

Research questions	QUAN	QUAL
1. Which learning strategies do learners who have participated in the LAP report they use?	Student questionnaire	Student interviews
2. Are any of the measured learning and resource management strategies used by the learners related to each other?	Student questionnaire	
3. Does learners' strategy use differ according to any of the following: gender; the number of years spent in the institution; the last course attended in the institution?	Student questionnaire	
4. What are the learners' perceptions about LAP's role to help them acquire and use learning strategies?		Student Interviews
5. What are the language advisors' beliefs regarding the opportunities LAP may provide for learners to acquire and use learning strategies?		Advisor Interviews

In this study, a mixed-method research design was utilized. Quantitative data concerning learners' use of strategies was collected in the quantitative phase through the Turkish version of the Motivated Strategies for Learning Questionnaire (MSLQ-TR). The data gathered in the qualitative phase from student and advisor interviews served to confirm and expand on the data collected through the MSLQ-TR as well as addressing the remaining research questions.

Context

This study was carried out in the preparatory school of a public university in Turkey. All of the participants were enrolled in a specific advising in language learning program called Learning Advisory Program (LAP). As part of the program, students engaged in reflective dialogue with teacher or peer advisors in the form of one-to-one or group advising; and attended oral and/or written advising sessions. LAP is open to all students at the institution. This study examined the participants' use of learning strategies.

Participants

Participants in the quantitative phase of the study were made up of 45 students who participated in the LAP. In the qualitative phase of the study, seven of the participating students; and two advisor instructors who implement learning advising as part of the LAP were interviewed.

Participants in the quantitative phase

The participants in the quantitative phase of the study consisted of 45 learners. The confidentiality standards advisor instructors maintained deemed it necessary to contact advisees through their advisors since the institution could not share personal information like contact details of the participants. Students were asked to give informed consent to participate in the study. The average age of the participants was 21 years. Other demographic information collected from students is presented in Table 3.

Table 3
Demographic information about the participants in the quantitative phase

Main Categories	Sub-categories	n	%
Gender	Male	22	48.89
	Female	23	51.11
Year	First year	9	20.00
	Second year	36	80.00
Level	Independent	1	2.22
	Independent +	2	4.44
	Upper	17	37.78
	Upper +	8	17.78
	Advanced	17	37.78

Of the 45 participants, 23 were female (51%) and 22 were male (49%). The participants consisted of students who spent one year (9 students, 20%) and two years (36 students, 80%) at the institution. In the institution, learners attend language classes based on their level of language proficiency. The courses given at the institution correspond to specifications of Common European Framework (CEF) and are named Basic, Basic +, Independent, Independent +, Upper, Upper + and Advanced. The participants were asked to provide information about the last course they completed in the preparatory program.

- One participant (2.04%) completed the Independent level, which represents a strong Waystage performance and subsumes a few features of the Threshold specifications.
- Two participants (4.08%) completed Independent + level, which involves most features of the CEF's Threshold specifications.
- 20 participants (40.82%) completed Upper level which indicates a strong Threshold performance.

- Nine participants (18.37%) completed Upper + which includes a few Vantage level features.
- 17 participants (34.69%) completed Advanced which includes some Vantage level features.

(Ankara Yıldırım Beyazıt University School of Foreign Languages, 2018).

Participants in the qualitative phase

For the first part of the qualitative phase, seven advisees volunteered for face-to-face interviews. In this phase, two of the seven participants were male and six were female; and participants' average age was 21. While three of the participants spent one year in the institution, four participants spent two. As for the last course they completed in the institution, four of the students completed the Advanced level; two completed the Upper + and one the Upper level. The learners in this phase will be referred to as L1, L2, L3, L4, L5, L6, and L7. Table 4 provides information about the learners in the first part of the qualitative phase.

Table 4
Demographic information about the participants in the first part of the qualitative phase

Learners	Gender	Age	Years at institution	Level
L1	Male	21	1	Upper +
L2	Female	21	2	Upper +
L3	Female	22	2	Upper
L4	Female	21	1	Advanced
L5	Female	21	1	Advanced
L6	Male	21	2	Advanced
L7	Female	20	2	Advanced

In the second part of the qualitative phase, two instructor advisors were determined according to the number of students they advised who participated in the qualitative

phase of the study. Two out of the nine advisors at the institution were willing and available to participate in the interview. Five of the learners out of the seven who were interviewed worked with the two advisors interviewed. These individuals were and still are both EFL instructors and language advisors in the study's institution.

Instrumentation

In this study, one questionnaire and two sets of interview questions were used. The instrument used in the quantitative phase of the study, Turkish version of the MSLQ, was developed by Büyüköztürk, Akgün, Özkahveci, and Demirel (2004) and one of these authors gave permission for the instrument to be used in the current study. All the information regarding the survey and participation was explained in the first section of the questionnaire before students were asked to share any demographic information or information regarding their use of learning strategies. In the qualitative phase of the study, two sets of interview questions were developed to address the research questions.

The Turkish version of the Motivated Strategies for Learning Questionnaire (MSLQ- TR)

The original version of the MSLQ, which the adapted Turkish version (MSLQ-TR) is based on, was originally developed by Pintrich et al. (1993) in order to determine college students' motivational orientations and use of various learning strategies in a specific college course. Consisting of two main scales; namely motivational beliefs and learning strategies, the questionnaire has 81 items, the first consisting of 31 items and the latter consisting of 50 items. The motivation section of the questionnaire was designed to assess students' goals and value beliefs for a course

while the learning strategies section aims to assess students' use of different cognitive and metacognitive learning strategies. The learning strategies section also includes 19 items aiming to assess students' resource management skills. (Pintrich et al., 1993).

Both the original and the Turkish versions of the MSLQ are a 7-point Likert scale questionnaire, which takes 20 to 30 minutes to administer. It is a modular scale, which means the researcher can use different sections of the scale depending on his needs (Pintrich et al., 1993).

For the purposes of this study, the strategy section (cognitive and metacognitive strategies; and resource management strategies) of the Turkish version of the questionnaire was used. As can be seen in the previous chapter, the MSLQ has been used extensively in language learning contexts to explore language learners' use of strategies. The strategies that are investigated in the original questionnaire are summarized in Table 5.

Table 5
Information about the original MSLQ

Strategies	Sub-strategies	n of items	Sample Item
Cognitive and Metacognitive Strategies	a) Rehearsal b) Elaboration c) Organization d) Critical thinking e) Metacognitive Self-Regulation	31	When I study for this class, I practice saying the material myself over and over.
Resource management strategies	a) Time and study environment b) Effort regulation c) Peer learning d) Help seeking	19	I try to work with other students from this class to complete the course assignments.

Cognitive strategies in the original questionnaire consist of basic and complex strategies used to process information gathered from texts and lectures. Rehearsal, elaboration, organization and critical thinking are the subscales concerning students' use of cognitive strategies. Metacognitive control strategies are measured by a subscale, metacognitive self-regulation which concerns students' use of strategies that help control and regulate their own cognition. The third general strategy category is resource management. Resource management strategies concern managing study environment and time, as well as students' regulation of their own effort. Finally, the last two subscales have to do with peer learning and help seeking. (Pintrich et al., 1993).

The Turkish version of the MSLQ was adapted by Büyüköztürk et al. (2004) to be used by Turkish speaking learners. In the Turkish scale, five items were removed from the learning strategies section by the authors because of their factor loadings. Therefore, strategy section of the questionnaire has 46 questions. In the MSLQ-TR, the cognitive and metacognitive strategies scale consists of 30 questions and the resource management strategies scale has 16 questions.

For the strategy subscale, the correlation between English and Turkish versions of the questionnaire was found to be .86. It is suggested that the Turkish version of the MSLQ can be used to assess the students' use of learning strategies in educational institutions (Büyüköztürk et al., 2004). In this study, cognitive and metacognitive strategies and resource management scales were used. Since the sub-scales for motivational orientation were excluded, the items were renumbered in the same order as the MSLQ-TR. Therefore, the first question in this study corresponds to the 26th

question in the original MSLQ-TR, the second question corresponds to the 27th question, the third question corresponds to the 28th question and so on. Both the demographic information questions and the strategy section of the questionnaire were put into a Google form. The Google form consisted of four sections. The first section informed the learners about the study and was used to get the participants' consent. The second section included questions that elicited demographic information from learners. The third section constituted information regarding the questionnaire and explained how to answer the questions in the questionnaire. The final section consisted of the same 46 questions from the MSLQ-TR that were manually typed by the researcher.

Reliability and validity of the quantitative instrument

Reliability of the scores was measured for each subscale within the cognitive and metacognitive scales; and resource management scales in order to check the internal reliability coefficient of the sub-scales and the items. One item in the help-seeking subscale, and two questions from the critical thinking sub-scale were omitted to increase the reliability scores of the sub-scales. After the removal of three items, Cronbach's alpha coefficients for the related sub-scales ranged from .56 to .74., and it was .90 for the entire scale. The results are presented in Table 6.

Table 6
Reliability analysis of the learning strategies scales of the MSLQ-TR

Sub-scales for cognitive and metacognitive strategies	Item numbers	Total (28)	Cronbach's Alpha
Rehearsal	8, 14, 26, 39	4	.58
Organization	1, 10, 17, 30	4	.56
Elaboration	21, 29, 31, 34, 36, 46	6	.71
Critical thinking	15, 33, 38	3	.61
Metacognitive Self-regulation	2, 5, 9, 12, 22, 23, 24, 28, 43, 44, 45	11	.74
Sub-scales for resource management strategies	Item numbers	Total (15)	Cronbach's Alpha
Help-seeking	35, 42	2	.68
Effort management	6, 16, 27, 41	4	.58
Peer learning	3, 13, 18	3	.63
Time and study environment management	4, 11, 20, 32, 37, 40	6	.59
Total		43	.90

Semi-structured interviews

For the first phase of the qualitative part of the study, the researcher first prepared a set of interview questions (Appendix 2) that mirrored the subscales within the strategy subscale of the MSLQ, and one question that aimed to elicit data relating to students' perception of their LAP experiences with regards to their strategy use. The validity of the questions was checked by an expert from the study's institution. Later, the questions were administered to five learners from the study's institution who were not included in the sample group of the study. Accordingly, questions were

revised as needed and the final interview form consisted of ten questions along with a few demographic questions.

In the second phase of the qualitative part of the study, three questions (Appendix 3) were posed to the language advisors that participated in the study. The interview questions were constructed by the researcher to address the final sub-research question in the study. For piloting, the questions were checked by an expert and by a peer who was familiar with advising in language learning and concepts of autonomy and self-regulation. They were kindly asked to point out any issues they encountered when trying to accurately answer the questions and comment on the clarity of the questions. They indicated that questions were sufficiently clear and can be used to address the corresponding research question. While one of the advisors was interviewed over the phone, one participated in a face-to-face interview.

Method of data collection

In this study, quantitative data was collected through a questionnaire. Semi-structured face-to-face interviews were conducted with learners to collect qualitative data regarding learners' strategy use. Finally, two advisors were interviewed, one over the phone, and the other advisor in person. First, permission was received from the ethics committee and then the management team of the university in which the study took place.

The students in the target population were contacted through their language advisors, and volunteering students were invited to complete the online questionnaire. The language advisors shared the link to the Google form with their learners and asked

the volunteering students to complete the questionnaire. While they did not share any concrete time frame learners needed to abide by, they added in their e-mails that the questionnaire should take about 15 minutes to complete.

In order to match the quantitative data gathered from each participant to the data that would be collected through interviews later, learners' names were coded by asking them to also type nicknames in the demographic information section of the questionnaire. In total, 45 students completed the online version of the questionnaire. The quantitative data from student participants was collected from late May until mid-June, 2019 over a period of 26 days.

Then, volunteering participants for the qualitative portion of the study were once again reached through their advisors. This time, the advisors directed the volunteering learners who completed the questionnaire to attend the interviews. Seven learners volunteered and were available for interviewing. At the beginning of each interview, learners were briefly informed about the purpose of the study and of the other factors that were important to the interview. Interviews took between 10 to 25 minutes, and the researcher clarified any points the participants were not clear about during each interview. With their consent, the researcher recorded the learners' responses. The data from learners was collected in June, 2019 over an eight-day period, and the times interviews were carried out were informed by the availability of the learners.

Finally, two language advisors were interviewed (one over the phone and one face-to-face). Both interviews lasted about ten minutes and recorded with the participants' permission for later analysis. Both interviews were done in June over two days.

Method of data analysis

For the quantitative phase of the study, descriptive statistics and inferential statistics were carried out to analyze the data. In the questionnaire, all the items were rated through the 7-point Likert scale, 1 standing for *not at all true for me*; and 7 *very true of me*. The negatively worded items were reversed during the analysis. Throughout the statistical analysis of the quantitative data, the Statistical Package for Social Sciences (SPSS) 25.0 was used.

In order to address the first and main research question (i.e., Which learning strategies do learners who have participated in the LAP report they use?), first descriptive statistics were conducted to calculate the mean scores of the participants for the learning strategies sub-scales as well as the standard deviation values. Next, a paired sample *t*-test was run to find whether learners favored any of the strategy categories more than the others. To answer the first sub-research question (i.e. Are any of the measured learning and resource management strategies used by the learners related to each other?), a Pearson correlation analysis was run. Finally, in order to address the second sub-research question (i.e. Does learners' strategy use differ according to any of the following: gender; the number of years spent in the institution; the last course attended in the institution?**)**, an independent samples *t*-test, a Mann-Whitney test and a Kruskal-Wallis test were run to find whether learners'

strategy use differed significantly for the variables gender; the number of years spent in the institution; and the last course attended in the institution respectively.

For the qualitative data analysis, the researcher recorded the interviews conducted with the learners. Since the data analyzed was categorized into pre-determined strategy categories, the researcher did not create the main categories and themes according to the data. However, after learners' strategies were analyzed and categorized, minor categories emerged.

The data analysis cycle described was followed for one interview at a time. The analysis began with the researcher transcribing an interview. The quotes that corresponded to the pre-determined strategy categories were selected and grouped. Afterwards, the researcher went back to the transcript and confirmed that each learner utterance was identified and grouped correctly. In order to address possible bias, an academic was consulted in the categorization and the selection of content. The process was repeated for every student.

After the process was repeated for each learner, it was observed by the researcher that at certain instances, similar strategies were reported by more than one learner. In order to check whether these strategies were similar enough to be deemed the same, he went back to the scripts and checked in what way and in what contexts the strategies were uttered by the learners. Strategies that were considered essentially the same was color coded to be reported together. Others were reported separately. Finally, the utterances were translated into English and reported. However, the

researcher went back to the scripts multiple times to ensure learners' strategies were reported accurately.

CHAPTER 4: RESULTS

Introduction

This chapter describes the findings from the quantitative and qualitative phases of the study. First, descriptive statistics and inferential statistics from the quantitative phase are presented. Next, findings from the interviews with learners are introduced together with the corresponding quantitative data; and findings from advisor interviews are described. The findings presented in this chapter were used to address the corresponding research questions, which are further discussed in the next chapter.

The quantitative phase

The data gathered through student surveys has been presented in this section. The main research question addressed in the quantitative phase of the study is "Which learning strategies do learners who have participated in the LAP report they use?".

First, learners' use of learning strategies was determined by producing descriptive statistics. Next, to determine whether learners favored certain groups of strategies over the others a paired samples *t*-test was run. Later, to address the first sub-research questions: "Are any of the measured learning and resource management strategies used by the learners related to each other?", correlations among the strategy sub-scales were determined through a Pearson correlational analysis. This was calculated to find whether learners' use of a strategy category impacted their use of other strategy groups and vice versa. Finally, to address the last quantitative research question: "Does learners' strategy use differ according to any of the following: gender; the number of years spent in the institution; and the last course

attended in the institution?", an independent samples *t*-test, a Mann-Whitney U test and a Kruskal-Wallis test were run to find whether learners' strategy use differed significantly for the variables gender; the number of years spent in the institution; and the last course attended in the institution respectively.

Descriptive statistics

Quantitative data concerning the learning strategies of the participants were collected through the MSLQ-TR. In total, 45 students completed the questionnaire, and the participants' scores for each sub-category were calculated using descriptive statistics. The mean scores of the participants ranged between 3.56 for the peer-learning category (*SD*=1.39) and 5.26 for the time and study environment management category (*SD*=0.91). The findings are presented in Table 7.

Table 7
Descriptive statistics

Learning Strategies Scales	M	SD
Time and study environment management	5.26	0.91
Metacognitive self-regulation	4.91	0.81
Rehearsal	4.82	1.04
Help-seeking	4.78	1.69
Elaboration	4.75	1.01
Organization	4.73	1.02
Critical thinking	4.65	1.15
Effort regulation	4.44	1.20
Peer-learning	3.56	1.39

Paired samples t-test

In order to check the extent to which the mean of each strategy category differs from the mean of all the other strategies, a paired samples *t*-test was run. Statistically significant differences were found for the sub-scales of time and study environment management ($p < .01$); Metacognitive self-regulation ($p < .01$); and peer-learning (p

< .01). This suggests that learners favored time and study environment management strategies; and metacognitive self-regulation strategies over all the other strategies, and peer-learning strategies were the least favored strategies among all of the sub-scales.

Correlation analysis of the scales

A Pearson correlational analysis was run to determine the correlation among nine different sub-scales of the learning strategies tested, and address the first sub-research question. The findings can be seen in Table 8.

Table 8
Pearson correlation coefficients

Subscales	1	2	3	4	5	6	7	8	9
1. Rehearsal	-	.47**	.63**	.53**	.64**	-.03	.34*	.17	.52**
2. Organization		-	.53**	.25	.53**	.46**	.46**	.30*	.44**
3. Elaboration			-	.68**	.57**	.42**	.10	.28	.31*
4. Critical thinking				-	.59**	.21	.05	.16	.34*
5. Metacognitive self-regulation					-	.33*	.45**	.22	.59**
6. Help-seeking						-	.21	.44**	.08
7. Effort Management							-	.07	.66**
8. Peer-learning								-	-.12
9. Time and study environment management									-

**. Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

It can be seen in Table 8 that there are significant correlations among many of the learning strategies. All the correlations are positive except for the negative correlations between peer-learning and time and study environment management; and rehearsal and help-seeking which are negligible negative correlations. For the scales that are positively correlated, this indicates that an improvement in one sub-

scale will lead to improvements in the other sub-scales with which it is correlated. For example, a student having a high score in the sub-scale organization will be likely to score higher in all the other sub-scales except critical thinking, since this sub-scale is strongly correlated with all the other eight sub-scales other than critical thinking. The results also imply that different categories of learning strategies are used by learners not in isolation but to complement each other.

Independent *samples t*-test

In order to find whether strategy use differs according to gender, an independent samples *t*-test was run. No significant differences between the mean scores of male and female learners were found in any of the strategy categories. The results are presented in Table 9.

Table 9
Independent *samples t*-test analysis

Scales	Gender	*N*	M	SD	*t*	p
Rehearsal	Female	23	4.99	1.05	1.14	.26
	Male	22	4.64	1.02		
Organization	Female	23	5.03	0.99	2.08	.44
	Male	22	4.42	0.98		
Elaboration	Female	23	4.86	1.02	0.73	.47
	Male	22	4.64	1.00		
Critical thinking	Female	23	4.67	1.10	0.09	.93
	Male	22	4.65	1.23		
Metacognitive self-regulation	Female	23	4.98	0.89	0.58	.56
	Male	22	4.84	0.73		
Help Seeking	Female	23	4.89	1.56	0.46	.65
	Male	22	4.66	1.85		
Effort regulation	Female	23	4.43	1.09	-0.02	.98
	Male	22	4.44	1.34		
Peer learning	Female	23	3.61	1.33	0.26	.80
	Male	22	3.50	1.49		
Time and study environment	Female	23	5.33	0.84	0.50	.62
	Male	22	5.19	0.99		

Mann-Whitney test

To test whether learners' strategy use differed according to the number of years they spent in the institution, a Mann-Whitney test was run. The researcher had to run a non-parametric test because the number of learners in these categories were extremely uneven. While nine learners (20%) spent one year in the institution, the remaining 36 (80%) had spent two years in the institution. No significant differences between the means of the two groups were found in any of the sub-scales (Rehearsal, $p = .85$; organization, $p = .08$; elaboration, $p = .84$; critical thinking = .69; metacognitive self-regulation, $p = .93$; help seeking, $p = .25$; effort regulation, $p = .30$; peer learning, $p = .58$; time and study environment management, $p = .50$).

Kruskal-Wallis test

Finally, in order to find whether there are significant differences in the mean scores across group of students that last completed different levels of English, a Kruskal-Wallis Test was run. The test revealed a statistically significant difference ($p < .05$) only in the peer-learning category (Rehearsal, $p = 0.71$; organization, $p = 0.44$; elaboration, $p = .52$; critical thinking = .65; metacognitive self-regulation, $p = .42$; help seeking, $p = .45$; effort regulation, $p = .33$; peer learning, $p = .01$; time and study environment management, $p = .48$). To examine which of the five groups of learners differed in their use of peer-learning strategies, a post-hoc was run. The post-hoc revealed a significant difference ($p < .05$) between those who last completed the Upper level (N=17) and learners who last completed the Advanced level (N=17) in terms of the category peer learning in favor of the Advanced group.

The qualitative phase

The qualitative data was collected to verify and expand on the quantitative data. The qualitative phase consists of face-to-face interviews conducted with learners and teacher advisors.

Learning strategies

The interview questions were constructed to elicit information about the students' use of learning strategies across the same nine categories with the addition of one question which aimed to address the third sub-research question, namely; "What are learners' perceptions about LAP's role to help them acquire and use learning strategies?". The qualitative data in this phase also served to expand on the findings in the quantitative phase in response to the main research question.

The face-to-face interviews with learners were conducted in Turkish and the data was subjected to content analysis. Seven learners participated in the face-to-face interviews. These learners are referred to as L1, L2, L3. L4, L5, L6, and L7. Each learner's demographic information is presented in the previous chapter. Learner responses are presented under two sub-headings: cognitive and metacognitive strategies; and resource management strategies.

Cognitive and metacognitive strategies

Qualitative data from learner interviews gives insight regarding learners' use of cognitive and metacognitive strategies (i.e. rehearsal, elaboration, organization, critical thinking, and metacognitive self-regulation). The mean scores for each of the

seven students who were interviewed are also provided after their personal strategies are presented.

The mean score of all 45 participants who reported using rehearsal strategies was found to be 4.82. Table 10 provides the mean scores for each of the seven students who were interviewed.

The face-to-face interviews with the learners revealed various personal strategies used by learners in relation to the rehearsal category. L1, L2, L3 and L4 mentioned revising important vocabulary that they kept in their vocabulary notebooks. L2 and L3 stated they revised their notes from their classes to remember information regarding language skills and different aspects of language like grammar and vocabulary while L2 also stated that she transferred her notes onto a separate notebook, and this helped her revise the information and remember it better. L2 mentioned several other strategies like repeating the information to herself out loud, making notes while she is studying grammar topics on her own, creating post-it notes with English words and their Turkish translations and placing these at places where she could frequently see them. Finally, she indicated that she used mnemonic tools to remember information. L3 also stated that she revised vocabulary words before going to bed, as she believes doing so could help her remember them better. L4 mentioned writing vocabulary in her hand to take a peek at it when she needed to. L5 stated that she would revise vocabulary only before exams using vocabulary lists at first. She added that she found “better methods” later like attempting to use the target vocabulary in her speaking when practicing with peers, which she stated helped her remember vocabulary better. L6 indicated that he would write vocabulary words

repeatedly while focusing his mind on their meanings to remember them better as well as revising every day after class. L7 said that she would create her own sentences with the target vocabulary words to learn them better. This strategy, similarly to L5's, may be more than just rehearsing since the students' actions (i.e., using target vocabulary in their spoken and written production) necessitate them to apply the information (i.e., information about the target vocabulary) to the context of their written and spoken output. Nevertheless, since the learners reported using the said strategies to remember vocabulary, it was reported as a rehearsal activity.

Table 10
Participants' mean scores for the rehearsal sub-scale

Learners	Rehearsal scores
L6	5.25
L4	5.00
L5	5.00
L2	4.25
L3	4.25
L1	4.00
L7	3.00

For the Elaboration sub-scale, the mean scores of all participants who reported using this strategy is 4.75 (N=45). Table 11 presents the mean scores for each learner interviewed. Strategies learners used in order to elaborate on the information they already knew and their existing skills by connecting these to new knowledge and skills have been categorized as elaboration strategies.

All of the learners, either directly or indirectly, acknowledged that different aspects of English like different skills and systems complemented each other. L1 said that he tried to pay attention to vocabulary words he knew the meaning of in videos he

watched and songs he listened to. He explained that this not only helped him focus on and improve his knowledge of how to pronounce these words but also better internalize them. L2 mentioned studying different grammar topics by making notes on the points that she considered essential, and turning to online videos for points that she was not clear about. L3, L4, L5, L6 and L7 stated that they often tried to create opportunities for themselves to use vocabulary words, grammar structures and expressions they recently learnt when speaking and/or writing. L3 also stated that she was able to build on her knowledge and experience in essay writing in English by reflecting on her experience in Turkish essay writing. Similarly, L4 used her knowledge of Turkish grammar when studying new grammar topics. She stated that she did this especially with English verb tenses. Furthermore, she said that she found reading a good way to learn grammar and made distinctions regarding verb tenses. She also mentioned looking for videos and video series that she could watch to familiarize herself with terminology related to her major, law, and increase her interest in the subject.

L5 stated that she would watch internet videos, make notes about these videos, summarize them afterwards; use the video transcripts to read aloud; and watch the video again to check her performance against it to evaluate how well she had done. She would also pay attention to grammar and vocabulary used in the videos she watched and reading texts she read to improve her grammar and vocabulary knowledge. For example, she realized that speakers use auxiliary verb in positive sentences to add emphasis on the verb as in “you did see him”. L7 indicated that she would combine writing and speaking practice. She would familiarize herself with the subject and focus on useful vocabulary when essay writing and she would give a

spoken response on the same topic later. She said that this enabled her to integrate new vocabulary words into her speaking and made it easier to become more fluent when speaking. L7 also noted that by creating her own sentences with new vocabulary and by focusing her mind on the vocabulary she knew when reading, she would try to revise vocabulary.

Table 11
Participants' mean scores for the elaboration sub-scale

Learners	Elaboration scores
L1	5.33
L7	4.50
L3	4.33
L2	4.17
L4	3.67
L5	3.50
L6	3.33

For the Organization sub-scale, the mean score of all participants who reported using this strategy is 4.73 (N=45). Table 12 presents the mean scores for each learner interviewed.

Learners' efforts to organize their learning, for example in selecting important information to learn, were to a large extent guided by the weaknesses they thought they displayed in various aspects of the language. Though ultimately, except for L4 and L5, learners indicated that their decisions regarding what to study were guided by the proficiency exam prepared in house in the study's institution. A few learners made comments that could exemplify their use of organization strategies. Regarding this subscale, L2 stated that she created tables to organize the information she was studying, using the titles and headings available. She added that she would not be able to remember all that information, but turning it into a table or another kind of

visual helped her select and remember the important information. She also said that when studying grammar, she would only make notes about points that she considered essential. L3 took notes of important points during classes and focused on these more. She asked herself questions like “Is this important?”, “Should I learn this?” etc. to focus on the most important information. She also said that she sometimes categorized information like vocabulary words and different types of writing to understand the information she needs to learn better. L4 mentioned making notes of vocabulary she considered interesting and useful that came up during her classes. L5 mentioned attending to the information given by her teachers and took the homework assignments given seriously. For example, she stated that she organized her studies around her homework assignments, treating these as important indicators of what might be important. She also stated that when unsure about things, she listened to her teacher’s explanations and responses to her questions about these very carefully also looking to get any additional useful information she might be provided. L7 noted that revising and studying daily helped her better select the information she should focus her attention on as otherwise she would lose track.

Table 12
Participants’ mean scores for the Organization sub-scale

Learners	Organization scores
L7	6.00
L1	5.00
L2	4.50
L4	4.50
L5	4.25
L6	3.50
L3	3.50

For the critical thinking sub-scale, the mean score of all participants who reported using this strategy is 4.63 (N=45). Table 13 presents the mean scores for each learner interviewed.

There are some indications that students do think critically about the content they learn in their classes. For example, L1 stated that he often questioned how far the course-books used in classes would get him. He explained that he always believed that English was a language that can best be learnt by speaking and communicating in the target language and in a way that is more flexible and that course-books did not completely allow this. Having realized that he started to take more initiative and used his circle of peers to learn the language in a more active way. L1 also stated that when unsure about the validity of a certain piece of information he consulted his peers and checked its validity over the Internet. On the other hand, it seems the interviewees in general did not question the validity of what their teachers were telling them. L3 and L6 stated that they did not really question the accuracy of the information they were given by their teachers though they would do that in a different subject matter. L5 mentioned questioning the validity of information given by her peers, however; she saw the class teacher as the ultimate authority.

Table 13
Participants' mean scores for the critical thinking sub-scale

Learners	Critical thinking scores
L7	5.60
L1	5.40
L2	4.80
L5	4.60
L4	4.40
L3	4.20
L6	4.00

For the metacognitive self-regulation sub-scale, the mean score of all participants who reported using this strategy is 4.91 (N=45). Overall, learners (N=45) favored these strategies most right after time and study environment management strategies over all the other strategy categories. Table 14 presents the mean scores for each learner interviewed.

All learners displayed varying degrees of awareness when it comes to the planning, monitoring and regulating aspects of self-regulation strategies. They all talked about learning problems they experienced when learning English and explained different strategies they used to overcome these challenges. All of the learners reported that they distinguished between their more immediate weaknesses and areas where they felt more confident and directed their efforts accordingly. All learners except L4, L5 and L6 also reported devising study routines/plans that helped them address their learning difficulties. With regards to that, L5 stated that doing her homework assignments were sufficiently keeping her on track and that she was already exploring different aspects of the language without a study plan.

L1's listening comprehension problems extended into the classroom where he focused his mind on decoding the information conveyed by his instructor, trying to remember the meaning of vocabulary words and missing all the essential points in the process. L1 devised a learning routine where he watched English videos with English subtitles on to aid his comprehension and listened to songs using lyrics. He states that he still does not understand every single detail he listens to but he is doing much better. In order to address the problems that he experienced in writing, which he described as his biggest weakness once, he worked with his peers and wrote with

them along-side him. He acknowledged that his biggest problem was becoming off-topic and therefore put more effort into improving this aspect of his writing. He said that recently writing has become one of the skills he felt he has a good level of mastery in.

Similarly, L2 mentioned two major difficulties she experienced in general: Listening comprehension and speaking. She went on to explain that unlike grammar she was more confident with because of her previous learning experiences, she chose to work on increasing her listening comprehension for which she watched videos using English subtitles to aid her comprehension problems. To address her speaking difficulties, she practiced giving presentations in front of a mirror and voice-recording herself. She said that doing these helped her decrease her anxiety and become more fluent when speaking English particularly when giving presentations.

L3 stated that she had problems with all the main skills at some point in the past. She failed the proficiency exam prepared in house three times, and she explained that she eventually figured that she must have been doing something wrong. For example, she realized that she was avoiding speaking English and, in response, tried to speak up more during classes. She said that, this way, even if she made mistakes she was able to get constructive feedback from her teacher and her teacher was able to correct her mistakes. She also started speaking with her foreign peers more, and when she experienced momentary speaking difficulties she tried to compensate by relying on vocabulary words and different expressions. In order to address her reading and listening difficulties, she focused on these skills more by doing more practice. For instance, she used the Internet to get to materials which allowed her to read and listen

to news stories at the same time. She said that she realized that even with her limited vocabulary, as she read and listened more she was picking up vocabulary.

L4 said that she found it difficult to understand listening passages recorded by foreign teachers in the exams and during class work. She indicated that she was used to the Turkish accent, but had problems comprehending different accents, which were used extensively in her course books. She engaged in extensive listening practice, watching films and TV series; and used the scripts of the listening passages to aid her comprehension in her classes. She used readers which she read and listened to at the same time, and stated that these activities helped her improve her listening skills as well as making her more familiar with different accents. She also stated that she used pre-writing and drafting activities in her departmental English classes to write more coherently; and tried to maximize speaking practice with her peers.

L5 stated that she did not devise a study plan, but sought ways to integrate learning opportunities in her everyday life. This could be attributed to the fact that she already possessed a fair amount of proficiency in English as she was placed in the Independent+ level when she first started the academic year in the preparatory school. She stated that she used to hate learning new vocabulary words and she was limiting herself to memorizing vocabulary words from a list and committing grammar rules to memory before exams. However, after realizing she could not escape having to learn new vocabulary words, she and her peers thought that they did not have to limit themselves to mechanical and boring activities and that they could come up with other means of revising and using the vocabulary. After that, they

would speak in English and exchanged text messages trying to use the vocabulary words they learnt in their classes. She stated that they would not worry about making mistakes and mispronouncing words but rather use the time they had together practicing and remembering the important vocabulary words. She said that this freed her from having to mechanically memorize and revise words from lists before exams.

L5 was also aware of the fact that she would have to effectively make notes in her departmental classes, which was a skill she felt she was lacking in, therefore; she felt the need to work on her note-taking skills. As mentioned in relation to the elaboration sub-scale, she would practice watching internet videos and making notes about these, and summarizing the videos she watched. She would also use video transcripts to read aloud and watch the video again to check her performance against the video to evaluate how well she had done. She stated that she did this mostly because she was a reserved person, and too self-critical while speaking in public, and therefore, felt the need to practice speaking in other ways. Also, she mentioned thinking about ways to improve her oral presentations skills, because of the aforementioned affective issues and her knowledge that she was going to be required to give presentations in her departmental classes. She was aware that presentation activities were different from other forms of speaking practice. She explained this by emphasizing the public speaking aspect of oral presentations and stated that presentations required a great deal of preparation, which was the reason why she started preparing her presentations a few days in advance. Realizing this, she would outline, think about organization, how to prepare slides and so on. She also said that she would observe her peers for information for the same reason.

Furthermore, L5 was able to break down complex activities like listening and note-taking. For instance, she explained that her inability to make effective notes would most likely indicate that she could not do one of the things that this skill involved. Therefore, she would ask herself what it is that impedes her from being able to do so. These activities, too, were guided by her belief that she was going to need these skills in her departmental classes after the preparatory year.

L6 stated that even though he did not make or stick to a study plan, he still took a lot of action to overcome his learning problems. By comparing himself to his peers, he came to the conclusion that he was ahead of his peers with regards to his speaking abilities, but compared to them, he felt he had to put more effort into remembering new information for which he tried to revise more frequently. He said that he attended to his most immediate learning problems like reading and writing while still working on skills that he felt were his strengths, like speaking. He stated that he got better at understanding foreign speakers with lots of listening practice and his reading skills also improved. However, he found that for the amount of work he put in studying writing, he still could not complete writing tasks in the exam in a timely manner. Therefore, he opted for a more strategic approach which involved him trying to improve his scores in the other parts of the exams to make up for that weakness.

L7 directed her efforts towards reading in particular since this was her weakest skill. She found class materials, in particular the course books, difficult. Also, listening was another one of her weaknesses. She said that by studying and practicing daily, she started seeing her reading, listening and writing skills progressively improve. For instance, she stated that she could see clear differences in the quality of her written

work from one week to another. She would also consult her peers about strategies they used when approaching question types in the exams that she did not know how to effectively deal with.

Table 14
Participants' mean scores for the metacognitive self-regulation sub-scale

Learners	Metacognitive self-regulation scores
L7	6.55
L1	5.27
L3	4.64
L4	4.36
L5	4.36
L6	4.00
L2	3.73

Resource management strategies

In this section, the qualitative data about learners' use of resource management strategies (i.e. help-seeking, effort regulation, peer learning; and time and study environment management) is presented. The mean scores for each of the seven students who were interviewed are also provided after their personal strategies are presented.

For the category of help-seeking the mean score of all the students (N=45) is 4.90. Table 15 presents the mean scores for each learner interviewed.

L1, L5 and L7 turned to their peers when they encountered learning problems and momentary difficulties. For example, when L1 realized that he needed help with writing, his peers helped him work through this problem. He also turned to his peers when he experienced reading comprehension issues. He also said that he preferred asking his peers for help over his class teachers as he felt that he did not want to

bother the teacher and that he felt more comfortable working with peers through problems than his teachers. L3 said that she could easily ask people at the self-access center for help since she found the atmosphere there conducive to solving learning problems and the teachers there friendly. However, she was hesitant to ask for help from some of her classroom teachers because she did not feel she had a bond with them and was afraid of a negative reaction from some of the teachers.

Table 15
Participants' mean scores for the help seeking sub-scale

Learners	Help-seeking scores
L7	7.00
L3	6.33
L6	6.33
L1	5.67
L2	4.33
L5	3.33
L4	2.67

For the Effort regulation sub-scale, the mean score of all learners (N=45) is 4.44. Table 16 presents the mean scores for each learner interviewed.

L1 stated that when he felt that he was relaxing a little too much and no longer wanted to study he changed venues to maintain his concentration. He acknowledged that learning English is a lengthy processes and thus he needed to keep on putting in the effort for long periods of time. L3 stated that when she was studying she often started with activities that she felt comfortable with and found it easy to increase her motivation when she moved onto harder activities later. L5 stated that she was not very industrious. However, she made sure that she did her homework assignments assigned by her class teacher. Also, when she was supposed to do presentations, if she was interested in the topic she was going to present, she would prepare for it

days in advance. However, when she was not, she would prepare it the day before and would not be able to do a very good job. L6 indicated that there were many instances where he was overwhelmed and felt he could not study anymore especially when his study materials were hard. He said that when this happened he would take a break, listen to music, pace in the room and go back to studying after having relaxed. He also stated there were instances where he would get distracted with factors such as the poor quality of the listening equipment. He worked on focusing his mind on the task at hand trying to filter out such distractions. He said that he always comforted himself with the knowledge that once he has passed the proficiency exam he would be able to travel and socialize with foreigners, which was a prospect he was looking forward to. He stated that he disliked having to study but he had to. Thus, he did his best to keep studying especially towards the proficiency exam date and stated that a few hours of studying every day would not kill him. L7 reported sticking to her daily study habits at all costs. For instance, she practiced her writing skills every day, and failing that she would double her writing practice to make up for the missing day the other day.

Table 16
Participants' mean scores for the effort-regulation sub-scale

Learners	Effort-regulation scores
L7	6.25
L6	4.50
L3	4.25
L5	4.00
L2	3.75
L1	3.50
L4	3.00

In the Peer learning sub-scale, the learners (N=45) had a mean score of 3.56. Among all learners (N=45) this was the least preferred strategy category. Table 17 presents the mean scores for each learner interviewed.

As stated with regards to the help-seeking category, L1 collaborated with his peers when he encountered learning problems. He also spent time discussing course-materials and different aspects of the language with his peers. For example, he and his peers would exchange information about certain language points and work on clarifying possible confusing points together. L3, L4 and L5 stated that they worked with their peers to improve their speaking skills. L5 mentioned working on her pronunciation difficulties with her peers. Her peers would correct her pronunciation mistakes, which she welcomed. L5 also stated that she viewed the teacher as the highest authority and asked her classroom teacher to resolve the issue when she and her peers were unsure about something and could not settle on an answer. L6 believed that he learns from his peers more than he can from his teachers. L7 indicated that she sought help from peers to discuss learning strategies to approach different question types in the exams.

Table 17
Participants' mean scores for the peer-learning sub-scale

Learners	Peer-learning scores
L1	5.33
L4	5.00
L6	4.67
L2	3.67
L7	3.33
L5	3.00
L3	1.67

The mean score for the Study environment and time management category for all the learners (N=45) is 5.26. Overall, this was the strategy category all learners (N=45) favored above all the other learning strategies. Table 18 presents the mean scores for each learner interviewed.

As mentioned in relation to the effort-management category, L1 indicated that he liked to change venues to keep himself focused. He said that he preferred to study in his dorm at night while listening to music. L2 stated that she scheduled her time. For instance, there were certain actions she took when she got home from school like copying her class notes and making sure she was able to understand all this information. She also stated that she allocated different days to studying different aspects of the language such as vocabulary day and grammar day. She stated that she preferred to study in the mornings provided that she did not have a class in the morning. Since she used a computer and needed an internet connection to do listening and use a dictionary, she made sure she had these utilities. Also, because she wanted to say/repeat things to herself out loud and spoke English out loud on her own, she chose places that allowed her to do so. L3 stated that she preferred to study at the self-access center after classes, or at the study room in her dorm in the evening. She noted that the presence of study materials and teachers in the self-access center helped her improve. L4 said that she believed she could practice speaking with her peers everywhere, and chose to do writing at school rather than at home. She also stated she found it easier to concentrate at night maybe because of her sleeping patterns and chose to study at night. L5 stated that she would study either in the library or the study room since she needed a quiet and spacious environment to concentrate, indicating that when her study environment was too cozy or loud she would get sleepy or distracted. L6 said that he often opted to study at home rather than with peers in the library believing this distracted him as studying turned into long frequent breaks with friends especially when the

weather was nice. L7 said that she preferred studying in the library rather than home as this motivated her to get in a better mindset for studying, she explained that seeing people study would encourage her to study.

Table 18
Participants' mean scores for the study environment and time management sub-scale.

Learners	Study environment and time management scores
L7	6.83
L5	6.17
L3	6.00
L2	4.17
L4	4.17
L6	3.83
L1	3.50

Learners' attitudes towards LAP

In the interviews conducted with the learners who participated in the LAP, their views regarding whether the program helped them through their language learning journey were asked. Information regarding the research question "What are learners' perceptions about LAP's role to help them acquire and use learning strategies?" was sought. In response, all of the learners indicated that their work with their language advisors helped them learn the language more effectively, and raised their awareness and use of language learning strategies. Learners' responses gave insight related to their perception of the LAP activities in raising their language learning awareness and their use of language learning strategies; and the impact of the LAP had on increasing their motivation during their language learning process. L4 and L5 in addition to being a part of the LAP also practiced peer-advising.

All of the learners indicated that the LAP has helped them increase their language learning awareness. L1, L4, L5, L6 and L7 said that the LAP helped them identify their strengths, weaknesses and learning problems when learning English, which points to an increase in their level of self-regulation, especially with regards to their use of metacognitive self-regulation strategies. L4 indicated that she kept on participating in the LAP and studying English after she passed her proficiency exam fearing that her English level might not be sufficient for the level of proficiency necessitated for her academic studies. She added that giving peer advising further supported her to more clearly see her own weaknesses because she, as the advisor, had to reflect on her own experiences as a language learner to help her peers. L5 stated that she only started the LAP after her preparatory year to overcome her learning problems when learning English, which she described as unfortunate since she benefitted from the program so much. Similarly to L4, she also indicated her peer advising experience further helped her to become more aware of her own learning experiences. Therefore, it can be said that L4 and L5's experiences as peer advisor eventually worked to increase their level of self-regulation especially with respect to their use of self-regulated learning strategies. L6 said that his LAP experiences were positive. He stated that the program helped him reflect on his motives for learning English and direct his language learning efforts more effectively.

All of the learners acknowledged that the LAP helped them acquire certain methods and strategies to more effectively learn English. L3 stated that the LAP enabled her to take more responsibility for her learning and helped her develop and adopt various strategies to learn English. L4 indicated that her time as part of the LAP assisted her in trying new strategies and approaches to language learning. L6 stated that another

benefit of the LAP was the opportunity for him to work more with his peers who were experiencing similar learning problems as him. He said that together with three of his peers they would exchange their methods, strategies and learning plans.

Finally, L1, L2, L3 and L6 also talked about their motivation to learn English in relation to their experiences in the LAP. L1 stated that the LAP sparked an interest in him towards learning English, adding that he attributed this to the strong bond between him and his learning advisor. He indicated that when learners can form such a bond, they could learn English a lot more effectively. Similarly, L2 stated that she was feeling hopeless about her slow progress in learning English and anxious about the proficiency exam they were going to sit at the end of the year. She indicated that the exchanges she had with her advisor, who was also her class teacher at the time, lead her to reevaluate her view of learning English and rather than viewing English as a class like she used to earlier, she started viewing it as an activity she would integrate into her everyday life. She also said that her tendency to focus on her exam scores was not in her best interest and that this new perspective she had motivated and empowered her. L3 stated that the close bond she had with her advisor, who was also her class teacher, made it easier for her to address her learning issues. She said that she was no longer afraid to speak up and she came to terms with the fact that making mistakes was an integral part of learning a new language. She said that this realization she arrived at was the best thing she got out of the LAP.

Interviews with language advisors

The last sub-research questions, namely "What are the language advisors' beliefs regarding the opportunities LAP may provide for learners to acquire and use learning

strategies?" was addressed through interviews with language advisors. The interviews with the advisors also gave more insight into learners' statements about their experience with advising in language. The advisor instructors interviewed will be referred to as A1 and A2. Both of the advisors have been actively involved with advising in language learning for the past 21 months in the study's institution.

The advisors' responses reveal that they both see language learning strategies as important tools that support learner autonomy and enable learners to meet their language learning goals. Both advisors reported that they believe advising and learning strategies are intimately connected and that increasing learners' awareness and use of learning strategies are in alignment with the goals of advising in language learning. A1 said that he can relate the concepts self-regulation, metacognition and autonomy to advising in language learning. He stated that advising as a process engages learners in reflective thinking about what he can do and what he needs to do; and creating a suitable action plan, which are important aspects of metacognitive awareness.

A2 mentioned Sinclair's description of different levels of metacognitive awareness; namely level one, largely unaware; level two, becoming aware; and level three largely aware. She noted that learners, in their reflective dialogues with language advisors, generally reveal which one of the aforementioned stages they most fit into through their own expressions and statements, and accordingly, they (the language advisors) approach learners in a variety of ways while guiding them towards reflection, depending on their levels of metacognitive awareness**.** For instance, a largely unaware learner would ask for direct quick fixes such as "how can I improve my scores?", believing there is a right way to solve problems and thus adopting a passive attitude towards learning. On the other hand, a largely aware learner would

trust his or her feelings, beliefs and learning methods, as in "my goal last week was good, but turned out unrealistic, so I revised my study plan". She indicated that level two learners are often those who consult them because they know there is something that cause them confusion. For example, they would be aware that their friends' methods, like studying long hours, are not effective for him or her, but cannot decide what to do direct his or her own efforts.

These findings from the advisors seem to be in alignment with the insights from the learners. All the learners worked to identify their weaknesses and strengths; applied strategies to overcome learning problems, with some creating study plans and/or routines.

As to how they actually help or guide advisors towards a learning process that is more effective, A1 and A2 both stated that they first focused on building rapport with the learners after which they can attend to their needs. A1 indicated that learners that sought help through advising sessions are likely to be stressful and suffer from exam anxiety, factors that might prevent learners from having an objective view of learning English and that he may first have to only listen to them as they work through these problems. He stated that since it is the learners who initiate advising sessions, as the advisor he listens to the learners to gain their trust. However, he noticed that many learners exhibited different degrees of awareness of language learning strategies once these learners realized that they can safely open up to him and work through affective factors that may impede them from being able to learn the language more effectively. In time, they may begin to make sense of the learning strategies they are already aware of as a result of their English classes and even come

up with their own strategies. He said that there were instances in some of his advising sessions with the learners where they realized why, for example, their teachers were following certain class procedures and how these could help them to better learn the language. A2 stated that as learning advisors, they often provide positive feedback on what they have achieved and aim at building rapport first; then gradually they provide them with opportunities to switch viewpoints, analyze their situations more deeply, uncover the reason behind their actions in relation to their ownership of learning, notice their growth or progress, and experience a sense of achievement.

CHAPTER 5: DISCUSSION

Introduction

This study explored learning strategies of students who participated in an advising in language learning program (LAP). This chapter presents the discussion of the data collected through qualitative and quantitative methods. After research questions are addressed, and major findings are discussed, the interpretation of the findings with regards the learner autonomy is presented. Finally, implications for practice, suggestions for further research and limitations of the current study are discussed.

Overview of the study

The current study was carried out to find the strategies used by LAP learners. The data collected through quantitative and qualitative methods was used to address the study's research questions. Quantitative data was collected from 45 learners through the MSLQ-TR and analyzed. In the qualitative part of the study, seven learners and two language advisors were interviewed, and the interviews were subjected to content analyses.

In addition to the learning strategies used by the learners, their views about how much the LAP has assisted them in increasing their awareness of and using these learner strategies were sought. Furthermore, through advisor interviews, the question of whether advising in language learning provides learners with opportunities to acquire and use learning strategies was investigated. The qualitative data was also used to expand on the quantitative data.

Major findings and conclusions

The findings indicated that students in LAP use a range of different strategies when learning English. The quantitative data analyses revealed that they use time and study environment management strategies; and metacognitive self-regulation strategies more than any other strategies, while relying on peer-learning strategies the least. Though this study did not use a rating scale that ranked strategy use high, moderate or low; upon review of the work Yusri et al. (2013), which did use this rating scale, it seems the findings of the current study are compatible. They found moderate strategy use among their Arabic learners. Similarly, Zakaria et al. (2017) and El Aouri and Zerhouni (2017) found similar degrees of (moderate) overall strategy use among their learners though their individual sub-scales showed differences from those used in this study, and both utilized the Strategy Inventory for Language Learning (SILL) rather than MSLQ. In the current study, similarly to Yusri et al. (2013) the MSLQ scores could be labeled from 1.00 to 3.00 as low; from 3.01 to 5.00 as moderate; and from 5.01 to 7.00 as high strategy use. As with the previous studies, student responses regarding strategy use were moderate in the current study except the time and study environment management sub-scale which can be considered high according to this rating.

The learner interviews revealed that learners were deliberate in their choice of places and times to study, and this was informed by how much the particular environment helped them maximize their learning efforts and exercise control over their learning. The interviews with either the learners or the advisors did not give any direct insight into why this group of learners may have favored these strategies the most. However,

it could be because learners might have felt these strategies helped them the most when directing their learning.

The Pearson correlational analysis affirmed that many of the sub-scales correlated significantly with each other. Learners' use of time and study environment strategies had significant positive correlations with all the sub-scales except help-seeking and peer-learning categories. This indicates that as learners used time and study environment management strategies they also found opportunities to use rehearsal, organization, elaboration, critical thinking, effort-regulation, and metacognitive self-regulation strategies; and vice versa. The fact that time and study environment management category did not correlate with peer-learning and help-seeking categories can be attributed to learners' preference of contexts where they study individually, and their low use of peer-learning strategies. As Macaro (2006) and Oxford (2016) suggest, learning strategies are used in conjunction with other strategies. Learner interviews also suggest that their selection of study environments and times for studying impacted and was influenced by their use of other strategies. In interviews, learners mentioned studying with peers, but they mostly reported studying alone.

The second most favored strategy sub-scale is metacognitive self-regulation. In interviews, learners not only listed many metacognitive self-regulation strategies they used, they also attributed aspects of their use of these strategies and their level of metacognitive awareness to the time they spent in the LAP. Advisors acknowledged this, too. Therefore, it makes sense that by receiving language advising, learners who can be considered low in metacognitive awareness would start

thinking about their learning problems, strengths and weaknesses; and use metacognitive learning strategies to start directing their learning. They would later use different cognitive and resource-management strategies together with metacognitive learning strategies. This can also confirm the relevance of advising in language learning to learners' use of learning strategies. Metacognitive self-regulation strategies correlated positively with all of the sub-scales except peer-learning. This means these strategies were complemented by learners' use of other strategies and vice versa.

Some of the metacognitive strategies mentioned by the learners may fit into other strategy categories, yet still be metacognitive. However, this is expected. As Livingston (2003) suggests a strategy can be considered both a cognitive and a metacognitive strategy until the purpose for which it is used has been established. For instance, using English subtitles to obtain information when watching a video can be considered a cognitive learning strategy; however, if a learner realizes that she needs to do more to improve her listening skills; identifies that features of connected speech lowers her overall comprehension when she listens to texts, for example; and decides to use subtitles to aid her comprehension and hopes to improve her comprehension this way in time, the same strategy could be considered a metacognitive learning strategy.

Peer-learning was the least favored strategy according to quantitative data analyses. It was also the strategy category with the fewest number of correlations with other sub-scales. Cheng and Chau (2013), similarly, found that sub-scales of learning strategies were positively related to each other except for peer-learning strategies

sub-scale. Learners' low use of peer-learning strategies implies that learners are either not aware of or do not see the relevance of these strategies to their learning. Another implication is that they would benefit from activities which could raise their awareness of and use of these strategies.

Finally, this study found that students' use of learning strategies is not influenced by gender and the number of years spent in the institution. It seems that while it may be expected that second year students report they use learning strategies more; it is not the case in the current study. These finding are similar to those of Montero and Arizmendiarrieta (2017) who also found no significant differences in learners' strategy use at the pretest stage regarding gender and grade among college students in a psychology course. Iwamoto, Hergis, Bordner and Chandler (2017), too, reported that learners' self-regulation did not change as they progressed through higher education.

Findings with regards to learner autonomy

The study's findings provide some insight regarding students' level of autonomous learning. It can be inferred that learners' exam anxiety and low levels of metacognitive awareness were potential factors preventing them from taking charge of their learning. Upon joining the LAP, students reported that they became more proactive about their learning, some even noted that they finally started taking studying seriously.

By referring to Reinders' framework (2010), one can see that selecting cognitive and metacognitive strategies is one of the stages involved in increasing learner autonomy (the framework also includes affective strategies, but motivational orientations were

not included in the current study). It is possible that students developed independent studying habits during their time in LAP, such as identifying needs, setting goals, planning learning, selecting resources, selecting learning strategies, practice, monitoring progress; and assessment and revision. In the current study, students had successfully developed some of these stages, but in other cases they seem to remain stagnant in their poor study habits. Several of these stages, in the light of the findings of the current study, are discussed below.

Identifying needs

Learners identified their learning problems, their strengths and weaknesses. While some started doing this with the LAP, others indicated they did this more effectively thanks to the program, both suggesting an increase in their capacity for autonomous learning. However, overall, learners' identification of their needs tended to be limited to their broader language needs and not specific language difficulties.

Setting goals

While learners mentioned setting goals and taking different actions to address their learning needs, they mostly mentioned broad language goals. Their statements indicate that they tried to tackle major language problems all at once rather than breaking their goals into smaller steps which they can deal with more effectively and exert further control over their practices. They mostly said things along the lines of "I wanted to improve my listening skills".

Planning learning

Most students reported planning their learning by preparing study plans and routines to handle their learning difficulties and areas of weakness. Their statements reveal that their approach to planning learning could be a bit limited as they do not usually have very specific goals. Other times, they may exhibit haphazard efforts (where they might expect their learning difficulties to disappear by just being more proactive) instead of thinking of a specific learning plan within specific time frames. Though the haphazard approach might have a sense of "blind hope", it is important to recognize that becoming more proactive is a good start to taking charge of one's learning.

Selecting resources

All of the learners mentioned that they take advantage of different materials in relation to their learning needs, goals and plans for learning. When practicing skills, and learning information, they selected their own materials; and their selection of resources were informed by their needs and goals. However, most learners also mentioned receiving advice from their teacher and/or peers in terms of their resource selection; or opted to use a learning resource because they were advised to do so.

Practice

All of the learners talked in length about how their study practices were becoming more informed by their learning needs, goals and plans. They recognize that participating in LAP was a turning point for their engagement in more meaningful practice.

Monitoring progress

All of the learners indicated that as a result of their practice activities, they started to see improvement in learning content with which they historically were challenged. They noted how they became more adept at some communication skills, with some mentioning they had gotten a lot better at the given skill as a result. However, the findings were limited to self-monitoring (learners monitoring their own progress). Reinders (2010) lists peer-feedback as a way to monitor progress in autonomous learning, yet in the current study peer-learning is the least favored activity among this group of learners.

Findings regarding LAP's role in promoting strategy use

Learners had a positive attitude towards their experience with the LAP. It can be said that learners viewed their LAP experience as an opportunity to solve their learning problems, increase their awareness of language learning and study more effectively. Their statements suggest that the program played a role in raising their metacognitive awareness as well as their use of self-regulated learning strategies. It helped learners to overcome their exam anxiety, and expend their energy on directing their learning through their use of learning strategies.

Likewise, the interviews with advisors revealed the role of advising in increasing learners' metacognitive awareness. The interviewees reported that students were given many opportunities to acquire and use self-regulated learning strategies as a result of their advising sessions. Through these meetings, students were encouraged to increase their level of metacognitive awareness. They also gained practical strategies to complement their learning efforts.

Implications for practice

This study examined the learning strategies of students enrolled in an advising in language learning program while learning English. The findings have implications for the program developers, learning advisors, teachers and the other stake-holders in the study's institution.

The study demonstrated that learners' use of peer-learning strategies was limited and it was the least favored strategy group overall. It was also the strategy group with the fewest number of correlations with other strategies. Therefore, teachers can engage learners in activities that might raise their awareness of and increase their use of these strategies. Furthermore, the language advisors within the case study institution might get their advisees to think about how they can benefit from collaborating and working with peers. This might also be useful to help students learn more independently. Learners reported that they viewed their teachers as the ultimate authority. Although there is nothing inherently wrong with this, learners should be guided towards developing their own means to learn the language that fit them most.

Learner interviews imply that after joining the LAP, learners' level of self-regulation was enhanced compared to before they attended advising sessions. They noted that they had more of an arsenal of study habits because of LAP. All of the students interviewed stated that they benefitted from advising, with some describing it as a turning point in their English learning journey. Therefore, the LAP might be advertised more extensively to reach more students with low levels of language learning awareness.

Implications for further research

One implication based on the results of this study would be to replicate the study with a larger sample size. The current sample size, though informative in the context of the study's institution, is not sufficient to make generalizations about the strategy use of learners who have enrolled in other advising programs. With a larger sample size, it may be more possible to generalize the results across tertiary level institutions.

There are indications that the role of advising contributes to students' learning autonomy and self-regulation. Experimental research design studies could make direct links between learners' use of strategies and level of autonomy. Findings from the current study could help future studies identify which strategies to investigate, especially within the context of language advising.

Advisors of the program could be encouraged to conduct action research to better understand their educational practices. They could work collaboratively to share techniques and compare outcomes. They can be a part of focus groups to better determine how best to advise students on becoming self-regulated, autonomous learners.

Limitations

The main limitation of the current study is the small sample size that participated in both quantitative and qualitative phases of the study. Likewise, all of the participants were from one institution. Though the study aimed to investigate strategies of learners only in the study's institution, findings from a number of institutions would make it more generalizable at least in the context of Turkish universities.

The researcher could only access the student participants through the advisors; this added another possible layer of bias or influence on the student responses. The advisors administered the questionnaire and helped identify which students could participate in the interviews. The researcher tried to address this shortcoming with multiple sources of data, however there is still the chance that the students who participated in the study were influenced by their advisors and responses may have been less candid. It is not certain that the study would produce similar results if more participants selected through random sampling participated in the study.

Possibly because of this small sample size, the reliability scores of the quantitative data collection instrument remained relatively low. Another limitation was the uneven distribution of the groups with regards to the two variables, which are the number of years spent in the institution and the last course learners attended. As a result, the researcher had to run non-psychometric tests which could have adversely impacted the validity of the related findings.

Also, due to the scope of the study, which inherently lacked a control group, the findings remain limited. Despite the fact that an abundance of findings made it possible to make a number of interpretations and address the research questions, the points such as how the LAP impacted learners' strategy use remains speculative. Similarly, students' academic achievement and language performance in relation to their learning strategies were not included in this study.

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APPENDICES

Appendix A: MSLQ-TR

Bu çalışma Bilkent Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Programları ve Öğretim Ana Bilim Dalında Yüksek Lisans öğrencisi olan Sulhan Altındağ tarafından yürütülmektedir. Anket iki bölümden oluşmaktadır. Ankette 46 soru bulunmaktadır. Katılımcılar sorulara isim ve soyisim bilgileriyle cevap vereceklerdir. Çalışmanın amacı katılımcıların çeşitli öğrenme stratejilerini kullanımlarını incelemektir. Çalışmaya katılmak tamamıyla gönüllülük esasına dayanmaktadır ve katılımcılar istedikleri an anketi doldurmaktan vazgeçme hakkına sahiptirler. Ankete katılmadıkları ya da herhangi bir soruda çıkış yaptıkları takdirde bu durum öğrencilerin başarı düzeylerini ETKİLEMEYECEKTİR. Toplanılan veriler sadece akademik amaçlı olarak kullanılacaktır. Katılımcıların kimlik bilgileri ise gizli tutulacaktır. Bu çalışmada sizden beklenen aşağıdaki anketi doldurup göndermenizdir. Çalışma hakkında daha fazla bilgi almak isterseniz, Sulhan Altındağ ile sulhanaltindag@gmail.com adresinden irtibata geçebilirsiniz. Katılımınız için teşekkür ederiz.

Bu formda yazılı olan bilgileri okudum ve çalışmaya katılmayı kabul ediyorum.

Öncelikle aşağıdaki soruları cevaplayınız.

Cinsiyetiniz:
( ) Kadın ( ) Erkek

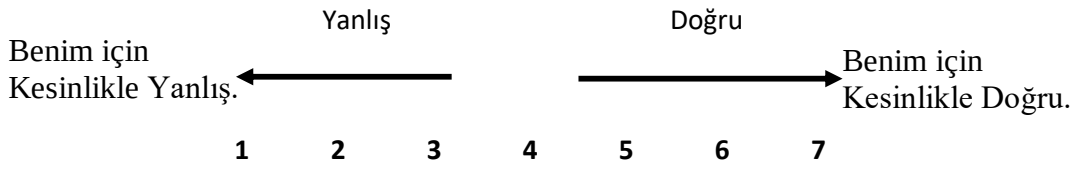
Yaşınız:

Hazırlıkta kaç yıl geçirdiniz?
( ) 1 yıl ( ) 2 Yıl

Hazırlıkta en son okuduğunuz kur nedir?
( ) C++ ( ) C+ ( ) C ( ) B+ ( ) B

Öğrenme Stratejileri Anketi

Aşağıdaki soruları hazırlık bölümünde aldığınız dersler esnasında ve ders dışında yaptığınız çalışmaları gözönünde bulundurarak cevaplandırınız. Soruları yanıtlamak için aşağıdaki ölçütleri kullanınız. Soruda geçen ifade sizin için **kesinlikle doğru ise (7)**'yi; sizinle ilgili **kesinlikle yanlışsa (1)**'i işaretleyin. Eğer ifadenin size göre doğruluğu bunlardan farklı ise sizin için en uygun düzeyi gösteren (1)'le (7) arasındaki rakamı işaretleyin.



Soru no

1	Bu derste verilen kaynakları okurken, düşüncelerimi düzenlememe yardımcı olması için konuların başlıklarını ve alt başlıklarını çıkarırım.	(1) (2) (3) (4) (5) (6) (7)
2	Ders sırasında başka şeyler düşündüğüm için genellikle önemli noktaları gözden kaçırırım.	(1) (2) (3) (4) (5) (6) (7)
3	Genellikle bu derse, konuları bir başkasına anlatarak çalışırım.	(1) (2) (3) (4) (5) (6) (7)
4	Genellikle dikkatimi toplayabileceğim yerde dersime çalışırım.	(1) (2) (3) (4) (5) (6) (7)
5	Bu dersle ilgili kaynakları okurken, kendime konuya odaklanmama yardımcı olacak sorular sorarım.	(1) (2) (3) (4) (5) (6) (7)
6	Bu derse çalışırken o kadar sıkılır ya da kendimi tembel hissederim ki planladığımdan daha önce çalışmayı bırakırım.	(1) (2) (3) (4) (5) (6) (7)
7	Bu derste söylenen ya da bu dersle ilgili okuduğum bilgilerin, doğru olup olmadığını genellikle sorgularım.	(1) (2) (3) (4) (5) (6) (7)
8	Bu derse çalışırken konuları kendi kendime tekrar ederim.	(1) (2) (3) (4) (5) (6) (7)
9	Bu dersle ilgili herhangi bir şey okurken kafam karıştığında, okuduklarıma döner ve bu karışıklığı gidermeye çalışırım.	(1) (2) (3) (4) (5) (6) (7)
10	Bu derse çalışırken, okuduğum bilgilerin ve derste tuttuğum notların üzerinden geçip en önemli noktaları bulmaya çalışırım.	(1) (2) (3) (4) (5) (6) (7)
11	Bu derse çalışmak için ayırdığım zamanı iyi değerlendiririm.	(1) (2) (3) (4) (5) (6) (7)
12	Ders kitaplarını anlamakta zorlandığımda, bu kitapları okuma yöntemimi değiştiririm.	(1) (2) (3) (4) (5) (6) (7)
13	Derste verilen ödevleri bitirmek için sınıftaki diğer arkadaşlarımla birlikte çalışmayı denerim.	(1) (2) (3) (4) (5) (6) (7)
14	Bu derse çalışırken, derste tuttuğum notları ve kitapları tekrar tekrar okurum.	(1) (2) (3) (4) (5) (6) (7)
15	Derste ya da okuduğum kitaplarda bir görüş, yorum ya da sonuç verildiğinde, bunların doğruluğunu destekleyen yeterli kanıt olup olmadığına karar vermeye çalışırım.	(1) (2) (3) (4) (5) (6) (7)
16	Bu derste yaptıklarımızdan hoşlanmasam da derste başarılı olmak için çok çalışırım.	(1) (2) (3) (4) (5) (6) (7)
17	Bu dersin konularını düzenlememe yardımcı olması için basit şemalar, tablolar ya da şekiller çizerim.	(1) (2) (3) (4) (5) (6) (7)
18	Bu dersi çalışırken, çalıştığım konuları arkadaşlarımla tartışmak için genellikle zaman ayırırım.	(1) (2) (3) (4) (5) (6) (7)
19	Dersin konularını bir başlangıç noktası olarak görür ve bu konularla ilgili kendi düşüncelerimi geliştirmeye çalışırım.	(1) (2) (3) (4) (5) (6) (7)
20	Bir çalışma planına bağlı kalarak ders çalışmak bana zor gelir.	(1) (2) (3) (4) (5) (6) (7)

21	Bu derse çalışırken, ders notları, kitaplar ve tartışmalar gibi farklı kaynaklardan edindiğim bilgileri bir araya getiririm.	(1) (2) (3) (4) (5) (6) (7)
22	Yeni bir konuyu ayrıntılı çalışmadan önce genellikle konuların nasıl düzenlendiğini gözden geçiririm.	(1) (2) (3) (4) (5) (6) (7)
23	Çalıştığım konuyu anlayıp anlamadığımdan emin olmak için kendi kendime sorular sorarım.	(1) (2) (3) (4) (5) (6) (7)
24	Dersin gereklerine ve öğretmenin öğretme şekline uyacak biçimde ders çalışma yöntemimi ayarlamaya çalışırım.	(1) (2) (3) (4) (5) (6) (7)
25	Öğretmenden iyi anlamadığım konuları açıklamasını isterim.	(1) (2) (3) (4) (5) (6) (7)
26	Bu dersteki önemli kavramları bana hatırlaması için anahtar kelimeleri ezberlerim.	(1) (2) (3) (4) (5) (6) (7)
27	Ödevlerde zorlandığım zaman, ya ödevi yapmaktan vazgeçerim ya da sadece kolay kısımlarını yaparım.	(1) (2) (3) (4) (5) (6) (7)
28	Bu derse çalışırken yalnızca okuyup geçmek yerine, neyi öğrenmem gerektiğine karar vermeye ve konuyu düşünmeye çalışırım.	(1) (2) (3) (4) (5) (6) (7)
29	Bu derste öğrendiğim konuyla diğer derslerdeki konular arasında olabildiğince bağlantı kurmaya çalışırım.	(1) (2) (3) (4) (5) (6) (7)
30	Bu derse çalışırken sınıfta tuttuğum notları gözden geçirir ve önemli konuların başlık ve alt başlıklarını çıkarırım.	(1) (2) (3) (4) (5) (6) (7)
31	Bu dersle ilgili kitapları okurken, önceden bildiğim konularla bağlantısını kurmaya çalışırım.	(1) (2) (3) (4) (5) (6) (7)
32	Derslerime belli bir yerde çalışırım.	(1) (2) (3) (4) (5) (6) (7)
33	Derste öğrendiğim bilgilerle kendi düşüncelerim arasında bağlantı kurmaya çalışmak hoşuma gider.	(1) (2) (3) (4) (5) (6) (7)
34	Bu derse çalışırken, derste tuttuğum notlardan ve okuduğum kaynaklardan konunun ana fikrini çıkarırım.	(1) (2) (3) (4) (5) (6) (7)
35	Bu dersteki herhangi bir konuyu anlamadığım zaman, sınıfımdaki başka bir öğrenciden yardım isterim.	(1) (2) (3) (4) (5) (6) (7)
36	Okuduğum kitaplarla, derste öğrendiğim kavramlar arasında bağlantı kurarak bu dersin konularını anlamaya çalışırım.	(1) (2) (3) (4) (5) (6) (7)
37	Bu dersin ödevlerini zamanında yaparım.	(1) (2) (3) (4) (5) (6) (7)
38	Bu dersle ilgili bir görüş okuduğumda ya da duyduğumda, bu görüşün alternatiflerini düşünürüm.	(1) (2) (3) (4) (5) (6) (7)
39	Bu ders için önemli olabilecek noktaların listesini çıkarır ve bu listeyi ezberlerim.	(1) (2) (3) (4) (5) (6) (7)
40	Bu derse düzenli olarak devam ederim.	(1) (2) (3) (4) (5) (6) (7)
41	Dersin konuları ilgimi çekmese ve çok anlamlı gelmese bile, bu konuların tamamını bitirinceye kadar çalışırım.	(1) (2) (3) (4) (5) (6) (7)

42	İhtiyacım olduğunda yardım isteyebileceğim öğrencileri belirlemeye çalışırım.	(1) (2) (3) (4) (5) (6) (7)
43	Bu derse çalışırken iyi anlamadığım kavramları belirlemeye çalışırım.	(1) (2) (3) (4) (5) (6) (7)
44	Bu derse çalışırken, her aşamada yapacaklarımı belirlemek için kendime hedefler koyarım.	(1) (2) (3) (4) (5) (6) (7)
45	Notlarımı tutarken bir karışıklık olursa daha sonra bu karışıklığı mutlaka düzeltirim.	(1) (2) (3) (4) (5) (6) (7)
46	Kitaplardan edindiğim bilgileri, anlatım ve tartışma gibi diğer sınıf etkinliklerinde de kullanmaya çalışırım.	(1) (2) (3) (4) (5) (6) (7)

Çalışmama katıldığınız için teşekkür ederim ☺

Appendix B: Interview Questions (learners)

Aşağıdaki soruları hazırlık bölümünde aldığınız dersler esnasında ve ders dışında yaptığınız çalışmaları gözönünde bulundurarak cevaplandırınız.

1. Do you use any particular methods to better remember the information you learn in this course? If your answer is yes, explain the kinds of methods you use.

   Bu dersteki bilgileri hatırlamak için belirli yöntemler izler misiniz? Evet ise ne yöntemler izlediğinizi açıklayınız.

2. Do you use any particular methods to organize the information you learn in this course? If your answer is yes, explain the kinds of methods you use.

   Bu derste öğrendiğiniz bilgileri daha sistemli bir hale getirmek için belirli yöntemler izler misiniz? Evet ise ne yöntemler izlediğinizi açıklayınız.

3. Do you use any particular methods to create connections among various pieces of information you learn in this course? If your answer is yes, explain the kinds of methods you use.

   Bu derste öğrendiğiniz bilgilerin arasında bağlantı kurmak için belirli yöntemler izler misiniz? Evet ise ne yöntemler izlediğinizi açıklayınız.

4. Do you use any particular methods to address any learning problems you might experience in this course and to study for this course more effectively? If your answer is yes, explain the kind of methods you use.

   Bu derste yaşadığınız çeşitli öğrenme sorunlarını gidermek ve dersi daha etkili olarak çalışmak için belirli yöntemler izler misiniz? Evet ise ne yöntemler izlediğinizi açıklayınız.

5. Have you found any of the material challenging? If yes, how so? What strategies do you use to overcome these challenges?

Bu dersteki materyallerin size zor geldiği oldu mu? Evet ise, materyaller size ne açıdan zor geldi? Bu zorlukların üstesinden gelmek için ne tür yöntemler izlediğinizi açıklayınız.

6. Have you ever questioned the accuracy of the information you learn in this course? If so, describe any particular methods to validate it.

   Bu derste öğrendiğiniz bilgilerin doğruluğunu sorgular ve bunu doğrulamak için belirli yöntemler izler misiniz? Evet ise ne yöntemler izlediğinizi açıklayınız.

7. Do you follow a study plan when you study for this course? If your answer is yes, please explain what kind of a study plan you follow.

   Bu derse çalışırken bir çalışma planı izler misiniz? Eğer cevaınız evetse ne tür bir çalışma planı izlediğinizi açıklayınız.

8. When do you prefer to study for this course? Explain why?

   Bu derse ne zaman çalışmayı tercih edersiniz? Nedenini açıklayınız.

9. Where do you prefer to study for this course? Explain why.

   Bu derse nerede çalışmayı tercih edersiniz? Nedenini açıklayınız.

10. Do you credit any of the study habits you described in this interview to what you learned through the *LAP*? If so, which ones?

    Öğrenme danışmanlığı programında yaptığınız çalışmaların bu görüşmede tarif ettiğiniz öğrenme alışkanlıklarınız ve yöntemleriniz üzerinde bir etkisi olduğunu düşünüyor musunuz? Eğer cevabınız evet ise, öğrenme danışmanlığı programının hangi alışkanlıklarınız ve yöntemleriniz üzerinde etkisi olduğunu açıklayınız.

Appendix C: Interview Questions (advisors)

1- To what extent do you believe self-regulated learning strategies (such as rehearsal, elaboration, organization, critical thinking and meta-cognitive self-regulation) foster learner autonomy, and help learners to meet their language learning goals?

2- Do you think that advising in language learning could provide learners with opportunities to raise their awareness of language learning strategies; and increase the frequency, effectiveness, and flexibility with which they use language learning strategies? What kind of such opportunities could it provide learners with?

3- In your advising sessions, have you ever taken any action to engage students in self-reflection with regards to their strategy use; or in activities that aim to directly or indirectly assist their strategy use? If your answer is yes, what kind of learning strategies did you focus on? What guided your decision to utilize these strategies?