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YÜKSEK LİSANS TEZİ

A STUDY ON LANGUAGE LEARNING STRATEGIES OF STUDENTS IN PRIVATE PRIMARY SCHOOLS
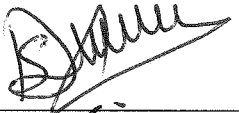
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EDİRNE 2011

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SELEN ADA tarafından hazırlanan **ÖZEL İLKÖĞRETİM OKULU ÖĞRENCİLERİNİN DİL ÖĞRENME STRATEJİLERİ ÜZERİNE BİR ÇALIŞMA (A STUDY ON LANGUAGE LEARNING STRATEGIES OF STUDENTS IN PRIVATE PRIMARY SCHOOLS)** Konulu **YÜKSEK LİSANS** Tezinin Sınavı, Trakya Üniversitesi Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 12.-13. maddeleri uyarınca 04.07.2011 Pazartesi günü saat 10:30'da yapılmış olup, tezin[*] ....*Kabul edilmesine*..... **OYBİRLİĞİ/~~OYÇOKLUĞU~~** ile karar verilmiştir.

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Prepared By: Selen ADA

ABSTRACT

A Study on Language Learning Strategies of Students in Private Primary Schools

In this study, language learning strategies (LLS) of 111 8th grade students learning English as a Foreign Language (EFL) in three private primary schools in Edirne are initially investigated. The effect of gender and the achievement of students on the use of LLS are also examined.

The data are collected through the Turkish version of SILL of Karahan (2007) adapted from Lan's (2005) Taiwanese Children's SILL and are analysed through SPSS (17.0).

At the end of the study, the most commonly used LLS by the 8th grade students were investigated. Beside this, the ten most and the least frequently used LLS were also examined. Among these strategies metacognitive, compensation, social and affective strategies were found to be the most frequently used language learning strategies whereas memory and cognitive strategies were found to be rarely used ones. In the study, the effect of gender on the use of LLS was identified. Females were found to use LLS more widely than males. Yet, no significant difference was found on the use of LLS between successful and average students.

Keywords: Language learning, language learning strategies, language learning strategy use

Tezin Adı: Özel İlköğretim Okulu Öğrencilerinin Dil Öğrenme Stratejileri Üzerine
Bir Çalışma
Hazırlayan: Selen ADA

ÖZ

Özel İlköğretim Okulu Öğrencilerinin Dil Öğrenme Stratejileri Üzerine Bir Çalışma

Bu çalışma, öncelikli olarak Edirne ilindeki özel ilköğretim okullarında okuyan 8.sınıf öğrencilerinin İngilizce öğrenirken kullandıkları öğrenme stratejilerini bulmayı amaçlamıştır. Bu öğrencilerin cinsiyetlerinin ve başarı düzeylerinin strateji kullanımlarına etkisi de ek olarak araştırılmıştır.

Veri toplamak için Volkan Karahan'ın (2007) Türkçeye çevirdiği Rae Lan' ın (2005) Tayvanlı çocuklar için kullandığı sormaca uygulanmıştır. Elde edilen veriler de, SPSS (17. 0) programında analiz edilmiştir.

Çalışma sonunda, 8. sınıf öğrencilerinin en çok kullandığı dil öğrenim strateji grupları tespit edilmiştir. Ayrıca, bu strateji gruplarına göre en çok ve en az kullanılan on alt dil öğrenim stratejisi de incelenmiştir. Bu stratejiler arasında öğrencilerin üst-bilişsel, telafi, sosyal ve duyuşsal stratejileri daha çok kullandıkları, hafıza ve bilişsel stratejileri daha az kullandıkları görülmüştür. Çalışmada cinsiyetin, dil öğrenme stratejilerinin kullanımına etkisi olduğu saptanmış ve kız öğrencilerin dil öğrenim stratejilerini daha çok kullandıkları bulunmuştur. Bunun yanında, başarılı ve orta başarılı öğrencilerin dil öğrenim stratejilerini kullanımlarında anlamlı bir fark gözlenmemiştir.

Anahtar sözcükler: dil öğrenme, dil öğrenme stratejileri, dil öğrenme stratejilerinin kullanımları

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ABBREVIATIONS

EFL:	English as a Foreign Language
ESL:	English as a Second Language
FL:	Foreign Language
LS:	Learning Strategy
LLS:	Language Learning Strategy
L2:	Second Language
RQ:	Research Question
SILL:	Strategy Inventory for Language Learning
SPSS:	Statistical Package for Social Sciences
SSs:	Successful Students

CHAPTER 1

INTRODUCTION

English has become an international language with the increased communication channels and globalization. This development enables people to contact with other cultures and languages more easily (Brewster et al. 2002). Throughout history, English is widely disseminated through international relations, media, advertising, broadcasting, films, pop-music, education, international transportations, international security and communication. English is used as a common language in international relations (Crystal, 1997).

The growing trend of using English as a 'lingua franca' affects most of the European countries like Germany, Italy, United Kingdom, Greece, Spain, and Asian countries like Korea, Japan and Thailand. These countries started taking their first steps in order to teach English at an early age. Following this growing trend, in 2002, English was introduced to primary curriculum of European countries at age six (Haznedar and Uysal, 2010).

Parents, who believe that English will open up economical, cultural and educational opportunities to their offspring, direct their children to learn English at an earlier age (Brewster et al., 2002).

Learning English at an early age has become almost a prerequisite for those who want to keep up a worldwide profile in their endeavour. Recently steps have been taken (laws passed in 1997 and 2005) to start teaching foreign languages as early as grade 4 (age 9-10) in Turkey (Haznedar and Uysal, 2010). A new course of "teaching English to young learners" was introduced in pre-service English

Language Teaching (ELT) programs from 1998/1999 academic year in Turkey. The Ministry of National Education organized a series of in-service education seminars to familiarize the English language teachers with the new curriculum goals and to introduce constructivist and communicative teaching philosophies (Kırkgöz, 2007; Mirici, 2006). Special teaching skills for teaching youngsters were also discussed at the seminars organized by Ministry of National Education.

Children gain many advantages for their present and further education by starting to learn the language at an early age. Starting English learning earlier, increases the total number of years in language education; besides, the younger children have greater gift for understanding and imitating what they hear compared to the secondary school students (Brewster et al., 2002). Children starting language classes at primary school years have higher potentials for using their language competence than the late starters (Curtain and Pesola, 1988).

Cameron (2001) also focuses on learning English at early years and states that children at the early stages of primary school are more sensitive to the sounds and they are more successful in phonology. Long (1990) reports that it is impossible for learners to have native-like pronunciation after starting to learn second language (L2) at the age of six and he concludes that learners also have similar problems in morphology and syntax when they start to learn L2 late.

"The optimal period of time of language acquisition (2 years to puberty) is sometimes referred to as the critical period" (Akmajian et al., 2001: 477). A normal child at this age group is ready for rapid, holistic and regular development. The children's cognitive, social, affective and linguistic progress show parallelism and versatile developments. The children at this age group are capable of learning more than one language at a time. Their speed of perception and selective perception are more efficient; therefore, they can easily and permanently learn different languages However, Long (1990) reports that starting to learn the language after the age of six seems to be impossible for language learners to achieve native- like proficiency.

In conventional teaching methods, the teacher is the authority in the class and s/he directs the attention. Even if there is an interaction between the teacher and the students, the teacher is more dominant in the classroom. The teacher-centred common instruction methods are Grammar Translation Method, Direct Method, and the Audio Lingual Method. The emphasis is on the skill of vocabulary and grammar (Tüz, 1995). Today, with the growing demands of learning L2, there are fundamental changes among approaches, methods, techniques and materials used. The Communicative Language Teaching (CLT) has started to gain importance in L2 classrooms. In this approach, the linguists renew their programs and shape them according to the students' holistic development. The syllabuses are designed according to students' interest and needs. The focus has moved from teacher to students. The student-student and the student-teacher interaction began to occur. The students are actively involved in their learning process (Richard and Rodgers, 2001). Larsen-Freeman (1986: 131) notes that students are "responsible managers of their own learning". One of the best ways of giving the learners their own responsibility for their learning is to direct them towards using their own learning strategies (Tüz, 1995). Oxford (1990: 1) defines learning strategies as "Learning steps taken by the students to enhance their own learning". The aim of using strategies is to affect or motivate the students in their own learning or show them ways for selecting, acquiring, organizing or integrating the new information (Weinstein and Mayer, 1986).

Employing language learning strategies while learning a language help students to become more competent, more independent, more responsive and more productive (Beckman, 2002). The strategy choices of students show an alteration because they prefer to use the individual strategies suitable to them. Several factors influence the students' strategy selection related to language learning. Gender and proficiency level are two of them.

Language learning strategies (LLS) are important in language learning process. As Confucius (551-479 BC) said, "If you give a man a fish, you feed him for a day.

If you teach him to fish, you feed him for a life time". Therefore, the important issue is to teach the students to use their own strategies in their learning process and encourage them to take their own responsibility by using their own strategies (Richardson, 1992: 42).

1.1 Statement of the Problem

In recent years, while getting away from conventional education system, more learner-centered education system has been introduced. In order to create more learner-centered teaching and learning process, various methods, approaches and techniques have been developed and applied in classrooms. In addition, in order to enrich the teaching and learning environment, various authentic materials have also been brought into the classroom. Nevertheless, all these developments are not up to the mark and many further studies are being carried out for finding out other influential ways of teaching.

Children come across many difficulties while learning English. In order to reduce the impacts of these difficulties, teachers select convenient learning materials, plan various enjoyable activities and create a positive learning environment. However, teachers' efforts in teaching and learning process are not enough to dissolve these difficulties.

As every child has individual needs, s/he has different language learning choices and s/he identifies her/his learning strategies. These learning strategies enable learners to develop their own learning and help them during the language learning process. While children are encouraged to use their own strategies, teachers/instructors should be well equipped with the knowledge and materials to support and provide the initial guidance for effective and lasting language learning.

In this study, language learning strategies preferred by the 8th grade (13-14 years old) students in three private primary schools in Edirne are investigated. The effects of gender and the proficiency level of students on the use of language learning strategies are also investigated.

1.2 Purpose of the Study

This study aims to investigate the LLS preferences of 111 8th grade students learning English as a Foreign Language (EFL) in Edirne, Turkey. The study is conducted in three private primary schools namely, **Beykent College, Edirne College** and **Serhat College.** The effects of gender and achievement on language learning strategy use are also investigated.

1.3 Importance of the Study

Language learning strategies are essential for students to improve their own learning. In the words of Oxford (1990: 8), "strategies help learners to make their learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". Foreign language learning is a complex process. When students try ways of acquiring new languages, they become efficient in finding information to deal with new situations and complexities by the help of their effective strategy use.

A great deal of research has been conducted on language learning strategies The common purpose of these studies including the present work is to identify how the use of LLS by students and teachers provide an efficient language teaching and learning process.

1.4 Research Questions

The following research questions will be used in the present study as a guideline for research.

Question 1: What are the specific language learning strategies preferred by the 8th grade EFL students?

    a) What are the language learning strategies that the 8th grade private primary schools' students use at a low, medium and high level?

    b) What are the ten most frequently preferred strategies by the 8th grade private primary school students?

    c) What are the ten least preferred language-learning strategies by the 8th grade private primary school students?

Question 2: Is there a significant difference between language learning strategies used by male and female students?

Question 3: Is there a significant difference between language learning strategies used by successful and average students?

1.5 Assumptions

1. The inventory used in this study is a reliable data collection instrument.

2. The students answered the Turkish version of Taiwanese Children's Strategy Inventory for Language Learning (SILL) honestly and objectively.

3. The physical learning environment, social and economical conditions and the cultural backgrounds of learners do not have any significant effect on the findings of the study.

1.6 Limitation of the Study

The participants in this study are restricted to 111 8th grade students, enrolled in three private primary schools in Edirne.

The data collection instrument is restricted to the Turkish version of Taiwanese Children's Strategy Inventory for Language Learning (Taiwanese Children's SILL) of Karahan (2007) adapted from Lan (2005).

1.7 Definitions of Key Terms

Learning Strategies

Oxford (1990: 1) states "Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence".

Language Learning Strategies

Oxford states

> "... language learning strategies are specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization,

storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability

(1992/ 1993: 18).

Strategy Inventory for Language Learning (SILL)

SILL is a questionnaire designed by Oxford (1990) in order to find out the language learning strategies of learners.

Primary School

The primary education covers the education and training of the children from 6 to 14 years in Turkey. It is compulsory for both boys and girls and is free in state-run schools.

Foreign Language

Foreign language is a non-native language taught in schools that has no status as routine medium of communication in that country (Crystal, 1987: 368).

Second Language

A second language (SL) is a non-native language that is widely used for purposes of communication, usually a medium of education, government or business (Crystal, 1987: 368).

English as a Foreign Language (EFL)

EFL is defined as "the teaching of English to people whose first language is not English" (Cambridge International Dictionary of English, 1995, 444).

English as a Second Language (ESL)

ESL is defined as "English as taught to people whose main language is not English and who live in a country in which English is an official or important language" (Cambridge International Dictionary of English, 1995, 468).

Successful Students

According to the grading system of Turkish primary school education, students who get a score of 45 and over are considered to be successful.

Average Level Students

According to the grading system of Turkish primary school education, students who get a score between 55 and 70 are considered to be average level students.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Language Learning Strategies

The term **strategy** comes from a Greek word of **strategia** which means "generalship or the art of war" (Oxford, 1990: 7). This term generally used by ancient Greek generals while they were developing tactics for winning a war (Oxford 2000). This ancient meaning of the term has generally fallen away with time but the criteria that the term in hold as "conscious control, intention and goal-directedness" still remains (Oxford, 2003: 274).

Language learning Strategies have an important role in language education. The researchers in the field define the term in many different ways. For instance, Scarcella and Oxford (1992: 63) define the second language learning strategies as "specific actions, behaviours, steps, techniques (or thoughts) – such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task- used by students to enhance their own learning". O' Malley and Chamot (1990: 3) define LLS as "tools for active, self-directed involvement needed for developing L2 communicative ability".

Oxford (1990: 1) defines learning strategies as "steps taken by students to enhance their own learning". They are conscious steps taken by the learners that help them to orient their learning. For example, a learner underlines the new words when s/he reads an English novel. Others use gestures to express what they want to say

when they have trouble in making themselves understood in the target language. Therefore, the learners frequently prefer to use language learning strategies in order to enhance their own learning.

The learners acquire the new language by applying some specific LLS such as analysing, revising, practicing or guessing. As a result of this, their learning becomes "easier, faster, more enjoyable, more self-directed more effective and more transferable to new situations" (Oxford, 1990: 8).

Strategies are categorized as positive and negative. They cannot be categorized as **good** or **bad**. Relatedness of the strategy to the L2 task at hand and its coordination with the students' general learning style preferences to one degree or another are some of the reasons that make strategies positive (Oxford, 2003).

2.2 Importance of Language Learning Strategies

Remarkable reforms have taken place in the field of education. Progresses, which are made by breaking the taboos, help students to be more active during their learning. One of the most purposeful developments is to encourage students to employ their own LLS during their language learning process. These effective steps help learners to be more active, more self-directed and more self-confident (Oxford, 1990).

Each individual has unique LLS. The mannerism and the learner characteristics of learner shape these strategies For example, if the learner has advanced cognitive skills, s/he can employ practising and analysing. If s/he has good memory skills, s/he can use images and sounds to facilitate remembering. These are all "conscious and goal driven" steps which help learners to facilitate their learning (Chamot, 2005: 112).

Students are "likely to perform well, feel confident, and experience low anxiety if there is a relation between students' strategy preferences and teachers' method and technique choices" (Oxford, 2003: 3). If teachers are aware of their students' learning strategy preferences, they can easily plan and orient their teaching. A teacher may start a lesson by a matching activity which is easily performed by the students who have advanced memory skills. Then s/he can follow the lesson through with a reading activity, which involves language comprehension activities. S/he may use some communication activities that help learners to express themselves easily in the target language.

2.3 Classification of Language Learning Strategies

Up to 1970s, a great deal of study has been conducted on the classification of LLS. These studies have been a basis for more comprehensive, systematic and empirical research in the field.

Rubin (1975; 1987), Tarone (1980), O'Malley & Chamot (1990) and Oxford (1990) are the recent contributors of the language learning strategy classification literature. These researchers and their contributions to the field are briefly reviewed below.

2.3.1 Rubin's LLS Classification

Rubin (1981) categorizes strategies under two primary groupings: **Strategies that directly affect learning** and **Strategies that indirectly affect learning.** Strategies that directly affect learning involve clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning and practice whereas, strategies that indirectly affect learning involve, creating practice opportunities and using production tricks.

O'Malley and Chamot (1990) conveniently summarized Rubin's primary and secondary learning strategies in Table 1.

Table 1. Classifications of Rubin's Learning Strategies (1981) from O'Malley and Chamot (1990: 4).

Primary Strategy Classification	Representative Secondary Strategies	Representative Examples
Strategies that directly affect learning	*Clarification/ Verification*	Ask for an example of how to use a word or expression, repeats words to confirm understanding
	Monitoring	Corrects errors in own/ other's pronunciation vocabulary, spelling, grammar, style.
	Memorization	Takes note of new items, pronounces out loud finds a mnemonic, writes items repeatedly
	Guessing/Inductive Inference	Guesses meaning from key word, structures, pictures, context, etc.
	Deductive Reasoning	Compares native/other language to target language Group words Look for rules of co-occurrence
	Practice	Experiment with new sounds Repeat sentences until pronounced easily Listens carefully and tries to imitate
Processes that contribute indirectly to learning	*Creates Opportunities for Practice*	Creates situation with native speaker Initiates conversation with fellow students Spend time in language lab, listening to TV, etc.
	Production Tricks	Users circumlocutions, synonyms, or cognates Uses formulaic interaction Contextualizes to clarify meaning

Rubin (1987) then divides the LLS into three types of strategies that contribute directly or indirectly to language learning.

1. **Learning Strategies**

   A. **Cognitive Learning Strategies:** (a) Clarification / Verification, (b)Guessing / Inductive Inferencing, (c) Deductive Reasoning, (d)Practice, (e) Memorization, (f) Monitoring

   B. **Metacognitive Learning Strategies**: (a) planning, (b) prioritising, (c)setting goals, (d) self-management

2. **Communication Strategies**
3. **Social Strategies**

2.3.2 Tarone's LLS Classification

Tarone (1980) subdivides the language use into communication and production strategies and indicates that the main aim of employing the LLS is learning the language rather than communicating. Furthermore, he also maintains that both of the strategy units (communication and production strategies) have an important role in language learning.

2.3.3 O'Malley's LLS Classification

O' Malley et al. (1990) classify LLS and try to find out how these strategies can be defined within the framework of Anderson's cognitive theory (Anderson 1983). Anderson's theory generally focuses on how the new information is stored and

retrieved when it is needed, not on how learning can be improved. O'Malley et al. summarize it as, "strategies can be represented the same way as any other complex skill and describe a set of production that are compiled and fine-tuned until they become procedural knowledge" (O'Malley et al., 1990: 42).

O' Malley and Chamot (1990) categorize the learning strategies into three by involving the type and the level of processing: metacognitive strategies, cognitive strategies and social/affective strategies.

According to O' Malley et al., **metacognitive strategies** involve:

"(a) knowledge about cognition or applying thought about the cognitive operations of oneself for others, and (b) regulation of cognition, or planning, monitoring and evaluating a learning or problem solving activity, e.g. directed attention consciously directing one's own attention to the learning task, self-evaluation, appraising the successes and difficulties in one's learning efforts" (1985: 24).

O' Malley et al. (1990) classify the metacognitive strategies into three areas: (a) **Planning,** (b) **Monitoring,** (c) **Evaluation.** Planning strategies involve; advance organizers, directed attention, functional planning, selective attention and delayed production. The monitoring strategies involve self-monitoring. These strategies seem to be a mixture of both cognitive and metacognitive strategies. According to Richard and Lockhard (1994), a strategy is cognitive since it involves identifying a problem or making correction, it is metacognitive as it includes self- management and evaluation. Evaluation strategies involve self-evaluation.

Cognitive strategies directly involve learners' language learning task and enable learners to manipulate or transform their learning (Brown and Palincsar, 1982). It is a multifaceted profound process which involves analysis, synthesis and transformation

of incoming information. Weinstein and Mayer (1986) recommend that cognitive strategies can be categorized into three groups: rehearsal, organization, and elaboration process.

O' Malley and Chamot, (1990) group cognitive strategies as;

- Resourcing, repetition, deduction
- Grouping, imagery, note taking
- Auditory representation and inferencing
- Keyword method, elaboration, transfer
- Summarizing, recombination and translation.

Social/affective strategies are ways of learning a language cooperatively. These strategies enable learners to interact with others to reach their common learning goals (Dansereau et al., 1983; Slavin, 1980). Learners employ these strategies to gain control of their emotions, values, attitudes and beliefs and to facilitate their own learning by interaction (Cook, 1991). O'Malley and Chamot (1990: 45) state that these strategies involve "either interaction with another person or ideational control over aspect".

The social/affective strategies are processes that contribute indirectly to learning. They do not enable learners to actively involve in the language by obtaining, retrieving and using the language. They only enable learners to practice the language in a positive learning environment (Rubin, 1987; Wenden, 1987a).

O' Malley and Chamot, (1990) group social/ affective strategies as;
   (a) Cooperation   (b) Questioning for clarification   (c) Self- talk

Table 2 summarizes the learning strategies and their definitions.

Table 2. Classification of O'Malley's LLS from O'Malley and Chamot (1990; 119-120)

Table 2. Learning Strategy Definitions and Classifications

Learning Strategy	Definition
A. Metacognitive Strategies	
Planning	
Advance organizers	Previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle.
Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.
Functional planning	Planning for a rehearsing linguistics components necessary to carry out and upcoming language task.
Selective attention	Deciding in advance to attend to specific aspect of input, often by scanning for key words, concepts, and/or linguistic markers.
Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Delayed production	Consciously deciding to postpone speaking to learn initially through listening comprehensive.
Monitoring	
Self- monitoring	Checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place.
Evaluation	
Self-evaluation	Checking the outcomes of one's own language learning against a standard after it has been completed
Self-reinforcement	Providing personal motivation by arranging rewards for oneself when a language learning activity has been successfully completed.
B. Cognitive Strategies	
Resourcing	Using target language references material such as dictionaries, encyclopaedias, or textbooks.
Learning Strategy	**Definitions**
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Grouping	Classifying words, terminology, or concepts according to their attributes or meaning.

Table 2. (Continued)

Deduction	Applying rules to understand or produce the second language or making up rules based on language analysis.
Imagery	Using visual images (either mental or actual) to understand or remember new information
Auditory representation	Planning back in one's mind the sound of a word, phrase or longer language sequence.
Keyword method	Remembering a new word in the second language by : (1)identifying a familiar word in the first language that sound like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the same language.
Contextualization	Placing a word or phrase in a meaningful language sequence
Elaboration	Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information
Transfer	Using previous linguistic knowledge or prior skills to assist comprehension or production.
Inferencing	Using available information to guess meaning new items, predict outcomes, or fill in missing information.
Note taking	Writing down keyword or concepts in abbreviated verbal, graphic, or numerical from while listening or reading
Summarizing	Making a mental, oral, or written summary of new information gained through listening or reading.
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
Translation	Using the first language as a base for understanding and/or producing the second language.

C. Social Affective Strategies

Question for clarification	Eliciting from a teacher or peer additional explanations, rephrasing, examples, or verification
Cooperation	Working together with one or more peers to solve a problem pool information, check a learning task, model language activity, or get feedback on oral or written performance
Self-talk	Reducing anxiety by using mental techniques that make one feed competent to do learning task

2.3.4 Oxford's LLS Classification

Oxford's strategy classifications are known to be the most comprehensive classifications. Oxford (1990:8) explains language learning strategies as conscious steps taken by the learner to improve their own learning. As reviewed above, these steps help learners to make their learning process "easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations". The material and the diagrams below mostly reported from Oxford (1990). The LLS are divided into two major classes as direct and indirect strategies. These two strategy classes are then divided into six groups as memory, cognitive, and compensation strategies classified under for direct strategies and, metacognitive, affective, and social strategies classified under indirect strategies.

Figure 1 shows a sketch of these strategies.

Memory Strategies
↗
DIRECT STRATEGIES   →Cognitive Strategies

↗   ↘ Compensation Strategies

LANGUAGE
LEARNING STRATEGIES   Metacognitive Strategies
                                ↗
        ↘ INDIRECT STRATEGIES → Affective Strategies

                            ↘ Social Strategies
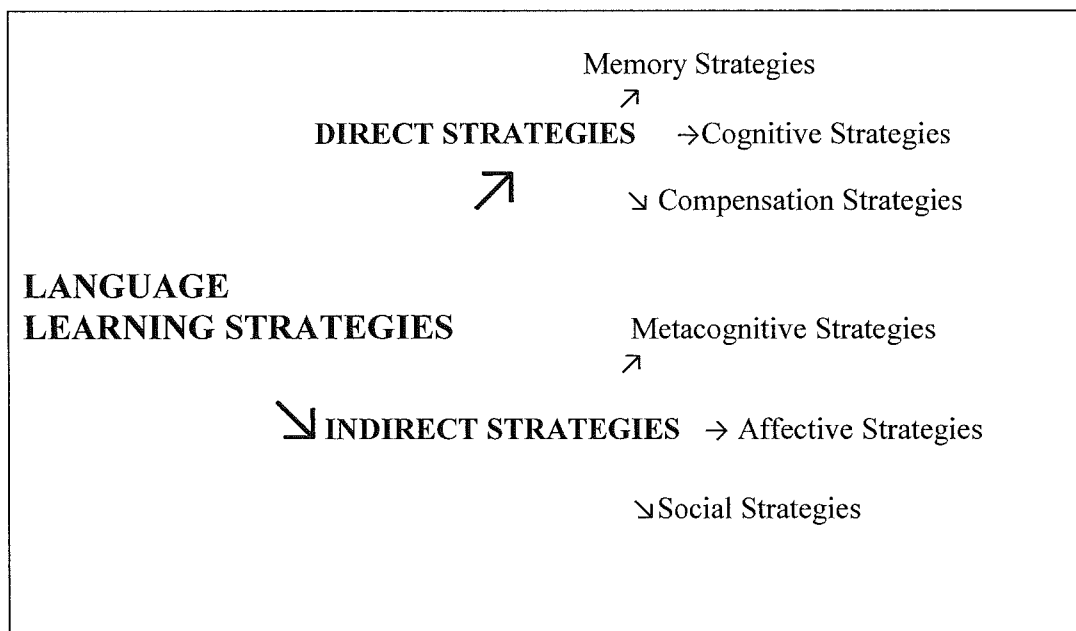
Figure 1. Diagram of the Strategy System from Oxford (1990: 16).

There is an interrelation between direct and indirect strategies. Both strategy classes are interconnected and support each other. These interrelations are depicted diagrammatically in Figure 2.
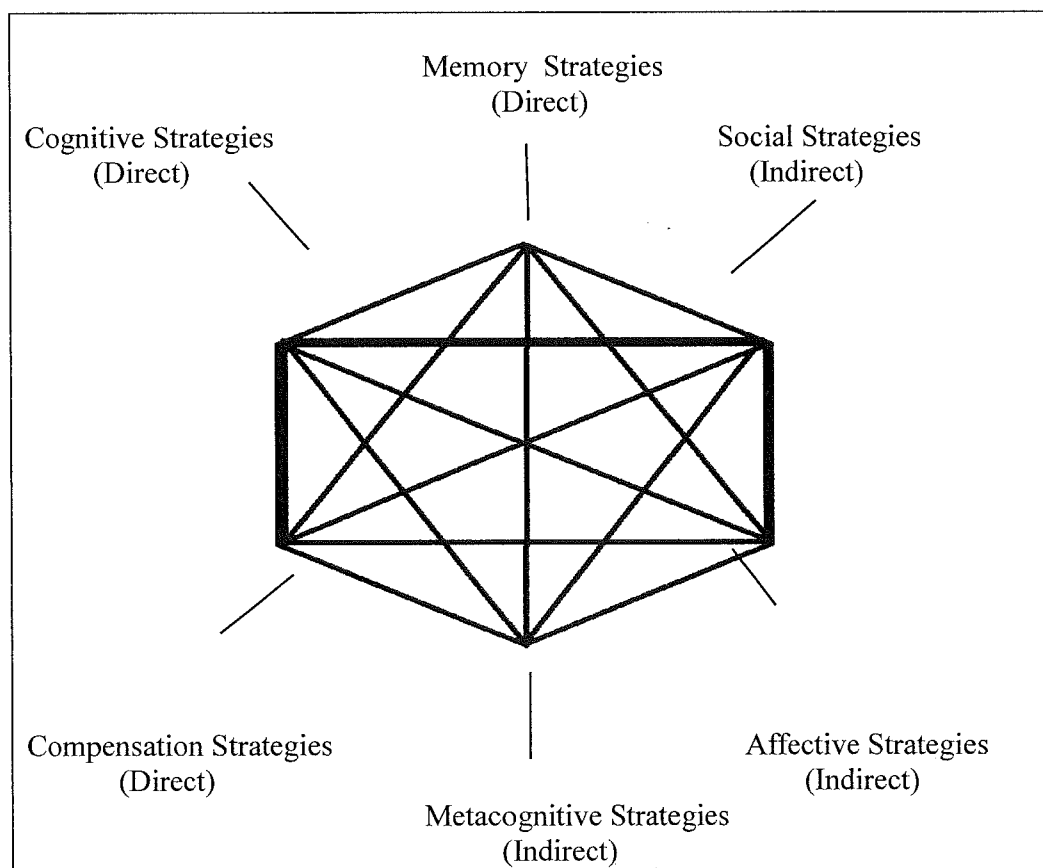
Figure 2. Interrelationships between Direct and Indirect Strategies and among the Six Strategy Groups from Oxford (1990: 15)

2.3.4.1 Direct Strategies

As the naming implies, the direct strategies are "strategies that directly involve the target language" (Oxford, 1990:37). As in Figure 3, direct strategies are classified into: memory strategies, cognitive strategies, and compensation strategies.

MEMORY STRATEGIES

Creating mental linkages

Applying images and sound

Revising well

Employing action

COGNITIVE STRATEGIES

Practising

Receiving and sending messages

Analyzing and reasoning

Creating structure for input and output

COMPENSATION STRATEGIES

Guessing intelligently

Overcoming limitation in speaking and writing
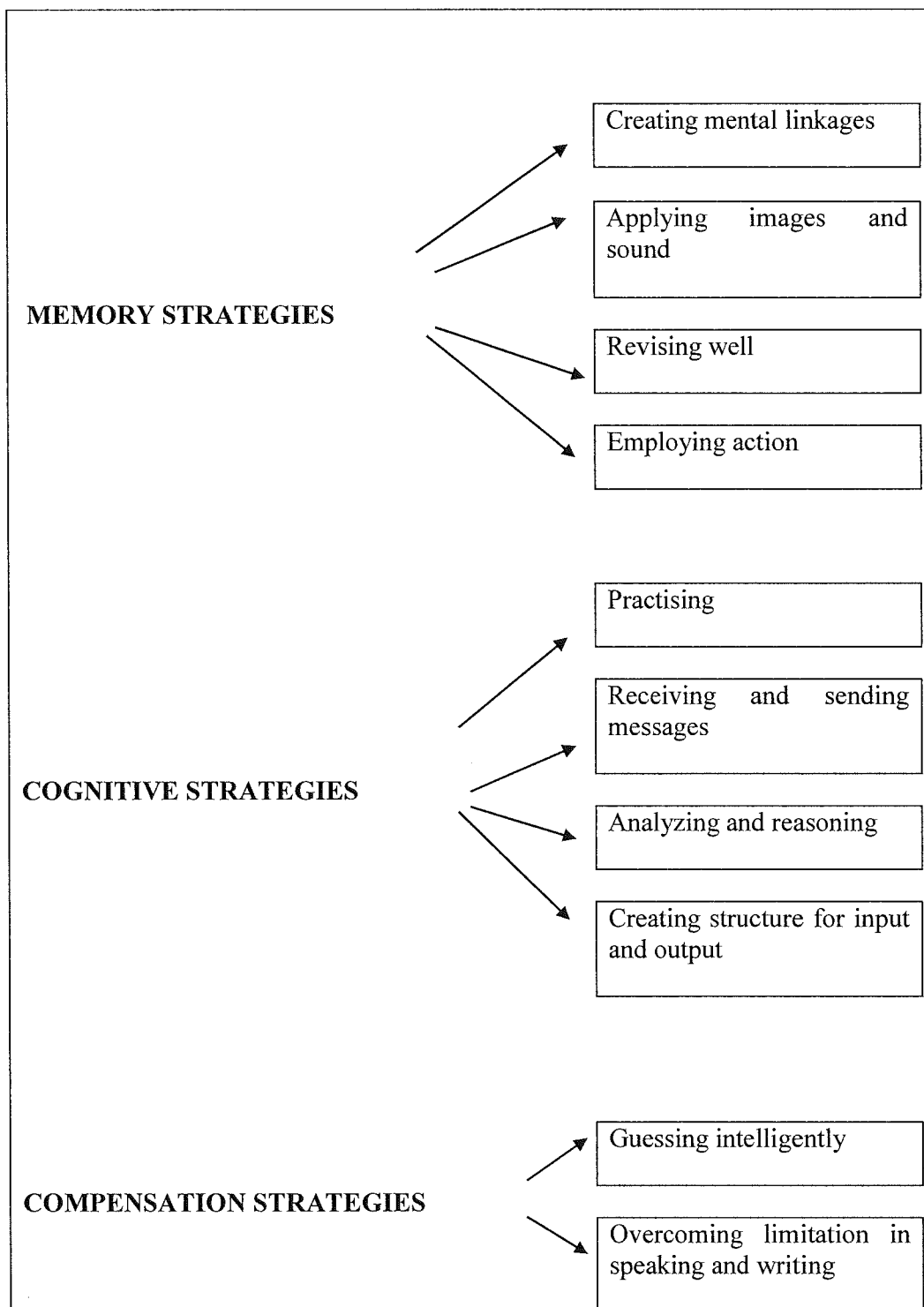
Figure 3. Diagram of the Direct Strategies from Oxford (1990: 38)

Memory strategies are meaningful mental processing that requires grouping the new information in order to make associations, storing and retrieving. Memory strategies are divided into four parts: creating mental linkages, applying images and sounds, reviewing well, and employing actions.

Cognitive strategies are known as some of the most popular strategies. They help learners while learning a new language by summarising, deductive reasoning, manipulating or transforming of new language. Cognitive strategies are clustered into four sets: practising, receiving and sending messages, analysing and reasoning, and creating structure for input and output.

Compensation strategies allow learners to use the target language even if there is a large gap in knowledge. Guessing, using synonyms, using clues, using mime and gestures coining words are some of the commonly used strategies by language learners when they confront with unfamiliar expressions. Cognitive strategies fall into two sets: guessing intelligently and overcoming limitations in speaking and writing. The compensation strategies enable learners to make more practice with the language and keep on using them (Oxford, 1990: 47).

2.3.4.1.1 Memory Strategies

Memory strategies are subdivided into four sets: creating mental linkages, applying images and sounds, and revising well and employing action. The latter sets are also subdivided into further categories. Figure 4 shows the schema of memory strategies.
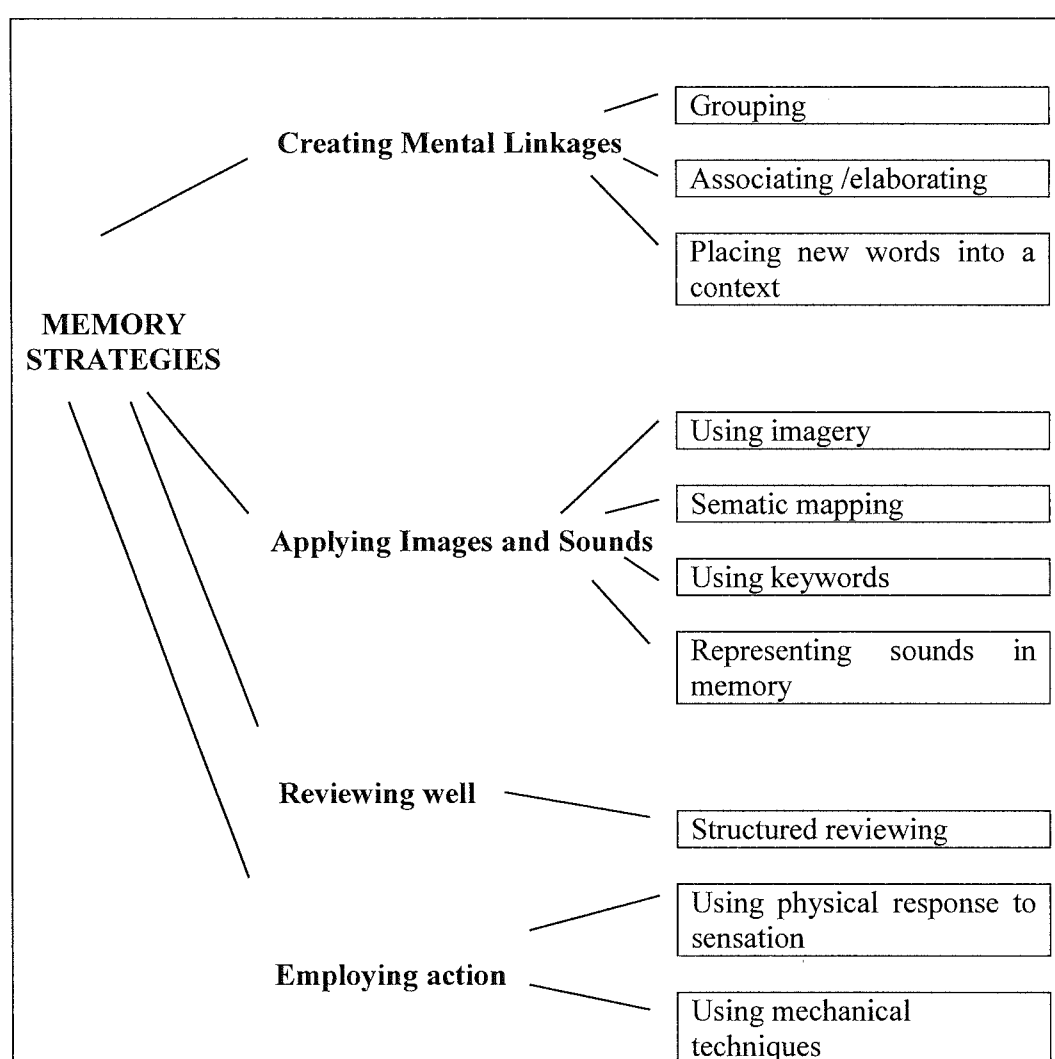
Figure 4. Diagram of Memory Strategies from Oxford (1990: 39)

2.3.4.1.2 Cognitive Strategies

Cognitive strategies fall into four sets (Oxford, 1990). Practising, receiving and sending messages, analysing and reasoning and, creating structure for input and output. Figure 5 shows a diagram of cognitive strategies.

COGNITIVE STRATEGIES

Practising
- Repeating
- Formally practising with sounds and writing system
- Recognising and using formulas and patterns
- Recombining
- Practising naturalistically

Receiving and Sending Messages
- Getting the idea quickly
- Using resources for receiving and sending messages

Analyzing and Reasoning
- Reasoning deductively
- Analyzing expression
- Analyzing contrastively (across languages)
- Translating
- Transferring

Creating structure for input or output
- Taking notes
- Summarizing
- Highlighting

Figure 5. Diagram of Cognitive Strategies from Oxford (1990: 44).

2.3.4.1.3 Compensation strategies

Cognitive strategies fall into two sets: guessing intelligently and overcoming limitations in speaking and writing. Figure 6 shows a schema of compensation strategies.
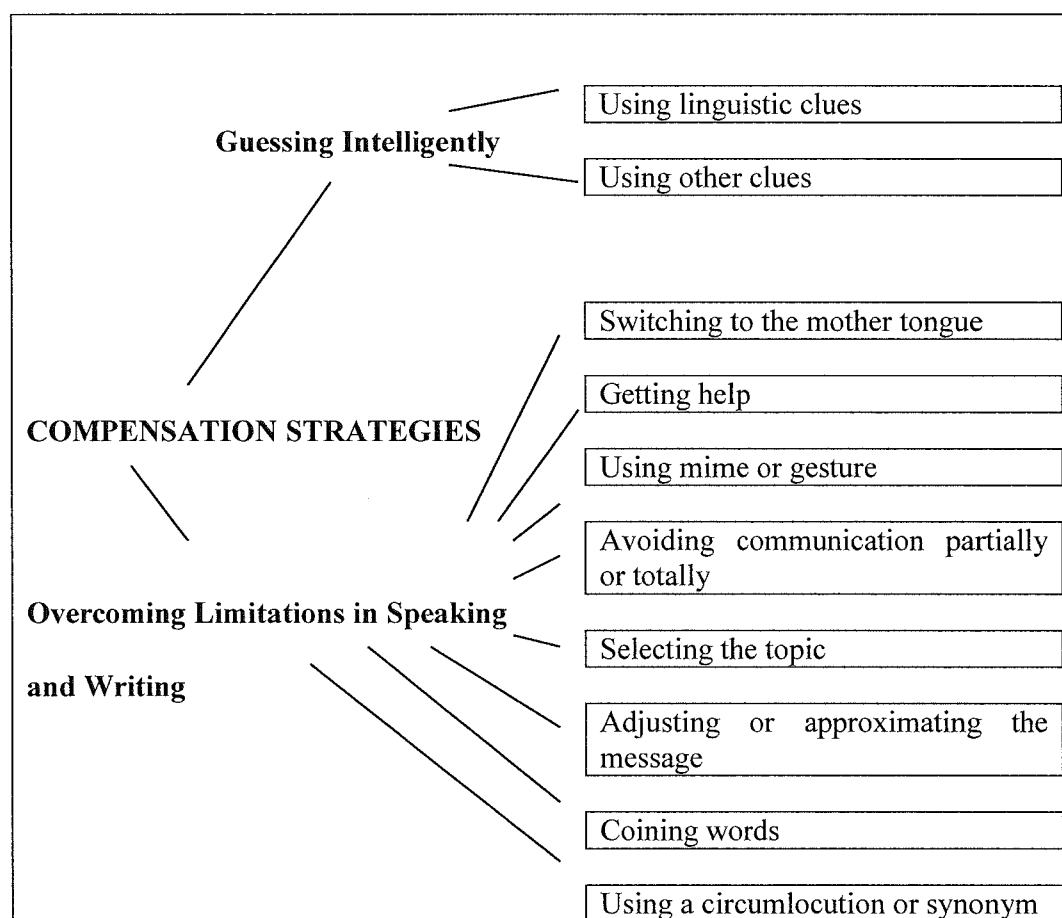
Figure 6. Diagram of Compensation Strategies from Oxford (1990: 48).

2.3.4.2 Indirect Strategies

Indirect strategies "support and manage language learning without directly involving the target language" (Oxford, 1990:135). These strategies are divided into three units such as **metacognitive strategies**, **affective strategies** and **social strategies**. Metacognitive strategies enable learners to direct their own learning

process by centering, arranging, planning, and evaluating their own learning. It is an effective way for learners to coordinate their own learning.

Affective strategies direct learners to regulate their own emotions, attitudes or beliefs. Affective strategies include three sets: lowering your anxiety, encouraging yourself and taking your emotional temperatures.

Social strategies enable learners to learn through impressive communication with other people around. Social strategies are divided into three sets: asking questions, cooperating and empathizing with others.

Figure 7 shows a sketch of indirect strategies.

Figure 7. Diagram of the Indirect Strategies from (Oxford, 1990: 136)

2.3.4.2.1 Metacognitive Strategies

Metacognitive strategies are divided into three units: centering your learning, arranging or planning your learning and evaluating your learning. Figure 8 shows a schema of units and sub-units of metacognitive strategies.
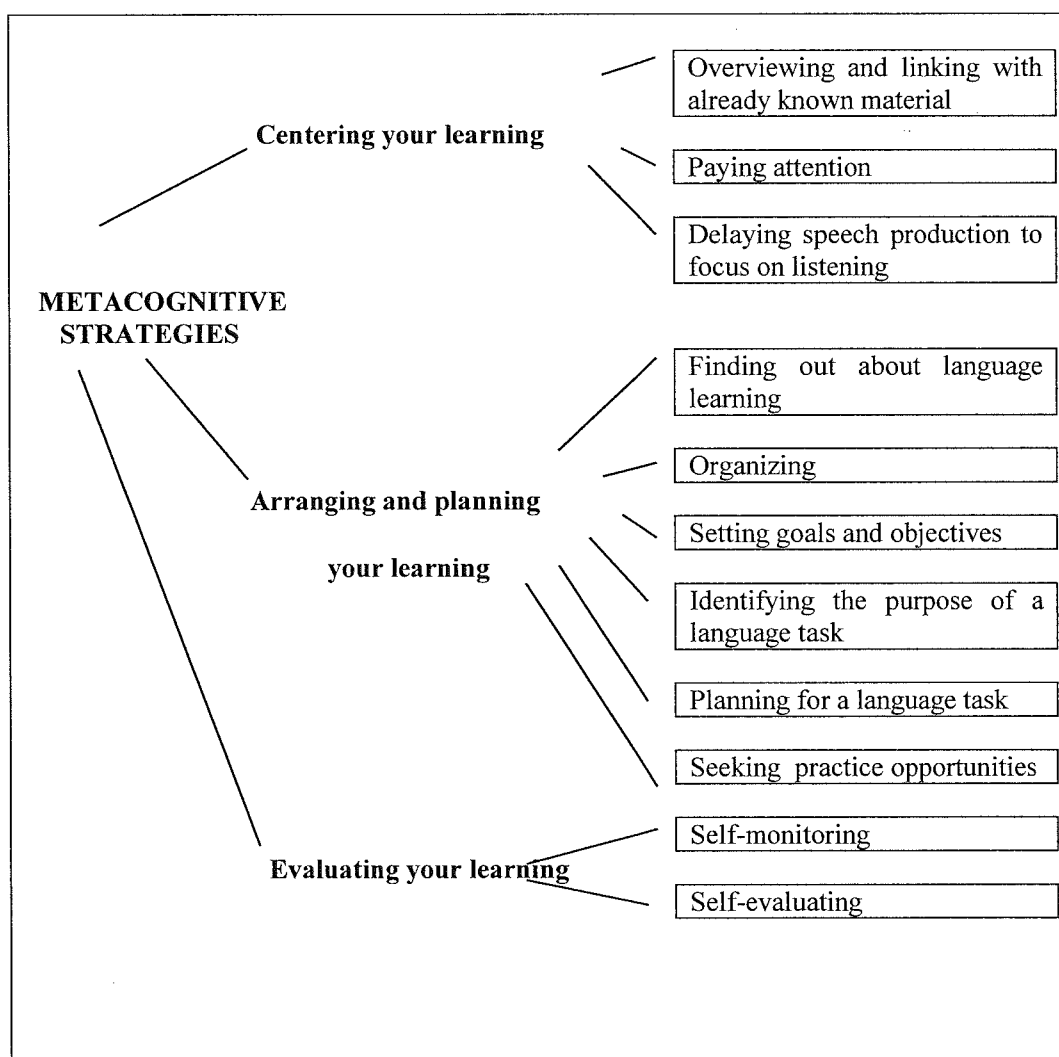
Figure 8. Diagram of the Metacognitive Strategies from Oxford (1990: 137).

2.3.4.2.2 Affective Strategies

Affective strategies fall into three units: lowering your anxiety, encouraging yourself, taking your emotional temperature. Figure 9 shows a schema of units and sub-units of affective strategies.
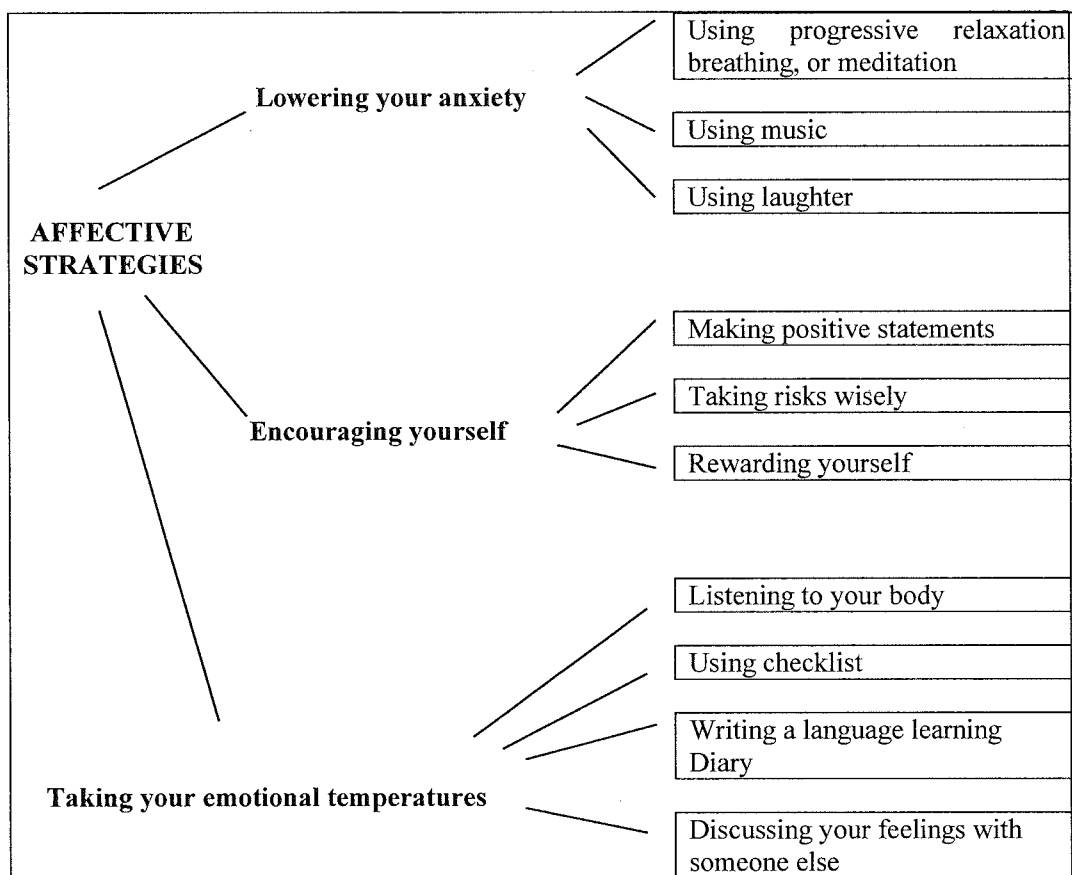
Figure 9. Diagram of the Affective Strategies from Oxford (1990: 141)

2.3.4.2.3 Social Strategies

Social strategies are divided into three sets: Asking questions, cooperating with others and empathizing with others. Figure 10 shows a schema of sets and sub sets of social strategies.
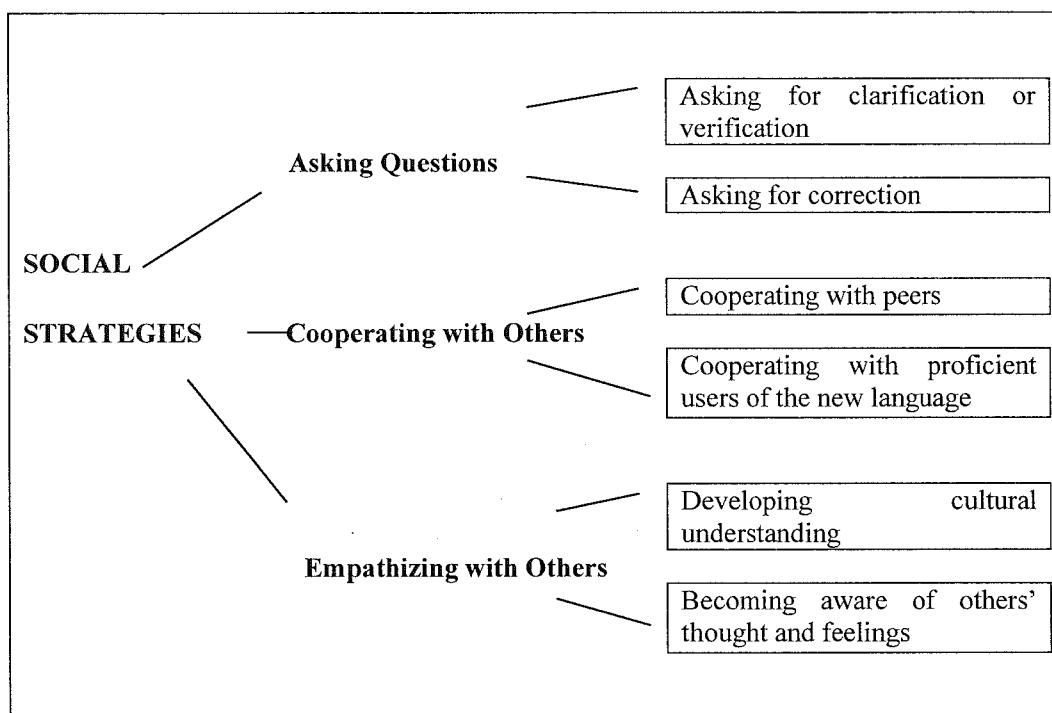
Figure 10. Diagram of the Social Strategies from Oxford, 1990: 145).

Among the strategy classifications reviewed above, Oxford (1990) strategy classifications is identified as the most detailed one. Although her classification shows parallelism with O'Malley et al. (1985), Oxford more broadly classifies language learning strategies than O'Malley et al. and O' Malley and Chamot (1990). Different from the other classifications, Oxford claims that during their learning process, learners involve compensation strategies. Oxford also separates social/affective strategies as social strategies and affective strategies and classifies them differently.

2.4 Features of Language Learning Strategies

Language learning strategy is a system, which learners frequently apply during their language learning process. There are various features of LLS. These strategies are important both for learners and teachers. Some of the learning strategies are visible or observable and the others take place in the mind of the students and they may not be noticed by teachers. Teachers need to identify their students' language

learning strategies in order to conduct their training more efficiently and productively. The following features of language learning strategies are adopted mainly from Oxford (1990: 9).

- Contribute to the main goal, communicative competence
- Allow learners to become more self-directed
- Expand the role of teachers
- Are problem oriented
- Are specific actions taken by the learner?
- Involve many aspects of the learner, nor just the cognitive
- Support learning both directly and indirectly
- Are not always observable
- Are often conscious
- Can be thought
- Are flexible
- Are influenced by variety of factors

2.5 Studies on Language Learning Strategies

Language learning process is accepted to be one of the essential parts in human's life span; that's why, there is plenty of intensive research and publication in the field. During 1970s, a remarkable research activity was devoted to the knowledge of Second Language Acquisition (SLA). Teachers and researchers noticed that there was not any single research and method that would provide universal achievement in second language teaching. It is a fact that, regardless of any teaching method or technique, successes of certain learners in language learning, have also been an inspiration for teachers as well as researchers (Brown, 2007). Since 1970, teachers and researchers have been changing their attitude focusing on the learners and heading towards more learner-centred education (Karahan, 2007).

Growing curiosity towards the relationship between strategy usage and proficiency level of learners prompted researchers to conduct several studies. According to Wenden and Rubin (1987), several researchers such as Rubin (1975), Naiman et al. (1978) and Oxford and Nyikos (1989) carried out studies on successful students in order to assess their learning strategies. The purposes of these studies were to use the same strategies for the poor learners. Studies on good learners by Stern (1975) are accepted as the foundation work and many researchers describe "good language learners" based on his studies.

Rubin (1975), Stern (1975), described "good language learners" according to characteristic, styles and strategies of learners. Later Rubin and Thampson (1982), cited in Brown, (2007: 132-133), summarized these characteristics into fourteen items:

- Find their own way, take charge of their learning.
- Organize information about language
- Be creative to develop a "feel" for the language by experimenting with its grammar and words.
- Make their opportunities for practice in using the language inside and outside the classroom
- Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word
- Use mnemonics and other memory strategies to recall what has been learned
- Make errors work for them and not against them
- Use linguistic knowledge, including knowledge of their first language, in learning a second language.
- Use contextual cues to help them in comprehension
- Learn chunks of language as wholes and formalized routines to help them perform "beyond their competence"
- Learn certain tricks that help to keep conversations going
- Learn certain production strategies to fill in gaps in their own competence

- Learn different styles of speech and writing and learn to vary their language according to the formality of the situation

Many studies have been carried out to find out the language learning strategy preferences of learners. The effects of proficiency level of learners on the use of language learning strategies are also investigated in these studies. Among these, Bialystok (1981) conducted a study among high school students learning French in Toronto/Canada. According to the result of the study, the students employed four models of learning strategies: inferencing, monitoring, formal practising and functional practising. Furthermore, Bialystok reported that the first strategy is employed with implicit linguistic and world knowledge, whereas the other three are employed for developing this knowledge. Bialystok also found that these strategies help learners to promote positive attitude toward learning.

Based on Reiss's (1985) approach/methodology/guidelines/principles, a study by Hasbun (1988), cited in Oxford and Crookall, (1989), showed that successful university foreign language learners use strategies more frequently compared to poor language learners. It was also reported that the selection of strategies seemed to be more essential than the number of strategies employed.

Tyacke and Mendelsohn (1986) conducted an observational study at the University of Toronto. It was found that contrary to unsuccessful students, successful ones employ strategies such as clarification, memorization, monitoring and self-management. In another study Tyacke and Mendelsohn (1986) interviewed with a homogeneous group of language learners. The result of the interview showed that even though the participants were relatively successful language learners and they shared a common background, each of them employed significantly different strategies.

McGroaty (1987) conducted a survey among university students learning Spanish and Japanese at elementary level. The result of the survey showed that the success in language learning process was related with cognitive strategies that the students employed such as repeating and taking notes whereas social interaction and individual study did not contribute to the success and proficiency of these students.

Nyikos (1987), cited in Oxford, (1989: 409), investigated successful university students learning German and Spanish during four semesters. It was reported that a growing trend on LLS usage seemed to be noticed among students even if they were unaware of their strategies. In addition, it was also observed that only a few strategies were frequently employed such as "repetition (mostly silent) and searching for cognates".

Vann and Abraham (1990) investigated the learner strategies paying attention to the way of careful orchestration of strategies rather than the number or frequency of strategies used. Their study indicated that, although successful learners employed fewer strategies than unsuccessful ones, they become more successful as they were more adept at language learning strategies.

In a study among English learners in Puerto Rico, Green and Oxford (1995) reported that successful students employed strategies more frequently than less successful ones. Furthermore it was also added that the number and the type of strategies also varied depending on their being second language learners (SLL) or foreign language learners (FLL). Review of their study showed that in contrary to FLL, second language learners used strategies more frequently.

Nambiar (1996), cited in Nambiar, (2009), examined learning strategies used by beginners, intermediate and advanced level students in Malaysia to find out the correlation between strategy use and proficiency of students. The advanced level students did not apply compensation such as **guessing** and social strategies such as

asking help to finish their language activity. They applied affective strategies only as a form of encouragement. Beside this, they were also more confident in their strategy preferences. In contrary to advanced learners, beginner and intermediate learners preferred to use more affective strategies when they had trouble in understanding the task.

Sheorey (1999) conducted a study among a group of Indian College students learning English in their own land in order to find out the differences in strategy usage among these students. The proficient English learners tented to use strategies more frequently. Bremner (1999) also conducted the same kind of study among a group of undergraduates in Hong Kong and found that there was a significant relation between cognitive strategies and proficiency level of students. Less proficient learners had a tendency to apply more affective strategies.

Lan and Oxford (2003) conducted a study among 6th grade EFL learners in Taiwan. They concluded that high proficiency level students employed more strategies than medium level ones. Less proficient learners were the least strategy users. Similarly, Gan, Humphreys and Hump-Lyons (2004) surveyed strategies used by successful and unsuccessful students in China. The result of the study showed that successful learners employed more sophisticated strategies than unsuccessful learners. Yang (2007) conducted a study among 451 junior college students and stated that more proficient students widely preferred to use language learning strategies than less proficient ones.

In summary, successful language learners employed strategies more frequently and appropriately. They used higher level of strategies than poor language learners did. The number and the type of strategies changed depending on same conditions, see also Green and Oxford (1995).

Studies by Nambiar (1996), cited in Nambiar, (2009), and Bremner (1999) showed that successful language learners employed cognitive strategies more frequently

whereas less successful ones preferred to use affective strategies. Other studies revealed that the selection of the strategies that students uses during their language learning process was more effective than the number of the strategies they employed (Hassburn, 1988, cited in Oxford and Crookall, 1989).

2.6 Language Learning Strategy Research in Turkey

Majority of studies conducted in Turkey concerning language learning strategies to investigate the effect of gender and proficiency on LLS use. For instance, Karahan (1991) examined beginning and intermediate level Turkish EFL learners at Foreign Languages Department of Gazi Faculty of Education, (GES) in Ankara to find correlation between factors affecting strategy dispersion among the beginning and intermediate level students. Result of this study revealed that certain language learning strategies related to certain types of learning tasks. Moreover, there was a relation between English language proficiency level of students and the frequency of their metacognitive and cognitive strategy use.

Tüz (1995) investigated successful and less successful language learners in METU Development Foundation School in terms of their language learning strategy use. The finding of the study revealed that social strategies were the most frequently used language learning strategies. Cognitive, compensation, and affective strategies were the following widely preferred LLS by the participants in the study. On the other hand, metacognitive and memory strategies were found to be the least preferred ones.

Vertaç (1995) conducted a study on young EFL learners to examine language learning strategies preferred by them. She stated that cognitive strategies were the most frequently preferred LLS by the young learners in the study. Moreover, she also suggested that training the learner in the use of language learning strategies would facilitate their learning.

Aydın (2003) conducted a study among high school students. He sought to answer whether there was a significant difference between strategy use of the participants and their achievement. The findings of the study showed that there wasn't any statistically significant difference between males and females on the use of language learning strategies. He also found that, affective strategies were the least preferred language learning strategies by the high school students in the study. According to this fact, he claimed that as the students had to practice the foreign language in Turkish setting, they didn't need to use this strategy.

Yalçın (2006) worked out 334 prep-class students at Gazi University who had different proficiency levels. He tried to investigate the effect of gender and achievements of the participants on the use of language learning strategies. The finding of the study revealed that successful students preferred to use more language learning strategies. Furthermore, he also stated that there were a significant difference between females and males in terms of their language learning strategy use and females were found to use LLS more widely than males. In his study it was also found that memory, cognitive, metacognitive, affective and social strategies were the most commonly preferred strategies by the female students. Beside this, there wasn't any significant difference in terms of their compensation strategy use.

Karahan (2007) worked out 120 4th grade students (10-11 aged) in Şişli Mahmut Şevket Paşa Primary School. He aimed to identify the most and the least frequently preferred language learning strategies by the female and male students. The finding of the study showed that, female students preferred to use more language learning strategies than males did. Beside this, compensation strategies, metacognitive strategies and social strategies were the most widely preferred language learning strategies, whereas cognitive strategies and memory strategies were the least frequently preferred ones.

Deneme (2008) investigated LLS preferences of Turkish students while they were learning English. She reported in her study that Turkish students preferred to use

strategies such as compensating the missing knowledge, organizing and evaluating more frequently than strategies which require from learners to use all their mental process, managing their emotions and learning with others.

Aslan (2009) studied on 257 students (153 male, 104 female) from Atılım University English Preparatory School who had same proficiency level. In his study, he aimed to investigate the language learning strategies preferred by EFL learners. He also investigated the difference in strategy use across genders and learners' achievements in English. In reference to the findings of his study, he revealed that language learning strategies positively affected the students' success in English. He continued on the basis of his findings that females preferred to use LLS more commonly than males did. Finally, according to statistical results, he indicated that there was a statistically significant relation between gender, participants' achievement in English and their language learning strategy preferences.

To sum up, a number of studies have been conducted up to now concerning LLS preferences of students and the effect of gender and achievement of the learners on the use of their LLS preferences. According to these studies above, the different preferences on the use of LLS were found based on the age of learners. In addition to this, the female learners were found to use more language learning strategies than males did. In these studies, it was also found that successful learners preferred to use more LLS than unsuccessful ones.

2.7 Research on Gender and Language Learning Strategy Use

A great deal of experimental variables such as nationality, motivation, gender, proficiency, age, attitude and their effect on language learning are discussed in many studies in the field (Griffiths, 2007). In this section, the effect of gender on language learning strategy use will be reviewed.

The term of gender is a significant variable which has been the subjects of many studies on LLS. Among these studies, Politzer (1983) conducted a study on 90 mainly German, French and Spanish undergraduate students registered in language courses in U.S.A. The result of the study showed that contrary to males, female students employed social learning strategies more frequently. Oxford and Nyikos (1989) conducted a study on 1200 university students (aged from 17 to 23) using the SILL questionnaire. The results were the same.

Ellis, (1994: 202) reported that "women might be better at L2 learning than men as they are likely to be more open to new linguistic forms in the L2 input and they will be more likely to rid themselves of interlanguage forms that deviate from target-language norms"

Green and Oxford (1995) carried out a study on 374 ESL/EFL learners at the University of Puerto Rico. They concluded that contrary to males, female students employed metacognitive, affective and social strategies more often. Besides Green and Oxford's study, Amin (2000) conducted a study on 515 secondary school students learning English. The study showed that female students employed LLS more often than males. Female students also employed more classroom and out of classroom strategies.

A study by Chang (2003), cited in Lan, (2005), conducted on high school English learners in Taiwan showed that female students were more dominant LLS users than male students were. They also employed cognitive, compensation, metacognitive and social strategies more often than males. Lan (2005) carried out a study on 1191 EFL elementary school students in Taiwan. The study showed that there was a significant distinction between boys and girls on the frequency of strategy usage. Girls applied LLS more frequently than boys did.

The review of studies on LLS often indicates that female students applied LLS more frequently than male students did. However, there were also studies that asserted the contrary. Wharton (2000) made a research in Singapore on 678 university students learning Japanese and French and the study revealed that males employed LLS more frequently during the language learning process. Zamri (2004), cited in In Kamarul Shukri Mat Teh, (2009), conducted a study in Malaysia among students learning Malay as a first language and reached to similar results.

2.8 Studies on Young Learners' Language Learning Strategy Preferences

The usage of LLS is also common among younger children. There are several studies on the LLS of younger learners (see for example, Bautier- Castaing, 1977, cited in Lan and Oxford, 2003; Filmore, 1985; Chesterfield and Chesterfield, 1985; Saville-Troike, 1988; Chamot and El-Dinary, 1999; and Lan and Oxford, 2003). These studies indicate that the strategies such as cognitive, error-avoiding, private speech strategies, vocabulary learning strategies, and multiple strategies were employed by young learners.

Bautier-Castaing (1977), cited in Lan and Oxford, (2003) carried out a study on 60 Francophone children learning French syntax and 75 foreign children learning French as SL. This study indicated that **cognitive strategies** such as overgeneralization and analogy, **error correction strategies** such as simplifying structures were frequently used among these students.

Wong Fillmore (1976), cited in Hirschler, (1994), one of the ESL students named Nora who was far superior to the other learners in the same classroom. What made Nora different from other ESL learners was that Nora tended to utilize every opportunity to set out her English skills while interacting with others. She tended to employ whatever she had known without hesitating so she kept herself in

conversation and continue to grow her oral proficiency. Other children in the study, preferred to speak with children who understood their first language therefore, contrary to Nora, they made little progress in the target language. In a different study, Filmore (1985) studied 50 bilingual English and Chinese ESL kindergarten students. The Chinese pupils were found to be reluctant to start conversation with the English speakers. They often wanted their native English speaking peers to start the conversation. These studies clearly indicate that the learners who tended to interact with others and use their English skills during the interaction process, become more successful in language learning process.

A study on 14 Mexican – American children by Chesterfield and Chesterfield (1985) showed that there is a natural development process towards children's LLS. In addition to this, these children in the study frequently employed observable LLS and they were relaxed during their social interactions.

Saville-Troiko (1988), cited in Lan, (2005:42), a study on 9 ESL of various nationalities (Chinese, Japanese and Korean) aged between 3 to 8 showed that several learning strategies could be used by the students during so-called silent period. Furthermore, even though the students did not communicate in English with other speakers, they used English privately. The learning strategies of these private communications during the silent period were: "(a) repeating others' utterances, (b) recalling and practising, (c) creating new linguistic forms, (d) substituting expressions using a mental paradigm, (e) expanding expressions based on syntactic knowledge, and (f) rehearsing social performance".

Chamot and El-Dinary (1999) conducted a six year longitudinal study in United States on 44 third and fourth grade students in French, Spanish and Japanese immersion programs. The learning strategies employed by successful and unsuccessful young learners were examined. Think aloud interviews were used as data collection. It was found that the students at every level had a tendency to explain

their thinking and learning process in detail as their metacognitive awareness were beginning.

Lan (2005:107) conducted a study on 1191 EFL elementary school students from major geographical areas of Taiwan in order to find out the relationship between their language learning strategies and factors affecting their strategy choices. He used Taiwanese Children's Strategy Inventory for Language Learning (Taiwanese Children's SILL) as a data collection instrument. The results indicated that two metacognitive strategies such as **noting progress in learning English** and **analysing errors to avoid making the same errors again** were found to be most frequently used by Taiwanese students. Besides metacognitive strategies, compensation strategies such as **asking for help when a word is not known,** social strategies such as **asking people to slow down, repeat, or clarify what was said** and affective strategies such as **trying to relax when stressed by the idea of speaking English** were found to be the most frequently preferred language learning strategies. Lan attributed this situation to examination-oriented English language education and the Grammar Translation Approach which was used during English teaching and learning process in Taiwan.

Lan (2005) also identified the least frequently preferred language learning strategies by Taiwanese children. Only a few memory strategies such as using flashcards and learning new words in sentence were found to be hardly preferred by the students. He points out that, it is because many children in Taiwan still use memorization patterns while learning a vocabulary.

2.9 Factors Affecting the Use of Second Language Learning Strategies

There are a number of factors significantly related to L2 learning strategies. These are more personal and affective elements that make difference among the

learners in their language learning process. As discussed below, motivation, gender, age, cultural background, attitude/belief, learning style and task are some of the factors that affecting the use of second language learning strategies.

2.9.1. Motivation

The root of **motivation** comes from Latin **movēre.** "Motivation technically means the condition of being moved to action" (Oxford, 2003: 275). Motivation is an internal drive, which direct learner to do things for achieving something (Harmer, 2001). Motivation is essential during language learning process. It is known as one of the key factors which affect the success of L2 learners (Dörnyei, 1998). Motivation can be divided into two basic types: **intrinsic motivation** and **extrinsic motivation.** Extrinsic motivation is the result of outside factors. Two typical examples can be given for extrinsic motivation. The first is the motivation when a student wants to pass an examination in order to get a reward from their parents. And the second is the motivation of a person when he wants to get a financial reward to maintain his/her family.

Intrinsic motivation is the result of individual need: a person does the activity either to feel better or has a desire to do it. For example, if someone studies to get a degree that will help him/her in the future career plans or to raise his/her status in the society, his/her motivation is intrinsic. Likewise, the motivation of a student when reading history books just because of interest or enjoyment is intrinsic.

Communicative needs of learners and their attitudes are two important factors of motivation (Lightbawn and Spada, 1999). For this reason, teachers should create a classroom atmosphere which is not only appropriate for the learners' needs and attitudes but also promoting their confidence and self-esteem so that the language learning process can become enjoyable (Brewster et al., 2002).

Motivation is one of a factor which affects L2 strategy uses (Oxford, 1994). Motivated learners generally use more L2 learning strategies than less motivated ones. Internally motivated learners employ different strategies to enhance their goals. On the other hand, externally motivated learners employ merely simple strategies to fulfil their requirements (Oxford, 1990).

2.9.2 Gender

Gender has an important role in language learning studies. The studies on the first language acquisition reveal that girls are better in learning process than boys (Dauglas, 1964). According to Trudgill (1974) men prestige variants are less frequent than women. Ellis (1994: 202) shows that "women might be better at L2 learning than men" and he adds that women are likely to be more open to new linguistic forms in the L2 input and they are more likely to avoid inter-language forms that differ from the target language forms.

Gender also affects the LLS choices of learners. Many studies quoted above show that females use greater overall strategies than males (Oxford, 1994).

2.9.3 Age

Age is one of the basic factors that shape the language teaching and learning and much lively debate has been devoted to the relationship between learners' age and their success. A good example is the immigrant families. The children of immigrant families achieve to speak the new language with native-like fluency whereas their parents rarely learn to speak fluently (Lightbawn and Spada, 1999). A good example is the Polish speaker Joseph Conrad who is also a famous writer in English language. Lightbawn and Spada point out that many adults achieve successful communication in the new language but their accent, word choice and grammatical features are different from the native speakers' and young learners of second language speakers'

However, there are other reasons for poor acquisition of the new language for the parents, and the other members of the immigrant family that are not in any level of education. The latter usually have a minimum outside contact other than their native community. They always use their native language and follow their native media. Quite often they only have primary school education. As they have a limited knowledge and vocabulary of their own native language, their attempts to learn the second language in language schools often end without any achievements.

Many countries introduce foreign or the second language teaching at primary schools. The belief of younger learners being more successful in learning second language when compared to adult learners, is originally supported by Critical Period Hypothesis (CPH). Scovel (1988:2) defines CPH as "the notion that language is best learned during the early years of childhood, and that after about first dozen years of life, everyone faces certain constraints in the ability to pick up a new language". Many researchers supported CPH. Pronunciation is best learned during the early ages whereas meaning and relations are best learned after puberty (Brewster et al. 2002).

Students of different ages use different LLS (Oxford 1994). As the young learners' developmental processes are not completed, they generally use simpler strategies than adults do. For example, as the students at the age of 5-6 are illiterate, they prefer to use social strategies like asking questions.

2.9.4. Cultural Background

Culture is one of the important factors that shape a nation's future. It passes down the nations' values and bridges the gap between the past and the future generations. Culture develops the unity and solidarity of people and reveals what is done for the sake of humanity.

Culture is accepted to be one of important objectives of the second Language (SL) courses because it is important for communication, vital for interpersonal interaction and necessary for cultural understanding (Loew, 1981). Allen (1985: 145) states that "to teach culture or not to teach it is not a matter of choice, but rather one of degree, and challenge lies in teaching language in a more culture-centered environment, in teaching more of the target culture, and in teaching it more systematically and more thoroughly."

Culture is one of the factors which shape language learning. Early foreign language teaching helps learners to give importance and take a positive attitude towards the other countries and their cultures (Brewster et al. 2002). Culture is also known as an effective appliance during the choice of L2 learning strategies. An example is the Hispanics which are believed to use more social strategies than any other ethnic groups (Oxford, 1990). The other example is from Deneme (2010), who conducted a comparative study on Turkish, Jordanian and Spanish university students. The findings of her study show that the Turkish and Jordanian university students use memory strategies more frequently than the Spanish ones. Beside this, Jordanian students use social strategies more frequently than the Turkish university students.

2.9.5. Attitudes and Beliefs

Learners have clear attitudes and beliefs towards their own language and other languages. These beliefs and attitudes are shaped with the learner's previous learning experience and assumptions. Negative and positive attitudes and beliefs towards the language affect the learning process of learners. According to Brown (2007), learners with negative attitudes towards language learning have reduced motivation and this, results in lack of proficiency.

Attitudes and beliefs are the factors which shape learners L2 learning strategy choices. Learners' styles and beliefs about language learning will influence their strategy choice for learning new information (Lightbawn and Spada, 1999). Negative attitudes and beliefs towards the language affect strategy choice and can cause poor usage (Oxford, 1994).

2.9.6 Learning Style

Learning style is a way for learners to direct their own learning process. Dunn and Griggs (1988:3) argue that it is "the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others." According to Skehan (1991: 288), learning style is "a general predisposition, voluntary or not, toward processing information in a particular way." Every learner has different learning styles which help them to be active, purposeful and conscious in their learning process. According to the methodologist Wright (1987: 117-118) there are four distinctive learning styles in a group: The 'enthusiast' students accept their teacher as a reference model and deal with the aim of their learning group. The 'oracular' is also teacher-cantered but personal goals are more important. The 'participator' focuses on his/her group goals and the 'rebel' focus on his/her goal in a learning group.

Learning styles are important factors for teachers to determine the learning activities. Teachers gather information about their students' learning styles and adjust the learning processes according to their needs. For instance, young learners need more physical activities; thus, the teachers of young learners should prefer teaching styles that involve active participation.

Styles are characteristics of learners that make them different from others whereas strategies are specific steps taken by the learners on a given problem and which vary from one person to another (Brown, 2007). Styles of the learners generally direct the

choice of L2 teaching strategies. For example, "analytic-style students prefer strategies such as contrastive analysis, rule-learning, and dissecting words and phrases while students with global style use strategies to find meaning and to converse without knowing all the words" (Oxford, 1994 : 4).

2.9.7. Task

Tasks are necessary elements in language learning. They help learners to be informed in their language learning. Tasks direct learners and show them what to do during their learning process. They need to have some specific characteristics, which make them more understandable. A good learning task should involve some special features (Nation, 1995: 33):

- Be quite clear that learners can easily understand it.
- Involve some language materials, which are beyond learners' current level.
- Not cause learners to get stressed.
- Be interesting and attract learners' attention

Tasks need to be advocated with language skills, forms and strategies (Brewster et al. 2002). For example, a task like writing an informal letter to a government agency should be supported with writing skills while a task like preparing a role play activity which involves communication in a tourist information office should be supported with both listening and speaking skills. Task requirements affect the choice of LLS (Oxford, 1990). For instance; some learners use memory strategies while learning vocabulary and sentence structure of a foreign language but they do not use the same strategies while analysing and reasoning the same language.

To sum up, language learning strategies are defined as "steps taken by the students to enhance their own learning" (Oxford, 1990:1). They have an important role in language learning process. Lots of researchers in the field (Rubin, Tarone,

O'Malley and Oxford) classified language learning strategies, but the most extensive LLS classification study was carried out by Oxford (1990).

A number of studies were conducted on young learners in the use of LLS. The findings of these studies revealed that cognitive strategies such as error avoiding, overgeneralization of linguistic rules, social, affective and metacognitive strategies were widely used by young learners. The frequent use of LLS, the effect of gender, the proficiency level of students and culture on the use of LLS were also investigated by the studies in the field. The findings of the research revealed that females preferred to use LLS more frequently than males did. In addition to this, successful students preferred to use LLS more widely than unsuccessful ones. Furthermore it was also found in that culture had an effect on learners' LLS preference.

CHAPTER 3

METHODOLOGY

3.1 Overview

The overall design of the study, research method, a detailed description of the participants and the three private primary schools which took part in the study, data collection instrument and data collection procedure are discussed in the study.

3.2 Research Design

The basic purpose of this study is to identify the language learning strategies (LLS) of the 8th grade students learning English as a foreign language in three private primary schools in Edirne. The main objectives of the study are to identify the most and the least frequently used language learning strategies by the young learners, the effects of gender and the proficiency level on the use of language learning strategies.

There are some studies conducted on 4th, 5th, 6th grade EFL learners in state primary schools in Turkey yet it seems no research in private primary schools in Turkey is carried. Therefore, this study was conducted in three private primary schools in Edirne, namely Beykent College, Edirne College and Serhat College to investigate the LLS of this special group of young learners. The quantitative research model was used in this study. The Turkish version of SILL of Karahan (2007) adapted from Lan (2005) was used as the data collection instrument.

Table 3.1 shows the distribution of the sample students at three private colleges. The total number of students was 111. The gender distribution of the sample students are given in Table 3.2. There is not an even distribution of female and male samples.

The numbers of male students are more than female ones. It is worth noting that nearly all the students come from similar social environments and cultural backgrounds.

Table 3.1 Distributions of 8th Grade Students in Three Private Primary Schools.

School	Class	Number of students	Percent
Beykent College	8/A	15	14%
	8/B	16	14 %
	8/ A-B	**31**	**28 %**
Edirne College	8/A	19	17 %
	8/B	17	15 %
	8/ A-B	**36**	**32%**
Serhat College	8/A	22	20%
	8/B	22	20%
	8/ A-B	**44**	**40%**
Total		**111**	

Table 3.2 Gender Distributions of 8th Grade Students.

School	Class	Female	Male
Beykent College	8/A	9	5
	8B	12	4
Edirne College	8/A	8	11
	8B	5	13
Serhat College	8/A	8	14
	8B	9	13
Total		51	60

3.3 Profile of the Participants

The number and gender distribution of 111 8th grade students from three different colleges are given in Table 3.1 and Table 3.2 above. They have a long history of learning English. They start as early as 3 years old at nursery and continue until they are 17-18 years old. The students who enrolled one of these schools during midterm

get extra English courses in order to catch up with the English level of the resident students.

The English examination results given in Table 3.3 shows the success or score levels of the 111 students included into the study. In the marking system scores **85 - 100** marked as 5, **70 – 84** as 4, **55 – 69** as 3, **45 – 54** as 2, and **0 – 44** as 1. The pass mark is 2 (The Primary Schools' Regulation of Ministry of Education, 2003).

Table 3.3 2009-2010 First Term English Examination Scores of 8th Grade Students Answered to the Turkish Children's SILL

School	Score	Percent	Grade
Beykent College	100-85	55 %	5
	84 -70	32 %	4
	69 -55	10 %	3
	54 -45	3 %	2
	44 -0		1
Edirne College	100-85	100 %	5
	84-70		4
	69-55		3
	54-45		2
	44-0		1
Serhat College	100-85	50 %	5
	84-70	23 %	4
	69-55	27 %	3
	54-45		2
	44-0		1

According to the English language examination results, 100 % scored 100- 85 as the first term marks at Edirne College, in 2009-2010. At Beykent College the corresponding marks are, 55 % scored 100-85, 32 % scored 84-70, 10 % scored 70-79 and 3 % scored 54- 45. At Serhat College the mark distribution was as, 50 % scored 100- 85, 23 % scored 84- 70 and 27 % scored 69-55.

3.4 General Properties of the Selected Schools

According to the information taken from the schools' internet sites, the private primary schools were built recently: Beykent College was established in 1997, Edirne College was established in 1998 and Serhat College was established in 1997. They all have quite new and highly modern buildings. They have multipurpose halls, gymnasiums, libraries, swimming pools, music rooms, art studios, information technology studios and science laboratories. English teachers of these schools are qualified to teach at every class/year level of the school curriculum. These teachers are graduates of Turkish (Atatürk University, Dokuz Eylül University, Hacettepe University, Istanbul University, Marmara University, Middle East Technical University and Selçuk University) and foreign universities (Cambridge, Oxford, Shepparton TAFE La Trobe and Yanki Kupala). These teachers have 2 to 20 years of teaching experience.

Besides English, German is also taught as a foreign language in these schools. According to the official English curricula of these schools, English is taught in two categories as main course and skills in Beykent College and Serhat College, as main course and literature in Edirne College In addition to this, the language teaching process is supported with different enjoyable learning activities such as language clubs, international projects, student exchange programs and summer schools. The English weekly teaching hours vary according to the class levels. In Beykent College, they offer 6 hours a week for the **main course** and 2 hours a week for the **skills** lesson. In Edirne College, they offer 4 hours a week for the **main course**, 3 hours a week for **Literature 1** and 2 hours a week for **Literature 2 - Speaking lessons**. In Serhat College, they offer 5 hours a week for the **main course** and 2 hours a week for the **skills** lesson.

The schools use different types of assessment methods in order to evaluate the achievements of their students during the language learning process. Standard

written, oral and listening exams are given in order to assess the students' language learning levels and achievements. They also apply international objective assessment methods in order to evaluate the success of the students in English. The recognized foreign language certificate program exams such as Cambridge Young Learners Exams (Starters, Movers and Flyers), Pre-Intermediate Level English Proficiency Tests (PLEP) and Secondary Level English Proficiency Tests (SLEP) are used for this purpose.

The WEB page* information indicates that the schools offer PLEB to their students at the 8th grade.

3.5 Data Collection Instrument

Strategy Inventory for Language Learning (SILL) which was developed by Oxford (1990) used as a data collection instrument in many researches in the field. It is used for identifying the frequency of students' language learning strategies during their language learning process. Oxford (1990) designed two versions of SILL: Version 5.1 and Version 7.1. The first version was designed while Oxford was studying with native English speakers in 1989. This inventory involves 80 items in 5 parts. It is a five-point Likert-scale.

The second inventory (Version 7.1) was developed for non-native English speakers learning English. This is an inventory containing 50 items which involves 5 parts. It is also a five- point Likert-scale.

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*http://www.beykent.k12.tr

*http://www.edirnekoleji.com

*http://www.serhatkoleji.k12.tr

In 2003, during a pilot survey, Oxford's Version 7.0 SILL was tested on the Taiwanese children by Lan (2005: 65). Then, Lan formed the Taiwanese Children's SILL Review Committee to refine Oxford's SILL. A new data collection instrument of Taiwanese Children's SILL was formed by Lan to conduct in order to measure the language learning strategies of young Taiwanese EFL learners.

In Lan's (2004) Taiwanese Children's SILL (see Appendix B), there are 5 parts containing 31 items: In part A, there are seven items which aim to identify the memory strategies of the students; In part B, there are nine items to investigate the cognitive strategies of the students: In part C, there are four items to find out compensation strategies of the students: In part D, there are five items in order to detect the metacognitive strategies of the students: In part E, there are three items to find out the affective strategies of the students: In part F, there are three items to identify the social strategies of students: Each questionnaire was accompanied with an answer sheet (see Appendix B).

In the present study, Lan's (2005) Taiwanese Children's SILL adapted to Turkish children by Karahan (2007) was used. This inventory consists of 31 items in 5 parts. The five-point Likert-scale responses are as follows.

1= Never or almost never
2= Usually not
3= Sometimes
4= Often
5= Always and almost always

3.6 Data Collection Process

After consents were taken from the Provincial Directorate of National Education of Edirne (see Appendix E) and the headmasters/headmistresses of the three private primary schools, the Turkish version of Taiwanese Children's SILL was circulated.

As explained above, Turkish Children's SILL of Karahan (2007) adapted from Lan's SILL (2005) was used as the data collection instrument. Necessary consents from Lan and Karahan were obtained prior to the use of the SILL (see Appendix D). Before conducting this inventory, the 8th grade English language teachers and students were informed about the inventory and the importance of their contributions for the success of the study. It was clearly explained to the students that this was not an examination; it was a study that needed carefully considered answers. Only one English lesson (40 minutes) was allocated for the students to answer 31 items of the Turkish SILL. The same sitting was conducted for the absentees.

3.7 Data Analysis

The quantitative data was collected through Turkish version of Strategy Inventory for Language Learning (SILL). An excel sheet was prepared to input the numerical data to SPSS. The package provides statistical measures such as, mean and standard deviation of the data series, reliability frequency, percentage analyses and tests like the T-test.

First, the Cronbach's alpha coefficient (α) was used for checking the overall reliability of the adapted SILL; then, frequency use of learning strategies by the young learners in the current study was reported according to the key of Oxford (1990). This was followed by the T-test analyses conducted in order to find out the effects of gender and proficiency level of the students on the use of language learning strategies.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter deals with the statistical analysis, the interpretation of the findings and comparison of these findings with similar studies carried out in the field. The main objectives of this study were to investigate the language learning strategies (LLS) of the Turkish young learners, the effect of gender on the LLS choices and the influence of the students' language level on the use of LLS.

To collect the data, Turkish version of Taiwanese Children's Strategy Inventory for Language learning (Taiwanese Children's SILL) (see in Appendix B) was used as the data collection instrument at three private primary schools in Edirne. Numerous calculations performed in order to analyse the data gathered.

First, the reliability of the adapted SILL was checked using Cronbach's alpha (α) coefficient. $\alpha = 0.85$ was found satisfactory. Second, the frequency use of learning strategies was reported according to the key of Oxford (1990). The mean scores which were collected from Taiwanese Children's SILL were ranged from the highest to the lowest in order to find out the ten most and the least used strategies among the 8th grade students under investigation.

Then, an overall t-test was applied in order to identify any significant differences in the use of language learning strategies between female and male students. Then five other t-test analyses were used in order to find out if there is any significant difference in the use of the different language learning strategies between female and male students.

Similarly, a t-test was used to analyse if there was any significant difference in the use of language learning strategies between successful and average students. This was followed by five other t-test analyses conducted to find out if there is a relationship between the overall strategy use and the English proficiency level of the students. Finally, the results and findings of this chapter are summarized in tables for easy access.

4.2. Analyses of the Results Relating to Research Question 1

The first objective of this study is to seek an answer to the questions, "What are the most used strategies for the 8th grade private primary school students?" and "What are the least used strategies for the 8th grade private primary school students?" The marking or the ordering key introduced by Oxford (1990) was used during the analysis of the SILL results with a scale range of 1-5 as that of the original one.

Low-Use: 1.0, 1.4 (never or almost never used) and 1.5 to 2.4 (usually not used),

Medium-Use: 2.5 to 3.4 (sometimes used)

High-Use: 3.5 to 4.4 (usually used) and 4.5 to 5.0 (almost always or always used).

The participants' responds were scored as; (1) **Never or almost never**, (2) **Usually not**, (3) **Sometimes**, (4) **Often** and (5) **Always or almost always**. Then, the

frequency analysis was performed on these scores. As a result of this calculation, the mean scores were obtained and then, were ranged according to different levels of frequency from high to low use.

The frequency of each language learning strategy use is listed below in accordance with the mean scores of the 8th grade learners in the current study.

Table 4.1 The Frequency of Memory Strategies Use

Strategy No	Strategy	Means	Comment
3	I learn new words in sentences	3.5	High-use range
1	I associate new English words with what I already know	3.3	Medium-use range
5	I review often.	3.1	Medium-use range
7	I often review newly learned vocabulary or expressions by repeatedly mouthing.	3.1	Medium-use range
6	I often review newly learned vocabulary or expressions by repeatedly writing.	2.9	Medium-use range
2	I make drawing, either in my head or on paper, to help me remember a new word.	2.7	Medium-use range
4	I use flash cards to memorize new words.	2.2	Low-use range

In Table 4.1, it is revealed that participants in the current study preferred to use memory strategies at different levels of frequency (3.5-2.2). For instance, they highly preferred to learn the new words in sentence with a mean score of 3.5. Besides this, they widely tended to associate new English words with what they had already known with a mean score of 3.3. They often ticked memory strategies such as reviewing newly learned vocabulary or expressions by repeatedly mouthing (3.1) and writing with a mean score of 2.9. They sometimes preferred to make a drawing to remember a new word with a mean score of 2.7. Although the participants claimed that they sometimes used all these memory strategies, they hardly preferred to use flashcards for remembering a new word with a mean score of 2.2.

Table 4.2 The Frequency of Cognitive Strategies Use

Strategy No	Strategy	Means	Comment
16	I try to discover grammar rules of the English language.	3.5	High-use range
10	I often watch TV in English or I listen to English tapes or CDs.	3.4	Medium-use range
8	When I speak in English, I try to imitate English-speaking people, in order to pronounce the words correctly.	3.3	Medium-use range
15	I make an effort to understand the sense of what I read or hear without translating word for word.	3.3	Medium-use range
13	I try to find opportunities outside the school to practice my English.	3.1	Medium-use range
12	I work with English computer programs.	3.1	Medium-use range
14	I find similarities in pronunciation between Turkish and English.	2.8	Medium-use range
11	I read books in English.	2.7	Medium-use range
9	I often practice English alphabet sounds.	2.3	Low-use range

According to Table 4.2, it is found that young learners in this study preferred to use cognitive strategies at different levels of frequency (3.5-2.3). As it is mentioned above, the participants highly preferred to discover grammar rules of the English language with a mean score of 3.5. Besides this highly used strategy, they claimed they widely watched TV in English or listened to English tapes with a mean score of 3.4. They often preferred to imitate English-speaking people, in order to pronounce the words correctly and they generally tended to make an effort to understand the sense of what they read or hear without translating word for word with mean scores of 3.3. In addition to this, they often marked some specific cognitive strategies such as finding opportunities outside the school to practice their English, working with English computer programs with mean scores of 3.1. Furthermore, they sometimes preferred to find similarities in pronunciation between Turkish and English with a mean score of 2.8 and they rarely tended to read books with a mean score of 2.7. Even though the young learners in the current study preferred to use these cognitive

strategies with a high and medium frequency, they claimed that they rarely practiced English alphabet sounds with a mean score of 2.3.

Table 4.3 The Frequency of Compensation Strategies Use

Strategy No	Strategy	Means	Comment
17	When I hear or read a new word in English, I try to guess the meaning by looking at the rest of the sentence.	3.6	High-use range
19	When I don't know a word in English, I ask for help.	3.5	High-use range
18	When I have trouble in making myself understood in English, I use gestures to express what I want to say.	3.5	High-use range
20	When I can't find an expression in English, I try to find another way to say what I mean	3.1	Medium-use range

Table 4.3 reveals that compensation strategies such as guessing the meaning of a new word without looking at the rest of the sentence (3.6), asking for help when the word was unknown and using gestures in order to make themselves understood were highly preferred by the participants in the current study with mean scores of 3.5. Besides these highly used compensation strategies, they often tended to find other ways to express themselves in English with a mean score of 3.1.

Table 4.4 The Frequency of Metacognitive Strategies Use

Strategy No	Strategy	Means	Comment
23	When someone speaks to me in English, I listen attentively.	3.8	High-use range
25	I analyse the errors I have made and try not to repeat them	3.8	High-use range
24	I am concerned about my progress in learning English	3.7	High-use range
22	I look for occasions to speak English.	3.1	Medium-use range
21	I organize my time to study English.	2.6	Medium-use range

In Table 4.4, it is found that the participants preferred to use metacognitive strategies at different levels of frequency (3.8-2.6). For instance, they claimed that they highly used metacognitive strategies such as listening attentively when someone speaks in English, analysing their errors in order not to repeat them (3.8) and concerning about their progress in English with a mean score of 3.7. Besides these highly used metacognitive strategies, they rarely preferred to look for occasions to speak English with a mean score of 3.1. Furthermore, they seldom tended to organize their time to study English with a mean score of 2.6.

Table 4.5 The Frequency of Affective Strategies Use

Strategy No	Strategy	Means	Comment
27	I will still encourage myself to speak English even if I am afraid to make mistakes.	3.7	High-use range
26	Whenever I am stressed by the idea of speaking English, I try to relax.	3.2	Medium-use range
28	When I succeed, I reward myself.	3.2	Medium-use range

Table 4.5 reveals that the young learners in the present study preferred to use affective strategies at different levels of frequency (3.7-3.2). For instance, it was found that they highly preferred to use affective strategies such as encouraging themselves to speak English with a mean score of 3.7. In addition to this highly used affective strategy, the participants generally tended to relax in order to speak English and they often preferred to reward themselves when they succeed with mean scores of 3.2.

Table 4.6 The Frequency of Social Strategies Use

Strategy No	Strategy	Means	Comment
29	If I don't understand what is said to me in English, I ask the person to help me by speaking slowly, repeating, or clarifying what has been said.	3.7	High-use range
31	I am interested in and willing to learn the culture of English speaking countries.	3.2	Medium-use range
30	I practice English with my parents, sibling or my classmates.	2.8	Medium-use range

In table 4.6, it is shown that social strategies such as asking for help, repeating and clarification when something wasn't understood were highly preferred by the participants with a mean score of 3.7. Besides these highly used social strategies, they often tended to learn the culture of English with a mean of 3.2 and preferred to practice English with the people around with a mean score of 2.8.

Having analysed the frequency of 8th grade students' language learning strategy preferences, the ten most and the ten least frequently used language learning strategies are ranged in the following section.

Table 4.7 The Ten Most Frequently Used Language Learning Strategies

Strategy No.	Strategy	Means	Strategy Category	Comment
23	When someone speaks to me in English, I listen attentively	3.8	Metacognitive	High-use range
25	I analyze the errors I have made and try not to repeat them	3.8	Metacognitive	High-use range
24	I am concerned about my progress in learning English	3.7	Metacognitive	High-use range
27	I will still encourage myself to speak English even if I am afraid to make mistakes.	3.7	Affective	High-use range
29	If I don't understand what is said to me in English, I ask the person to help me by speaking slowly, repeating, or clarifying what has been said	3.7	Social	High-use range
17	When I hear or read a new word in English, I try to guess the meaning by looking at the rest of the sentence	3.6	Compensation	High-use range
19	When I don't know a word in English, I ask for help	3.5	Compensation	High-use range
3	I learn new words in sentences	3.5	Memory	High-use range
18	When I have trouble making myself understood in English, I use gestures to express what I want to say	3.5	Compensation	High-use range
16	I try to discover grammar rules of the English language	3.5	Cognitive	High-use range

Table 4.7 reveals the ten most widely preferred language learning strategies by the participants in the current study. According to the mean scores of the participants, it was noticed that all the strategies were preferred by the young learners at different levels of frequency (3.8-3.5). For instance, metacognitive strategies such as listening attentively, when someone spoke in English and analysing the errors they had made in order not to repeat them (3.8) and thinking about their progress in learning English were reported as most frequently preferred language learning strategies with a mean score of 3.7.

Affective and social strategies such encouraging themselves to speak English even if they were afraid to make mistakes and asking for help and repeating when needed were the following mostly preferred language learning strategies with mean scores of 3.7. Besides these metacognitive, social and affective strategies; compensation strategies were also widely preferred by the participants in the present study. For instance, the participants claimed that they generally guessed the meaning of new words by looking at the rest of the sentence with a mean score of 3.6. They usually tended to ask for help when they had trouble with the new word and frequently preferred to use gestures to express what they wanted to say with a mean score of 3.5. In Table 4.7, it is also shown that memory and cognitive strategies such as learning new words in sentences and trying to discover grammar rules of the English language were mostly ticked by the participants with mean scores of 3.5.

In addition to the most frequently preferred language learning strategies, the ten least frequently preferred ones are also ranged under the means scores of the participants.

Table 4.8 The Ten Least Frequently Used Language Learning Strategies

Strategy No.	Strategy	Means	Strategy Category	Comment
4	I use flash cards to memorize new words	2.2	Memory	Low-use range
9	I often practice English alphabet sounds	2.3	Cognitive	Low-use range
21	I organize my time to study English.	2.6	Metacognitive	Medium-use range
11	I read books in English.	2.7	Cognitive	Medium-use range
2	I make drawing, either in my head or on paper, to help me remember a new word.	2.7	Memory	Medium-use range
30	I practice English with my parents, sibling or my classmates.	2.8	Social	Medium-use range
14	I find similarities in pronunciation between Turkish and English.	2.8	Cognitive	Medium-use range
6	I often review newly learned vocabulary or expressions by repeteatedly writing	2.9	Memory	Medium-use range
13	I try to find opportunities outside the school to practice my English.	3.1	Cognitive	Medium-use range
22	I look for occasions to speak English.	3.1	Metacognitive	Medium-use range

Table 4.8 shows the ten least frequently used language learning strategies preferred by the participants in the study. To find out these ten strategies, the mean scores of the participants were ranged according to the different level of frequency. For instance, memory strategies and cognitive strategies such as using flashcards (2.2) and practicing English alphabet sounds were found to be the least frequently used strategies with a mean score of 2.3. Besides these two memory and cognitive strategies, the participants claimed that they rarely used metacognitive strategies such organizing the time to study English with a mean score of 2.6 and they sometimes tended to look for occasions to speak English with a mean of 3.1.

In table 4.8, it is also revealed that participants sometimes preferred social strategies such as practicing English with their friends and relatives with a mean score of 2.8. They occasionally tended to use cognitive strategies such as reading English books (2.7) and finding similarities in pronunciation between Turkish and English with a mean score of 2.8. They rarely ticked the cognitive strategies such as finding opportunities outside the school to practice their English with a mean score of 3.1. In addition to this cognitive strategy, the young learners seldom preferred to use memory strategies such as making a drawing to remember a new English word with a mean score of 2.7 and reviewing newly learned vocabulary or expressions by repeatedly writing with a mean score of 2.9.

4.3 Analyses of the Results Relating to Research Question 2

4.3.1 Effect of Gender on Language Learning Strategy Preference

The second research question seeks to investigate whether there is any significant difference between male and female students on the use of language learning strategies. An independent-samples t-test was applied to discover any possible significance.

In all the analyses presented in this chapter, the level of statistical significance was accepted as p < .05. Note that p = .05 or 95 % probability the data tested is good enough to support 95 % confidence but there is still an error margin of 5 % (Büyüköztürk et al., 2008)

Table 4.9 shows the t-test results of the female and the male students in terms of their strategy uses. In all table captions N stands for **number of students**, Sd for **standart deviation**, Df for **degree of freedom**, T for **t-test value or sign value** and P for **significance (2 tailed).**

Table 4.9 Results of Independent Samples Test for the Male and Female Participants' Overall Strategy Use.

Gender	N	Mean	Sd	Df	T	P
Female	51	104,784	15,440	109	0,900	0,005
Male	60	95,800	17,120			

In table 4.9, the significant value (t) is 0,900 which was greater than 0, 05 so variances are accepted to be equal and testing the hypothesis by using this test is possible.

As it is revealed in the table 4.9, the mean of females (M=104, 78) is higher than the mean of males (M=95, 80). This shows that there is a significant difference between the males and females in terms of overall strategy use [$t_{(109)}$=0,900, p<.05]. All these analyses indicate that females, on average, prefer to use more language learning strategies than males do.

4.3.1.1 Gender and Memory Strategy Preference

Table 4.10 Results of the Independent Samples Test for the Male and Female Participants' Memory Strategy Use

Gender	N	Mean	Sd	Df	T	P
Female	51	21,451	4,606	109	0,676	0,500
Male	60	20,850	4,718			

The t-test on the use of memory strategies are shown in Table 4.10. In statistical terms, the mean values of female students (M = 21, 45) and male students (M = 20, 85) are almost the same. So, no significant difference is observed between female and male students in terms of their memory strategy uses [$t_{(109)}$=0,676, p>.05].

4.3.1.2 Gender and Cognitive Strategy Preference

Table 4.11 Results of the Independent Samples Test for the Male and Female Participants' Cognitive Strategy Use

Gender	N	Mean	Sd	Df	T	P
Female	51	29,039	6,190	109	0,624	0,065
Male	60	26,900	5,867			

Table 4.11 illustrates the t-test results for the use of the cognitive strategies during language learning process. The female students have a mean of 29,039 and males have a mean of 26,90. The t-test results show that, there isn't any significant difference between the male and female students on the use of cognitive strategies [$t_{(109)}$=0,624, p>.05].

4.3.1.3 Gender and Compensation Strategy Preference

Table 4.12 Results of the Independent Samples Test for the Male and Female
Participants' Compensation Strategy Use

Gender	N	Mean	Sd	Df	T	P
Female	51	14,784	3,226	109	2,585	0,011
Male	60	13,166	3,335			

Table 4.12 shows the t-test results for the preference of compensation strategy.
According to the results of this test, females have a mean of 14,784 and males have a
mean of 13,166. All these analyses reveal that a significant difference is observed
between females and males in the use of compensation strategies [$t_{(109)}$=2,585,
p<.05]. Moreover, females, on average, prefer to use more compensation strategies
than males do.

4.3.1.4 Gender and Metacognitive Strategy Preference

Table 4.13 Results of the Independent Samples Test for the Male and Female
Participants' Metacognitive Strategy Use

Gender	N	Mean	Sd	Df	T	P
Female	51	18,176	3,362	109	2,700	0,008
Male	60	16,216	4,154			

Table 4.13 shows the t-test results for the preferences of metacognitive strategies
during language learning. In statistical terms, the mean of female students is 18, 176
and the mean of males is 16,216. This shows that there is a statistically significant
difference between females and males in the use of metacognitive strategies
[$t_{(109)}$=2,700, p<.05]. And females, on average, prefer to use more metacognitive
strategies than males do.

4.3.1.5 Gender and Affective Strategy Preference

Table 4.14 Results of the Independent Samples Test for the Male and Female Participants' Affective Strategy Use

Gender	N	Mean	Sd	Df	T	p
Female	51	10,627	2,584	109	1,794	0,076
Male	60	9,716	2,731			

Table 4.14 shows the t-test results on the use of affective strategies. In statistical terms, the mean gender score of female students is 10,627 and 9, 716 of male students. No significant difference is observed between female and male students in terms of their affective strategy uses [$t_{(109)}$=1,794, p>.05].

4.3.1.6 Gender and Social Strategy Preference

Table 4.15 Results of the Independent Samples Test for the Male and Female Participants' Social Strategy Use

Gender	N	Mean	Sd	Df	T	P
Female	51	10,705	2,571	109	0,984	0,001
Male	60	8,950	2,619			

Table 4.15 shows the t-test results for the use of social strategies during language learning. In statistical terms, the mean of female students is 10,705 and the mean of males is 8,950. So, it can be concluded that there is a statistically significant difference between females and males in the use of social strategies [$t_{(109)}$=0,984, p<.05]. And females, on average, prefer to use more social strategies than males do.

4.4. Analyses of Results Relating to Research Question 3

4.4.1 The Correlation between Achievement and Strategy Preferences

The third research question of the current study seeks an answer whether there is any significant difference between overall language learning strategy preferences of the participants and their achievements in English lessons. The mid-term assessments of English were taken from the school administration records. Then grades were divided into two groups from the average to successful. The score range of the successful group was identified between 70 and 100; whereas the score range of the average group was between 55 and 69.99. There was no score below 55.

After determining the groups, a t-test was applied to the grouped scores to see if there was a significant difference between successful and average students in terms of their strategy use.

Table 4.16 Results of the Independent Samples Test for Successful and Average Students' Overall Strategy Use

Achievement	N	Mean	Sd	Df	T	p
Successful	78	100,089	18,316	109	0,076	0,878
Avarage	33	99,545	13,228			

T-test is used to determine the homogeneity of the variance between the successful and average students. According to this test, the significant value is t= 0.076 which is greater than 0.05, so variances is accepted to be equal and testing the hypothesis by using this test is possible.

Table 4.16 also reveals that the mean values for successful students (M = 100,089) are only slightly higher than the scores of the average (M = 99.545) students. This shows that no significant difference is observed between successful and average students in terms of overall strategy use [$t_{(109)}$=0,076, p>.05].

4.4.1.1 Achievement and Memory Strategy Preference

Table 4.17 Results of the Independent Samples Test for Successful and Average Students' Memory Strategy Use

Achievement	N	Mean	Sd	Df	T	p
Successful	78	21,166	4,502	109	0,140	0,889
Average	33	21,030	5,071			

Table 4.17 illustrates the t-test results in the use of memory strategies. In statistical terms, the mean values of the successful (M = 21,166) and the average students (21,030) are almost the same with very close standard deviations. This shows that no significant difference is observed between successful and average students in terms of their memory strategy uses [$t_{(109)}$=0,140, p>.05].

4.4.1.2 Achievement and Cognitive Strategy Preference

Table 4.18 Results of the Independent Samples Test for Successful and Average Students' Cognitive Strategy Use

Achievement	N	Mean	Sd	df	T	p
Successful	78	28,615	6,275	109	1,975	0,051
Average	33	26,151	5,304			

As seen in Table 4.18 the mean value of successful students (M = 28,615) is higher than the mean of the average students (M = 26,151). No significant difference is observed between successful and average students in terms of their cognitive strategy uses [$t_{(109)}$=1,975, p>.05].

4.4.1.3 Achievement and Compensation Strategies

Table 4.19 Results of the Independent Samples Test for Successful and Average Students' Compensation Strategy Use

Achievement	N	Mean	Sd	df	T	p
Successful	78	13,641	3,563	109	1,296	0,198
Average	33	14,545	2,807			

The achievement and compensation strategies preferences are summarized in Table 4.19 with the t-test results. The mean value of successful students (M = 13,641) is lower than the mean of the average students (M = 14,545). So, no significant difference is observed between successful and average students in terms of their compensation strategy preference [$t_{(109)}$=1,296, p>.05].

4.3.1.4 Achievement and Metacognitive Strategy Preference

Table 4.20 Results of the Independent Samples Test for Successful and Average Students' Metacognitive Strategy Use

Achievement	N	Mean	Sd	df	T	p
Successful	78	17,000	4,254	109	0,482	0,631
Average	33	17,393	3,020			

As can be seen from Table 4.20, the mean value of successful students (M = 17,0) is almost the same as the mean of the average students (M = 17,393). This shows that no statistically significant difference is observed between successful and average students in terms of their metacognitive strategy uses [$t_{(109)}$=0,482, p>.05].

4.4.1.5 Achievement and Affective Strategy Preference

Table 4.21 Results of the Independent Samples Test for Successful and Average Students' Affective Strategy Use

Achievement	N	Mean	Sd	Df	T	p
Successful	78	10,089	2,783	109	0,272	0,786
Average	33	10,242	2,500			

Table 4.21 reveals the t-test results for the achievement and affective strategy preference. The mean value of successful students (M = 10,089) is almost the same as the mean of the average students (M = 10,242). No significant difference is observed between successful and average students in terms of their metacognitive strategy uses [$t_{(109)}$=0,272, p>.05].

4.4.1.6 Achievement and Social Strategies

Table 4.22 Results of the Independent Samples Test for Successful and Average Students' Social Strategy Use

Achievement	N	Mean	Sd	Df	T	p
Successful	78	9,576	2,737	109	1,067	0,288
Average	33	10,181	2,709			

Table 4.22 shows that the mean value of successful students (M = 9,576) is almost the same as the mean of the average students (M = 10,181). There is not any significant difference between successful and average students in terms of their social strategy uses [$t_{(109)}$=1,067, p>.05].

To sum up this section, according to the analyses of direct and indirect strategies, no significant superiority in the use of language learning strategies was found between the successful and average students.

In this study, 8th grade students' language learning strategy preferences were initially investigated. A frequency analysis was performed in order to find out the frequency use of language learning strategies among young learners. The result of this analysis revealed that as the learners had difficulty in memorizing and remembering the new words, they created lots of memory strategies. For instance, they usually preferred to learn the new words in the sentence so that they could not only easily remember the new words but also could learn the usage of these words in sentences. The participants of the study frequently tended to associate new English words with what they had already known, so they could easily remember the new words without spending too much effort. In addition to these strategies, they claimed that they often reviewed newly learned vocabulary or expressions by mounting and writing, so they easily kept the words in mind and discovered some connections among words.

The visual materials are very crucial to help the learners memorize and remember the new words (Brewster et al., 2002). But, the participants in this study seldom preferred to use visuals such as drawings and flashcards to memorize and remember a new word.

In the study, it was also found that the young learners developed some language learning strategies which affected their cognitive skills positively. For instance, they

usually preferred to discover the grammar rules by themselves rather than waiting for transmission of information. They generally tended to watch TV in English or listen to English tapes or CDs. in order to create awareness towards the target language. They often preferred to understand the general sense of what they read or heard without translating word for word so they not only developed their comprehension abilities but also improved their guessing skills.

Pronunciation is an important language component in the language learning process. Brewster et al. (2002) state that "Children's pronunciation will only be as good as the models they hear and their main model may only be the teacher" who has native- speaker like pronunciation. As the participants in this study had native English teachers in their schools, they generally preferred to imitate them while they were pronouncing the words.

Finding opportunities outside the school to practice English is one of the influential ways to learn the target language. As it is known, the more you use the language, the better you learn it. The private schools generally organize some out of school activities such as trips to foreign schools, connecting with other foreign school students via internet and student exchange programs. As the participants in the current study had a chance to join these activities, they often preferred to use these out of school activities to practice their English.

Using technology has serious contributions to language learning process. It reinforces the classroom-based learning and help learners to carry out a purposeful and productive language learning process. A number of technological equipment such as videos, tapes, computers, CD-ROMs and internet are used (Brewster et al., 2002). In this study, participants often tended to work with English computer programs so they had an opportunity to learn the language permanently in a visually supported language learning environment.

Some specific cognitive strategies such as reading English books and finding similarities in pronunciation between Turkish and English were rarely preferred by the participants. Although these strategies help young learners to understand the language by correlating with L1 and develop their guessing, interpreting and comprehension skills, they were seldom preferred by the young learners.

The participants of the study hardly preferred to practice English alphabet sounds, which was much of a surprise since practising the target language alphabet sounds, letters and phonetic studies are generally very essential for learning literacy and developing phonological awareness.

Compensation strategies such as guessing the meaning of a new word by looking at the rest of the sentence were widely preferred by the young learners in the study. For instance, if a child doesn't know the meaning of the word of **omelette**, she will look at the whole sentence "I have some eggs so I can make an **omelette**" and guesses the meaning of this unknown word by correlating with contextual clues and other words in the sentence such as eggs and make.

Gestures have an important role in language learning. They usually reinforce the message conveyed in speech (Goldin-Meadow et al., 1999). The participants of the study sometimes preferred to use gestures to express what they wanted to say in order to make themselves understood in English.

The second compensation strategy was to ask for help in a conversation, when they did not know a word in English For instance, if a student doesn't know the word **mutfak** in English, she will ask "How do you say **mutfak** in English?" And her teacher replies "kitchen". In addition to this, they claimed that they often tried to find other ways to say what they mean when they couldn't find an expression in English. To do so, they generally use a circumlocution and synonym to express the same thing (Oxford, 1990). For instance, if a child doesn't know the word **tiger** she

can use the words or phrases that she has already known like **big cat** (big cat for the word tiger).

In the study, metacognitive strategies was found to be one of the most frequently preferred language learning strategies which had similar results with recent studies. In the current study, participants preferred to listen attentively, when someone spoke to them in English. Listening is an "active process requiring the same skills of prediction, hypothesizing, checking, revising" (Ronald and Roskelly, 1985:5). When the learners focus on what they are listening to, they can understand the main point of the conversation easily, they can make good predictions and they can express themselves more accurately and easily.

The participants usually tended to analyse their errors in order not to repeat them. They generally preferred to benefit from their errors. For instance, "Overgeneralization from a native language rule, or inappropriate verbatim translation, helps learners understand more about the new language or about their own use of learning strategies" (Oxford:1990: 161). Likewise, the participants tried to find the causes of their errors in order to learn something from them.

The young learners in this study claimed that they were generally concerned about their progress in learning English. Language learners generally use lots of tools such as diaries, checklists or journals to evaluate their progress (Oxford, 1990). For instance, they can use the check list in order to find out **"How much they learned?"**, **"What they understood?"**, **"How many mistakes they made?"**, **"How much progress they have made?"**, **"In what ways?"** In addition to this metacognitive strategy, they usually tended to look for occasions to speak English and organize their time to study English. If a learner is eager to learn the target language, s/he makes use of every opportunity s/he has in order to speak English and s/he spends so much extra time for practising the target language.

Social strategies were found to be the most commonly preferred by participants of the study. The learners usually tended to relax by progressive relaxation and taking deep breaths and encouraged themselves to speak English even if they were afraid to make mistakes. If a language learner has a positive attitude toward the target language, she will lower her anxiety; will keep her spirit up in order to practice English (Oxford, 1990). For instance, a learner who builds self-confidence through self-encouragement says confidently to herself before the exam **"I am sure, I can pass this examination although I make some mistakes"**. And when she gets a good grade from the examination, she rewards herself and says **"I did a good job"**.

The participants of the study claimed that they often rewarded themselves when they succeeded. Although the learners want to be rewarded externally with praises coming from their parents and their teachers, the best kind of reward is the one from the learners themselves (Oxford, 1990). For instance, when a learner passes an exam, he can reward himself by playing computer games, by going to the cinema, by eating a big hamburger or pizza and he can also reward himself by honouring **"I am uniquely suited to do this"**, **"I am proud of myself"**.

In this study, social strategies were found to be widely preferred by the young learners. When the participants didn't understand what was said to them in English, they usually tended to ask for help, clarification and repetition so they ensured that what they understood was correct. In addition to this, they were generally interested in the culture of the English speaking countries.

The participants of the study were found to be generally interested in and willing to learn the culture of the English speaking countries. Culture plays an irreplaceable and important role in the foreign language education. Young learners generally prefer to link language and culture closely since "culture is an integral part of language learning" (Liu, 2009: 18).

The students of the present study sometimes preferred to practice English with their parents, siblings or their classmates. Regularly practising English helps learners to take specific steps to learn the target language affectively. For instance; if a learner practices the target language with her classmates during the lesson or with their parents and siblings at home, they can familiarize with the target language and can understand the language more easily.

Secondly, by examining the general language learning strategy preferences of the young learners in the study, the ten most frequently and the ten least frequently used language learning strategies by the young Turkish EFL learners were ranged from a high to low use. One of the most interesting finding was that three metacognitive strategies such as **listening attentively, analysing errors and concerning about their own progress** and three compensation strategies such as **guessing the meaning, asking for help and using gestures** were widely preferred by the young learners in the current study. These strategies show that the learners are actively involved in their language learning processes. On the other hand, cognitive strategies such as **practising English alphabet sounds** and memory strategies such as **using flashcards in order to memorize the new words were** rarely preferred by the young learners. These strategies show that learners don't prefer to waste their time on memorization; they want to be more productive users of the target language. What is interesting is that the young learners hardly preferred to practise English alphabet sounds although these sounds are important for making up words and recognizing them.

Besides the investigation of 8th grade students' language learning strategy preferences, the effect of gender and the level of the participants in language learning strategy use were additively examined. According to the results of the investigations, it was found that females preferred to use more language learning strategies than males did [$t_{(109)}$=0.900, p<.05]. It was also found that female young learners in the study highly preferred to use some specific language learning strategies such as **listening attentively when someone speaks in English, looking for occasion to**

speak English and concerning about their progress in learning English. Besides these specific metacognitive strategies, the female young learners also tended to **use some specific compensation strategies such as using gestures to express what to say.** When it comes to social strategies, they claimed that they frequently **asked for help, clarification and repetition when they didn't understand what was said to them in English.** They widely **tended to practice English with their parents and** they often preferred **to learn the culture of English speaking countries.**

The influence of achievement on the use of language learning strategies was also investigated. To do so, participants of this study were divided into two groups as "successful" and "average" Answers of these two groups revealed that no significant difference between successful and average learners were found in the use of language learning strategies [$t_{(109)}$=0,076, p>.05], which was not of a surprise since the levels of these two groups were similar.

4.5 Discussion of Findings

In this section, the findings of the current study were discussed consistent with the previous researches on language learning strategies. To do this, the findings obtained from the research questions such as "What are the specific language learning strategies preferred by the 8th grade EFL students?", "Is there any significant difference in the preferences of language learning strategies used by male and female students?" and "Is there a significant difference in the preferences of language learning strategies used by successful and average students?" were summarized and compared with the recent studies.

Metacognitive strategies were found to be the most frequently preferred language learning strategies by the young learners in the current study. For instance, they claimed that they frequently **listened attentively when someone spoke in English.** They usually preferred **to analyse their errors in order not to repeat them** and

they widely tended to **concern about the progress in English,** Beside these metacognitive strategies, compensation strategies such as **guessing the meaning of words by looking at the rest of the sentence, asking for help when the word is unknown, using gestures to express what they want to say when having trouble making in themselves understood in English** were found to be the following highly preferred language learning strategies by the participants.

Social strategies were also commonly preferred language learning strategies by the participants. For instance, they claimed that they frequently **encouraged themselves to speak English even if they were afraid to make mistakes.** In addition to this social strategy, the participants also widely preferred to use cognitive strategies such as **trying to discover grammar rules of the English language and affective strategies such as asking for help repetition, or clarification.**

Contrary to these frequently preferred strategies, young learners in the present study hardly ticked the memory strategies such as **using flashcards.** They rarely preferred to **make drawings in order to remember a new word** and they seldom tended to **review newly learned vocabulary or expressions by repeatedly writing.** In addition to memory strategies, the participants hardly preferred cognitive strategies such as **practising English alphabet sounds.** They claimed that they sometimes **read English books.** They rarely tended to **find similarities in pronunciation between Turkish and English** and they seldom preferred to **find opportunities outside the school to practice English.**

The findings of this study were consistent with the findings of previous studies. In Boutier-Castaing (1977), cited in Lan and Oxford, (2003), cognitive strategies such as error avoiding, overgeneralization of linguistic rules were reported as frequently used strategies among the children learning French as a second language. Hopper (1972) expanded on this fact and said that young learners try to discover grammar

rules with unsuccessful overgeneralization. In another study, Wong Fillmore (1985) indicated that learners frequently encourage themselves to speak English with native English speakers even if they have imperfect English skills and this shows that they affectively use their social strategies.

As it was also identified in the current study, Chamot and El-Dinary (1999:331) found in their study that children are able to express their thinking and learning process in detail, and this indicates that "metacognitive awareness begins at quite an early stage". Moreover, Yang (1992); Chen (2001), cited in Lan, (2005), found that compensation strategies were found to be the most frequently used strategies by the young learners whereas memory strategies were found to be the least frequently used ones.

Similarly, Karahan (2007) carried out a study among 120 4th grade students in Şişli Mahmut Şevket Paşa Primary School. In his study, he found that compensation strategies (with 90,83 %), metacognitive strategies (with 89,17 %) and social strategies (with 82,50 %) were the most frequently used by the participants of his study, however; cognitive strategies (with 62,50 %) and memory strategies (with 35,83 %) were the least frequently used ones.

Fleming and Walls (1998) conducted a study which had similarities and differences with the current study. In their study, they found that young learners more frequently applied metacognitive strategies such as planning. Contrary to the current study, they found that those young learners used cognitive strategies more frequently in order to understand and use the target language.

Another research question of the study seeks to an answer whether there is a significant difference in the number of language learning strategies used by the male and female students. The finding of the study revealed that there was a significant difference between the male and female students in terms of their language learning

strategy use. According to the t- test results which were discussed in data analyses part (in chapter 4) in detail, females employed more language learning strategies than males did.

Consistent with the findings of the current study, in majority of studies in the field, females were reported as applying far more language learning strategies than males did (Oxford and Nyikos, 1989; Oxford, 1993; Green and Oxford, 1995; Zoubir, Shaw, & Oxford, 1995; Dreyer, C. & Oxford, R. 1996; Chang, 2003, cited in Lan, 2005; Chen 2005; Lan, 2005). In addition to these studies; in many studies it was also found that especially social-based strategies were most frequently applied by females (Ehrman and Oxford, 1989; Politzer, 1983; Mohamed Amin, 2000). Besides these social-based strategies, metacognitive and compensation strategies were also identified to be more frequently preferred by the females in the current study.

The results of the current study were not consistent with several other studies which indicated that male learners applied language learning strategies more frequently than females did. For instance; Tran (1988) found that Vietnamese male immigrants applied more strategies than females. Wharton (2000) researched into 678 university students who were learning Japanese and French in Singapore. And unexpectedly found that male students frequently applied language learning strategies (LLS). Zamri (2004), cited in Kamarul Shukri Mat Teh et al., (2009), carried out a study in Malaysia and identified that male students applied strategies more frequently than female ones. Similar to these studies, Tercanlıoğlu (2004) also found the same result and she concluded that "A possible explanation for this result may be that in the male-dominated Turkish society female students may have lower self-esteem in reporting the strategy they use" (p.190). Moreover, there were also some studies which failed to find any relation between females and males in the use of LLS use (Chang, 1990; Chou, 2002; cited in Kamural Shukri Mat Teh et al., 2009).

The last research question asked whether there was a significant difference among the 8th grade EFL students in the use of language learning strategies with regard to their degree of success, seeking to prove that successful students used more strategies than average ones. Follow up the t- test result revealed that there wasn't any significant difference between the successful students and the average students in terms of their language learning strategy preferences.

Unlike the current study, most of the research report that there is a significant relation between strategy use and L2 achievement. For instance, Dreyer and Oxford (1996) identified a high relation between language proficiency and strategy use among Afrikaans. Sheorey (1999) carried out a study among a group of Indian college students learning English as a second language and found that students with high English proficiency tended to apply strategies more often. Kayad (1999) worked with the university undergraduates in Malaysia to find a correlation between language learning strategies preferences of the students and their proficiency level. And indicated students' proficiency levels affected their language learning strategy preferences. Bruen (2001) conducted a study among 100 Irish college students and found that the students with higher proficiency applied language learning strategies more frequently. Gan, Humphrey, and Hamp-Lyons (2004) worked with successful and unsuccessful EFL learners in China and found that successful students apply more language learning strategies than unsuccessful ones. Similarly, Lan and Oxford (2003) examined language learning strategy preferences of 6th grades Taiwanese EFL learners and found that students with a low proficiency level applied fewer strategies than the students of medium and high proficiency level. Moreover, the students of medium level used fewer strategies than the students of higher level.

In contrast to these studies, Nisbet, Tindel and Arroya (2005) found minimal correlation between language learning strategy preferences of the students and their proficiency level when the researchers measured the students' Test of English as a Foreign Language (TOEFL) scores and reported that only metacognitive strategy

was found to be correlated with the students' test score. Furthermore, many researchers as (Green and Oxford, 1995; Sarjit Kaur and Salasiah, 1998) stated that during the learning process the less proficient learners preferred to use more affective, compensation and metacognitive strategies as these strategies did not require much knowledge.

To sum up, the current study revealed that metacognitive strategies, compensation strategies, social strategies and affective strategies were highly preferred by the participants of the study, whereas cognitive and memory strategies were found to be the least preferred ones. Moreover, this study indicated that females applied language learning strategies more often than males did. Lastly, depending on the findings of the study, no significant relation was found between the successful and average students in terms of their language learning strategy use.

CHAPTER 5

CONCLUSION

5.1 Summary

This study aims to investigate the language learning strategies (LLS) applied by
8th grade EFL learners (13-14 years old). Three private primary schools in Edirne
are selected. Language learning strategy preferences of the young learners are
initially examined. The effects of gender and proficiency levels on the strategy use
are also in the core of this study. 111 students from three colleges offering mixed
education are grouped as successful and average according to their scores during the
first term English language lessons.

The Turkish version of SILL by Karahan (2007) adapted from Taiwanese
Children's SILL (Lan, 2005) has been circulated. The adopted SILL is used to avoid
the possible language shortcomings of the participants. The SILL has 31 items in 6
main strategy groups which are aimed to measure a specific type of LLS, namely,
memory strategies, cognitive strategies, compensation strategies, metacognitive
strategies, social strategies and affective strategies. The study is quantitative in
nature. The collected data was analysed through the Statistical Package for the Social
Sciences (SPSS) 17. In order to analyse the collected data, several statistical
procedures such as frequency analysis and t-test were performed.

Following this, an overall evaluation of the six groups of language learning
strategies and their subscales were conducted. The result of this evaluation reveals
that young learners highly prefer to use metacognitive, compensation, social and

affective strategies. In addition to this, they rarely use memory and cognitive strategies.

The participants in the current study commonly use metacognitive strategies such as **listening attentively when someone speaks to them in English, analysing their errors in order not to do it again** and **concerning about their progress.** Besides these specific metacognitive strategies, they also highly prefer to use compensation strategies. For instance, the results show that they highly **guess the meaning by looking at the rest of the sentence** and they frequently **ask for help when they don't know a word in English.** Furthermore, the results reveal that **they widely use gestures to express themselves.**

Social and affective strategies are highly preferred by the participants of the study. The data analyses show that they widely **encourage themselves to speak English even if they are afraid to make mistakes.** In addition to this social strategy, affective strategies are also highly preferred by the young learners For instance, they claim that they usually **ask for help, clarification and repetition if they don't understand what is said to them in English.**

In general, memory and cognitive strategies are found to be rarely preferred, yet, some specific sub strategies are frequently preferred. For instance; the young learners usually **prefer to learn the new words in a sentence** or they frequently **discover grammar rules of the English language** whereas they rarely **review newly learned vocabulary or expressions by repeatedly mouthing and writing** or they seldom **find similarities in pronunciation between Turkish and English.**

In the study, it is also found that participants hardly use flashcards to memorize the new words. Besides this memory strategy, they seldom prefer to use cognitive strategies such as practicing English alphabet sounds.

The effects of gender on the use of language learning strategies are additively investigated in the current study. It is found that **females tend to use more language learning strategies than males do.** In addition to this fact, it is also found that female young learners in the current study highly prefer to **listen attentively when someone speaks in English.** They frequently prefer to **look for occasions to speak English** and they claim that they are usually **concerned about their progress in learning English.** Beside these metacognitive strategies, the participants claim that they commonly use compensation strategies such as **using gestures to express what to say.**

Social strategies are also frequently preferred by the female young learners of the study, For instance; they regularly tend to **ask for help, clarification and repetition when they don't understand what is said to them in English. They usually prefer to practice** English with their parents and they frequently tend to **learn the culture of the English speaking countries.**

The influence of the proficiency level on the use of language learning strategies is also investigated. In the light of the findings, **no significant difference is found between the successful and the average learners in the use of language learning strategies.** That is not of a surprise as the levels of these two groups are nearly similar.

5.2 Suggestions

5.2.1 Suggestions Based on the Findings of the Study

On the grounds of the results of the study, several suggestions are recommended for further research in order to improve the use of language learning strategies by the young learners.

In the study, memory and compensation strategies are found to be the least frequently preferred language learning strategies. Some specific innovations in the use of these strategies can be made in order to develop the preference of these strategies. For instance, it will be effective if the new words are guessed from the context or are learned from word cards. Beside this, sematic mapping, word charts and word maps are suggested to be used in order to organize, construct and remember the new words. Dictionary use should also be stimulated as it helps learners to find the common underlying meaning of the words and to relate them to already known words. In addition to this, dictionaries also help their users to fix the word forms in memory, and gain some wider knowledge of their use (I.S.P Nation, 2008).

Language learning activities play an important role in developing LLS. In order to improve the use of memory strategies, language learning activities which require strong memory connections such as **vocabulary networks**, **guess the words**, **odd words out** and **picture dictation** should be devised during the language learning process.

Reviewing newly learned vocabulary or expressions by repeatedly writing and mounting are found to be used occasionally by the young learners in the current study since these memory strategies prompt the learners to rote-learning. In order to develop these sub-strategies, it is suggested that sub-strategies are enriched with some specific language learning and teaching techniques such as vocabulary games, songs and rhymes.

Besides memory strategies, cognitive strategies are also found to be rarely used by the young learners. In order to enrich the use of these strategies, **visual and audio-lingual** materials that "have positive contributions to **language learning**" should commonly be used during the language learning process. (Çakır, 2006:67). In addition to this, teachers should encourage their learners to read books in the target language and work with English computer programs. Furthermore, it will also be

more purposeful if the teachers encourage their learners to predict the general meaning to check whether the learners expectations match with the reality or not and to discover the grammar rules of the target language.

When the sub-strategies of the language learning strategies are concerned, memory strategies such as **using flash cards in order to memorize the new words are found to be the least frequently preferred by the young learners.** In order to raise the preferences of this strategy, it will be useful if young learners get actively involved in the preparation process of flash cards or other visual materials. In addition to this, it is also found that **young learners hardly practiced English alphabet sounds**. Although alphabet sounds are essential for learning literacy and phonetics, the participants do not prefer to use cognitive strategies. This suggests that, teachers should prepare a range of interactive activities such as word puzzles, phonetic activities (listening the sequence of sounds, Clapping names, Two sound words) in order to develop the literacy and phonological awareness in young learners.

Besides these less frequently used strategies, it is also found that the participants of the study **sometimes organize their time to study English** and rarely **look for occasion to speak English**. In order to develop these two metacognitive strategies, it is recommendable that the young learners are let off in order to prepare their own study-related plans and to build their own time management. In addition to this, they should be encouraged with a reward each time when they speak English.

The study found that the young learners **rarely read books**. This is because of the fact that these learners' self-reading skills may not have developed. For this reason teachers should encourage their students to read books in the target language and help them in their book selection. In addition to this sub- strategy, the participants sometimes **find similarities in pronunciation between Turkish and English** and they **seldom find opportunities outside of school to practice their English**. In order to develop these three cognitive strategies, it is advisable that the young

learners are encouraged to read English books. Beside this, teachers should prepare some activities which help learners to discover the similarities between L1 and L2 and it is suggested that out of school organizations should be structured in order to provide learners with opportunities for practising their English.

Memory strategies such as **drawing to remember a new word, reviewing newly learned vocabulary or expressions by repeatedly writing and practicing English with friends and relatives are less frequently preferred by the participants of the study.** In order to improve these strategies, it will be more supportive if more interactive activities are selected for memorizing and remembering the new words. More affective techniques are also suggested for reviewing newly learned vocabulary.

The study also reveals that the participants rarely prefer to use affective strategies such as **practicing English with their parents and classmates**. In order to improve this strategy, it is advised that more playful learning environment should be designed for practising English.

5.2.2 Suggestions Concerning Strategy Training on Students in Language Classrooms

On the basis of the results of the study, several suggestions are recommended for further research in order to better investigate the use of language learning strategies among the young learners in language classrooms.

It is highly recommended that the learners should be encouraged to use all the language learning strategies more frequently during the language learning process. In addition to this, the least frequently preferred strategies (memory and cognitive strategies) by the participants of the study should be in the core of classroom strategy training program.

Teachers have an important role in the language learning process. They should be aware of what language learning strategies their students prefer to use and accordingly they should deliver strategy instruction to their students as an important part of the foreign language curriculum. In addition to this, they should integrate strategies into everyday classroom activities and materials considering their students LLS selections (Cohen, 1998).

Language learning environment should be carefully designed in order to stimulate learners' natural interest towards language learning. Teachers should create a rich English language environment in order to encourage their students to use potentially useful strategies during their language learning process.

"Textbooks are key components in important language programs" (Richard, 2001:1). Teachers should analyse textbooks in order to find out if they include language learning strategies and their instruction. Experienced language teachers are supposed to supplement teaching materials if textbooks do not include any strategy items.

Peer-tutoring approach to strategies training is inexpensive and easy to organize, although in terms of strategy training itself, few students have the background necessary to provide each other with suggestion for systematic strategy use (Cohen, 1998: 79). So, peer tutoring could be more effective if the students are trained on the use of language learning strategies.

Strategy training programs are not offered only to the students. Teachers also should be trained in order to deliver strategy instruction in the classroom. For this reason, strategy-training programs should be given a place in the curriculum. In addition to this, in service-teachers should be trained about strategy use via some seminars, conferences and workshops.

5.2.3 Suggestions for Further Research

In the light of the study, the following suggestions can be recommended for further research in the use of language learning strategies in the field.

This study is carried out at private primary schools on the same grade students (8th grade). Further work is needed to include other grades and schools including the state schools possibly on a large number of students.

Language learning strategy preferences of young learners are investigated in the study. Further studies could be conducted on young learners on the use of LLS. Possible similarities and differences between young learners and adults on the use of language learning strategy should also be examined.

This study is restricted to the 8th grade students coming from the same cultural background. Future studies should be carried out on the learners with different cultural backgrounds. Moreover, the effect of the culture on the use of language learning strategies should be investigated.

In the study, the data are collected by the Turkish version of Taiwanese Children's SILL. Multiple data collection instruments including observations, interviews and diary keeping could be used to investigate LLS more effectively.

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APPENDICES

APPENDIX A: Data Collection Instruments

TÜRK ÇOCUKLARIN YABANCI DİL ÖĞRENME STRATEJİLERİNİ BELİRLEME ÖLÇEĞİ

Talimatlar: Lütfen aşağıdaki tüm maddeleri cevaplandırınız. Her bir ifadeyi okuduktan sonra her bir ifade için cevap seçiniz.

1. Hiç ya da hemen hemen hiç
2. Genellikle değil
3. Bazen
4. Sık sık
5. Her zaman ya da hemen hemen her zaman

Örnek İfade: İngilizce konuşmak için okul dışında fırsatlar bulmaya çalışırım
Cevap _4_

Not: Aşağıda yazılı olan maddelere verilecek yanlış cevap yoktur. Amacım sadece sizin İngilizceyi nasıl öğrendiğinizi anlamaktır.

Bölüm A

1- Öğrendiğim yeni kelimelerle daha önceden öğrenmiş olduğum kelimeler arasında bağlantı kurarım. (Örneğin, 'Bilgisayar' kelimesini öğrendiğimde, bu kelimeyi daha önceden bilgisayarla ilgili öğrenmiş olduğum kelimelerle ilişkilendiririm.)

2- Yeni bir kelimeyi hatırlamam için ya kafamda ya da kâğıt üzerinde çizim yaparım. (Örneğin, bisiklet kelimesini öğrendiğimde, kafamda bir bisiklet resmi çizerim.)

3- Yeni kelimeleri cümle içinde öğrenirim.

4- Yeni kelimeleri ezberlemek için flashcard'lar kullanırım.

5- Sürekli tekrar yaparım.

6- Yeni öğrendiğim kelime veya ifadeleri tekrar tekrar yazarak sık sık gözden geçiririm.

7- Yeni öğrendiğim kelime veya ifadeleri sürekli söyleyerek sık sık tekrarlarım.

Bölüm B

8- İngilizce konuştuğum zaman, kelimeleri doğru seslendirmek için İngilizce konuşan insanları taklit etmeye çalışırım.

9- Sık sık İngiliz alfabesindeki sesleri çalışırım.

10- Sık sık İngilizce yayın yapan TV kanallarını izlerim ya da İngilizce kasetler ve CD'ler dinlerim.

11- İngilizce kitaplar okurum (Örneğin: İngilizce Hikâye kitapları.).

12- İngilizce bilgisayar programları ile çalışırım.

13- İngilizcemi geliştirmek için okul dışında fırsatlar bulmaya çalışırım.

14- Türkçe ve İngilizce arasında sesletim konusunda benzerlikler bulurum.

15- Okuduğum bir metnin veya duyduğum bir metnin özünü kelimesi kelimesine çevirmeden anlamaya çalışırım.

16- İngilizce dilinin dilbilgisi kurallarını keşfetmeye çalışırım. Örneğin, tekil için "is" çoğul için "are" kullanma gibi.

Bölüm C

17- İngilizce yeni bir kelime duyduğumda ya da okuduğumda, kelimenin anlamını cümlenin kalanından tahmin etmeye çalışırım.

18- İngilizce kendimi ifade etme konusunda zorluk yaşadığımda, söylemek istediklerimi jest-mimiklerimi kullanarak ifade ederim.

19- İngilizce bir kelimeyi bilmediğim zaman, yardım isterim.

20- İngilizce bir ifadeyi bulamadığım zaman, söylemek istediğimi farklı bir yolla anlatmaya çalışırım. (Örneğin daha önceden bildiğim kelime ve sözcük gruplarını kullanarak "Kaplan" yerine "büyük kedi" ifadesini kullanmak gibi.)

Bölüm D

21- İngilizce çalışmak için zamanımı önceden planlarım(Sadece sınav olduğunda değil).

22- İngilizce konuşmak için fırsat kollarım.

23- Birisi benimle İngilizce konuştuğu zaman, dikkatlice dinlerim.

24- İngilizce öğreniminde ilerleme kaydetmem benim için önemlidir. (Örneğin, öğrenmem gereken şeyleri öğrenip öğrenemediğimi anlamak ve gelişme gösterip gösteremediğimi takip etmek gibi.)

25- Yaptığım hataları anlamaya çalışır, bu hataları tekrarlamamaya gayret ederim.

Bölüm E

26- İngilizce konuşma fikri beni ne zaman strese soksa, rahatlamaya çalışırım.

27- Hata yapmaktan korksam bile İngilizce konuşmak için elimden geleni yapacağım.

28- Başardığım zaman, kendimi ödüllendiririm. (Örneğin çalışmaya ara vererek veya hoşlandığım şeyleri yaparak ya da kendime yiyecek güzel bir şeyler alarak.)

Bölüm F

29- Eğer bana İngilizce olarak söylenen bir şeyi anlamazsam, karşımdaki kişiden bana yardımcı olması için yavaş konuşmasını, söylenen şeyi tekrar etmesini veya açıklamasını isterim.

30- İngilizceyi ailemle, kardeşlerimle (veya diğer aile üyeleriyle) ya da sınıf arkadaşlarımla pratik ederim.

31- İngilizce konuşulan ülkelerin kültürlerini öğrenmeye karşı ilgim ve isteğim var (Örneğin Amerika ya da İngiltere gibi).

CEVAP KÂĞIDI

ÖĞRENCİ NO:_____
ÖĞRENCİ İSMİ:_____
SINIF:_____
CİNSİYET:_____
TARİH: _____

HER MADDE İÇİN CEVABİNİZİ AŞAĞIDAKİ BOŞLUKLARA YAZIN (1-5).

A BÖLÜMÜ	B BÖLÜMÜ	C BÖLÜMÜ	D BÖLÜMÜ	E BÖLÜMÜ	F BÖLÜMÜ
1._____	8._____	17._____	21._____	26._____	29._____
2._____	9._____	18._____	22._____	27._____	30._____
3._____	10._____	19._____	23._____	28._____	31._____
4._____	11._____	20._____	24._____		
5._____	12._____		25._____		
6._____	13._____				
7._____	14._____				
	15._____				
	16._____				

APPENDIX B:

Taiwanese Children's Strategy Inventory for Language Learning

Taiwanese Children's Strategy Inventory for Language Learning

Directions. Please respond to *all* the items below. Read each statement, and then choose an answer for each statement:

1. Never or almost never
2. Usually not
3. Sometimes
4. Often
5. Always or almost always.

Example. Statement: I try to find opportunities outside of school to practice English. Answer __4__

Note. *There are no wrong responses to the items below. We just want to know about the way in which you learn English.*

Part A

1. I associate new English words with what I already know. (For example, when I learn the word *computer,* I associate what I already know about computer)
2. I make a drawing, either in my head or on paper, to help me remember a new word. (For example, when I learn the word *bike,* I picture a bike in my head)
3. I learn new words in sentences.
4. I use flash cards to memorize new words
5. I review often.
6. I often review newly learned vocabulary or expressions by repeatedly writing.
7. I often review newly learned vocabulary or expressions by repeatedly mouthing.

Part B

8. When I speak in English, I try to imitate English-speaking people, in order to pronounce the words correctly.

9. I often practice English alphabet sounds.

10. I often watch TV in English or I listen to English tapes or CDs.

11. I read books in English.(For example, English story books)

12. I work with English computer programs.

13. I try to find opportunities outside of school (tutoring or cram schools) to practice my English.

14. I find similarities in pronunciation between Chinese and English.(For example, the word *card* sounds similar to the Chinese word *Ka)*

15. I make an effort to understand the sense of what I read or what I hear without translating word for word.

16. I try to discover grammar rules of the English language.(For example, using *is* for singular and *are* for plural)

Part C

17. When I hear or read a new word in English, I try to guess the meaning by looking at the rest of the sentence.

18. When I have trouble making myself understood in English, I use gestures to express what I want to say.

19. When I don't know a word in English, I ask for help.

20. When I can't find an expression in English, I try to find another way to say what I mean (For example, using words or phrases that I already know, like using big cat for the word tiger)

Part D

21. I organize my time to study English (not just when there is a test).

22. I look for occasions to speak English.

23. When someone speaks to me in English, I listen attentively.

24. I am concerned about my progress in learning English.(For example , concerning

and understanding if I have learned what I am supposed to and see if I have made progress)

25. I analyze the errors I have made and try not to repeat them.

Part E

26. Whenever I am stressed by the idea of speaking English, I try to relax.

27. I will still encourage myself to speak English even if I am afraid to make mistakes.

28. When I succeed, I reward myself. (For example, taking a break or doing things I enjoy or treat myself to something good to eat)

Part F

29. If I don't understand what is said to me in English, I ask the person to help me by speaking slowly, repeating, or clarifying what has been said.

30. I practice English with my parents, sibling (or other family members) or my classmates.

31. I am interested in and willing to learn the culture of English speaking countries. (For example America or England)

ANSWER SHEET

Student ID number _____

Date: _____

Native language_____ Age _____

Write your answer for each statement (1 *2, 3.* 4 or 5) beside the number of the statement. Calculate the total for each column and write the result at the bottom of each column.

Part A	Part B	Part C	Part D	Part E	Part F	
1._____	6._____	17._____	21._____	26._____	29._____	
2._____	7._____	18._____	22._____	27._____	30._____	
3._____	8._____	19._____	23._____	28._____	31._____	
4._____	9._____	20._____	24._____			
5._____	10._____		25._____			
	11._____					
	12._____					
	13._____					
	14._____					
	15._____					
	16._____					

APPENDIX: C Frequencies of the Items
PART A
Q1 I associate new English words with what I already know.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	9	8,1	8,1	8,1
	Usually not	13	11,7	11,7	19,8
	Sometimes	39	35,1	35,1	55,0
	Often	28	25,2	25,2	80,2
	Always or almost always	22	19,8	19,8	100,0
	Total	111	100,0	100,0	

Q2 I make drawing, either in my head or on paper, to help me remember a new

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	25	22,5	22,5	22,5
	Usually not	26	23,4	23,4	45,9
	Sometimes	24	21,6	21,6	67,6
	Often	20	18,0	18,0	85,6
	Always or almost always	16	14,4	14,4	100,0
	Total	111	100,0	100,0	

Q3 I learn new words in sentences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	12	10,8	10,8	10,8
	Usually not	9	8,1	8,1	18,9
	Sometimes	24	21,6	21,6	40,5
	Often	38	34,2	34,2	74,8
	Always or almost always	28	25,2	25,2	100,0
	Total	111	100,0	100,0	

Q4 I use flash cards to memorize new words.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	38	34,2	34,2	34,2
	Usually not	36	32,4	32,4	66,7
	Sometimes	17	15,3	15,3	82,0
	Often	13	11,7	11,7	93,7
	Always or almost always	7	6,3	6,3	100,0
	Total	111	100,0	100,0	

Q5 I review often.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	12	10,8	10,8	10,8
	Usually not	18	16,2	16,2	27,0
	Sometimes	37	33,3	33,3	60,4
	Often	31	27,9	27,9	88,3
	Always or almost always	13	11,7	11,7	100,0
	Total	111	100,0	100,0	

Q6 I often review newly learned vocabulary or expressions by repeteatedly writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	15	13,5	13,5	13,5
	Usually not	25	22,5	22,5	36,0
	Sometimes	36	32,4	32,4	68,5
	Often	21	18,9	18,9	87,4
	Always or almost always	14	12,6	12,6	100,0
	Total	111	100,0	100,0	

Q7 I often review newly learned vocabulary or expressions by repeatedly mouthing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	19	17,1	17,1	17,1
	Usually not	19	17,1	17,1	34,2
	Sometimes	27	24,3	24,3	58,6
	Often	23	20,7	20,7	79,3
	Always or almost always	23	20,7	20,7	100,0
	Total	111	100,0	100,0	

PART B

Q8 When I speak in English, I try to imitate English-speaking people, in order to pronounce the words correctly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	14	12,6	12,6	12,6
	Usually not	14	12,6	12,6	25,2
	Sometimes	34	30,6	30,6	55,9
	Often	20	18,0	18,0	73,9
	Always or almost always	29	26,1	26,1	100,0
	Total	111	100,0	100,0	

Q9   I often practice English alphabet sounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	33	29,7	29,7	29,7
	Usually not	31	27,9	27,9	57,7
	Sometimes	28	25,2	25,2	82,9
	Often	10	9,0	9,0	91,9
	Always or almost always	9	8,1	8,1	100,0
	Total	111	100,0	100,0	

Q10   I often watch TV in English or I listen to English tapes or CDs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	13	11,7	11,7	11,7
	Usually not	13	11,7	11,7	23,4
	Sometimes	23	20,7	20,7	44,1
	Often	35	31,5	31,5	75,7
	Always or almost always	27	24,3	24,3	100,0
	Total	111	100,0	100,0	

Q11   I read books in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	20	18,0	18,0	18,0
	Usually not	25	22,5	22,5	40,5
	Sometimes	39	35,1	35,1	75,7
	Often	17	15,3	15,3	91,0
	Always or almost always	10	9,0	9,0	100,0
	Total	111	100,0	100,0	

Q12 I work with English computer programs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	19	17,1	17,1	17,1
	Usually not	20	18,0	18,0	35,1
	Sometimes	23	20,7	20,7	55,9
	Often	22	19,8	19,8	75,7
	Always or almost always	27	24,3	24,3	100,0
	Total	111	100,0	100,0	

Q13 I try to find opportunities outside of school to practice my English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	13	11,7	11,7	11,7
	Usually not	26	23,4	23,4	35,1
	Sometimes	29	26,1	26,1	61,3
	Often	23	20,7	20,7	82,0
	Always or almost always	20	18,0	18,0	100,0
	Total	111	100,0	100,0	

Q14 I find similarities in pronunciation between Turkish and English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	18	16,2	16,2	16,2
	Usually not	28	25,2	25,2	41,4
	Sometimes	33	29,7	29,7	71,2
	Often	14	12,6	12,6	83,8
	Always or almost always	18	16,2	16,2	100,0
	Total	111	100,0	100,0	

Q15 I make an effort to understand the sense of what I read or hear without translating word for word.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	9	8,1	8,1	8,1
	Usually not	16	14,4	14,4	22,5
	Sometimes	39	35,1	35,1	57,7
	Often	24	21,6	21,6	79,3
	Always or almost always	23	20,7	20,7	100,0
	Total	111	100,0	100,0	

Q16 I try to dicover grammar rules of the English language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	14	12,6	12,6	12,6
	Usually not	14	12,6	12,6	25,2
	Sometimes	17	15,3	15,3	40,5
	Often	32	28,8	28,8	69,4
	Always or almost always	34	30,6	30,6	100,0
	Total	111	100,0	100,0	

PART C

Q17 When I hear or read a new word in English, I try to guess the meaning by looking at the rest of the sentence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	7	6,3	6,3	6,3
	Usually not	13	11,7	11,7	18,0
	Sometimes	26	23,4	23,4	41,4
	Often	32	28,8	28,8	70,3
	Always or almost always	33	29,7	29,7	100,0
	Total	111	100,0	100,0	

Q18   When I have trouble making myself understood in English, I use gestures to express what I want to say.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	12	10,8	10,8	10,8
	Usually not	16	14,4	14,4	25,2
	Sometimes	20	18,0	18,0	43,2
	Often	27	24,3	24,3	67,6
	Always or almost always	36	32,4	32,4	100,0
	Total	111	100,0	100,0	

Q19   When I don't know a word in English, I ask for help.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	9	8,1	8,1	8,1
	Usually not	14	12,6	12,6	20,7
	Sometimes	19	17,1	17,1	37,8
	Often	40	36,0	36,0	73,9
	Always or almost always	29	26,1	26,1	100,0
	Total	111	100,0	100,0	

Q20   When I can't find an expression in English, I try to find another way to say what I mean

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	21	18,9	18,9	18,9
	Usually not	21	18,9	18,9	37,8
	Sometimes	17	15,3	15,3	53,2
	Often	25	22,5	22,5	75,7
	Always or almost always	27	24,3	24,3	100,0
	Total	111	100,0	100,0	

PART D

Q21 I organize my time to study English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	24	21,6	21,6	21,6
	Usually not	33	29,7	29,7	51,4
	Sometimes	24	21,6	21,6	73,0
	Often	20	18,0	18,0	91,0
	Always or almost always	10	9,0	9,0	100,0
	Total	111	100,0	100,0	

Q22 I look for occasions to speak English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	14	12,6	12,6	12,6
	Usually not	20	18,0	18,0	30,6
	Sometimes	34	30,6	30,6	61,3
	Often	27	24,3	24,3	85,6
	Always or almost always	16	14,4	14,4	100,0
	Total	111	100,0	100,0	

Q23 When someone speaks to me in English, I listen attentively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	8	7,2	7,2	7,2
	Usually not	8	7,2	7,2	14,4
	Sometimes	16	14,4	14,4	28,8
	Often	38	34,2	34,2	63,1
	Always or almost always	41	36,9	36,9	100,0
	Total	111	100,0	100,0	

Q24   I am concerned about my progress in learning English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	7	6,3	6,3	6,3
	Usually not	13	11,7	11,7	18,0
	Sometimes	23	20,7	20,7	38,7
	Often	29	26,1	26,1	64,9
	Always or almost always	39	35,1	35,1	100,0
	Total	111	100,0	100,0	

Q25   I analyze the errors I have made and try not to repeat them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	8	7,2	7,2	7,2
	Usually not	8	7,2	7,2	14,4
	Sometimes	21	18,9	18,9	33,3
	Often	35	31,5	31,5	64,9
	Always or almost always	39	35,1	35,1	100,0
	Total	111	100,0	100,0	

PART E

Q26   Whenever I am stressed by the idea of speaking English, I try to relax.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	11	9,9	9,9	9,9
	Usually not	27	24,3	24,3	34,2
	Sometimes	24	21,6	21,6	55,9
	Often	22	19,8	19,8	75,7
	Always or almost always	27	24,3	24,3	100,0
	Total	111	100,0	100,0	

Q27 I will still encourage myself to speak English even if I am afraid to make mistakes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	7	6,3	6,3	6,3
	Usually not	11	9,9	9,9	16,2
	Sometimes	28	25,2	25,2	41,4
	Often	31	27,9	27,9	69,4
	Always or almost always	34	30,6	30,6	100,0
	Total	111	100,0	100,0	

Q28 When I succeed, I reward myself.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	13	11,7	11,7	11,7
	Usually not	26	23,4	23,4	35,1
	Sometimes	23	20,7	20,7	55,9
	Often	21	18,9	18,9	74,8
	Always or almost always	28	25,2	25,2	100,0
	Total	111	100,0	100,0	

PART F

Q29 If I don't understand what is said to me in English, I ask the person to help me by speaking slowly, repeating, or clarifying what has been said.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	13	11,7	11,7	11,7
	Usually not	6	5,4	5,4	17,1
	Sometimes	21	18,9	18,9	36,0
	Often	32	28,8	28,8	64,9
	Always or almost always	39	35,1	35,1	100,0
	Total	111	100,0	100,0	

Q30   I practice English with my parents, sibling or my classmates.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	20	18,0	18,0	18,0
	Usually not	28	25,2	25,2	43,2
	Sometimes	28	25,2	25,2	68,5
	Often	22	19,8	19,8	88,3
	Always or almost always	13	11,7	11,7	100,0
	Total	111	100,0	100,0	

Q31   I am interested in and willing to learn the culture of English speaking countries.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	12	10,8	10,8	10,8
	Usually not	26	23,4	23,4	34,2
	Sometimes	23	20,7	20,7	55,0
	Often	24	21,6	21,6	76,6
	Always or almost always	26	23,4	23,4	100,0
	Total	111	100,0	100,0	

APPENDIX D:

CONSENT FORM GRANTING PERMISSION FOR

TAIWANESE CHILDREN'S SILL (Lan, 2005)

Date: Mar, 28, 2010

I, Dr. Rae Lan, hereby grant permission to Miss. Selen ADA for using my *Taiwanese Children's Strategy Inventory for Language Learning* (*Taiwanese Children's SILL*, 2005) in her master thesis titled "*A Study on Language Learning Strategies of Students in Private Primary Schools*". A copy of the final thesis will be mailed to Dr. Rae Lan in the following address when it is available.

Name: Rae Lan

Affilations: Associate Professor, Department of Foreign Languages and Applied Linguistics, National Taipei University, Taipei, Taiwan

Address: 3F, No. 151, Xue-Qing Road, San-Xia, 237, Taipei, Taiwan

Telephone: 886-2-8674-6611 (O) 886-2-2673-0888 (H)

E mail: raelan@mail.ntpu.edu.tw

Requested by _____

Name: Selen ADA

Affilations: M. A Student in English Language Teaching Department

Address: Trakya University English Language Teaching Department

 Edirne/ TURKEY

Telephone: 0090 533 5196038

E mail: selen_selen1982@hotmail.com

Dear Dr. Rae Lan,

I am a Master Student in English Language Programme at Trakya University. My thesis is about language learning strategies used by primary school students in Turkey. In order to conduct my study, I need your consent for using your Taiwanese Children's Strategy Inventory for Language Learning (Taiwanese Children's SILL, 2005). I would be very grateful if you could help me.

Best regards,

Selen ADA
M.A. Student
ELT Department
Trakya University
EDİRNE

Dear Selen,

Thank you for your interest and request for using my " Taiwanese Children's SILL, 2005 ". It would be my pleasure but I would also appreciate it if you agree to share the results of your research study with me by sending me a copy of your thesis later.

Please draft a consent form and I will have it signed and e-mail it back to you and then you can go ahead administering the survey.

Please let me know if you have any questions and BTW, I no longer work for Soochow University. I am currently an associate professor at teh Department of Foreign Languages and Applied Linguistics at National Taipei University

Best regards,

Rae Lan, Ph.D.

Associate Professor,

Department of Foreign Languages & Applied Linguistics

National Taipei University, Taipei, Taiwan

TEL: 2674-8189 ext. 66611

Email: raelan@mail.ntpu.edu.tw

CONSENT FORM GRANTING PERMISSION FOR TURKISH CHILDREN'S STRATEGY INVENTORY FOR LANGUAGE LEARNING

Date: Mar, 28, 2010

I, Mr Karahan, hereby grant permission to Miss. Selen ADA for using my *Turkish Children's Strategy Inventory for Language Learning* in her master thesis titled "*A Study on Language Learning Strategies of Students in Private Primary School*".

Name: Volkan KARAHAN

Affilations: An English Teacher in Galatasaray Lisesi

Address: Galatasaray Lisesi. İstanbul

Telephone:

E mail: volkankarahan@hotmail.com

Requested by _____

Name: Selen ADA

Affilations: M. A Student in English Language Teaching Department

Address: Trakya University English Language Teaching Department

 Edirne/ TURKEY

Telephone: 0 533 5196038

E mail: selen_selen1982@hotmail.com

Appendix: E

Consent from Directorate of National Education

Sayı :B.08.4.MEM.4.22.00.04.510/(836- **9 9 / 3**
Konu :Anket Çalışması

TRAKYA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE
EDİRNE

İlgi : 19.04.2010 tarih ve B.30.2.TRK.0.41.00.00/302.1405/533 sayılı yazınız

Üniversitesi Sosyal Bilimler Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı 1088210151 No'lu Tezli Yüksek Lisans öğrencisi Selen ADA'nın "Özel İlköğretim Okulları Öğrencilerinin Dil Öğrenme Stratejileri Üzerine Bir Çalışma" konulu anket çalışmasını, 2009-2010 öğretim yılı ikinci yarıyıl dönemi 28/05/2010 tarihine kadar İlimiz Merkez İlçedeki ekli listede adı geçen 3 (Üç) Özel İlköğretim Okulu 8'inci sınıf gönüllü öğrencilerine yönelik yapmasının uygun görüldüğüne dair 30.04.2010 tarih ve 9755 sayılı Valilik Olur'u ilişikte gönderilmiştir

Bilgilerinizi ve anket uygulama sonucunun bir örneğinin Müdürlüğümüze gönderilmesini rica ederim.

Abdullah ASLANER
Vali a.
Vali Yardımcısı

EKLER:
Ek-1) Valilik Oluru (1 Adet)
   2) Değerlendirme Formu (1 Adet)
   3) Anket Formları (3 Sayfa)
   4) Okul Listesi (1 Adet)

Edirne İl Milli Eğitim Müdürlüğü
Vilayet Binası Kat:3 22020 EDİRNE.
Bilgi için:Eğitim-Öğretim Bölümü
Telefon: (0 284) 225 16 32
Faks : (0 284) 225 49 08
E-posta: edirnemem@meb.gov.tr
Elektronik Ağ: http://edirne.meb.gov.tr

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T.C
EDİRNE VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.22.00.04.510/ 813 9755
Konu : Anket çalışması.

VALİLİK MAKAMINA -

İlimiz Trakya Üniversitesi Sosyal Bilimler Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı 1088210151 No'lu Tezli Yüksek Lisans öğrencisi Selen ADA'nın 2009-2010 öğretim yılı ikinci yarıyıl dönemi 28/05/2010 tarihine kadar İlimiz Merkez İlçedeki ekli listede adı geçen 3 (Üç) Özel İlköğretim Okulu 8'inci sınıf gönüllü öğrencilerine yönelik "Özel İlköğretim Okulları Öğrencilerinin Dil Öğrenme Stratejileri Üzerine Bir Çalışma" konulu Yüksek Lisans Tez Çalışmasını uygulama isteği ile ilgili 19.04.2010 tarih ve 14.05/533 sayılı yazısı ve ekleri ilişikte sunulmuştur.

İlimiz Merkez İlçedeki adı geçen 3 (Üç) Özel İlköğretim Okullarındaki 8'inci sınıf öğrencilerine yönelik, ekte sunulan anket formlarına göre eğitim ve öğretimi aksatmadan Okul Müdürlerinin sorumluluğunda söz konusu anket çalışmasının yapılabilmesi için gerekli iznin verilmesini arz ederim.

Şerafettin DEMİRCİ
Milli Eğitim Müdürü

Eki: Anket Örneği (3 Sayfa)

OLUR
30./04/2010

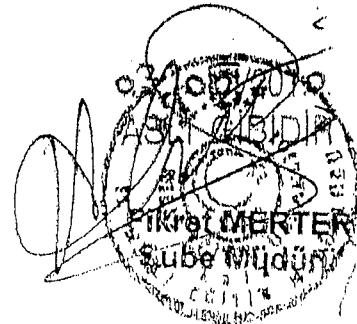Dr. Ayhan ÖZKAN
Vali a.
Vali Yardımcısı

30/04/2010 Şef   : B.TUĞLALIKLI
30/04/2010 Şb Md   : F.MERTER

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T.C.
MİLLİ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı
ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Selen ADA
Kurumu / Üniversitesi	Trakya Üniversitesi/Sosyal Bilimler Enstitüsü / Yabancı Diller Eğitimi Anabilim Dalı /İngiliz Dili Eğitimi Bilim Dalı
Araştırma yapılacak iller	Edirne Merkez İlçedeki 3 (Üç) Özel İlköğretim okulunun 8'inci sınıf öğrencileri
Araştırma yapılacak eğitim kurumu ve kademesi	Edirne Merkez İlçesindeki 3 (Üç) Özel İlköğretim okulunun 8'inci sınıf öğrencileri
Araştırmanın konusu	"Özel İlköğretim Okulları Öğrencilerinin Dil Öğrenme Stratejileri Üzerine Bir Çalışma"
Üniversite / Kurum onayı	Var (X) / Yok ( )
Araştırma/proje/ödev /tez önerisi	Yüksek Lisans Tez Çalışması.
Veri toplama araçları	31 Sorudan Oluşan "Türk Çocuklarının Yabancı Dil Öğrenme Staretejilerini Belirleme" Ölçeği
Görüş istenilecek Birim / Birimler	Trakya Üniversitesi/Sosyal Bilimler Enstitüsü / Yabancı Diller Eğitimi Anabilim Dalı /İngiliz Dili Eğitimi Bilim Dalı
KOMİSYON GÖRÜŞÜ	

1-Anketin uygulanması sırasında gönüllülük ilkesine uyulması esastır.
2-Araştırmacı anket uygulamasını 1 ders saati içinde bitirecektir.
3-Araştırma okullarda 2009-2010 eğitim öğretim yılı ikinci yarıyıl döneminde 28 Mayıs 2010 tarihinde bitecek şekilde uygulanacaktır.Araştırmacının öngördüğü raporun hazırlanma ve M.E.M. teslim tarihi 20.12.2010 olarak belirlenmiştir.
4-Araştırma Edirne Merkez İlçedeki ekli listede adı geçen 3 (Üç)Özel İlköğretim Okulundaki 8'inci sınıf öğrencilerine yönelik Okul Müdürünün sorumluluğunda uygulanacaktır.

Komisyon kararı	Oybirliği / Oyçokluğu ile alınmıştır.
Muhalif üyenin Adı ve Soyadı:	Gerekçesi: ---

KOMİSYON

28 /04 /2010

Komisyon Başkanı
Fikret MERTER
Milli Eğt.Şb.Müd.

Üye
Burhan SELVİ
Öğretmenevi ve A.S.O Müd.Yard.

Üye
Hasan YORULMAZ
Şehitasım İ.Ö.O Öğr.

ARAŞTIRMA YAPILACAK OKULLARIN LİSTESİ

Edirne Koleji

Edirne Beykent Koleji

Edirne Serhat Koleji