

**An Investigation into Reasons of Gender  
Differences in Foreign Language Learning  
Success at University Level Prep Classes**

**( Yüksek Lisans Tezi )**

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AN INVESTIGATION INTO REASONS OF GENDER DIFFERENCES  
IN FOREIGN LANGUAGE LEARNING SUCCESS  
AT UNIVERSITY LEVEL PREP CLASSES

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE,

EVREN DURSUN 'a ait "AN INVESTIGATION INTO REASONS OF GENDER DIFFERENCES IN FOREIGN LANGUAGE LEARNING SUCCESS AT UNIVERSITY LEVEL PREP CLASSES" adlı çalışma, jürimiz tarafından İngiliz Dili Eğitimi Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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## ÖZET

Bu çalışma yabancı dil öğrenme başarısındaki cinsiyet farklılıklarının olası nedenlerinin tutum, motivasyon ve öğrenme stratejileri ile bağlantılı olarak araştırılmasını hedeflemiştir. Çalışmada ek olarak, başarının program ve cinsiyet faktörleriyle olan ilişkisi de çalışmada irdelenmiştir.

Çalışma; tümü Çanakkale Onsekiz Mart Üniversitesi, YADEM hazırlık programında okuyan 120 katılımcı öğrenci ile gerçekleştirilmiştir. Nicel verinin toplanmasında, bir motivasyon-tutum anketi ve bir dil öğrenme stratejileri anketi olmak üzere iki farklı enstrüman kullanılmıştır. Daha fazla bilgi elde etmek amacıyla 23 kız ve erkek öğrenciyle görüşmeler yapılmıştır.

Analiz sonuçları, çalışmada göz önüne alınan faktörler arasından tutum konusunda, kızlar ve erkekler arasında yabancı bir dil olarak İngilizceye karşı ve öğrencinin kendisine karşı olan tutumunda kızların lehine bir farklılık olduğunu göstermiştir. Buna ek olarak, kız öğrencilerin bilişsel ve telafisel stratejileri erkek öğrencilere oranla daha fazla kullandığı tespit edilmiştir. Son olarak farklı programlarda eğitim alan öğrenciler arasında başarı ve dil öğrenmedeki faktörlerde çeşitli farklılıklar tespit edilmiştir.

Bu çalışmada sözü edilen faktörlerin, farklı cinsiyetteki öğrencilerin sınavlarında, neden farklı performanslar gösterdiğinin açıklanmasında yardımcı olabileceği sonucuna varılmıştır. Çalışmanın sonuçları; araştırmacılara genel anlamda tutumsal faktörler ve strateji kullanımı özelliklerinin, yabancı dil öğrenme başarısında kızlar ve erkekler arasında gözlenen önemli farklılıkları göz önüne serdiği konusunda aydınlatacaktır.

## ABSTRACT

This study aimed to investigate the possible reasons of gender differences in foreign language learning achievement concerning the factors of attitudes, motivation and learning strategies. In addition, achievement differences in relation with the factors of program and gender were investigated.

The study was carried out with 120 participants, all studying at Çanakkale Onsekiz Mart University, YADEM preparatory program. Two different instruments, a motivation-attitude questionnaire and a strategy inventory for language learning were used to obtain quantitative data. To obtain further information, some follow up interviews were conducted with 23 female and male students.

The findings of the analyses revealed that among factors taken into consideration during the study, there were differences between female and male students concerning attitudes towards English as a foreign language and the self as a learner in favor of females. In addition, female students' superior use of cognitive and compensation strategies was also detected. Finally various differences among students of different programs concerning achievement and factors of language learning were detected.

This study concludes that the mentioned factors can be helpful in explaining why students of different genders in this study have performed dissimilarly in their exams. Findings of the present study will broadly inform researchers that attitudinal factors and features of strategy use may portray significant differences between females and males in terms of achievement in foreign language learning.

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To my mother

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For she has given me reason for all the good things I had done...

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 INTRODUCTION**

This chapter presents a brief background of the study followed by the research questions. Then the significance, assumptions and limitations to the study are exhibited. Finally, the organization of the study is given.

#### **1.1 BACKGROUND OF THE STUDY**

The processes and factors in learning a language other than the mother tongue have been considerably interesting to many researchers studying applied linguistics (Ellis, 1994). It is commonly accepted that, different from the first language acquisition, people tend to exhibit much more differences while studying a foreign language (Hansen and Stansfield, 1981; Larsen-Freeman and Long, 1991; Behçetoğulları, 1993; Shekan, 1998).

Researchers have been trying to unmask the reasons or explanations for why some learners succeed better than others in foreign language learning (FLL). Many factors have been offered regarding the inspection of individual differences such as age, personality, sex, learning style, and prior experience and so on. Furthermore, it is mostly agreed that learners are affected by more than one factor in most cases, depending on the changing needs and circumstances.

Among countless factors, motivation and attitudes in FLL and learning strategies employed while language learning are the most investigated ones, since these exhibit more observable influence on learners when compared to others (Gardner, 1985; O'Malley and Chamot, 1990; Oxford, 1990; Ellis, 1994; Dörnyei and Shekan, 2003). The gender factor is another categorical variable which has been recently debated a lot by researchers with regards to the varying individual performances (Henley, 1975; Maltz and Borker, 1982; Thorne et.al., 1983; Spolsky, 1989; Kramarae, 1990; Oxford, 1990; Coates, 1993; McGroarty, 1993; Jones, 1996; Yilmaz, 1997; Lo, 2000; Kobayashi, 2002; Carr and Pauwels, 2005).

The differences between female and male learners during the language learning process have been often investigated and in most cases resulted in superior female achievement depending on females' predominance in factors such as motivation, attitudes and learning strategies (Trudgill, 1972; McDonough, 1981; Politzer, 1983; Pritchard, 1987; Loulidi, 1989; Bacon and Finneman, 1992; Hyekyung and Amado, 1998; Lo, 2000; Kang, 2000, Watson et. al., 2002; Kissau, 2006).

This study is an attempt to explore the relationship between achievement in language learning and the gender variable in terms of factors of motivation, attitudes and learning strategies. Therefore, it is necessary at the onset of the study to briefly summarize some background although these will later be examined in detail in Chapter Two and Chapter Three.

**Variables in Foreign Language Learning:** During the foreign language learning process individual differences undeniably step forth among learners. With an aim of describing these differences, many researchers (Carroll, 1962; Krashen et. al., 1979; Larsen-Freeman and Long, 1991; Lightbown and Spada, 1993; Hyltenstam and Abrahamson, 2003) have offered many terms such as gender, age, learning style, cognitive style, personality, motivation, learning strategies, attitudes, and former experience and so on.

Among these variables, factors of motivation, attitudes and learning strategies have caught attention most; since through these observable means, it is easier to detect any differences. Mutually effective on each other, both motivation and attitudes play an important role in foreign language achievement. Though these will be later examined in detail in Chapter Two, below is a short description of how these factors considered within the FLL study.

Attitudes are mainly known as the reflections of mental or physical experiences that result in cognitive and affective selections concerning actions. Since language learning is a product of the social life, it is highly directed by learners' cultural beliefs and moral structure and these shape learners' motivation and their overall proficiency in both positive and negative means (Allport, 1954; Baker, 1988; Eagly and Chaiken, 1993; Ellis, 1994; Yang, 1999; Lo, 2000; Watson et. al., 2002; Pennycook, 2004).

Motivation is commonly believed to have a considerable effect on how learners initiate, coordinate and evaluate the processes gone through while learning a language. Since the components involved in motivation vary depending on socio-cultural diversities, research on motivation in FLL often concludes in distinct results (Brown, 1980; Spolsky, 1989; Jones, 1996; Yang, 1999; Kissau, 2006). Within the literature motivation is often categorized as integrative and instrumental motivation (Gardner, 1985; Larsen-Freeman and Long, 1991) that are mostly related to second language learning contexts and, as intrinsic and extrinsic motivation (Harter, 1981; Csikszentmihalyi and Nakamura, 1989) that are more valid in FLL contexts; with the two former deriving from an inner interest or preference while the two latter from a dependence or reliance on outer conditions.

Language learning strategies are accepted as another major factor affecting FLL process. Most researchers (Politzer, 1983; Oxford et. al., 1988; Kim, 1992; Lee, 1994; Oxford and Ehrman, 1995; Oh, 1996) conclude that these appear as a natural result of the cognitive characteristics and of the motivational and attitudinal structure



of learners towards foreign language learning. Many studies (Rubin, 1975; Stern, 1975; O'Malley and Chamot, 1990; Oxford, 1990) have been presented with an aim of defining and categorizing the strategies that embody valuable information on learners' way of acquiring and processing input. Among these Oxford's (1990) taxonomy of learning strategies has been emphasized, since it provides the most detailed information; which groups language learning strategies into two main categories of direct and indirect strategies by each covering three sub-categories of learning strategies.

**The Concept of Gender:** The term 'gender' which is mostly confused with the term 'sex' reflecting the biological and anatomical structures or actions of men and women, refers to the socially defined roles, behaviors, activities and peculiarities for men and women (Bem, 1983; Springer and Deutsch, 1989; Sunderland, 1993; Begley, 1995; Lippa, 2005).

Since the characteristics mentioned above are learned and nurtured by factors such as economics and education, features of gender changes from culture to culture. Gender influences individuals in any behavior related to social life or learning. Besides numerous variables affecting foreign language learning, gender is commonly accepted as a powerful factor which shapes learners' perception or processing of the language information. Below, the effects of gender in language use and foreign language learning are shortly discussed, although these will be later explained later in Chapter Three.

**Gender in Relation with Language Use and Language Learning:** Males and females are believed to differ in their language use due to their different types of nurture by the society. Many studies in the literature (Hymes, 1974; Henley, 1975; Kramarae, 1981; Gumperz, 1982; Tannen, 1986; Cameron, 1990; Coates, 1993) have suggested several reasons into these differences like the results of male dominance in cultures and distinct communicative styles of both genders. Freed (1995) states that;

an analysis of many factors such as the speech and the cultural contexts is necessary for a better understanding of these differences.

The FLL study involves many conflicting findings of different behavioral patterns that derive from varying factors both individual and cultural. The differences that females and males exhibit while learning a foreign language have often been discussed within the literature. Most researchers (Gardner and Lambert, 1972; Burstal, 1975; Powell, 1986; Spolsky, 1989; Oxford, 1990; McGroarty, 1993; Lo, 2000; Carr and Pauwels, 2005) have brought several explanations into these, with most focusing on differences observed in factors of motivation, attitudes and learning strategies. The next section briefly summarizes these explanations although they will be later discussed in detail in Section 3.1.3.

**Explanations Offered into Gender Differences:** Among numerous interpretations presented in order to unmask the reasons behind the observed gender differences in FLL, two major approaches have caught attention most within the literature, offering the biological or anatomical and the social explanations. Biological explanations for gender differences in FLL mainly focus on the varying cognitive development of females and males and mentions about different brain lateralization and hormones of both genders (Waber, 1979; Springer and Deutsch, 1989; Moir and Jessel, 1991; Halpern, 1992; Begley, 1995; Norton and Pavlenko, 2004; Lippa, 2005).

The other main approach of social explanations into differences of genders emphasizes the effect of the society on formation of perception of language and foreign language learning. These studies (Fishman, 1983; Loulidi, 1989; Matlin, 1993; Jones, 1996; Yılmaz, 1997; Özek, 2000; Kobayashi, 2002; Carr and Pauwels, 2005) offer various explanations with most pointing at the gender-roles in the society and the image of the foreign language learning in the cultures.

Since these differences are mostly observed through learners' motivation and attitudes towards language learning and their use of learning strategies, below a summary of the relation of these factors with the gender variable is given, although this will be later investigated in Chapter Three.

**Attitudes and Gender in Foreign Language Learning:** The importance of attitudinal factors has been emphasized in many studies since learners with positive attitudes towards FLL are often more successful (Loulidi, 1989). Many researchers have concluded that females exhibit more positive attitudes towards language learning when compared to males (Gardner and Lambert, 1972; Beswick, 1976; McDonough, 1981; Pritchard, 1987; Spolsky, 1989; McGroarty, 1993; Lo, 2000; Kobayashi, 2002; Carr and Pauwels, 2005).

Within the literature many researchers have attempted to explain the differences between males and females in attitudes towards FLL through various social and cultural backgrounds and orientation (Witkin and Goodenough, 1979; Rees, 1987; Selçuk, 1997; Lo, 2000; Kobayashi, 2002), employment needs of the female figure in the society (Loulidi, 1989; Paige, 1990; McGroarty, 1993), and finally through the perception of FLL within the culture (Pennycook, 2004; Carr and Pauwels, 2005).

**Motivation and Gender in Foreign Language Learning:** Numerous studies in the literature (Gardner and Lambert, 1972; Hughes, 1989; Bacon and Finneman, 1992; Jones, 1996; Yang, 1999; Kang, 2000; Pavlenko et. al., 2001; Salem, 2006; Kissau, 2006) have investigated the effect of gender in foreign language motivation. However most findings are contradictory due to the accompanying sub factors in various contexts and situations.

Concerning the reasons of these motivational differences, several explanations have been offered such as; the varying job opportunities in the societies

(Bacon and Finneman, 1992; Yang, 1999; Özek, 2000; Pavlenko et. al., 2001), the effects of the society (Jones, 1996; Watson et. al., 2002; Kissau, 2006), and finally personal reasons (Hyekyung and Amado, 1998; Kang, 2000).

### **Learning Strategies and Gender in Foreign Language Learning:**

Language learning strategies that have a considerable effect on achievement in FLL have been studied by many researchers (Rubin, 1975; Politzer, 1983; Oxford et. al., 1988; O'Malley and Chamot, 1990; Kim, 1992; Lee, 1994; Oh, 1996; Yılmaz, 1997) within the literature.

In studies examining gender as a variable in use of learning strategies, most researchers (Oxford et. al., 1988; Nyikos, 1990; Noguchi, 1991; Behçetoğulları, 1993; Green and Oxford, 1995; Yılmaz, 1997) conclude that females use learning strategies in FLL more efficiently than males; especially concerning general study strategies, functional practice strategies, strategies for searching and communication meaning and self-management strategies (Ehrman and Oxford, 1989; Oxford and Nyikos, 1993).

With the wealth of literature available on gender differences, it can be questioned why one needs to investigate the issue any further. With due acknowledgement of available research, it is obligatory to emphasize that cultural background may and do influence one's approach to learning (Larsen-Freeman and Long, 1991; Ellis, 1994). Moreover, research on gender difference is scarce in Turkey with a handful of projects (Behçetoğulları, 1993; Bulut, 1994; Yılmaz, 1997; and Coşgun, 2002) and explanations of possible gender differences from a local point of view are needed, which warrants further attempt for a fuller understanding of the phenomenon in learning English in an EFL context. It is exactly what this project aims to achieve.

## 1.2 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

This study aims to offer some possible reasons for gender differences in foreign language learning achievement within the scope of the relation of gender to program and factors of language learning as motivation, attitudes and learning strategies.

The study addresses the following research questions:

**RQ1a-** Are there any significant achievement differences between students of compulsory and voluntary preparatory programs at the university?

**RQ1b-** Are there any significant achievement differences between female and male students of the preparatory programs at the university?

**RQ2a-** Are there any significant motivational differences between the compulsory and voluntary programs?

**RQ2b-** Are there any significant differences in attitudes between the compulsory and voluntary programs?

**RQ2c-** Are there any significant differences in learning strategies between the compulsory and voluntary programs?

**RQ3a-** Are there any significant motivational differences between the female and the male students?

**RQ3b-** Are there any significant differences in attitudes between the female and the male students?

**RQ3c-** Are there any significant differences in learning strategies between the female and the male students?

**RQ4-** Is there any correlation between achievement and factors of language learning?

### 1.3 SIGNIFICANCE OF THE STUDY

Besides being a relatively new issue; discovery of gender differences in achievement of foreign language learners has been given importance in the literature since gender itself has also effects on the development of the other individual factors affecting language learning such as personality, learning style, motivation, attitudes, cognitive style and so on.

Gender phenomenon in FLL has mostly been investigated in European and American context. When the scarcity of the gender studies in our country (Behçetoğulları, 1993; Bulut, 1994; Selçuk, 1997; Yılmaz, 1997; Özek, 2000; Saeyyüpoğlu, 2001; Coşgun, 2002) is taken into consideration, this study will provide valuable information both with the findings of the quantitative data and the qualitative data which will bring a deeper vision in explaining the results.

Since the study aims to explain gender differences from a local perspective, the findings will inform teachers of English for a better use of learning materials by gender focused utilization. The study will also provide a better understanding of students' needs concerning the language learning process through assessment of the students' statements at the interview study.

The study will also serve as a reference for the teachers to maintain the current achievement of the successful students and to advance the performance of the less successful students. Finally there is no doubt that this study will generate new perspectives of gender differences in foreign language learning besides confirming the previous research and will construct a foundation for future studies.

#### 1.4 ASSUMPTIONS OF THE STUDY

This study is carried out under the following assumptions:

- Students were willing to participate in the study.
- Students reported their attitudes and motivation in foreign language learning frankly.
- Students were aware of the strategies they use for language learning and they reported them fully within the scope of the instruments used.
- There was no danger of bias concerning the interviews as the interviewer was not capable of scoring the students' achievement.
- No status problem existed in the interviews since the interviewer was an outsider.

#### 1.5 LIMITATIONS OF THE STUDY

This study has a number of limitations since it was conducted with 120 students of preparatory classes at Çanakkale Onsekiz Mart University. These classes were chosen due to their study program in which only language courses of reading, main course, listening and speaking are studied. For this reason, it will not be appropriate to make generalizations for other students of the university or other universities in the country concerning different social structures of other cities.

Additionally, the achievement level of the students does not present their long term success in foreign language course. It is necessary here to note that, since the project covered an interview study to be performed before the academic year

ended, the data concerning achievement of the students was gathered at the end of the first term.

The marks that demonstrate students' success are only local indicators of achievement and thus are not directly comparative to internationally standardized tests such as TOEFL.

Finally, as the students study either in four years' programs or in two years' programs, different results might be gathered from these two groups concerning attitudes, motivation and learning strategies.

## 1.6 ORGANIZATION OF THE STUDY

This thesis is organized into six chapters.

Chapter One is the introduction chapter providing some significant background knowledge of the study. The chapter continues with the research questions addressed in the study. Assumptions and limitations of the study are followed by information on the organization of the study.

Chapter Two discusses the phenomenon of foreign language learning by presenting essential knowledge on theories of foreign language learning and then gives a brief summary of the importance of certain individual factors in language learning. Finally a detailed study on the definition and review of the literature is given for factors of motivation, attitudes and learning strategies.



Chapter Three mainly focuses on “gender” from definition to review of literature concerning its effect on language use and language learning, touches on explanations formerly provided concerning gender differences and finally introduces the relationship of gender with factors of attitude, motivation and language learning strategies.

Chapter Four depicts the methodological processes of the study. The chapter includes information on the rationale, the presentation, the setting, the participants, the instruments, the procedure and the data analysis of the pilot and main study.

Chapter Five reports the findings of the main study and discusses the results in relation to the literature within the framework of the research questions addressed in the study.

Chapter Six draws conclusions out of the findings and proposes some pedagogical implications and suggestions for further research.

## **1.7 CHAPTER SUMMARY**

This chapter provided some significant background knowledge of the study, presented the research questions addressed, then exhibited the assumptions and limitations of the main study and finally gave information on the organization being followed.

## **CHAPTER TWO**

### **FOREIGN LANGUAGE LEARNING**

#### **2.0 INTRODUCTION**

This chapter will revise theories of foreign language learning that have been the most influential in development of foreign language learning study, then discuss factors affecting language learning. Since the others are out of the question in this study; only factors of attitudes, motivation and learning strategies will be examined in detail, covering both the definitions and former studies.

#### **2.1 THEORIES OF FOREIGN LANGUAGE LEARNING**

##### **2.1.1 BEHAVIORISM**

Behaviorist learning theory mainly depend on scientific study and is formed on the idea that all types of learning, whether verbal or non-verbal, can be explained in terms of the same process; 'habit formation' (Lado, 1964). According to the theory, if given the correct degree of 'stimulus' and 'reinforcement', learners can be conditioned to respond to various stimuli in desired or expected ways (Brown, 1980).

Behaviorist thought derives from Pavlov's (1903) S-R (Stimulus-Response) Theory and the term 'classical conditioning'. Watson (1913) brings an

environmentalist approach regarding the existing term and presents 'typical conditioning', in which learning is explained as a chain of stimulus-response connections. Skinner (1957 and 1987) proposes that, the repetition of any behavior can be controlled by the changing use of reinforcement and introduces the term 'operant conditioning'. According to this model, behavioral patterns vary since human beings are directed by the consequences of their behaviors (Williams and Burden, 1997).

Though behaviorist view of learning has had a dramatic effect on the development of many foreign language teaching methods such as the Audio-Lingual, Direct and Situational Language Teaching, it has brought critical limitations to the concept of 'learning' by ignoring the environmental factors and the learner's own mind (Ellis, 1997). Therefore a shift in the following studies has been observed to a different path in which the cognitive processes related to learning are examined. The next section reviews cognitive theories of learning.

### **2.1.2 COGNITIVE PSYCHOLOGY**

The main aim of cognitive psychology is to investigate the ways of human thinking and learning that is, the mental processes related to learning (Williams and Burden, 1997). It examines these aspects through two main research fields; information processing and constructivism. The constructivist approach is later discussed within the chapter, since it is commonly accepted as a separate school of thought which provides valuable insights on the way to humanistic thought.

The concept of 'information processing' involves attention and perception of the new information, processing (relating the input to the existing structure) of the

information in the 'Short Term Memory' and finally storing the processed information in the 'Long Term Memory'. Different models covering different stages have been offered in the literature (See McLaughlin, 1987 for details).

Considering the process of human learning Ausubel (1968) presents two contrasting occurrences of 'rote and meaningful learning' that are later defined by Brown (1980) as two concepts either having little or no relationship with former knowledge of having relevant cognitive terminals. These two are accepted as alternating ways of relating newly presented items to cognitive concepts or prepositions that already exist in mind.

Other terms like 'subsumptive learning' (Ausubel, 1968) and 'pruning' (Brown, 1972) are presented with the aim of explaining how the huge amount of informative entry throughout learning is eliminated systematically by forming a generalization out of distinctive experiences on one particular information. These two terms are believed to clarify how the permanence of the learned material in cognitive structure is automatically supported (Brown, 1980). All these studies have highlighted the importance of the 'learner' factor in language learning and were followed by a change in the general framework of the educational studies towards the search of human interests, needs and goals. The following section considers the constructivist approach in learning.

### 2.1.3 CONSTRUCTIVISM

Constructivism is an extension of the cognitive psychology and simply focuses on the ways in which human beings interpret the realities depending on their own experiences, beliefs and cognitive structures and how they make their own

perceptions and gathered information. Compared to the information processing theory, this theory emphasizes the importance of emotional aspects of learning that may explain the developmental nature of learning (Erten, 1998).

Though Kelly (1955) presents his 'personal construct' theory pointing at the distinctive perceptions and interpretations among human beings, Piaget (1963) is considered as the leading figure in constructivism who defines the 'personal meaning' by each individual beginning from birth. He presents 'action-based' theory which offers different stages that symbolize the individual's journey of learning that starts with perceiving, continuing with memorizing and imagining then realizing the reversible nature of certain operations and finally abstract reasoning from infancy up to adolescence (Williams and Burden, 1997).

Within the framework of the constructivist theory, cognitive development is presented as a process of 'maturation' within genetic factors and experience interactions. Human beings are believed to get adapted to newly introduced information through using information that already exist in their mind (assimilation) and to modify former cognitive systems of their own; considering the new entries (accommodation) (Sutherland, 1992).

Constructivist thought and research have conveyed the fact that an understanding of the learner figure which actively involves in the learning process is a must and have given a rise to humanistic approach which solely questions the human factor in learning. The next section gives a brief summary of the humanistic approach in learning.

#### 2.1.4 HUMANISM

Humanistic psychology aims to provide an understanding of the inner world of individual in the search of human development. This approach emphasizes the importance of meeting individual's needs in real-life learning, since the information of how neatly programmed methods and plans of teaching can work out with human beings is often lacking (Williams and Burden, 1997).

Erikson (1963) presents a combination of Freudian ideas on human psychosexual development concerning personal, social and emotional aspects and offers that each person passes through certain maturational stages and challenges via social interactions that give shape to his/her psychological development. He claims that the way each challenge is handled directly influences the quality of the individual's acts concerning the subsequent stages and future challenges.

Individuals are believed to act upon their self-concepts and personal senses of reality and consistently aim to develop their own beings through the ability of adapting and growing (Rogers, 1969). With his suggestion of a 'hierarchy of needs' Maslow (1968 and 1970) proposes two main categories of human needs that are directly related to individuals' psychology balance and the occurrence of any development in learning.

This approach proposes that the focus of education should be on 'learning' rather than 'teaching' since human beings best learn when their personal interest, participation needs and experimental desires are taken into consideration. This fact has triggered the reconsideration of the terms such as 'teacher', 'teaching' and even 'success'; and concepts of 'trust', 'acceptance', 'prizing' and 'communicating emphatically' have been reexamined (Brown, 1980).

The next section discusses the social interactionist approach towards human learning in which ways of improving the quality of learning for learners are investigated.

### 2.1.5 SOCIAL INTERACTIONISM

Social interactionist approach mainly defines learning as a natural result of interaction of the individual with others as being a part of a social structure. The theory emphasizes the exchange of information, ideas, opinions and even feelings between and among people who are naturally in need of making their own reasoning and attainment of the real world (Williams and Burden, 1997).

Vygotsky (1962) is commonly considered as the pioneer of this school of thought who argues that presentation of the new knowledge should be in its original form, no matter how complex it is, instead of focusing on skills and particular units of the main idea. He also claims that the best way to make progress in learning for the individual is to work together with someone else who is better concerning the level of the presented subject.

Concept of 'mediation' referring the impact of other people on learners' lives is both used by Vygotsky (1962) and Feuerstein (1980). Mediation theory emphasizes the importance of guidance for learners while comprehending and shaping the presented experiences or knowledge. It also suggests that effective learning occurs when there is a sufficient social interaction between two or more people who have different levels of skills and knowledge (Williams and Burden, 1997).

Later Feuerstein (1980) presents the idea that any person, unless being mentally retarded, can discover his/her own potential to learn and may satisfactorily exhibit the expected performance suggesting that intelligence is not static, but dynamic and that can continue to develop throughout life. In relation to this idea, he proposes the conception of 'structural cognitive modifiability' stating that human beings develop their cognitive capacity through modifying their reasoning a life time.

All of the theories mentioned here concerning language learning have provided useful information on combining educational goals with the personal needs and senses of the learners. The next section focuses on factors affecting language learning that assist educators in understanding the key elements in effective learning and in planning the necessary steps to be taken when foreign language teaching is considered.

## 2.2 FACTORS AFFECTING LANGUAGE LEARNING

Learners exhibit various performances in language learning despite the similar ways of teaching they are exposed to. Although being extremely difficult to observe and measure, social factors and individual differences are considerably helpful in understanding the changing levels of success. Age of acquisition, intelligence, aptitude, gender, personality, motivation and attitudes, learning styles and learning strategies are considered as the main factors affecting language learning (Carroll, 1962; Krashen et. al., 1979; Lightbown and Spada, 1993; Ellis, 1994; Hyltenstam and Abrahamson, 2003).

However, it is beyond the scope of this study to examine all these different individual differences. This study mainly focuses on gender, learning strategies,



motivation and attitudes. Therefore this section provides information on factors of attitudes, motivation and learning strategies before examining the gender factor and the possible reasons of the relationship between gender and these three factors.

### 2.2.1 ATTITUDES

Attitudes are commonly placed among the internal factors affecting the FLL process. An understanding of possible attitudes toward learning a foreign language is considered valuable since it contributes to examine social and personal variables in foreign language acquisition. Below, some of the basic definitions presented in the literature are given.

One of the earliest definitions proposed concerning the concept of 'attitude' belongs to Allport (1954:45) as: "An attitude is a mental state organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". Similarly Brown (1980) defines attitude as an open or hidden kind of response towards a certain occurrence or concept. He further notes that; similar to many other characteristics of cognitive development, attitudes develop during early childhood and are directed by the effects of parental attitudes and interaction with people.

With the aim of providing a better understanding of attitudes in FLL, Brown (1980) lists the main characteristics of attitudes, stating that attitudes are; cognitive and affective, dimensional rather than bipolar, influence one to act in a certain way, learnt, are not inherited and they tend to persist but modifiable upon experience (cited in Ellis 1994:199).

In general, attitude may be defined as an up-dated or adjusted reaction which is mainly influenced by social context. The relationship of attitudes and language learning is considered significant as language itself is very much dependent on social context besides other cognitive factors. The following section presents some considerable studies on attitudes in FLL context.

### 2.2.1.1 ATTITUDES IN FOREIGN LANGUAGE LEARNING

Many studies on attitudes exist in the literature which belong to foreign language learning area (Gardner, 1979; Brown, 1980; Larsen-Freeman and Long, 1991; Selçuk, 1997; Özek, 2000; Sarıyüpeoğlu, 2001; Bernat, 2005). Among many researchers, Gardner and Lambert's (1972) extensive studies are commonly accepted as systematic attempts to investigate the effect of attitudes on language learning.

Gardner (1979) claims that language learning is not only an educational but also a social-psychological phenomenon. He argues that the influence of cultural beliefs and ethnic formation of the individual's personality should not be denied when numerous factors affecting proficiency in language acquisition are considered.

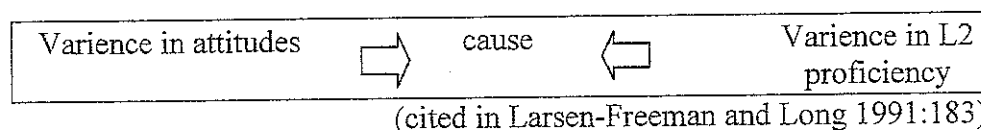
Since the cultural and ethnic structures mentioned above may reflect on perception of learning a foreign language in various ways, Brown (1980) categorizes attitudes in language learning that derive from social knowledge and experience. He offers six main groups of attitudinal perception as:

1. the target language
2. target language speakers
3. the target language culture
4. the social value of learning an L2
5. particular uses of the target language

6. themselves as members of their own culture  
(cited in Ellis 1994:198)

When considered together with motivation, attitude is critical since it affects the reflection of a learner to learn a language. The foreign language learner may benefit from positive attitudes, while negative attitudes may lead to decrease motivation and finally the overall proficiency. The effect of attitudes is generally believed to increase in contexts where learners and target language speakers often contact with each other (Larsen-Freeman and Long, 1991).

It is commonly believed that there is a strong relationship between attitudes and proficiency in foreign language learning. Le Mahieu (1984) states that the changing attitudinal approaches result in changing performances in foreign language learning and depicts this relationship as follows:



A recent study supporting the idea mentioned above is by Bernat (2005), who states that students who have positive attitudes in FLL, tend to have higher motivational intensity. Learners' beliefs about language learning shape one's thinking and belief formation, including past experiences, culture, context and numerous personal factors and these are also helpful in understanding motivation in FLL, by directing the learners' actions in the classroom. The following section considers the factor of motivation in FLL.

## 2.2.2 MOTIVATION

Motivation has always intrigued researchers as being one of the most important factors related to human behavior and learning. (Gardner, 1985; Baker, 1992; Williams and Burden, 1997; Ellis, 1997; Dörnyei, 2001). The interest in motivation and the complexity it offers (Williams and Burden, 1997) has directed different researchers to produce various depictions of what motivation is and what it involves (Brown, 1980; McDonough, 1981; Littlewood, 1984; Crookes and Schmidt, 1991; Dörnyei and Otto, 1998).

McDonough (1981:153) mentions that motivation is used as “a general cover term –a dustbin- to include a number of possibly distinct concepts, each of which may have different origins and different effects, and require different classroom treatment”. Similarly, Littlewood (1984:115) points at the complexity of the term and states that motivation includes many components such as; “curiosity, desire for stimulation, and new experience, and so on”.

A more detailed and organized definition is given by Brown (1980:112) who states that “motivation is commonly thought of as an inner drive, impulse, and emotion or desire that moves one to a particular action”. In parallel to his words, Crookes and Schmidt (1991) state that motivation is mainly thought of people’s choices in determining the steps toward their experiences and goals, and in making decisions concerning the degree of effort to exert.

Dörnyei and Otto (1998:65) present scientific definition which covers stages of recognition and action, and summarize the term motivation in the following words:

In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs,

coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised and (successfully or unsuccessfully) acted out.

This study focuses on how factors of attitudes, motivation and learning strategies are related with gender. Therefore in our study, motivation is considered within the definitions given by Brown (1980) and Crookes and Schmidt (1991) who similarly argue that people decide on their possible experiences according to their motivational drives, desires and impulses. The next section presents main ideas and theories of motivation regarding principles of general psychology.

#### **2.2.2.1 THEORIES OF MOTIVATION IN PSYCHOLOGY**

Dörnyei and Shekan (2003:614) state that motivation research basically questions the reason of humans' thoughts and behaviors in the way they are; in other words, "motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it".

Although the existing theories in motivational psychology are still believed to be insufficient in providing a comprehensive overview of all the critical motivational factors; Dörnyei (2001) limits the fundamental paradigms of motivation study into four as:

1. Expectancy-value theories
2. Goal theories
3. Self-determination theory, and
4. Social psychological theories

These theories will now be briefly described before moving on to theoretical considerations of motivation in the process of FLL.

One theory that has been suggested in literature on motivation is expectancy-value motivation. *Expectancy value theories* are built on the belief that humans have an inborn type of curiosity to get to discover their environment and meet challenges (Dörnyei, 2001). Human beings tend to attach some form of significance in carrying out certain tasks. According to Dörnyei and Shekan (2003:615), “expectancy-value theories’ assumption of motivation to perform various tasks, arises from two factors: the individual’s expectancy of success in a given task and the value the individual attaches to success in that task”.

Concerning studies that stem from expectancy value-theories on motivation, three theories may be listed. One of these is the *attribution theory* which is based on the idea that humans are willing to understand the casual determinants of their past successes and failures and that the different types of casual attributions affect behavior in different ways both in negative and positive sense (Graham, 1994).

Another is *self-efficacy theory* which mainly assumes that human beings are capable of judging their own capabilities of carrying out certain tasks and that they can determine their choices of the activities attempted, along with the level of their will in achievement, the amount of the effort employed and the persistence manifested (Bandura, 1993). Finally, *self-worth theory* proposes that humans are highly motivated to sustain a basic sense of personal value and worth; especially in situations of competition, failure and negative feedback, and that this type of motivation mainly underlies the importance of need for self-acceptance (Covington, 1992).

There is no model concerning expectancy-value in FLL motivation however various components related with its main construct have been studied

within several patterns of FLL research. For example; Clement (1980) investigates linguistic self-confidence and his study presents value-expectancy related components concerning 'the interrelationship between social contextual variables, attitudinal/motivational factors, self-confidence and FLL acquisition processes'. Trembley and Gardner's (1995) model of motivation is also a form of an adoption of expectancy-value theory; including 'performance expectancy'.

A second type of theory offered as an explanation for human motivation is *goal theory* (Locke and Latham, 1990; Ames, 1992), which claims that human action is triggered by a sense of purpose and for action to take place; goals have to be set and pursued by choice. There are mainly two sub-theories that have been effective as: *goal-setting theory* and *goal-orientation theory* (Dörnyei, 2001). The former refers to the arguments in which purpose is accepted as the main cause of all types of human behavior and humans need to set goals and adopt them willingly in order to create an action (Locke and Latham, 1990) while the latter aims to explore how children learn and perform in school environment and suggests that there are two main constructs of goal achievement in learners that they adopt concerning their academic work as; mastery orientation and performance (Ames, 1992).

The third type of theory presented within the studies on motivation offers the intrinsic extrinsic typology. As Vallerand (1997) states, intrinsic motivation is involved with behavior performed for its own sake in order to create a sense of pleasure and satisfaction aroused by the joy of doing a specific type of activity or one's curiosity on a certain area, while extrinsic motivation deals with the performance which is exerted to receive an extrinsic reward such as good grades or high salary. *Self-determination theory* (Dörnyei, 2001), offers replacing this dichotomy with a more detailed construct, since the relationship between the two types of motivation has not been fully understood whether if extrinsic motivation ruins intrinsic motivation or not. It claims that too many types of regulations exist and these can be placed on a continuum between the self-determined (intrinsic) and the controlled (extrinsic) forms of motivation related with the level of internalization.

FLL researchers have used some constituents of theory of intrinsic/extrinsic motivation and self-determination in psychology in their studies. Brown (1981, 1990 and 1994) mentions about the significance of 'intrinsic motivation' and presents some strategies concerning ways of achievement. Noels et al. (2000) also present their study on developing a new FLL-specific instrument for assessing learners' orientations from a perspective related to self-determination. This study results with the finding that instrumental orientation compensates 'external extrinsic regulation'.

The fourth and the last type of theory in the literature concerning motivation is the *social psychological theory* in which attitudes are believed to create a directive influence on behavior since learners' attitudes towards a target influence the general course of their response to the target (Dörnyei, 2001). There are two considerable sub-theories developed with the aim of explaining this process.

The first one is *the theory of reasoned action* which accepts the main determinant of action as the individual's intention to perform a specific act stemming mainly from two factors as the attitude towards the behavior and the subjective norm which is the individual's perception of the social necessities in performing the expected behavior (Ajzen and Fishbein, 1980). The second theory is *the theory of planned behavior*, which assumes that behavioral performance is predictable when the individual's intention to perform the action and the perceptions of control over behavior are taken into consideration. That is; if an individual has complete control over the action, even intention alone may be sufficient to explain action (Ajzen, 1988).

The following section briefly summarizes the theories that have been influential in motivation study in second language learning.



### 2.2.2.2 THEORIES OF MOTIVATION IN FOREIGN LANGUAGE LEARNING

Motivation has received attention in ELT field resulting in a wealth of scholarly arguments concerning what makes language learners want to learn a foreign language (Gardner, 1985; Baker, 1992; Williams and Burden, 1997; Ellis, 1997; Dörnyei, 2001; Sarıyüpeoğlu, 2001; Demir, 2005). However the complex nature of this concept has resulted in multi-dimensional studies concerning the elements that cause motivation or lack of motivation. As Williams and Burden (1997:120) note; “motivation occurs as a result of a combination of different influences”.

Early depiction of motivation in language learning is centered on an integrative-instrumental dichotomy. According to this distinction instrumental motivation refers to motivation to acquire a language as means for attaining instrumental goals: furthering a career, reading technical material, translation etc. However an integrative motive is employed when a learner wishes to integrate himself within the culture of the second language group; to identify him within that society (Brown, 1980).

The integrative-instrumental dichotomy is later mentioned by Gardner (1985) who lists three components classified by motivation standards as; a. motivational intensity, b. desire to learn the language and c. attitudes towards learning the language. Arguing that these components are attached together since the individual who is truly motivated displays all; he claims that the role of orientations is to help to arise motivation and direct it towards a set of goals, either with a strong interpersonal quality (integrative) or a strong practical quality (instrumental). Similarly, later by Larsen-Freeman and Long (1991), integrative motivation is defined as the learners' wish to identify with another ethno linguistic group while

instrumental motivation is stated to appear when the learner is motivated to learn a foreign language for utilitarian purposes.

It is necessary here to state that the classification of human motivation through integrative and instrumental is mostly suitable for second language learning (SSL) conditions in which learning a foreign language is a must for learners to keep their usual standards of living other than being a device for personal improvement. In most studies on FLL, the researchers have used the intrinsic-extrinsic distinction. The distinction of internal and external influences that shape motivation plays an important role in most of the theories of motivation. Within this framework, intrinsic motivation is commonly accepted as generating interest and enjoyment whereas extrinsic motivation refers to a pragmatic drive (Harter, 1981; Csikszentmihalyi and Nakamura, 1989).

Brown (1980) mentions that while studying the effect of motivation in the FLL process other learner factors such as; intelligence, aptitude, perseverance, learning strategies, interference, and self-evaluation should be considered since all these factors contribute either positively or negatively for motivation. He states that a learner can be motivated intrinsically and/or extrinsically depending on the natural outcome of satisfying the needs mentioned earlier.

However explaining the relation of these needs to the personality of the learner is almost impossible, therefore these two types of motivation mentioned are not easily detected. The main dimensions of intrinsic and extrinsic motivation are given by Harter (1981) as follows:

INTRINSIC		EXTRINSIC
preference for challenge	vs.	preference for easy work
curiosity/interest	vs.	pleasing teacher / getting grades
independent mastery	vs.	dependence on teacher in figuring out problems
independent judgment	vs.	reliance on teacher's judgment about what to do
internal criteria for success	vs.	external criteria for success

(cited in Williams and Burden 1997:124)

In his recent classification Ellis (1997) points out that the motivation involves the attitudes and affective stages affecting the degree of effort learners make to learn a foreign language. He introduces a new category of four different types of motivation that covers the main characteristics of motivation as; 1. instrumental: for some functional reason like passing an exam, 2. integrative: due to interest in the people and culture represented, 3. resultative: the cause of FL achievement and finally 4. intrinsic: involving the arousal and maintenance of curiosity.

### 2.2.3 LANGUAGE LEARNING STRATEGIES

Characteristics of good language learners have been subject to many studies that have the common aim of supporting poor learners to improve their learning. In most studies concerning the identification of these characteristics, it is stated that successful learners are willing, have strong communicative motives, are not inhibited, are flexible with the natural ups and downs of learning process, have a learning style of their own, monitor their development and seek to practice what they have learned (Rubin, 1975; Stern, 1975; Naiman et. al., 1978). From this perspective, techniques and strategies, employed by the successful learners for different aspects of FLL (i.e. sound acquisition, grammar, vocabulary, learning to talk etc.), are

believed to reflect specific language behaviors of learners that contribute to learning (Naiman et al, 1978).

Although the concepts used while describing the mental processes and behaviors have much been debated (O'Malley and Chamot, 1990), these studies have provided a sound base for the following strategy taxonomies through defining how individual formation of learning matters. Before mentioning different studies on classification of language learning strategies, various definitions of learning strategies are presented below.

Very broadly, learning strategies are "the techniques or devices which a learner may use to acquire" (Rubin, 1975:43). Rigney (1978) defines learning strategies similarly as "operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information (cited in O'Malley et. al. 1985:23). Later O'Malley and Chamot (1990:1) state that language learning strategies are "special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information".

Concerning the FLL context, Ellis (1985:165) states that learning strategies are the particular techniques that individuals use and calls them as "devices for compensating for inadequate resources". Mayer (1988:11) presents a more specific definition and claims that language learning strategies are "behaviors of a learner that are intended to influence how the learner processes information". A similar definition is later provided by Cohen (1995:1) who describes language learning strategies as "steps and actions selected by the learners either to improve the learning of a second language, the use of it, or both". The next section examines the well-known classifications of learning strategies by various researchers.

### 2.2.3.1 CLASSIFICATIONS OF STRATEGIES IN LANGUAGE LEARNING

Throughout the literature many studies have been provided by many researchers concerning the description and categorization of learning strategies employed in language learning (Rubin, 1981 and 1987; Politzer and McGroarty, 1985; O'Malley et al, 1985; Weinstein and Mayer, 1986; Ramirez, 1986; Chamot, 1987; O'Malley and Chamot, 1990; Bialystok, 1990; Oxford, 1990).

Two commonly accepted classification systems, examining language learning strategies according to their distinct features belong to Rubin (1987) and O'Malley and Chamot (1990). Rubin (1987) offers three different types of strategies concerning their relation with the process of FLL. She presents the first type of learning strategies in two sub-groups as cognitive and meta-cognitive strategies and states that these directly contribute to learning. According to this categorization the other two types are defined as communication and social strategies and both indirectly contribute to FLL.

Another considerable taxonomy is presented by O'Malley and Chamot (1990), which has developed through many studies involving a series of observations and procedures. Having both similarities and differences to that of Rubin's (1987), this taxonomy mainly consists of three categories as meta-cognitive, cognitive and social-affective strategies, without mentioning their direct or indirect contribution to learning. These three categories include 26 sub-categories, nine of which were meta-cognitive strategies, clustered in three sets as planning, monitoring and evaluation. However some of these sub-categories have been omitted or combined together in different studies (Yılmaz, 1997).

Among many researchers who have focused on strategies in language learning, Rebecca Oxford is accepted as a distinctive figure since she has presented the most detailed description of strategies and their use by developing the most

comprehensive taxonomy of strategies. The following section briefly summarizes language learning strategies with reference to Oxford's (1990) study.

### 2.2.3.2 OXFORD'S TAXONOMY OF LANGUAGE LEARNING STRATEGIES

Oxford (1990) describes learning strategies as; specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. She signifies that strategies are especially important for language learning since they are tools for active, self-directed involvement, which is essential for developing communicative competence. She further notes that appropriate use language learning strategies result in improved proficiency and greater self-confidence.

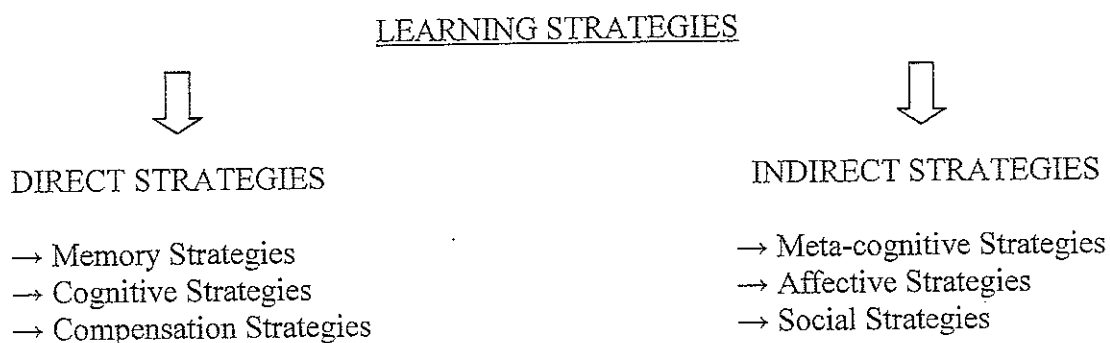
According to Oxford (1990), language learning strategies can either be behavioral (repeating new words aloud) or mental (using the linguistic or situational context to infer the meaning of a new word). They are typically problem-oriented, that is, learners employ strategies when they are faced with some problem such as remembering a new word. She also claims that learners are generally aware of the strategies they use and, when asked, can explain what they did to try to learn something.

Features of language learning strategies are listed by Oxford (1990:9) as:

1. Contribute to the main goal, communicative competence
2. Allow learners to become more self-directed
3. Expand the role of teachers
4. Are problem-oriented
5. Are specific actions taken by the learner
6. Involve many aspects of the learner, not just the cognitive

7. Support learning both directly and indirectly
8. Are not always observable
9. Are often conscious
10. Can be taught
11. Are flexible
12. Are influenced by a variety of factors

Oxford (1990) divides the strategies into two major classes: direct and indirect. These two classes are also subdivided into a total of six groups (memory, cognitive, and compensation under the direct class; meta-cognitive, affective, and social under the indirect class). She claims that “direct strategies and indirect strategies support each other and each strategy group is capable of connecting with and assisting every other strategy group” (1990:14). A sample diagram depicting Oxford’s categorization is presented below.



**Direct Strategies:** Direct strategies require mental processing of the language; however strategies of memory, cognitive and compensation issue this processing in a different way with a different aim.

The first subdivision of the direct strategies is called *memory strategies* that mainly consist of four groups as: a. creating mental linkages, b. applying images and sounds, c. reviewing well, and d. employing actions. These include basic personal principles that involve meaning; like giving things an order, making associations and reviewing. They often involve pairing different types of information and material such as; giving verbal labels to pictures or creating visual images of words or phrases. Learner styles are effective in choosing the type of ‘coding’ the information

since learners differ in the way they benefit at most. Some learners favor visual imagery while others prefer aural, kinesthetic or tactile forms of coding.

*Cognitive strategies* include four sets of strategies as: a. practicing, b. receiving and sending messages, c. analyzing and reasoning, and d. creating structure for input and output. These are accepted as the most popular strategies among learners of FLL. There is a common function of all cognitive strategies that is manipulation or transformation of the target language by the learner. Cognitive strategies are efficient in language learning since they enable ongoing development of proficiency through practice while they also help the learner to understand the main idea and produce in the target language. Analyzing and reasoning strategies are vital as they direct learners to form some rules and build a model of the language they learn. Strategies like taking notes and summarizing enable learners to structure the given input into chunks and get prepared to use language with the help of these structures.

There are two main forms of *compensation strategies* as: a. guessing intelligently in listening and reading, and b. overcoming limitations in speaking and writing. These are mainly used with the aim of comprehension or production at situations of limitations in knowledge. These help to deal with problematic stages of learning when grammar and vocabulary are inadequate for the intended purpose. Compensation strategies allow learners to perform in written or spoken form despite the lack of complete knowledge. It is also noted that learners who are less skilled at language learning, use the compensation strategies more as they face more trouble in expressing more. These help learners to keep on using the language and obtain more practice.

**Indirect Strategies:** Indirect strategies support and manage language learning without directly involving the target language. These are divided into three groups as meta-cognitive, affective and social. Indirect strategies are useful in all language learning situations and are applicable to all language skills.



*Meta-cognitive strategies* are composed of three sets as: a. centering your learning, b. arranging and planning you learning, and c. evaluating your learning. Meta-cognitive strategies enable learners to coordinate their own learning process. The conscious use of these strategies helps learners to focus on relating new input with the existing ones, so that they are not confused by the amount of unfamiliar knowledge together with the appropriate use of organization skills and purposeful arrangements. Rather than rule learning, meta-cognitive strategies direct learners to gain a communicative competence through self-monitoring and self-evaluating.

Three main groups exist in *affective strategies* as: a. lowering your anxiety, b. encouraging yourself, and c. taking your emotional temperature. Learners are able to control their own emotional, attitudinal and motivational reflections on language learning by use of these learning strategies. Affective strategies are helpful within the normally expected limits of difficulties in language learning and if used appropriately; they can increase learners understanding of another language. The conscious use of positive and even negative emotions and attitudes can help learners to perform at their highest levels and exhibit stability in their progress.

The last sub-division of the indirect strategies is called *social strategies*. There are three fundamental sub-categories of this type as: a. asking questions, b. cooperating with others, and c. empathizing with others. Since language is directly related with communication with others, social strategies are significant in language learning process. Social strategies help learners to find answers to their questions, discover others' view of language learning; while the learner also gets feedback concerning his own skills of understanding and production. These strategies enable learners to participate in any act efficiently, and constitute one of the most useful tips in not only in language acquisition but also in all kinds of learning.

Studies of the 2000s often show variety concerning the use of strategies since the need of getting adapted to the changing values of the world has a considerable effect on learners' perception of the 'learning' itself. Most researchers,

all agreeing on the importance of strategy use, claim that the proportions of the effect of internal and external factors in language learning now are not detected as easily as they were and suggest that most learners use a changing combination of different strategies by taking the learning environment into consideration (Dörnyei and Shekan, 2003; Wafa, 2003; Salem, 2006).

### 2.3 CHAPTER SUMMARY

This chapter reviewed the significant theories of foreign language learning and factors affecting FLL. The first section mentioned about the studies on FLL within the framework of behaviorism, cognitive psychology, constructivism, humanism and social interactionism.

The second section briefly described the factors of 'attitude' and its reflections on foreign language learning, 'motivation' and theories of motivation both in psychology and foreign language learning, and finally discussed 'learning strategies' and well-known classifications on strategies in foreign language learning, and then introduced a summary of Oxford's study on language learning strategies.

The next chapter exhibits the factor of gender in foreign language learning, which is of most importance to this study and its relation to factors of attitude, motivation and strategies in foreign language learning.

## **CHAPTER THREE**

### **GENDER AND FOREIGN LANGUAGE LEARNING**

#### **3.0 INTRODUCTION**

This chapter presents the background definition of the term 'gender', reviews main thoughts on gender and its effect on language use and learning. It then, introduces some of the explanations on gender differences and finally touches on the relationship of gender with factors of attitude, motivation and language learning strategies that are being investigated in this study.

#### **3.1 GENDER**

##### **3.1.1 BACKGROUND DEFINITION**

The definition of gender has always been debated among researchers since the concept of 'gender' is not well understood and mostly confused with sex (Lippa, 2005). Therefore it is customary to make a distinction between the two concepts at the onset of this chapter.

What seems to distinguish between the terms mainly concerns biological and sociological characteristics of males and females. Sex refers to the biological and physiological characteristics that define men and women that are mostly related to

the anatomical structures or activities. Gender on the other hand; refers to the changing appropriate roles, behaviors, activities, and attributes for men and women that are constructed by the society (Bem, 1983; Springer and Deutsch, 1989; Sunderland, 1993; Bulut, 1994; Begley, 1995; Kobayashi, 2002; Lippa, 2005).

These qualities or roles are learned and affected by factors such as education and economics. Therefore aspects of gender vary widely within and among cultures, opposite to the aspects of sex that do not vary substantially between different human societies. Gender roles are socially determined and evolve over time (Begley, 1995; Coşgun, 2002). Many researchers (Bardwick, 1971; Fishman, 1977 and 1978; Kramarae, 1981; Coates, 1993 and 1998; Coşgun, 2002) claim that gender roles and expectations are often identified regarding the status of women in society which is highly affective in social and family, even in economic settings.

The studies of the 2000s conclude that gender is a powerful social phenomenon and does not correlate directly with simple biological or social categories. From this point of view it is obvious that it can not be isolated from other aspects of social identity and relations, it does not have the same meaning across communities and that the linguistic manifestations of that meaning are not the same across communities either (Lippa, 2005).

Although sex differences as observed in anatomical, physiological, chemical, hormonal content; differences can be of significant value, it is beyond the scope of this study to investigate such differences in the process of learning. This study mainly focuses on gender differences ascribed by society and their relationship to learning of English as a foreign language.

Among many other factors, gender is accepted as a major factor in FLL. Either directly or indirectly, it shapes the main tendencies of individuals together

with the cultural background. The section below briefly touches on a number of language studies that have contributed to understanding of the concept of 'gender'.

### **3.1.2 THE RECENT HISTORY OF STUDIES ON LANGUAGE USE, LANGUAGE LEARNING AND GENDER**

Research on language use, language learning and gender is widely interdisciplinary since a combination of the findings of analyses conducted by linguists, sociologists, psychologists etc. has contributed to the knowledge and the application of gender theory to real life. Kramarae (1981) offers an explanation for the relationship of language use and language learning; stating that in most countries, men dominates the public sphere while women in the private. In the two spheres; speech is considerably different as public speech is more assertive and direct, while private speech is more nurturing and indirect. These strategies occurring in native language use are reflected in the way males and females learn and use a new language. The following section briefly examines how language use and language learning are related to gender.

#### **3.1.2.1 Gender and Language Use**

Gender differences have often been observed in the use of languages in real life and many differences have been noted since Lakoff's (1973) pioneer work. Lakoff emphasizes the negative aspects of women's speech in comparison to the positive norm of men's language, and she argues that women are directed to

speak an insecure and ineffectual form of the language with the pressures of a patriarchal culture beneath. This study is later defined by Freed (1995) as the trigger to the women's movement of the early 1970s.

Males and females are commonly known to be different in their use of language concerning both the phonological variables and the speaking styles. Throughout the gender study, various explanations on these differences have been offered. Two mostly discussed clarifications involve with the male dominance in societies and the differing communicative styles (Hymes, 1974; Thorne and Henley, 1975; Karamarae, 1981; Gumperz, 1982; Tannen, 1986; Cameron, 1990; Coates, 1993; Coşgun, 2002).

Freed (1995) states that; the gender research of the 1970s and 1980s mostly argue that the language variation between genders stems from the effects of gender differentiated societies. Thorne and Henley (1975) claim that institutionalized male dominance is an important factor arousing female and male differences. This perspective is known as the 'dominance framework' for language and gender analysis. On the other hand within the same period, together with the studies such as Hymes' (1974) on the ethnography of communication model and Gumperz's (1982) on cross-cultural comparisons, linguists have begun to analyze female and male speech characteristics with a sight to difference rather than of dominance.

Within this approach, the different nurture styles of males and females are believed to shape their acquisition of separate language characteristics (Maltz and Borker, 1982). Similarly the differences in the speaking styles of women and men are presented within the framework called 'celebrating difference' in Thorne et. al.'s (1983) anthology, which emphasizes the positive aspects of women's unique communicative style.

During the 1990s, certain multicultural comparisons have been offered with the aim of exploring the interrelation of language and gender and it has been concluded that many factors such as the speech and the cultural and situational context, should be analyzed for a reevaluation of the category of gender and its relation to language use (Freed, 1995).

### **3.1.2.2 Gender and Language Learning**

Differences between males and females in FLL has formerly been observed and emphasized in many studies. Most researchers have offered various explanations focusing on the main factors shaping individuals' acquisition of a foreign language (Gardner and Lambert, 1972; Burstal, 1975; McDonough, 1981; Spolsky, 1989; Oxford, 1990; Behçetoğulları, 1993; Yılmaz, 1997; Demir, 2005).

As formerly stated in Chapter Two, three factors among many others step forward in relation to gender and language learning. Attitudes, motivation and learning strategies are factors within which the effects of gender appear most. Therefore it would be logical to revise the commonly accepted differences through these three factors.

Most studies on attitudes towards language learning in relation with gender, agree on the idea that; due to socially varying beliefs, conditions, social expectancies and cultural orientations, females are more positive when compared to males and this difference results in a higher motivation of females which finally leads to a better acquisition (Dale, 1974; Beswick, 1976; Powell, 1986; Pritchard, 1987; Loulidi, 1989; McGroarty, 1993; Selçuk, 1997; Yılmaz, 1997; Özek, 2000;

Lo, 2000; Saieyyüpoğlu, 2001; Kobayashi, 2002; Demir, 2005; Carr and Pauwel, 2005).

Motivation is another factor which becomes critical when different levels of acquisition of foreign language by genders are considered. Numerous researchers (Gardner and Lambert, 1972; Maltz and Borker, 1982; Hughes, 1989; Jones, 1996; Hyekyung and Amado, 1998; Özek, 2000; Saieyyüpoğlu, 2001; Demir, 2005; Kissau, 2006) note that, genders' different drives in learning a foreign language stem from their cultural and social structure, that shape their developmental limits and needs for their life. Females' higher motivation is approved in many studies (Spolsky, 1989; Bacon and Finneman, 1992; Behçetoğulları, 1993; Selçuk, 1997; Kang, 2000; Watson et.al., 2002) although contradictory results exist (Ludwig, 1983; Jones, 1996; Yang, 1999).

A final factor of which use reflects considerable difference between males and females are learning strategies. Together with teacher orientation and specific situations, females and males are widely accepted to use distinct learning strategies in distinct ways that are consistent with their learning styles (Willing, 1988; Oxford et. al., 1988; Nyikos, 1990; Behçetoğulları, 1993; Yılmaz, 1997).

In most studies (Poltzer, 1983; Oxford et. al., 1988; Nyikos, 1990; Gass and Varonis, 1986) females are reported as being superior in using various language strategies and this is often explained through the changing cultural constructs that directly affect the formation of use of language learning strategies. However some recent studies (Kim, 1992; Oh, 1996; Wafa, 2003; Salem, 2006) reveal conflicting results showing no difference concerning use of strategies between females and males.



### 3.1.3 EXPLANATIONS INTO GENDER DIFFERENCES

Numerous explanations for gender differences in foreign language learning have been offered throughout the literature with the aim of providing and understanding of why and how males and females perceive language learning differently and act in separate ways (Bryden, 1979; Waber, 1979; Fishman, 1983; Springer and Deutsch, 1989; Loulidi, 1989; Halpern, 1992; Behçetoğulları, 1993; Begley, 1995; Bügel and Buunk, 1996; Jones, 1996; Yılmaz, 1997; Özek, 2000; Norton and Pavlenko, 2004; Demir, 2005).

Two main categories of biological and social differences are mostly offered in these studies in order to explain gender phenomenon in foreign language learning. The first category of biological explanations mainly focuses on different hormones and brain organization of each sex and suggests that differences in cognitive development stem from this diversity (Springer and Deutsch, 1989; Halpern, 1992; Behçetoğulları, 1993; Carr and Pauwels, 2005).

Many studies have been offered in order to explore how different brain lateralization of the two genders result in distinct formations concerning FLL. These theories have revealed that there are greater nerve linkages between both hemispheres for females than males, and claimed that this leads to a greater fluency and speech as well as greater sensitivity to emotional, nonverbal communication that results in better acquisition of language (Sherman, 1978; Bryden, 1979; Waber, 1979; Oxford et. al., 1988; Springer and Deutsch, 1989; Moir and Jessel, 1991; Begley, 1995; Norton and Pavlenko, 2004; Lippa, 2005). However, since the anatomical differences are not subject to our study, social originated explanations into gender differences are emphasized in this section.

The second category of explanations into gender differences prioritizes social differences between males and females concerning language learning. These

explanations essentially involve with social effects, common expectations of the society, the perception of language and language learning and their effects on the separate performances of genders (Witkin and Goodenough, 1979; Fishman, 1983; Loulidi, 1989; Behçetoğulları, 1993; Matlin, 1993; Jones, 1996; Bügel and Buunk, 1996; Yılmaz, 1997; Özek, 2000; Lo, 2000; Kobayashi, 2002; Demir, 2005; Carr and Pauwels, 2005).

The most accepted explanation offered by numerous researchers (Witkin and Goodenough, 1979; Kramarae, 1981; Fishman, 1983; Behçetoğulları, 1993; Matlin, 1993; Yılmaz, 1997) proposes that; due to the common demands of their gender types, females and males develop certain behavioral types such as asking questions, making introductions, listening actively or interrupting, delaying backchannel support, rejecting topics offered and holding the floor longer. These behaviors form a unique structure of language use while at the meantime shaping various perceptions of language learning. Similarly in recent studies (Behçetoğulları, 1993; Özek, 2000; Lo, 2000; Kobayashi, 2002; Demir, 2005), it is stated that the nature of the social constructs direct the expectations concerning the personal development of females and females are often encouraged to study foreign languages.

Another explanation into gender differences in language learning focuses on the 'image' of foreign language learning and its effect on gender-differentiated performances. Loulidi (1989) claims that genders' different perception of FLL which is constructed by the society, might contribute to a rise or fall in the achievement level. Parallel to this suggestion, some studies have shown that the study of foreign language learning is mostly viewed as a 'female domain' and the thought of 'girls' superiority in language learning' is more common than is believed to be (Bügel and Buunk, 1996; Jones, 1996). In their recent study, Carr and Pauwels (2005) report that males have a tendency to emphasize their gender separation from girls by dropping languages since foreign language study is a 'female business'.

There are some other studies (Hawley, 1971; Ludwig, 1983; Yang, 1999; Pavlenko et. al., 2001; Siebert, 2003) with contradictory results concerning the females' superiority in language learning. These studies are mostly evaluated as extraordinary examples, in which various factors such as the cultural background, personality, school environment, and motivational aspects together, form these unexpected results.

As stated formerly in Chapter Two; attitudes, motivation and learning strategies are the factors in which most differences related to gender are detected. Examples of superior motivation and positive attitudes of females triggered by socio-cultural effects and different use of learning strategies are widely presented in the literature (Gass and Varonis, 1986; Pritchard, 1987; Oxford et. al., 1988; Bacon and Finneman, 1992; Behçetoğulları, 1993; McGroarty, 1993; Yılmaz, 1997; Kang, 2000; Watson et.al., 2002; Demir, 2005; Carr and Pauwel, 2005). Therefore the following sections will review these factors of language learning in relation with gender.

### **3.2 GENDER AND ATTITUDES IN LANGUAGE LEARNING**

Attitudes in language learning are mental concepts developed by individuals towards certain aspects in the course of language learning as described in Section 2.2.1. Ellis (1994) states that; one can develop attitudes towards the language, the speakers of the language, the culture of the language, the social value of learning a language, particular uses of a language and finally towards himself/herself as a member of his/her own culture.

Females and males, being byproducts of the society (Sunderland, 1993) are often reported to develop different levels of attitudes towards components of language learning depending on the separate micro cultures they come from, that are observable in social, psychological and academic environment of school (Barry, 1992). The differences in attitudes towards language learning between males and females are often explained over three main aspects of cultural effect, employment needs and the image of the foreign language learning. Many researchers (Hawley, 1971; Witkin and Goodenough, 1979; Rees, 1987; Spolsky, 1989; Loulidi, 1989; Özek, 2000; Lo, 2000; Kobayashi, 2002) point at the direct effect of gender identity defined by the society on development of attitudes towards foreign language learning. Depending on these varying definitions as well as expectations, most studies have resulted in females' more positive attitudes towards FLL.

Many studies (Rees, 1987; Spolsky, 1989; Selçuk, 1997; Kang, 2000) have emphasized females' increasing tendency in learning modern languages claiming that females have greater interest and more positive attitudes towards FLL. This often explained by the idea that; to females, knowledge of foreign languages has direct and obvious relation with approval from the society. Similarly Lo (2000) notes that females have a higher level of education in Taiwan, due to their more positive attitudes towards language learning that stem from the culturally formed higher possibilities for females' professional development. In another study, the feminized academic and professional choices within the Japanese culture are offered as the reason for females' more positive attitudes towards foreign language learning (Kobayashi, 2002).

Adverse effects of the cultural structure on development of attitudes towards language learning are also reported within the literature with reference to certain society forms that do not support female achievement. For example Hawley (1971) states that in most cultures, females are prevented from studying foreign languages due to their domestic duties shaped by males' perception of 'appropriate

female behavior' and claims that this results in females' lack of interest in FLL (cited in Watson et. al., 2002).

Another explanation into gender differences concerning attitudes involves the varying employment needs of the genders. Loulidi (1989) mentions about females' more positive attitudes towards foreign language learning in most countries and explains this with the higher future employment possibilities open to girls, related to the knowledge of foreign languages. This view is also supported by some researchers (Paige, 1990; McGroarty, 1993) who point out at the considerable amount of the employment needs of the immigrant females in many Western countries which leads to an increase in the number of females studying foreign languages, even if this challenges their traditional family structures.

A final factor which is presented to be influential in development of differences between genders on attitudes towards language learning is the 'image' of foreign language learning. Concerning this factor, most studies report that foreign language learning is basically accepted as a 'feminine subject' and this eventuate in females' more positive attitudes. For example Pennycook (2004) and Carr and Pauwels (2005) report that in most cases, FLL is considered as a 'girl-appropriate' subject and this increases females' interest on the matter while males consider it irrelevant to their gender type. Similarly, Kissau (2006) states that males perceive themselves as being less capable in foreign language studies and this leads to a fall in their control over success and failures. However a contrasting finding is reported by Siebert (2003), who presents that most males rate their abilities highly and believe they have a special ability in learning a foreign language.

In the Turkish context, some remarkable studies on the relation between gender and attitudes towards FLL have been carried out. For example, Selçuk (1997) and Demir (2005) report findings of their studies in this relationship that resulted in female students' more positive attitudes towards foreign language learning. Two other researchers (Behçetoğulları, 1993 and Özek, 2000) claim that the detected

differences in attitudes towards language learning in favor of males stem from females' encouragement and support by their parents and the society.

The next section covers some studies presented on motivational differences of genders in FLL and presents some of the most accepted explanations on the detected differences.

### **3.3 GENDER AND MOTIVATION IN LANGUAGE LEARNING**

Motivation in FLL is a factor in which considerable differences between genders are indicated. Studies on motivation and gender are often conflicting due to the fact that; these are often mutually effective, and other complicated sub factors often accompany them such as; personal experiences in society or family life or future expectations hidden behind observable responsibilities. Since motivation is directly related to social structures, it is possible to say that the historical balance within the study of languages concerning this factor is changeable from culture to culture.

In most studies females are considered to be more motivated in foreign language learning (Gardner and Lambert, 1972; Politzer, 1983; Hughes, 1989; Spolsky, 1989; Bacon and Finneman, 1992; Behçetoğulları, 1993; Pavlenko et al., 2001; Demir, 2005; Kissau, 2006; Salem, 2006). The changing level of difference between genders is commonly related to three main reasons as job opportunities, social perceptions and personal reasons. Explanation into the rise of these reasons can be detected in the former statements given in Section 2.2.2.

The first explanation offered, mainly deals with the practical reasons of learning a foreign language. Many researchers (Hughes, 1989; Bacon and Finneman, 1992) emphasize the importance of the increased job prospects for females which result in their greater tendency in studying a foreign language.

On the other hand, Yang (1999) claims that social factors may also lead to adverse situations as of Korean women, who are discouraged in foreign language learning due to the scarcity of well-paying career opportunities for female graduates. Pavlenko et. al. (2001) similarly note that; in some communities, females are less motivated than males in language learning due to fewer opportunities for education and labor depending on socio-cultural development.

Another explanation brought up concerning motivation differences between genders is the cultural effects. While Jones (1996) present an outstanding example of motivation development of males due to dominant nationalist tendencies that view ability of speaking Welsh as the true symbol of being a Welsh, most researchers (Behçetoğulları, 1993; Özek, 2000; Watson et. al., 2002; Kissau, 2006) note that since social perception define what is appropriate for females and males in most cultures, females are more motivated in FLL which can provide them the expected feminine careers such as teaching.

The last commonly accepted explanation for differences in motivation between females and males involves personal reasons. Hyekyung and Amado (1998), state that American females often report personal reasons for their higher motivation in foreign language learning. Similarly Kang (2000) reports a consistent motivation of females more than males due to personal reasons in Korea.

There are also some significant studies in Turkey that consider the relation of factors of gender and motivation in foreign language learning. For example Selçuk (1997) explains females' higher achievement level in foreign language learning with

their more positive attitudes that lead to a higher motivation. Similarly Özek (2000) states that since females receive more support from their environment, they are more motivated to succeed in foreign language learning. In a recent study Demir (2005) also points at the importance of gender in development of motivation in foreign language learning and indicates females' higher motivation and achievement level.

The next section reviews some studies on relationship of gender and learning strategies and some offered explanations concerning this matter.

### 3.4 GENDER AND FOREIGN LANGUAGE LEARNING STRATEGIES

Numerous studies have shown that the gender of the learners makes a significant difference in learning a second or foreign language. Language learning strategies that are solely issued depending on cognitive development and personal choices, are subject to different use of females and males depending on the two genders' learning styles and habits (Kramarae, 1981).

Gass and Varonis (1986) explain the different use of strategies through the idea that; females tackle the task of learning a FL differently than males and use it to obtain more input while males use the opportunities to interact and to produce more output. Studies on gender and use of learning strategies serve as valuable indicators in characterizing a successful language learner, since these contribute to the understanding of FLL (Vann and Abraham, 1990).

Most studies, examining gender as a variable in the use of language learning strategies report that significant gender differences occur in a single



direction, showing greater and more efficient use of language learning strategies by females (Politzer, 1983; Oxford et. al., 1988; Ehrman and Oxford, 1989; Nyikos, 1990, Noguchi, 1991; Green, 1992; Oxford, 1993; Green and Oxford, 1995).

Concerning females' different and more frequent use of learning strategies Ehrman and Oxford (1989) note that; in their study, females reported greater use of language learning strategies in four areas as general study strategies, functional practice strategies, strategies for searching and communication meaning, and self-management strategies when compared to males.

While Oxford and Nyikos (1993) present similar findings in which female learners more frequently used formal rule-related practice strategies, general study strategies and conversational input elicitation strategies than male learners did, in their study; Green and Oxford (1995) indicate that females use the memory, meta-cognitive, affective and social strategies significantly more often than males while no considerable difference occurs concerning the use of cognitive and compensation strategies.

There are some other studies that do not support the assumption that gender differences affect the choice of strategies. Kim (1992) argues that there is no significant difference between males and females in the use of strategies. Similarly, Oh (1996) reports that in his study gender difference did not affect the use of strategy proposing that the students' attitude was more effective in strategy use when compared to gender.

Another supporting finding is offered by Wafa (2003) who states that gender and proficiency have no significant effect on the varying use of strategies. In another recent study, Salem (2006) notes that no differences were reported concerning the overall use of language learning strategies although females used their memory, cognitive and compensation strategies more when compared to males.

In the Turkish context two significant studies come forth by Behçetoğulları (1993) and Yılmaz (1997). In her study Behçetoğulları (1993) mainly aims to find out if female university preparatory school EFL learners have any quantitative advantages over males in general English foreign language proficiency. Although the study mainly involves with language skills, it is reported that females are more motivated and therefore more efficient in using learning strategies. She offers an explanation into these differences by mentioning females' more encouragement by the society as well as their families.

In another study Yılmaz (1997) reports that, females use social strategies more efficiently than males. He also indicates that the differences between females and males concerning the use of affective and meta-cognitive strategies were close to significance, favoring males. Finally he states that no considerable difference was detected on use of cognitive and compensation strategies.

### 3.5 CHAPTER SUMMARY

This chapter presented the review of studies on gender from the perspective of FLL. The first section exhibited the general description of gender, provides information on recent history of studies on relation of gender to language use and learning both in national and international contexts, then finally discussed possible reasons for gender difference presenting former explanations given on the matter.

The second section reviewed gender effect on attitudes in foreign language learning. The third section examined the gender and its relation to motivation in FLL. Finally the fourth section inspected the language learning strategies within the scope of gender issues.

## **CHAPTER FOUR**

### **METHODOLOGY**

#### **4.0 INTRODUCTION**

This study mainly attempted to explore the reasons of gender differences in foreign language learning success of Turkish students studying at YADEM preparatory program – both voluntary and compulsory- at Çanakkale Onsekiz Mart University in Turkey. Achievement differences concerning the factors of program and gender were also investigated. Among factors affecting foreign language learning; motivation, attitudes and language learning strategies were taken into account during the study.

This chapter presents the methodology applied in the study. First, the objectives and research questions are described and the research design is explained in detail. Next, the rationale for the study is defined through a brief look into the methodological literature concerning the selected methods in the study. Finally the methodological flow of the study is presented together with the description of the setting, participants, instruments, data collection and data analysis.

#### **4.1 OBJECTIVES OF THE STUDY**

The present study aimed to identify the possible reasons of gender differences in foreign language learning success among preparatory class students at

Çanakkale Onsekiz Mart University, who studied English as a foreign language within an eight months' period. The study intended to provide an explanation on differences between genders within factors of motivation, attitudes and language learning strategies. Factors of program and achievement were also considered as significant variables; and therefore were investigated mutually.

The main purpose behind studying gender differences was to gain a better understanding of a major factor in foreign language learning, which is commonly considered as being highly complex due to the biological and social nature of gender, and to provide more explanatory information rather than a descriptive one.

The study addresses the following research questions:

- RQ1a-** Are there any significant achievement differences between students of compulsory and voluntary preparatory programs at the university?
- RQ1b-** Are there any significant achievement differences between female and male students of the preparatory programs at the university?
- RQ2a-** Are there any significant motivational differences between the compulsory and voluntary programs?
- RQ2b-** Are there any significant differences in attitudes between the compulsory and voluntary programs?
- RQ2c-** Are there any significant differences in learning strategies between the compulsory and voluntary programs?
- RQ3a-** Are there any significant motivational differences between the female and the male students?
- RQ3b-** Are there any significant differences in attitudes between the female and the male students?
- RQ3c-** Are there any significant differences in learning strategies between the female and the male students?
- RQ4-** Is there any correlation between achievement and factors of language learning?

## 4.2 RATIONALE FOR THE STUDY

There is a host of different tools of data collection referred to in the broad field of FLL, with varying strengths and weaknesses. Therefore, it is necessary to consider different tools that will fit within purposes of research.

This study as outlined above aimed to explore gender differences in terms of strategies used, motivation and attitudes which are frequently investigated through questionnaires and interviews (see Gardner and Lambert, 1972; Politzer, 1983; Spolsky, 1989; Hughes, 1989; Bacon and Finneman, 1992; Oxford et al., 1993; Nyikos, 1990; Oxford and Ehrman 1995; Yilmaz, 1997; Demir, 2005).

This study also adopted questionnaires and interviews as main means of eliciting data from participants for several reasons. In this section, the reasons of the selection of questionnaire and interview methods for gathering data are explained accompanied by references to methodological literature.

Youngman (1986) lists seven types of questions used in questionnaires as: 1. verbal/open, 2. list, 3. category, 4. ranking, 5. scale, 6. quantity, and 7. grid. (cited in Bell, 1993:77). Nunan (1992) notes that questionnaire items can be close or open ended. A closed item helps the researcher to determine the range of possible answers whereas an open ended item releases the subject to decide what to say and how to say it.

Bell (1993) claims that, questionnaires are suitable in gathering certain types of information quickly. This research method enables the researcher to collect data that are more tractable when quantification is taken into consideration. However; the question-writing, design, piloting, distribution and return of the questionnaires are critical points that have to be given importance.

Moser and Kalton (1971) define interview as “a conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent” (cited in Bell, 1993:91). Similar procedures of preparing for interviews as questionnaires occur; topics should be selected, questions should be devised, methods of analysis should be considered, and finally a schedule should be prepared and piloted (Bell, 1993).

Nunan (1992) states that interviews are mainly categorized according to their degree of formality as: unstructured, semi-structured or structured. An unstructured interview is guided by the responses of the interviewee rather than the agenda of the researcher; while in a semi-structured interview, the interviewer has a general idea of where s/he wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions; and finally in the structured interview, the agenda is totally predetermined by the researcher, who works through a list of questions in a predetermined order.

Bell (1993:91) claims that; “a major advantage of the interview is its adaptability”. On the other hand, she mentions about some disadvantages of the method as its being time-consuming and subjective, adding the difficulties in analysis due to varying wording preferences mutually. Interviews enable the researcher to follow up ideas, probe responses and explore motives and feelings behind the answers unlike questionnaires. Oppenheim (1992) notes that the questionnaire enables the researcher to reach a high number of respondents, and this can lead to a statistical analysis of the results. However, interviews can be more advantageous in cases when detailed information is needed.

Both questionnaires and interviews have their own advantages and disadvantages. For example questionnaires are often considered to be profitable since these can be administered on large numbers of people cheaply (Rosenthal and Rosnow, 1984). Interviews on the other hand, are believed to release the subjects by asking more open questions and clarifying the subjects' understanding of the

questions. Here, subjects are free to respond in their own words; whereas with questionnaires, they try to express themselves over a structured framework of thoughts.

However, questionnaires are more dependable concerning the danger of bias since they don't cause an interaction of the researcher and the subject, and the subjects are only focused on their own thoughts. Though in interviews, the personal attitudes of both the subjects and the researcher come forth in these communicative activities, risking the objectivity of both sides.

### **4.3 MAIN STUDY**

#### **4.3.1 SETTING**

The main study was carried out with students of the preparatory program of YADEM at Çanakkale Onsekiz Mart University. This preparatory program involved an eight months' education of English language through 4 different courses of Main Course, Reading, Writing, and Listening and Speaking. Eight classes were educated under the program. The courses had a total of 24 hours per week. 12 lecturers in total taught in the program.

### 4.3.2 PARTICIPANTS

120 students participated in the first and second stage of the study. There were 64 female and 56 male students. The departments of the students at the preparatory program were as follows:

-Compulsory Preparatory Program: Accommodation, Travel, and Physics

-Voluntary Preparatory Program: Computer Engineering, Food Engineering, Tourism, Public Relations, and Management. Figure 1 displays the distribution of the students involved in the study concerning factors of program and gender.

**Figure 1: Distribution of the Students Involved In the Main Study**

	<b>Males</b>	<b>Females</b>	<b>Total</b>
<b>Compulsory</b>	46	26	72
<b>Voluntary</b>	22	26	48
<b>Total</b>	68	52	120

Among the participants; there were 5 male students who did not report their program. 3 of these students were from the compulsory program, while 2 students were from voluntary program.

23 students participated in the interview study. While choosing the interviewees, four main groups of representatives were formed as successful females, unsuccessful females and successful males, unsuccessful males. Out of the 120 participants involved in the questionnaire study, a list of all students according to their mean mark at the four courses of the preparatory program was made regardless of their program.

Seven students among the most successful and the least successful females and males were identified and reexamined in order to provide a balance in representation of both programs. Five students of the total 28 possible interviewees



were discarded due to lack of their regular attendance to classes therefore 23 students took part in the interview study. The distribution of these students concerning their gender, achievement and program is given in Figure 2.

**Figure 2: Distribution of the Students Involved in the Interview Study**

<b>Student Number</b>	<b>Gender</b>	<b>Achievement</b>	<b>Program</b>
1	Female	Successful	Compulsory
2	Male	Unsuccessful	Compulsory
3	Female	Successful	Compulsory
4	Female	Successful	Compulsory
5	Female	Successful	Voluntary
6	Female	Successful	Voluntary
7	Female	Successful	Voluntary
8	Female	Successful	Voluntary
9	Male	Successful	Voluntary
10	Female	Unsuccessful	Compulsory
11	Female	Unsuccessful	Voluntary
12	Male	Successful	Voluntary
13	Female	Unsuccessful	Compulsory
14	Female	Unsuccessful	Compulsory
15	Female	Unsuccessful	Voluntary
16	Male	Unsuccessful	Voluntary
17	Male	Unsuccessful	Compulsory
18	Male	Unsuccessful	Voluntary
19	Female	Successful	Compulsory
20	Male	Unsuccessful	Compulsory
21	Male	Successful	Compulsory
22	Male	Successful	Compulsory
23	Male	Successful	Compulsory

### 4.3.3 INSTRUMENTS

In the study two different questionnaires were used. The first one was Oxford's (1989) Strategy Inventory for Language Learning (SILL), Version 7.0 and the second one was Demir's (2005) Motivation-Attitude Questionnaire. This section gives information about the content and form of the instruments. In addition the adjustments that have been done concerning the study are illustrated.

#### 4.3.3.1 Motivation and Attitudes Questionnaire

The first instrument used in the study was the Motivation-Attitude Questionnaire which was adopted from Demir (2005). It includes 61 items in 8 different categories. Though the validity of this questionnaire had been assessed formerly, the instrument's internal consistency was reexamined due to certain changes made in accordance with the aim of the study. According to this study, the adjusted version of the Motivation-Attitudes Questionnaire was acceptable for the purposes of this research. Figure 3 displays the distribution of the categories and items of the questionnaire with Cronbach's alpha values both in Demir's (2005) study and the present study.

**Figure 3: Distribution of Categories and Items for the Motivation-Attitude Questionnaire**

	CATEGORY	ITEM NUMBERS	ALPHA VALUE IN DEMİR'S STUDY	ALPHA VALUE IN THIS STUDY
1.	Attitudes towards English language	1-10	0,8975	0,8089
2.	Attitudes towards learning English	11-16	0,8166	0,7660
3.	Attitudes towards themselves	17-24	0,6614	0,5976
4.	Parental Attitudes	25-32	0,6035	0,7785
5.	Attitudes towards English people	33-38	0,8943	0,9045
6.	Attitudes towards American people	39-45	0,8933	0,7167
7.	Intrinsic Motivation	48,49,52,53,56,57,58,60,61	0,8737	0,8515
8.	Extrinsic Motivation	46,47,50,51,54,55,59	0,6257	0,7004

As some of the statements in the questionnaire were aiming at young learners; some changes were made for providing better accordance with university students. Figure 4 illustrates some examples among the adjustments that have been gone through during the study. 8 items in total have been altered. These were items: 22, 27, 28, 29, 31, 32, 55 and 57. The items 20 and 40 were omitted since these were replaced with control questions (See Demir, 2005).

**Figure 4: Adjustments on Demir's (2005) Questionnaire**

NO	ORIGINAL ITEM	NO	ADJUSTED ITEM
29	İngilizceden kötü not alırsam ailem beni cezalandırır	27	İngilizcede başarısız olursam ailem bundan hoşnut olmaz
34	Ailem İngilizce dersinde yaptıklarına göz atıyor	32	Ailem İngilizce öğrenmemle ilgili gelişmeleri takip ediyor
55	Üniversitede bana yardımcı olabilir	55	İş hayatımda yararlı olacağını düşünüyorum
28	Ailem İngilizce çalışırken bana yardımcı oluyor	28	Ailem İngilizce öğrenmede kendimi geliştirmem için bana yardımcı oluyor

The next section gives information on the Strategy Inventory for Language Learning used in the study.

#### 4.3.3.2 Strategy Inventory for Language Learning

The second instrument used in the study was Oxford's (1989) Strategy Inventory for Language Learning. The inventory included 50 items in 6 different categories. Figure 5 displays the distribution of the categories and items of the inventory.

**Figure 5: Distribution of Categories and Items for the Strategy Inventory for Language Learning**

	<b>CATEGORY</b>	<b>ITEM NUMBERS</b>
1.	Remembering more effectively	1-9
2.	Using all your mental processes	10-23
3.	Compensating for missing knowledge	24-29
4.	Organizing and evaluating your learning	30-38
5.	Managing your emotions	39-44
6.	Learning with others	45-50

(Oxford, 1989: 298-299)

During the study, the categories were renamed under the categorization of the learning strategies in the literature by Oxford (1990) as follows: 1. Memory Strategies, 2. Cognitive Strategies, 3. Compensation Strategies, 4. Meta-Cognitive Strategies, 5. Affective Strategies, and 6. Social Strategies.

Oxford's Strategy Inventory for Language Learning is a common instrument for strategy research. However, since it was compulsory to translate the questionnaire items into Turkish; some changes were made and following this application, a translation-back-translation study was held with the help of four academics of the university. An assessment sheet involving the semantic equivalence of the original

statements and the translated statements was given to these academics. The results have showed that, the average of the semantic equivalence was 92%. An example of the assessment sheet is given below in Figure 6.

**Figure 6: Assessment Sheet for Translation-Back-Translation**

	<b>SECTION A</b>	<b>% 100</b>	<b>% 90</b>	<b>% 80</b>	<b>% 70</b>	<b>% 60</b>	<b>% 50</b>	<b>% 40</b>	<b>% 30</b>	<b>% 20</b>	<b>% 10</b>	<b>% 0</b>
<b>1</b>	Original Statement 1 vs. Translated Statement 1											
<b>2</b>	Original Statement 2 vs. Translated Statement 2											
<b>3</b>	Original Statement 3 vs. Translated Statement 3											
<b>4</b>	Original Statement 4 vs. Translated Statement 4											
<b>5</b>	Original Statement 5 vs. Translated Statement 5											

Though the Strategy Inventory for Language Learning (SILL) had formerly been evaluated concerning its reliability, following the translation-back-translation study it was reexamined in the study for its internal consistency. The reliability analysis of the sub-categories of SILL revealed moderate to high internal consistency. The Turkish version of SILL was suitable enough for research purposes. Cronbach's alpha values of each category of the questionnaire in this study are illustrated in Figure 7.

**Figure 7: The Reliability of the SILL Categories in This Study**

	<b>CATEGORY</b>	<b>ALPHA VALUE IN THIS STUDY</b>
<b>A</b>	MEMORY STRATEGIES	0,8018
<b>B</b>	COGNITIVE STRATEGIES	0,7996
<b>C</b>	COMPENSATION STRATEGIES	0,6979
<b>D</b>	META-COGNITIVE STRATEGIES	0,8610
<b>E</b>	AFFECTIVE STRATEGIES	0,6912
<b>F</b>	SOCIAL STRATEGIES	0,7212

The next section describes the final instrument used in the study.

### 4.3.3.3 Interview

In order to examine the gender differences in FLL, an interview was followed in the study. 23 successful and unsuccessful female and male students among the 120 participants of the main study participated in the study. These were chosen according to their achievement level which had formerly been assessed as explained in Section 4.3.4.2.

The interview questions included study habits (amount and definition of success), skills evaluation (strategy use on reading, listening, speaking and writing), motivational factors (intrinsic and extrinsic) and attitudes (personal and social). Figure 8 exhibits the questions prepared to serve as a checklist allowing the researcher to direct the student to give useful information for the study.

**Figure 8: Interview Checklist**

- What is the reason of the student for studying the English preparatory program? (for voluntary program students)
- What does studying English at a preparatory program mean to the student?
- What are the reasons for the student's willingness and unwillingness for studying English?
- How does the student's family approach towards his/her study on English?
- How does the student evaluate the process of English learning at the school?
- How does the student study English?
- What are the methods the student often uses while studying English?
- How does the student describe his/her own achievement?

The pilot study within the project, aimed to discover possible problems of misunderstanding and inducement that could appear during the interviews. Two students -a female and a male- participated in the pilot study. These were both first grade students from the Education Faculty at Çanakkale Onsekiz Mart University. In

parallel to the findings of the pilot study, certain changes that involve with the choice of word selection concerning the statements were gone through.

#### **4.3.4 PROCEDURES FOR DATA COLLECTION**

##### **4.3.4.1 Questionnaire Study**

The main study was carried out during the fall and spring terms of the 2005-2006 academic year. The study mainly consisted of three stages. First, the Motivation-Attitude Questionnaire and Strategy Inventory for Language Learning were conducted with 120 preparatory program students who studied English as a foreign language at Çanakkale Onsekiz Mart University, in the fall term of the 2005-2006 academic year. The administration of the questionnaires was fulfilled by the lecturers of the preparatory program at the university.

##### **4.3.4.2 Assessing Achievement of Students**

Second, the numeric evaluation of the students was fulfilled over their average success at the end of the first term of the 2005-2006 academic year, at the courses of: Main Course, Reading, Writing, Listening and Speaking. The students' term marks indicating their average success consisted of quizzes, presentations and a mid-term exam.

#### 4.3.4.3 Interview Study

Finally, the interview study was held with 23 male and female students in the spring term of the 2005-2006 academic year. Two meetings were held with the interviews; the first for introducing the researcher, the project and for delivering official invitation letters' delivery, and the second for designing the appointments considering the students' selection of timing and place.

In order to provide interviewees' comfort, appointments were made according to their preference of time and place. For the interview, the checklist was used to make sure that all the selected topics were mentioned during the conversation. The interviews were tape-recorded with the respondents' permission so during the study no notes were taken in order to increase the attention of the students.

#### 4.4 ANALYSIS OF THE DATA

Within the scope of the research questions, the data gathered from the questionnaires was analyzed by using various procedures of analysis. Independent Samples T-Test, descriptive statistics, and bivariate Pearson correlation co-efficient analysis were carried out via SPSS 10.01 for Windows. Furthermore, the statements of the students participated in the study were gone through a semi-content analysis concerning their convenience with the findings of the questionnaire study. The extracts given in Chapter 6 were chosen as samplers to provide possible explanations for the reasons of the formerly detected differences among students.



## 4.5 CHAPTER SUMMARY

This chapter presented the methodology applied in the study. First the objectives and the research questions were presented. The following sections portrayed information concerning the rationale for the study and the pilot study. Finally the methodology of the Main Study was explained.

The next chapter concerns the analyses of the data obtained from the Main Study.

## CHAPTER FIVE

### FINDINGS and DISCUSSIONS

#### 5.0 INTRODUCTION

This chapter presents and discusses findings of the study. The results of the analyses will be presented in order of research questions. Discussions of the findings will then be given in the light of current literature. The chapter will firstly reiterate research questions to be answered. It then will present findings and offer explanation to these. A summary of findings will be given in the final section of the chapter.

#### 5.1 OBJECTIVES AND RESEARCH QUESTIONS

This study aims to explore possible gender differences and explanations of such differences at a preparatory class of Çanakkale Onsekiz Mart University, a state university in western Turkey. Explanations for gender differences in achievement were sought through variables of achievement, program, and factors of motivation, attitudes and learning strategies were taken into consideration in relation to gender.

The following research questions were followed throughout the study:

**RQ1a-** Are there any significant achievement differences between students of compulsory and voluntary preparatory programs at the university?

**RQ1b-** Are there any significant achievement differences between female and male students of the preparatory programs at the university?

**RQ2a-** Are there any significant motivational differences between the compulsory and voluntary programs?

**RQ2b-** Are there any significant differences in attitudes between the compulsory and voluntary programs?

**RQ2c-** Are there any significant differences in learning strategies between the compulsory and voluntary programs?

**RQ3a-** Are there any significant motivational differences between the female and the male students?

**RQ3b-** Are there any significant differences in attitudes between the female and the male students?

**RQ3c-** Are there any significant differences in learning strategies between the female and the male students?

**RQ4-** Is there any correlation between achievement and factors of language learning?

## **5.2 FINDINGS AND DISCUSSIONS OF THE STUDY**

### **5.2.1 Achievement Differences between Programs**

One of the main concerns of the study was to understand whether the factor of program had an effect on language learning achievement. Therefore this section of the analysis addressed the following research question:

**RQ1a-** Are there any significant achievement differences between students of compulsory and voluntary preparatory programs at the university?

To find an answer to this question, compulsory and voluntary program students' marks were compared through an independent samples t-test. Table 1 shows the findings of the analyses.

**Table 1: Achievement Differences between Compulsory and Voluntary Programs**

Program	Mean	Std. Dev.	Mean Diff.	t	df	Significance
Compulsory	72,09	13,22	3,3056	1,166	118	p ≤ .246
Voluntary	68,79	17,81				

The independent samples t-test did not reveal a significant difference ( $p < .05$ ) between students of the two programs although a certain amount of difference was observed. Students of the compulsory program had a mean term mark of 72,09 while students of the voluntary program had 68,79; with a mean difference of 3,3056 ( $p \leq .246$ ). Such an insignificant difference pointed out that compulsory and voluntary prep students were not so dissimilar in terms of their achievement although voluntary students had a greater standard deviation implying greater variation in achievement among these students.

Such a finding was also depicted by Gardner and MacIntyre (1991) who point at the studies demonstrating the superiority of an instrumental orientation by arguing that the instrumental motivation shaped by the environment is mainly constituted by means of financial inducements, depending on the findings of their study which revealed better achievement level of the students who counted upon a possible financial reward.

This report was also supported by the interview study since most of the compulsory program students have stated that they have been triggered by the program. Three students; two from the compulsory and one from the voluntary program (St. 2, St. 4, and St. 18) have stated the necessity of being directed in learning foreign language with the utterances given below in Figure 9.

**Figure 9: Samples from the Interviewees' Statements Reflecting the Relation of Program to Achievement in Language Learning**

<b>Unsuccessful MALE 2 from Compulsory Group</b>
“I hadn't had any belief that I could learn English before I came here to the prep program. We had to attend the classes and after sometime I realized that I even have some talent in learning a foreign language! I wasn't very successful enough but I will not give up from now on. I'm going to attend a private course this summer.”
<b>Successful FEMALE 4 from Compulsory Group</b>
“I chose my department on purpose because it had a prep program. Learning a foreign language is important and when you have no choice other than continuing with the study sometime later you become more motivated, even a bit ambitious about doing better like your friends. I followed all the lessons and I think I did well.”
<b>Unsuccessful MALE 18 from Voluntary Group</b>
“I like English and I was pretty good at language lessons at high school. In our department prep program was voluntary and I wanted to study it. I think I didn't as much as I could just because I was not worried about passing the exams. You know we are young and when you are not questioned about not doing something, you don't bother yourself to work harder and you just give up after sometime.”

Although there was no significant differences between different groups of students, extracts from student interviews tend to reflect students motivational orientation. These statements reflect the effect of the type of the program on learners' language learning achievement. Both Male 2 and Female 2 from compulsory program express the need to be successful in the program as they have to pass the exemption exam whereas Male 18 from voluntary program report that the lack of obligation to pass the exams does not maintain motivation.

This was similar to what Erten (2002) described in his study where he found that the higher the pass mark was, the more motivated and more successful the students were. Therefore it may be concluded that learners of FLL are often in need of authoritative expectations in order to study more and get motivated extrinsically for improving their language skills.

### 5.2.2 Achievement Differences Between Genders

This section presents the analysis related to differences between males and females in terms of their program achievement. The analysis was done to seek an answer to the following research question:

**RQ1b- Are there any significant achievement differences between female and male students of the preparatory programs at the university?**

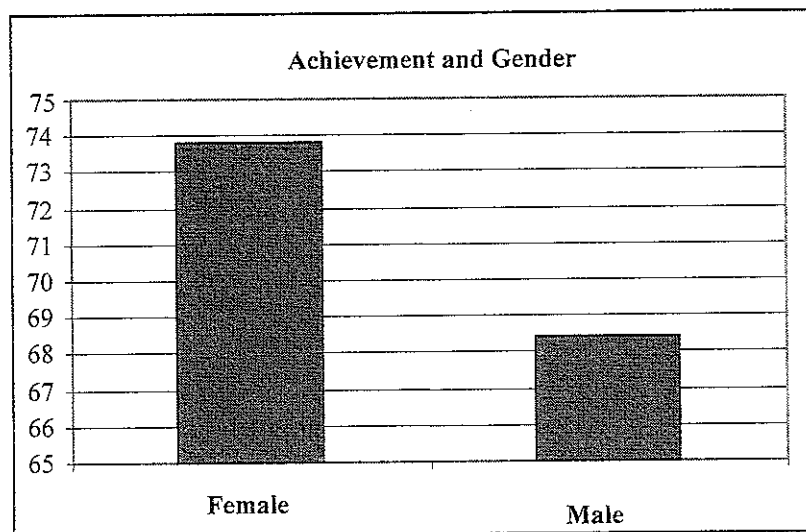
In order to answer the question, female and male students' marks were subjected to an independent samples t-test. Table 2 presents the outcomes of the analyses.

**Table 2: Achievement Differences between Males and Females**

Gender	Mean	Std. Dev.	Mean Diff.	t	df	Significance
Female	73,82	13,72	5,3857	1,940	118	p ≤ .05
Male	68,44	16,01				

Independent samples t-test demonstrated a slight difference between female and male students of both programs. Female students had a mean term mark of 73,82 while male students had 68,44; with a mean difference of 5,3857 ( $p \leq .05$ ). Figure 10 illustrates this difference.

**Figure 10: Gender and Achievement in Language Learning**



This finding was congruent with some of the reports in the literature which reported females to be more successful in language learning than males due to various factors that may change according to the cultural context (Beswick, 1976; Eisenstein, 1982; Behçetoğulları, 1993; Ellis, 1994; Yılmaz, 1997; Özbek, 2000; Kobayashi, 2002; Carr and Pauwel, 2005).

As stated formerly in Section 3.1.3., many researchers have attempted to explain females' higher achievement by pointing either at biological differences that result in different processing of the information and use of language or at sociological differences that construct a different framework in females that contribute to their communicational skills while forming the 'female figure' as the ideal portrait for foreign language study (Waber, 1979; Kramarae, 1981; Springer and Deutsch, 1989; Halpern, 1992; Matlin, 1993; Bügel and Buunk, 1996; Norton and Pavlenko, 2004; Lippa, 2005).

Such a difference reiterates the existence of gender factor on achievement and provides support to existing literature. However, one, by purely examining these figures, cannot possibly explain why such a difference occurs.

To be able to better understand the possible reasons, other factors such as motivation, attitudes and learning strategies need to be considered in relation to gender.

### 5.2.3 Motivational Differences Between Programs

In this analysis study, the motivation difference between students of the two different programs of preparatory program was investigated. Therefore this section addressed the following research question:

**RQ2a- Are there any significant motivational differences between the compulsory and voluntary programs?**

With the aim of finding an answer to the question, the compulsory and voluntary program students' scores on two categories of motivation in the Motivation-Attitude Questionnaire were analyzed. Results of the Independent Samples T-Test are depicted in Table 3.

**Table 3: Motivational Differences between Programs**

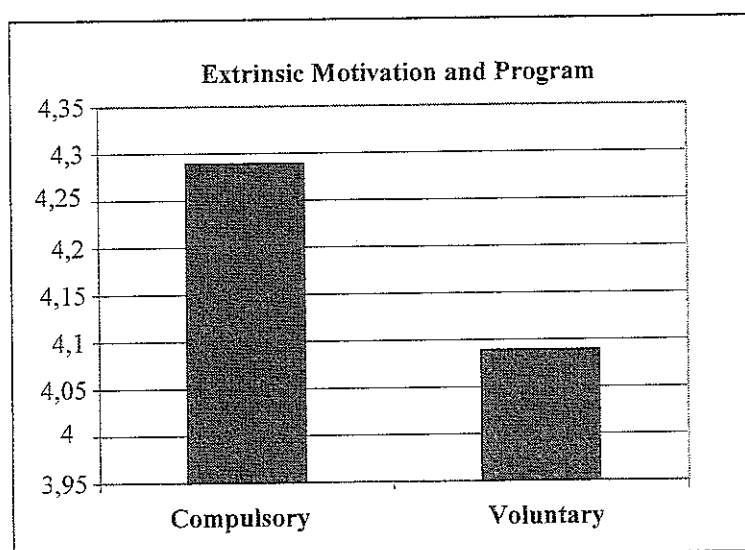
	Prog.	Mean	Std. Dev.	Mean Diff.	t	df	Significance
Intrinsic	Com.	4,11	,64	-7,812E-02	-,650	118	$p \leq .517$
	Vol.	4,19	,64				
Extrinsic	Com.	<b>4,29</b>	,47	<b>,2027</b>	2,499	116	$p \leq .014$
	Vol.	<b>4,09</b>	,34				

Independent samples t-test denoted a significant difference between students of the two programs concerning extrinsic motivation. The compulsory program students had an average of 4,29 while students of the voluntary program had 4,09;



with a mean difference of ,2027 ( $p \leq .014$ ). No considerable difference was found between students of the two programs regarding intrinsic motivation. Both groups had similar scores on both types of motivation. There was a small difference between their intrinsic and extrinsic motivation, giving support to the possibility that people can have both types of motivation in performing any task (Williams and Burden, 1997). Figure 11 illustrates the relationship revealed from the analyses.

**Figure 11: Program and Motivation in Language Learning**



This result may arise from the fact that the students of the compulsory program view the foreign language learning only as an obligation in the course of their education. The interview extracts given in Section 5.2.1 Figure 11 depicts this necessity. In addition, during the interviews most students (St. 1, St. 2, St. 3, St. 4, St. 17, St. 18 and St. 19) have stated the importance of learning a foreign language concerning their future careers in relation to the needs of the professional sectors they will take part in. Two students (St. 2 and St. 19) have also stated that they were willing to attend post-graduate studies. Figure 12 portrays some of these statements.

**Figure 12: Samples from Interviewees' Statements Reflecting the Relation of Motivation to Program**

<p style="text-align: center;"><b>Successful FEMALE 3 from Compulsory Group</b></p> <p>"I think knowledge of a foreign language is the first criteria for finding a good job in the tourism sector. I have studied at the prep class at high school but it was not satisfactory for me. I want to improve my English so that I can easily be offered a good position in my profession. If you are not proficient in foreign language you can not get promoted."</p>
<p style="text-align: center;"><b>Unsuccessful MALE 17 from Compulsory Group</b></p> <p>"Although it is not so easy to learn a foreign language very well, it seems it is a must for our sector. I need to find a way to learn it better."</p>
<p style="text-align: center;"><b>Successful FEMALE 19 from Compulsory Group</b></p> <p>"I want to study at a master program after finishing university. Being graduated from a university is not sufficient for getting a good job. Foreign language works as a key in both my sector and post-graduate studies. I've done my best but I need to show a better performance."</p>

As clearly reflected above, most students are aware of the needs of today's world and the current criteria for employment in Turkey. These students take the responsibility of doing what is necessary and often perceive foreign language learning as a part of their duties and they believe knowledge of at least one foreign language plays an important role in their professional development. It is also possible to say that most, no matter if they are successful or unsuccessful currently, are willing to improve their language skills in the future through some personal attempts such as attending a private course or going abroad.

#### 5.2.4 Attitude Differences between Programs

This section of the analysis was carried out to discover attitude difference between the students of the two preparatory programs. The following research question was taken into consideration:

**RQ2b- Are there any significant differences in attitudes between the compulsory and voluntary programs?**

To answer this question students' scores on six attitude categories in the Motivation-Attitude Questionnaire were examined through the Independent Samples T-Test. Table 4 presents the results of this test.

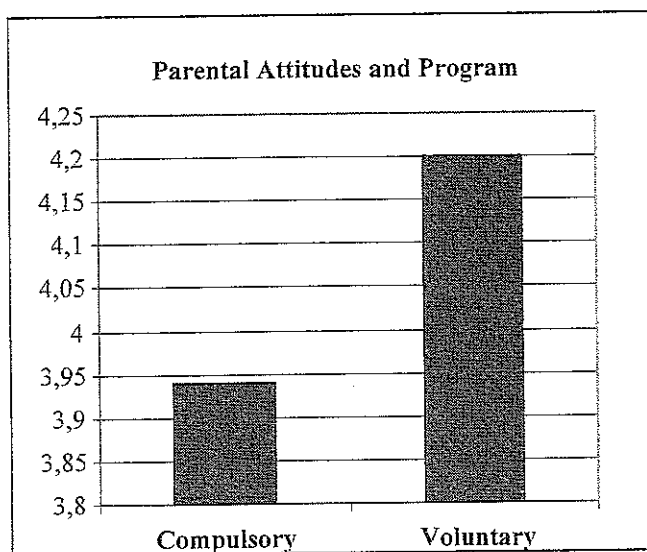
**Table 4: Attitude Differences between Programs**

	Prog.	Mean	Std. Dev.	Mean Diff.	t	df	Significance
English as a Language	Com.	3,66	,48	-,1826	-1,787	113	$p \leq .077$
	Vol.	3,85	,60				
Language Learning Process	Com.	3,42	,61	-,1215	-,943	117	$p \leq .347$
	Vol.	3,54	,79				
Self as a Learner	Com.	3,18	,46	-6,3368 E-02	-,684	118	$p \leq .495$
	Vol.	3,24	,53				
Parental Attitudes	Com.	3,94	,61	-,2462	-2,145	116	$p \leq .034$
	Vol.	4,20	,60				
English People	Com.	2,59	,83	-,1655	1,016	118	$p \leq .312$
	Vol.	2,42	,93				
American People	Com.	2,60	,83	,2099	1,291	116	$p \leq .199$
	Vol.	2,39	,91				

The independent samples t-test illustrated a significant difference between students of the compulsory and voluntary programs involving parental attitudes towards foreign language learning. Students of the voluntary program had an average of 4,20 while students of the compulsory program had 3,94 with a mean difference of -,2462 ( $p \leq .034$ ).

The analyses discerned no considerable difference between students of the two programs concerning attitudes towards language, process, learner, English people and American people. Concerning the overall difference, the students of the compulsory program displayed a mean value of 3,09 while the students of the voluntary program showed a mean value of 3,08 concerning these attitudes. Figure 13 depicts the findings of the analyses.

**Figure 13: Program and Parental Attitudes towards Language Learning**



Students of both program have mentioned about the parental support they receive concerning foreign language learning, however there is a momentous different between the two. This finding was also supported by the interview findings as almost all students of the voluntary program have stated their families' positive attitudes towards their foreign language learning.

This may be accepted as a natural result since the choice of studying at a voluntary preparatory program is not only upon students' decision. At this point it is possible to claim that; if the financial aspects are taken into consideration, most students would not be able to study at the preparatory program in case of a lack of parental support to their foreign language learning.

### 5.2.5 Strategy Differences between Programs

This analysis enquired differences in strategy use between the students of the two preparatory programs. Therefore it was followed considering the research question stated below:

**RQ2c- Are there any significant differences in learning strategies between the compulsory and voluntary programs?**

To find an answer to this question, the average of the items belonging to six separate categories in Strategies Inventory for Language Learning (SILL) were submitted as the variables and were exposed to an independent samples t-test. Table 5 displays the findings of the analyses.

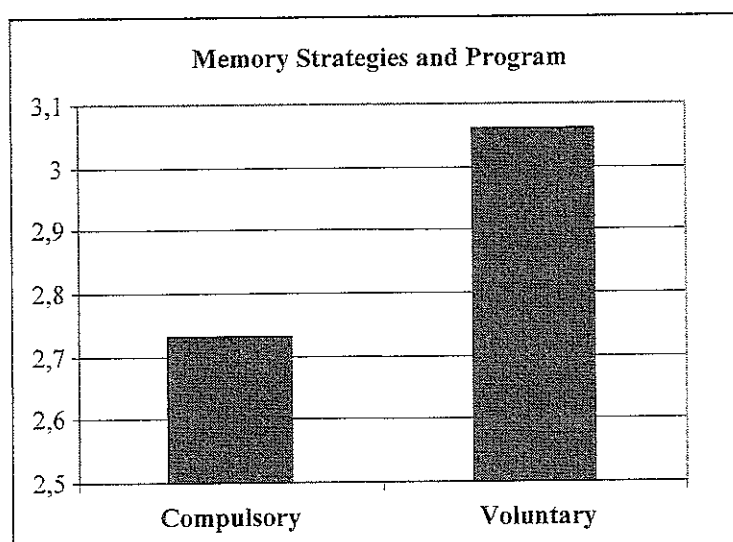
**Table 5: Strategy Differences between Programs**

	Prog.	Mean	Std. Dev.	Mean Diff.	t	df	Significance																																																		
<b>Memory</b>	Com.	2,73	,65	-,3260	-2,488	109	<b>p ≤ .014</b>																																																		
	Vol.	3,06	,71					<b>Cognitive</b>	Com.	2,84	,64	-,2114	-1,743	112	p ≤ .084	Vol.	3,05	,62	<b>Compensation</b>	Com.	3,19	,67	4,894E-03	-,034	116	p ≤ .973	Vol.	3,19	,86	<b>Meta-cognitive</b>	Com.	3,38	,69	-,1540	-1,103	114	p ≤ .272	Vol.	3,54	,79	<b>Affective</b>	Com.	2,77	,68	-,2440	-1,626	110	p ≤ .107	Vol.	3,02	,89	<b>Social</b>	Com.	3,36	,68	5,314E-02	,388
<b>Cognitive</b>	Com.	2,84	,64	-,2114	-1,743	112	p ≤ .084																																																		
	Vol.	3,05	,62					<b>Compensation</b>	Com.	3,19	,67	4,894E-03	-,034	116	p ≤ .973	Vol.	3,19	,86	<b>Meta-cognitive</b>	Com.	3,38	,69	-,1540	-1,103	114	p ≤ .272	Vol.	3,54	,79	<b>Affective</b>	Com.	2,77	,68	-,2440	-1,626	110	p ≤ .107	Vol.	3,02	,89	<b>Social</b>	Com.	3,36	,68	5,314E-02	,388	113	p ≤ .699	Vol.	3,31	,76						
<b>Compensation</b>	Com.	3,19	,67	4,894E-03	-,034	116	p ≤ .973																																																		
	Vol.	3,19	,86					<b>Meta-cognitive</b>	Com.	3,38	,69	-,1540	-1,103	114	p ≤ .272	Vol.	3,54	,79	<b>Affective</b>	Com.	2,77	,68	-,2440	-1,626	110	p ≤ .107	Vol.	3,02	,89	<b>Social</b>	Com.	3,36	,68	5,314E-02	,388	113	p ≤ .699	Vol.	3,31	,76																	
<b>Meta-cognitive</b>	Com.	3,38	,69	-,1540	-1,103	114	p ≤ .272																																																		
	Vol.	3,54	,79					<b>Affective</b>	Com.	2,77	,68	-,2440	-1,626	110	p ≤ .107	Vol.	3,02	,89	<b>Social</b>	Com.	3,36	,68	5,314E-02	,388	113	p ≤ .699	Vol.	3,31	,76																												
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	Vol.	3,02	,89					<b>Social</b>	Com.	3,36	,68	5,314E-02	,388	113	p ≤ .699	Vol.	3,31	,76																																							
<b>Social</b>	Com.	3,36	,68	5,314E-02	,388	113	p ≤ .699																																																		
	Vol.	3,31	,76																																																						

The findings of the analyses outlined a significant difference between students of the compulsory and voluntary program in use of memory strategies. In overall the students of the voluntary program had an average of 3,06 while compulsory program students had 2,73 with a mean difference of -,3260 (p ≤ .014).

The results revealed no other considerable difference between students of the two programs concerning use of other types of learning strategies. Figure 14 shows the relation between the program factor and use of the memory strategies.

**Figure 14: Program and Use of Memory Strategies in Language Learning**



According to the findings of the analyses, the students of the voluntary program use memory strategies more than students of the compulsory program. This result may be interpreted through an observation of the type of operations employed within memory strategies. Oxford (1990) states that memory strategies empower learners to store new information in their memory and then recall it when needed. These strategies are used on purpose and most require mental effort and time such as grouping words, placing new words into a context, semantic mapping, using keywords, structured reviewing, and using mechanical techniques and so on (cited in Yilmaz, 1997:9).

### 5.2.6 Motivational Differences Between Genders

This study of analyses aimed to unmask any difference between female and male students concerning motivation in foreign language learning following the research questions below:

**RQ3a- Are there any significant motivational differences between the female and the male students?**

To find an answer to this question, the female and male students' average of the items related to two categories of motivation were accepted as distinct variables and were subjected to an independent samples t-test. Table 6 specifies the results of the analyses.

**Table 6: Motivational Differences between Genders**

	Gender	Mean	Std. Dev.	Mean Diff.	t	df	Significance
<b>Intrinsic</b>	Female	4,24	,59	,1669	1,414	118	$p \leq .160$
	Male	4,07	,67				
<b>Extrinsic</b>	Female	4,23	,40	3,912 E-02	,479	116	$p \leq .633$
	Male	4,19	,46				

The results depicted no significant difference between female and male students concerning motivation in foreign language learning although a considerable difference was disclosed in intrinsic motivation. Females had an average of 4,24 while males had 4,07 with a mean difference of ,1669 ( $p \leq .160$ ).

A similar finding was reported recently by Salem (2006) in a study conducted with 147 undergraduate students of English in Beirut concerning the role of motivation, gender and learning strategies. In the study no difference was noted concerning the overall motivation of the female and male students, although females are reported to show more effort and give greater importance to learning; Eckert and McConnel-Ginet (1992:466) explains this by stating that the study of languages and

gender is upon a change pointing at “people’s active engagement in the reproduction of or resistance to gender arrangement in their communities”.

### 5.2.7 Attitude Differences Between Genders

This analysis investigated the relationship between genders concerning attitudes in language learning. The following research question was addressed in the study:

**RQ3b- Are there any significant differences in attitudes between the female and the male students?**

In order to provide an answer for the question, averages of the items belonging to six separate categories of attitudes were treated as the variables. Table 7 displays the findings of the independent samples t-test applied to these variables.

**Table 7: Attitude Differences between Genders**

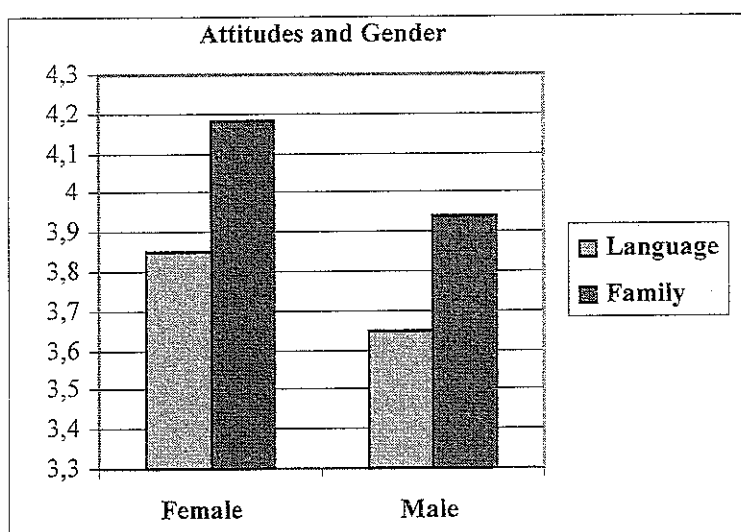
	Gender	Mean	Std. Dev.	Mean Diff.	t	df	Significance
English as a Language	Female	3,85	,50	,1935	1,920	113	p ≤ .057
	Male	3,65	,55				
Language Learning Process	Female	3,50	,72	5,473E-02	,428	117	p ≤ .669
	Male	3,44	,66				
Self as a Learner	Female	3,24	,53	6,321E-02	,690	118	p ≤ .491
	Male	3,18	,46				
Parental Attitudes	Female	4,18	,57	,2342	2,070	116	p ≤ .041
	Male	3,94	,63				
English People	Female	2,64	,78	,2136	1,330	118	p ≤ .186
	Male	2,43	,93				
American People	Female	2,63	,83	,1995	1,241	116	p ≤ .217
	Male	2,43	,88				



The results demonstrated a significant difference between female and male students in attitudes towards English as a language and the parental attitudes towards foreign language learning. Concerning attitudes towards language, females had an average of 3,85 while males had 3,65 with a mean difference of ,1935 ( $p \leq .057$ ). Furthermore females had an average of 4,18 concerning parental attitudes while males had 3,94 with a mean difference of ,2342 ( $p \leq .041$ ).

The findings of the analysis did not signify a considerable difference between female and male students concerning attitudes towards process, learner, English people and American people. According to the analyses the female students evinced a mean value of 3.00 while male students showed a mean value of 2,87 concerning these attitudes. Figure 15 demonstrates the outcomes of the analyses.

**Figure 15: Gender and Attitudes towards Language and Gender**



Such a finding has been presented by many researchers (Rees, 1987; Spolsky, 1989; Loulidi, 1989; Behçetoğulları, 1993; Selçuk, 1997; Özbek, 2000; Kang, 2000; Lo, 2000; Kobayashi, 2002; Pennycook, 2004; Carr and Pauwels, 2005) in the literature. In all these studies females are noted to have more positive attitudes towards foreign language learning due to various reasons such as cultural effects, employment needs of the general image of FLL in societies. In addition as a

reflection of these cultural effects, most females are reported to have family support concerning their foreign language study.

Similarly during the interviews most female students (St. 1, St. 3, St. 4, St. 5, St. 6, St. 7, St. 8 and St. 19) have reported their positive attitudes towards English language while just one female student (St. 11) reported negative attitudes towards the language. All female students also emphasized that they have parental support and direction in FLL. Sample utterances of the interviewees are given below in Figure 16.

**Figure 16: Samples from Interviewees' Statements  
Reflecting Attitudes in Relation with Gender**

<b>Successful FEMALE 6 from Voluntary Group</b>
<p>"I love English; it's fluent just like music."            "My family wants me to learn more than one foreign language so that I can work abroad; they think it would be a great chance for me to live in another country."</p>
<b>Successful FEMALE 7 from Voluntary Group</b>
<p>"English is so easy and fun; just like playing games."            "My family is also interested in foreign languages. We met a Canadian family two years ago, since then my father forces me to teach him English, he also wants to send me to Canada for a summer school."</p>
<b>Successful FEMALE 8 from Voluntary Group</b>
<p>"English is an international language and is a must for everyone."            "My family thinks it is very important, they want me to study harder and get a scholarship to study abroad."</p>

As depicted above, female learners have highly positive attitudes towards English as a foreign language stating that it is both joyful and necessary to acquire. Concerning parental attitudes towards learners' language learning we see that females are directly supported to learn a foreign language and even to acquire a high level of proficiency. These undeniably have a positive effect in learners' perception of studying foreign language and contribute to achievement by this way.

### 5.2.8 Strategy Differences Between Genders

This analysis was carried out in order to seek the difference in strategy use between female and male students. The research question below was addressed:

**RQ3c- Are there any significant differences in learning strategies between the female and the male students?**

In order to give a respond to this question, the average of items concerning six different categories of strategies for each gender were treated as variables and these were estimated through an independent samples t-test. Table 8 presents the gathered results.

**Table 8: Strategy Differences between Genders**

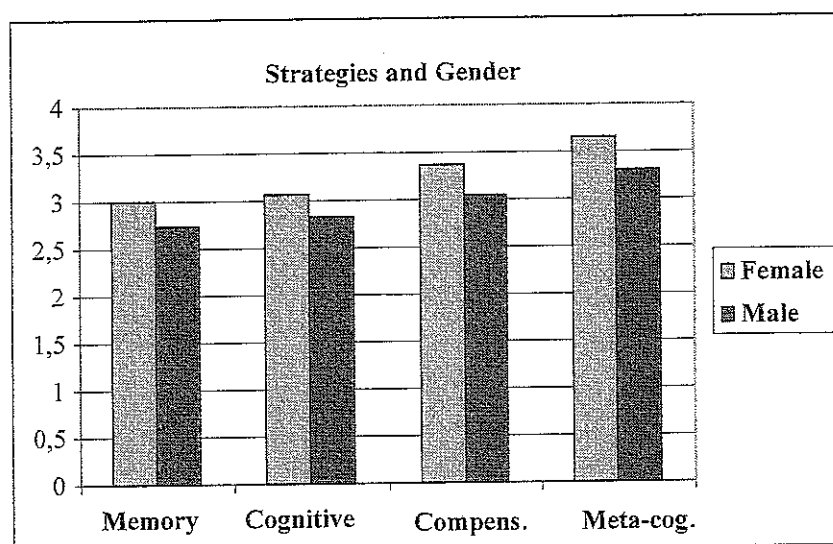
	Gender	Mean	Std. Dev.	Mean Diff.	t	df	Significance
Memory	Female	3,01	,70	,2579	1,960	109	$p \leq .053$
	Male	2,75	,66				
Cognitive	Female	3,06	,67	,2330	1,945	112	$p \leq .054$
	Male	2,82	,59				
Compensation	Female	3,36	,73	,3063	2,229	116	$p \leq .028$
	Male	3,05	,74				
Meta-cognitive	Female	3,65	,71	,3498	2,586	114	$p \leq .011$
	Male	3,30	,72				
Affective	Female	3,02	,88	,2561	1,719	110	$p \leq .088$
	Male	2,76	,69				
Social	Female	3,44	,73	,1756	1,308	113	$p \leq .194$
	Male	3,26	,69				

The results detected a considerable difference between female and male students in use of memory, cognitive, compensation and meta-cognitive strategies in favor of female students. Involving memory strategies, females had a average of 3,01 while males had 2,75 with a mean difference of ,2579 ( $p \leq .053$ ). In use of cognitive strategies, females had an average of 3,06 while males had 2,82 with a mean difference of ,2330 ( $p \leq .054$ ). Female students displayed an average of 3,36 in use of compensation strategies while males 3,05 with a mean difference of ,3063 ( $p \leq .028$ ). In use of meta-cognitive strategies, females had an average of 3,65 while males had 3,30 with a mean difference of ,3498 ( $p \leq .011$ ). In use of affective strategies, females had an average of 3,02 while males had 2,76 with a mean difference of ,2561 ( $p \leq .088$ ). In use of social strategies, females had an average of 3,44 while males had 3,26 with a mean difference of ,1756 ( $p \leq .194$ ).

.028). Finally concerning use of meta-cognitive strategies, females had an average of 3,65 while males had 3,30 with a mean difference of ,3498 ( $p \leq .011$ ).

No considerable difference was proved regarding use of affective and social strategies. According to the table, female students have a mean value of 3,23 concerning the overall use of these two strategies while males had a mean value of 3,01. Figure 17 exhibits the findings of the analyses.

**Figure 17: Gender and Learning Strategies**



The findings are in concordance with most of the background studies. Many studies in the literature have reported that significant sex differences occur in favor of females, showing greater and more efficient use of language learning strategies when compared to males (Oxford et. al., 1988; Erhman and Oxford, 1989; Nyikos, 1990, Noguchi, 1991; Green, 1992; Green and Oxford, 1995; Oxford, 1993; Behçetoğulları, 1993; Yılmaz, 1997).

Similar findings were reached during the interview study since many female students (St. 1, St. 4, St. 7 and St. 19) gave detailed information on how such

strategies take place in their study habits. Figure 18 depicts some students' statements on their study habits by pointing at the strategy categories.

**Figure 18: Samples from Interviewees' Statements Reflecting the Relation of Gender to Use of Learning Strategies**

<b>Successful FEMALE 1 from Compulsory Group</b>
<b>Cognitive:</b> "I take notes, repeat difficult subjects and I recheck the units before the exam."
<b>Meta-cognitive:</b> "I study on exercises in English grammar books that I find from the library."
<b>Compensation:</b> "When I feel nervous about making subjects, I try focus on what I'm trying to say rather than the grammar. So I get motivated."
<b>Successful FEMALE 4 from Voluntary Group</b>
<b>Cognitive:</b> "I repeat the subjects daily, watch movies in English and listen to pop music. I also check my vocabulary note-book often."
<b>Meta-cognitive:</b> "I bought extra grammar books and I often repeat the new subjects by them."
<b>Compensation:</b> "When I can't achieve in telling something I try to relax and tell it again in other words."
<b>Successful FEMALE 19 from Compulsory Group</b>
<b>Memory:</b> "I learn new words by categorizing them."
<b>Cognitive:</b> "I read my notes aloud, write new words each day, I summarize grammar information, write sample sentences for the new clauses and read English novels and try to translate."
<b>Meta-cognitive:</b> "I try to speak English in the dormitory with my friends for improving my practice and try to use new phrases that I've learnt in compositions at school."

The statements above are similar to Green and Oxford's (1995), who report that, females use memory, meta-cognitive, affective and social strategies significantly more often than males. Ehrman and Oxford (1989) also note that females use meta-cognitive strategies more when compared to males. In this study in addition to the formerly suggested use of strategies by females; we see that there is a difference between genders concerning the use of cognitive and compensation strategies. Once again, it is necessary to state that the choice of using any strategy often depend on varying individual factors.

### 5.2.9 Correlation Between Achievement and Factors Of Language Learning

The correlation between achievement and factors of motivation, attitudes and learning strategies in language learning was investigated in this study of analysis. The following research question was followed:

**RQ4- Is there any correlation between achievement and factors of language learning?**

At first the relationship between achievement and motivation in language learning was examined. Table 9 indicates the findings of the correlational analysis.

**Table 9: Correlation between Achievement and Motivation**

		<b>Mark</b>	<b>Intrinsic</b>	<b>Extrinsic</b>
<b>Mark</b>	Pearson Correlation	1,000	,109	-,058
	<b>Sig. (2-tailed)</b>	,	,238	,533
	N	120	120	118

The findings of this analysis manifested that there is no significant correlation between achievement and motivation. This contradictory result concerning the former findings may arise from the fact that all students participated in the study either voluntarily chose to study in the preparatory program or were formerly aware of the compulsion of the preparatory program involved in the department schedule.

Secondly, possible correlation between achievement and attitudes in language learning was investigated. Table 10 depicts the outcomes of the correlational analysis.

**Table 10: Correlation between Achievement and Attitudes**

		Mark	Language	Process	Learner	Family	English Speaker	American Speaker
<b>Mark</b>	Pearson Corr.	1,000	,209	,140	,219	-,016	-,012	-,147
	<b>Sig. (2-tailed)</b>	,	<b>,025</b>	,128	<b>,016</b>	,867	,897	,113
	N	120	115	119	120	118	120	118

The findings exhibit the fact that there is a strong correlation between achievement and attitudes towards the language being studied and the learners themselves. Similar suggestions have been given in the literature by many researchers (Gardner, 1979; Brown, 1980; Le Mahieu, 1984; Larsen-Freeman and Long, 1991; Behçetoğulları, 1993; Selçuk, 1997; Özek, 2000; Bernat, 2005; Demir, 2005) emphasizing the importance of attitudes in developing a sound and strong motivation in foreign language learning which leads to a higher acquisition of the foreign language.

Finally, correlation between achievement and language learning strategies was examined. Table 11 shows the outcomes of the analysis.

**Table 11: Correlation between Achievement and Strategies**

		Mark	Mem.	Cog.	Comp.	Meta-Cog.	Aff.	Soc.
<b>Mark</b>	Pearson Corr.	1,000	-,136	,223	,303	,125	-,055	,104
	<b>Sig. (2-tailed)</b>	,	,156	<b>,017</b>	<b>,001</b>	,182	,567	,267
	N	120	111	114	118	116	112	115

The findings depicted that there was a significant correlation between achievement and learning strategies of cognitive and compensation.

The strong relation of efficient use of strategies in foreign language learning has been offered by many researchers in the literature (Rubin, 1975; Stern, 1975; Mayer, 1988; Vann and Abraham, 1990; O'Mallet and Chamot, 1990; Oxford, 1990; Behçetoğulları, 1993; Cohen, 1995; Yılmaz, 1997). In these studies, researchers emphasize the importance of learning strategies since these contribute to the

comprehension, learning and retention of the new information in foreign language learning, compensation of the inadequacies.

**Summary of significant correlations:** This section aims to summarize factors that tended to correlate to program achievement with a closer look at gender difference. Such a cross-check can help us better understand what brings motivation and whether female and male students differ from each other in these respects. Significant correlations and gender differences are summarized in Table 12.

**Table 12: Summary of Significant Correlations Concerning Gender and Factors**

	Factor	Significance	Gender difference	Significance
Attitudes	Language	$p < .025$	Female	$p \leq .057$
	Learner	$p < .016$	None	
Strategies	Cognitive	$p < .017$	Female	$p \leq .054$
	Compensation	$p < .001$	Female	$p \leq .028$

Of factors that were investigated in this study in search of explaining gender differences in language learning, only four were found to be related to achievement as well as to be involving some gender differences. These were learners' attitudes towards English as a Language; towards themselves as a language learner; cognitive strategies; and compensation strategies used by language learners. Interestingly and notably, females were superior on most factors that seemed to be related to achievement.

It can be tentatively speculated, therefore, female students in the context of this study may have developed better attitudes and used strategies more frequently and this may have brought the success. Such an argument is also supported by different researchers (Witkin and Goodenough, 1979; Rees, 1987; Oxford et. al., 1988; Spolsky, 1989; Noguchi, 1991; Oxford, 1993; Lo, 2000; Kobayashi, 2002; Carr and Pauwels, 2005; Kissau, 2006).



### 5.3 CHAPTER SUMMARY

This chapter presented the findings of the Main Study and depicted the results of the analyses by both numerical and representational means. Discussions concerning the outcomes of the study were then given with supportive data from the literature.

The findings and discussions were presented within nine different sections that were organized in sequence regarding the research questions formerly offered in the study.

## CHAPTER SIX

### CONCLUSIONS and IMPLICATIONS

#### 6.0 INTRODUCTION

This chapter draws an outline of the main study; summarize the findings of the study, and then portrays some conclusions of the study. Finally it presents some pedagogical implications for teachers of English as a foreign language and makes suggestions for further research.

#### 6.1 SUMMARY OF THE MAIN STUDY

The main concern of this study was to investigate any possible relationship between genders in FLL concerning factors of motivation, attitudes and language learning strategies. The study was carried out at Çanakkale Onsekiz Mart University YADEM Preparatory Program classes. Achievement differences in relation with the factors of program and gender were also investigated. Variables of motivation, attitudes and language learning strategies in FLL were taken into consideration during the study.

The instruments used in the study were; two questionnaires as Oxford's (1989) Strategy Inventory for Language Learning (SILL) and Demir's (2005) Motivation-Attitude Questionnaire were conducted with 120 male and female students. In addition, an interview study was conducted with 23 students following

the questionnaire studies. The data were analyzed through use of independent samples t-test, descriptive statistics, and bivariate Pearson correlation co-efficient analysis.

The study was built upon nine different research questions that are involved with four main areas of research. These were as follows:

- RQ1a-** Are there any significant achievement differences between students of compulsory and voluntary preparatory programs at the university?
- RQ1b-** Are there any significant achievement differences between female and male students of the preparatory programs at the university?
- RQ2a-** Are there any significant motivational differences between the compulsory and voluntary programs?
- RQ2b-** Are there any significant differences in attitudes between the compulsory and voluntary programs?
- RQ2c-** Are there any significant differences in learning strategies between the compulsory and voluntary programs?
- RQ3a-** Are there any significant motivational differences between the female and the male students?
- RQ3b-** Are there any significant differences in attitudes between the female and the male students?
- RQ3c-** Are there any significant differences in learning strategies between the female and the male students?
- RQ4-** Is there any correlation between achievement and factors of language learning?

## 6.2 SUMMARY OF THE FINDINGS

Along with the findings and discussions of the study presented, what follows is a brief summary of the findings of the study.

First, the type of the program in which foreign language is organized as being voluntary or compulsory, has a weak effect on learners' performances. The present study, supported also by some studies from the literature (Gardner and MacIntyre, 1991; Erten, 2002), found out that during the interviews, learners emphasized the importance of a constraint such as being compulsory to succeed in the lessons, which directs them to better studying habits and mentioned about the necessity of 'fear to lose' in FLL.

Second, gender is a significant factor when achievement in FLL is taken into consideration. In the study, similar to most studies (Dale, 1974; Beswick, 1976; Powell, 1986; Spolsky, 1989; Loulidi, 1989; Bacon and Finneman, 1992; Behçetoğulları, 1993; McGroarty, 1993; Bügel and Buunk, 1996; Yılmaz, 1997; Özek, 2000; Lo, 2000; Saieyyüpoğlu, 2001; Watson et. al., 2002; Kobayashi, 2002; Demir, 2005; Carr and Pauwel, 2005) a considerable difference between females and males was detected in favor of females.

Third, concerning extrinsic motivation in FLL, there is a momentous difference between students of the voluntary and compulsory programs. This study depicted that the compulsory program students have a significantly higher extrinsic motivation, supporting some former studies in which external influences have been represented as the trigger of learners' high performances (Gardner and MacIntyre, 1991; Erten, 2002).

Fourth, the students of the compulsory and voluntary programs have significantly different rates of parental support concerning their FLL. In the study, it was reported that parental attitudes of the voluntary program students are more positive than of the compulsory program students.

Fifth, there is a significant difference between students of the two programs in use of memory strategies. The current study revealed that students of the voluntary program use memory strategies more frequently than students of the compulsory program.

Sixth, there is no difference between female and male students regarding their motivation in FLL. Such a result is reported in Salem's (2006) study in which no significant differences between genders were reported on overall motivation in foreign language learning of undergraduate students.

Seventh, females and males exhibit difference attitudes towards FLL. Similar to many studies in the literature (Spolsky, 1989; Loulidi, 1989; Behçetoğulları, 1993; Özbek, 2000; Kang, 2000; Lo, 2000; Kobayashi, 2002; Pennycook, 2004; Carr and Pauwels, 2005), it was found out in the present study that; female students have more positive attitudes towards English as a language and they have much more support from their families due to their more positive parental attitudes towards FLL.

Eighth, there are significant differences between genders concerning use of language learning strategies in FLL. Supported by many researchers (Oxford et. al., 1988; Erhman and Oxford, 1989; Nyikos, 1990, Green and Oxford, 1995; Oxford, 1993; Yılmaz, 1997) in the literature, the findings of the present study revealed that females use memory, cognitive, compensation and meta-cognitive strategies more frequently than males.

The following section will present some pedagogical implications regarding the results of the study, and then offer some suggestions for further study on gender research concerning FLL.

### **6.3 CONCLUSIONS**

This study sought to explain possible gender differences in foreign language achievement in an EFL environment and offer explanations as to what brings these differences.

As of factors which were taken into account and on which females and males were different with female superiority, only attitudes towards English as a language and the self as a learner; and use of cognitive and compensation strategies are closely related to achievement, this study concludes that these factors can comfortably explain why participants of genders in this study performed differently in their exams. More broadly, findings of this study allow the researcher to conclude that attitudinal factors and aspects of strategy use exert significant differences among genders in terms of achievement in language learning.

### **6.4 IMPLICATIONS**

The findings of this study reveal information that is considerable for understanding the importance of the gender variable in FLL. Females and males

exhibit distinct characteristics while learning a foreign language, regarding major factors of motivation, attitudes and learning strategies. In addition, the context in which FLL occurs; that is the type of the program in the current study, has an undeniable effect on both achievement and some factors affecting proficiency such as motivation, attitudes and learning strategies. Below, some pedagogical implications and suggestions for further research are given.

**Pedagogical Implications:** The implications of the present study for foreign language learning can be summarized as follows. Broadly, by informing foreign language teachers on the existing differences between genders in FLL, this study may help teachers to promote the language learning of the more successful students and compensate for less successful ones. Moreover, it may have an indirect role in making both female and male learners aware of such differences, and thus trigger a different approach in them towards their own learning performance.

It was formerly mentioned in the study that females and males have different attitudes to FLL. Males exert more negative attitudes in certain subjects such as the speakers of the foreign language when compared to females. Since their attitudes are in correlation with achievement in FLL, teaching approaches that may contribute to a positive development of attitudes towards FLL both for females and males.

Although no significant motivational difference between the genders was detected in the study, the students' motivation is in correlation with both their achievements and the other variables. Identification of what effect motivational formation in females and males may help the teachers to keep the students on task during the learning period and furthermore maintaining their motivation can affect their overall achievement. Concerning this, in-service trainings may be arranged besides informing material-development units can be helpful.

Moreover, it was observed that females and males use different learning strategies. Some of these strategies are in correlation with achievement. Introducing the learning strategies, as being contributing factors to their achievements, to students can be useful for females as well as males. In order to organize such an activity, strategy training components may be attached in the programs.

**Suggestions for Further Research:** Several implications for further research concerning gender and foreign language learning can be given. First, the gender field will be developed considerably if researchers investigate the relationships between gender and other sub-factors that cause gender-differentiated behaviors in foreign language learning such as language learning goals, personality characteristics, cultural structures, employment needs, and the image of foreign language learning within the society, and so on. The knowledge about such relations can help researchers come into grips about the nature of gender differences and enable them to shape their future studies on the area.

Second, further research on gender differences in FLL concerning Turkish learners is warranted. Researchers however, should if possible, use multiple methods for gathering data of which validity and reliability are established. For example think-aloud procedures can be employed in combination with questionnaires and interviews on investigation of the relation of gender with variables such as motivation, attitudes and learning strategies.

Third, a further study will take learners' faculties and departments into consideration while examining the gender differences in foreign language learning since some inconsistent findings of the present study may arise due to the unforeseen detail of the students' varying abilities and capabilities depending on their major departments and faculties. A more homogeneous group of samples will be provided by this way.



Finally, qualitative studies should be gone through on relation of gender with language learning achievement so that researcher will be able to detect some missing information as well as factors that are effective in differentiation of males and females through distinct forms of detailed information given by individuals.

## 6.5 CHAPTER SUMMARY

This chapter provided the summary of the Main Study, and then presented the outline of the findings of the study. Later, conclusions drawn from the study were depicted, some pedagogical implications concerning the use of this study in FLL in real life context were offered. Finally, some recommendations on further research on gender differences in foreign language learning were given.

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**APPENDICES****APPENDIX A:**

MOTIVATION-ATTITUDE QUESTIONNAIRE  
(THE ADJUSTED VERSION)

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**APPENDIX B:**

LANGUAGE LEARNING STRATEGIES QUESTIONNAIRE  
(ENGLISH VERSION)

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**APPENDIX C:**

LANGUAGE LEARNING STRATEGIES QUESTIONNAIRE  
(TURKISH VERSION)

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## APPENDIX A

## MOTIVATION-ATTITUDE QUESTIONNAIRE

(Adopted from DEMİR, 2005))

Bu ölçek üniversitemiz hazırlık sınıflarında yabancı dil öğrenmedeki farklılıkların tanımlanmasına yönelik yapılan bir çalışmanın parçasıdır. Lütfen her cümleyi okuyun ve cümlenin sizi ne ölçüde doğru ifade ettiğini gösteren rakamı (1,2,3,4, veya 5) aşağıdaki örnekte gösterildiği biçimde işaretleyin. Rakamların ne anlama geldiği aşağıda açıklanmaktadır:

Cevap	Değer
kesinlikle katılmıyorum	1
katılmıyorum	2
fikrim yok	3
katılıyorum	4
kesinlikle katılıyorum	5

Unutmayın ki bu ankette DOĞRU ya da YANLIŞ cevap yoktur. Bu nedenle ankete içten ve dürüst olarak cevap vermeniz çalışmadan sağlıklı bir sonuç alınması bakımından çok önemlidir. Lütfen nasıl olmanız gerektiğini veya başkalarının yaptıklarını, veya seçenekleri doğru ya da yanlış şeklinde değerlendirerek cevap vermeyin. Sorularınız varsa lütfen öğretim elemanına sorun.

Aşağıdaki soruları belirtilen ölçeğe göre cevaplayın. İsim belirtme zorunluluğu yoktur. Lütfen cinsiyetinizi ve yaşınızı belirtin.

Okulunuz : \_\_\_\_\_ Numaranız : \_\_\_\_\_  
Cinsiyetiniz : \_\_\_\_\_ Yaşınız : \_\_\_\_\_

Anketi nasıl dolduracağınız örnekle aşağıda açıklanmıştır. Zaman ayırdığınız için teşekkürler.

		Kesinlikle Katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Kesinlikle Katılıyorum
1	İngilizce zevklidir	1	2	3	4	X
2	İngilizce kolaydır	1	X	3	4	5

		Kesinlikle Katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Kesinlikle Katılıyorum
1	İngilizce dünyanın her yerinde geçerlidir	1	2	3	4	5
2	İngilizce güzel bir dildir	1	2	3	4	5
3	İngilizce zevklidir	1	2	3	4	5
4	İngilizce kolaydır	1	2	3	4	5
5	İngilizce önemlidir	1	2	3	4	5
6	İngilizce melodik bir dildir	1	2	3	4	5
7	İngilizce gereklidir	1	2	3	4	5
8	İngilizce kulağa hoş gelir	1	2	3	4	5
9	İngilizce kibar bir dildir	1	2	3	4	5
10	İngilizce ilgi çekicidir	1	2	3	4	5
11	İngilizce öğrenmeye bayılıyorum.	1	2	3	4	5
12	İngilizce öğrenmek çok zevklidir.	1	2	3	4	5
13	İngilizce öğrenmek ilgi çekicidir.	1	2	3	4	5
14	İngilizce öğrenmek kolaydır.	1	2	3	4	5
15	İngilizce öğrenmek çok zaman alır.	1	2	3	4	5
16	İngilizce öğrenmek eğlencelidir.	1	2	3	4	5
17	Kendimi İngilizce öğrenmede başarılı buluyorum.	1	2	3	4	5
18	İngilizce derslerinde kendimi rahat hissediyorum.	1	2	3	4	5
19	Dil öğrenmeye karşı özel kabiliyetim var.	1	2	3	4	5
20	İngilizce öğrenmek zordur.	1	2	3	4	5
21	Başka dilleri de çabucak öğrenebilirim.	1	2	3	4	5
22	İngilizce öğrenmek için çok çalışıyorum.	1	2	3	4	5
23	Dil konusunda çok zekiyim.	1	2	3	4	5
24	Eğer çaba gösterirsem İngilizce derslerinde başarılı olurum.	1	2	3	4	5

25	Ailem İngilizce öğrenmemi istiyor.	1	2	3	4	5
26	Ailem İngilizce öğrenmem için beni yüreklendiriyor.	1	2	3	4	5
27	İngilizce'de başarısız olursam ailem bundan hoşnut olmaz.	1	2	3	4	5
28	Ailem İngilizce öğrenmede kendimi geliştirmem için bana yardımcı oluyor.	1	2	3	4	5
29	İngilizce öğrenmede başarılı olursam ailem benimle gurur duyar.	1	2	3	4	5
30	İngilizce'yi iyi öğrenebilmem için ailem bana her imkanı sunuyor.	1	2	3	4	5
31	Ailem İngilizce öğrenmenin önemli olduğunu düşünüyor.	1	2	3	4	5
32	Ailem İngilizce öğrenmemle ilgili gelişmeleri takip ediyor.	1	2	3	4	5
33	İngilizler güvenilir insanlardır.	1	2	3	4	5
34	İngilizler kültürlü insanlardır.	1	2	3	4	5
35	İngilizler çalışkan insanlardır.	1	2	3	4	5
36	İngilizler modern insanlardır.	1	2	3	4	5
37	İngilizler zeki insanlardır.	1	2	3	4	5
38	İngilizler barışçıl insanlardır.	1	2	3	4	5
39	Amerikalılar barışçıl insanlardır.	1	2	3	4	5
40	Amerikalılar güvenilmez insanlardır.	1	2	3	4	5
41	Amerikalılar kültürlü insanlardır.	1	2	3	4	5
42	Amerikalılar çalışkan insanlardır.	1	2	3	4	5
43	Amerikalılar modern insanlardır.	1	2	3	4	5
44	Amerikalılar zeki insanlardır.	1	2	3	4	5
45	Amerikalılar güvenilir insanlardır.	1	2	3	4	5
	<b>İngilizce öğreniyorum çünkü.....</b>	<b>Kesinlikle Katılmıyorum</b>	<b>Katılmıyorum</b>	<b>Fikrim yok</b>	<b>Katılıyorum</b>	<b>Kesinlikle Katılıyorum</b>
46	okulda zorunlu bir ders.	1	2	3	4	5
47	ileride iyi bir iş bulmama yardımcı olabilir.	1	2	3	4	5
48	İngilizce öğrenirsem İngilizce kitap ve dergi okuyabilirim.	1	2	3	4	5
49	İngilizce'yi seviyorum	1	2	3	4	5
50	İngilizce öğrenirsem işimde başarılı olabilirim.	1	2	3	4	5
51	arkadaşlarım da İngilizce öğrenmek istiyor.	1	2	3	4	5
52	yabancı arkadaşlar edinmek istiyorum.	1	2	3	4	5
53	İngilizce film ve müzikleri anlamak istiyorum.	1	2	3	4	5
54	ailem İngilizce öğrenmemi istiyor.	1	2	3	4	5
55	iş hayatımda bana yararlı olacağını düşünüyorum.	1	2	3	4	5
56	başka bir dilde konuşabilmek beni mutlu ediyor.	1	2	3	4	5

57	ileride yurt dıřında eęitim gormek istiyorum.	1	2	3	4	5
58	İngilizce ogretmenimi seviyorum.	1	2	3	4	5
59	ileride bir gun bana yardımcı olacaęını dıřunuyorum.	1	2	3	4	5
60	İngilizce ogrenmekten zevk alıyorum.	1	2	3	4	5
61	yabancılarda konuřabilmek istiyorum.	1	2	3	4	5

## APPENDIX B

### LANGUAGE LEARNING STRATEGIES QUESTIONNAIRE (ENGLISH VERSION)

This questionnaire is part of a study being carried out in the prep class of our university about different strategies in foreign language learning. Please read each sentence and mark the number (1, 2, 3, 4, or 5) which applies to you, like the example below. What the numbers mean is as follows:

Answer	Value
Never	1
Occasionally	2
Sometimes	3
Usually	4
Always	5

Please remember, there are no RIGHT or WRONG answers to this questionnaire. It is therefore important that you answer the questions openly and honestly in order to obtain an accurate result from the study. Please do not mark answers according to how you think they should be answered, or how other students have answered them. If you have any questions about this, please ask the instructor giving the questionnaire.

Please answer according to the scale given for the questions. You do not need to write your name but please write your sex and age.

School: \_\_\_\_\_ Class: \_\_\_\_\_  
Sex : \_\_\_\_\_ Age : \_\_\_\_\_

How to fill in the questionnaire is shown in the example below. Thank you for sparing the time to answer this questionnaire.

		Never	Occasionally	Sometimes	Usually	Always
1	I try to think in English.	1	2	3	4	X
2	I make notes in English during lessons.	1	X	3	4	5

SECTION A		Never	Occasionally	Sometimes	Usually	Always
1	I try to make connections between what I knew before and new things I have learnt in English.	1	2	3	4	5
2	To remember a word which I have just learnt, I use it in a sentence.	1	2	3	4	5
3	To remember a word I have just learnt; I try to call to mind the word's pronunciation and spelling.	1	2	3	4	5
4	I try to remember new words by imagining situations where they can be used.	1	2	3	4	5
5	I remember new words by making up rhymes or musical melodies, like song lyrics.	1	2	3	4	5
6	I use picture cards to remember new words.	1	2	3	4	5
7	I try to remember new words with physical actions (e.g. by jumping to learn the verb 'jump').	1	2	3	4	5
8	I often revise what I have learnt in English lessons.	1	2	3	4	5
9	I remember by trying to bring to mind the places where I first saw the new word or structure (e.g. in a book, on the board, on a sign, etc.)	1	2	3	4	5
SECTION B						
10	I repeat new words several times by speaking or writing.	1	2	3	4	5
11	I try to copy the speech of English native-speakers.	1	2	3	4	5
12	I do exercises connected with the pronunciation of English sounds.	1	2	3	4	5
13	I try to use the words that I know in different ways.	1	2	3	4	5
14	I create opportunities to speak English inside or outside the classroom.	1	2	3	4	5
15	I watch TV programmes or films in English.	1	2	3	4	5
16	I read English books, magazines, etc. for pleasure.	1	2	3	4	5
17	I write things in English if possible (e.g. personal notes, messages, letters, reports, etc.)	1	2	3	4	5
18	While reading something in English; first I scan the passage	1	2	3	4	5

	quickly, then I read it again more carefully.					
19	I try to find the Turkish approximations of newly-learnt English words.	1	2	3	4	5
20	I study the sentence structures in English passages.	1	2	3	4	5
21	I try to find the meaning of an English word by separating the root and derivations I already know of that word.	1	2	3	4	5
22	I try to find the meaning of things I have heard or read in English by translating it word-for-word into Turkish.	1	2	3	4	5
23	I make a summary of what I have learnt in English lessons.	1	2	3	4	5
	<b>SECTION C</b>					
24	I try to find the meaning of words that I don't know by guessing.	1	2	3	4	5
25	When I can't remember a word while speaking English, I use hand movements and gestures to explain what I want to say.	1	2	3	4	5
26	If I don't know exactly the words that I need to use, I make up new words.	1	2	3	4	5
27	I try to read English texts (e.g. books, magazines, etc.) without looking in a dictionary for every word that I don't know.	1	2	3	4	5
28	When I am talking to someone in English, I try to guess what the other person is going to say.	1	2	3	4	5
29	When I can't remember a word, I use a different word or phrase with the same meaning.	1	2	3	4	5
	<b>SECTION D</b>					
30	I try to create as many opportunities as possible to practise English.	1	2	3	4	5
31	I try to learn from my mistakes while speaking or writing in English.	1	2	3	4	5
32	While I am speaking English to someone, I try to pay close attention to them.	1	2	3	4	5
33	I try to find different ways to learn English more effectively.	1	2	3	4	5
34	I make time in my programme in order to study English more productively.	1	2	3	4	5
35	I look for persons with whom I can speak English.	1	2	3	4	5
36	I try to create as many opportunities as possible to read English books, magazines, etc.	1	2	3	4	5
37	I have clear objectives about improving my abilities in English.	1	2	3	4	5
38	I evaluate my progress in English.	1	2	3	4	5
	<b>SECTION E</b>					
39	When I use English (e.g. while speaking) I try to feel relaxed if I am nervous.	1	2	3	4	5
40	Even if I am afraid of making mistakes, I push myself to speak English.	1	2	3	4	5
41	Whenever I am successful in learning English, I reward myself in some way.	1	2	3	4	5
42	I am aware when that I feel stressful and nervous when	1	2	3	4	5

	speaking English.					
43	I keep a diary about my language learning experience.	1	2	3	4	5
44	I explain my feelings about learning English to other people.	1	2	3	4	5
<b>SECTION F</b>						
45	If I don't understand something while English is being spoken, I ask the person to repeat what they said.	1	2	3	4	5
46	I want to correct my mistakes in English.	1	2	3	4	5
47	I practice English with my classmates.	1	2	3	4	5
48	I ask for help from anyone who speaks English.	1	2	3	4	5
49	I try to ask questions in English during lessons.	1	2	3	4	5
50	I try to learn more about the culture of countries where English is spoken.	1	2	3	4	5



## APPENDIX C

**LANGUAGE LEARNING STRATEGIES QUESTIONNAIRE  
(TURKISH VERSION)**

Bu ölçek üniversitemiz hazırlık sınıflarında yabancı dil öğrenmedeki farklılıkların tanımlanmasına yönelik yapılan bir çalışmanın bir parçasıdır. Lütfen her cümleyi okuyun ve **cümlenin sizi ne ölçüde doğru ifade ettiğini gösteren rakamı** (1,2,3,4, veya 5) aşağıdaki örnekte gösterildiği biçimde işaretleyin. Rakamların ne anlama geldiği aşağıda açıklanmaktadır:

Cevap	Değer
Hiç yapmam	1
Nadiren yaparım	2
Bazen yaparım	3
Genellikle yaparım	4
Her zaman yaparım	5

Unutmayın ki bu ankette **DOĞRU** ya da **YANLIŞ** cevap yoktur. Bu nedenle ankete içten ve dürüst olarak cevap vermeniz çalışmadan sağlıklı bir sonuç alınması bakımından çok önemlidir. Lütfen nasıl olmanız gerektiğini veya başkalarının yaptıklarını düşünerek, veya seçenekleri doğru ya da yanlış şeklinde değerlendirerek **cevap vermenin**. Sorularınız varsa lütfen öğretim elemanına sorunuz.

Aşağıdaki soruları belirtilen ölçeğe göre cevaplayın. İsim belirtme zorunluluğu yoktur. Lütfen **cinsiyetinizi** ve **yaşınızı** belirtin.

Okulunuz : \_\_\_\_\_ Numaranızı z: \_\_\_\_\_  
Cinsiyetiniz : \_\_\_\_\_ Yaşınız : \_\_\_\_\_

Anketi nasıl dolduracağınız örnekle aşağıda açıklanmıştır. **Zaman ayırdığınız için teşekkürler.**

		Hiç yapmam	Nadiren yaparım	Bazen yaparım	Genellikle yaparım	Her zaman yaparım
1	İngilizce düşünmeye çalışırım.	1	2	3	4	X
2	Sınıfta İngilizce notlar tutarım.	1	X	3	4	5

BÖLÜM A		Hiç yapmam	Nadiren Yaparım	Bazen yaparım	Genellikle yaparım	Her zaman yaparım
1	İngilizce'de yeni öğrendiğim şeylerle daha önceden bildiklerim arasında ilişkiler kurarım.	1	2	3	4	5
2	Yeni öğrendiğim bir kelimeyi hatırlayabilmek için onu cümle içinde kullanırım.	1	2	3	4	5
3	Yeni öğrendiğim bir kelimeyi hatırlayabilmek için kelimenin okunuşunu ve yazılışını zihnimde bir araya getirmeye çalışırım.	1	2	3	4	5
4	Yeni öğrendiğim bir kelimeyi, kafamda o kelimenin kullanılabilceği durumları canlandırarak hatırlamaya çalışırım.	1	2	3	4	5
5	Öğrendiğim yeni kelimeleri hatırlamak için melodik dizinler (örneğin; şarkı sözlerine benzer kafiyeler vs.) oluştururum.	1	2	3	4	5
6	Öğrendiğim yeni kelimeleri hatırlamak için resimli kartlar kullanırım.	1	2	3	4	5
7	Yeni öğrendiğim kelimeleri hareketlerle ve davranışlarla canlandırmaya çalışırım (Örn. Zıplamak fiilini zıplayarak öğrenmek gibi).	1	2	3	4	5
8	İngilizce dersinde öğrendiklerimi sık sık gözden geçiririm.	1	2	3	4	5
9	Yeni kelimeleri ya da kalıpları onları ilk gördüğüm yerleri (örneğin; kitap, tahta, tabela vs.) aklıma getirmeye çalışarak hatırlarım.	1	2	3	4	5
BÖLÜM B						
10	Öğrendiğim yeni kelimeleri birkaç kere sözlü ya da yazılı olarak tekrar ederim.	1	2	3	4	5
11	Ana dili İngilizce olanların konuşmasını taklit etmeye çalışırım.	1	2	3	4	5
12	İngilizce'deki seslerin okunuşları ile ilgili alıştırmalar yaparım.	1	2	3	4	5
13	Bildiğim kelimeleri değişik şekillerde kullanmaya çalışırım.	1	2	3	4	5
14	Sınıf içinde yada dışında İngilizce konuşma ortamı yaratırım.	1	2	3	4	5
15	İngilizce TV programları veya filmler seyredirim	1	2	3	4	5

16	Böğence amacı ile İngilizce kitap, dergi, vs. okurum.	1	2	3	4	5
17	İngilizce yazılar (örneğin; kişisel notlar, mesajlar, mektuplar, raporlar vs. ) yazarım.	1	2	3	4	5
18	İngilizce bir şey okurken; ilk önce metni çabuk bir şekilde gözden geçiririm, daha sonra başa dönüp daha dikkatli bir şekilde okurum.	1	2	3	4	5
19	İngilizce'de öğrendiğim yeni kelimelere benzer Türkçe kelimeler bulmaya çalışırım.	1	2	3	4	5
20	İngilizce'de cümle kalıplarını bulmaya çalışırım.	1	2	3	4	5
21	İngilizce bir kelimenin anlamını, kelimeyi bildiğim kök ve eklere ayırarak bulmaya çalışırım.	1	2	3	4	5
22	İngilizce'de duyduğum veya okuduğum şeyleri kelimesi kelimesine Türkçe'ye çevirmeden anlamaya çalışırım.	1	2	3	4	5
23	İngilizce'de öğrendiklerimin özetini çıkarırım.	1	2	3	4	5
<b>BÖLÜM C</b>						
24	Bilmediğim kelimelerin anlamını tahmin ederek bulmaya çalışırım.	1	2	3	4	5
25	İngilizce konuşurken bir kelimeyi hatırlayamadığımda istediğim şeyi anlatmak için el kol işaretleri kullanırım.	1	2	3	4	5
26	Kullanmam gereken kelimeleri tam olarak bilmiyorsa yeni kelimeler türetirim.	1	2	3	4	5
27	İngilizce metinleri (örneğin; kitap, dergi, vs.) bilmediğim her kelime için sözlüğe bakmadan okumaya çalışırım.	1	2	3	4	5
28	Birisiyle İngilizce konuşurken karşımdaki kişinin ne söyleyeceğini tahmin etmeye çalışırım.	1	2	3	4	5
29	Bir kelimeyi hatırlayamadığımda, aynı anlama gelen başka bir kelime ya da ifade kullanırım.	1	2	3	4	5
<b>BÖLÜM D</b>						
30	İngilizce pratik yapmak için mümkün olduğunca çok fırsat yaratmaya çalışırım.	1	2	3	4	5
31	İngilizce öğrenirken yaptığım hatalardan ders çıkartmaya çalışırım.	1	2	3	4	5
32	Birisiyle İngilizce konuşurken tüm dikkatimi ona vermeye çalışırım.	1	2	3	4	5
33	İngilizce'yi daha iyi şekilde öğrenmenin yollarını bulmaya çalışırım.	1	2	3	4	5
34	Programımı daha verimli bir şekilde İngilizce çalışabilecek şekilde ayarlarım.	1	2	3	4	5
35	İngilizce konuşabileceğim insanlar ararım.	1	2	3	4	5
36	İngilizce okuyabilmek (örneğin; kitap, dergi vs.) için mümkün olduğunca çok fırsat yaratmaya çalışırım.	1	2	3	4	5
37	İngilizce becerilerimi geliştirmeye yönelik belirli hedeflerim var.	1	2	3	4	5
38	İngilizce konusunda gösterdiğim gelişmeleri değerlendiririm.	1	2	3	4	5
<b>BÖLÜM E</b>						

39	İngilizce’ni kullanırken (örneğin; konuşurken vs.) endişelendiğimde rahatlamaya çalışırım.	1	2	3	4	5
40	Hata yapmaktan korksam da İngilizce konuşmak için kendimi cesaretlendiririm.	1	2	3	4	5
41	İngilizce öğrenirken herhangi bir başarı gösterdiğimde kendimi bir şekilde ödüllendiririm.	1	2	3	4	5
42	İngilizce konuşurken gergin ya da sınırlı olduğumda bunu fark ederim.	1	2	3	4	5
43	Dil öğrenme deneyimim ile ilgili bir günlük tutarım.	1	2	3	4	5
44	İngilizce öğrenmeyle ilgili duygularımı birisine anlatırım.	1	2	3	4	5
<b>BÖLÜM F</b>						
45	İngilizce konuşurken söylenen bir şeyi anlamazsam, karşımdaki kişiden söylediğini tekrarlamasını isterim.	1	2	3	4	5
46	İngilizce konuşurken hatalarımın düzeltilmesini isterim.	1	2	3	4	5
47	Öğrenci arkadaşlarımla İngilizce pratik yaparım.	1	2	3	4	5
48	İngilizce konuşan kimselerden yardım isterim.	1	2	3	4	5
49	Ders içinde sorularımı İngilizce sormaya çalışırım.	1	2	3	4	5
50	İngilizce konuşulan ülkelerin kültürü hakkında bilgi edinmeye çalışırım.	1	2	3	4	5