T.R.N.C

NEAR EAST UNIVERSITY

Institute of Educational Sciences

Department of English Language Teaching

AN INVESTIGATION OF METACOGNITIVE AND COGNITIVE LEARNING STRATEGIES USED BY ENGLISH LANGUAGE LEARNERS

Master Thesis

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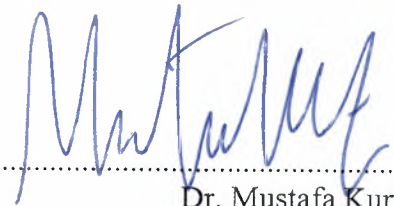
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We certify that we have read the thesis submitted by Deniz Özkan titled "An Investigation of Metacognitive and Cognitive Strategies used by English Language Learners" and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.

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ABSTRACT

This research work investigated "learning strategies", the thoughts or behaviours that individuals use to help them comprehend, learn or retain new information. It focused on the application of learning strategies in second language acquisition by students learning English as a second language as well as learning other languages.

The main aim of the study is to provide insights to the learning process of Turkish ELT/ELL students at NEU. The research also examines wheather Turkish male and female ELT/ELL learners of English (upperinter-intermidiate) have different learning strategies, and whether these strategies work better than the less preferred ones.

The study is to address the need for a synthesis of research about "learning strategies" and guidance for second language teachers on how to present instruction that capitalises the knowledge and skills students bring to classrooms and encourage the development of new and more effective strategies for learning.

After analysing the data collected, the researcher was able to explore the possible effects of gender and nationality .The findings of this study indicates that, there is a relationship between nationality/gender and the choice of strategies. The data obtained also reveals that, male students are more dominant than the females when using some of the metacognitive and cognitive strategies.

By evaluating the findings, it aims to increase the knowledge that the English language teachers at NEU have about their ELT/ELL students' learning strategies.

ÖZET

Yapılan araştırma bireylerin öğrenilmiş bilgilerin hatırlanması veya öğrenimin gerçekleşmesi sırasında kullandıkları öğrenim stratejilerini ve onların içerdiği düşünce ve davranışları inçelemektedir. Bu çalışma ayrıca, öğrencilerin İngilizce veya diğer dillerin öğrenimi sırasındaki öğrenme stratejilerini nasıl kullandıklarına odaklanmaktadır.

Çalışmanın temel amacı, Yakın Doğu Üniversitesindeki İngiliz Dili Öğretmenliği ve İngiliz Dili ve Edebiyatı bölümündeki öğrencilerin kullandığı öğrenme yöntemlerine ışık tutmaktır. Araştırma ayrıca bu bölümlerdeki kız ve erkek öğrencilerin kullandıkları yöntemler arasında anlamlı farklılıklar olup olmadığını da irdelemektedir.

Söz konusu çalışma, 'öğrenim stratejileri' araştırmalarının sentezlenmesine olan ihtiyaçtan doğmuştur. Araştırma ayrıca ikinci dil öğretmenlerine bilginin algılanabilmesi için gereken uygulamanın nasıl sunulabileceği konularında yol göstermeyi; ve daha etkili olabilecek öğretim stratejilerini geliştirmeyi teşvik etmektedir.

Elde edilen bulguların analizinden sonra, araştırmacı öğrenme stratejilerinin kullanımında mümkün olabilecek cinsiyet ve milliyet etkilerini de ortaya koyabilmiştir. Ortaya çıkan bulgular ise, strateji seçimi ile milliyet veya cinsiyetin ilişkili olduğunu göstermiştir. Elde edilen veriler ayrıca hem 'meta bilişsel' hem de 'bilişsel' strateji kullanımında, erker öğrencilerin kızlara oranla bazı stratejileri kullanırken daha baskın olduğunu göstermiştir.

Elde edile sonuçların değerlendirilip yorumlanmasıyla, Yakın Doğu Universitesindeki İngilizce öğretmenlerinin İngiliz Dili Öğretmenliği ve İngiliz Dili ve Edebiyatı bölümlerinde okuyan öğrencilerin tercih ettikleri öğrenim stratejileri hakkındaki bilgileri artırılmıştır.

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CHAPTER 1

INTRODUCTION

In this chapter investigation of metacognitive and cognitive strategies used by English language learners and the background of the problem will be introduced in detail.

1.1 PROBLEM

There are many strategies that people use to succeed in the complex task of learning a language. There are differences between them too. Some of them are used consciously, that is, we made a conscious and deliberate decision to do this in order to help us to learn, but we can also use strategies unconsciously. Sometimes a strategy can be observed, such as when we repeat words aloud, and sometimes they are not observable, such as when we try to work out rules in our heads. In fact, most of the learning strategies are notoriously difficult to observe, and this is one of the most important reasons why research in this area is so problematic.

Learning strategies have received much attention since the late 1970s and the investigation of language learning strategies has advanced our understanding of the processes which on that learners use to develop their skills. Reiss(1985) reported that during the past decade , the emphasis on foreign language research has shifted from a teacher to a learner. The most general finding among the investigation of language learning strategies leads to improved proficiency or achievement overall or in specific skill areas.(Wenden and Rubin 1987; Chamot and Kupper 1989; Oxford and Crookall 1989;O'Malley and Chamot 1990;Oxford et al.1993) These studies also support the notion that the use of appropriate learning strategies enables students to take responsibility for their own learning by enhancing learner's independence and self-direction.

Teachers can play an active and valuable role, which can enhance the work of language teaching. Further, O'Malley et al. (1985) also suggested that the learning strategies of good learners, can be identified and successfully taught to less competent learners and thus; we might be able to teach these strategies to poorer learners to enhance their success in learning a second language.

Researchers like Oxford (1993) on the other hand, point to gender as one of the possible reasons for students' having different learning strategies. It is accepted by most of psychologists, researchers and teachers that females and males differ in their behaviours. Applied linguistic have also considered the gender differences of males and females in learning languages, but the question of a possible link between gender related behaviours and language learning achievement is still waiting for a definitive answer.

Identifying " learning strategies" used by the good learners is important because teachers expect the majority of their students to pass or be successful in learning. Therefore by investigating the mostly used metacognitive/cognitive strategies by good learners and the relation of gender and nationality differences, we might be able to teach these strategies to poorer learners to enhance their success in learning a second language.

As it was stated before the concept of 'strategy' is a somewhat fuzzy one, and not easy to tie down. The general definition of a strategy consisted of mental or behavioural activity related to some specific stage in the overall process of language acquisition or language use. However a sample of definitions of language learning strategies taken from the recent literature stated by different researchers reveals a number of problems. It is not clear whether they are to be perceived as behavioural (and therefore observable) or as mental, or as both. Oxford (1989) appears to see them as essentially behavioural, whereas Weinstein and Mayer (1986) see them as both behavioural and mental.

Let's consider definitions of learning strategies by different researchers:
'In our view strategy is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, leaving technique as therm to refer to particular forms of observable learning behaviour.' (Stern 1983)

'Learning strategies are the behaviours and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process.' (Weinstain and Mayer 1986)

'Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information' (Chamot 1987)

'Learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly.' (Rubin 1987)

'Language learning strategies are behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable. (Oxford 1989)

All the definitions claimed by the above researchers recognise that learning strategies are used in effort to learn something about the L2, but Oxford (1989) also suggests that their use can have an affective purpose (i.e. to increase enjoyment)

A lot of research has been based on the assumption that there are 'good' learning strategies but this is questionable too. This is because it is also possible that different strategies are important for classroom and naturalistic language learning and for the children as opposed to adults. Much of the research data has studied the kind of analytic learning found in adult classroom learners and they did not observe the strategies outside of the class or in a more naturalistic atmosphere. Since some of the strategies are used consciously and unconsciously and they can be observed and sometimes not observable, research in this area is so problematic. As a result learning strategies introduced above, need to be investigated.

1.2 AIM OF THE STUDY

The main aim of this study is to provide insights to the learning process of Turkish ELT/ELL (upper-intermediate) students at NEU. At present teachers know very little about individual learning differences. It is important to

understand the reasons for 'learners individual differences' in order to help especially slow learners to achieve more. In recent years second language teaching has moved away from the quest for the perfect teaching method, focusing on how successful learners actually achieve their goals.

This research also examines whether male and female ELT/ELL students (Upper intermediate) use different learning strategies. It also investigates whether Turkish and Turkish Cypriot students equip themselves with different strategies

As a result, in order to achieve the main aim of the research, the researcher seeks answers to the following sub-questions.

1. What are the strategies that good learners use to learn a language well?
2. Is there a difference between the male and female participant students' preferences of language learning strategies?
3. Which of the metacognitive and cognitive learning strategies are highly preferred during language learning process?
4. Is there any difference in using learning strategies according to the nationalities of the learners?

1.3 SIGNIFICANCE OF THE STUDY

Learning a language is different in many ways from learning most other subjects because of its social and communicative nature. Learning a language involves communicating with other people and requires not only suitable cognitive skills but also certain social and communicative skills.

The significance of this study is to address the need for a synthesis of research about "learning strategies" and guidance for second language teachers on how to present instruction that capitalises the knowledge and skills students bring to classrooms and encourage the development of new and more effective strategies for learning.

It also aims to increase the knowledge that the English language teachers at NEU have about their ELT/ELL students' language learning strategies by evaluating the findings of the questionnaire. Besides, it explains individual differences in learning a second language in order to help teachers to understand their students better.

1.4 LIMITATIONS AND ASSUMPTIONS

Regardless of the findings of this research, however one should be cautious in making generalisations from these findings. This is because Near East University ELT/ELL students' use of learning strategies was identified through a self-report questionnaire at one point in time in one area (at NEU). Thus, more research needs to be conducted with different subjects and data such as interviews and so on over time as well as at one point in time.

The research explores the use metacognitive and cognitive learning strategies and seeks if there are differences between female and male participant students and students from different nationalities.

1.5 DEFINITIONS OF TERMS

Cognitive strategies refer to 'steps or operations used in problem solving that require direct analysis' They have an operative or cognitive-processing function.

Metacognitive strategies make use of knowledge about cognitive processes and constitute an attempt to regulate language learning by means of planning, monitoring, and evaluating. They have an executive function.

Social/affective strategies concern the ways in which learners elect to interact with other learners and native speakers.

Cognition is an act or process of knowing. It includes attention, perception, memory reasoning, judgement, imagining, thinking and speech

CHAPTER 2

LITERATURE REVIEW

In this chapter learning strategies will be dealt with previous research studies, starting by 'Lily Wong Fillmore Study' and carrying on with 'The Work of Loan Rubin' and 'The Work of Naiman et al. and Rubin'.

In addition, the chapter also investigates the relation of psychological aspects of language learning, cognitive psychology, motivation, behaviourism, cognition, the good language learner, learning strategies, the relation of language learning strategies and achievement in language learning and finally the relation of language learning strategies and gender.

2.1 PREVIOUS RESEARCH ON LANGUAGE LEARNING STRATEGIES

The studies which fall into two main groups will be described chronologically. The first set (Fillmore, Neiman et al., Rubin)(cited. in Skehan, 1989, p.73) were mainly carried out in the 1970s, and more exploratory in nature. The second set (O'Malley et al., Politzer and McGroarty, etc.)(cited. in Skehan 1989, p73) have been carried out in the 1980s, and have built on their predecessors to develop less observation-based instruments.

2.1.1 THE LILY WONG-FILLMORE STUDY

She studied five Mexican children who were attending English-speaking school in California, ranging in age from 3 to 7 years. The purpose of the study was to investigate how children increased in communicative competence in English. Each child was paired with a native American child, and their interactions were recorded for an hour each week while they were in a school playroom. Initially it was thought that there would not be very much variation in English proficiency over the nine-month study. In her study she focused on the cognitive and social strategies. She identified three social strategies, and five cognitive ones as below.

Social strategies:	**Cognitive strategies**
1-Join in a group and act as if you understand what's going on , even if you don't.	1-Assume what people are saying is relevant to the situation. Guess.
2-Give the impression that you speak the language.	2-Get some expressions you understand and start talking.
3-Count on your friends for help.	3-Look for recurring parts in the formulas you know.
	4-Make the most of what you've got.
	5-Work on the big things first. Save the details later.

Wong Fillmore proposes that it is the three social strategies that are more important. The children were more interested in establishing social relationship than in learning language, but in order to establish such relations they had to learn English.

On the basis of 34 interviews with successful language learners a set of major strategies were identified. Here are the strategies.

STRATEGY 1
Active task approach: Good language learners actively involve themselves in the language learning tasks.

STRATEGY 2
Realization of language as a system: Good language learners develop an awareness of language as a system.

STRATEGY 3
Realization of language as a means of communication and interaction: good language 2 learners develop and exploit an awareness of language as a means of communication and interaction.

STRATEGY 4

Management of affective demands: Good language learners realize initially or with time that must cope with affective demands upon them by language learning and succeed in doing so.

STRATEGY 5

Monitoring of l2 performance: Good language learners constantly revise their L2 systems. They monitor the language they are acquiring by testing their guesses, by looking for need adjustments as they learn new material or by asking native informants when they think corrections are needed.

2.1.2 THE WORK OF JOAN RUBIN

Rubin (1981)(cited. in Skehan, 1989, p77) reported on conventional learning settings with young learners and concentrated on the cognitive processing they used. The technique used by Rubin was directed self-report, with a focus on particular types of cognitive process, rather than the whole range. This certainly proved to be the most successful method, and allowed Rubin to propose the following list of strategies that observed in classes.

1-Clarification:

a)Asks for example of how to use a word.

b)Puts words in sentence to check understanding.

c)Looks up word in the dictionary.

d)Paraphrases a sentence to check understanding.

2-Monitoring:

a)Corrects error in own/other's pronunciation, vocabulary, spelling,grammar, style.

b)Notes sources of own errors.

3-Memorization

a)Takes notes of new items with or without examples, definitions etc.

b)Finds some association.(semantic, visual)

4-Guessing/Inductive inferencing

a)Uses clues from the following to guess the meaning

-other items or the sentence or phrase

-syntactic structure

-context of discourse.

5- Deductive reasoning: looks for and uses general rules.

a)Compares native language to target language to identify similarities and differences.

b)Note exceptions to the rules

d)Finds meaning by breaking down word into parts.

6-Practice

a)uses mirror for practice

b)Talks to self in target language.

c)Drills self on words in different forms.

2.1.3 THE WORK OF NAIMAN ET AL. AND RUBIN

Learning strategies in second language acquisition emerged from a concern for identifying the characteristics of effective learners. Research efforts concentrating on the "good language learner"(Naiman et al. 1978; Rubin 1975)(cited. in J. O'Malley and A Chamot, 1990, p. 3.) had identified strategies reported by students or observed in language learning situations that appear to contribute to learning. These efforts demonstrated that students do apply learning strategies while learning a second language and that these strategies can be described and classified as illustrated in 'Table I'.

Rubin's first primary category, consisting of strategies that directly affect learning, includes clarification, monitoring, memorization, guessing/inductive, deductive reasoning and practice.

The second primary category, consisting of strategies that contribute indirectly to learning, includes creating practice opportunities and using production tricks such as communication strategies. Rubin based her strategies on fairly extensive data collection in varied settings, which included small group of students working on a story, analysis of self-reports from "a few students" instructed to write down what they did to learn a second language. The classroom observations proved to be the least useful of these methods for identifying strategies.

The primary strategies were found to be common to all good language learners interviewed, whereas the secondary strategies were represented only in some of the good learners.

TABLE 1 *Classification of learning strategies in second language acquisition*

Author	Primary strategy classification	Representative secondary Strategies	Representative examples
Rubin (1981)	Strategies that directly affect Learning	Clarification/verification	Asks for an example of how to see a word or expression, repeats words to confirm understanding
		Monitoring	Corrects errors in own/other's pronunciation, vocabulary, spelling, grammar, style
		Memorization	Takes note of new items, pronounces out loud, finds a mnemonic, writes items repeatedly
		Guessing/inductive Inferencing	Gueses meaning from key words, structures, pictures, context, etc.
		Deductive reasoning	Compares native/other language to Target language Groups words Looks for rules of co-occurence
		Practice	Experiments with new sounds Repeats sentences until pronounced Easily Listens carefully and tries to imitate
	Processes that contribute Indirectly to learning	Creates opportunities for practice	Creates situation with native speaker Initiates conversation with fellow Students Spends time in language Lab, listening To TV, etc.
		Production tricks	Uses circumlocutions, synonyms, or Cognates Uses formulaic interaction Contextualizes to clarify meaning
Naiman et al. (1978)	Active task approach	Responds positively to learning opportunity or seeks and exploits learning environments	Student acknowledges need fer a structured learning environment and takes a course prior to Immersing him/herself in target Language
		Adds related language learning Activities to regular classroom Program	Reads additional items Listens to tapes
		Practices	Writes down words to memorize Looks at speakers' mouth and Repeats Reads alone to hear sounds
	Realization of language as a System	Analyzes individual problems Makes LI/L2 comparisons	Uses cognates Using what is already known
		Analyzes target language to make Inferences Makes use of fact that language is a system	Uses rules to generate possibilities Relates new dictionary words to others in the same category
	Realization of language as a Means of communication and interaction	Emphasizes fluency over accuracy	does not hesitate to speak Uses circumlocutions
		seeks communicative situations with L2 speakers	Communicates whenever possible Establishes close personal contact with L2 native speakers Writes to pen pals
		Finds sociocultural meaning	Memorises courtesies and phrases
	Management of affective demands	Copes with affective demands in learning	Overcomes inhibition to speak Is able to laugh at own mistakes Is prepared for difficulties
	Monitoring L2 performance	Constantly revises L2 system by Testing inferences and asking L2 native speakers for feedback	Generates sentences and looks for reactions Looks for ways to improve so as not to repeat mistakes

The primary classification includes an active task approach, realization of language as a system, management of effective demands, and monitoring of second language performance. Naiman et al. Also identified what they referred to as "techniques" for second language learning, which differed from strategies in their scheme by being focused on specific aspects of language learning. The techniques, with selected examples of each are as follows:

Sound acquisition

Repeating aloud after a teacher, a native speaker, or a type;

Listening carefully; and

Talking aloud, including role playing.

Grammar

Following rules given in texts;

Inferring grammar rules from texts;

Comparing L1 and L2; and

Memorizing structures and using them often.

Vocabulary

Making up charts and memorizing them;

Learning words in context;

Learning words that are associated;

Using new words in phrases;

Using a dictionary when necessary; and caring a notebook to note new items.

Listening comprehension

Listening to the radio, records, TV, movies, etc.;

Exposing oneself to different accents and registers.

Learning to talk

Not being afraid to make mistakes;

Making contact with native speakers;

Asking for corrections; and

Memorizing dialogues.

Learning to write

Having pen pals;

Writing frequently; and

Frequent reading of what you expect to write.

Learning to read

Reading something every day;

Reading things that are familiar;

Reading texts at beginner's level; and

Looking for meaning from context without consulting a dictionary.

As can be seen from an inspection of the strategies in Table I. and from the Naiman group's techniques, a number of highly useful approaches to learning a second language have been identified. The Rubin and Naiman et al. Classification schemes are different, however, and do not have any grounding in theories of second language acquisition or cognition. Research on training second language learners to use learning strategies has been limited to applications with vocabulary tasks. Improvements in vocabulary learning tasks presented in one-on-one training have been reported in these studies. The typical approach in this research has been either to encourage students to develop their own associations for linking vocabulary word with its equivalent in the L2 or to retain students to use specific types of linking associations to cue the target word.

In cognitive psychology, studies of learning strategies with first language learners have concentrated on determining the effects of strategy training on different kinds of tasks and learners. Findings from these studies generally indicated that strategy training is effective in improving the performance of students on a wide range of reading comprehension and problem solving tasks. One of the more important outcomes of psychological studies was the formulation of learning strategies in an information-processing theoretical model. This model contains an executive or metacognitive function in addition to an operative, or cognitive-processing, function.

Metacognitive strategies

They involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed.

Cognitive strategies

They are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning materials.(Brown and Palinccsar 1982)(cited. in O'malley, J.Michael 1990,p.8.)

Social affective strategies

The third type of learning strategy identified on cognitive psychology concerns the influence of social and affective processes on learning. Examples of *social affective* strategies are cooperative learning, which involves peer interaction to achieve a common goal in learning, and asking questions for clarification. Affective strategies are represented in the exercise of "self-talk", the redirecting of negative thoughts about one's capability to perform a task. *Social affective Strategies* represent a board grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of tasks.

Table II which is a preliminary classification of learning strategies; indicates the describtion and classfication of "metacognitive", "cognitive" and "social affective strategies".

TABLE II *Preliminary classification of learning strategies*

Generic strategy Classification	Representative strategies	Definitions
Metacognitive Strategies	Delective attention	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrase.
	Planning	Planning for the organization of either written or spoken discourse.
	Monitoring	Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occuring.
	Evaluation	Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.
Cognitive Strategies	Rehearsal	Repeating the names of items or objects to be remembered.
	Organization	Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes.
	Inferencing	Using information in text to guess meanings of new linguistic items, predict outcomes, or complete missing parts.
	Summarising	Intermittently synthesizing what one has heard ensure the information has been retained.
	Deducing	Applying rules to the understanding of language.
	Imagery	Using visual images (either generated or actual) to understand and remember new verbal information.
	Transfer	Using known linguistic information to facilitate a new learning task.
	Elaboration	Linking ideas contained in new information, or integrating new ideas with known information.
Social/affective strategies	Cooperation	Working with peers to solve problem, pool information, check notes, or get feedback on a learning activity.
	Questioning for Clarification	Eliciting from a teacher or peer additional explanation, rephrasing, or examples.
	Self-talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

These three types of strategies – metacognitive, cognitive and social affective- are summarized in Table II as compared to the strategies in Table I identified by Rubin(1981) and Naiman et al.(1978)(cited. in J. O'Malley and A. Chamot, 1990,p.45.) which emerged largely from interviews with good language learners, the strategies shown in tables emerged from research in cognitive psychology based on interviews with experts on psychological tasks. Some of the strategies identified in second language acquisition (see table I) are general techniques for functioning effectively in the language, such as "production tricks", and others are general tactics for learning, such as "creating opportunities for practice" and

"responding positively to learning opportunities or exploiting learning environments."

Joan Rubin who pioneered much of the work in this field also, makes the distinction between strategies that contribute directly to learning, and those that contribute indirectly to learning and throughout study it is concentrated on the two group of process (direct and indirect) in language learning strategies.

Direct and Indirect language learning strategies:

The first group (direct learning)

Operations concerned with memorising, including rules, guessing meaning and rehearsal that contribute directly to the learning of the language at a cognitive level; they are the mental process by which learners acquire a knowledge of the language system.

Second group (indirect)

This group includes the process that we employ to help us to learn a foreign language more efficiently in an indirect way by bringing us into closer contact with the target language. This serves to give us more input of the language, or an increased opportunity to try out the language with other people. Seeking opportunities to speak to tourists, listening to radio or writing to a penfriend as the examples of indirect strategies.

Considering the diagram of a strategy system in 'figure I' which is the framework of J. O'Malley and A. Chamot three major types of strategy are distinguished and throughout the research you can find different tables focusing on them.

Cognitive strategies refer to 'steps or operations used in problem solving that require direct analysis' They have an operative or cognitive-processing function.

Metacognitive strategies make use of knowledge about cognitive processes and constitute an attempt to regulate language learning by means of planning, monitoring, and evaluating. They have an executive function.

Social/affective strategies concern the ways in which learners elect to interact with other learners and native speakers.

In the diagram of a strategy system 'figure I' a general distinction is drawn between direct and indirect strategies. Direct strategies require mental processing of the language, while the indirect ones provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and so on.

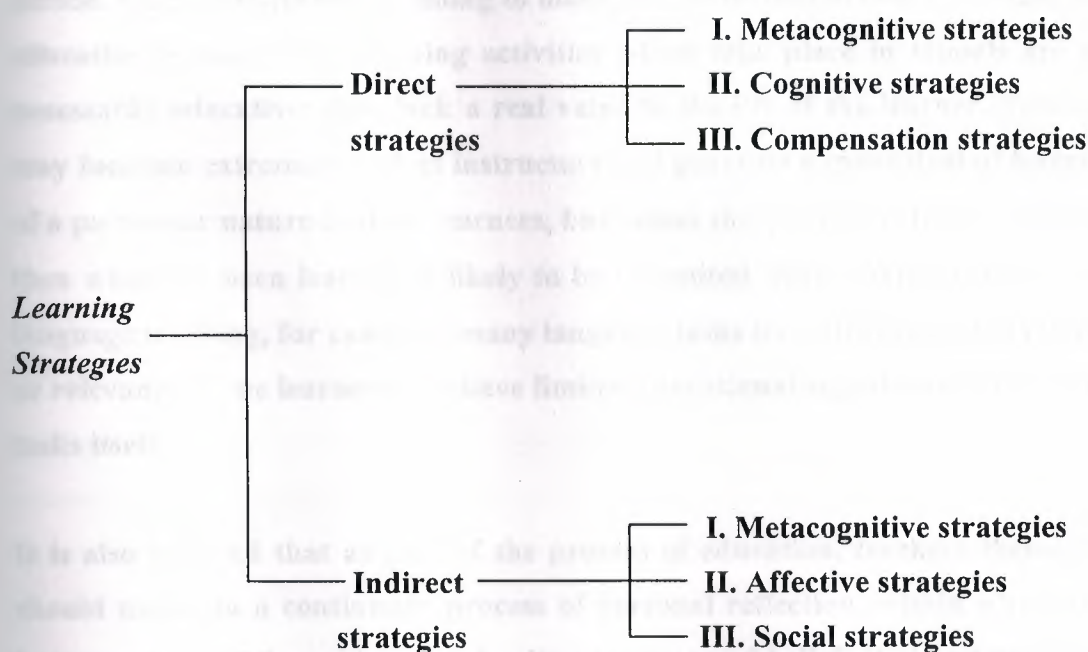*Diagram of strategy system explaining individual differences*

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                                        ┌─── I. Metacognitive strategies
                          ┌── Direct ───┼─── II. Cognitive strategies
                          │   strategies └─── III. Compensation strategies
                          │
Learning ─────────────────┤
Strategies                │
                          │
                          │             ┌─── I. Metacognitive strategies
                          └── Indirect ──┼─── II. Affective strategies
                              strategies └─── III. Social strategies
```

Diagram I: Diagram of strategy system: Overview (from Oxford 1990,P.16)

2.2 PSYCHOLOGICAL ASPECTS OF LANGUAGE LEARNING

Psychological aspects of language learning or educational psychology has been defined in many different ways. One such definition offered by Kaplan (1990) describes it as the application of psychology to education by focussing on the development, evaluation and application of theories and principles of learning and instruction that can enhance lifelong learning. Although this is a paraphrase

of a widely recognised definition prepared by the American Psychology association, it is a description which has its limitations as well as its strengths. What is certainly aim to offer here is a theoretical framework from which principles of learning and instruction can be drawn and evaluated. And it is also a case for the importance of learning throughout the lifespan.

However, what this definition lacks is a recognition that there is a fundamental difference between learning and education. Learning is certainly part of the process of education, but to be truly educative it must give a broader value and meaning to the learner's life. It must be concerned with educating the whole person. One consequence of failing to make the distinction between learning and education is that many learning activities which take place in schools are not necessarily educative: they lack a real value to the life of the learner. Teachers may function extremely well as instructors and generate a great deal of learning of a particular nature in their learners, but unless this process is truly educative, then what has been learned is likely to be of limited worth. Within the field of language teaching, for example, many language tasks have little personal interest or relevance to the learners and have limited educational significance beyond the tasks itself.

It is also believed that as part of the process of education, teachers themselves should maintain a continuous process of personal reflection, within which they become aware of the personal and cultural values and beliefs that underpin their own and other people's actions. Only by raising their awareness in this way can teachers come to understand fully their own implicit educational theories and the ways in which such theories influence their professional practice. It should help them to understand also why and how their teaching may or may not lead worthwhile learning.

2.3 BEHAVIORISTIC PSCHOLOGY

According to the work of Waston, behaviorism was first developed in the early 20[th] century by American psychologist John B. Waston. The dominant view of

that time was that psychology is the study of inner experiences or feelings by subjective, introspective methods. Waston did not deny the existance of inner experiences, but he insisted that these experiences could not be studied because they were not observable. He was greatly influenced by the pioneering investigations of Russian psychologist, Ivan P. Vladimir.

Waston proposed to make the study of psychology scientific by using only objective procedures such as laboratory experiments designed to establish statistically significant results. The behaviouristic view led him to formulate a stimulus-response theory of psychology. In this theory all complex forms of behaviour-emotions, habits, and such are seen as composed of simple muscular glandular elements that can be observed and measured. He claimed that emotional reactions are learned in much ways as other skills.

Skinner's work, which is known as radical behaviourism, is similar to Waston's view that psychology is the study of the observable behaviour of individuals interacting with their environment. Skinner, however, disagrees with Waston's position that inner processes, such as feelings, should be excluded from methods, with particular emphasis on controlled experiments using individual animals and humans. He postulated a type of psychological conditioning known as reinforcement.

Language learning occurs through behavioural reinforcement, and can be analysed using the same concepts used in conditioning studies of animals.The initial influence of behaviourism on psychology was to minimise the introspective study of the mental processes, emotions, and feelings and to substitute the study of the objective behaviour of individuals in relation to their environment by means of experimental methods. This orientation suggested a way to relate human and animal research and to bring psychology into line the natural sciences, such as physics, chemistry, and biology.

Present-day behaviourism has extended its influence on psychology. It has introduced a research method for the experimental study of a single individual.

It has demonstrated that behavioural concepts and principles can be applied to many practical problems.

Perhaps the strongest indictment of behaviourism has been that it is only concerned with observable behaviour. In choosing to concentrate only on that which is observable, behaviourism denies the importance of a fundamental element in the learning process, the sense that learners themselves seek to make of their worlds, and the cognitive or mental processes that they bring to the task of learning. In learning a language, it is clear that learners make use of a wide repertoire of mental strategies to sort out systems that operates in the language with which they are presented. In order to explore this aspect of learning further, now turn to the field of cognitive psychology.

2.4 COGNITIVE PSYCHOLOGY

In contrast to behaviourism, cognitive psychology is concerned with the ways in which the human mind thinks and learns. Cognitive psychologists are therefore interested in the mental processes that are involved in learning. This includes such aspects how people build up and draw upon their memories and the ways in which they become involved in the process of learning.

In recent years cognitive psychology has had a considerable influence on language teaching methodology. In a cognitive approach, the learner is seen as an active participant in the learning process, using various mental strategies in order to sort out the system of language to be learned.

In direct contrast to the behaviourist approach, the cognitive school of psychologists perhaps best epitomises George Miller's famous description of psychology as 'the science of mental life'. However, the ways in which human thought has been investigated varied considerably. At one extreme are *information theories* who have drawn the analogy of the brain as highly complex computer and who seek to explain its workings in terms of rules and models of how different aspects of learning take place. Examples of this approach can be

seen in work of artificial intelligence systems and, particularly, in models of memory and reading processes.

2.5 MOTIVATION

Before dealing with the learning strategies, the researcher would like to discuss how learner's *motivation* effects their learning in important ways such as how learners bring their own individual characteristics, personalities, attributions, and perceptions of themselves to the learning situation. The ways in which learners draw upon their existing skills and knowledge, and also use their personal attributes in the process of learning will be considered. What we are concerned with here is how learners go about learning something; that is, the skills and strategies that they use and the process that they go through in order to make sense of their learning. We first provide an overview of what is meant by skills and strategies, together with the notion of 'learning to learn'. We then focus on language learning strategies.

Until recently the notion of learning strategies has been relatively neglected. In recent years, however, there has been a growing interest amongst psychologists in the cognitive strategies. People use to think, to learn and to solve problems. Research into different aspects of thinking is being carried out in various countries in both Western and Eastern Europe, Russia, the USA and Australia. This has led to the production of a number of so-called 'thinking skills' programmers, and courses on thinking are now offered in several universities.

Motivation in foreign and second language learning is one of the most important aspects of learning strategies and, there is no question that learning a foreign language is different to learn other subjects, mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being; it is a part of one's identity and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the

adoption of new social and cultural behaviours and ways of being, and therefore has a significant impact on the social nature of the learner.

Consequently, success in learning a foreign language will be influenced particularly by attitudes towards the community of speakers of that language. It is for these reasons that the Social Psychology of Language has developed into an important discipline in its own right, mainly due to the work of sociolinguists such as Howard Giles. The whole field of language is involved with communicating with other people, with social relations between individuals and groups of people, and with social norms of behaviour. It is clear that language learning will also be affected by the whole social situation, context, and culture in which the learning takes place. It is not surprising, therefore, to find that a number of models of language learning are social-psychological in nature.

Motivation is operationally defined by Gardner and his associates in a slightly different way for the purpose of measurement, as consisting of desire to learn the language, motivational intensity, and attitudes towards learning to learn the language.

Gardner also makes the now well-known distinction between integrative and instrumental orientations in motivation. Orientation is not the same thing as the motivation, but represents reasons for studying the language. An integrative orientation occurs when the learner is studying a language because of a wish to identify with the culture of speakers of that language. An instrumental orientation describes a group of factors concerned with motivation arising from external goals such as passing exams, financial rewards, furthering a career or gaining promotion.

It was originally found that integrative motivation correlates with higher achievement in the language, leading to the suggestion that is a more important way of motivation. However, other studies have challenged this view. Many writers have also interpreted Gardner's work as implying that integrative motivation is more important than instrumental; this does not, however represent his position on his research findings. (Gardner 1995)(cited in Williams

and et al.,1997,p.117.) It may be that while integrative motivation is perhaps more important in a second language context such as learning English in the USA, an instrumental orientation may be important in other situations such as learning English in the Philippines or Bombay. However, many other studies have found that a number of other factors, such as confidence or friendship may be more important as motivating factors. (Ellis1994) (cited. in Williams and et al.,1997, p.116.)

A cognitive view of motivation:

From a cognitive perspective, the factor that is of central importance is that of choice; that is, people have choice over the way in which they behave and, therefore, have control over their actions. This is marked contrast to a behaviourist view which sees our actions as the mercy of external forces such as rewards. To make an informed choice we need to be aware of the probable outcomes of what we decide to do. This enables us to set goals for ourselves, and we then decide to act certain ways in order to achieve these goals. Thus, from a cognitive perspective, motivation is concerned with such issues as why people decide to act in certain ways and what factors influence the choices they make. It also involves decisions as to the amount of effort people are prepared to expand in attempting to achieve their goals. The role of the teacher thus becomes one of helping and enabling learners to make suitable decisions.

A cognitive view of motivation, then, centres around individuals making decisions about their own actions as opposed to being at the mercy of external forces over which they have no control. However, there ere limitations to taking a purely cognitive approach as such a view fails to take account of influence of affective factors, the emotions, or of social and contextual influences.

2.6 BEHAVIOURISM

Behaviourism, a movement particularly in American psychology, which calls for an explanation of behaviour of organism in terms of relations between inputs and outputs, in psychological terms, between stimuli and responses, in

sociological terms, between independent and dependent variables. Behaviorists minimize the importance of mental or creative processes and believe that a system's output is uniquely determined by past and present inputs. The inclusion of an organism's internal state, predispositions, memory or mediating variables in behaviorists explanations does not modify this basic contention. Behaviorist explanations exclude cognitive constructions, circularities such as self-reference and the generative processes of mental activity.

2.7 COGNITION

Cognition is the act or process of knowing. Cognition includes attention, perception, memory, reasoning, judgement, imagining, thinking and speech. Attempts to explain the way in which cognition works are as old as philosophy itself; the term, in fact, comes from the writings of Plato and Aristotle. With the advent of psychology as a discipline separate from philosophy, cognition has been investigated from several viewpoints.

An entire field 'Cognitive Psychology' has arisen since the 1950s. It studies cognition mainly from the standpoint of information handling. Parallels are stressed between the functions of the human brain and the computer concepts such as the coding, storing, retrieving, and buffering of information. The actual physiology of cognition is of little interest to cognitive psychologists, but their theoretical models of cognition have deepened understanding of memory, psycholinguistics, and the development of intelligence, thereby advancing the field of educational psychology.

Social psychologists since the mid-1960s have written extensively on the topic of cognitive consistency that is, the tendency of a person's beliefs and actions to be logically consistent with one another. When the lack of such consistency (cognitive dissonance) arises, the person unconsciously seeks to restore consistency by changing behaviour, beliefs, or perceptions. The manner in which a particular individual classifies cognitions in order to impose order has been termed cognitive style.

2.8 THE GOOD LANGUAGE LEARNER

The field of second language acquisition has distinguished between two types of strategy: *learning strategies* and *communication strategies*. The first one relates to "input" which involves processing, storage, and retrieval. The second one has more to do with "output" which means how we express meaning in the language, how we act upon what we already know or presume to know.

Before specifically focusing on learning strategies, the researcher would like to give a brief historical note on the study of second language learners' strategies. As our knowledge of second language acquisition increased markedly during the 1970s, the teachers and researchers came to realise that no single research finding and no single method of language teaching would success in teaching a second language. We saw that certain learners seemed to be successful in spite of methods or techniques of teaching. Thus we began to see the importance of individual *variation* in language learning. Now let's consider the following observations of Rubin(1975) and Stern(1975)(cited in H.Dougles,1987,p.92.)

Rubin listed seven "good language learner" characteristics.

1.Willing and accurate guesser.

2.Strong drive to communicate.

3.Uninhibited.

4.Attends to form.

5.Practices to seek out conversations.

6.Monitors own speech and the speech of the others.

7.Attends to meaning.

Stern's list remarkably similar with ten characteristics.

1.A personal learning style or positive learning strategies.

2.An active approach to the learning task.

3.A tolerant and outgoing approach to the target language and empathy with its speakers.

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

5.Strategies of experimentation and planning with the object of developing the new language into an ordered system and of revising this system.

6.Constantly searching for meaning.

7.Willingness to practice.

8.Willingness to use the language in real communication.

9.Self-monitoring and critical sensitivity to language use.

10.Developing the target language more and more as a separate reference system and learning to think it.

The above observations led Rubin and Stern to describe "good" language learners in terms of characteristics, styles, and strategies. As in the above, Rubin listed seven and Stern listed ten characteristics and both observations are remarkably similar with each other. Thus the summary of what a good language learner must have.

2.9 LEARNING STRATEGIES

Until recently the notion of learning strategies has been relatively neglected. In recent years, however, there has been a growing interest amongst psychologists in the cognitive strategies people use to think, to learn and solve problems. Research into different aspects of thinking is being carried out in various countries in both Western and Eastern Europe, Russia, the USA and Australia.

Research into language learning strategies began in the 1960s, since when a considerable amount of descriptive work has been carried out in this area. Much of this has clearly been influenced by developments in cognitive psychology. Good surveys of this field are provided by Weden and Rubin (1987), O'Malley and Chamot (1990), Ellis (1994) and Oxford (1990) (cited. inWilliams and et al, 1997,p.149.)

What is clear from cognitive psychology is that learners are far from passive in their learning; rather, they are actively involved in making sense of the tasks or problems with which they are faced in order to learn. When confronted with a

learning task, learners have various resources at their disposal and make use of a variety of other processes to help us to learn something. We use our minds, but also our feelings and our social and communicative skills in active ways.

Over the last twenty years there has been a growing amount of research into language learning strategies. This study, which has been mainly descriptive in nature, is concerned with investigating how individuals go about the task of learning something, and attempting to discover which of the strategies that learners use are the most effective for the particular type of learning involved. Recently, researchers have given more and more attention to how successful language learners achieve their objectives. Much of this attention has focussed on the kinds of strategies and thinking skills that learners use and the process by which learning or acquisition occurs.

Oxford sees the aim of language learning strategies as being oriented towards the development of communicative competence, and that they must, therefore, involve interaction among learners. Learning strategies, she argues, must both help learners to participate in communication and to build up their language system. Oxford (1990:9)(cited. in Williams and et al, 1997 p.151.) provides a list of twelve features of language learning strategies, which usefully serve to pull together the discussion so far.

1-They contribute to the main goal, communicative competence.

(grammatical, sociolinguistic, discourse and strategic competences.)

2-They allow learners to become more self-directed.

(because the aim of teaching learning strategies is to help learners to take control of their own learning.)

3-They expand the role of teachers.

4-They are problem oriented.

(they are used in response to a particular problem)

5- The are specific actions taken by the learner.

(they are specific behaviours in response to a problem, such as guessing the meaning of a word.)

6-They involve many aspects of the learner not just the cognitive

(affective and the social aspects as well.)

7-They support learning both directly and indirectly.

8-They are often conscious.

(the aim must be enable learners to use appropriate strategies automatically and unconsciously.)

9-They are not always observable.

10-They can be taught.

11-They are flexible.

(learners exert choice over the way they use.)

12-They are influenced by a variety of factors.

(age, sex, motivation etc.)

As well as affective factors, learning strategies have been found to be influenced by the other variables. These include attitude, motivation, age, personality, gender, perceived proficiency etc. In reviewing the effects of different factors on the deployment of learning strategies,(Oxford and Nyikos 1989)(cited. in Williams and et al.,1997,p.154.) conclude that motivation appears to correlate best with strategy use, and that increased motivation and self-esteem lead to more effective use of appropriate strategies and vice versa. It is also apparent that social factors such as socio-economic group and the environment influence the way in which people use strategies, and it seems likely that culture will also play a part.

Perhaps one of the best approaches to defining learning strategies is to try to list their main characteristics. The following list characterises how the term 'strategies' has been used in the studies.

Usage of the term 'strategies' in the other studies:

1.Strategies refer to both general approaches and specific actions or techniques used to learn an L2.

2.Strategies are problem-oriented-the learner deploys a strategy to overcome some particular learning problem.

3.Learners are generally aware of the strategies they use and can identify what they consist of if they are ask to pay attention to what they are doing/thinking.

4.Strategies involve linguistic behaviour (such as requestioning the name of an object) or non-linguistic (such as pointing at an object so as to be told its name)

5.Linguistic strategies can be performed in the L1 and in the L2.

6.Some strategies are behavioural while the others are mental. Thus some strategies are directly observable, while the others are not.

7.Strategies contribute indirectly and directly to learning providing learners with data about the L2 which they can then process. (for example, memorization strategies directed at specific lexical items or grammatical rules.)

On the other hand, there is no agreement about what constitutes a 'learning strategy'. In addition, there is no widely accepted theoretical basis for identifying and describing strategies, although O'Malley and Chamot have addressed their own work, with some success in a cognitive theory of information processing. For further definitions of the learning strategy and the types of strategies see table III.

TABLE III *Learning strategy definitions*

LEARNING STRATEGY	DESCRIPTION
A. METACOGNITIVE STRATEGIES	
Advance organizers	Making a preview of the organising concept or principle in a learning activity.
Directed attention	Deciding in advance what to attend to in a learning task.
Selective attention	Deciding in advance to attend to specific aspects of the language input or situational details in a task.
Self-management	Understanding and arranging for the conditions that help one learn.
Advance preparation	Planning for or rehearsing linguistic.
Self-monitoring	Correcting one's speech for accuracy or for appropriateness to context.
Delayed production	Consciously deciding to postpone speaking in favour of initial listening.
Self-evaluation	Checking learning outcomes against internal standards.
Self-reinforcement	Arranging rewards for successfully completing a language learning activity.
B: COGNITIVE STRATEGIES	
Repetition	Imitating a language model, including overt practice and rehearsal.
Resourcing	Using target language reference materials.
Directed physical response	Relating new information to physical actions as with directives.
Translation	Using the first language to understand and produce the second language.
Grouping	Reordering or reclassifying material to be learned.
Note-taking	Writing down main ideas, important points, outlines, or summaries of Information.
Deduction	Conscious application of rules.
Recombination	Constructing language by combining known elements in a new way.
Imagery	Relating new information to visual concepts in memory.
Auditory representation	Retention of the sound or similar sound for a word, phrase, etc.
Keyword	Remembering a new word in the second language by mnemonic or Associational techniques, e.g. keywords.
Contextualisation	Placing a word or phrase in a meaningful language sequence
Elaboration	Relating new information to existing concepts.
Transfer	Using previously acquired knowledge to facilitate new learning
Inferencing	Using available information to guess meanings of new items, predict outcomes, etc.
Question for clarification	Asking a teacher, etc. for repetition paraphrasing, explanation, and or examples.
C: SOCIAL MEDIATION	
Cooperation	Working with one or more peers to obtain feedback, pool information, etc.

The list below (cited in Williams and et al. 1997,p.144.) also indicates some basic metacognitive and cognitive strategies. Cognitive strategies involve processing language in our own minds, while the others such as the last two are more social in nature.

>repeating words over and over;

>listening attentively to try to distinguish words;

>trying to work out the rules of the language by forming hypotheses about how it works.

>trying out these hypotheses to see if they work;

>testing yourself to see if you remember words;

>guessing the meanings of unknown words;

>using your knowledge of language rules to try to make new sentences.

>rehearsing in your head what you are about to say;

>practising the sounds of the language to yourself;

>asking a speaker to repeat something;

>pretending that you understand in order to keep the communication going

All the conscious and/or unconscious classroom behaviours of the language learners of the present study will be mentioned as "language learning strategies" throughout the research.

2.9.1 THE RELATION OF LANGUAGE LEARNING STRATEGIES AND ACHIEVEMENT IN LANGUAGE LEARNING

According to Wenden and Rubin (1987), researchers make certain assumptions about the relation of the strategies used by language learners to their success. One of these assumptions is that successful language learners differ in the behaviours they use to enable them to be successful. So, according to this view, it is expected that learners behave differently in language classes.

Stern (1980) holds:

There are presumably several different ways of learning a language effectively. Good learners are likely to differ in their preferences for this or that technique. A good learner will attempt to discover for himself his preferred techniques or his particular learning strategy so as to make his own language learning more efficient and more satisfying (p.62)

However, some strategies may be intrinsically more effective, and if students adopt these, they may have a better chance of success.

The purpose of this study is not classifying or defining language learning strategies but to identify widely preferred strategies by the ELT/ELL students of the first class of NEU by evaluating the findings of the questionnaire. No attempt was made to determine or to analyse the language learning strategies used by the participants.

2.9.2 THE RELATION OF LANGUAGE LEARNING STRAREGIES AND GENDER

Only recently have researchers noted that the choice of L2 learning strategies can be gender-related and depends on L2 learning style, which is frequently linked to gender (Oxford, 1993, p.548). Although group differences do not describe the behaviour of all members of the group, it can be expected that individual males have similar behaviours within their group which differentiate them from females.

Oxford (1993) links females' dominance in language learning to their use of different language learning strategies suggesting that differences in frequency and patterns of strategy choice might explain why females often show better L2 classroom performance than males. (p.550)

The majority of language researchers seem to agree that males and females behave differently and that these differences might be influenced by different factors. But what makes different behaviours important in language learning is their possible effects on language proficiency.

This study supplements findings by focusing on adult L2 learning participants of the given questionnaire and their preferred ways of learning strategies are identified, to determine if the answers of male and female participants show differences.

CHAPTER 3
METHODOLOGY

This chapter introduces the research design of the present study, gives detailed information about the participants, the instruments used to collect data, and the data analysis procedures followed by the researcher.

3.1 RESEARCH DESIGN

The present study is a survey designed to investigate the cognitive and metacognitive strategies of language learners. While locating the strategies used by language learners, the researcher attempted to unearth the most preferred strategies. A two-tailed mean comparison was made using the t-test, to determine whether the different means of females and males and Turkish Cypriot and Turkish learners were significant at $\alpha < .05$. level.

3.2 PARTICIPANTS

The Near East University ELT and ELL classes of 'Freshmen B' were chosen to participate. The participant students were all Turkish speaking. The total number of students chosen for the study were 133. The questionnaire was given to 51 male and 82 female students. There was a cultural difference as the students were from Turkey and North Cyprus. The ages of the participant students ranged from 17 to 32 but this fact was not considered in the study.

3.3 DATA COLLECTION

The questionnaire was used to investigate the most preferred learning strategies between metacognitive and cognitive strategies. It is also used to check if there was any difference in males' and females' preferred learning strategies. The

choice of each participant was noted and the most popular one (if there was any) within the each population was accepted as the males' and females' preferred way of learning. The same data was then used to identify different strategies used by different nationalities i.e. Turkish and Turkish Cypriot. The choice of each participant was again noted and commented.

3.4 INSTRUMENTS

A questionnaire (see Appendix 1) was used as an instrument to collect data for the study. At the beginning of the questionnaire there were personal questions to answer such as; age, gender and nationality. The questionnaire was made up of 25 likert-scale strategy statements. The respondents were asked to indicate their responses by choosing one of the 5 numbered choices; 5 being always, 4 quite often, 3 sometimes, 2 rarely and 1 never. The first 11 strategies were metacognitive and the rest were cognitive.

The participant students were informed about the study in general and told that the questionnaire contained statements about their use of English learning strategies. Most of them had no difficulty in understanding the questionnaire so they filled in the questionnaire without hesitation. The researcher did not limit the time of completing the questionnaire. The participants were all given the questionnaire at the same day in their own classrooms, except the absent students on that day. Those students were given the questionnaire on another day by the teacher in their classes.

3.4.1 VALIDITY AND RELIABILITY

For internal-consistency reliability, the researcher calculated Cronbach alpha as .79. Therefore, the instrument used for data collection was considered to be reliable. For content validity, the researcher used descriptive and the expert ratings approaches. All the learning strategy items were constructed on the basis of strong theoretical arguments. Each item is a reflection of well-defined

strategies. Experts were consulted to identify the items matching the learning strategy constructs.

3.5 DATA ANALYSIS

The questionnaire used in the study was analyzed and related tables were prepared to show the number of participant students, their gender, nationality, percentages and frequency of learning strategy use. Descriptive statistics showing standard deviations and means obtained through the SPSS statistical package. T-test was used to identify if there was a significant difference between males and females and nationalities, and a two-tailed mean comparison was made by setting the alpha level at a<.05.

CHAPTER 4
RESULTS AND DISCUSSIONS

In this chapter, the results of the research study will be discussed in detail.

4.1 STRATEGIES USED BY STUDENTS

In this section, strategies used by students will be discussed in detail. The research will present the metacognitive strategies first. Then cognitive strategies used by students will be analysed.

4.1.1 METACOGNITIVE STRATEGIES USED BY STUDENTS

Metacognitive strategy table (table IV) indicates that strategies 2, 8 and 10 were the most preferred ones, thus most of the students attempt to keep clear notes in the class/while studying or they try to find ways to use their English and they read over their notes after lessons. The above strategies also involve 'self-management', 'creating opportunities for practice' and 'monitoring'. In other words, students review attention to a task or comprehension of information that should be remembered. (i.e. they take notes of new items). In addition to this they understand and arrange the conditions that help them to learn and they create situations with native speakers.

On the other hand strategies 1 and 5 were the least preferred ones by the students. Therefore, the students do not attempt to make up chants to learn new vocabularies better and they do not add related language learning activities to regular classroom activities in a way they expect the teacher to handle all the responsibility during language learning process.

The data obtained from table IV also indicates that, most of the participants chose 'sometimes' to describe their frequency of using metacognitive strategies. As motivation appears to correlate best with strategy use, this result shows that

the participants are not always highly motivated because, increased motivation and self-esteem lead to more frequently use of metacognitive strategies. At this stage metacognitive awareness is important because it involves an awareness of one's own mental processes and an ability to reflect on how one learns, in other words, knowing about one's knowing.(see appendix 2)

TABLE IV Metacognitive strategies

Metacognitive strategies	Mean	Standard Deviation	Order of Significance
1. I make vocabulary lists of new words I have learned	3,2256	1,1973	10
2. I attempt to keep clear notes when I am in class, or if I am studying by myself.	3,9248	1,0704	1
3. I say or write new English words several times.	3,2932	1,1728	9
4. I start conversation in English.	3,4211	1,1093	8
5. I watch English language TV shows spoken in English or go to movies.	3,1955	1,1707	11
6. I read for pleasure in English.	3,4361	1,0685	7
7. When I can't think of a word during a conversation in English, I use gestures.	3,5263	1,0911	6
8. I try to find as many ways as I can to use my English.	3,8045	1,0185	2
9. I look for opportunities to look for as much as possible.	3,5714	1,0172	5
10. I take notes during lessons and read over them after lessons.	3,7368	1,1408	3
11. I read the appropriate materials in English for the class before attending the class.	3,6992	2,9465	4

4.1.1.1 EVALUATION OF THE METACOGNITIVE STRATEGIES USED BY STUDENTS

In this section, all of the 11 metacognitive strategies will be evaluated in detail.
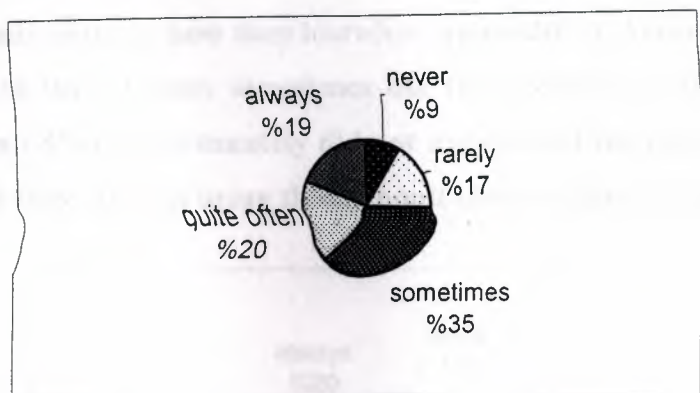
Figure 1. Strategy 1: "I make vocabulary lists of new words I have learned."

This strategy which is classified under vocabulary learning techniques includes making up charts and memorising them.

It can be seen from the findings that the majority of the participants (35%) reported that they sometimes make lists of the words they have learned. This shows that self management "understanding and arranging for the conditions that help one learn" is not highly used by the participants (see Table III) And only the minority of them(19% and 20%) use self-management, in other words they are highly motivated. On the other hand, 17% and 9% of the students did not manage to think about and plan for learning. (see appendix 2)
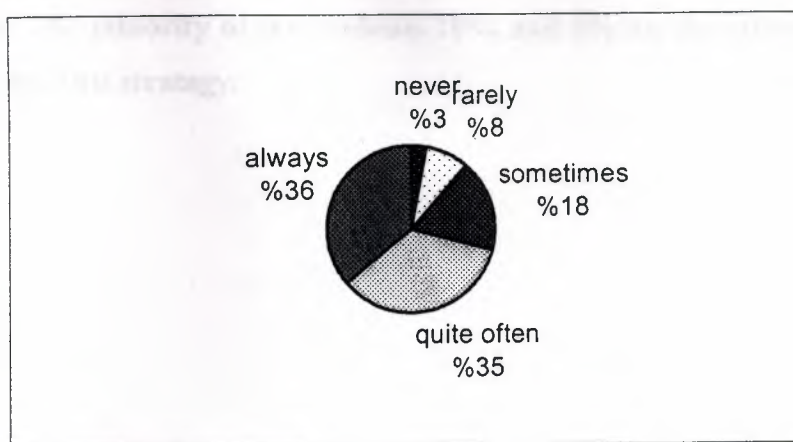
Figure 2. Strategy 2: "I attempt to keep clear notes when I am in class, of if I am studying by myself."

This strategy had the highest mean score and it can also be classified under *self-management.* The great majority of the students(36% and 35%) attempt to keep clear notes during learning process which shows that they think about their own thought process, and identify the learning strategies that work best for them and also consciously manage how they learn(see Appendix 2). According to the figure above 18% of the students sometimes use this technique and the minority of them(3% and 8%) unfortunately did not understand the conditions which help learning and they did not bring those about(cited in Ellis 2001,p.538.).
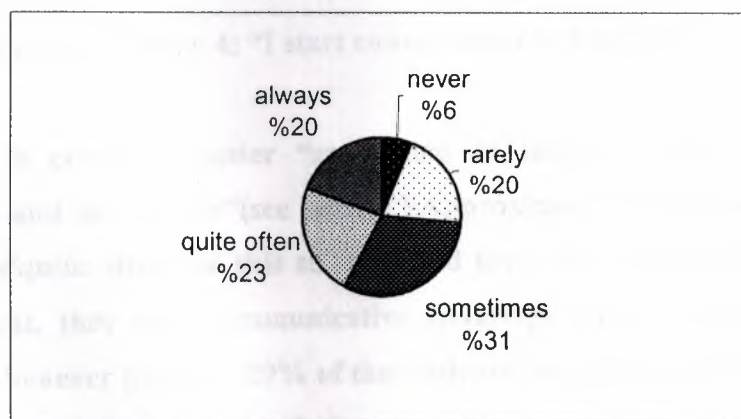
Figure 3. Strategy 3: "I say or write English words several times"

This strategy is classified under "Practices" that includes writing down words to memorise and looking at speakers' mouth to repeat (see table I). Data obtained from figure 4 reveals that 20% and 23% of the students always/quite often use this strategy and 31% of the students use it sometimes in accordance to personal differences. The minority of the students 20% and 6% on the other hand do not affectively use this strategy.
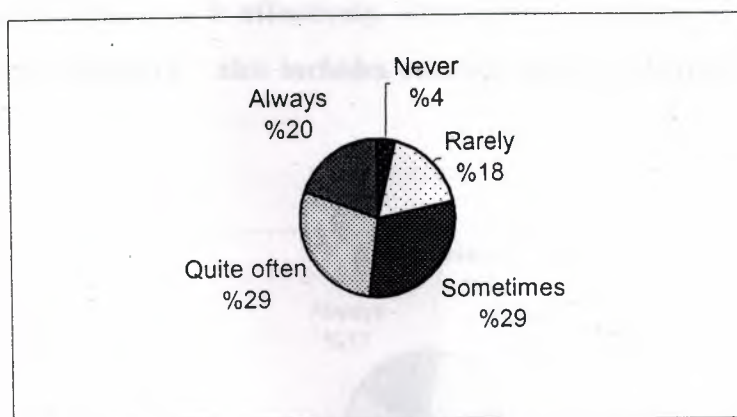
Figure 4. Strategy 4: "I start conversation in English"

This question is classified under "realisation of language as a means of communication and interaction"(see table I).Approximately (29% and 20%)of students always/quite often use this strategy and they do not hesitate to speak. This reveals that, they seek communicative situations with L2 speakers and communicate whenever possible. 29% of the students sometimes use this strategy and it appears that they are rather unconscious about this strategy. The minority (4% and 18%) of them are not "good language learners" because they are not willing to communicate.
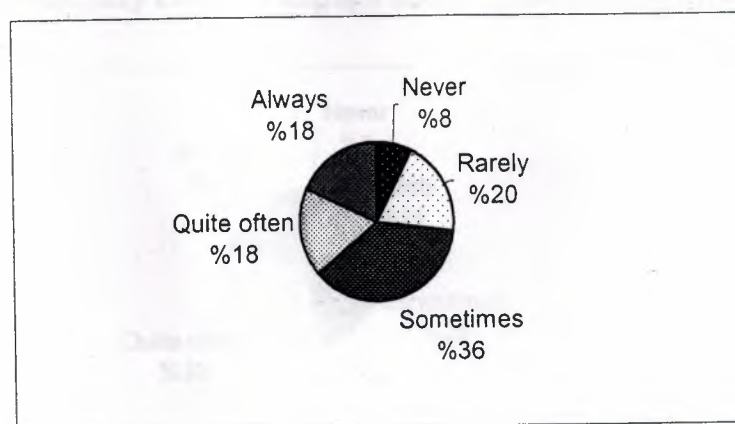
Figure 5. Strategy: 5 "I watch TV shows spoken in English or go to movies spoken in English.

This strategy had the lowest mean score in all of the metacognitive strategies. Thus, the minority of the students(8% and 20%) do not add related activities to regular classroom program and create opportunities to practice such as

spending time in language lab or watching TV(see table I). On the other hand, only 36% of them use it effectively. Strategies which can be classified under "Active task approach" also includes reading additional items and listening to tapes.
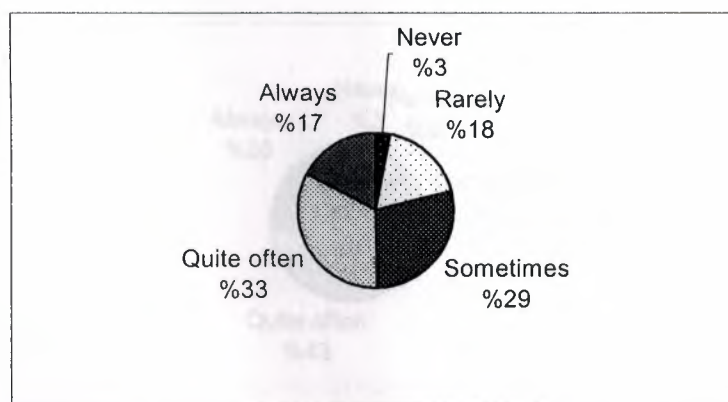
Figure 6. Strategy 6: "I read for pleasure in English"

This strategy is also classified under 'Active task approach' and examination of the questionnaire results shows that. the minority of the students(3% and 18%) do not add related language learning activities depending on individual learner differences in terms of attitudes(cited in Ellis 2001, p.540).29% of the students sometimes read for pleasure and only 17% and 33% of them add related activities and thus, they can be classified under "good language learners."
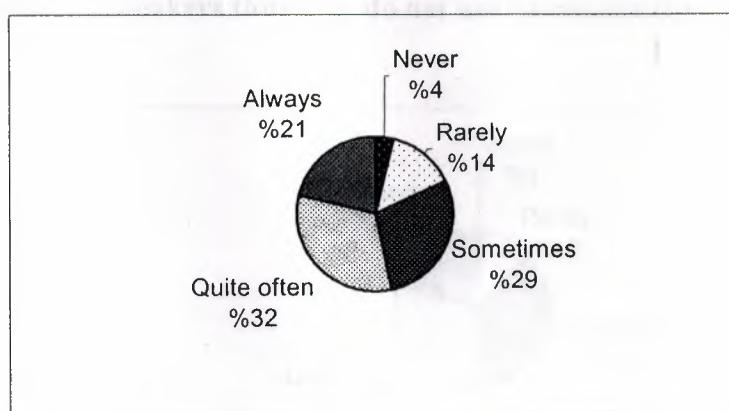
Figure7. Strategy 7: "When I can't think of a word during a conversation in English, I use gestures"

More than the half of the students (21% and 32%)use gestures to communicate and, therefore according to Rubin's seven "good language learner" characteristics they have a strong drive to communicate. On the other hand 29% of them sometimes use gestures and the minority of them (4% and 14%) rarely or never use this strategy which can lead the conversation to break down.
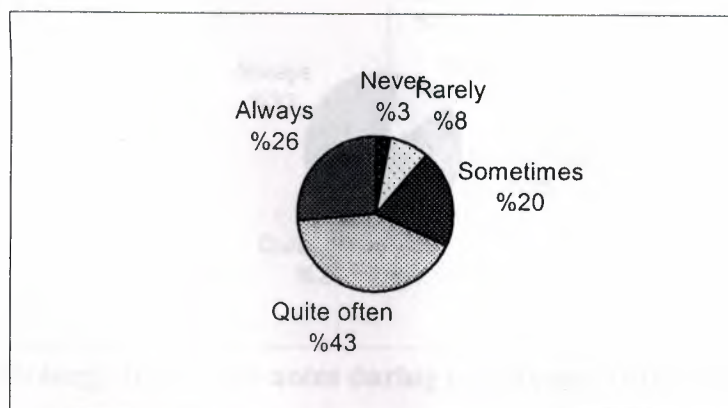
Figure 8. Strategy 8: "I try to find as many ways as I can to use my English"

This strategy is classified under 'Realisation of language as a means of communication and interaction.' The majority of the students(26% and 43%) seek communicative situations with L2 speakers and they always/quite often use this strategy. In other words they creates opportunities to practice their English. However the minority (20%) of the students sometimes create opportunities for themselves and 8% and 3% of the students do not establish close personal contact with L2 speakers thus they do not use communicative situations.
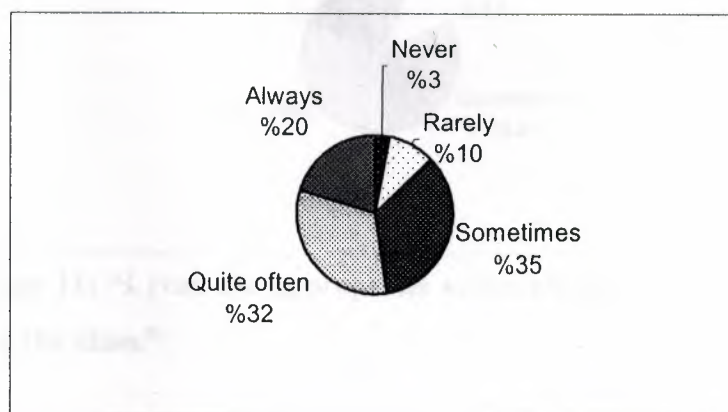
Figure 9. Strategy 9: "I look for opportunities to read as much as possible"

Investigation shows that, more than the half of the students (32% and 20%) read additional items and add related language learning activity. 35% of the students sometimes read additional items and the minority (3% and 10%) of the students do not attend to read as much as possible due to individual learner differences.
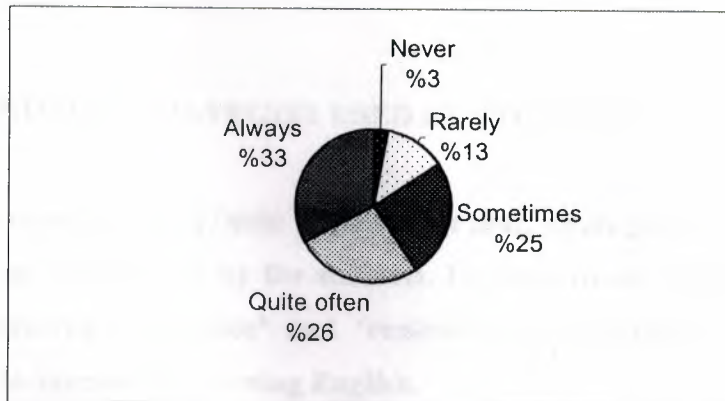
Figure 10. Strategy 10: "I take notes during lessons and read over them after lesson"

This strategy is classified under 'monitoring' (see table II). The data obtained indicates that, the majority of the students (33%and 26%) review attention to a task, and comprehension of information that should be remembered. 25% of the students sometimes use this strategy and the minority (3% and 13%) of the them do not pay attention to the task that should be remembered.
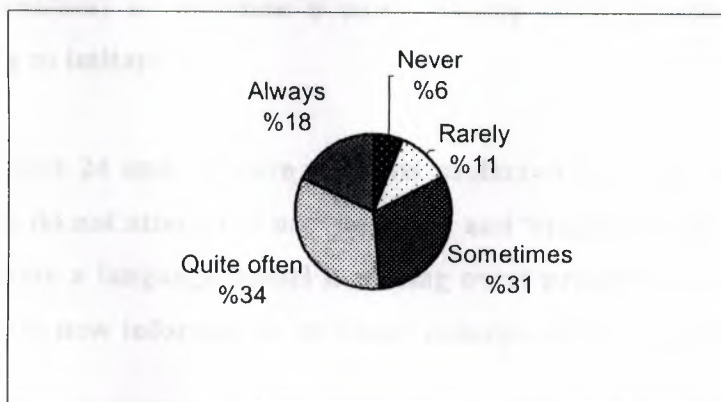
Figure11. Strategy 11: "I read the appropriate materials in English for the class before attending the class."

This strategy is classified under 'planning'(see table II). More than the half of the students (18 % and 34%) plan for the organisation of written or spoken

discourse.31% of the students sometimes study before the lesson and a small minority(6% and 11%) of the students attends lesson without studying or revising the course.

4.1.2 COGNITIVE STRATEGIES USED BY STUDENTS

Cognitive strategy table (Table V) indicates that, strategies 19, 21 and 15 were the mostly preferred ones by the students. In other words, most of the students used 'inferencing', 'practice' and 'realisation of language as a system' or 'Transfer' to succeed in learning English.

By using the stated strategies above, they use available information to guess meanings of new items and predict outcomes (Using information in text to guess meanings of new linguistic items, predict outcomes or complete missing parts). In addition, they realise language as a system because they are able to analyse their own problems such as using what is already known. For instance when they can not think of a word while talking, they use another word or a phrase that means the same. In other words, they use previously acquired knowledge (known linguistic information) to facilitate a new learning task. Besides they listen carefully and try to imitate.

However, strategies 24 and 12 were the least preferred ones and this indicates that the students do not attempt to use 'imagery' and 'repetition' In other words, they do not imitate a language model including overt practice or rehearsal and they do not relate new information to visual concepts in memory to remember new words.

When we consider the cognitive strategies used by students (see table V), the most remarkable difference from the metacognitive strategies is the choice of 'always'. This of course indicates that, students apply cognitive strategies more often than the metacognitive ones. Since cognitive strategies include making guesses, making the most of what you have got , working on the big thing first

and using general rules; the participants found them more practical and used them more frequently.

Table V Cognitive strategies

Cognitive strategies	Mean	Standard Deviation	Order of Significance
12. I remember a new English word by making a mental picture of a situation in which the word might be used.	3,2782	1,1957	12
13. I try to talk like native English speakers.	3,6692	1,2168	8
14. To understand unfamiliar English words, I make guesses.	3,7444	1,0347	7
15. If I can't think of an English word, I use a word or phrase that means the same.	3,9474	1,0468	3
16. I practice the sounds and pronunciation of English words.	3,6015	1,1227	9
17. In order to remember an English word or expression, I connect it in my memory to an English word I know well.	3,8421	1,0433	4
18. I think of relationships between what I already know and new things I learn in English.	3,7594	1,0011	6
19. When I am given a written passage in English, I try to understand the general massage of the passage before I begin to look up meanings of new words.	4,3534	0,9862	1
20. I try not to translate word-for-word.	3,5639	1,3391	10
21. I pay attention when someone is speaking English.	4,0602	1,0643	2
22. I encourage myself to speak English even when I am afraid of making mistake.	3,7669	1,3136	5
23. I ask questions in English.	3,8421	1,0064	4
24. I am good at mimicry and I can easily copy different accents.	3,1203	1,0447	13
25. While listening to another learner of English I correct any mistakes.	3,4211	1,0460	11

4.1.2.1 EVALUATION OF THE COGNITIVE STRATEGIES USED BY THE STUDENTS

In this section all the cognitive strategies will be evaluated in detail.
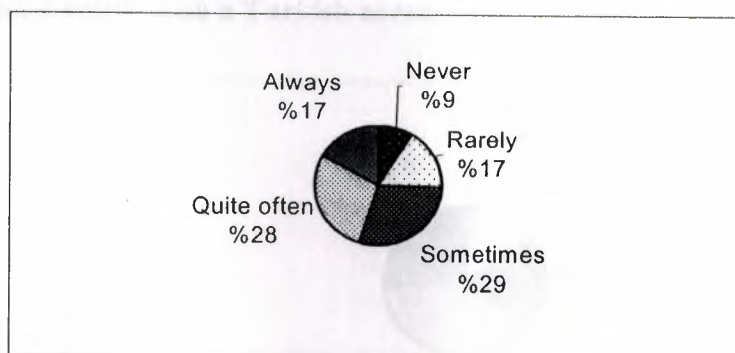
Figure 12. Strategy 12:"I remember a new English word by making mental picture of a situation in which the word might be used"

This strategy is classified under 'imagery' (see table II/III). It defines using visual images (either generated or actual) to understand and remember new verbal information. Nearly the half of the students (17% and 28%) always/quite often use this cognitive strategy. 29% of the students sometimes use it and the minority(9% and 17%) of them do not relate new information to visual concepts in memory.
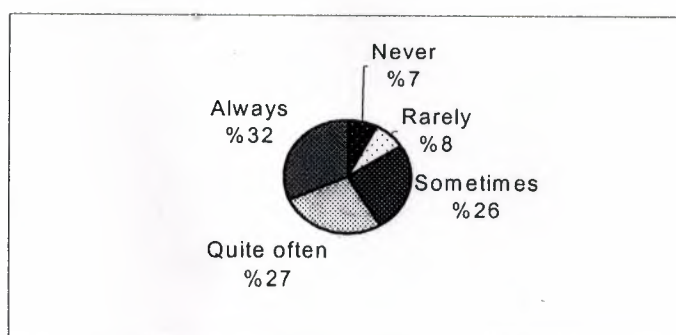
Figure 13. Strategy 13: "I try to talk like native English speakers"

More than the half of the students (32% and 27%) attempt to use 'repetitions' which define imitating a language model, including overt practice and silent rehearsal.(see Table III) 26% of them sometimes use repetitions and the minority (7% and 8%) of the students do not really use this strategy and that is why they attempt talk English with a Turkish accent.
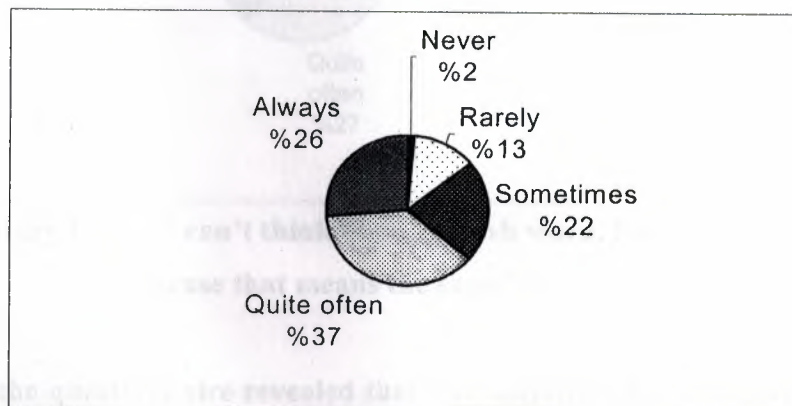
Figure 14. Strategy 14: "To understand unfamiliar words I make guesses"

Since 'inferencing' describes using available information to guess meanings of new items, predict outcomes or completing the missing parts (see table II/III), more than the half of the students (26% and 37%) use inferencing always or quite often. 22% of them sometimes use it and the minority (13% and 2%) of the students do not effectively use information in the text to guess meanings of new linguistic items and thus have difficulty to understand the written text or other materials.
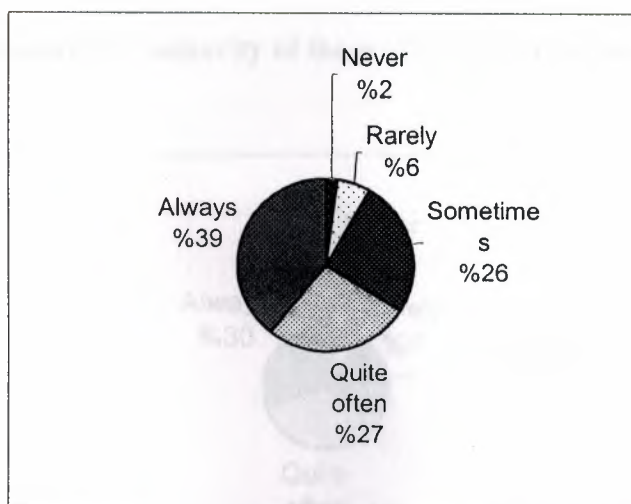
Figure 15. Strategy 15: "If I can't think of an English word, I use a word or a phrase that means the same"

The results of the questionnaire revealed that, the majority of the students (%39 and %27) can effectively analyse individual problems by using what is already known (see table I) and this is called realisation of language as a system. In table II/III it is classified under 'transfer' and according to the chart above, 26% of the students sometimes use 'transfer'. The minority (2% and (6%) of the students on the other hand do not really use known linguistic information to facilitate a new learning task.
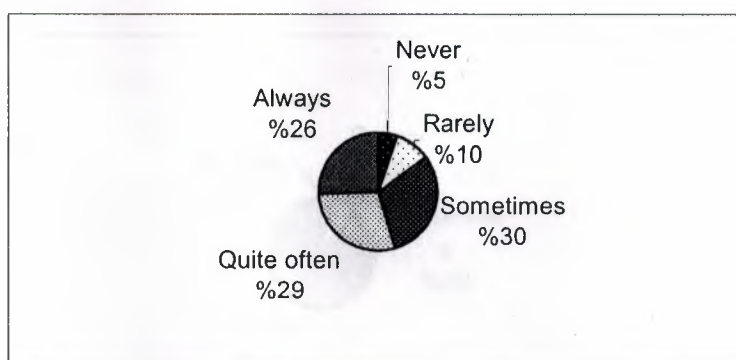
Figure 16. Strategy 16: "I practice the sounds and the pronunciation of English words"

This strategy is also classified under 'repetition' and more than the half of the students (26% and 29%) always or quite often imitate sounds including overt practice or silent rehearsal. 30% of the students sometimes practice sounds or

English words and the minority of them (5% and 10%) do not attempt to make practice.
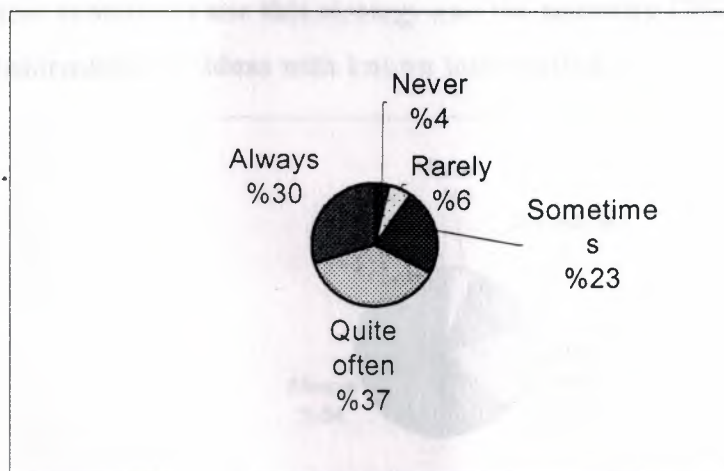
Figure 17. Strategy 17: "In order to remember an English word or expression, I connect it in my memory to an English word I know well"

The result of figure 17 indicates that; the majority of the students (30% and 37%) relate new dictionary words to others (see table I). 23% of them sometimes use this strategy and the minority (6% and 4%) do not make use of fact that language is a system.
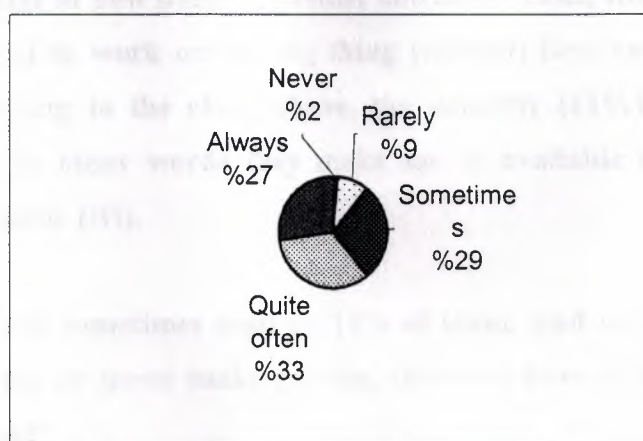

Figure 18. Strategy 18: "I think of relationships between what I already know and new things I learn in English"

More than the half of the students (27% and 33%) always or quite often use 'elaboration' (see table III) and they relate new information to existing concepts. 29% of them sometimes use this strategy and the minority (2% and 9%) can not link new information or ideas with known information.
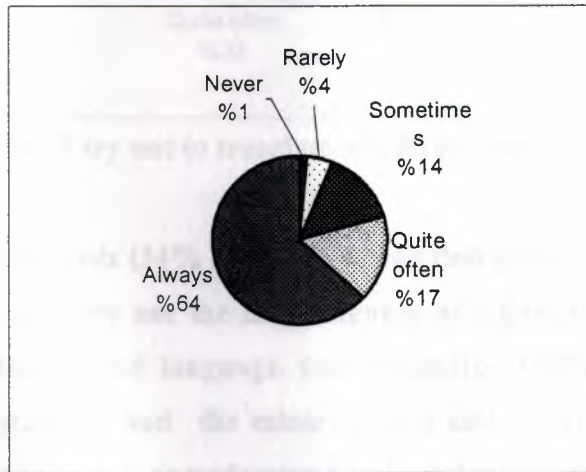
Figure 19. Strategy 19: "When I am given a written passage in English, I try to understand the general message before I begin to look up meanings of new words."

This strategy has the highest mean score and it is classified under inferencing which means guessing meaning from key words or using information in text to guess meanings of new items or predict outcomes. Thus, students find easier and more practical to work on the big thing (content) first and then the unknown items. According to the chart above, the minority (81%) of the students use inferencing. In other words they make use of available information to make guesses (see table I/II).

This strategy is sometimes used by 14% of them. And only 1% and 4% of the students rarely or never make guesses, therefore have difficulty to understand what they read.
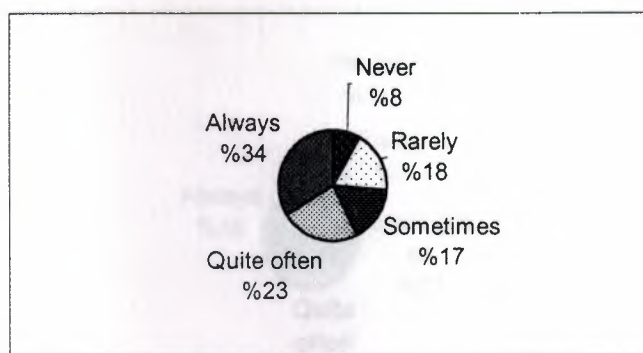
Never
%8

Always
%34

Rarely
%18

Sometimes
%17

Quite often
%23

Figure 20. Strategy 20: "I try not to translate-word-for-word."

The majority of the students (34% and 23%)stated that they try not to translate word for word. Instead they use the first language as a base for understanding and/for producing the second language. (see appendix 3).18% of the students sometimes use this strategy and the minority (8% and 18%) of them can not properly use the first language to understand and produce the second one.

Never
%2

Rarely
%7

Sometimes
%19

Always
%46

Quite often
%26
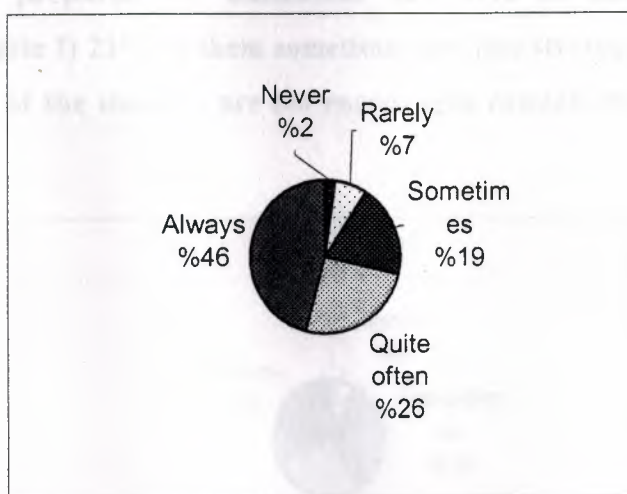
Figure 21. Strategy 21: "I pay attention when someone is speaking English."

This strategy defines a process that contributes indirectly to learning. (see table II) The majority of the students (46% and 26%) know listening carefully in the learning process and 19% of them sometimes listen. However 2% and 7% of the students are not good language learners because they rarely or never listen and listening is the first step of learning and understanding.
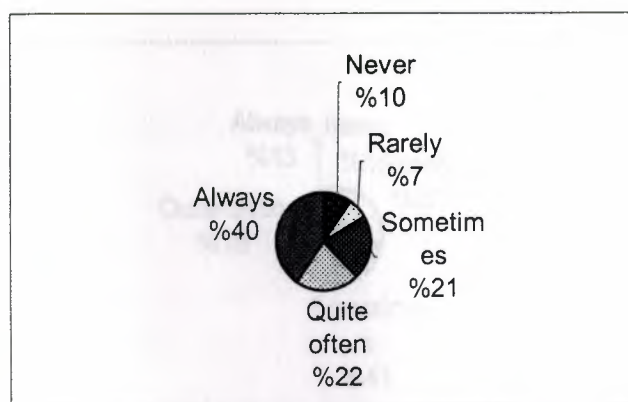
Figure 22. Strategy 22: "I encourage myself to speak in English even when I am afraid of making a mistake."

This strategy which defines management of effective demands is always or quite often used by majority (40%and 22%) of the students. Therefore, they cope with affective demands in learning and overcome inhibition to speak. It also claims that they are prepared for difficulties and able to laugh at their own mistakes.(see table I) 21% of them sometimes use this strategy and the minority (10% and 7%) of the students are not encouraged enough to speak due to their personalities.
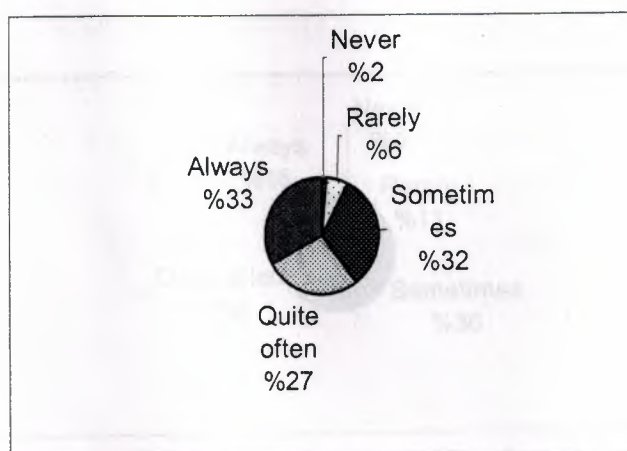
Figure 23. Strategy 23: "I ask questions in English"

More than half of the students (33% and 27%) ask questions in English; therefore, they ask help for clarification or repetition (see table III/II). On the other hand 32% of the students sometimes ask questions and only 2% and 6% of them rarely or never ask questions or examples how to use a word.
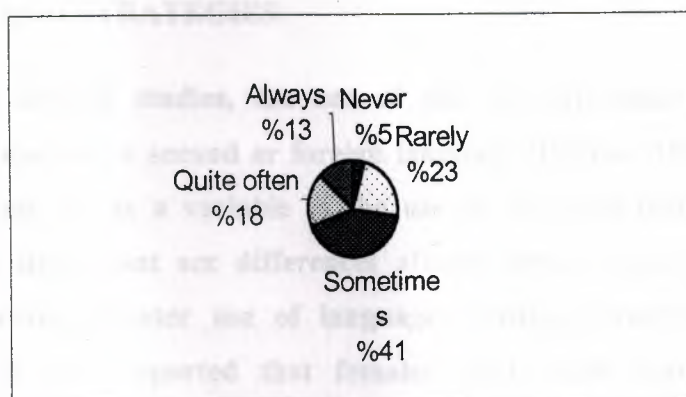
Figure 24. Strategy 24: "I am good at mimicry, and I can easily copy different accents."

Only the minority of the students (13% and18%) practice accents or use mimicry and thus this question had the lowest mean score in all of the cognitive strategies. It is classified under *repetition* and repetition includes imitating a language model, including overt practice and silent rehearsal. The results reveal that this strategy was not frequently used by the participants. 41% of them sometimes try to imitate and 5% and 23% of the students rarely or never use practice or mimicry.
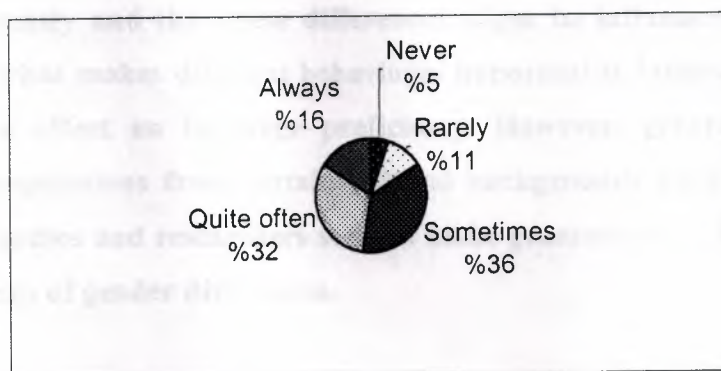

Figure 25. Strategy 25: "While listening to another learner of English, I correct any mistakes."

Less than the half of the students (16% and 32%) always or quite often use 'monitoring' (see table I). In other words, they correct errors in own/other's pronunciation, vocabulary, spelling or grammar.36% of the students sometimes use monitoring and the minority (5% and 11%) of them are possibly not aware of the mistakes done by the others.

4.2 GENDER AND STRATEGIES

According to several studies, the sex of the students makes a significant difference in learning a second or foreign language (Politzer 1983). All studies, which examined sex as a variable in the use of language learning strategies, reported that significant sex differences almost always occurred in a single direction, showing greater use of language learning strategies by females. Politzer (1983) also reported that females used social learning strategies significantly more than males.

Oxford (1993) links females dominance in language learning to their use of different language learning strategies suggesting that differences in frequency and patterns of strategy choice might explain why females often show better L2 classroom performance than males (p.550). However in the classroom, boys are more active and salient than girls and have more of almost every kind of interaction with the teacher that may be measured. (Good and Brophy 1990, p.601)

The majority of language researchers seem to agree that males and females behave differently and that these differences might be influenced by different factors. But what makes different behaviours important in language learning is their possible effect on language proficiency. However, generally a limited number of populations from certain cultural backgrounds have been used in most of the studies and researchers seem to make generalisations based on their limited findings of gender differences.

4.2.1 METACOGNITIVE STRATEGIES

Table VII below indicates the use of metacognitive strategies by male and female students. In contrast to the researches that state female dominance in strategy use; there is a remarkable male dominance in strategy '3'(significant at 0.05 alpha level). As this strategy is classified under 'practice' which defines experiments with new sounds, writing down words to memorise or looking at

speakers mouth and repeating; male students practice this more than the females.

TABLE VI Gender T-test for metacognitive strategies

Meta Cognitive strategies	N	Mean	Standard Deviation	Differ-ences	T
1. I make vocabulary lists of new words I have learned	M 51	3,2157	1,1369	131	-,075
	F 82	3,2317	1,2403		
2.I attempt to keep clear notes when I am in class, or if I am studying by myself.	M 51	3,9412	1,1386	131	,139
	F 82	3,9146	1,0328		
3. I say or write new English words several times.	M 51	3,6275	1,0385	131	2,650 *
	F 82	3,0854	1,2090		
4. I start conversation in English.	M 51	3,5294	1,1199	131	,888
	F 82	3,3537	1,1041		
5. I watch English language TV shows spoken in English or go to movies.	M 51	3,1765	1,1611	131	-,147
	F 82	3,2073	1,1836		
6. I read for pleasure in English.	M 51	3,4902	0,9246	131	,459
	F 82	3,4024	1,1532		
7. When I can't think of a word during a conversation in English, I use gestures.	M 51	3,6275	1,1307	131	,842
	F 82	3,4634	1,0680		
8. I try to find as many ways as I can to use my English.	M 51	3,8627	1,0958	131	,519
	F 82	3,7683	0,9724		
9. I look for opportunities to look for as much as possible.	M 51	3,6471	1,1104	131	,675
	F 82	3,5244	0,9587		
10. I take notes during lessons and read over them after lessons.	M 51	3,7059	1,1008	131	-,246
	F 82	3,7561	1,1713		
11. I read the appropriate materials in English for the class before attending the class.	M 51	4,1569	4,5227	131	1,418
	F 82	3,4146	1,1434		

*Significant at 0.05

4.2.2 COGNITIVE STRATEGIES

Table VII reveals that, there is a significant difference in strategy 23 between female and male students. Male students used this strategy more than female students. This indicates that, male students ask for clarification more often. Therefore they ask for repetition, explanation, paraphrasing, and examples. In other words, they are highly motivated and cope with effective demands.

TABLE VII Gender T-test for Cognitive strategies

Cognitive strategies	N	Mean	Standard Deviation	Differ-ences	T
12. I remember a new English word by making a mental picture of a situation in which the word might be used.	M 51 F 82	3,2745 3,2805	1,1675 1,2199	131	-,028
13. I try to talk like native English speakers.	M 51 F 82	3,4902 3,7805	1,3019 1,1550	131	-1,342
14. To understand unfamiliar English words, I make guesses.	M 51 F 82	3,8431 3,6829	0,9669 1,0759	131	,867
15. If I can't think of an English word, I use a word or phrase that means the same.	M 51 F 82	4,0392 3,8902	1,0190 1,0658	131	,797
16. I practice the sounds and pronunciation of English words.	M 51 F 82	3,5882 3,6098	1,0616 1,1733	131	-,107
17. In order to remember an English word or expression, I connect it in my memory to an English word I know well.	M 51 F 82	3,8627 3,8293	1,0396 1,0518	131	,179
18. I think of relationships between what I already know and new things I learn in English.	M 51 F 82	3,7059 3,7927	1,0256 0,9905	131	-,485
19. When I am given a written passage in English, I try to understand the general massage of the passage before I begin to look up meanings of new words.	M 51 F 82	4,3922 4,3293	0,8962 1,0430	131	,356
20. I try not to translate word-for-word.	M 51 F 82	3,3529 3,6951	1,4536 1,2540	131	-1,439
21. I pay attention when someone is speaking English.	M 51 F 82	4,1961 3,9756	0,8490 1,1756	131	1,163
22. I encourage myself to speak English even when I am afraid of making mistake.	M 51 F 82	3,8431 3,7195	1,2062 1,3813	131	,526
23. I ask questions in English.	M 51 F 82	4,0588 3,7073	0,9468 1,0242	131	1,980 *
24. I am good at mimicry and I can easily copy different accents.	M 51 F 82	3,0588 3,1585	0,9255 1,1163	131	-,534
25. While listening to another learner of English I correct any mistakes.	M 51 F 82	3,4510 3,4024	1,1885 0,9540	131	,259

* Significant at 0.05

4.3 NATIONALITY AND STRATEGIES

Numerous studies have shown that national origin or ethnicity has a strong influence on the kinds of strategies used by language learners. For instance, Asian students seem to prefer strategies involving memorisation and language rules (Politzer and McGroarty 1985) as oppose to more communicative strategies. Politzer (1983) also found that Hispanics and Asians differed strongly in the kinds of strategies they used for language learning; Hispanics chose more social, interactive strategies, while Asians opted for greater rote memorisation.

On the other hand, Reid (1987) found that some Asian students preferred strategies such as working independently and resisted social, cooperative learning, unlike students of other cultural backgrounds such as Hispanic background. Considering the research results, cultural background might be related to strategy choice.

4.3.1 METACOGNITIVE STRATEGIES

The metacognitive nationality table (Table IX) below indicates that in strategies 3 and 6 there is a significant difference between Turkish Cypriots and Turkish students. Turkish Cypriot students attempt to say or write new English words more than the Turkish students. Thus Turkish Cypriot students attempt to practice more by writing down the words to memorise or looking at the speakers mouth to repeat. This indicates that they are highly motivated and have management of effective demands. Besides, the use of strategy 6 "reading for pleasure" also indicates that Turkish Cypriot students add related language learning activities to regular classroom program.

TABLE VIII Nationality Test for Metacognitive strategies

Metacognitive Strategies	Num.		Mean	Std. Dev.	Differ ence	t
1. I make vocabulary lists of new words I have learned	TR	112	3,2768	1,1485	131	1,141
	CY	21	2,9524	1,4310		
2. I attempt to keep clear notes when I am in class, or if I am studying by myself.	TR	112	3,9107	1,0701	131	-,350
	CY	21	4,0000	1,0954		
3. I say or write new English words several times.	TR	112	3,2054	1,1789	131	-2,019 *
	CY	21	3,7619	1,0443		
4. I start conversation in English.	TR	112	3,3661	1,0905	131	-1,324
	CY	21	3,7143	1,1892		
5. I watch English language TV shows spoken in English or go to movies.	TR	112	3,1607	1,1434	131	-,790
	CY	21	3,3810	1,3220		
6. I read for pleasure in English.	TR	112	3,2857	1,0435	131	-3,950 *
	CY	21	4,2381	0,8309		
7. When I can't think of a word during a conversation in English, I use gestures.	TR	112	3,5268	1,0902	131	,011
	CY	21	3,5238	1,1233		
8. I try to find as many ways as I can to use my English.	TR	112	3,8214	0,9606	131	,441
	CY	21	3,7143	1,3093		
9. I look for opportunities to look for as much as possible.	TR	112	3,5089	0,9954	131	-1,647
	CY	21	3,9048	1,0911		
10. I take notes during lessons and read over them after lessons.	TR	112	3,7143	1,1502	131	-,525
	CY	21	3,8571	1,1084		
11. I read the appropriate materials in English for the class before attending the class.	TR	112	3,6875	3,1822	131	-,106
	CY	21	3,7619	1,0443		

*Significant at 0.05

4.3.2 COGNITIVE STRATEGIES

According to the cognitive strategy table (table X) below, the significant difference between two nationalities are observed in questions 14, 15 ,17 and 21. According to the results; Turkish students are better than Turkish Cypriots at making guesses to understand unfamiliar English words by using 'inductive inferencing'. In other words they use available information to guess meanings of new items or predict outcomes. Results also indicates that Turkish students attempt to use a word or a phrase that means the same if they can not think of an English words. This strategy is classified under 'transfer' and it states that Turkish students use previously acquired knowledge to facilitate new learning more often than the Turkish Cypriot ones. Besides, Turkish students do realise language as a system because in order to remember an English word or expression, they connect it in the memory to an English word they know well. This indicates that they make use of the fact that language is a system and can relate new dictionary words to others. Besides, Turkish students pay more attention when someone is speaking English. They are better listeners because they listen more carefully.

TABLE IX Nationality Test for Cognitive strategies

Cognitive strategies	Num	Mean	Std. Dev.	Differ -ence	T
12. I remember a new English word by making a mental picture of a situation in which the word might be used.	TR 112 CY 21	3,2589 3,3810	1,1987 1,2032	131	-,428
13. I try to talk like native English speakers.	TR 112 CY 21	3,6607 3,7143	1,1821 1,4193	131	-,184
14. To understand unfamiliar English words, I make guesses.	TR 112 CY 21	3,8482 3,1905	1,0064 1,0305	131	2,738 *
15. If I can't think of an English word, I use a word or phrase that means the same.	TR 112 CY 21	4,0268 3,5238	1,0175 1,1233	131	2,045 *
16. I practice the sounds and pronunciation of English words.	TR 112 CY 21	3,6518 3,3333	1,0798 1,3540	131	1,189
17. In order to remember an English word or expression, I connect it in my memory to an English word I know well.	TR 112 CY 21	3,9732 3,1429	0,9629 1,1952	131	3,485 *
18. I think of relationships between what I already know and new things I learn in English.	TR 112 CY 21	3,7589 3,7619	1,0156 0,9437	131	-,012
19. When I am given a written passage in English, I try to understand the general massage of the passage before I begin to look up meanings of new words.	TR 112 CY 21	4,3929 4,1429	0,9805 1,0142	131	1,067
20. I try not to translate word-for-word.	TR 112 CY 21	3,5625 3,5714	1,3609 1,2479	131	-,028
21. I pay attention when someone is speaking English.	TR 112 CY 21	4,1518 3,5714	1,0502 1,0282	131	2,331 *
22. I encourage myself to speak English even when I am afraid of making mistake.	TR 112 CY 21	3,8571 3,2857	1,2582 1,5213	131	1,846
23. I ask questions in English.	TR 112 CY 21	3,8125 4,0000	0,9636 1,2247	131	-,782
24. I am good at mimicry and I can easily copy different accents.	TR 112 CY 21	3,0536 3,4762	1,0209 1,1233	131	-1,714
25. While listening to another learner of English I correct any mistakes.	TR 112 CY 21	3,4464 3,2857	0,9940 1,3093	131	,645

*Significant at 0.05

CHAPTER V
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The purpose of the study was to seek features of gender and nationality differences in the relationship of language learning strategies and also to identify the mostly preferred metacognitive and cognitive strategies used by the students.

The students were given a questionnaire of metacognitive and cognitive strategies. The study focused on the use of cognitive and metacognitive strategies. The main data was collected through the questionnaire and it was used to analyse participants' learning strategies. The most frequent strategies 19 and 21 were accepted as the students' mostly preferred cognitive strategies and strategies 2 and 8 as the students' mostly preferred metacognitive strategies.

The mostly used cognitive strategies indicate that students find it easier and more practical to work on the big thing first and then unknown items. In other words they used inferencing which means guessing from key words or using information in text to predict. The other mostly preferred strategy indicates that students pay attention when someone is speaking English which directly contribute to learning.

On the other hand, mostly used metacognitive strategies indicate the use of self management which means thinking about their own thought process, and identifying the learning strategies that work best for them. Besides, the results of metacognitive strategy use reveals that the students realise language as a means of communication and interaction. Therefore they seek communicative situations with L2 speakers.

The questionnaire was also used to check if there was any difference in male and female preferred learning strategies and differences in nationalities. The findings indicated that males were more dominant in using both metacognitive and cognitive strategies. The result of the study revealed that Turkish Cypriot

students were more dominant in using metacognitive strategies and in contrast Turkish students used cognitive strategies more than the Cypriots.

The results are a guidance for second language teachers on how to present instruction that capitalises the knowledge and skills students bring to classrooms and encourage the development of new effective strategies for learning.

5.2 CONCLUSION

The conclusions of the study based on the findings are as follows:

1. According to the metacognitive strategy table (Table IV), strategies 2, 8 and 10 were the most preferred ones. In other words, most of the students attempt to keep clear notes in the class/while studying or they try to find ways to use their English and they read over their notes after lessons. The above strategies also involve 'self-management', 'creating opportunities for practice' and 'monitoring'. In other words, students review attention to a task or comprehend the information that should be remembered (they take notes of new items) and produce while it is occurring. To conclude, in general they understand and arrange for the conditions that help them to learn and they create situations with native speakers.

2-It can be seen from the findings that, most of the participants chose 'sometimes' to describe their frequency of using metacognitive strategies. This result reveals that, students do not use metacognitive strategies consciously. Using metacognitive strategies consciously is very important because, metacognitive awareness involves an awareness of one's own mental processes and an ability to reflect on how one learns in other words, knowing about one's knowing.

3. According to the cognitive strategy use table (Table VI), strategies 19, 21 and 15 were the mostly preferred ones by the students. Thus, most of the students used 'inferencing', 'practice' and 'realisation of language as a system' or 'transfer' to success in learning English. By using these strategies, they use

available information to guess meanings of new items and predict outcomes (they use information in text to guess meanings of new linguistic items, predict outcomes or complete missing parts). In addition, they realise language as a system because they are able to analyse their own problems such as using what is already known. For instance, when they can not think of a word while talking, they use another word or a phrase that means the same. In other words they use previously acquired knowledge (known linguistic information) to facilitate a new learning task. In addition, they listen carefully and try to imitate.

4- The most remarkable difference from metacognitive and cognitive strategy use is about the more frequently preferred choice of 'always' in the use of cognitive strategies. This is because, unlike to the metacognitive strategy table, in cognitive strategy table participants scored always as the most popular answer. This shows that students apply cognitive strategies more often than the metacognitive ones. Since cognitive strategies include making guesses or making the most of what you have got and working on the big thing first and using general rules; the participants found them more practical and to the point.

5. In the use of both meatacognitive and cognitive strategies, male students are more dominant than females. Thus the findings do not support the claims that 'females are more dominant than males in the use of

6. The findings of this study supported the assumption that there is a relationship between nationality and the choice of strategies. While Turkish Cypriot students use metacognitive strategies that involve thinking about the learning process and planning for learning more often than the Turkish students. In contrast, cognitive strategies which are more directly related to individual learning task and entailed direct manipulation or transformation of learning materials were used more often by the Turkish students.

5.3 RECOMMENDATIONS

The participants' responses to the questionnaire revealed that language learners need to have more responsibilities for language learning. For example they should be given assignments about a TV or radio shows which enable them to add related language learning activities to the regular class programs.

In addition, learners of English as a foreign language should learn to recognise the strategies they are using and be advised to select most appropriate techniques for the instructional environment. On the other hand, teachers should become aware of the learner strategies and styles that their students are/are not using. So teachers can develop teaching styles and strategies that are compatible with their students' ways of learning. In addition, use of appropriate learning strategies can enable students to take responsibility for their own learning by enhancing learner autonomy, independence and self-direction. (Dickinson. 1987) Unlike most other characteristics of the learner, such as aptitude, motivation, personality, and general cognitive styles, learning strategies are teachable. Thus teachers can help their students to learn quicker, easier, and more effective weaving learning strategy training into regular classrooms.

The data collection procedures might be conducted with some alternations such as interviewing the students after the questionnaire to clarify the points that might need further information.

Additionally, the questionnaire should have the same features enabling the data analysis by matching students' learning preferences to classroom behaviours.

The study might also give chance to observe the students' classroom learning strategies while they work on different topics. A more detailed look at variables influencing language learning behaviour is needed. Affective factors such as motivation might relate to the use of different strategies. Thus, this will enable language teachers and researchers to draw a more accurate, and global picture of what is happening to an individual when she/he learns a foreign language.

Besides, longitudinal research, which identifies differences in the strategy use and changes over time, is needed with various methods of learning strategy

election. Qualitative research studies will provide a thorough look at language learning behaviour and examine related factors.

While considering these findings and implications of this study, however, one should be cautious in making generalisations. This is because students' use of learning strategies was identified through a questionnaire at one point in time in one university. Thus, more research needs to be conducted with different subjects and instruments over time as well as one point in time around the city and other universities.

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This questionnaire is designed to identify the most preferred learning strategies used by Turkish learners of English.

We thank you for your co-operation.

Deniz Özkan

QUESTIONNAIRE

Age:

Gender:

Nationality:

Read and circle according to frequency:

5- always   4– quite often   3 - sometimes   2- rarely   1 – never

1. I make vocabulary lists of new words I have learned.   1 2 3 4 5

2. I attempt to keep clear notes when I am in class, or if I am studying by myself.   1 2 3 4 5

3. I say or write new English words several times.   1 2 3 4 5

4. I start conversation in English.   1 2 3 4 5

5. I watch English language TV shows spoken in English or go to movies spoken in English.   1 2 3 4 5

6. I read for pleasure in English.   1 2 3 4 5

7. When I can't think of a word during a conversation in English, I use gestures.   1 2 3 4 5

8. I try to find as many ways as I can to use my English.   1 2 3 4 5

9. I look for opportunities to read as much as possible.   1 2 3 4 5

10. I take notes during lessons and read over them after lessons.   1 2 3 4 5

11. I read the appropriate materials in English for the class before attending the class.   1 2 3 4 5

12. I remember a new English word by making a mental picture of a situation in which the word might be used.   1 2 3 4 5

13. I try to talk like native English speakers.   1 2 3 4 5

14. To understand unfamiliar English words, I make guesses.   1 2 3 4 5

15. If I can't think of an English word, I use a word or phrase that means
the same.   1 2 3 4 5

16. I practice the sounds and pronunciation of English words.   1 2 3 4 5

17. In order to remember an English word or expression, I connect it in
my memory to an English word I know well.   1 2 3 4 5

18. I think of relationships between what I already know and new things I
learn in English.   1 2 3 4 5

19. When I am given a written passage in English, I try to understand the
general message of the passage before I begin to look up meanings of
new words.   1 2 3 4 5

20. I try not to translate word-for-word.   1 2 3 4 5

21. I pay attention when someone is speaking English.   1 2 3 4 5

22. I encourage myself to speak English even when I am afraid of making
a mistake.   1 2 3 4 5

23. I ask questions in English.   1 2 3 4 5

24. I am good at mimicry, and I can easily copy different accents.   1 2 3 4 5

25. While listening to another learner of English, I correct any mistakes.   1 2 3 4 5

Appendix 2

Metacognition

METACOGNITION IS A WORD THAT DOESN'T EXACTLY ROLL OFF THE TONGUE. In fact, the term may be unknown to most people. Metacognition is a learning concept first described by John Flavell in 1976. It can be defined in the simplest terms as thinking about thinking.

Some compare the metacognitive process to that of the chief executive officer (CEO) whose role is corporate manager and decision maker. Metacognitive thinking is the CEO of learning. Just as the CEO manages the corporation, metacognitive strategies manage a learners thinking about and planning for learning.

Metacognitive thought is an essential skill for learning. It ensures that the learner will be able to construct meaning from information. To accomplish this, the learner must be able to think about their own thought process, identify the learning strategies that work best for them and consciously manage how they learn.

Examples of metacognitive strategies include:

- Planning - looking ahead and preparing for written or verbal communication
- Self-monitoring - checking your comprehension while listening or reading.

- Self-evaluation - checking your learning against a standard.

Metacognitives learners ask themselves and answer questions like:

- How much time do I need to set aside to learn this? (Planning)
- Do I understand what I am reading or hearing? (Self-monitoring)
- How can I measure my success? (Self-evaluation)

Metacognitive and Cognitive Learning Strategies

It is important to understand the relationship between metacognitive and cognitive strategies. The metacogntive activities like those listed above, usually occur before or after a cognitive activity.

An example of the relationship between the metacognitive and cognitive strategies is a learner who uses self-monitoring when reading. He/she knows that they are not comprehending what they have read (metacognitive). They also know that they will understand the text better if they create a concept map or outline (cognitive).

include

lead to

Cognitive strategies

like

concept maps

and

outlining
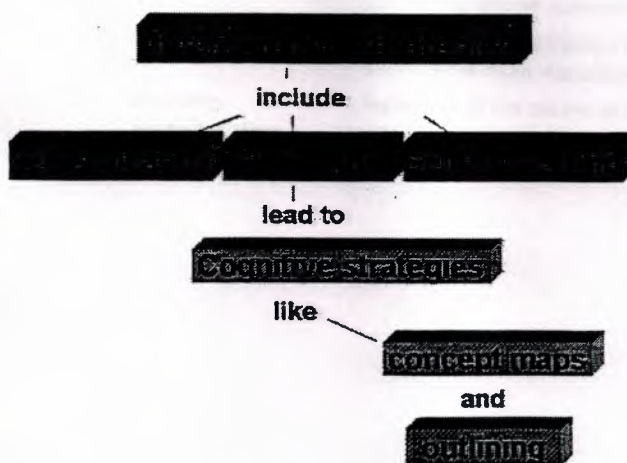
This concept map is an example of a congnitive learning strategy that a learner might use to better understand the relationships between metacognitive and cognitive strategies.

Learning Strategy	Description
Metacognitive	
Advance organizers	Making a general but comprehensive preview of the concept or principle in an anticipated learning activity.
Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.
Selective attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Advance preparation	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
Self-monitoring	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.
Delayed production	Consciously deciding to postpone speaking to learn initially through listening comprehension.
Self-evaluation	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.
Cognitive	
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Resourcing	Defining or expanding a definition of a word or concept through use of target language reference materials.
Directed physical response	Relating new information to physical actions, as with directives.
Translation	Using the first language as a base for understanding and/or producing the second language.
Grouping	Reordering or reclassifying and perhaps labelling the material to be learned based on common attributes.
Note-taking	Writing down the main idea, important points, outline, or summary of information presented orally or in writing.
Deduction	Consciously applying rules to produce or understand the second language.
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
Imagery	Relating new information to visual concepts in memory via familiar easily retrievable visualizations, phrases, or locations.
Auditory representation	Retention of the sound or similar sound for a word, phrase, or longer language sequence.