NEAR EAST UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

PREFERENCES
IN
LANGUAGE LEARNING STRATEGIES
OF
ADULT MALE TURKISH LANGUAGE LEARNERS
AT
CYPRUS INTERNATIONAL UNIVERSITY

MASTER THESIS

By

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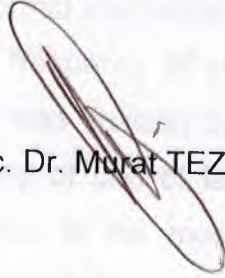Eğitim Bilimleri Enstitüsü Müdürlüğü'ne,

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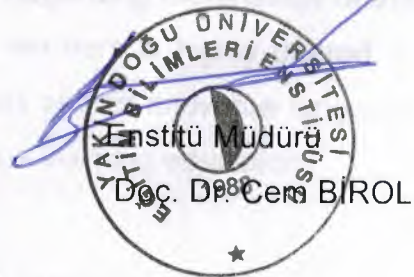
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ABSTRACT

Preferences in Language Learning Strategies of Adult Male Turkish Language Learners At Cyprus International University

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The purpose of this study is to find out the most preferred language learning strategies by adult male Turkish students. Participants in this study were 100 adult male Turkish students who have been learning English as a foreign language at a private university in Turkish Republic of Northern Cyprus. All of the participants were male with similar educational backgrounds. The students declared that they did not have any formal or informal instruction in the area of language learning strategies. In order to measure the frequency of strategy use, Strategy Inventory for Language Learning (SILL), which was devised by Rebecca Oxford (1990) as an instrument for assessing the frequency of use of language learning strategies by students, was used in this study. SILL is the most widely used inventory for determining the language learning strategies all over the world by students of foreign languages. The questionnaires were distributed to respondents after being translated into Turkish. Responses were analyzed in terms of frequency of language learning strategy use. The analysis was done for each of the items in SILL in order to have a clear idea of the most preferred strategies of the respondents. The results of the study presented the most preferred language learning strategies by the adult male Turkish students. Strategy item 32 (I pay attention when someone is speaking English), strategy item 31 (I notice my English mistakes and use that information to help me do better) and strategy item 33 (I try to find out how to be a better learner of English) are some of the most frequently used language learning strategies. Regarding the findings of this study having the same study on adult female Turkish learners is highly offered. In addition to the previous point, either teachers or students should know the language learning strategy use in order to have a qualified language learning education.

Key words: Learning, Foreign Language Learning and Language Learning Strategies.

ÖZET

Uluslararası Kıbrıs Üniversitesi'nde Dil Öğrenimi Gören Yetişkin Türk Erkek Öğrencilerin Dil Öğrenme Stratejileri Tercihleri

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Bu çalışmanın amacı, araştırma kapsamındaki yetişkin erkek Türk öğrencilerin en yüksek sıklıkla kullandıkları yabancı dil öğrenim stratejilerini belirlemektir. Bu çalışmadaki katılımcılar Kuzey Kıbrıs Türk Cumhuriyeti'nde bulunan özel bir üniversitede öğrenim gören 100 yetişkin erkek öğrencidir. Tüm katılımcılar benzer eğitim öğretim geçmişine sahiptir. Tüm katılımcılar yabancı dil öğrenim stratejileri konusunda resmi ya da gayri resmi bir eğitim almadıklarını beyan etmiştir. Öğrencilerin strateji kullanım sıklığını ölçmek için çalışmada Rebecca Oxford (1990) tarafından öğrencilerin dil öğrenim stratejilerindeki kullanım sıklıklarını ölçmek için oluşturulmuş "SILL" isimli anket kullanılmıştır. SILL yabancı dil öğrenen öğrencilerin yabancı dil öğrenim stratejilerindeki tercihlerini belirlemek için dünyada en çok kullanılan anketlerden biridir. Anketler öğrencilere Türkçe diline çevrildikten sonra dağıtılmıştır. Öğrencilerin yanıtları kullanım sıklığı değerleri bakımından analiz edilmiştir. En çok kullanım stratejileri belirlemek için anketteki her bir strateji maddesi için analiz yapılmıştır. Çalışmanın sonuçları araştırma kapsamındaki yetişkin olan Türk erkek öğrencilerin en çok kullandıkları yabancı dil öğrenim stratejilerini ortaya koymuştur. 32 numaralı (Herhangi biri İngilizce konuşurken ne söylediğine dikkat ederim), 31 numaralı (İngilizcede yaptığım hataları fark eder, aynı hatayı tekrarlamamaya çalışırım) ve 33 numaralı (İngilizceyi daha iyi öğrenmenin yollarını ararım) en yüksek sıklıkla kullanılan yabancı dil öğrenim stratejilerinden bazılarıdır. Araştırmanın bulgularına dayanarak yetişkin Türk kız öğrenciler üzerinde de çalışma yapılması önerilmiştir. Bir önceki maddeye ek olarak, hem öğrencilerin hem de öğretmenlerin dil öğrenim süreci için gerekli olan dil öğrenim stratejileri konusunda dil öğrenim stratejileri öğretiminin başlatılması da önerilmiştir.

Anahtar Kelimeler: Öğrenme, Yabancı Dil Öğrenimi ve Dil Öğrenme Stratejileri

ACKNOWLEDGEMENTS

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To My Beloved Family

&

To My Baby Cousin Kıvanç Salih YILMAZ

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CHAPTER ONE

INTRODUCTION

In this section, the research problem, the purpose of the study, the significance of the study and the limitations are described.

1.1 The Problem

During the last two decades of education, an important shift taken place, resulting in less focus on teachers and teaching and greater emphasis on learners and learning (Numan, 1988). One consequence of this shift was an increasing awareness for learning styles and language learning strategies in foreign and second language teaching and learning. Researchers such as Oxford (1990), O'Mallay and Chamot (1990) have emphasized that effective learners use a variety of different strategies and techniques in order to solve problems that they encounter while acquiring or producing the language. On the focus of research in the area of EFL has been identifying how learners process new information and what kinds of strategies they use to understand, learn or remember the information.

It is defined by Oxford (1990) that language learning strategies specific actions, behaviors, steps, or techniques that the students use –often consciously- to improve their own progress in internalizing, storing, retrieving, and using L2. The most common finding is that the use of appropriate language learning strategies leads to improved proficiency or achievement overall or in specific skill areas (O'Malley and Chamot 1990, Oxford and Crookal 1989).

According to the researches on language learning strategies, it has been clarified that different researchers have produced different definitions for language learning strategies and these definitions overlap. However they

sometimes disagree on which behaviors and processes should be placed under the term *language learning strategies* (Wenden, 1987).

The first definition is by (O'Malley & Chamot, 1990: 1) as "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".

Rigney (as cited in Oxford, 1989: 235) describes them as "operations or steps used by a learner to facilitate the acquisition, storage or retrieval of information". Oxford defines learning strategies as "behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable" (1989: 235).

Regarding different definitions for language learning strategies by different researchers, all of the definitions can be categorized into five main parts of Oxfords' memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. Despite different definitions and categorizations, language learning strategy researchers agree that language learners use behaviors and processes and these contribute to language leaning (Vance, 1999: 6).

This research deals with the use of language learning strategies of adult students who study in their departments by having service English courses and moreover this research tries to determine the use of language learning strategies of adult learners in the university. Students learning English as a Foreign Language (EFL) in universities often face the difficult task of gaining a certain degree of proficiency. What is generally observed is that while some learners experience great difficulty in learning language, others adapt to be the learning atmosphere quickly and make progress easily. Thus the problem of this research is to find out adult male Turkish students' preferences on language learning strategies for creating a proper language learning and teaching atmosphere; because most of the language learners do not know about language learning strategies.

1.2 Purpose of the Study

This study aims to explore the mostly preferred language learning strategies by adult male language learners. More specifically, this research seeks to find answers for the following research questions:

a) What are the Language Learning Strategies that are most frequently used by male Turkish adult students in Cyprus International University?

b) How often do they use the most frequently used strategy?

c) Which learning strategy was used mostly?

Chamot (1993: 308) asseverates that "successful language learners differ from less successful ones in number of ways, of which perhaps the most important is degree to which they are strategic in their approach to the various tasks which comprise language learning". According to this quote of Chamot, naturally, some students are brighter than others and some study harder than others. However, this does not explain the situation clearly. Obviously, there are other factors which lead students to success or failure.

Students learning English as a Foreign Language (EFL) in universities have their own language learning strategies in order to survive as EFL learners at their English lessons. Thus this study aims to find out which strategy these learners use mostly.

1.3 Significance of the Study

The need for English in the world is an ever-increasing phenomenon today. It is required in almost all fields. Most of the universities have English as a medium of instruction. Therefore most universities provide English courses as a must even in studying in departments. The importance of this study is to find out the most used strategy by hundred (100) male students of Cyprus International University who are studying in different departments and

who use English in their department courses and in their service English courses as well. These English courses are given in four levels, the names of the English courses are; ENG 101,102 and ENG 201, 202. In this study it is determined the most used strategies of the respondents. The SILL data were analyzed to report frequencies of strategy use of the respondents.

According to the data of respondents' results, language learning activities are going to be changed in order to make them use all the language learning strategies use equally for efficient and qualified language learning and teaching in communicative way. Thus language learners are going to have chance to know their weaknesses in order to make them strengths for using all the strategies equally for an effective communicative approach in language learning in the classroom; instructor are also going to be aware in order to know which classroom methodology and approach they will need for making students use all the language learning strategies equally and effectively.

1.5 Limitations of the Study

a) The research included only department students of Cyprus International University. For this reason, it is not possible to generalize the results of the study to other department students of other universities only to some extent.

b) The study took only the male as a gender for this research as an independent variable; because this situation was recognized after getting questionnaires from the randomly given classes. Thus, this limitation gives a situation for giving the same questionnaire only to female students of the same university as a further study.

CHAPTER TWO

2.0. LITERATURE REVIEW

2.1. Background and Definition of Language Learning Strategies

Research into language learning strategies started in the 1960s. Particularly , developments in cognitive psychology influenced much of the research on language learning strategies. In most of the research on language learning strategies , the primary stress has been on "identifying what good language learners report they do to learn a second or foreign language , or in some cases , are observed doing while learning a second or foreign language." (Rubin and Wenden 1987:19). In 1966, Aaron Carton published his study entitled The Method of Inference in Foreign Language Study, which was the first attempt on learner strategies. After Carton, in 1971, Rubin started doing research on the strategies of successful learners and expressed that, once identified, such strategies could be used by less successful

learners. Rubin (1975) classified strategies in terms of processes contributing directly or indirectly to language learning.

Rubin (1975) and Stem (1975) have done the studies in the mid-seventies, awareness of the importance of the strategies used by learners in the language learning process has been slowly growing due to the fact that even with the best teachers and methods, students are the only ones who can actually do the learning. As Nyikos and Oxford

(1993, p.11) put it: "learning begins with the learner". This growing awareness has resulted in a boom in the field of language learning strategy research. In spite of this boom, however, defining and classifying language learning strategies remains a problematic issue. Ellis (1994, p.529) describes the concept as 'fuzzy', while O'Malley (1985, p.22) put it this way: There is no consensus on what constitutes a learning or how these differ from other types of learner activities.

Strategies about learning, teaching and communication are often stated in discussions of language learning and are often applied to the same behavior. Moreover, even within the group of activities most often referred to as learning strategies, the definitions of specific strategies are barely confusion issues. One of the earliest researchers in this field, Rubin (1975, p.43) provided a very broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge". Rubin (1975, p.124-126) identified two kinds of learning strategies: those which contribute directly to learning, and those which contribute indirectly to learning. She divided the direct learning strategies into six types (clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice), and the indirect learning strategies into two types (creating opportunities for practice, production tricks). Under production tricks, Rubin included communication strategies. This is a controversial inclusion since learning strategies and communication strategies are seen by some as two quite separate manifestations of language behavior.

Brown(1980, p.87), for example, makes a clear distinction between learning strategies and communication strategies on the grounds that "communication is the output modality and learning is the input modality". Brown suggests that, while a learner generally applies the same fundamental strategies (such as rule transference) used in learning a language to communicating in that language, there are other communication strategies such as avoidance or message abandonment which do not result in learning. Brown (1994, p.118) concedes, however, that "in the arena of linguistic interaction, it is sometimes difficult to distinguish between the two".

Ellis (1986) argues that it is even possible that successful use of communication strategies may actually prevent language learning since skilful compensation for lack of linguistic knowledge may obviate the need for learning.

Tarone (1980) takes the issue in a different way. She suggests that by helping students to say what they want to say, communication strategies can help to improve language. Even if the communication is not perfect in grammar, in the process of using the language for communication the learner will be exposed to language input which may result in learning and which therefore may be considered a learning strategy. The key point in this argument would seem to be that in order to be considered a learning strategy rather than a communication strategy, the "basic motivation is not to communicate but to learn" (Tarone, 1980, p.419).The problems about differentiating between communication strategies and learning strategies on the grounds of motivation are not easy to solve. Tarone (1981) states that there is no way of determining what motivates a learner , and that learners may have a dual motivation to both learn and communicate. As Tarone (1981, p.290) comments, "the relationship of learning strategies to communication strategies is somewhat problematic".

Ellis (1994, p.530) also concedes that there is "no easy way of telling whether a strategy is motivated by desire to learn or a desire to communicate". This inability to differentiate clearly between communication and learning strategies causes a confusion about regarding what should or should not be included in learning strategy taxonomies which is also expressed by Stern (1992, p.264) as "a certain arbitrariness in the classification of learning strategies".

Stern(1975) made a list of ten language learning strategies as characteristic of good language learners. At the top of the list he put "personal learning style" (p.311).Stern later defined "strategies" as "broadly conceived intentional directions" (1992, p.261), which is more similar to the definition of the term styles as used by other writers

strategies (those which directly involve the target language such as reviewing and practicing) and indirect strategies (those which provide indirect support for language learning such as planning, co-operating and seeking opportunities).Although Oxford's taxonomy is "perhaps the most comprehensive classification of learning strategies to date" (Ellis,1994, p.539), it is still somewhat selective because "dozens and perhaps hundreds of such strategies exist" (Oxford, Lavine and Crookall,1989, p.29). Oxford (1990) accepts the possibility that the categories will overlap, and gives as an example the metacognitive strategy of planning, which might also be considered a cognitive strategy. She also deals with the difficulty of whether a compensation strategy such as looking for synonyms when the exact word is unknown is a learning strategy or a communication strategy. Oxford acknowledges that (1990, p.17) there is no complete agreement on exactly what strategies are; how many strategies exist; how they should be defined, demarcated, and categorized; and whether it is - or ever will be - possible to create a real, scientifically validated hierarchy of strategies. Classification conflicts inevitable.

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since the language classroom is like a problem-solving environment in which language learners are likely to encounter new input and difficult tasks given by their instructors, learners' attempt to find the quickest or easiest way to do what is required, that is, using language learning strategies is inevitable.

2.2. Characteristics of Language Learning Strategies

Although the terminology is not always uniform, with some writers using the terms "learners strategies" (Wendin & Rubin, 1987), others "learning strategies" (O'Malley & Chamot. 1990), and still others

language learning strategies" (Oxford, 1990), there are a number of basic characteristics of LLS. First, LLS are learner generated; they are steps taken by language learners. Second, LLS enhance language learning and help develop language competence. Third, LLS may be visible (behaviours, steps, techniques, etc.) Or unseen (thoughts, mental processes). Fourth, LLS involve information and memory (vocabulary knowledge, grammar rules, etc.). When discussing LLS, Oxford (1990a) and others such as Wenden and Rubin (1987) mention about a desire for control and autonomy of learning on the part of the learner through LLS. Cohen (1990) insist that only conscious strategies are LLS, and that there must be a choice involved on the part of the learner. Transfer of a strategy from one language or language skill to another is a related goal of LLS. In her teacher –oriented text, Oxford (1990:8-14) summarizes her view of LLS by listing twelve key features:

1-The main goal of the strategies is to contribute to communicative competence. As we known, most of the language learning activities are oriented towards the broad goal of communicative competence.

2-Learning strategies allow learners to become more self-directed. This is important because they will not always have teacher around to guide them as they use the language outside the classroom.

3-Learning strategies expand the role of teachers. Traditionally teachers are expected to be authority, director, manager etc. In this case teachers need to help learners to be more independent and they need to identify students' learning strategies. Finally, they accept new roles such as guider, diagnostician, consultant, advisor etc.

4-Learning strategies are problem oriented, since these strategies are tools to be used to solve problems, or to accomplish a task, or to meet an objective. For example, a learner can use reasoning or understand a reading text better.

5-Learning strategies are action based, for they are specific actions taken by the learner in order to enhance their learning. Some examples are taking notes, planning for a language task, self-evaluating etc.

6-Learning strategies involve many aspects of the learner, not just cognitive, since they are beyond cognition. Besides cognitive functions such as mental processing and manipulation of the new language, strategies also include

metacognitive functions (such as planning, evaluating, arranging one's own learning) and emotional and social functions as well.

7-Learning strategies support learning both directly and indirectly. Those involve direct learning and use of the subject matter are called direct strategies, and those contribute indirectly to learning, including metacognitive, affective and social strategies, are called indirect strategies.

8-Learning strategies are not always observable to the human eye. For example, while many aspects of co-operating with someone else to achieve a learning goal are observable, it is impossible to observe a learner's act of making mental associations.

9-Learning strategies are often conscious, for most of them are conscious efforts of learners to take control of their learning. However, after a certain amount of use and practice, learning strategies, like any other skill or behaviour, can become automatic.

10-Learning strategies can be taught. They are teachable and the main concern of this work is strategies training that can be considered as an essential part of language education.

11-Learning strategies are flexible, that is, they are not always found in predictable sequence or in precise patterns. Individual learner can choose, combine and sequence the strategies in a way he or she wants. But in some cases, such as in reading a passage, learners use some strategies in a predictable way, for example learners first preview the text by skimming or scanning, then read it more closely by using guessing etc.

12-Learning strategies are influenced by a variety of factors. Some examples of these factors might be degree of awareness, learning stage, task requirements, teacher expectations, age, sex, nationality/ethnicity, learning style, personality traits, motivation level, purpose for learning and the language itself.

Beyond this brief outline of LLS characteristics, a helpful review of the LLS research and some of the implications of LLS training for second language acquisition may be found in Gu (1996).

2.3. Learning Theories

Learning has been explained mainly with two approaches. One of them is behavioral and the other is cognitive. Behavioral theorists focus on the relationship between stimulus (S) and response (R). Behavior is acquired or changed when the organism (whether it is a hungry rat or a child in school), forms connections between S and R. The connections may arise due to the closeness of S and R (contiguity theory advocated by Watson), or by satisfaction which comes from giving a correct R to a given S (reinforcement theory advocated by Thorndike). Consequently, learning, in the behavioral approach, is a habit-formation process, which is realized by means of the reinforcement of a stimulus-response sequence (Child, 2004:143).This approach suggests that the environmental factors are more important than the learner and the learner is a passive receiver of information.

On the contrary, the cognitive approach puts the emphasis on what goes on inside the learner's head. Cognitive theorists think that the learner is actively involved in the learning process not as just responding to circumstances but as organizing and reorganizing incoming information. In the cognitive approach, learning involves using mental structures to process information often with a unique or insightful result (Tuckman, 1991: 24; O'Malley & Chamot, 1990:1). Additionally, cognitive theorists assume that learning is the result of our attempts to understand the world. To do this, we use all the mental tools available to us. The ways we think about situations, along with our knowledge, expectations, feelings, and interactions with others and the environment, influence how and what we learn (Woolfolk, 2001:240-241).

2.4. Importance of Language Learning Strategies for Language Teaching and Learning

Because the amount of information to be processed by language learners is high in language classroom, learners employ different language learning strategies in performing the tasks and processing the new input. Language learning strategies are good indicators of how learners deal with tasks or problems during the of process of language learning. In other words, language learning strategies, while non-observable or unconsciously used in some cases, give language teachers valuable hints about how their students manage in the learning process. According to Fedderholdt (1997:1), the language learner capable of using a wide variety of language learning strategies can improve his language skills in a better way. Metacognitive strategies help improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to solve new problems. Socioaffective strategies include interacting with native speakers, or asking a classmate to work together on a particular language problem. Using these metacognitive, cognitive, and socioaffective strategies can help the language learner build up learner independence and autonomy to take control of his own learning. Lessard-Clouston (1997:3) states that language learning strategies contribute to the development of the communicative competence of the students. In addition to developing students' communicative competence, LLS can help students become beter language learners. Early research on 'good language learners' by Rubin (1975), and Stern (1975) suggested a number of positive strategies that such student use, ranging from monitoring one's L2/FL performance to listening to the radio in the L2/FL and speaking with native speakers. A study by O'Malley and Chamot (1990) also states that effective L2/FL learners are aware of the LLS they use and why they use them.

The term "language learning strategies" is used to refer to all strategies foreign language learners use in learning that target language and communication strategies are one type of language learning strategies.

However, there is also some other research that supports the effectiveness of using L2 learning strategies. According to Thompson & Rubin (1993), the use of appropriate language learning strategies often results in improved proficiency in overall or in specific skill areas. As Chamot & Kupper (1989) state, successful language learners are inclined to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task. O'Malley & Chamot (1990) confirmed that these learners can easily explain the strategies they employ and why they employ them.

Some particular strategies or groups of strategies are linked to particular language skills or tasks. For example, L2 writing, like L1 writing, benefits from learning strategies such as planning, self-monitoring, deduction, and substitution. L2 speaking requires strategies such as risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation. L2 listening comprehension benefits from strategies of elaboration, inferencing, selective attention, and self-monitoring, while reading comprehension benefits from strategies like reading aloud, guessing, deduction, and summarizing (Chamot & Kupper,1989).

In short, language teachers aiming at developing the communicative competence and proficiency of the students should be familiar with language learning strategies. As Oxford (1990:1) states, language learning strategies "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence." Besides, teachers who train students to use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and training them to develop and use such good language teacher (Lessard-Clouston

1997:3). Research about the good language learning strategies put forward a number of positive strategies so that such strategies could also be used by bad language learners who try to become more successful in language learning. However, there is always the possibility that bad language learners can also use the same good language learning strategies while becoming unsuccessful because of some other reasons. At this point, it should be strongly emphasized that using the same good language learning strategies does not guarantee that bad learners will also become successful in language learning as other factors may also play role in success.

2.5. Second/Foreign Language and Foreign Language Learning

Mitchell & Myles (1998) include both languages of wider communication spoken within the local region or community (for example, at the workplace, or in the media) and truly foreign languages) which have no immediate local uses or speakers. Hence, second language acquisition (SLA) differs from first language acquisition. They 'second languages' as any languages other than the learner's 'native language' or 'mother tongue'. The former is the process where by learners learn an additional language after they have acquired their mother tongue. Second language acquisition does not contrast with foreign language acquisition since the fundamental learning processes are essentially the same for more local and for remote target languages (p.1,2). SLA is an all-embracing term for both untutored (informal and unstructured- as when a new language is 'picked up' in the community) acquisition and tutored (formal, planned and systematic —as in a classroom-based learning) acquisition (Ellis,1985:5).

The reason of teaching second language teaching different for this is that the term 'acquisition' is used to refer to picking up a second

language through exposure, while the term 'learning' is used to refer to the conscious study of a second language. However, for the sake of ease and the scope of the study, the researcher uses the terms 'second language acquisition', 'second language learning', 'foreign language acquisition' and 'foreign language learning' interchangeably throughout the present study. To sum up the term 'second language acquisition' refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or tutored settings(Ellis,1985:6). Second language learning is an immensely sophisticated phenomenon. People have experience of second language learning. The major discussion about processes of second language learning is how much of the human learning originates from innate tendencies, that is, some forms of genetic pre-programming, and how much of it originates from social and cultural experiences which affect people as they grow up (Mitchell & Myles, 1998:7). Accordingly, language learning has intriguated both psychologist and linguists. In the 1940s & 50s, linguists (Leonard Bloomfield, Edward Sapir, Charles Hockett, Charles Fries and others) were mainly interested in a strict application of the scientific principle of observation of human languages. In their view, the linguist's job was to describe human languages and to identify the structural features of those languages (Brown,2000:8).

The structural linguist dealt with only the overtly observable data. Such attitudes are seen in B.F Skinner's ideas, especially in *Verbal Behavior* (1957).Skinner extrapolated stimulus-response behavior in animals to the linguistic behavior of humans. Behavior is determined by the reinforcement received from the environment. Skinner advocated the idea that language could be and was taught to the young child by the same mechanisms which he believed explained other types of learning . In Skinner's case, the mechanism were those offered by general behavioristic learning theory-essentially, copying and memorizing behaviors present in the surrounding environment. In this way. Language could be learned only by imitating others' speech (Brown, 2000:8; Maher & Groves,1996:42).

The generative-transformational school of linguistic was developed through Noam Chomsky's influence in the 1960s, . Chomsky attempted to show that human language can not be researched only with the help of observable stimuli or responses or the volumes of raw data obtained by field linguists. The generative linguist tried to both describe language (achieving the level of descriptive adequacy) and arrive at an explanatory level of language (Brown, 2000:9).

Ideas of generative –transformational revolution appeared In the early 20 century. Ferdinand de Saussare (1916) stated that there existed a difference between parole (what Skinner "observes", what Chomsky, a child is born with a theory about the structure of language. Consequently, it enables children to work out how a language is organized. This is called a language acquisition deceive (LAD). Children recognize grammatical structures such as noun phrases and verb phrases via LAD. Linguistic universals (nouns, adjectives, and verbs) are available in all languages and the child is predisposed to recognize these linguistic universals. This source of knowledge is known as Universal Grammar. Additionally, Chomsky made a distinction between the surface structure of what is spoken and the deep structure. The surface structure represents the actual words and phrases which constitute the sentence, whereas the deep structure refers to the meaning of the sentence. Transformational grammar is the capacity to transform this deep structure into the surface structure (Mitchell & Myles, 1998: 7 Brown, 2000:10; Mallim, 1994:173).

Chomsky (1965) also distinguished between competence and performance in the study of language. Competence means the mental representations of linguistic rules which make up the speaker-hearer's internalized grammar. Performance means the comprehension and production of language. Language acquisition studies (both first and second) mainly deal with how competence is develop. As the internalized rules are not observed overtly, it is necessary to examine

how the learner performs, especially in production. The learners' utterances are thought to be as Windows through which the internalized rule can be viewed. In a sense, SLA research is about performance; it monitors actual utterances. However, these are treated as evidence for what happens inside the learner' head. One of the significant aspects of SLA research is exactly to what extent competence can be inferred from performance (Ellis, 1985:5,6). In a similar way, cognitive psychologists suggested that meaning, understanding, and knowing were important data for psychological study. Cognitivists tried to discover psychological principles of organization and functioning instead of dealing solely with stimulus-response connections. Like generative linguists, cognitive psychologists attempted to discover underlying motivations and deeper structures of human behavior by using a rational approach. They moved away from the strictly empirical study typical of behaviorists and utilized the tools of logic, reason, extrapolation, and inference in order to explain human behavior. It was very important to go beyond descriptive to explanatory power (Brown, 2000: 10).

The structural linguist and the behavioral psychologist were with description, answering what questions about human behavior: objective measurement of behavior in controlled circumstances. In the same way, the generative linguist and cognitive psychologist were concerned with the what question: but they were much more interested in the why questions: what underlying reasons, genetic, and environmental factors and circumstances caused a particular event? Chomsky, in his explanations of language behavior in terms of the structures related to the comprehension and production of language, rejected the behaviorist paradigm of learning. Studies of child development, spearheaded by Piaget, centred on the cognitive structures and processes that underlie human development and growth (Brown, 2000:10).

Jean Piaget and Lev Vygotsky argue that human beings construct their own version of reality; consequently, multiple ways of knowing and describing are equally reasonable. This is the reason they

are often associated with constructivism. A constructivist perspective differs from the behavioristic view and the cognitive psychological view in that it focuses on the significance of individuals' construction of reality. Piaget and Vygotsky, described as constructivist, exhibit some differences since they emphasize social context. Piaget (1972) underlined the importance of individual cognitive development as a relatively solitary act. Biological timetables and stages of development were fundamental; social interaction was thought to trigger development at the right moment in time. On the other hand, Vygotsky (1978), described as a "social" constructivist by some, asserted that social interaction was basic in cognitive development and rejected ideas of predetermined stages (Brown, 2000: 11). Table 2.1 gives a summary of concepts and approaches described in the three perspectives above (Brown, 2000:12).

2.6. Taxonomy of Language Learning Strategies

Language Learning Strategies have been categorized by many researchers (Wenden and Rubin 1987; O'Malley *et al.* 1985; Oxford 1990; Stern 1992; Ellis 1994, etc.). However, most of these attempts to classify language learning strategies reflect more or less same categorizations without any radical changes.

Oxford (1990) thinks that the aim of language learning strategies is to develop communicative competence. Oxford divides language learning strategies into two main classes, direct indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional needs such as confidence, while social strategies result in increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning while memory strategies are those used for storage of information, and compensation strategies are used to

help learners to overcome knowledge gaps in communication. Oxford's (1990: 17) taxonomy of language learning strategies is given below:

1-Direct Strategies

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

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

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

2- Indirect Strategies

I. Metacognitive Strategies
A. Centering your learning
B. Arranging and planning your learning
C. Evaluating your learning

II. Affective Strategies
A. Lowering your anxiety
B. Encouraging yourself
C. Taking your emotional temperature

III. Social Strategies

A. Asking questions

B. Cooperating with others

C. Empathizing with others

On the other hand, O'Malley *et al.* (1985: 582-584) divide language learning strategies into three main subcategories:

1-Metacognitive Strategies

Metacognitive is a term to express strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include directed attention, selective attention, self - management, functional planning, self-monitoring, delayed production, self-evaluation.

2. Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

3-Socioaffective Strategies

Socio affective strategies are related with social-mediating activity and transacting with others. Cooperation and question are the main socio affective strategies.

Another taxonomy was proposed by Rubin (1987). In his taxonomy, there are three types of strategies used by learners that contribute directly or indirectly to language learning.
These are:

1-Learning Strategies

They are the strategies, which are of two types, contributing directly to the development of the language system constructed by the learner:

a-Cognitive Learning Strategies

They refer to the steps or operations employed in learning or problem-solving that necessitate direct analysis, transformation, or synthesis of learning materials.

b-Metacognitive Learning Strategies

These strategies are employed to oversee, regulate or self-direct language learning. They involve various processes such as planning, prioritizing, setting goals, and self-management .

2-Communication on Strategies

These strategies are less directly related to language learning since their stress is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intends to state. Communication strategies are used by speakers in case of some difficulty when their communication ends outrun their communication means or when they are confronted with misunderstanding by a co-speaker.

3-Social Strategies

Social strategies are those activities in which learners have opportunities to interact with others and practice their knowledge. Although these strategies crate exposure to the target language, they contribute indirectly result in obtaining, storing, retrieving, and using of language.

2.7. A Review of Oxford's Language Learning Strategy Classification

Oxford (1990), in her book 'Language Learning Strategies What Every Teacher Should Know', gives a comprehensive account of language learning strategies. She explicates the whole ideas as follows. There are main sections in Oxford's language learning strategies taxonomy: direct and indirect strategies.

2.7.1.1 Direct Strategies:

Strategies that are directly related to the target language are called direct strategies. All direct strategies need processing the language mentaly; however, this processing is realized differently and for different aims by the three sets of direct strategies(memory, cognitive, and compensation). Memory strategies(like grouping or using imagery) embody a significant function; that is, helping learners to store and retrieve new information. Cognitive strategies (like summarizing or reasoning deductively) provide learners with tools to understand and produce new language. Compensation strategies (such as guessing or using synonyms) enable learners to use the language despite their inadequate knowledge (Oxford, 1990:37).

2.7.1.2 Memory Strategies:

Memory Strategies (Called *mnemonics*) are used for ages. McCown and Roop (1992:240) define mnemonics as techniques that help us to go organize or elaborate information we want to retain. These techniques work by relating well-known or familiar information to the new information to be learned. Hamilton and Ghatala (1994:128) give a summary of mnemonic techniques.

In ancient times, for example, orators could remember a long speech by the help of connecting different parts of the speech with different rooms of a house or temple, and then "taking a walk" from room to room. Before literacy was widespread, memory strategies were used to remember practical information about farming, weather. Or when they were born. After literacy became widespread , people gave up

their previous habits and called those techniques as "gimmicks" (Oxford, 1990:38).

Memory Strategies are of four sets: Creating Mental Images, Applying Images and Sounds, Reviewing Well and Employing Actions. Memory Strategies work better when the learner uses metacognitive strategies, like paying attention and affective strategies, like reducing anxiety through deep breathing.

Memory strategies are utilized through very simple principles, such as arranging things in order, making associations, and reviewing. All these principles include meaning. When a new language is being learned, the arrangement and associations must be meaningful to the learner and the material reviewed must have significance.

Most language learners have some difficulties in remembering the large amount of vocabulary essential to achieve fluency. Memory strategies are helpful for learners to cope with these difficulties. They enable learners to store verbal material and then retrieve it if needed for communication. Additionally, the memory strategy of structured reviewing helps move information from the "fact level" to the "skill level" is significant in that information is more easily retrieved and less easily lost after a period of disuse on this level (Oxford, 1990:39).

Memory strategies often include pairing different kinds of material. In language learning, learners might give verbal labels to pictures, or create visual images of words or phrases. This process has four implications for language learning. First, the mind's storage capacity for visual information goes beyond its capacity for verbal material. Second, it is through visual images that the most efficiently packaged chunks of information are transferred to long-term memory. Third, visual images may have the most potential to help remember verbal material. Fourth, quite a lot of learners have a preference for visual learning.

Many language learners benefit from visual imagery; however, others have aural (sound-oriented), kinesthetic (motion-oriented), or tactile (touch-oriented) learning style preferences and benefit from connecting

material with sound, motion or touch (Oxford, 1990:40). Below are the sub-groups of memory strategies:

a) Creating Mental Linkages

I. Grouping: Classifying or reclassifying language material into meaningful units.

II. Associating/Elaborating: Relating new language information to concepts already in memory.

III. .Placing new words in a context: Placing a word or phrase in a meaningful sentence, conversation, or story in order to remember it.

b) Receiving and Sending Messages

Getting the ideas quickly: Using skimming to determine the main ideas or scanning to find specific details of interest.

Using resources for receiving and sending messages: Using print or non-print resources.

c) Analyzing and Reasoning

I. Reasoning deductively: Using general rules and applying them to new target language situations.

II. Analyzing expressions: Determining the meaning of a new expression by breaking it down into parts.

III. Analyzing contrastively: Comparing elements of the new language with those of one's own language.

IV. Transferring: Directly applying knowledge of words ,concepts, or structures from one language to another.

V. Translating: Converting a target language expression into the native language.

d) Creating Structure for Input and Output

    I. Taking notes: Writing down the main idea or specific points.

    II. Summarizing: Making a summary or abstract of a longer passage.

    III. Highlighting: Using a variety of emphasis techniques to focus on important information in a passage (Oxford,1990:46,47).

2.7.1.3 Compensation Strategies

Compensation strategies are for either comprehension or production despite limitations in knowledge. Learners use these strategies with the aim of making up for an inadequate repertoire of grammar and, especially, of vocabulary. There are two groups of compensation strategies: Guessing Intelligently in Listening and Reading, and Overcoming strategies, Limitations in Speaking and Writing.

Guessing strategies (sometimes called "Inferencing") include using several clues-linguistic and non-linguistic-to guess the meaning when the learner does not know all the words. When good language learners are faced with unknown expressions, they make educated guesses. On the contrary, poor language learners often panic, tune out or take a dictionary and look up every unfamiliar word.

Guessing is utilized not only by beginners but also by advanced learners and even native speakers. They use it when they do not known a word , when they have not heard something well enough or when the meaning is hidden between the lines.

Compensation occurs both in understanding the new language and producing it. Compensation strategies permit learners to produce

spoken or written expression in the new language without complete knowledge (Oxford,1990:48).

a) Guessing Intelligently in Listening and Reading

I. Using linguistic clues : Seeking and using language-based clues in order to guess the meaning of what is heard or read in the target language.

II. Using other clues: Seeking and using clues that are not language –based in order to guess the meaning of what is heard or read in the target language (Oxford,1990:49).

b) Overcoming Limitations in Speaking and Writing

I- Switching to the mother tongue: Using the mother tongue for an expression without translating it.

II- Getting help: Asking someone for help.

III- Using mime or gesture: Using physical motion.

IV- Avoiding communication partially or totally: Partially or totally avoiding communication when difficult are anticipated.

V- Selecting the topic: Choosing the topic of conservation in order to direct the communication.

VI- Adjusting or approximating the message: Altering the message by omitting some items of information.

VII- Coining words: Making up new words to communicate the desired idea.

VIII- Using a circulation or synonym: Getting the meaning across by describing the concept (circulation) or using a word that means the same ting (synonym) (Oxford, 1990: 50,51).

2.7.2.1 Indirect strategies

Strategies that are indirectly related to the target language are called *indirect* strategies. Indirect strategies are divided into three categories: metacognitive, affective, and social. *Metacognitive strategies* permit learners to control their own cognition- that is, to coordinate the process of learning by using such function as centering, arranging, planning, and evaluating. Affective strategies are utilized to regulate emotions, motivations and attitudes. Social strategies aid learners to learn via interaction with others. All these strategies are named 'indirect' as they support and manage language learning without directly involving the target language. Indirect strategies are useful in almost all language learning situations and can be applied to all language skills: listening , reading, speaking, and writing (Oxford, 1990:135).

2.7.2.2 Metacognitive strategies

"Metacognitive" means beyond the cognitive. Hence, metacognitive strategies are actions which exceed cognitive deceives, and which provide a way for learners to coordinate their own learning.

Metacognitive strategies are significant for successful language learning. These help learners to cope with too much "newness" which is caused by the target language (Unfamiliar vocabulary , confusing rules, different writing systems, seemingly inexplicable social customs and non-traditional instructional approaches).Metacognitive strategies fall into three groups: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your learning (Oxford, 1990:136).

a) Centering Your Learning

I. Over viewing and Linking with Already Known Material: Over viewing comprehensively a key concept, principles, or set of materials in an

upcoming language activity and associating it with what is already known.

II. Paying Attention: Deciding in advance to pay attention in general to a language learning task.

III. Delaying Speech Production to Focus on Listening Deciding in advance to delay speech production in the new language.

b) Arranging and Planning Your Learning

I. Finding Out About Language Learning: Making efforts to find out how language learning Works.

II. Organizing: Understand and using conditions related to optimal learning of the new language.

III. Settings Goals and Objectives: Setting aims for language learning.

IV. Identifying the Purpose of a Language Task: Deciding the purpose of a particular language task involving listening, reading, speaking, or writing.

V. Planning for a language Task: Planning for the language elements and functions necessary for an anticipated language task or situation.

VI. Seeking Practice Opportunities to practice the new language in naturalistic situations.

c) Evaluating Your Learning

I. Self-Monitoring : Identifying errors in understanding or producing the new language , determining which ones are important.

II. Self-Evaluating: Evaluating one's own progress in the new language (Oxford, 1990:138-140).

2.7.2.3 Affective strategies

The term 'affective' is related to emotions, attitudes, motivation, and values. Affective factors influence language learning: therefore, language learners should gain control over these factors through affective strategies. H. Dougles Brown states that the affective side of the learners is perhaps one of the most important factors on language learning success or failure. Good language learners are believed to control their emotions and attitudes about learning (Oxford, 1990:140).

a) Lowering Your Anxiety

I. Using Progressive Relaxation, Deep Breathing, or Meditation: Using the technique of alternately tensing and relaxing all of the major muscle groups in the body.

II. Using Music: Listening to soothing music such as a classical concert, as a way to relax.

III. Using Laughter: Using laughter to relax (e.g. by watching a funny movie).

b) Encouraging Yourself

I. Making Positive Statements: Saying or writing positive statements to oneself in order to feel more confident in learning the new language.

II. Taking Risks Wisely: Pushing oneself to take risks in a language learning situation

III. Rewarding Yourself: Giving oneself a valuable reward for a particularly good performance.

c)Taking Your Emotional Temperature

I. Listening to Your Body: Paying attention to signals by the body.

II. Using a Checklist: Using a checklist to discover feelings, attitudes, and motivations concerning language learning.

III. Writing a Language Learning Diary: Writing a diary or journal to keep track of events and feelings in the process of language learning.

IV. Discussing Your Feelings with Someone Else: Talking with another person to discover and Express feelings about language learning (Oxford, 1990:143,144).

2.7.2.4 Social Strategies

As language is a form of social behavior, language learning involves other people. Consequently, appropriate social strategies are vital in this process (Oxford, 1990:144). Three sets of social strategies can be distinguished as follows:

a) Asking Questions

I. Asking for Clarification or Verification: Asking the speaker to repeat, paraphrase, explain, slow down , or give examples; asking if a specific utterance is correct.

II. Asking for Correction: Asking someone for correction in a conversation.

b) Cooperating with Others

I. Cooperating with Peers: Working with other language learners to improve language skills.

II. Cooperating with Proficient Users of the New Language. Working with native speakers or other proficient users of the new language, usually outside the language classroom.

c)Empathizing with Others

I. Developing Cultural Understanding: Trying to empathize with another person through learning about the culture.

II. Becoming Aware of Others' Thoughts and Feelings: Observing the behaviors of others as a possible expression of their thoughts and feelings (Oxford, 1990:146,147).

2.8. Factors Affecting Strategy Choice

Language learning strategy use has been shown to be influenced by a great deal of different factors, both personal and situational. Oxford (1990) synthesized existing research on the factors that affect the choice of strategies used among students learning a second language.

More motivated students seemed to be using more strategies than less motivated students, and the reason for studying the language was important in the choice of strategies.

Females reported greater overall strategy use than males in many studies (although sometimes males surpassed females in the use of a particular strategy).

Rote memorization and other forms of memorization were more commen among some Asian students than among students from other cultures. Certain other cultures also appeared to emphasized the use of this strategy.

Attitudes and beliefs were reported to have a deep effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use.

The nature of the task contributed to determining the strategies naturally used to carry out the task.

Students of different ages and different stages of L2 learning used different strategies, with certain strategies often being used by older or more advanced students.

Learning style (general approach to language learning) often affected the choice of L2 learning strategies. For example, analytic-style students used strategies such as contrastive analysis, rule-learning, and dissecting words and phrases, while global students preferred strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing).

Students who were more tolerant to ambiguity employed significantly different learning strategies in some instances than did students who were less tolerant to ambiguity.

As regards to this thesis, when we glance at the effects of age on the use of language learning strategy use, we see that the research that deals with language learning strategy use overtly is quite limited, Besides, Spolsky (1989) say it is "far from clear or conclusive" to observe the effects of age on the strategy use.

As for the effects of gender on strategy use, studies which have examined the relationship between sex and strategy use have come to mixed conclusion. Ehrman and Oxford (1989) and Oxford and Nyikos (1989) discovered distinct gender differences in strategy use. The study by Green and Oxford (1995) came to the same conclusion. Ehrman and Oxford's (1990) study, however failed to discover any evidence of differing language learning strategy use between the sexes. On the other, a study aiming to discover gender differences in language learning strategies used by foreign language learners in a Turkish University by Tercanlıoğlu (2004) showed significant gender differences, favoring males, in students' strategy use, which is not

consistent with several other studies that have reported that female learners use strategies with greater frequency than male learners (e.g., Oxford & Nyikos,1989; Green & Oxford, 1995; Kaylani, 1996). Tercanlıoğlu (2004) states that the reason for this result may be that in the male-dominated Turkish society female students may have lower self-esteem in reporting the strategies they employ. The effect of language learners' cultural background and of the educational settings in which they learn the target language via the choice of their learning strategies have been the subject of several research studies (Oxford, 1989; Oxford & Nyikos, 1989; Green & Oxford, 1995). In general, these results further confirm the following observation made by Green and Oxford (1995, p.219) that "... gender difference trends in strategy use are quite pronounced within and across cultures".

CHAPTER THREE

METHODOLOGY

This chapter consists of four sections; in the first section information about the participants, in the second section information about the material used, in the third section description of the procedure followed and finally in the fourth section explanation about the scoring method used has been presented.

3.1 Participants

Participants in this study were 100 (hundred) male adult Turkish students in departments. These students have English as service course at their departments in order to support English language use in efficient ways which is necessary directly related to their future profession. All the participants were male with similar educational background. The students declared that they did not receive any formal or informal instruction in the area of language learning strategies. The students, who ranged from19 to 21years, were all adults. They were all completely motivated language learners during their education in order to be successful for the future of their profession after graduation. The mother tongue of the learners was Turkish, and they represented similar social and economical backgrounds.

3.2 Instruments

In order to measure strategy use, Oxford's (1990a) Strategy Inventory for Language Learning (SILL) was used in this study. The SILL was devised by Rebecca Oxford (1990a) as an instrument for assessing the frequency of use of language learning strategies by students. There are two versions: one for native speakers of English (80 items) and another for learners of English as a second or foreign language (50 items). With answers ranging from "never or almost never" to "always or almost always", this 50- item Likert-type survey shows how often the learner tends to use language learning strategies in general, as well as a breakdown by parts that indicates which strategies the learner is inclined to use most often. It is a structured, self-report questionnaire that takes about 30 minutes to finish. Using simplified English, this instrument was especially prepared for students learning English as a foreign language.

SILL is one of the most useful manuals of learner strategy assessment tool currently available. It is estimated that 40-50 major studies including dissertations and theses, have been done using SILL. SILL seems to be the only language learning strategy instrument that has been checked for reliability and validated in multiple ways (Oxford & Burry-Stock, 1995). SILL is the most widely used inventory for determining the language learning strategies all over the world by students of second and foreign languages in different settings including universities, schools, and government agencies. It is also the most consistent tool with learners' strategy use (Hsiao & Oxford, 2002). Reliability (Cronbach's alpha) of the Inventory is 0.96 based on a 1,200-person sample (Purdue University) and 0.95 based on a 483-person sample (Defense Language Institute, USA). Content validity is 0.95 based on independent raters.

SILL uses a 5 point Likert-scale for which the learners are asked to write their response (1,2,3,4,5) to a strategy description such as "I try to find patterns in English." It requires students to answer questions on their language learning strategy use on a five-point Likert scale ranging from "never or almost never true" to "always or almost always true." Version 7.0 of the SILL (see appendix 1) is a fifty-item Likert scale (1-5 range) self-report instrument that assess the frequency with which the respondent uses a

variety of different techniques for foreign language learning. SILL was developed by Oxford for the Army Research Institute and the Defense Language Institute.

The researcher did not do any modifications on the items of the SILL. The version of the SILL used in this study is a 50 item instrument that is grouped into two main groups, direct strategies and indirect strategies, which are further subdivided into 6 groups. Oxford's taxonomy of language learning strategies is shown below:

1- Direct strategies are categorized into:

Memory strategies (9 items) are employed for entering new information into memory storage and for retrieving it when needed for communication. (e.g., grouping, representing sounds in memory, structured retrieving, using physical response).

Cognitive strategies (14 items) are employed for linking new information with existing schemata and for analyzing and classifying it. Cognitive strategies are used for deep processing, forming and revising internal mental models and receiving and producing messages in the target language (e.g., repeating, getting the idea quickly, analyzing and taking notes).

Compensation strategies (6 items) include such strategies as guessing and using gestures. Such strategies are required to fill any gaps in the knowledge of the language. (e.g., switching to the mother tongue, using other clues, getting help and using synonym).

2-Indirect Strategies are divided into Metacognitive, Affective and Social:

Metacognitive strategies (9 items) are techniques employed for organizing, planning, focusing and evaluating one's own learning. (e.g., linking new information with already know one, seeking practice opportunities, and self-monitoring).

Affective strategies (6 items) are used for controlling feelings, attitudes and motivations. (e.g., lowering anxiety by use of music, encouraging oneself and discussing feelings with others).

Social strategies (6 items) are employed for facilitating interaction by asking questions, and cooperating with others in the learning process, (e.g., asking for classification, cooperating with others and developing cultural understanding).

3.3 Data Collection Procedures

The questionnaires were distributed to 100 respondents after being translated into Turkish. They were given out during students' regular English classes. Responses were analyzed in terms of frequency of language learning strategy use. The subjects were informed that their participation was entirely voluntary. The subjects did not give their names. The items were translated into Turkish by the researcher herself and checked by Turkish linguist and a translation instructor taking into consideration that the items retained their essential meaning and that the translation was easily understood. Participants were reminded that there are no right or wrong answers; in addition, they were told that the Inventory is designed to help students understand better how they learn a new language and to help them become better learners. In addition, they were assured that their responses would be kept confidential. All of the participants were native speakers of Turkish.

3.4 Data Analysis

SPSS 12.0 for windows was used to analyze the data; descriptive statistics was conducted in this study. Descriptive data was used in order to explore means, standard deviations, and frequencies of the respondents' data.

Strategy Inventory for Language Learning (SILL) is for students of English as a second or foreign language. It includes statements about learning English. Students are told to respond in terms of numbers (1, 2, 3, 4 or 5) given in the space next to the statement. Number 1 stands for "never or almost never true of me". Number 2 stands for "usually not true of me".

Number 3 stands for "somewhat true of me". Number 4 stands for "usually true of me". Number 5 stands for "always or almost always true of me". In order to reach high accuracy in the results of this thesis as much as possible, only the responses marked as 4, which stands for "usually true of me", and 5, which stands for "always or almost always true of me", have been taken into account. The percentages of students making these responses (number 4 or 5) in each strategy item have been added to be able to see the approximate amount of students who are reporting to use the strategy with high accuracy. Because response number 3, which stands for "somewhat true of me", does not state accuracy as much as the responses number 4 and number 5 do. The results reached through the percentage of the use of strategies have supported the findings reached through the mean scores for individual strategies in order to have better and more accurate results.

In terms of mean scores, Oxford (1990) states that high use of strategies in SILL ranges from 3.5-5, medium use 2.5-3.4, and low use 1.0-2.4. Therefore, in order to decide which strategies are most frequently used by the adult Turkish students who are within the scope of this study, the strategies which have a mean of use ranging from 3.5 to 5 have been accepted as the most frequently used language learning strategies for the respondents.

are often associated with constructivism. A constructivist perspective differs from the behavioristic view and the cognitive psychological view in that it focuses on the significance of individuals' construction of reality. Piaget and Vygotsky, described as constructivist, exhibit some differences since they emphasize social context. Piaget (1972) underlined the importance of individual cognitive development as a relatively solitary act. Biological timetables and stages of development were fundamental; social interaction was thought to trigger development at the right moment in time. On the other hand, Vygotsky (1978), described as a "social" constructivist by some, asserted that social interaction was basic in cognitive development and rejected ideas of predetermined stages (Brown, 2000: 11). Table 2.1 gives a summary of concepts and approaches described in the three perspectives above (Brown, 2000:12).

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C. Analyzing and reasoning

D. Creating structure for input and output

III. Compensation strategies

A. Guessing intelligently

B. Overcoming limitations in speaking and writing

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B. Arranging and planning your learning

C. Evaluating your learning

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B. Encouraging yourself

C. Taking your emotional temperature

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A. Asking questions

B. Cooperating with others

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Metacognitive is a term to express strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include directed attention, selective attention, self - management, functional planning, self-monitoring, delayed production, self-evaluation.

2. Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

3-Socioaffective Strategies

Socio affective strategies are related with social-mediating activity and transacting with others. Cooperation and question are the main socio affective strategies.

Another taxonomy was proposed by Rubin (1987). In his taxonomy, there are three types of strategies used by learners that contribute directly or indirectly to language learning.

These are:

1-Learning Strategies

They are the strategies, which are of two types, contributing directly to the development of the language system constructed by the learner:

a-Cognitive Learning Strategies

They refer to the steps or operations employed in learning or problem-solving that necessitate direct analysis, transformation, or synthesis of learning materials.

b-Metacognitive Learning Strategies

These strategies are employed to oversee, regulate or self-direct language learning. They involve various processes such as planning, prioritizing, setting goals, and self-management .

2-Communication on Strategies

These strategies are less directly related to language learning since their stress is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intends to state. Communication strategies are used by speakers in case of some difficulty when their communication ends outrun their communication means or when they are confronted with misunderstanding by a co-speaker.

3-Social Strategies

Social strategies are those activities in which learners have opportunities to interact with others and practice their knowledge. Although these strategies crate exposure to the target language, they contribute indirectly result in obtaining, storing, retrieving, and using of language.

2.7. A Review of Oxford's Language Learning Strategy Classification

Oxford (1990), in her book 'Language Learning Strategies What Every Teacher Should Know', gives a comprehensive account of language learning strategies. She explicates the whole ideas as follows. There are main sections in Oxford's language learning strategies taxonomy: direct and indirect strategies.

2.7.1.1 Direct Strategies:

Strategies that are directly related to the target language are called direct strategies. All direct strategies need processing the language mentaly; however, this processing is realized differently and for different aims by the three sets of direct strategies(memory, cognitive, and compensation). Memory strategies(like grouping or using imagery) embody a significant function; that is, helping learners to store and retrieve new information. Cognitive strategies (like summarizing or reasoning deductively) provide learners with tools to understand and produce new language. Compensation strategies (such as guessing or using synonyms) enable learners to use the language despite their inadequate knowledge (Oxford, 1990:37).

2.7.1.2 Memory Strategies:

Memory Strategies (Called *mnemonics*) are used for ages. McCown and Roop (1992:240) define mnemonics as techniques that help us to go organize or elaborate information we want to retain. These techniques work by relating well-known or familiar information to the new information to be learned. Hamilton and Ghatala (1994:128) give a summary of mnemonic techniques.

In ancient times, for example, orators could remember a long speech by the help of connecting different parts of the speech with different rooms of a house or temple, and then "taking a walk" from room to room. Before literacy was widespread, memory strategies were used to remember practical information about farming, weather. Or when they were born. After literacy became widespread , people gave up

their previous habits and called those techniques as "gimmicks" (Oxford, 1990:38).

Memory Strategies are of four sets: Creating Mental Images, Applying Images and Sounds, Reviewing Well and Employing Actions. Memory Strategies work better when the learner uses metacognitive strategies, like paying attention and affective strategies, like reducing anxiety through deep breathing.

Memory strategies are utilized through very simple principles, such as arranging things in order, making associations, and reviewing. All these principles include meaning. When a new language is being learned, the arrangement and associations must be meaningful to the learner and the material reviewed must have significance.

Most language learners have some difficulties in remembering the large amount of vocabulary essential to achieve fluency. Memory strategies are helpful for learners to cope with these difficulties. They enable learners to store verbal material and then retrieve it if needed for communication. Additionally, the memory strategy of structured reviewing helps move information from the "fact level" to the "skill level" is significant in that information is more easily retrieved and less easily lost after a period of disuse on this level (Oxford, 1990:39).

Memory strategies often include pairing different kinds of material. In language learning, learners might give verbal labels to pictures, or create visual images of words or phrases. This process has four implications for language learning. First, the mind's storage capacity for visual information goes beyond its capacity for verbal material. Second, it is through visual images that the most efficiently packaged chunks of information are transferred to long-term memory. Third, visual images may have the most potential to help remember verbal material. Fourth, quite a lot of learners have a preference for visual learning.

Many language learners benefit from visual imagery; however, others have aural (sound-oriented), kinesthetic (motion-oriented), or tactile (touch-oriented) learning style preferences and benefit from connecting

material with sound, motion or touch (Oxford, 1990:40). Below are the sub-groups of memory strategies:

a) Creating Mental Linkages

I. Grouping: Classifying or reclassifying language material into meaningful units.

II. Associating/Elaborating: Relating new language information to concepts already in memory.

III. .Placing new words in a context: Placing a word or phrase in a meaningful sentence, conversation, or story in order to remember it.

b) Receiving and Sending Messages

Getting the ideas quickly: Using skimming to determine the main ideas or scanning to find specific details of interest.

Using resources for receiving and sending messages: Using print or non-print resources.

c) Analyzing and Reasoning

I. Reasoning deductively: Using general rules and applying them to new target language situations.

II. Analyzing expressions: Determining the meaning of a new expression by breaking it down into parts.

III. Analyzing contrastively: Comparing elements of the new language with those of one's own language.

IV. Transferring: Directly applying knowledge of words ,concepts, or structures from one language to another.

V. Translating: Converting a target language expression into the native language.

d) Creating Structure for Input and Output

I. Taking notes: Writing down the main idea or specific points.

II. Summarizing: Making a summary or abstract of a longer passage.

III. Highlighting: Using a variety of emphasis techniques to focus on important information in a passage (Oxford,1990:46,47).

2.7.1.3 Compensation Strategies

Compensation strategies are for either comprehension or production despite limitations in knowledge. Learners use these strategies with the aim of making up for an inadequate repertoire of grammar and, especially, of vocabulary. There are two groups of compensation strategies: Guessing Intelligently in Listening and Reading, and Overcoming strategies, Limitations in Speaking and Writing.

Guessing strategies (sometimes called "Inferencing") include using several clues-linguistic and non-linguistic-to guess the meaning when the learner does not know all the words. When good language learners are faced with unknown expressions, they make educated guesses. On the contrary, poor language learners often panic, tune out or take a dictionary and look up every unfamiliar word.

Guessing is utilized not only by beginners but also by advanced learners and even native speakers. They use it when they do not known a word , when they have not heard something well enough or when the meaning is hidden between the lines.

Compensation occurs both in understanding the new language and producing it. Compensation strategies permit learners to produce

spoken or written expression in the new language without complete knowledge (Oxford,1990:48).

a) Guessing Intelligently in Listening and Reading

I.   Using linguistic clues : Seeking and using language-based clues in order to guess the meaning of what is heard or read in the target language.

II. Using other clues: Seeking and using clues that are not language –based in order to guess the meaning of what is heard or read in the target language (Oxford,1990:49).

b) Overcoming Limitations in Speaking and Writing

I- Switching to the mother tongue: Using the mother tongue for an expression without translating it.

II- Getting help: Asking someone for help.

III- Using mime or gesture: Using physical motion.

IV- Avoiding communication partially or totally: Partially or totally avoiding communication when difficult are anticipated.

V- Selecting the topic: Choosing the topic of conservation in order to direct the communication.

VI- Adjusting or approximating the message: Altering the message by omitting some items of information.

VII- Coining words: Making up new words to communicate the desired idea.

VIII- Using a circulation or synonym: Getting the meaning across by describing the concept (circulation) or using a word that means the same ting (synonym) (Oxford, 1990: 50,51).

2.7.2.1 Indirect strategies

Strategies that are indirectly related to the target language are called *indirect* strategies. Indirect strategies are divided into three categories: metacognitive, affective, and social. *Metacognitive strategies* permit learners to control their own cognition- that is, to coordinate the process of learning by using such function as centering, arranging, planning, and evaluating. Affective strategies are utilized to regulate emotions, motivations and attitudes. Social strategies aid learners to learn via interaction with others. All these strategies are named 'indirect' as they support and manage language learning without directly involving the target language. Indirect strategies are useful in almost all language learning situations and can be applied to all language skills: listening , reading, speaking, and writing (Oxford, 1990:135).

2.7.2.2 Metacognitive strategies

"Metacognitive" means beyond the cognitive. Hence, metacognitive strategies are actions which exceed cognitive deceives, and which provide a way for learners to coordinate their own learning.

Metacognitive strategies are significant for successful language learning. These help learners to cope with too much "newness" which is caused by the target language (Unfamiliar vocabulary , confusing rules, different writing systems, seemingly inexplicable social customs and non-traditional instructional approaches).Metacognitive strategies fall into three groups: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your learning (Oxford, 1990:136).

a) Centering Your Learning

I. Over viewing and Linking with Already Known Material: Over viewing comprehensively a key concept, principles, or set of materials in an

upcoming language activity and associating it with what is already known.

II. Paying Attention: Deciding in advance to pay attention in general to a language learning task.

III. Delaying Speech Production to Focus on Listening Deciding in advance to delay speech production in the new language.

b) Arranging and Planning Your Learning

I. Finding Out About Language Learning: Making efforts to find out how language learning Works.

II. Organizing: Understand and using conditions related to optimal learning of the new language.

III. Settings Goals and Objectives: Setting aims for language learning.

IV. Identifying the Purpose of a Language Task: Deciding the purpose of a particular language task involving listening, reading, speaking, or writing.

V. Planning for a language Task: Planning for the language elements and functions necessary for an anticipated language task or situation.

VI. Seeking Practice Opportunities to practice the new language in naturalistic situations.

c) Evaluating Your Learning

I. Self-Monitoring : Identifying errors in understanding or producing the new language , determining which ones are important.

II. Self-Evaluating: Evaluating one's own progress in the new language (Oxford, 1990:138-140).

2.7.2.3 Affective strategies

The term 'affective' is related to emotions , attitudes, motivation, and values. Affective factors influence language learning: therefore, language learners should gain control over these factors through affective strategies. H. Dougles Brown states that the affective side of the learners is perhaps one of the most important factors on language learning success or failure. Good language learners are believed to control their emotions and attitudes about learning (Oxford, 1990:140).

a) Lowering Your Anxiety

    I.   Using Progressive Relaxation , Deep Breathing, or Meditation: Using the technique of alternately tensing and relaxing all of the major muscle groups in the body.

    II.   Using Music: Listening to soothing music such as a classical concert, as a way to relax.

    III.   Using Laughter: Using laughter to relax (e.g. by watching a funny movie).

b) Encouraging Yourself

    I.   Making Positive Statements: Saying or writing positive statements to oneself in order to feel more confident in learning the new language.

    II.   Taking Risks Wisely: Pushing oneself to take risks in a language learning situation

    III.   Rewarding Yourself: Giving oneself a valuable reward for a particularly good performance.

c)Taking Your Emotional Temperature

    I. Listening to Your Body: Paying attention to signals by the body.

II. Using a Checklist: Using a checklist to discover feelings, attitudes, and motivations concerning language learning.

III. Writing a Language Learning Diary: Writing a diary or journal to keep track of events and feelings in the process of language learning.

IV. Discussing Your Feelings with Someone Else: Talking with another person to discover and Express feelings about language learning (Oxford, 1990:143,144).

2.7.2.4 Social Strategies

As language is a form of social behavior, language learning involves other people. Consequently, appropriate social strategies are vital in this process (Oxford, 1990:144). Three sets of social strategies can be distinguished as follows:

a) Asking Questions

I. Asking for Clarification or Verification: Asking the speaker to repeat, paraphrase, explain, slow down , or give examples; asking if a specific utterance is correct.

II. Asking for Correction: Asking someone for correction in a conversation.

b) Cooperating with Others

I. Cooperating with Peers: Working with other language learners to improve language skills.

II. Cooperating with Proficient Users of the New Language. Working with native speakers or other proficient users of the new language, usually outside the language classroom.

c)Empathizing with Others

I. Developing Cultural Understanding: Trying to empathize with another person through learning about the culture.

II. Becoming Aware of Others' Thoughts and Feelings: Observing the behaviors of others as a possible expression of their thoughts and feelings (Oxford, 1990:146,147).

2.8. Factors Affecting Strategy Choice

Language learning strategy use has been shown to be influenced by a great deal of different factors, both personal and situational. Oxford (1990) synthesized existing research on the factors that affect the choice of strategies used among students learning a second language.

More motivated students seemed to be using more strategies than less motivated students, and the reason for studying the language was important in the choice of strategies.

Females reported greater overall strategy use than males in many studies (although sometimes males surpassed females in the use of a particular strategy).

Rote memorization and other forms of memorization were more commen among some Asian students than among students from other cultures. Certain other cultures also appeared to emphasized the use of this strategy.

Attitudes and beliefs were reported to have a deep effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use.

The nature of the task contributed to determining the strategies naturally used to carry out the task.

Students of different ages and different stages of L2 learning used different strategies, with certain strategies often being used by older or more advanced students.

Learning style (general approach to language learning) often affected the choice of L2 learning strategies. For example, analytic-style students used strategies such as contrastive analysis, rule-learning, and dissecting words and phrases, while global students preferred strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing).

Students who were more tolerant to ambiguity employed significantly different learning strategies in some instances than did students who were less tolerant to ambiguity.

As regards to this thesis, when we glance at the effects of age on the use of language learning strategy use, we see that the research that deals with language learning strategy use overtly is quite limited, Besides, Spolsky (1989) say it is "far from clear or conclusive" to observe the effects of age on the strategy use.

As for the effects of gender on strategy use, studies which have examined the relationship between sex and strategy use have come to mixed conclusion. Ehrman and Oxford (1989) and Oxford and Nyikos (1989) discovered distinct gender differences in strategy use. The study by Green and Oxford (1995) came to the same conclusion. Ehrman and Oxford's (1990) study, however failed to discover any evidence of differing language learning strategy use between the sexes. On the other, a study aiming to discover gender differences in language learning strategies used by foreign language learners in a Turkish University by Tercanlıoğlu (2004) showed significant gender differences, favoring males, in students' strategy use, which is not

consistent with several other studies that have reported that female learners use strategies with greater frequency than male learners (e.g., Oxford & Nyikos,1989; Green & Oxford, 1995; Kaylani, 1996). Tercanlıoğlu (2004) states that the reason for this result may be that in the male-dominated Turkish society female students may have lower self-esteem in reporting the strategies they employ. The effect of language learners' cultural background and of the educational settings in which they learn the target language via the choice of their learning strategies have been the subject of several research studies (Oxford, 1989; Oxford & Nyikos, 1989; Green & Oxford, 1995). In general, these results further confirm the following observation made by Green and Oxford (1995, p.219) that "... gender difference trends in strategy use are quite pronounced within and across cultures".

CHAPTER THREE

METHODOLOGY

This chapter consists of four sections; in the first section information about the participants, in the second section information about the material used, in the third section description of the procedure followed and finally in the fourth section explanation about the scoring method used has been presented.

3.1 Participants

Participants in this study were 100 (hundred) male adult Turkish students in departments. These students have English as service course at their departments in order to support English language use in efficient ways which is necessary directly related to their future profession. All the participants were male with similar educational background. The students declared that they did not receive any formal or informal instruction in the area of language learning strategies. The students, who ranged from19 to 21years, were all adults. They were all completely motivated language learners during their education in order to be successful for the future of their profession after graduation. The mother tongue of the learners was Turkish, and they represented similar social and economical backgrounds.

3.2 Instruments

In order to measure strategy use, Oxford's (1990a) Strategy Inventory for Language Learning (SILL) was used in this study. The SILL was devised by Rebecca Oxford (1990a) as an instrument for assessing the frequency of use of language learning strategies by students. There are two versions: one for native speakers of English (80 items) and another for learners of English as a second or foreign language (50 items). With answers ranging from "never or almost never" to "always or almost always", this 50- item Likert-type survey shows how often the learner tends to use language learning strategies in general, as well as a breakdown by parts that indicates which strategies the learner is inclined to use most often. It is a structured, self-report questionnaire that takes about 30 minutes to finish. Using simplified English, this instrument was especially prepared for students learning English as a foreign language.

SILL is one of the most useful manuals of learner strategy assessment tool currently available. It is estimated that 40-50 major studies including dissertations and theses, have been done using SILL. SILL seems to be the only language learning strategy instrument that has been checked for reliability and validated in multiple ways (Oxford & Burry-Stock, 1995). SILL is the most widely used inventory for determining the language learning strategies all over the world by students of second and foreign languages in different settings including universities, schools, and government agencies. It is also the most consistent tool with learners' strategy use (Hsiao & Oxford, 2002). Reliability (Cronbach's alpha) of the Inventory is 0.96 based on a 1,200-person sample (Purdue University) and 0.95 based on a 483-person sample (Defense Language Institute, USA). Content validity is 0.95 based on independent raters.

SILL uses a 5 point Likert-scale for which the learners are asked to write their response (1,2,3,4,5) to a strategy description such as "I try to find patterns in English." It requires students to answer questions on their language learning strategy use on a five-point Likert scale ranging from "never or almost never true" to "always or almost always true." Version 7.0 of the SILL (see appendix 1) is a fifty-item Likert scale (1-5 range) self-report instrument that assess the frequency with which the respondent uses a

variety of different techniques for foreign language learning. SILL was developed by Oxford for the Army Research Institute and the Defense Language Institute.

The researcher did not do any modifications on the items of the SILL. The version of the SILL used in this study is a 50 item instrument that is grouped into two main groups, direct strategies and indirect strategies, which are further subdivided into 6 groups. Oxford's taxonomy of language learning strategies is shown below:

1- Direct strategies are categorized into:

Memory strategies (9 items) are employed for entering new information into memory storage and for retrieving it when needed for communication. (e.g., grouping, representing sounds in memory, structured retrieving, using physical response).

Cognitive strategies (14 items) are employed for linking new information with existing schemata and for analyzing and classifying it. Cognitive strategies are used for deep processing, forming and revising internal mental models and receiving and producing messages in the target language (e.g., repeating, getting the idea quickly, analyzing and taking notes).

Compensation strategies (6 items) include such strategies as guessing and using gestures. Such strategies are required to fill any gaps in the knowledge of the language. (e.g., switching to the mother tongue, using other clues, getting help and using synonym).

2-Indirect Strategies are divided into Metacognitive, Affective and Social:

Metacognitive strategies (9 items) are techniques employed for organizing, planning, focusing and evaluating one's own learning. (e.g., linking new information with already know one, seeking practice opportunities, and self-monitoring).

Affective strategies (6 items) are used for controlling feelings, attitudes and motivations. (e.g., lowering anxiety by use of music, encouraging oneself and discussing feelings with others).

Social strategies (6 items) are employed for facilitating interaction by asking questions, and cooperating with others in the learning process, (e.g., asking for classification, cooperating with others and developing cultural understanding).

3.3 Data Collection Procedures

The questionnaires were distributed to 100 respondents after being translated into Turkish. They were given out during students' regular English classes. Responses were analyzed in terms of frequency of language learning strategy use. The subjects were informed that their participation was entirely voluntary. The subjects did not give their names. The items were translated into Turkish by the researcher herself and checked by Turkish linguist and a translation instructor taking into consideration that the items retained their essential meaning and that the translation was easily understood. Participants were reminded that there are no right or wrong answers; in addition, they were told that the Inventory is designed to help students understand better how they learn a new language and to help them become better learners. In addition, they were assured that their responses would be kept confidential. All of the participants were native speakers of Turkish.

3.4 Data Analysis

SPSS 12.0 for windows was used to analyze the data; descriptive statistics was conducted in this study. Descriptive data was used in order to explore means, standard deviations, and frequencies of the respondents' data.

Strategy Inventory for Language Learning (SILL) is for students of English as a second or foreign language. It includes statements about learning English. Students are told to respond in terms of numbers (1, 2, 3, 4 or 5) given in the space next to the statement. Number 1 stands for "never or almost never true of me". Number 2 stands for "usually not true of me".

Number 3 stands for "somewhat true of me". Number 4 stands for "usually true of me". Number 5 stands for "always or almost always true of me". In order to reach high accuracy in the results of this thesis as much as possible, only the responses marked as 4, which stands for "usually true of me", and 5, which stands for "always or almost always true of me", have been taken into account. The percentages of students making these responses (number 4 or 5) in each strategy item have been added to be able to see the approximate amount of students who are reporting to use the strategy with high accuracy. Because response number 3, which stands for "somewhat true of me", does not state accuracy as much as the responses number 4 and number 5 do. The results reached through the percentage of the use of strategies have supported the findings reached through the mean scores for individual strategies in order to have better and more accurate results.

In terms of mean scores, Oxford (1990) states that high use of strategies in SILL ranges from 3.5-5, medium use 2.5-3.4, and low use 1.0-2.4. Therefore, in order to decide which strategies are most frequently used by the adult Turkish students who are within the scope of this study, the strategies which have a mean of use ranging from 3.5 to 5 have been accepted as the most frequently used language learning strategies for the respondents.

CHAPTER FOUR

RESULTS

The purpose of this study is to find out the most preferred language learning strategies by adult male Turkish students. Strategy Inventory for Language Learning (SILL) is for students of English as a second or foreign language. It includes statements about learning English. Students are told to respond in terms of numbers (1, 2, 3, 4 or 5) given in the space next to the statement. Number 1 stands for "never or almost never true of me". Number 2 stands for "usually not true of me". Number 3 stands for "somewhat true of me". Number 4 stands for "usually true of me". Number 5 stands for "always or almost always true of me".

4.1 Strategy Inventory for Language Learning (SILL)

In this chapter Memory strategies (9 items), Cognitive strategies (14 items), Compensation strategies (6 items), Metacognitive strategies (9 items), Affective strategies (6 items) and Social strategies (6 items) are analyzed by the help of the diagrams for each strategy item.
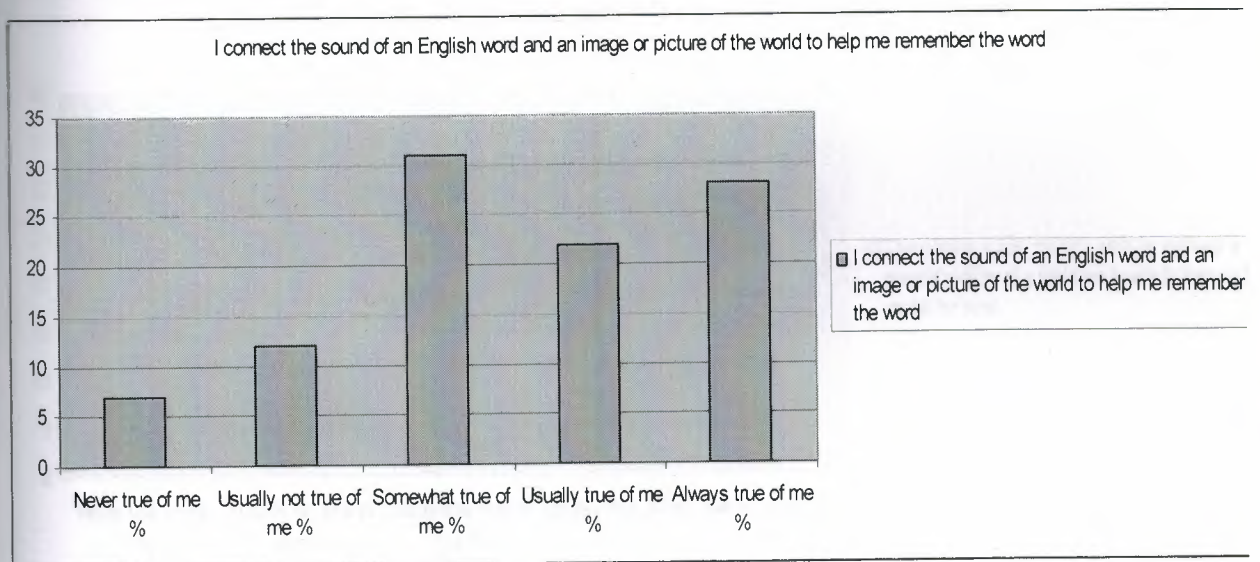

I think of the relationships between what I already know and new things I learn in English
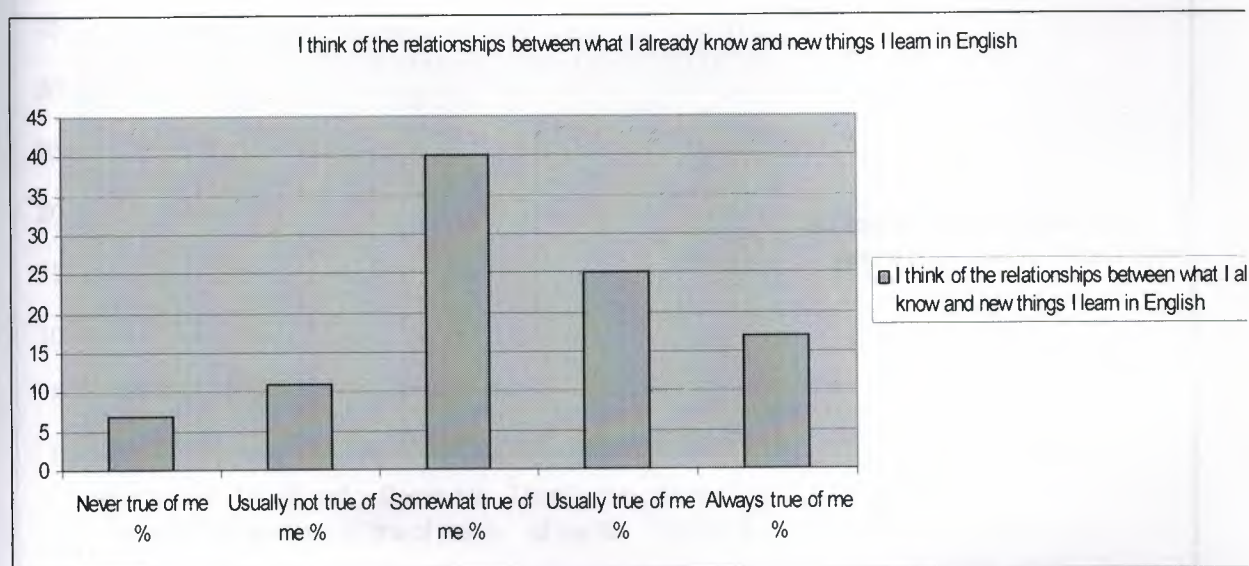
SILL ITEM 1: I think of relationships between what I already know and new things I learn in English.

According to the results; 7.00% of students answer "never true of me", 11.00% of students answer "usually not true of me", and 40% of students answer "somewhat true of me", 25% of students answer "usually true of me" and 17% of students answer "always true of me". The answer "somewhat true of me" is the highest in this chart. Therefore, the mean of this strategy (3.34) reports a medium use.

I use new English words in a sentence so I can remember them
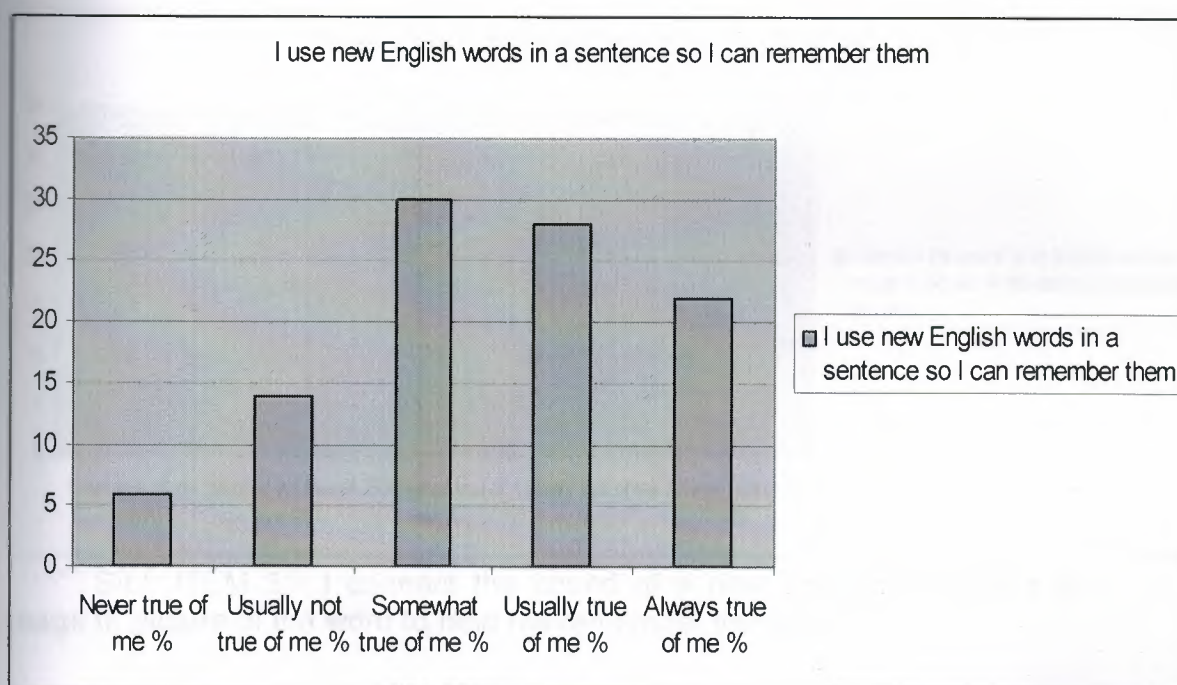
SILL ITEM 2: I use new English words in a sentence so I can remember them.

According to the results, 6% of students answer it "never true of me", 14% of students answer "usually not true of me", and 30% of students answer "somewhat true of me", 28% of students answer "usually true of me" and 22% of students answer "always true of me". It is seen from the results that answer of "somewhat true of me" is the highest. The mean of this strategy is 3.46 which is medium use.

I connect the sound of an English word and an image or picture of the world to help me remember the word

SILL ITEM 3: I connect the sound of a new English word and an image or picture of the word to help me remember the word.

According to the results; 7% of students answer it "never true of me", 12% of students answer "usually not true of me", and 31% of students answer "somewhat true of me", 22% of students answer "usually true of me" and 28% of students answer "always true of me". It is seen from the results that answer of "somewhat true of me" is the highest. The mean of this strategy (3.52) reports a high use.

I remember a new English word by making a mental picture of a situation in which the word might be used
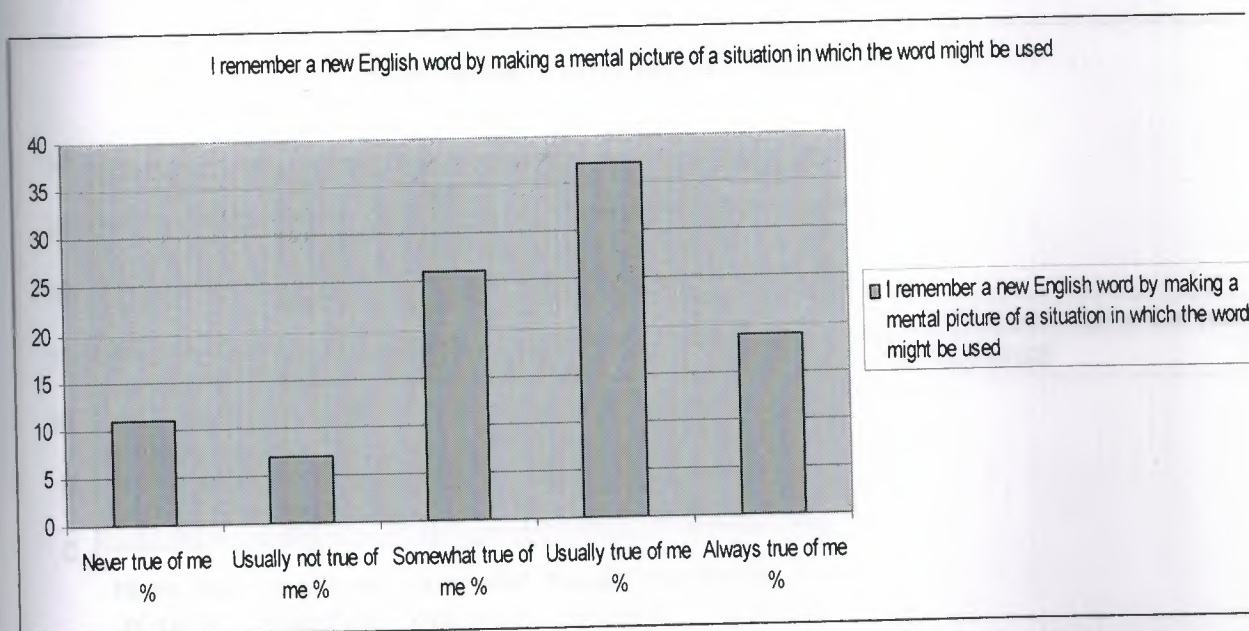
SILL ITEM 4: I remember a new English word by making a mental picture of a situation in which the word might be used.

According to the results; 11% of students answer it "never true of me", 7% of students answer "usually not true of me", and 26% of students answer "somewhat true of me", 37% of students answer "usually true of me" and 19% of students answer "always true of me". It is seen from the results that answer of "usually true of me" is the highest. The mean of this strategy is 3.46 which is medium use.
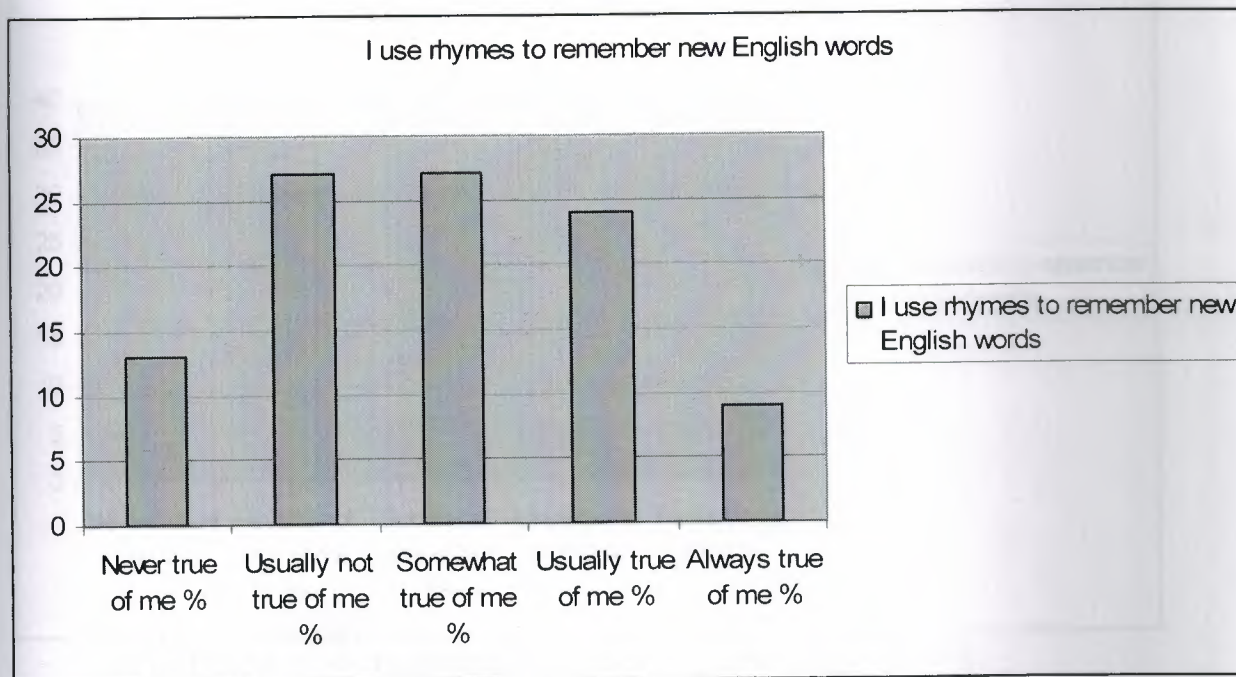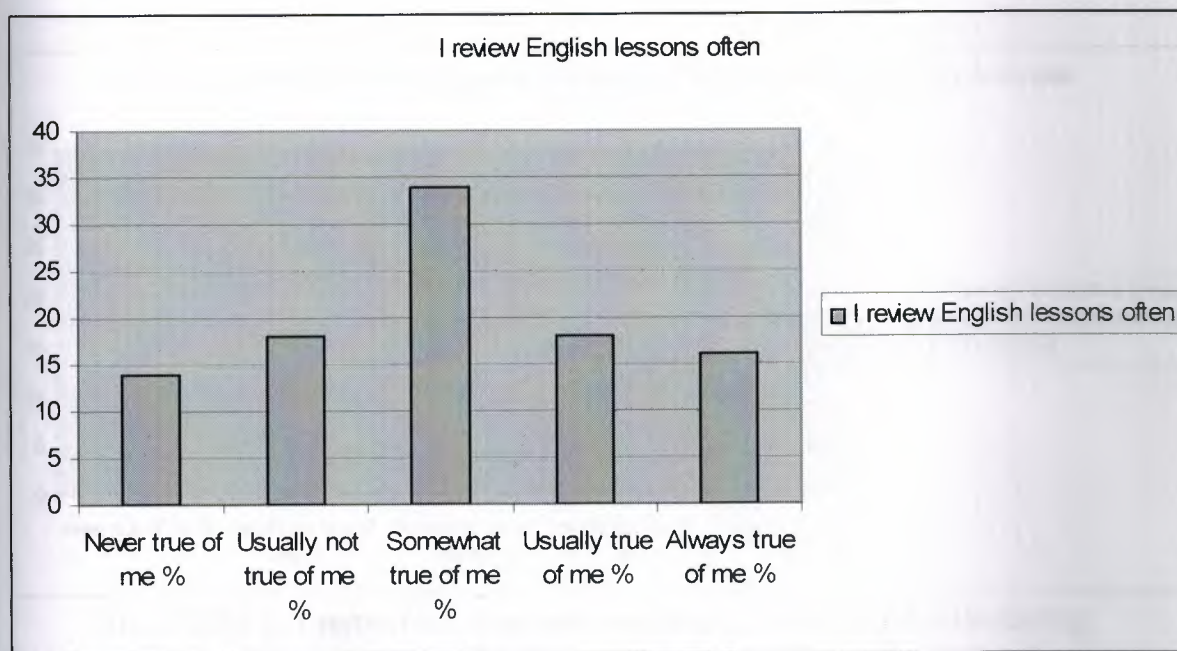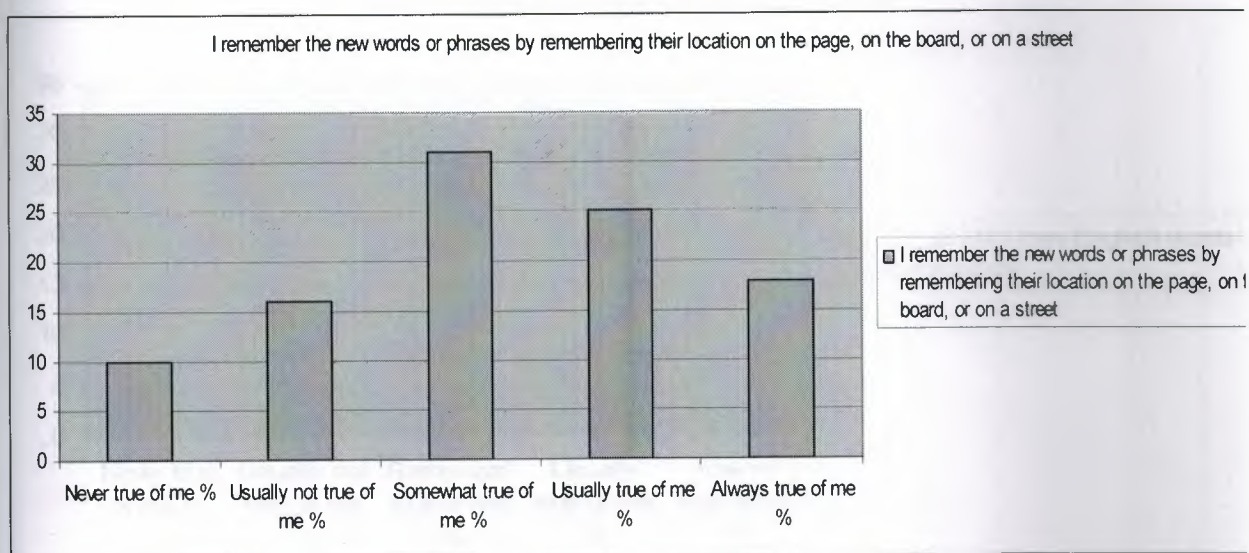
SILL ITEM 5: "I use rhymes to remember new English words.

According to the results; 13% of students answer it "never true of me", 27% of students answer "usually not true of me", 27% of students answer "somewhat true of me", %24 of students answer "usually true of me" and 9% of students answer "always true of me". It is seen from the results that answer of "usually not true of me" and "somewhat true of me" are the highest. The mean of this strategy is 2.89 which is medium use.

I use flashcards to remember new English words
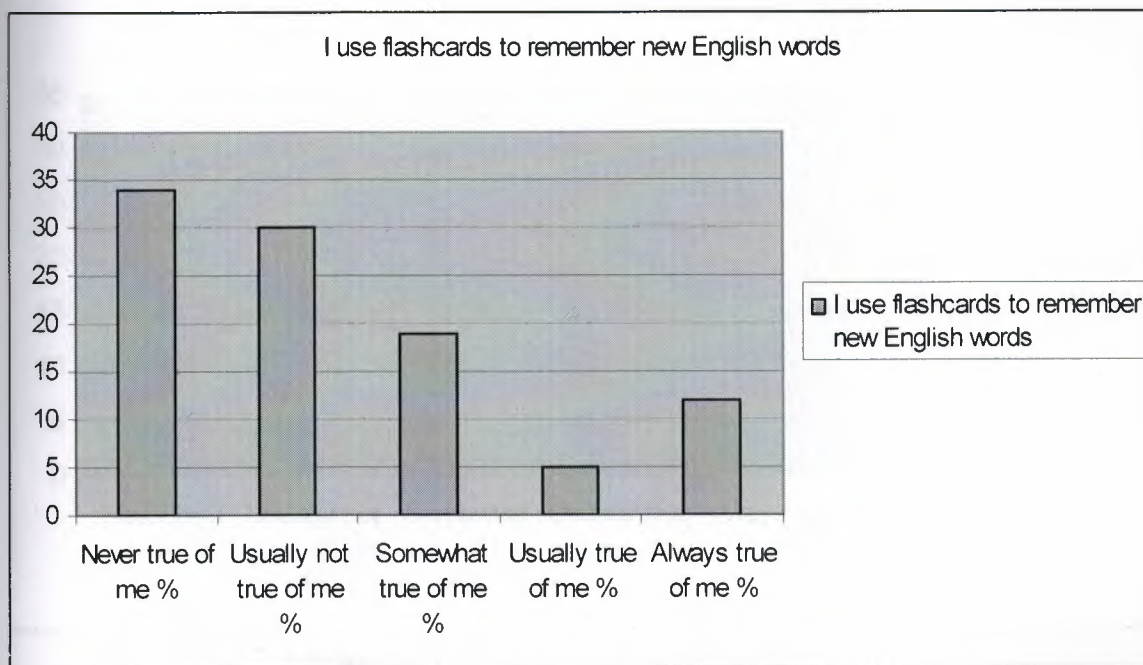
SILL ITEM 6: I use flashcards to remember new English words.

According to the results;   34% of students answer it "never true of me", 30% of students answer "usually not true of me", and 19% of students answer "somewhat true of me", 5% of students answer "usually true of me" and 12% of students answer "always true of me".. It is seen from the results that answer of "never true of me" is the highest. The mean of this strategy is 2.31 which is low use.
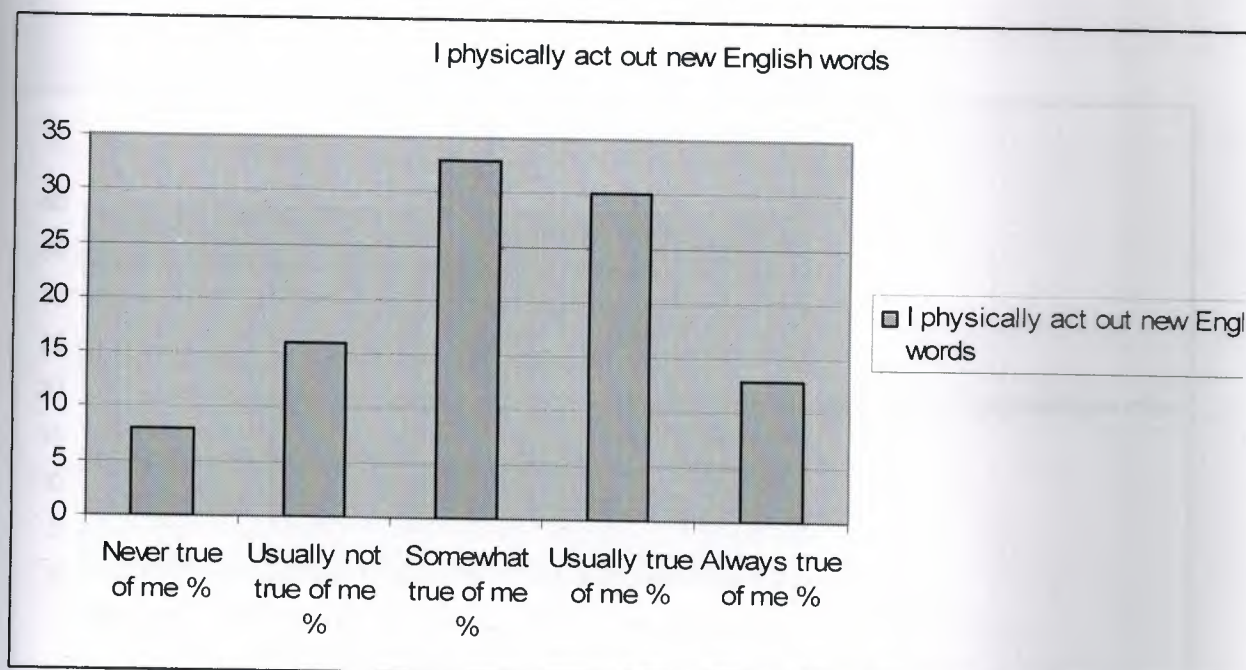
SILL ITEM 7: I physically act out new English words.

According to the results; 8% of students answer it "never true of me", 16% of students answer "usually not true of me", and 33% of students answer "somewhat true of me", 30% of students answer "usually true of me" and 13% of students answer "always true of me". It is seen from the results that answer of "somewhat true of me" is the highest. The mean of this strategy is 3.24 which is medium use.
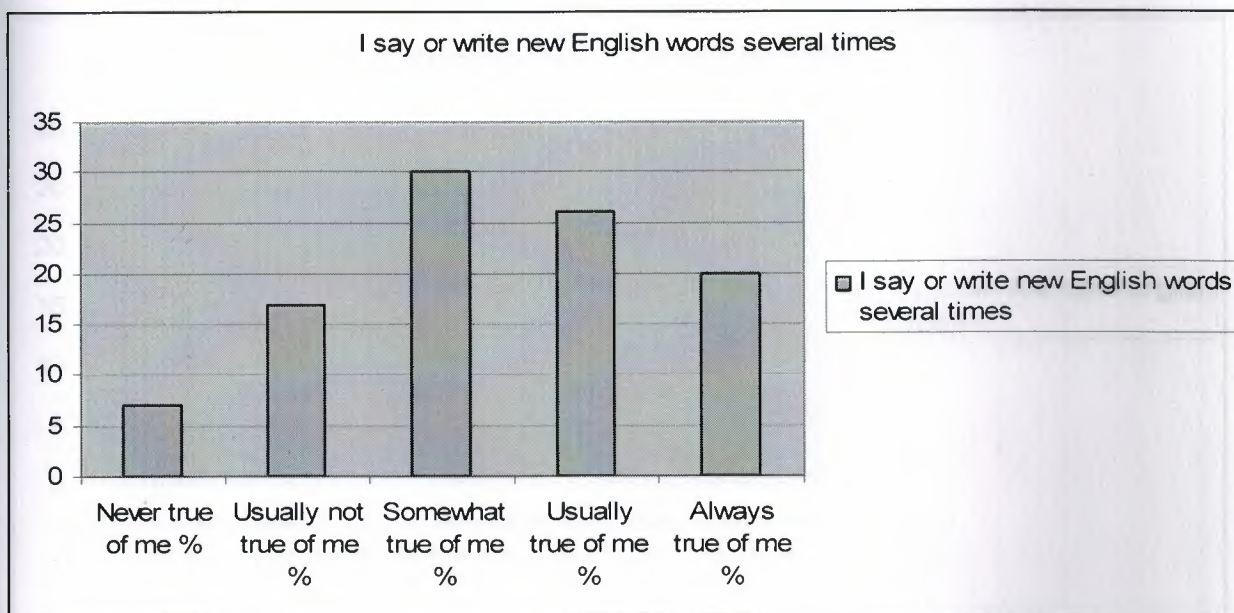
SILL ITEM 8: I review English lessons often.

According to the results; 14% of students answer it "never true of me", 18% of students answer "usually not true of me", and 34% of students answer "somewhat true of me", 18% of students answer "usually true of me" and 16% of students answer "always true of me". It is seen from the results that answer of "somewhat true of me" is the highest. The mean of this strategy is 3.04 which is medium use.

I remember the new words or phrases by remembering their location on the page, on the board, or on a street

SILL ITEM 9: I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign.

According to the results; 10% of students answer it "never true of me", 16% of students answer "usually not true of me", and 31% of students answer "somewhat true of me", 25% of students answer "usually true of me" and 18% of students answer "always true of me". It is seen from the results that answer of "somewhat true of me" is the highest. The mean of this strategy is 3.25 which is medium use.
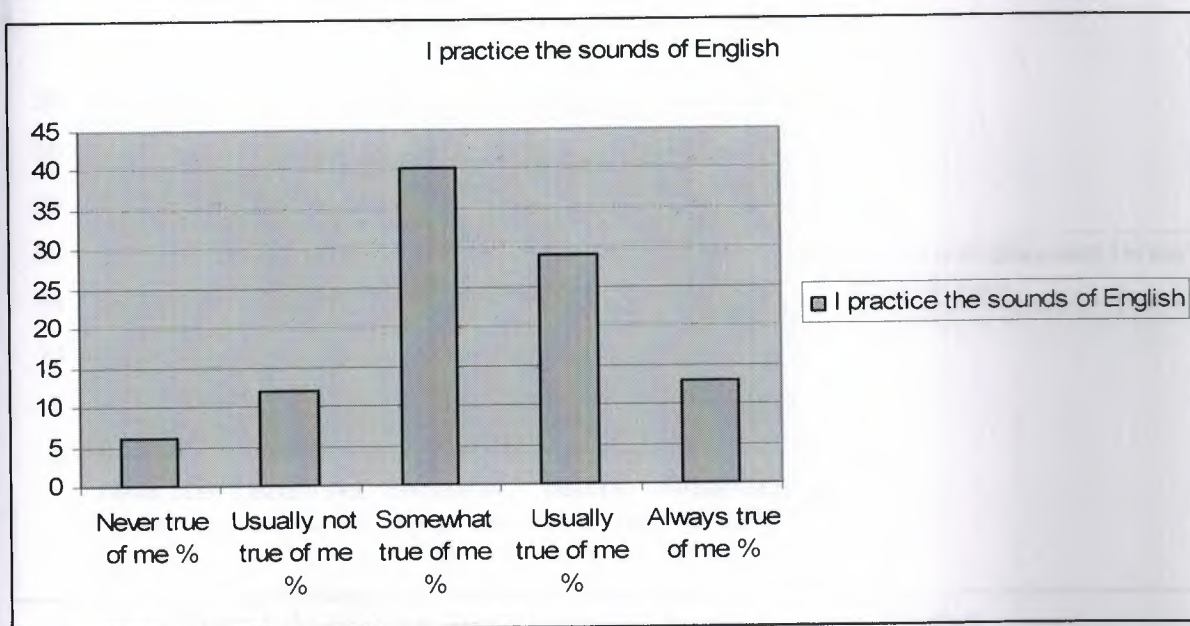
SILL ITEM 10: I say or write new English words several times.

According to the results; 7% of students answer it "never true of me", 17% of students answer "usually not true of me", 30% of students answer "somewhat true of me", 26% of students answer "usually true of me" and 20% of students answer "always true of me". The item mean is 3.35 which is medium use. It is seen from the results that answer of "somewhat true of me" is the highest.

I try to talk like native English speakers
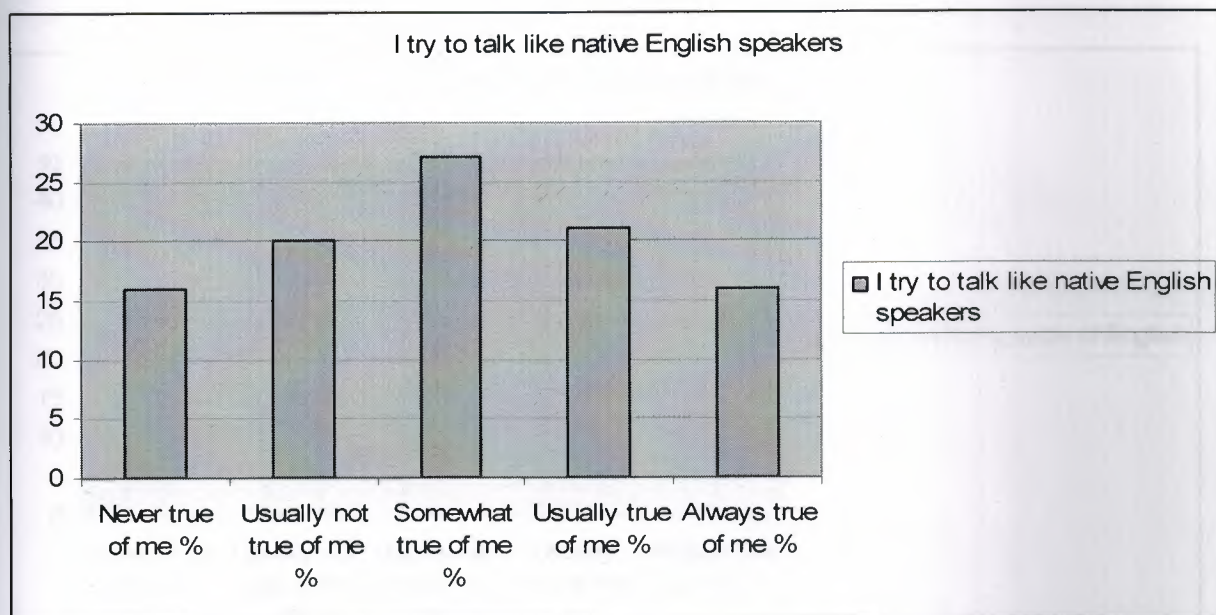
SILL ITEM 11: I try to talk like native English speakers.

According to the results; 16% of students answer it "never true of me", 20% of students answer " usually not true of me", 27% of students answer " somewhat true of me", 21% of students answer " usually true of me" and 16% of students answer "always true of me". The item mean is 3.01 which is medium use. It is seen from the results that answer of "somewhat true of me" is the highest.
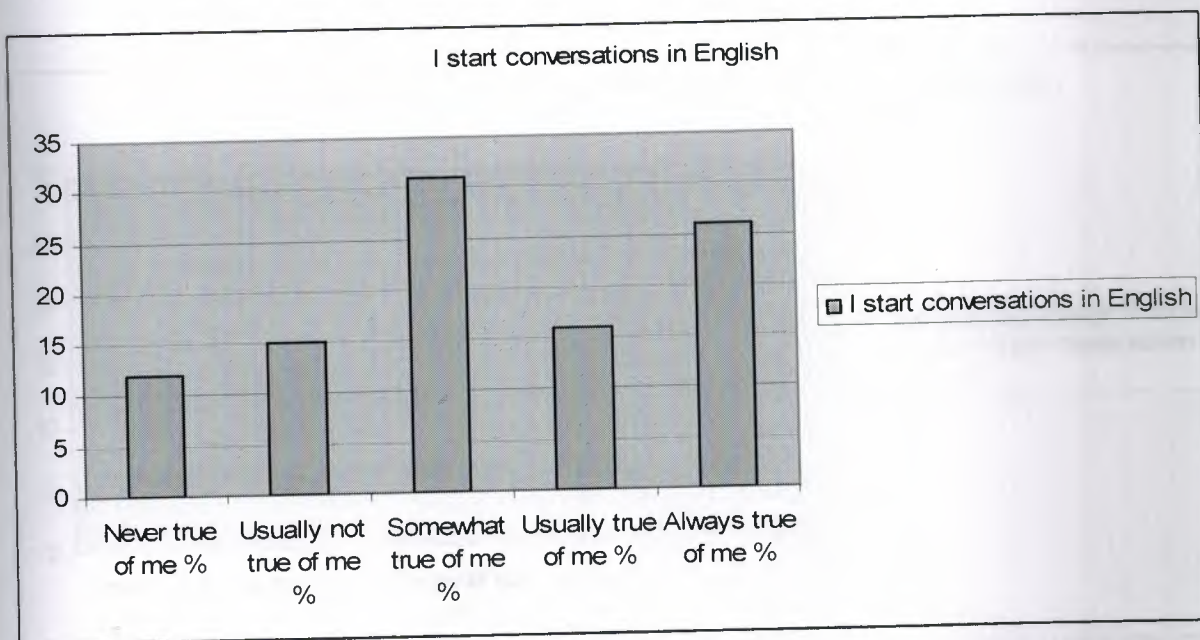
I practice the sounds of English

SILL ITEM 12: I practice the sounds of English.

According to the results; 6% of students answer it "never true of me", 12% of students answer "usually not true of me", 40% of students answer "somewhat true of me", 29% of students answer "usually true of me" and 13% of students answer "always true of me". The item mean is 3.31 which is medium use. It is seen from the results that answer of "somewhat true of me" is the highest.
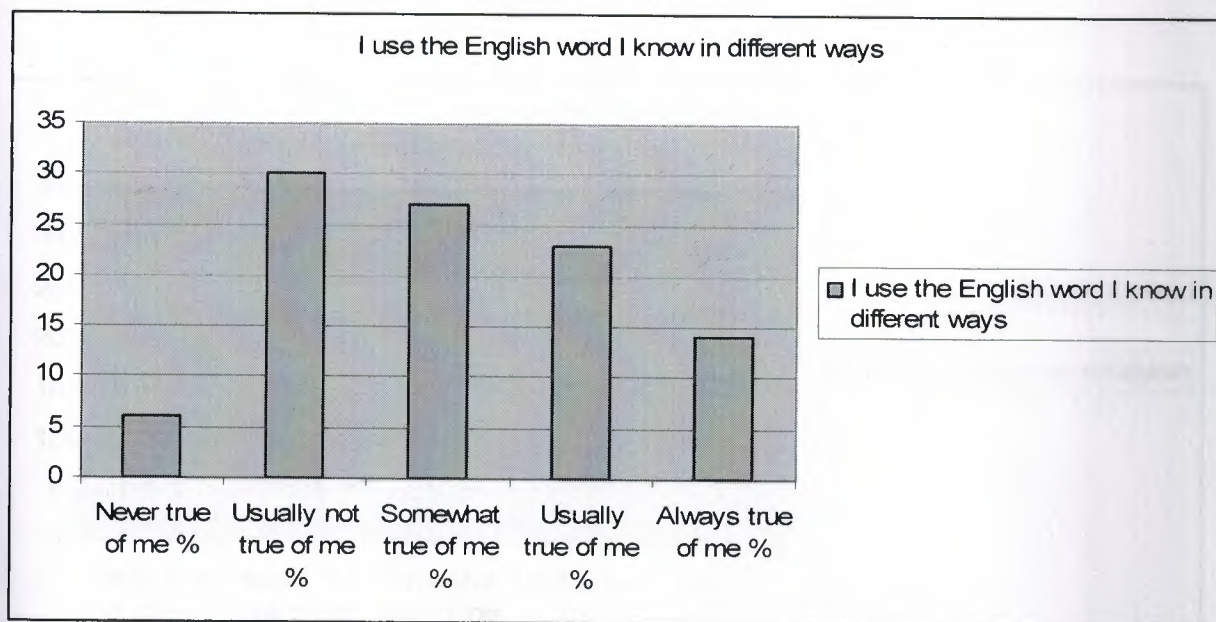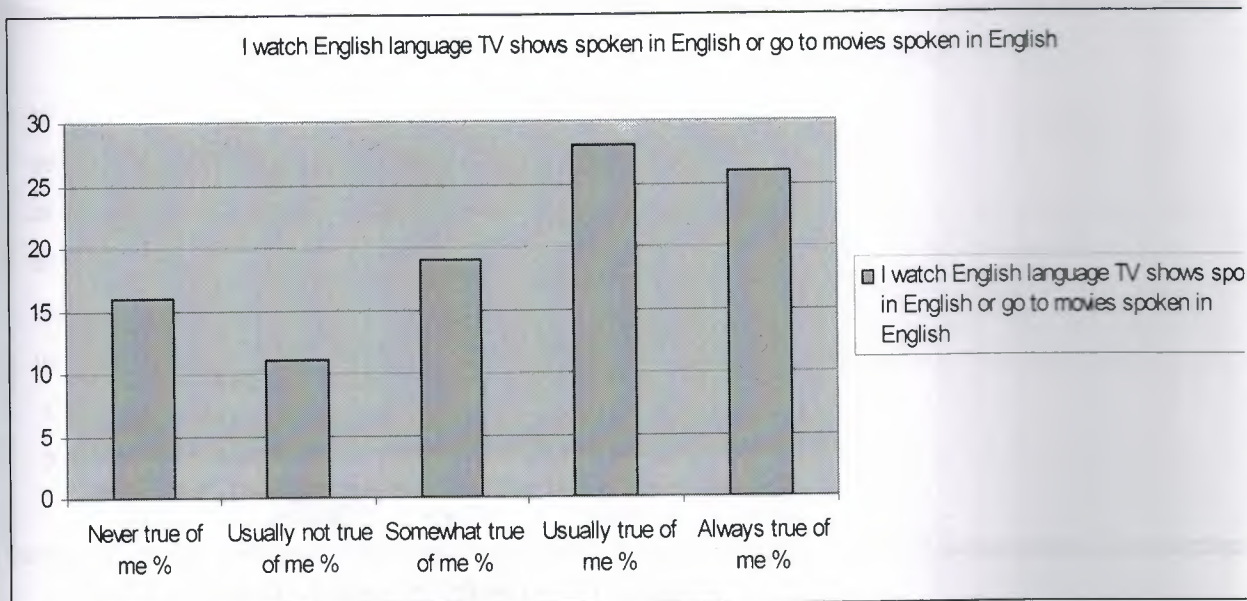
SILL ITEM 13: I use the English words I know in different ways.

According to the results; 6% of students answer it "never true of me", 30% of students answer "usually not true of me", and 27% of students answer "somewhat true of me", 23% of students answer "usually true of me" and 14% of students answer "always true of me". The item mean is 3.09 which is medium use. It is seen from the results that answer of "usually not true of me" is the highest.
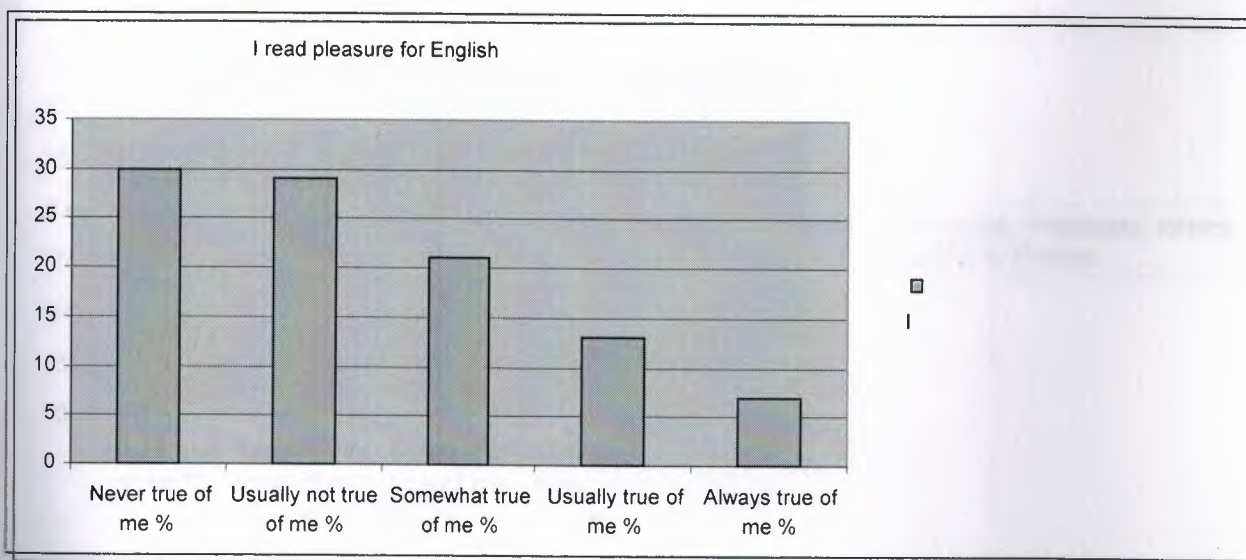
I start conversations in English

SILL ITEM 14: I start conversations in English.

According to the results; 12% of students answer it "never true of me", 15% of students answer "usually not true of me", and 31% of students answer "somewhat true of me", 16% of students answer "usually true of me" and 26% of students answer "always true of me". The item mean is 3.29 which is medium use. It is seen from the results that answer of "somewhat true of me" is the highest.

SILL ITEM 15: I watch English language TV shows spoken in English or go to movies spoken in English.

According to the results; 16% of students answer it "never true of me", 11% of students answer "usually not true of me", and 19% of students answer "somewhat true of me", 28% of students answer "usually true of me" and 26% of students answer "always true of me". The item mean is (3.37) medium. It is seen from the results that answer of "usually true of me" is the highest.
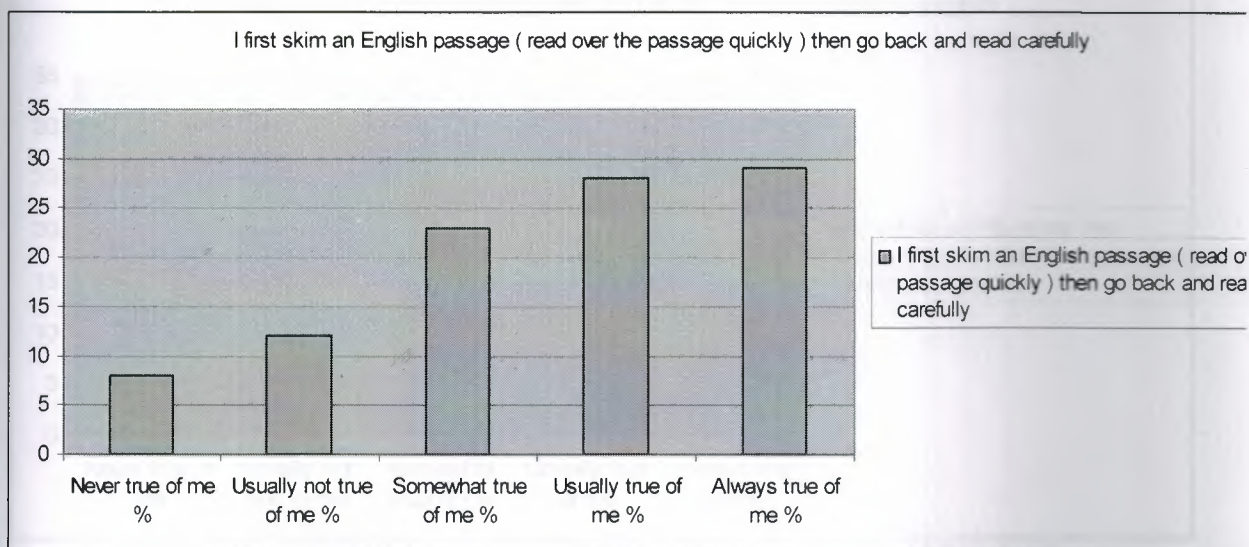
I read pleasure for English

SILL ITEM 16: I read for pleasure in English.

According to the results; 30% of students answer it "never true of me", 29% of students answer "usually not true of me", 21% of students answer "somewhat true of me", %13 of students answer "usually true of me" and 7% of students answer "always true of me". The item mean is (2.38) low use. It is seen from the results that answer of "never true of me" is the highest.

I write notes, messages, letters, or reports in English
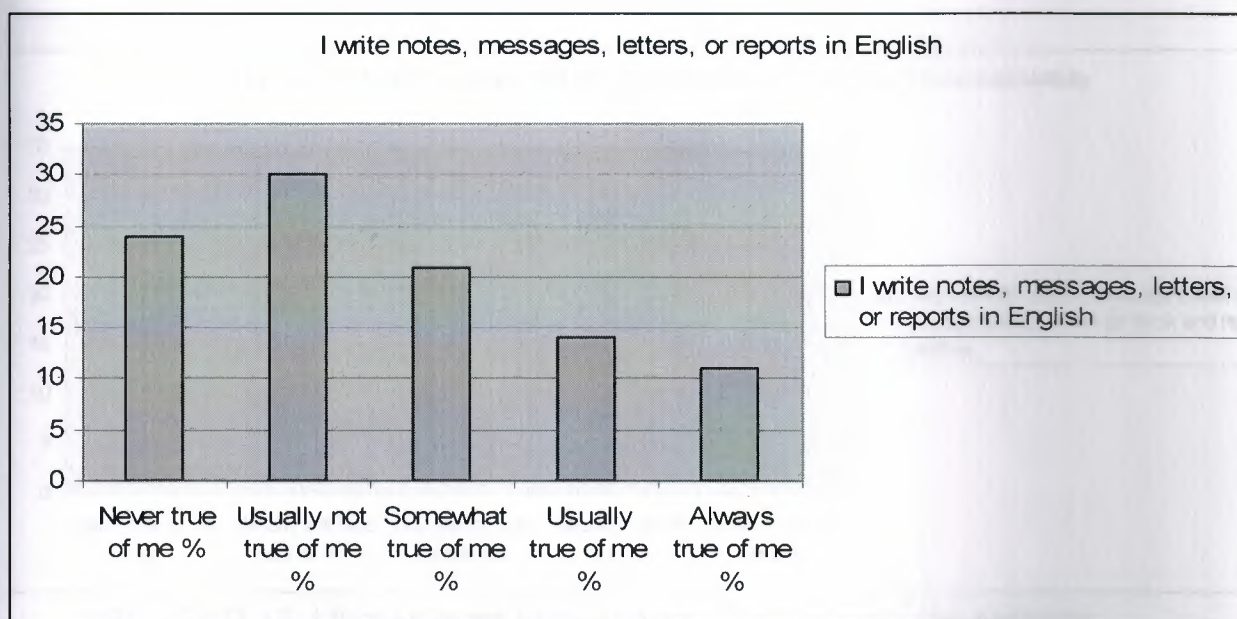
SILL ITEM 17: I write notes, messages, letters, or reports in English.

According to the results; 24% of students answer it "never true of me", 30% of students answer "usually not true of me", and 21% of students answer "somewhat true of me", 14% of students answer "usually true of me" and 11% of students answer "always true of me". The item mean is (2.58) medium use. It is seen from the results that answer of "usually not true of me" is the highest.

I first skim an English passage (read over the passage quickly) then go back and read carefully


SILL ITEM 18: I first skim an English passage (read over the passage quickly) then go back and read carefully

According to the results; 8% of students answer it "never true of me", 12% of students answer "usually not true of me", and 23% of students answer "somewhat true of me", 28% of students answer "usually true of me" and 29% of students answer "always true of me". The item mean (3.58) reports a high use. It is seen from the results that answer of "always true of me" is the highest.
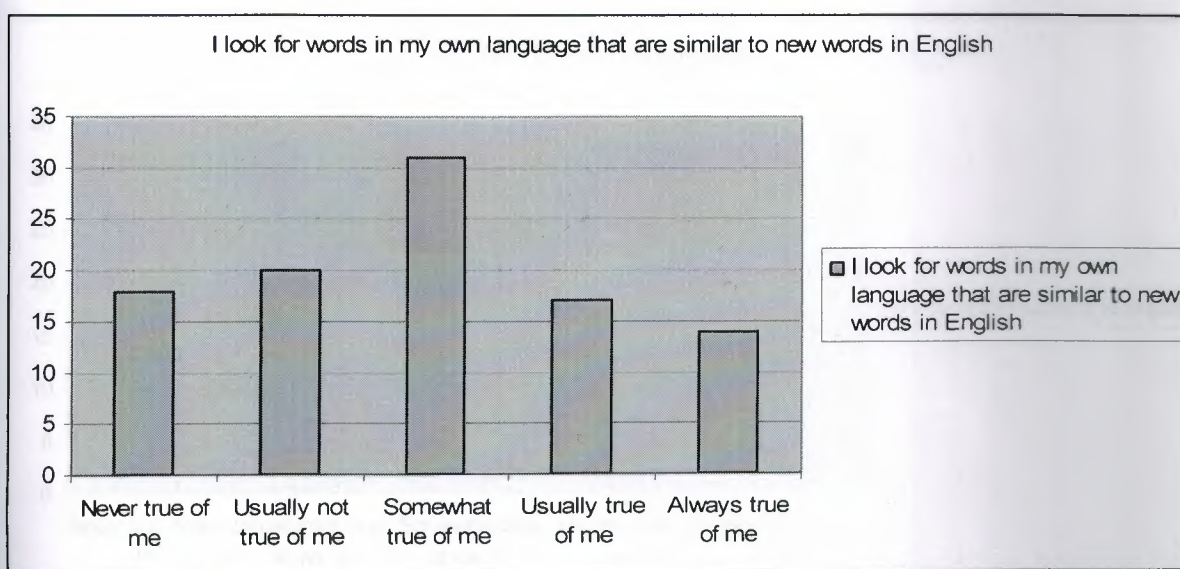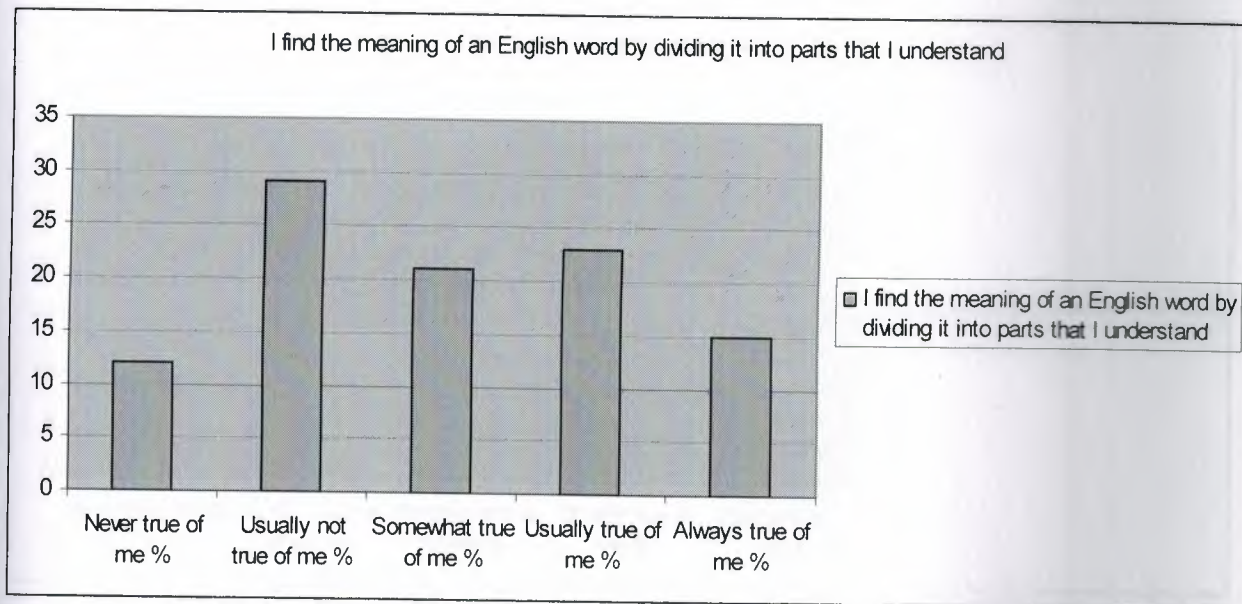
SILL ITEM 19: I look for words in my own language that are similar to new words in English.

According to the results; 18% of students answer it "never true of me", 20% of students answer "usually not true of me", and 31% of students answer "somewhat true of me", 17% of students answer "usually true of me" and 14% of students answer "always true of me". The item mean is (2.89) medium use. It is seen from the results that answer of "somewhat true of me" is the highest.
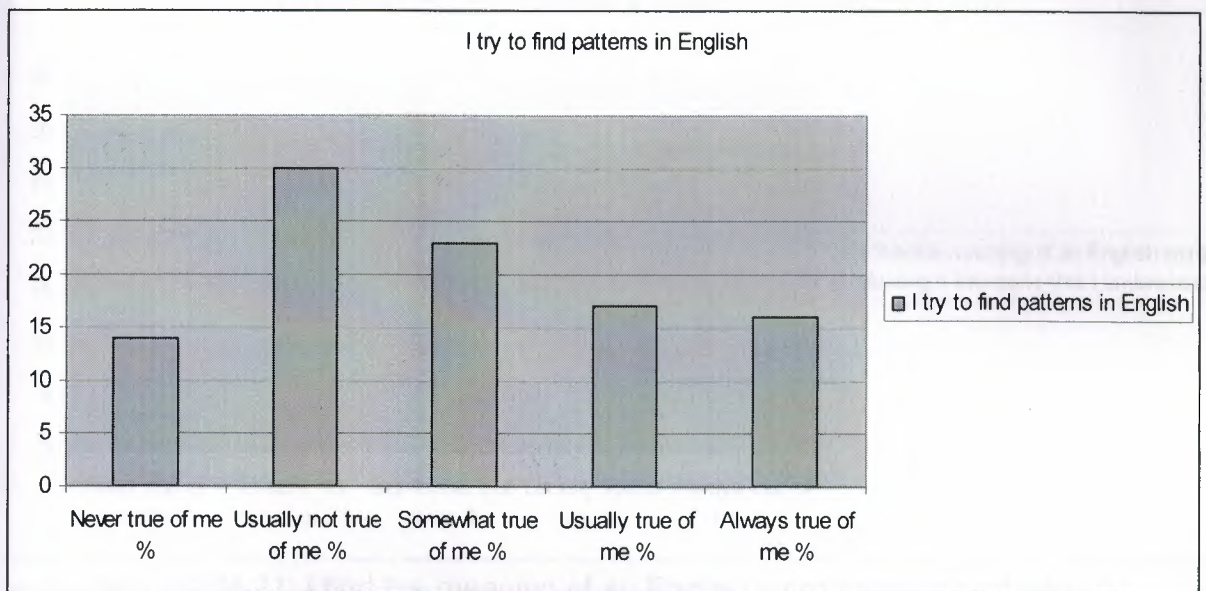
SILL ITEM 20: I try to find patterns in English.

According to the results; 14% of students answer it "never true of me", 30% of students answer "usually not true of me", and 23% of students answer "somewhat true of me", 17% of students answer "usually true of me" and 16% of students answer "always true of me". The item mean is (2.91) medium use. It is seen from the results that answer of "usually not true of me" is the highest.

I find the meaning of an English word by dividing it into parts that I understand

Legend: I find the meaning of an English word by dividing it into parts that I understand

Categories: Never true of me %, Usually not true of me %, Somewhat true of me %, Usually true of me %, Always true of me %

SILL ITEM 21: I find the meaning of an English word by dividing it into parts that I understand

According to the results; 12% of students answer it "never true of me", 29% of students answer "usually not true of me", and 21% of students answer "somewhat true of me", 23% of students answer "usually true of me" and 15% of students answer "always true of me". The item mean is (3.00) medium use. It is seen from the results that answer of "usually not true of me" is the highest.

SILL ITEM 22: I try not to translate word-for-word

According to the results; 14% of students answer it "never true of me", %17 of students answer "usually not true of me", %30 of students answer "somewhat true of me", %22 of students answer "usually true of me" and %16 of students answer "always true of me". The item mean is (3.08) medium use. It is seen from the results that answer of "somewhat true of me" is the highest.
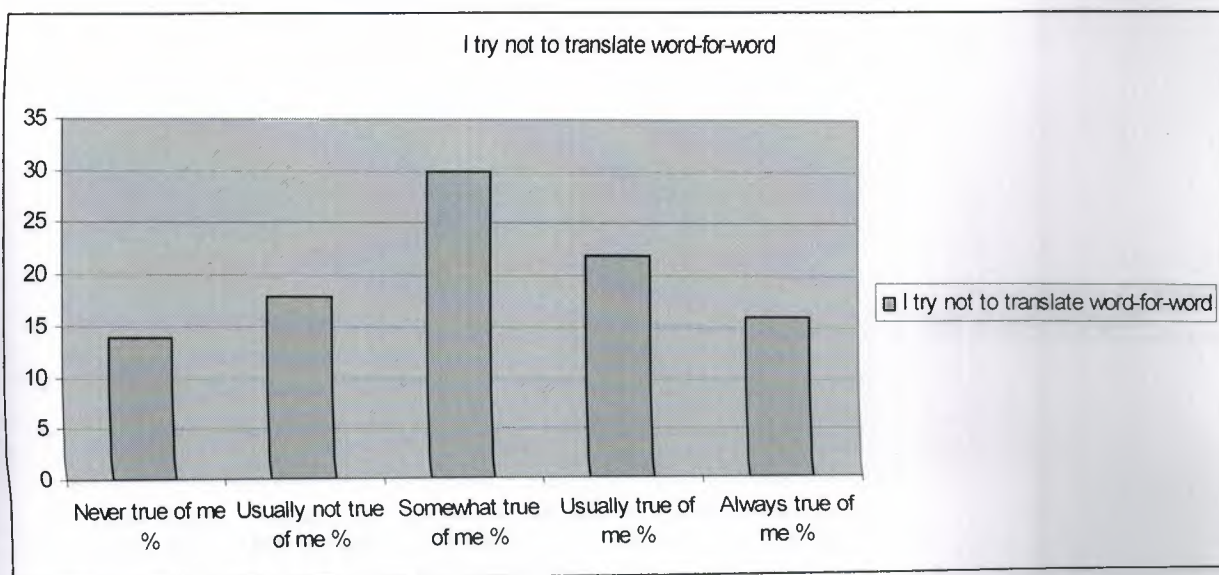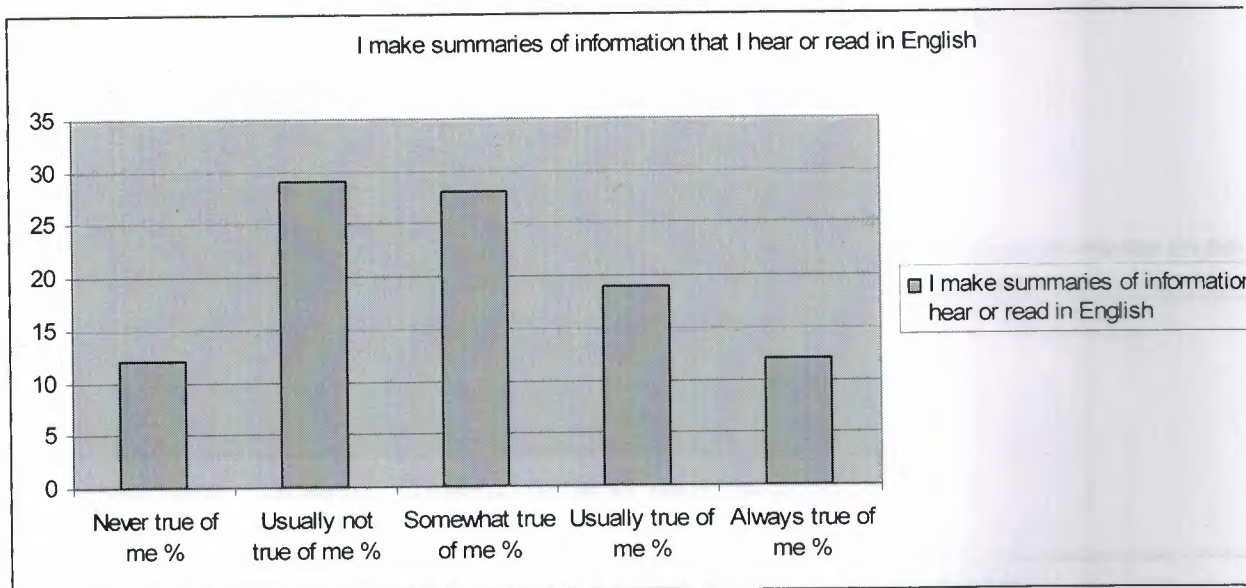
I make summaries of information that I hear or read in English

SILL ITEM 23: I make summaries of information that I hear or read in English

According to the results; 12% of students answer it "never true of me", 29% of students answer "usually not true of me", and 28% of students answer "somewhat true of me", 19% of students answer "usually true of me" and 12% of students answer "always true of me". The item mean is (2.90) medium use. It is seen from the results that answer of "usually not true of me" is the highest.
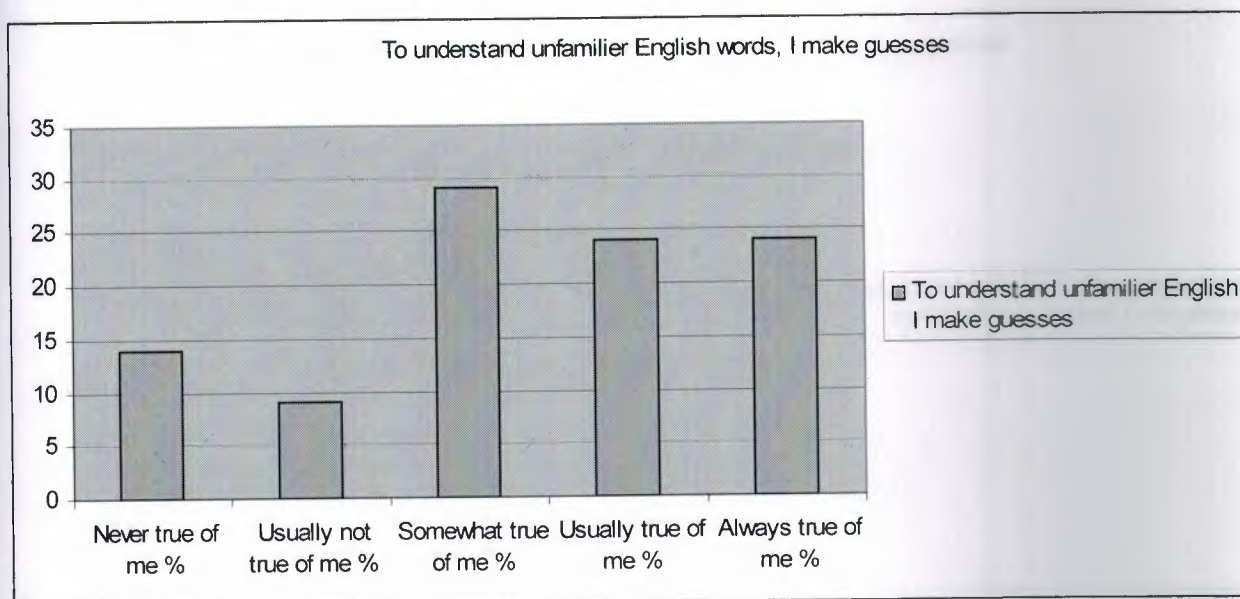
SILL 24: To understand unfamiliar English words, I make guesses

According to the results; 14% of students answer it "never true of me", 9% of students answer "usually not true of me", and 29% of students answer "somewhat true of me", 24% of students answer "usually true of me" and 24% of students answer "always true of me". The item mean is (3.35) medium use. It is seen from the results that answer of "somewhat true of me" is the highest.
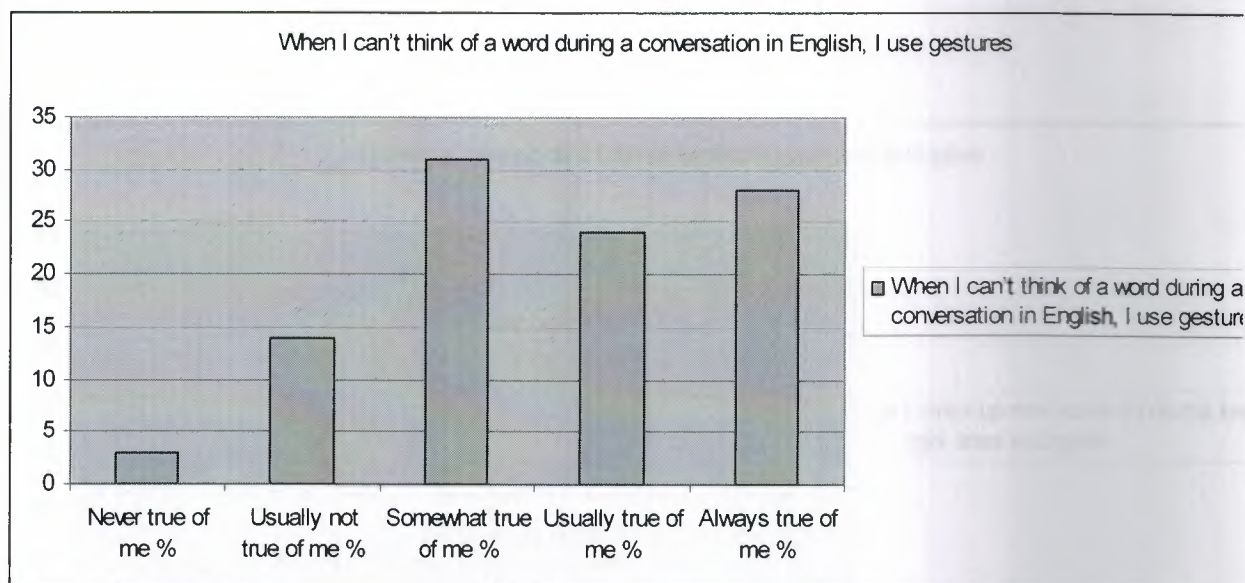
When I can't think of a word during a conversation in English, I use gestures

SILL ITEM 25: When I can't think of a word during a conversation in English, I use gestures

According to the results; 3% of students answer it "never true of me", 14% of students answer "usually not true of me", and 31% of students answer "somewhat true of me", 24% of students answer "usually true of me" and 28% of students answer "always true of me". The item mean (3.60) reports a high use. It is seen from the results that answer of "somewhat true of me" is the highest.

I make up new words if I do not know the right ones in English
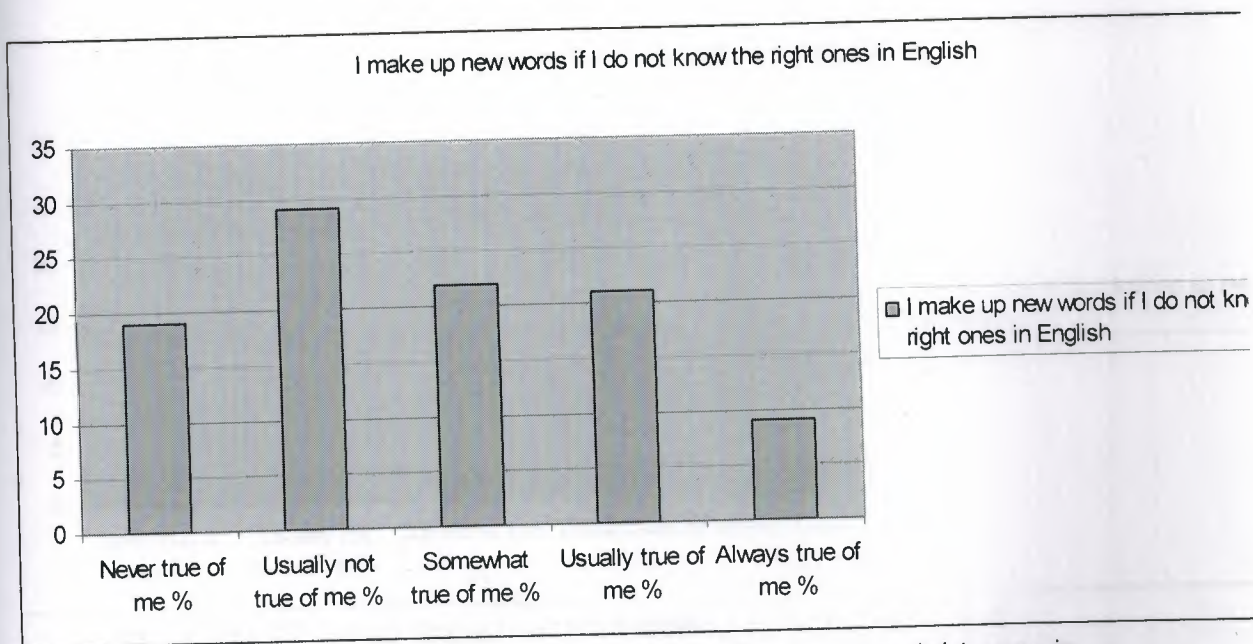
SILL ITEM 26: I make up new words if I do not know the right ones in English

According to the results; 19% of students answer it "never true of me", 29% of students answer "usually not true of me", and 22% of students answer "somewhat true of me", 21% of students answer "usually true of me" and 9% of students answer "always true of me". The item mean is (2.72) medium use. It is seen from the results that answer of "usually not true of me" is the highest.

I read English without looking up every new word

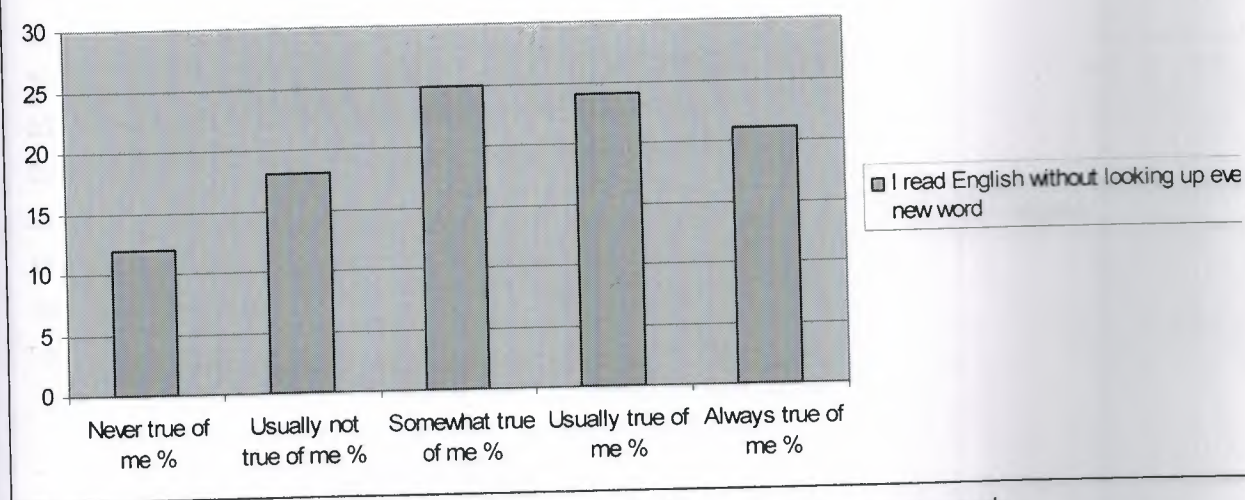SILL ITEM 27: I read English without looking up every new word

According to the results; 12% of students answer it "never true of me", 18% of students answer "usually not true of me", and 25% of students answer "somewhat true of me", 24% of students answer "usually true of me" and 21% of students answer "always true of me". The item mean is (3.24) medium use. It is seen from the results that answer of "somewhat true of me" is the highest.

I try to guess what the other person will say next in English

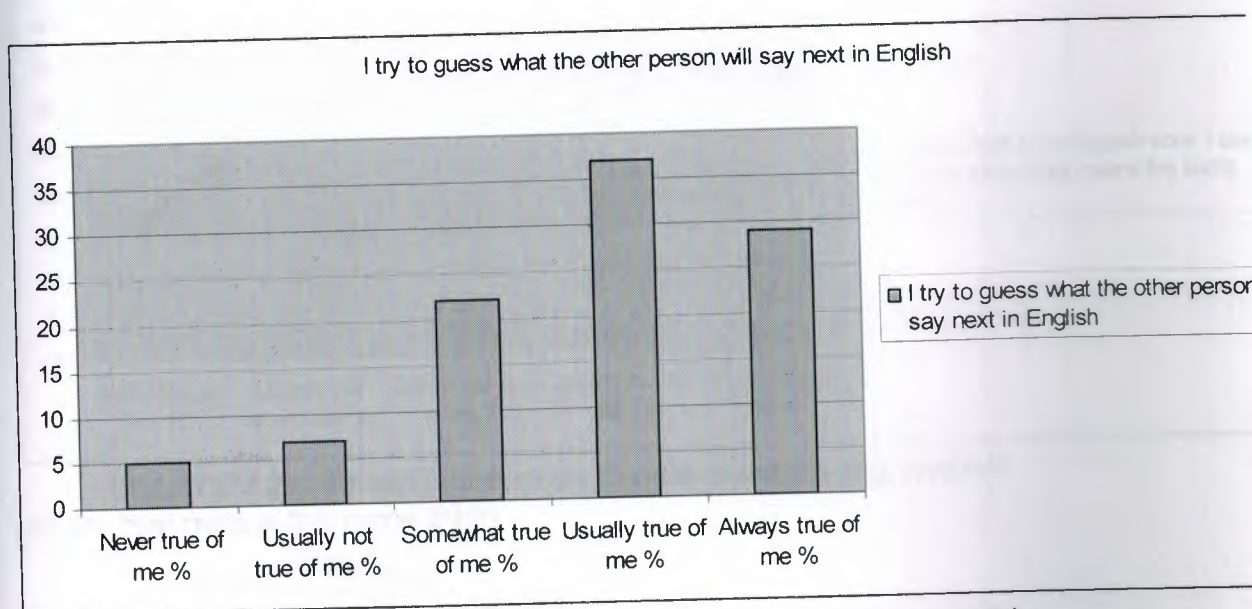SILL ITEM 28: I try to guess what the other person will say next in English

According to the results; 5% of students answer it "never true of me", 7% of students answer "usually not true of me", and 22% of students answer "somewhat true of me", 37% of students answer "usually true of me" and 29% of students answer "always true of me". The item mean (3.78) reports a high use. It is seen from the results that answer of "usually true of me" is the highest.

If I can't think of an English word, I use a word or phrase that means the same thing
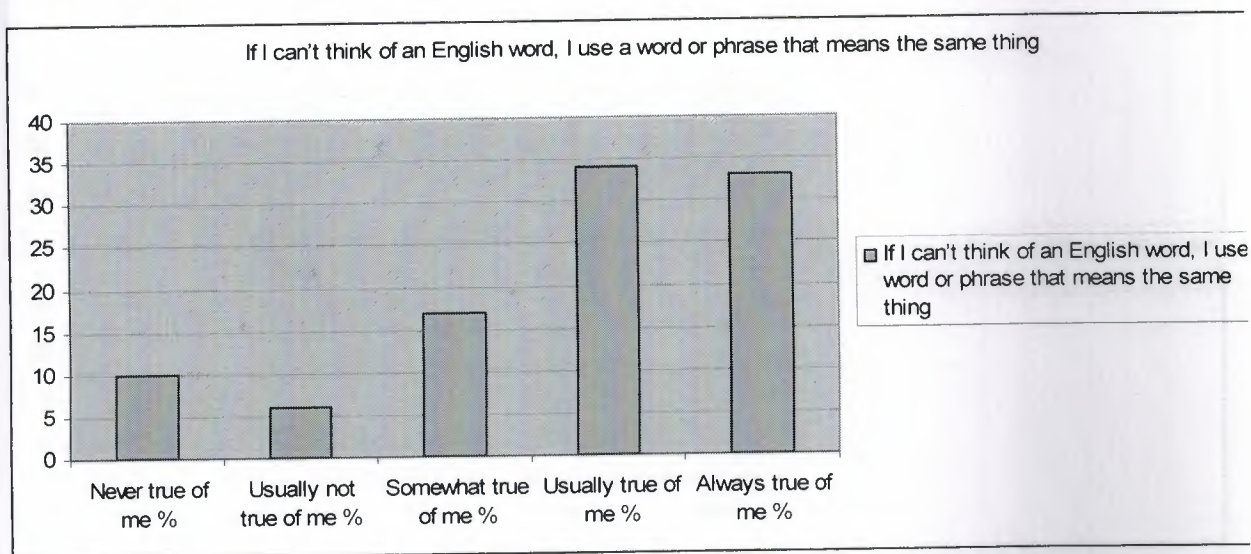
SILL ITEM 29: If I can't think of an English word, I use a word or phrase that means the same thing

According to the results; 10% of students answer it "never true of me", 6% of students answer "usually not true of me", and 17% of students answer "somewhat true of me", 34% of students answer "usually true of me" and 33% of students answer "always true of me". The item mean (3.74) reports a high use. It is seen from the results that answer of "usually true of me" is the highest.
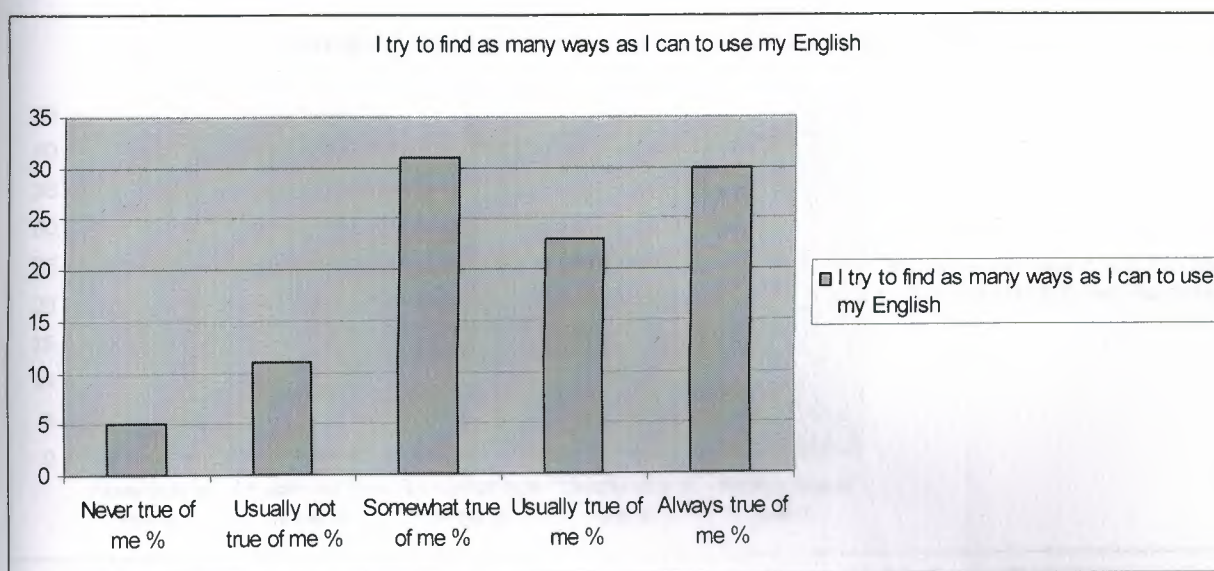
I try to find as many ways as I can to use my English

SILL ITEM 30: I try to as many ways as I can to use my English

According to the results; 5% of students answer it "never true of me", 11% of students answer "usually not true of me", and 31% of students answer "somewhat true of me", 23% of students answer "usually true of me" and 30% of students answer "always true of me". The item mean (3.62) reports a high use. It is seen from the results that answer of "somewhat true of me" is the highest.
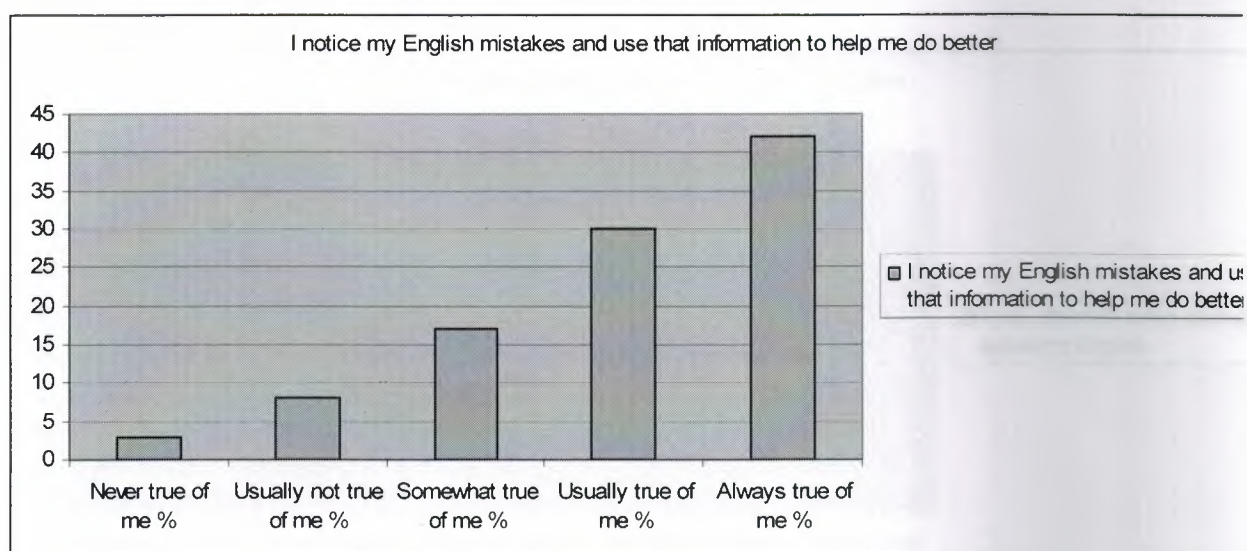
I notice my English mistakes and use that information to help me do better

SILL ITEM 31: I notice my English mistakes and use that information to help me do better

According to the results; 3% of students never true of me", 8% of students answer "usually not true of me", 17% of students answer "somewhat true of me", and 30% of students answer "usually true of me" and 42% of students answer "always true of me". The item mean (4.00) reports high use. It is seen from the results that answer of "always true of me" is the highest.

I pay attention when someone is speaking English

SILL ITEM 32: I pay attention when someone is speaking English

According to the results; 2% of students never true of me", 3% of students answer "usually not true of me", 17% of students answer "somewhat true of me", and 33% of students answer "usually true of me" and 45% of students answer "always true of me". The item mean (4.16) reports high use. It is seen from the results that answer of "always true of me" is the highest.
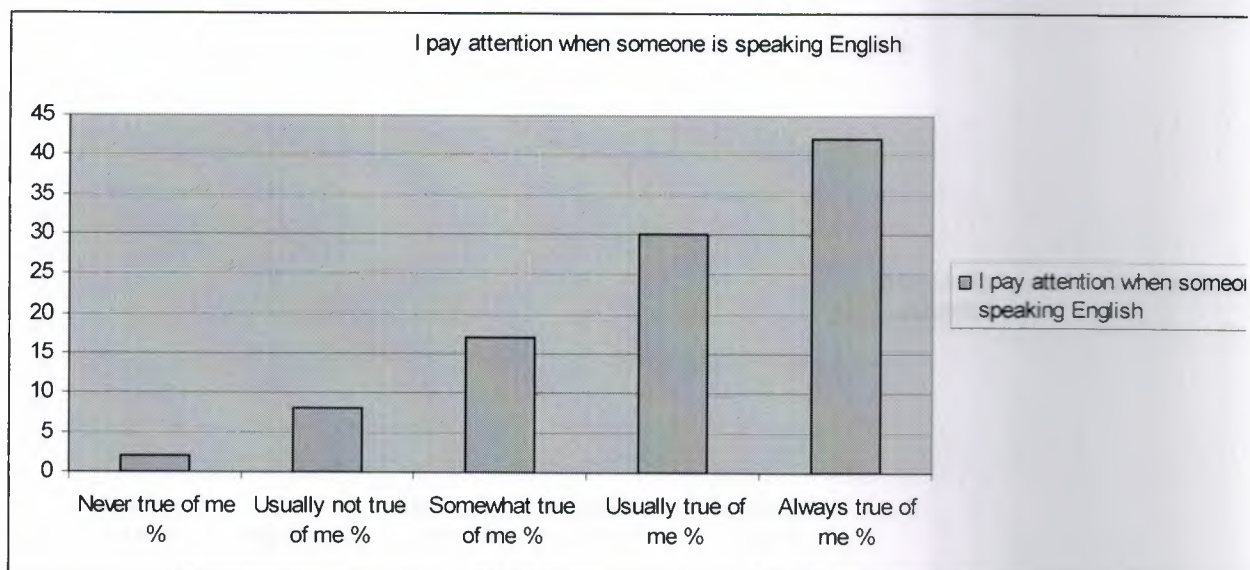
SILL ITEM 33: I try to find out how to be a better learner of English

According to the results; 7% of students "never true of me". 4% of students answer "usually not true of me", 19% of students answer "somewhat true of me", 24% of students answer "usually true of me" and 46% of students answer "always true of me". The item mean (3.98) reports a high use. It is seen from the results that answer of "always true of me" is the highest.

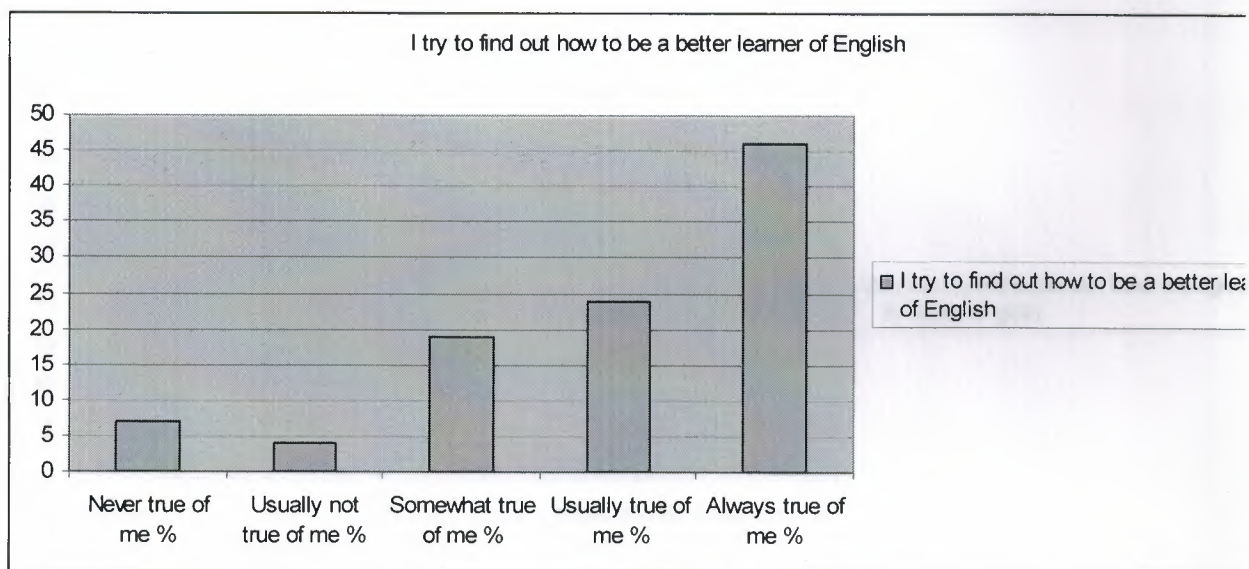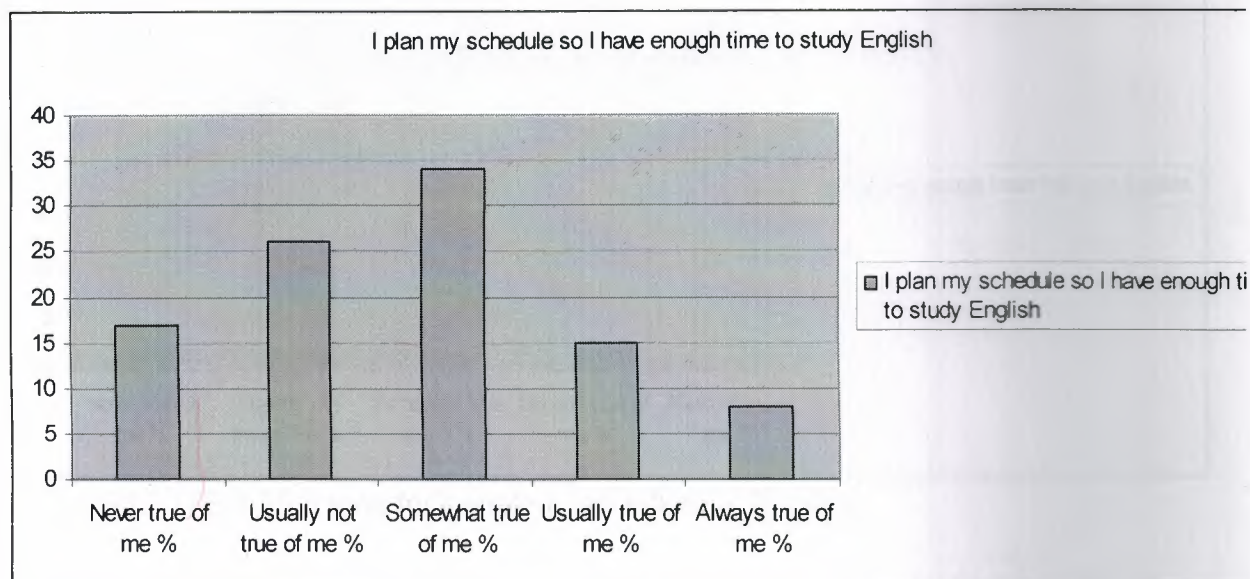I plan my schedule so I have enough time to study English

SILL ITEM 34: I plan my schedule so I have enough time to study English

According to the results; 17% of students "never true of me", 26% of students answer "usually not true of me", 34% of students answer "somewhat true of me", 15% of students answer "usually true of me" and 8% of students answer "always true of me". The item mean is (2.71) medium use. It is seen from the results that answer of "somewhat true of me" is the highest.

SILL ITEM 35: I look for people I can talk to in English

According to the results; 11% of students "never true of me", 18% of students answer "usually not true of me", 31% of students answer "somewhat true of me", 23% of students answer "usually true of me" and 17% of students answer "always true of me". The item mean is (3.17) medium use. It is seen from the results that answer of "somewhat true of me" is the highest.
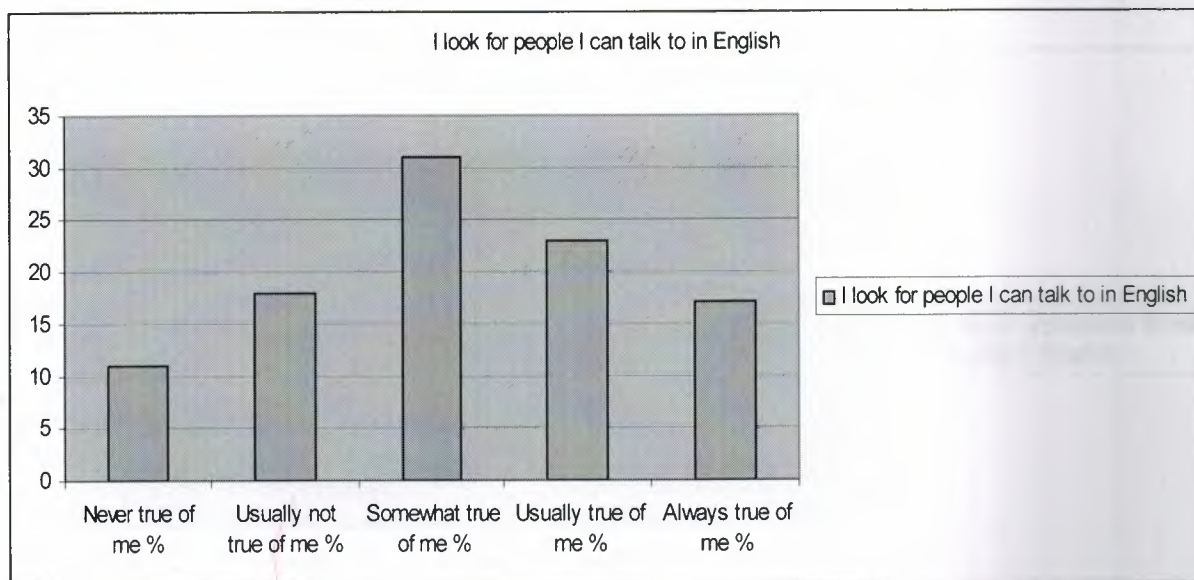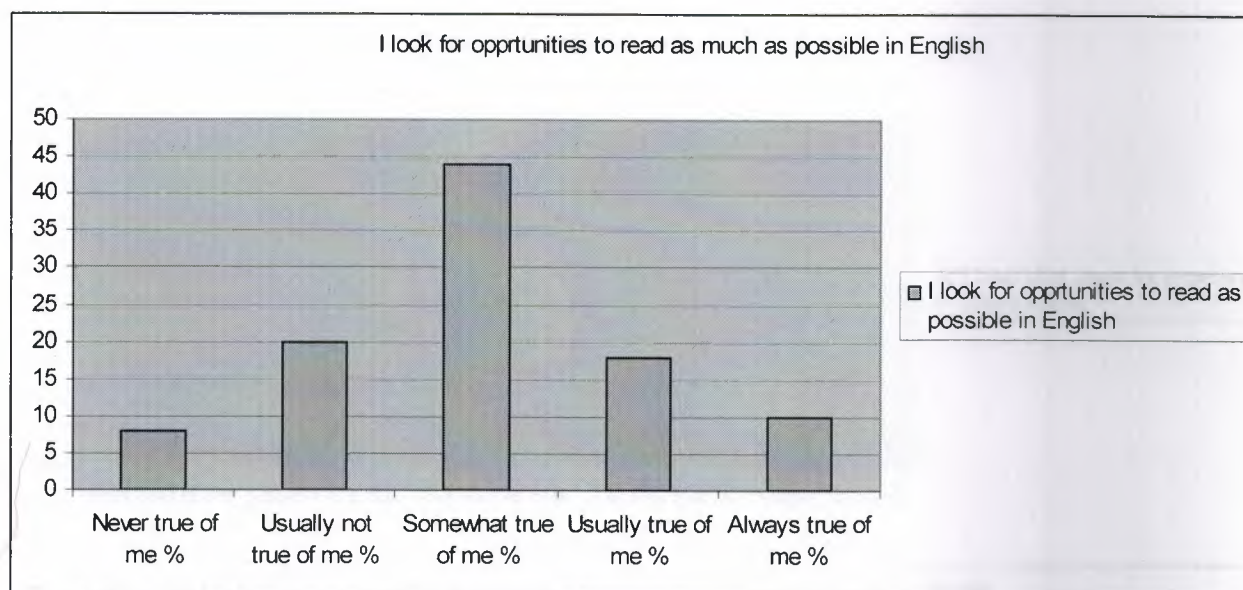
SILL ITEM 36: I look for opportunities to read as much as possible in English

According to the results; 8% of students "never true of me", 20% of students answer "usually not true of me", 44% of students answer "somewhat true of me", 18% of students answer "usually true of me" and 10% of students answer "always true of me". The item mean is (3.02) medium use. It is seen from the results that answer of "somewhat true of me" is the highest.
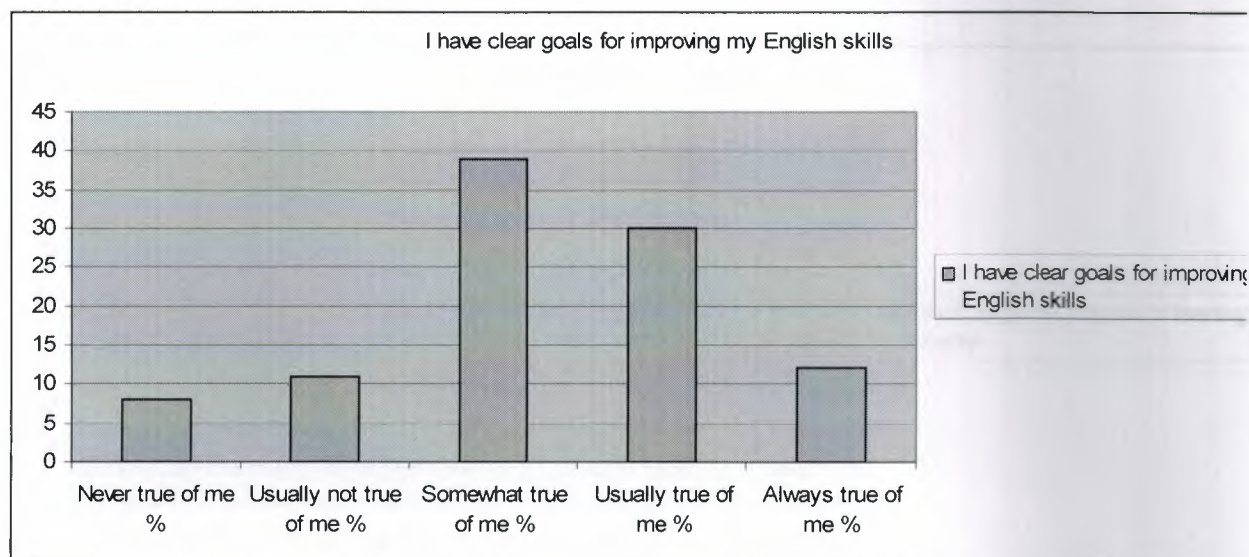
SILL ITEM 37: I have clear goals for improving my English skills

According to the results; 8% of students "never true of me", 11% of students answer "usually not true of me", 39% of students answer "somewhat true of me", 30% of students answer "usually true of me" and 12% of students answer "always true of me". The item mean is (3.27) medium use. It is seen from the results that answer of "somewhat true of me" is the highest.
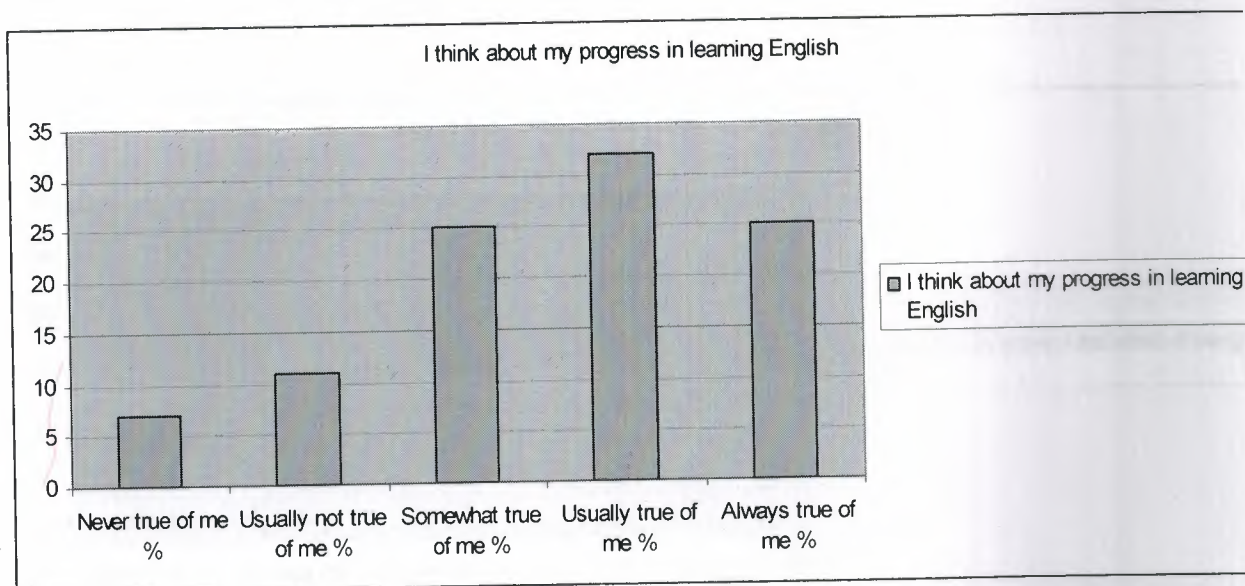
SILL ITEM 38: I think about my progress in learning English

According to the results; 7% of students "never true of me", 11% of students answer "usually not true of me", 25% of students answer "somewhat true of me", 32% of students answer "usually true of me" and 25% of students answer "always true of me". The item mean (3.57) reports a high use. It is seen from the results that answer of "usually true of me" is the highest.

I try to relax whenever I feel afraid of using English

SILL ITEM 39: I try to relax whenever I feel afraid of using English

According to the results; 8% of students "never true of me", 20% of students answer "usually not true of me", 24% of students answer "somewhat true of me", 23% of students answer "usually true of me" and 25% of students answer "always true of me". The item mean is (3.37) medium use. It is seen from the results that answer of "always true of me" is the highest.

I encourage myself to speak English even when I am afraid of making a mistake
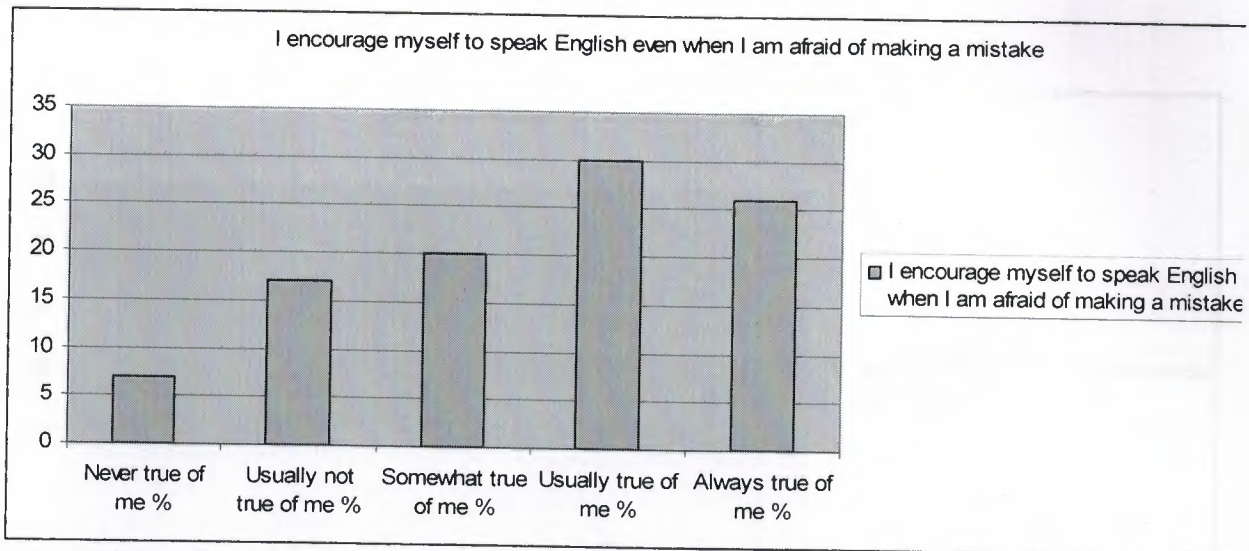
SILL ITEM 40: I encourage myself to speak English even when I am afraid of making a mistake

According to the results; 7% of students "never true of me", 17% of students answer "usually not true of me", 20% of students answer "somewhat true of me", 30% of students answer "usually true of me" and 26% of students answer "always true of me". The item mean (3.51) reports a high use. It is seen from the results that answer of "usually true of me" is the highest.
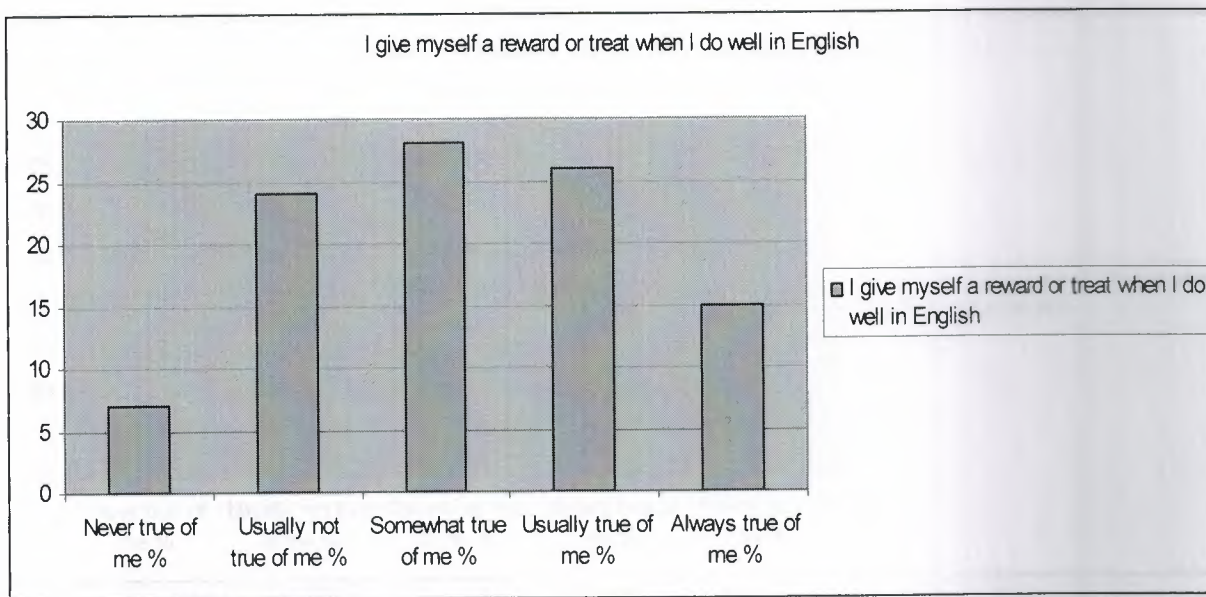
SILL ITEM 41: I give myself a reward or treat when I do well in English.

According to the results; 7% of students "never true of me", 24% of students answer "usually not true of me", 28% of students answer "somewhat true of me", 26% of students answer "usually true of me" and 15% of students answer "always true of me". The item mean is (3.18) medium use. It is seen from the results that answer of "somewhat true of me" is the highest.
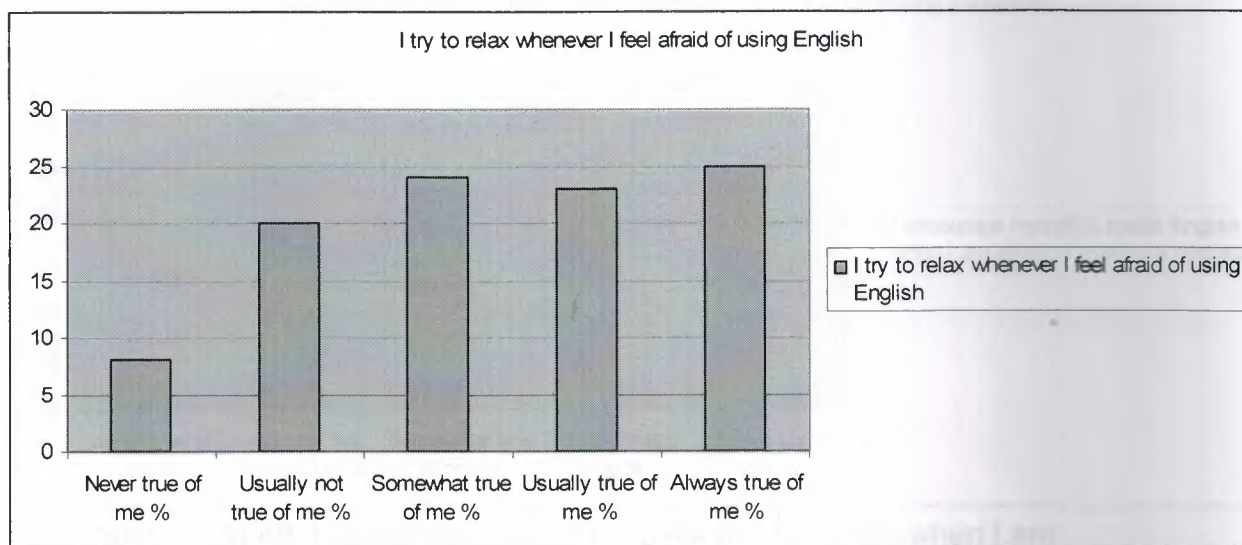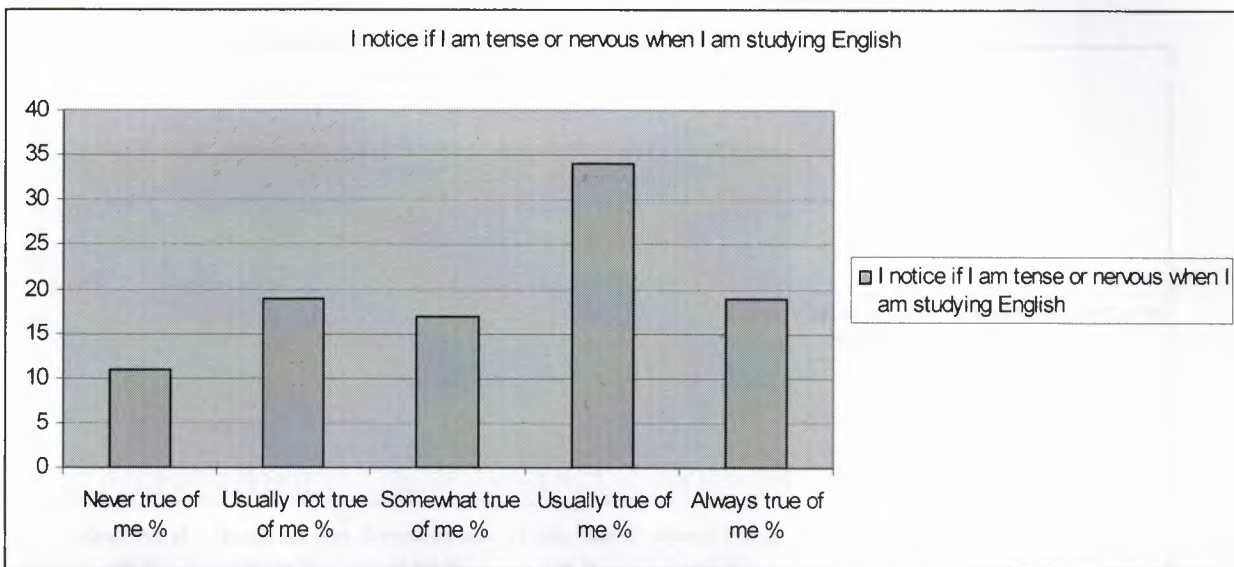
SILL ITEM 42: I notice if I am tense or nervous when I am studying English

According to the results; 11% of students "never true of me", 19% of students answer "usually not true of me", 17% of students answer "somewhat true of me", 34% of students answer "usually true of me" and 19% of students answer "always true of me". The item mean is (3.31) medium use. It is seen from the results that answer of "usually true of me" is the highest.

SILL ITEM 43: I write down my feelings in a language learning diary

According to the results; 52% of students "never true of me", 25% of students answer "usually not true of me", 11% of students answer "somewhat true of me", 7% of students answer "usually true of me" and 5% of students answer "always true of me". The item mean is (1.88) low use. It is seen from the results that answer of "never true of me" is the highest.
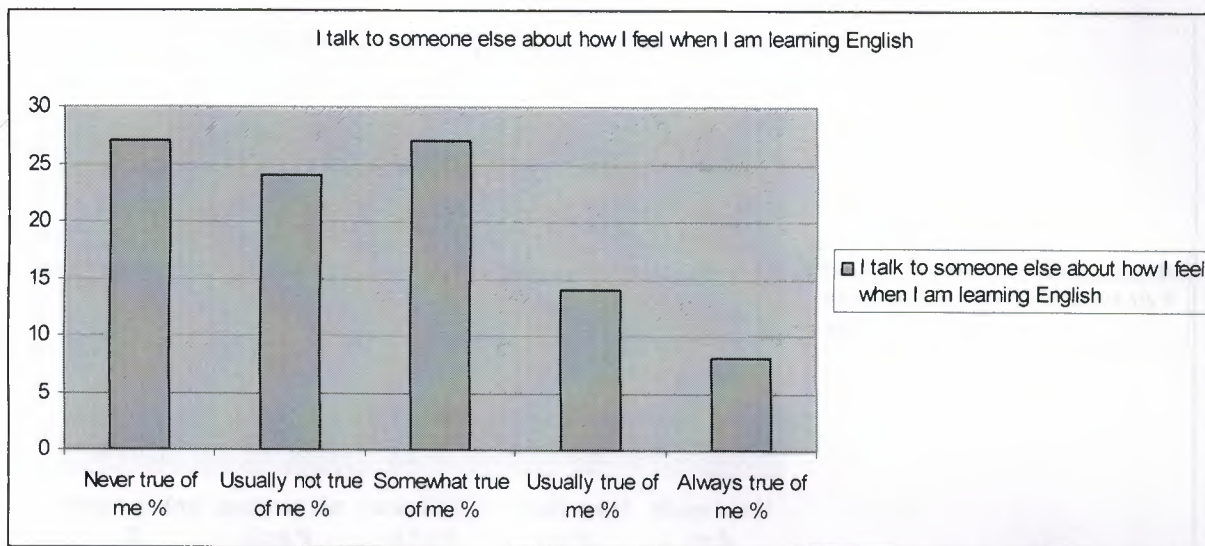
SILL ITEM 44: I talk to someone else about how I feel when I am learning English

According to the results; 27% of students "never true of me", 24% of students answer "usually not true of me", 27% of students answer "somewhat true of me", 14% of students answer "usually true of me" and 8% of students answer "always true of me". The item mean is (2.52) medium use. It is seen from the results that answer of "never true of me" and "somewhat true of me" are the highest.

If I do not understand something in English, I ask the other person to slow down or say it again

SILL ITEM 45: If I do not understand something in English I ask the other person to slow down or say it again

According to the results; 5% of students "never true of me", 5% of students answer "usually not true of me", 19% of students answer "somewhat true of me", 31% of students answer "usually true of me" and 40% of students answer "always true of me". The item mean (3.96) reports a high use. It is seen from the results that answer of "always true of me" is the highest.
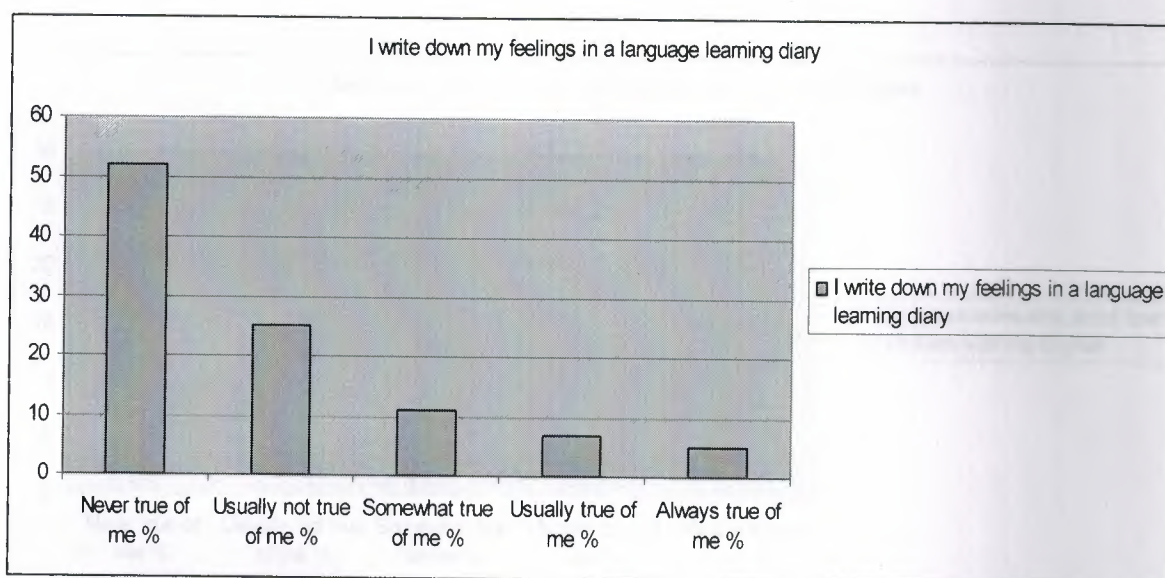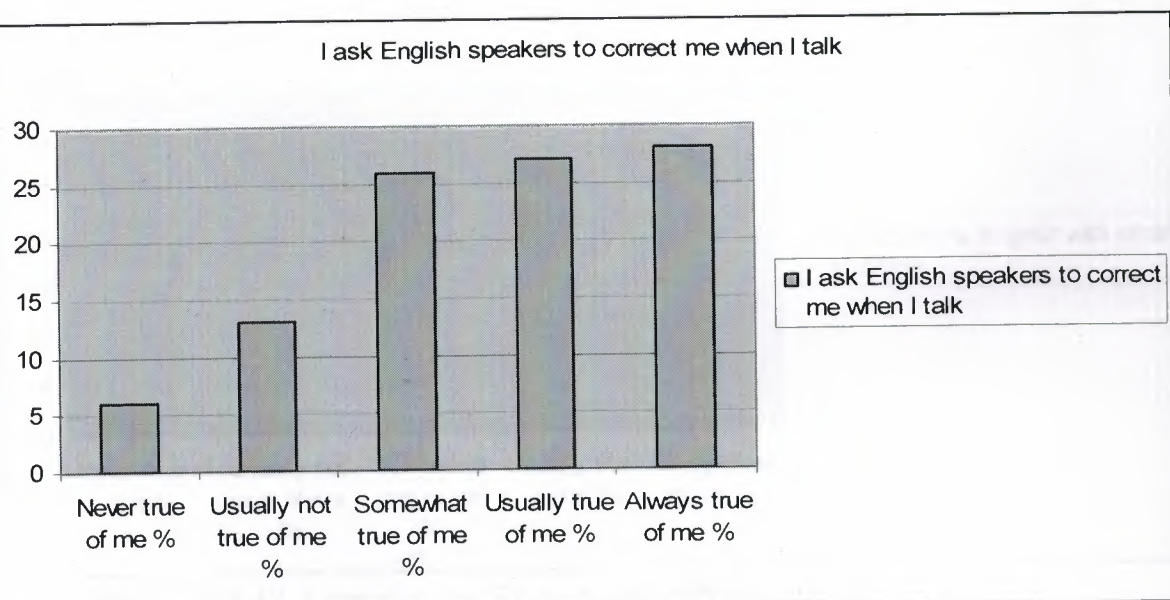
SILL ITEM 46: I ask English speakers to correct me when I talk

According to the results; 6% of students "never true of me", 13% of students answer "usually not true of me", 26% of students answer "somewhat true of me", 27% of students answer "usually true of me" and 28% of students answer "always true of me". The item mean (3.58) reports a high use. It is seen from the results that answer of "always true of me" is the highest.

6.3

I practice my English with other students
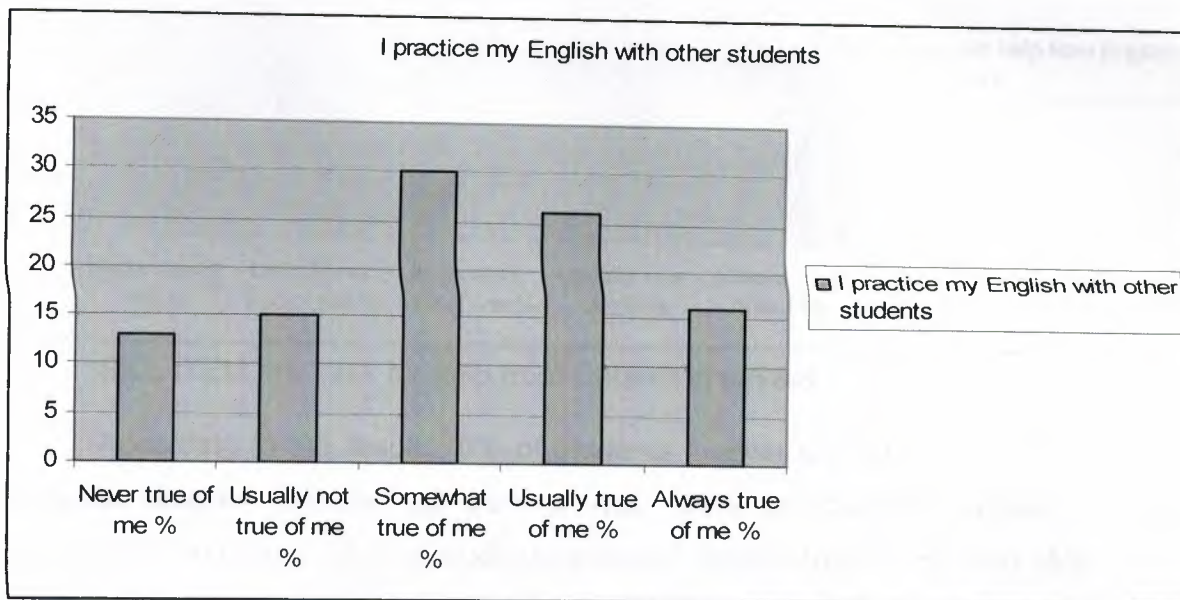
SILL ITEM 47: I practice my English with other students

According to the results; 13% of students never true of me", 15% of students answer "usually not true of me", 30% of students answer "somewhat true of me", and 26% of students answer "usually true of me" and 16% of students answer "always true of me". The item mean is (3.17) medium use. It is seen from the results that answer of "somewhat true of me" is the highest.
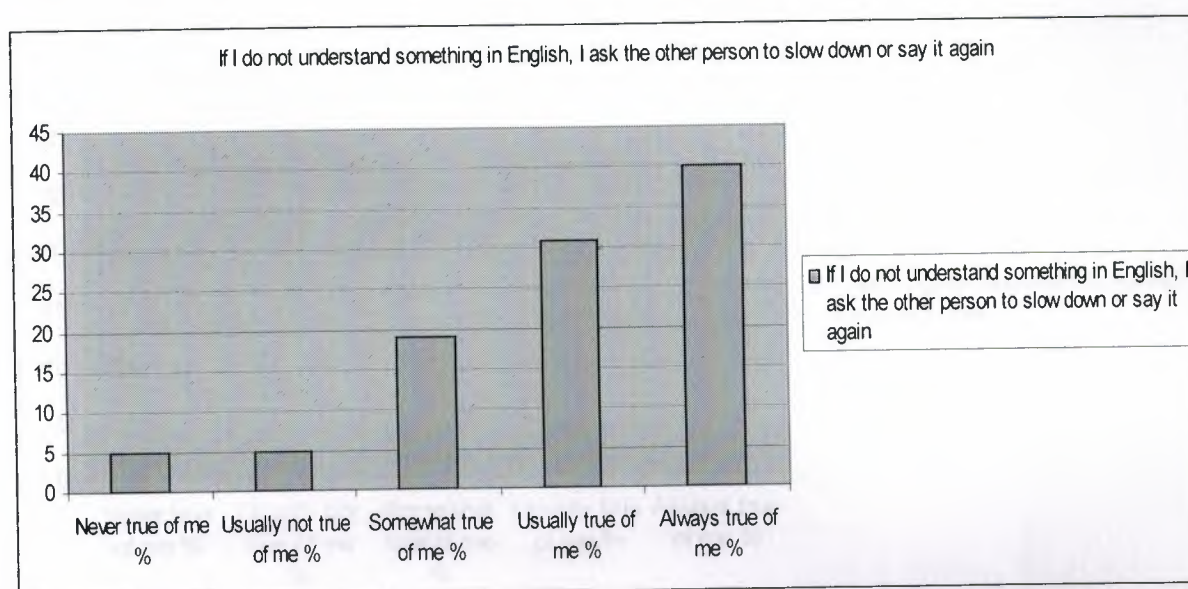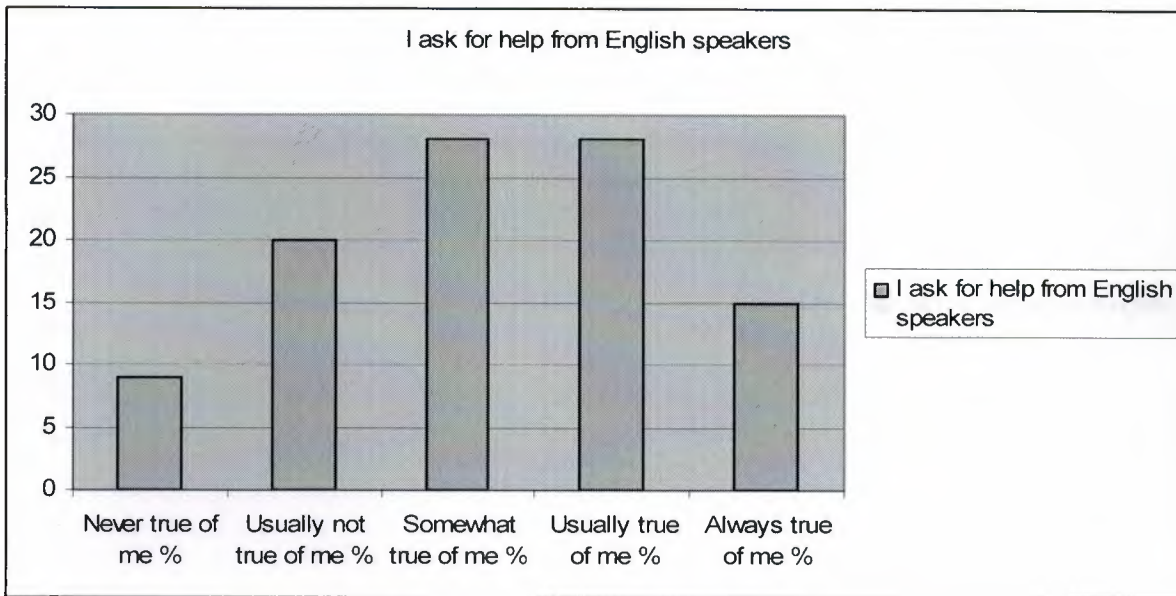
SILL ITEM 48: I ask for help from English speakers

According to the results; 9% of students " never true of me ", 20% of students answer "usually not true of me", 28% of students answer " somewhat true of me", 28% of students answer " usually true of me" and 15% of students answer "always true of me". The item mean is (3.20) medium use. It is seen from the results that answer of "somewhat true of me" and "usually true of me" are the highest.

SILL ITEM 50: I try to learn about the culture of English speakers

According to the results; 16% of students " never true of me ", 19% of students answer " usually not true of me", 28% of students answer " somewhat true of me", 20% of students answer " usually true of me" and 17% of students answer "always true of me". The item mean is (3.03) medium use. It is seen from the results that answer of "somewhat true of me" is the highest.
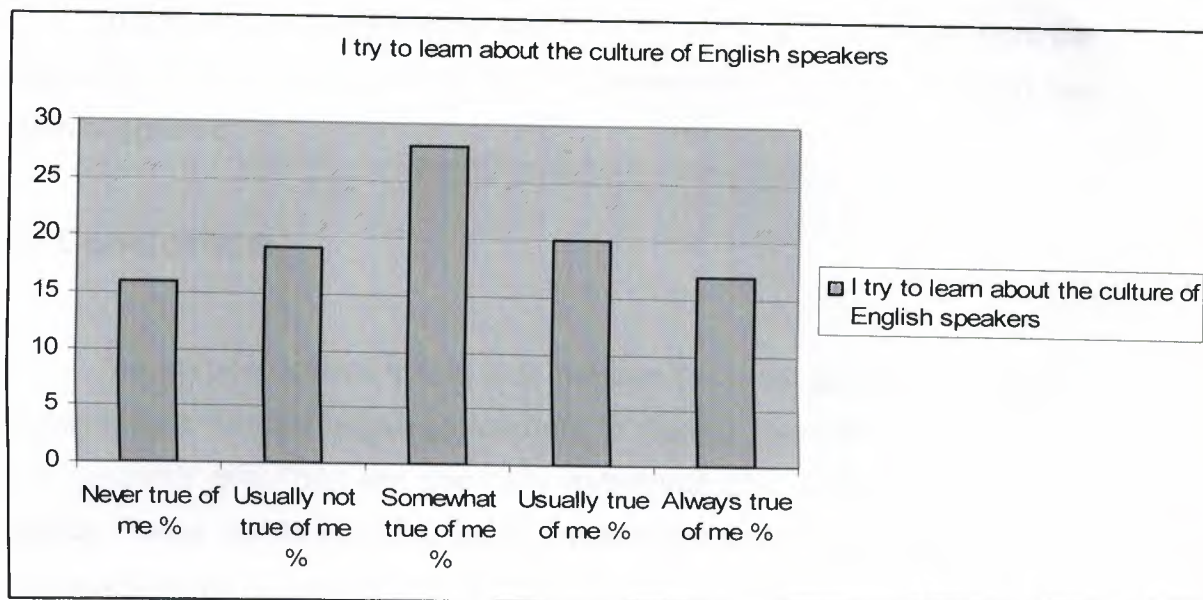
CHAPTER FIVE

Conclusion

In this chapter there are two sections. 5.1 conclusions derived from the data analysis have been pointed out. In last section 5.2 further research has been suggested.

5.1 Conclusions

The purpose of this thesis is to present the most preferred strategies of adult male Turkish language learners in Cyprus International University. The research questions are generally answered after data analysis of the results. These results can also guide future studies about language learning strategies for adult learners.

The results of the study presented the language learning strategies that are most frequently used by the adult male Turkish students within the scope of this study. These are strategy item 32 (I pay attention when someone is speaking English), strategy item 31 (I notice my English mistakes and use that information to help me do better), strategy item 33, (I try to find out how to be a better learner of English), strategy item 45 (If I do not understand something in English I ask the other person to slow down or say it again), strategy item 28, (I try to guess what the other person will say next in English), strategy item 29 (If I can't think of an English word, I use a word or phrase that means the same thing), strategy item 30 (I try to as many ways as I can to use my English), strategy item 25 (When I can't think of a word during a conversation in English, I use gestures), strategy item 18 (I first skim an English passage (read over the passage quickly) then go back and read carefully), strategy item 46 (I ask English speakers to correct me when I talk), strategy item 38 (I think about my progress in learning English), strategy item 49 (I connect the sound of a new English word and an image or picture of the word to help me remember the word), strategy item 49 (I ask

question in English) and strategy item 40 (I encourage myself to speak English even when I am afraid of making a mistake).

5.2 Results of Overall Strategy Use

The results of this thesis reveal that there are 14 strategies that have mean ranging from 3, 5 to 5, 0. All of these strategies report high use by the respondents. Therefore, these strategies were defined as the most frequently used strategies for the respondents within the scope of this thesis.

Table 1: Rank Ordering of the Most Frequently Used Strategies

Rank	Strategy	Mean	Item No
1	I pay attention when someone is speaking English.	4.16	32
2	I notice my English mistakes and use that information to help me do better.	4.00	31
3	I try to find out how to be a better learner of English.	3.98	33
4	If I do not understand something in English I ask the other person to slow down or say it again.	3.96	45
5	I try to guess what the other person will say next in English.	3.78	28
6	If I can't think of an English word, I use a word or phrase that means the same thing.	3.74	29
7	I try to as many ways as I can to use my English.	3.62	30
8	When I can't think of a word during a conversation in English, I use gestures.	3.60	25
9	I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.58	18
10	I ask English speakers to correct me when I talk.	3.58	46
11	I think about my progress in learning English.	3.57	38
12	I connect the sound of a new English word and an image or picture of the word to help me remember the word.	3.52	3
13	I ask question in English.	3.52	49
14	I encourage myself to speak English even when I am afraid of making a mistake.	3.51	40

The mostly preferred strategy is the strategy item 32, which is stated as "I pay attention when someone is speaking English". The mean of the use of this strategy is 4.16. This high result reveals that the participant students, who were adults, have high motivation and dedication to learn the target language. This result shows that participants try to use every situation in order to improve their target language and this natural intrinsic motivation helps them during their education process.

The second most preferred strategy is strategy item 31, which is stated as "I notice my English mistakes and use that information to help me do better". The mean of the use of this strategy is 4.00. Adults do have the consciousness that they can have mistakes but the important issue is that they are aware of them that they can use mistakes in order to improve their target language.

The third most preferred strategy is strategy item 33, which is stated as "I try to find out how to be a better learner of English". The mean of the use of this strategy is 3.98. The possibility for the high frequency of this strategy is that all of the students were adults and they personally want to improve their English which is a must for their further professional life. They motivate themselves alone which comes from intrinsic pressure.

The fourth most preferred strategy is strategy item 45, which is stated as "If I do not understand something in English I ask the other person to slow down or say it again". The mean of the use of this strategy is 3.96. This preference shows that participant adult students have high motivation which increases their self esteem socially that they can get help in their social lives.

The fifth most preferred strategy is strategy item28, which is stated as "I try to guess what the other person will say next in English". The mean of the use of the strategy is 3.78. This preference shows that adult participants

try to use their language abilities in their social lives in order to make their target language alive and stable.

The sixth most preferred strategy is strategy item 29, which is stated as "If I can't think of an English word, I use a word or phrase that means the same thing". The mean of the use of this strategy is 3.74. This result shows that adult participants are conscious enough about their language capability and they try ways to reach qualified communication by using this or another way.

The seventh most preferred strategy is strategy item 30, which is stated as "I try to as many ways as I can to use my English". The mean of the use of this strategy is 3.62. This result shows that intrinsic motivation of adult participants makes them active learners to achieve their goals for learning their target language.

The eighth most preferred strategy is the strategy item 25, which is stated as "When I can't think of a word during a conversation in English, I use gestures". The mean of the use of this strategy is 3.60. This result shows that adult participants of this study try to use their all knowledge about their target language and they also use their psychical abilities to complete their missing parts in their target language.

The ninth most preferred strategy is strategy item 18, which is stated as "I first skim an English passage (read over the passage quickly) then go back and read carefully". The mean of the use of this strategy is 3.58. This result shows that adult participants use skimming and scanning for better target language learning by reading twice.

The tenth most preferred strategy is strategy item 46, which is stated as "I ask English speakers to correct me when I talk". The mean of the use of this strategy is 3.58. This result shows that adult participants have positive approach for the target language and moreover the self motivation of adult learners makes them reach their target language.

The eleventh most preferred strategy is strategy item 38, which is stated as "I think about my progress in learning English". The mean of the use of this strategy is 3.57. The result shows that the adult participants have high motivation about their process of learning their target language for improving it and this high motivation makes them conscious about this progress in learning English.

The twelfth most preferred strategy is strategy item 49, which is named as "I connect the sound of a new English word and an image or picture of the word to help me remember the word". The mean of the use of this strategy is 3.52. The result shows that adult learners use all the necessary information for their target language learning by using all pictured materials and imaginative thoughts.

The thirteenth most preferred strategy is strategy item 49, which is named as "I ask question in English". The mean of the use of this strategy is 3.52. This result shows that adult learners try their best in order to be successful in their target language learning process by asking questions in English.

The fourteenth most preferred strategy is strategy item 40, which is named as "I encourage myself to speak English even when I am afraid of making a mistake". The mean of the use of this strategy is 3.51. This result shows that adult participants of this study have high motivation in order to approach their goal, which is learning English properly and actively even they have mistakes.

The results of this thesis have shown that adult Turkish learners within the scope of this thesis most frequently use of 14 of the 50 strategy items in Strategy Inventory of Language Learning (SILL) questionnaire. According to the data collected, among these 14 most frequently used language learning strategies, 5 of them fall within the category of metacognitive strategies. These strategies are strategy item 30 (I try to as many ways as I can to use my English), strategy item 31 (I notice my English mistakes and use that

information to help me do better), strategy item 32 (I pay attention when someone is speaking English), strategy item 33 (I try to find out how to be a better learner of English) and strategy item 38 (I think about my progress in learning English). Metacognitive strategies requires planning for learning, thinking about the learning process as it is taking place, monitoring and evaluating learner and also self monitoring by learners. The adult participants of this study have a considerable consciousness about learning by monitoring, evaluating and self-managing.

Among these 14 most frequently used language learning strategies, 3 other strategies fall within the category of compensating strategies. These strategies are strategy item 25 (When I can't think of a word during a conversation in English, I use gestures), strategy item 28 (I try to guess what the other person will say next in English) and strategy item 29 (if I can't think of an English word, I use a word or phrase that means the same thing). Compensation strategies require using the new language either in spoken or written without complete knowledge.

Other 3 strategies of the most frequently used language learning strategies fall within the category of social strategies. These strategies are strategy item 45 (If I do not understand something in English I ask the other person to slow down or say it again), strategy item 46 (I ask English speakers to correct me when I talk) and strategy item 49 (I ask question in English). Social strategies are necessary for using the target language; because language needs communication by others in an engaged environment. Adult participants use their social abilities in order to improve their target language by interacting in their social environments.

Among these 14 most frequently used language learning strategies, one of the strategy falls within the category of memory strategies. This strategy is strategy item 3 (I connect the sound of a new English word and an image or picture of the word to help me remember the word). Memory strategies are not chosen as popular strategies by adult participants; this situation shows that adult participants of this study do not prefer retrieval

ways for learning their target language. Another study by Nadir Owda, Zaid (2006) has also found the same result which shows that use of Metacognitive strategies is dominant than the other strategies by advanced level students of his research.

Another strategy falls within the category of cognitive strategies. This strategy is strategy item 18 (I first skim an English passage (read over the passage quickly) then go back and read carefully). Cognitive strategies are preferred as popular strategy use for their target language improvement.

The other strategy falls within the category of affective strategies. This strategy is strategy item 40 (I encourage myself to speak English even when I am afraid of making a mistake). Affective strategy use is also not preferred highly by adult participants. Thus this shows that Turkish male students have negative implications about English language; this situation might be reasoned because of their past experiences that their old teachers' behaviors, which was perfectionist and not tolerated to mistakes.

Regarding other researches in this field has some results, which may show similarities or differentiations; for instance according to Politzer and McGroarty (1985), Asian students tend to prefer rote memorization strategies and rule-oriented strategies. Oxford (1994) found that Taiwanese students seem far more structured, analytic, memory-based and metacognitively oriented than other groups. Nadir Owda, Zaid (2006) also found that metacognitive and Social Strategies uses are more frequently that the use of other strategies as in this study as well.

Regarding the findings of the research giving language learning strategies information is necessary both for teachers and learners in order to provide a proper language learning and teaching system in language education. Thus both teachers and learners are to be aware of using language learning strategies, and then learners can get satisfaction when they achieve their target language learning goal. Language learning and teaching can be very effective both for learners and teachers.

5.3 Further Research and Recommendations

In this study only adult male Turkish participants were used, so that in the further study of the same inventory; adult female Turkish students can also be used in order to clarify the gender difference. Moreover the same study can be conducted for the cultural differences information between Turkish and Turkish Cypriot learners.

This study can also be enlarged and furthered by applying it all preparatory schools of the universities in TRNC (Turkish Republic of Northern Cyprus) in order to create a conscious language learning and teaching atmosphere in language classes. Accordingly this may help to produce a more appropriate programs and curricula.

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APPENDICES

Appendix 1

SILL (Strategy Inventory for Language Learning)-Dil Öğreniminde Kullanılan Strateji Envanteri

Açıklamalar:

Dil Öğreniminde Kullanılan Stratejiler Envanteri İngilizceyi yabancı veya ikinci bir dil olarak öğrenen öğrenciler için düzenlenmiştir. Bu envanter altı bölümden (A,B,C,D,E,F) oluşup İngilizce öğrenimi ile ilgili yargılar içermektedir. Lütfen bu yargıları dikkatle okuyarak sizin kullandığınız yargıyı en iyi yansıtan seçeneğin numarasını **en son sayfadaki** <u>cevap kağıdına</u> yazınız.

Ölçek:

1. Kesinlikle katılmıyorum
2. Katılmıyorum
3. Kısmen katılıyorum
4. Katılıyorum
5. Tamamen katılıyorum

A Bölümü

1. İngilizce'de yeni öğrendiğim kavramlarla daha önceden bildiklerim arasındaki ilişkiyi düşünürüm.

2. Yeni öğrendiğim İngilizce kelimeleri hatırlamak için cümle içinde kullanırım.

3. Yeni öğrendiğim bir İngilizce kelimeyi hatırlamak için o kelimenin sesi ile zihinsel görüntüsü arasında bir bağlantı kurarım.

4. Yeni bir İngilizce kelimeyi, kelimenin kullanılacağı durumu kafamda canlandırarak hatırlarım.

5. Yeni öğrendiğim kelimeleri hatırlamak için benzer sesli kelimeler kullanırım.

6. Yeni öğrendiğim kelimeleri hatırlamak için renkli kartlar kullanırım.

7. Yeni İngilizce kelimeleri hareket ve mimiklerimle canlandırırım.

8. İngilizce derslerinde gördüğüm konuları sık sık gözden geçirir, tekrar ederim.

9. Yeni öğrendiğim İngilizce kelimeleri veya kelime gruplarını onların sayfadaki, karatahtadaki veya sokaktaki bir tabela üzerindeki yerlerini kafamda canlandırarak hatırlarım.

B Bölümü

10. Yeni öğrendiğim İngilizce kelimeleri birkaç defa kendi kendime yüksek sesle tekrar edip yazarım.

11. İngilizce'yi anadili İngilizce olanlar gibi konuşmaya çalışırım.

12. İngilizce'nin seslerini tekrar ederek öğrenmeye çalışırım.

13. Bildiğim İngilizce kelimeleri değişik şekillerde kullanırım.

14. Fırsat bulduğumda karşımdaki insanla İngilizce konuşurum.

15. İngilizce olarak yayınlanan televizyon programlarını izlerim.

16. Zevk için İngilizce yayınlar okurum.

17. İngilizce notlar, mektuplar veya raporlar yazarım.

18. Bir İngilizce metni önce çabuk okuyarak geçerim, daha sonra başa dönerek yeniden dikkatlice okurum.

19. Kendi anadilimde, İngilizce'de yeni öğrendiğim kelimelere benzer kelimeler bulmaya çalışırım.

20. İngilizce'de kalıplar bulmaya çalışırım.

21. Bir İngilizce kelimenin anlamını o kelimeyi anlayabileceğim parçalara bölerek bulurum.

22. Türkçe'den İngilizce'ye veya İngilizce'den Türkçe'ye kelime kelime çeviri yapmamaya çalışırım.

23. İngilizce olarak okuduğum veya duyduğum bilgilerin özetini yaparım.

C Bölümü

24. İlk defa gördüğüm kelimelerin anlamını tahmin yoluyla anlamaya çalışırım.

25. Karşılıklı konuşma esnasında aklıma gelmeyen İngilizce kelimelerin yerine mimiklerimi kullanırım.

26. İngilizce konuşurken uygun kelimeleri bilmiyorsam yeni İngilizce kelimeler uydururum.

27. İngilizce okurken her kelimenin anlamı için sözlüğe bakmam.

28. İngilizce konuşan insanların daha sonra ne dediklerini tahmin etmeye çalışırım.

29. Eğer bir İngilizce kelimeyi anımsayamazsam onun yerine aynı anlama gelen başka bir kelime veya kelime grubu kullanırım.

D Bölümü

30. İngilizcemi kullanmak için bütün fırsatları değerlendirmeye çalışırım.

31. İngilizcede yaptığım hataları fark eder, aynı hatayı tekrarlamamaya çalışırım.

32. Herhangi biri İngilizce konuşurken ne söylediğine dikkat ederim.

33. İngilizceyi daha iyi öğrenmenin yollarını ararım.

34. Günlük programımı İngilizce öğrenmeye yeterli zaman kalacak şekilde planlarım.

35. İngilizce konuşabileceğim insanlar ararım.

36. Mümkün olduğunca daha fazla İngilizce okumak için fırsat yaratmaya çalışırım.

37. İngilizce becerilerimi geliştirmek için belirgin hedeflerim vardır.

38. İngilizce öğrenirken gösterdiğim ilerleme üzerinde düşünürüm.

E Bölümü

39. İngilizce kullanmaktan korktuğumu hissettiğimde rahatlamaya çalışırım.

40. Hata yapmaktan çekindiğim zamanlarda kendi kendimi İngilizce konuşmak için cesaretlendiririm.

41. İngilizce'de başarılı olduğumda, kendi kendimi ödüllendiririm.

42. İngilizce'yi kullanırken sinirli ve gerginsem bunun farkına varırım.

43. İngilizce öğrenirken neler hissettiğimi bir günlüğe not ederim.

44. İngilizce öğrenirken neler hissettiğimi bir başkasıyla paylaşırım.

F Bölümü

45. Eğer İngilizce olarak söylenenleri anlamazsam, söyleyen kişiden daha yavaş konuşmasını veya söylediğini tekrar etmesini rica ederim .

46. İngilizce konuştuğum insanlara hata yaptığımda, hatamı düzeltmelerini söylerim.

47. Diğer öğrencilerle İngilizce konuşmaya çalışırım.

48. İngilizce öğrenirken anadili İngilizce olan insanlardan yardım isterim.

49. İngilizce sorular sorarım.

50. İngilizce'nin anadil olarak konuşulduğu kültürler hakkında bilgi edinmeye çalışırım.

Appendix 2

Cevap Kağıdı (SILL)

Her saptama ve yargı numarasının karşısındaki boşluğa o yargı ve saptama ile ilgili düşüncenizi en iyi yansıtan seçeneğin numarasını yazınız.

1. Kesinlikle katılmıyorum
2. Katılmıyorum
3. Kısmen katılıyorum
4. Katılıyorum
5. Tamamen katılıyorum

Bölüm A	Bölüm B	Bölüm C	Bölüm D	Bölüm E	Bölüm F
1.___	10.___	24.___	30.___	39.___	45.___
2.___	11.___	25.___	31.___	40.___	46.___
3.___	12.___	26.___	32.___	41.___	47.___
4.___	13.___	27.___	33.___	42.___	48.___
5.___	14.___	28.___	34.___	43.___	49.___
6.___	15.___	29.___	35.___	44.___	50.___
7.___	16.___		36.___		
8.___	17.___		37.___		
9.___	18.___		38.___		
	19.___				
	20.___				
	21.___				
	22.___				
	23.___				

Appendix 3

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

Version 7.0 (ESL/EFL)

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Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. On the separate worksheet, write the responses (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU STATEMENT IS.

1.Never true of me

2. Usually not true of me

3. Somewhat true of me

4. Usually true of me

5. Always true of me

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

Part A

1. I think of the relationships between what I already know and new things I learn in English.

2. I use new English words in a sentence so I can remember them.

3. I connect the sound of an English word and an image or picture of the world to help me remember the word.

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

5. I use rhymes to remember new English words.

6. I use flashcards to remember new English words.

7. I physically act out new English words.

8. I review English lessons often.

9. I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.

11. I try to talk like native English speakers.

12. I practice the sounds of English.

13. I use the English word I know in different ways.

14. I start conversations in English.

15. I watch English language TV shows spoken in English or go to movies spoken in English.

16. I read for pleasures in English.

17. I write notes, messages, letters, or reports in English.

18. I first skim an English passage (read over the passage quickly) then go back and read carefully.

19. I look for words in my own language that are similar to new words in English.

20. I try to find patterns in English.

21. I find the meaning of an English word by dividing it into parts that I understand.

22. I try not to translate word-for-word.

23. I make summaries of information that I hear or read in English.

Part C

24. To understand unfamiliar English words, I make guesses.

25. When I can't think of a word during a conversation in English, I use gestures.

26. I make up new words if I do not know the right ones in English.

27. I read English without looking up every new word.

28. I try to guess what the other person will say next in English.

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

Part D

30. I try to find as many ways as I can to use my English.

31. I notice my English mistakes and use that information to help me do better.

32. I pay attention when someone is speaking English.

33. I try to find out how to be a better learner of English.

34. I plan my schedule so I have enough time to study English.

35. I look for people I can talk to in English.

36. I look for opportunities to read as much as possible in English.

37. I have clear goals for improving my English skills.

38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.

40. I encourage myself to speak English even when I am afraid of making a mistake.

41. I give myself a reward or treat when I do well in English.

42. I notice if I am tense or nervous when I am studying English.

43. I write down my feelings in a language learning diary.

44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.

46. I ask English speakers to correct me when I talk.

47. I practice my English with other students.

48. I ask for help from English speakers.

49. I ask questions in English.

50. I try to learn about the culture of English speakers.

Appendix 4

SILL Answer Sheet

After you read each statement carefully, write your response to each item (that is, write 1, 2, 3, 4 or 5) in each of the blanks that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never true of me

2. Usually not true of me

3. Somewhat true of me

4. Usually true of me

5. Always true of me

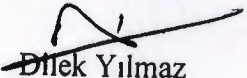| Part A	Part B	Part C	Part D	Part E	Part F
1.___	10.___	24.___	30.___	39.___	45.___
2.___	11.___	25.___	31.___	40.___	46.___
3.___	12.___	26.___	32.___	41.___	47.___
4.___	13.___	27.___	33.___	42.___	48.___
5.___	14.___	28.___	34.___	43.___	49.___
6.___	15.___	29.___	35.___	44.___	50.___
7.___	16.___		36.___		
8.___	17.___		37.___		
9.___	18.___		38.___		
	19.___				
	20.___				
	21.___				
	22.___				
	23.___				

Appendix 5

Tarih: 01/04/2007

Sayı/Ref.330YDB/503/001

Yakın Doğu Üniversitesi, Eğitim Bilimleri Enstitü'sünde sürdürdüğüm tez çalışmasında gerekli olan anket için Uluslararası Kıbrıs Üniversitesi, Yabancı Diller Bölümü'nde öğrenim gören öğrencileri uygulamamda kullanmak istediğimi bilgilerinize arz ederim.

Saygılarımla,

Dilek Yılmaz
Öğretim Görevlisi

Yrd. Doç. Dr. İzzettin KOK
Yabancı Diller Bölüm Başkanı
Uluslararası Kıbrıs Üniversites
Lefkoşa / K.K.T.C.

uygundur

03.04.2007