T.C.
MARMARA ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ BÖLÜMÜ
İNGİLİZCE ÖĞRETMENLİĞİ ANABİLİM DALI

ÜNİVERSİTE HAZIRLIK ÖĞRENCİLERİNİN YABANCI DİL ÖĞRENİM STRATEJİLERİNİ KULLANIMI VE ÖĞRETİM GÖREVLİLERİNİN ÖĞRENCİLERİNİN DİL ÖĞRENİM STRATEJİLERİNİ KULLANIMI ÜZERİNE FARKINDALIĞI

Yüksek Lisans Tezi

NİL ALGAN

DANIŞMAN: YAR. DOÇ. KAMİLE HAMİLOĞLU

İSTANBUL, 2006

T.C.

MARMARA ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ BÖLÜMÜ
İNGİLİZCE ÖĞRETMENLİĞİ ANABİLİM DALI

ÜNİVERSİTE HAZIRLIK ÖĞRENCİLERİNİN YABANCI DİL ÖĞRENİM STRATEJİLERİNİ KULLANIMI VE ÖĞRETİM GÖREVLİLERİNİN, ÖĞRENCİLERİNİN DİL ÖĞRENİM STRATEJİLERİNİ KULLANIMI ÜZERİNE FARKINDALIĞI

Yüksek Lisans Tezi

NİL ALGAN

İSTANBUL, 2006

MARMARA UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

THE LANGUAGE LEARNING STRATEGIES USED BY THE UNIVERSITY PREPARATORY STUDENTS AND THE INSTRUCTORS' AWARENESS OF THEIR STUDENTS' USE OF THESE STRATEGIES

Graduate Programme Thesis

NİL ALGAN

SUPERVISOR: ASSIST. PROF. KAMİLE HAMİLOĞLU

ISTANBUL, 2006

CONTENTS

	Page No.
LIST OF TABLES	iv
LIST OF CHARTS	viii
LIST OF ABBREVIATIONS	ix
I. Introduction	1
A. Problem Statement	2
B. Research Questions	3
C. Research Hypotheses	4
D. Significance of the study	5
E. Limitations of the study	7
II. Review of the Related Literature	8
A. The Development of the theory of English Language Teaching Methods and Language Learning Strategies	8
B. Definition of Learning Strategies and Language Learning Strategies	21
1. Learning Strategies	21
2. Language Learning Strategies	25
3. Language Learning Strategies versus Learning Styles	31
4. Language Learning Strategies versus Study Skills	33
5. Language Learning Strategies versus L2 Use Strategies	33
C. Characteristics of Language Learning Strategies	34
D. Classification and Taxonomy of Language Learning Strategies	36
1. Single strategy era from 1960 to 1975	37
2. Shift to Good Language Learners from 1971 to 1978	38
3. Early studies of Language Learning Strategies from 1981 to 1985	42
4. Recent studies of Language Learning Strategies from 1985 to 1992	46
5. More empirical studies from Türkiye	54

III. Method 58
A. Research design 58
B. Participants 58
C. Instruments 65
D. Data Collection Procedure 67
E. Data Analysis 71

IV. Results 75
A. Results of the Instructors' interviews on Language Learning Strategies 70
B. Results of the Instructors' questionnaires on their students' use of Language Learning Strategies 92
C. Results of the Students' Strategy Inventory for Language Learning Questionnaires on their use of Language Learning Strategies 94
D. Comparative Results of the Students' Strategy Inventory for Language Learning Questionnaires and Instructors' Questionnaires on their students' use of Language Learning Strategies 114

V. Discussion 130
A. Discussion of the results of the Instructors' interviews on Language Learning Strategies 130
B. Discussion of the results of the Instructors' questionnaires on their students' use of Language Learning Strategies 134
C. Discussion of the results of the Students' Strategy Inventory for Language Learning Questionnaires on their use of Language Learning Strategies 136
D. Discussion of the comparative results of the Students' Strategy Inventory for Language Learning Questionnaires and Instructors' Questionnaires on their students' use of Language Learning Strategies 139

VI. Appendice

A. SILL Questionnaire- original version 1

B. SILL Questionnaire- adapted version(Turkish) 5

C. ILLS Questionnaire- original version 8

D. ILLS Questionnaire- adapted version 9

E. Interview questions of the Instructors 11

F. Transcriptions of the Instructors' interviews 12

List of Tables

Table No.	Table Name	Page no.
Table 2.1	Definitions of Language Learning Strategies	26
Table 2.2	Taxonomy of early studies on Language Learning Strategies	45
Table 2.3	Strategy Classification by O'Malley et al.	49
Table 2.4	Summary of the Strategy Inventory for Language Learning	52
Table 3.1	Sample distribution according to universities	59
Table 3.2	Sample distribution according to students' levels	61
Table 3.3	Sample distribution according to gender of the students	61
Table 3.4	Sample distribution according to age of the students	62
Table 3.5	Descriptive Statistics for the ages of the students	63
Table 3.6	Sample distribution according to background details of the instructors	64
Table 3.7	SILL Categorisation of Strategies	66
Table 3.8	Sample scoring sheet from SILL	71
Table 3.9	Table of strategy groups and parts of the SILL	72
Table 3.10	Key to Understanding your Averages	72
Table 4.1	The codes key for the tables of Instructors' Interviews	78
Table 4.2	Instructors' relevant answers to question 1	79
Table 4.3	Instructors' partially relevant answers to question 1	80
Table 4.4	Instructors' irrelevant answers to question 1	83
Table 4.5	Instructors' answers to question 2- General terms	85
Table 4.6	Instructors' answers to question 2- Various themes	86

Table 4.7	Instructors' answers to question 2- Language Learning Strategies, Learning Styles, Not remember	87
Table 4.8	Instructors' answers to question 3- Teaching methodology	88
Table 4.9	Instructors' answers to question 3- Language learning strategies	90
Table 4.10	Instructors' orderings of LLS	92
Table 4.11	Number of Instructors who placed LLS on each level	93
Table 4.12	Yıldız Technical University SILL Results Graph	95
Table 4.13	Istanbul Technical University SILL Results Graph	95
Table 4.14	Marmara University SILL Results Graph	96
Table 4.15	Maltepe University SILL Results Graph	97
Table 4.16	Istanbul Commerce University SILL Results Graph	97
Table 4.17	Yeditepe University SILL Results Graph	98
Table 4.18	Universities' overall averages on the SILL	99
Table 4.19	State Universities' average SILL scores by strategy groups	99
Table 4.20	Private Universities' average SILL scores by strategy groups	100
Table 4.21	Descriptive Statistics for the SILL averages of the universities	100
Table 4.22	ANOVA- Universities' SILL averages	101
Table 4.23	ANOVA- Universities' SILL averages without İstanbul Commerce University	101
Table 4.24	t-Test: State and Private Universities SILL scores	102
Table 4.25	t-Test: Male and Female students' SILL scores	102
Table 4.26	t-Test: Male students from State and Private Universities SILL scores	104

Table 4.27	t-Test: Female students from State and Private Universities SILL scores	104
Table 4.28	Descriptive Statistics for Male Students from State Universities -by strategy groups	106
Table 4.29	Descriptive Statistics for Male Students from Private Universities - by strategy groups	107
Table 4.30	t-Test: Two Sample for Means of Males from State and Private Universities	109
Table 4.31	Descriptive Statistics for Female Students from State Universities - by strategy groups	110
Table 4.32	Descriptive Statistics for Female Students from Private Universities - by strategy groups	112
Table 4.33	t-Test: Two Sample for Means of Females from State and Private Universities	113
Table 4.34	Instructors' orderings of LLS and students'SILL results- PI 1	115
Table 4.35	Instructors' orderings of LLS and students'SILL results- PI 2	115
Table 4.36	Instructors' orderings of LLS and students'SILL results- PI 3	116
Table 4.37	Instructors' orderings of LLS and students'SILL results- PI 4	117
Table 4.38	Instructors' orderings of LLS and students'SILL results- PI 5	118
Table 4.39	Instructors' orderings of LLS and students'SILL results- PI 6	118
Table 4.40	Instructors' orderings of LLS and students'SILL results- PI 7	119
Table 4.41	Instructors' orderings of LLS and students'SILL results- PI 8	120
Table 4.42	Instructors' orderings of LLS and students'SILL results- PI 9	121
Table 4.43	Instructors' orderings of LLS and students'SILL results- PI 10	121

Table 4.44	Instructors' orderings of LLS and students'SILL results- PI 11	122
Table 4.45	Instructors' orderings of LLS and students'SILL results- PI 12	123
Table 4.46	Instructors' orderings of LLS and students'SILL results- PI 13	124
Table 4.47	Instructors' orderings of LLS and students'SILL results- PI 14	124
Table 4.48	Instructors' orderings of LLS and students'SILL results- PI 15	125
Table 4.49	Instructors' orderings of LLS and students'SILL results- PI 16	126
Table 4.50	Instructors' orderings of LLS and students'SILL results- PI 17	127
Table 4.51	Instructors' matching orderings of LLS	128
Table 4.52	Strategy groups by matching placements	129

List of Charts

Chart No.	Chart Name	Page no.
Diagram 2.1	Model of the Strategy System by Rebecca Oxford	53
Chart 4.1	Mean values by strategy groups for Female and Male Students	103
Chart 4.2	Mean values by strategy groups for Male Students from State Universities	105
Chart 4.3	Mean values by strategy groups for Male Students from Private Universities	106
Chart 4.4	Mean values by strategy groups for Male Students from State and Private Universities	108
Chart 4.5	Mean values by strategy groups for Female Students from State Universities	109
Chart 4.6	Mean values by strategy groups for Female Students from Private Universities	111
Chart 4.7	Mean values by strategy groups for Female Students from State and Private Universities	113

List of Abbreviations

ALM : The Audio-Lingual Method

CA : The Communicative Approach

EFL : English as a Foreign Language

ELT : English Language Teaching

GTM : The Grammar Translation Method

IL : Interlanguage

ILLS : Inventory of Language Learning Strategies

LLS : Language Learning Strategies

SILL : Strategy Inventory for Language Learning

SOL : Speakers of Other Languages

TEFL : Teaching English as a Foreign Language

I. INTRODUCTION

Over the last twenty years it can be observed that there has been a notable shift within the language teaching and learning field, as there's greater emphasis on learners and learning rather than on teachers and teaching. In parallel to this new shift of interest, how learners process new information and what kinds of strategies they employ to understand, to learn or to remember the information has been the primary concern of many researchers dealing with the area of foreign language learning.

However, the steps taken towards centralizing on the learners were initiated a little earlier. In a work almost three decades old, in *Toward a Theory of Instruction,* Bruner (1966, cited in Wenden 1987), outlines the ultimate goal of instruction as follows:

> "…Finally it is necessary to reiterate one general point already made in passing. Instruction is a provisional state that has as its object to make the learner or problem solver self-sufficient… Otherwise the result of instruction is to create a form of mastery that is contingent upon the perpetual presence of a teacher..." (p.159).

By underlining the point that the outcome of successful instruction should be a self-sufficient learner who would be able to solve problems, Bruner (1966) also implies that teachers should not only be concerned with the content of learning, but also with the process the learner undergoes. As can be seen, the idea that in order to be self-sufficient learners should have awareness on how they learn, is not a very new one. Yet it has been drawing more and more attention as the importance of learner training is better

realised, and as such, it has been one of the main topics of interest in the field of language learning and teaching in especially the last few decades.

This research focuses on the language learning strategies (LLS hereafter) used by adult learners of English as a foreign language (EFL hereafter) in Türkiye and their instructors' awareness on the topic. The participants are 403 university preparatory class students from six different universities in Istanbul and their 17 intructors of EFL. The research aims to answer the general questions examining which LLS are used by university prep class students and what of their instructors' awareness is on the general topic and their students' usage of LLS.

In the first part of this paper, the introduction takes place which deals with the problem statement, the research questions, the research hypotheses, the significance of the study and the limitations of the study sections. In the second part, the review of the related literature section examines the development of the theories of ELT methods and LLS, the definition of learning strategies and LLS, the characteristics of LLS, the classification of LLS and the taxonomy of LLS. In the third part of the paper, the method section takes place explaining the research design, the participants, the instruments, the data collection procedure and the data analysis of the study. In the fourth part, results of the study are given, to be followed by the discussion in the fifth part. The appendice takes place in the sixth part.

A. Problem Statement

This research focuses on the importance of language learning strategies in foreign language learning and teaching as it aims to answer the questions examining which

LLS are employed more commonly by adult Turkish learners of English in higher education and what level of awareness the instructors of English language have with regard to the LLS employed by their learners.

B. Research Questions

The study aims to focus on questioning the LLS employed by adult Turkish university preparation class students who are learners of English, and their instructors' awareness on the usage of strategies by these learners. Rebecca Oxford's (1990) language learning strategies categorisation was used in this study as a focal point. They are as follows:

> - Direct learning orientation, consisting of
>
> (a) memory, (b) cognitive, and (c) compensation strategy groups.
>
> - Indirect learning orientation, consisting of
>
> (a) metacognitive, (b) affective, and (c) social strategy groups. (p.16)

This research aims to find out whether there are any learning strategy groups overtly preferred by university preparatory class students, who learn EFL in Türkiye and whether the teachers of EFL have an awareness on the subject of LLS. The following emerge as the main research questions:

1. Which LLS are reported to be employed more commonly by the Turkish university preparatory class students of EFL in certain state and private universities in Istanbul?

2. What are the self-reported levels of students' use of LLS?

3. What are the differences in the reported use of LLS between the state and the private universities' EFL students?

4. What are the differences in the reported use of LLS in terms of gender of EFL students?

5. What are the differences in terms of the types of LLS between the state and the private universities' EFL students?

6. How aware are the EFL instructors on the general topic of LLS?

7. What is the awareness level of the EFL instructors about the usage of LLS by their students?

C. Research Hypotheses

Accordingly, some hypotheses expected to be confirmed through this research are as follows:

1. The LLS employed by adult Turkish preparation class students of EFL in state and private universities in Istanbul will be formed under six categories as metacognitive, cognitive, compensation, memory, affective and social. The level of preference of each of these strategy groups will show certain differences from university to university and between genders with most probably a higher preference of metacognitive, cognitive and compensation strategies on the whole. The usage level of these strategy groups in general will be neither 'high' nor 'low', but mostly 'medium', as classified by Oxford's Strategy Inventory for Language Learning (SILL herafter) (1990).

2. The usage level of the LLS employed by adult Turkish university preparatory class students of EFL in İstanbul will display a certain difference according to the types of universities they attend to, as state and private. Presumably, the students in the preparatory classes of the state universities will display a slightly higher usage level of LLS due to the university entrance examination system in Türkiye, where students with greater achievement tend to prefer state universities and are offered places by them whereas relatively lower achievers are offered places by private universities.

3. The awareness level on the general topic of LLS of the EFL instructors' from certain state and private universities in Istanbul will not be too high. Their knowledge on the subject of LLS is expected to be relatively low, especially if they have no master's or doctoral degrees in the related fields such as ELT or Teaching English as a Foreign Language (TEFL hereafter).

4. The awareness level of the EFL instructors' from certain state and private universities in Istanbul, on the usage of LLS by their EFL students will not be very high as well, since the general awareness of the teachers on the topic of LLS is expected not to be too high, as presumed and stated above.

D. Significance of the study

The focus on language learners and the strategies they use while learning is not a very new subject in the field of language teaching. There have been numerous studies carried out in this field in order to identify and categorise these strategies through the use of

various techniques such as classroom observations, interviews, language learning diaries, detailed questionnaires and so forth.

Rebecca Oxford's taxonomy of LLS into two orientations (direct and indirect) and six categories (cognitive, memory, compensation, metacognitive, social and affective) (1990) were taken as basis in many studies carried out in the field, as was done in this study. Also, the questionnaire of SILL (Oxford, 1990) which is based on this taxonomy of six categories has been used extensively in various researches around the world to identify language learners' strategies and their level of usage.

However, a similar research focusing on the university students' usage of LLS has never been carried out in Türkiye, as the present studies seem to have focused more on young learners or high school students.

In addition, a study which also focuses on the EFL instructors' awareness on the topic of LLS and the comparative viewpoints of both the EFL instructors and students on LLS use seems never to have been done in Türkiye. Yet both the instructors and the students of EFL may benefit from such a research, as the feedback from this study may help students form an awareness of themselves as language learners and may aid instructors in having a clearer idea on LLS and on how their students use them. The present research done in this field also shows that the knowledge of learning strategies for when and how to use them effectively usually enhances learning to a significant extent.

Taking these points into consideration, this study may shed some light on the above given aspects of the ELT environment in Türkiye as well as proving a modest point of start for further research.

E. Limitations of the study

It should clearly be stated that a participating group of 403 university students and 17 instructors of EFL in Istanbul may not form a perfect representation for the whole Turkish university student population and their instructors. Therefore, the results may actually be limited to signify certain facts, only within the community of young adult university students at the participating six universities where the study was carried out.

The questionnaire used in the study as the main instrument for gathering information on EFL students' use of LLS may not be enough to provide certain facts, although this questionnaire has been proven to be a highly reliable and valid one as it has widely been used in many countries all over the world. The results from this SILL questionnaire could also be supported by interviews with the students. However, the huge number of the participating students has unfortunately kept this point from being carried out as a part of this research.

Finally, it could have been more beneficial and enlightening if the study had been carried out on a much larger scale in many public and private universities all around Türkiye, with a much greater number of participants. As this case currently overwhelmingly exceeds the conditions of the researcher, she suffices by putting forth the idea for further research.

T.C.
MARMARA ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ BÖLÜMÜ
İNGİLİZCE ÖĞRETMENLİĞİ ANABİLİM DALI

ÜNİVERSİTE HAZIRLIK ÖĞRENCİLERİNİN YABANCI DİL ÖĞRENİM STRATEJİLERİNİ KULLANIMI VE ÖĞRETİM GÖREVLİLERİNİN ÖĞRENCİLERİNİN DİL ÖĞRENİM STRATEJİLERİNİ KULLANIMI ÜZERİNE FARKINDALIĞI

Yüksek Lisans Tezi

NİL ALGAN

DANIŞMAN: YAR. DOÇ. KAMİLE HAMİLOĞLU

İSTANBUL, 2006

T.C.

MARMARA ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ BÖLÜMÜ
İNGİLİZCE ÖĞRETMENLİĞİ ANABİLİM DALI

ÜNİVERSİTE HAZIRLIK ÖĞRENCİLERİNİN YABANCI DİL ÖĞRENİM STRATEJİLERİNİ KULLANIMI VE ÖĞRETİM GÖREVLİLERİNİN, ÖĞRENCİLERİNİN DİL ÖĞRENİM STRATEJİLERİNİ KULLANIMI ÜZERİNE FARKINDALIĞI

Yüksek Lisans Tezi

NİL ALGAN

İSTANBUL, 2006

MARMARA UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

THE LANGUAGE LEARNING STRATEGIES USED BY THE UNIVERSITY PREPARATORY STUDENTS AND THE INSTRUCTORS' AWARENESS OF THEIR STUDENTS' USE OF THESE STRATEGIES

Graduate Programme Thesis

NİL ALGAN

SUPERVISOR: ASSIST. PROF. KAMİLE HAMİLOĞLU

ISTANBUL, 2006

CONTENTS

	Page No.
LIST OF TABLES	iv
LIST OF CHARTS	viii
LIST OF ABBREVIATIONS	ix
I. Introduction	1
A. Problem Statement	2
B. Research Questions	3
C. Research Hypotheses	4
D. Significance of the study	5
E. Limitations of the study	7
II. Review of the Related Literature	8
A. The Development of the theory of English Language Teaching Methods and Language Learning Strategies	8
B. Definition of Learning Strategies and Language Learning Strategies	21
1. Learning Strategies	21
2. Language Learning Strategies	25
3. Language Learning Strategies versus Learning Styles	31
4. Language Learning Strategies versus Study Skills	33
5. Language Learning Strategies versus L2 Use Strategies	33
C. Characteristics of Language Learning Strategies	34
D. Classification and Taxonomy of Language Learning Strategies	36
1. Single strategy era from 1960 to 1975	37
2. Shift to Good Language Learners from 1971 to 1978	38
3. Early studies of Language Learning Strategies from 1981 to 1985	42
4. Recent studies of Language Learning Strategies from 1985 to 1992	46
5. More empirical studies from Türkiye	54

III. Method 58
A. Research design 58
B. Participants 58
C. Instruments 65
D. Data Collection Procedure 67
E. Data Analysis 71

IV. Results 75
A. Results of the Instructors' interviews on Language Learning Strategies 70
B. Results of the Instructors' questionnaires on their students' use of Language Learning Strategies 92
C. Results of the Students' Strategy Inventory for Language Learning Questionnaires on their use of Language Learning Strategies 94
D. Comparative Results of the Students' Strategy Inventory for Language Learning Questionnaires and Instructors' Questionnaires on their students' use of Language Learning Strategies 114

V. Discussion 130
A. Discussion of the results of the Instructors' interviews on Language Learning Strategies 130
B. Discussion of the results of the Instructors' questionnaires on their students' use of Language Learning Strategies 134
C. Discussion of the results of the Students' Strategy Inventory for Language Learning Questionnaires on their use of Language Learning Strategies 136
D. Discussion of the comparative results of the Students' Strategy Inventory for Language Learning Questionnaires and Instructors' Questionnaires on their students' use of Language Learning Strategies 139

VI. Appendice

A. SILL Questionnaire- original version 1

B. SILL Questionnaire- adapted version(Turkish) 5

C. ILLS Questionnaire- original version 8

D. ILLS Questionnaire- adapted version 9

E. Interview questions of the Instructors 11

F. Transcriptions of the Instructors' interviews 12

List of Tables

Table No.	Table Name	Page no.
Table 2.1	Definitions of Language Learning Strategies	26
Table 2.2	Taxonomy of early studies on Language Learning Strategies	45
Table 2.3	Strategy Classification by O'Malley et al.	49
Table 2.4	Summary of the Strategy Inventory for Language Learning	52
Table 3.1	Sample distribution according to universities	59
Table 3.2	Sample distribution according to students' levels	61
Table 3.3	Sample distribution according to gender of the students	61
Table 3.4	Sample distribution according to age of the students	62
Table 3.5	Descriptive Statistics for the ages of the students	63
Table 3.6	Sample distribution according to background details of the instructors	64
Table 3.7	SILL Categorisation of Strategies	66
Table 3.8	Sample scoring sheet from SILL	71
Table 3.9	Table of strategy groups and parts of the SILL	72
Table 3.10	Key to Understanding your Averages	72
Table 4.1	The codes key for the tables of Instructors' Interviews	78
Table 4.2	Instructors' relevant answers to question 1	79
Table 4.3	Instructors' partially relevant answers to question 1	80
Table 4.4	Instructors' irrelevant answers to question 1	83
Table 4.5	Instructors' answers to question 2- General terms	85
Table 4.6	Instructors' answers to question 2- Various themes	86

Table 4.7	Instructors' answers to question 2- Language Learning Strategies, Learning Styles, Not remember	87
Table 4.8	Instructors' answers to question 3- Teaching methodology	88
Table 4.9	Instructors' answers to question 3- Language learning strategies	90
Table 4.10	Instructors' orderings of LLS	92
Table 4.11	Number of Instructors who placed LLS on each level	93
Table 4.12	Yıldız Technical University SILL Results Graph	95
Table 4.13	Istanbul Technical University SILL Results Graph	95
Table 4.14	Marmara University SILL Results Graph	96
Table 4.15	Maltepe University SILL Results Graph	97
Table 4.16	Istanbul Commerce University SILL Results Graph	97
Table 4.17	Yeditepe University SILL Results Graph	98
Table 4.18	Universities' overall averages on the SILL	99
Table 4.19	State Universities' average SILL scores by strategy groups	99
Table 4.20	Private Universities' average SILL scores by strategy groups	100
Table 4.21	Descriptive Statistics for the SILL averages of the universities	100
Table 4.22	ANOVA- Universities' SILL averages	101
Table 4.23	ANOVA- Universities' SILL averages without İstanbul Commerce University	101
Table 4.24	t-Test: State and Private Universities SILL scores	102
Table 4.25	t-Test: Male and Female students' SILL scores	102
Table 4.26	t-Test: Male students from State and Private Universities SILL scores	104

Table 4.27	t-Test: Female students from State and Private Universities SILL scores	104
Table 4.28	Descriptive Statistics for Male Students from State Universities -by strategy groups	106
Table 4.29	Descriptive Statistics for Male Students from Private Universities - by strategy groups	107
Table 4.30	t-Test: Two Sample for Means of Males from State and Private Universities	109
Table 4.31	Descriptive Statistics for Female Students from State Universities - by strategy groups	110
Table 4.32	Descriptive Statistics for Female Students from Private Universities - by strategy groups	112
Table 4.33	t-Test: Two Sample for Means of Females from State and Private Universities	113
Table 4.34	Instructors' orderings of LLS and students'SILL results- PI 1	115
Table 4.35	Instructors' orderings of LLS and students'SILL results- PI 2	115
Table 4.36	Instructors' orderings of LLS and students'SILL results- PI 3	116
Table 4.37	Instructors' orderings of LLS and students'SILL results- PI 4	117
Table 4.38	Instructors' orderings of LLS and students'SILL results- PI 5	118
Table 4.39	Instructors' orderings of LLS and students'SILL results- PI 6	118
Table 4.40	Instructors' orderings of LLS and students'SILL results- PI 7	119
Table 4.41	Instructors' orderings of LLS and students'SILL results- PI 8	120
Table 4.42	Instructors' orderings of LLS and students'SILL results- PI 9	121
Table 4.43	Instructors' orderings of LLS and students'SILL results- PI 10	121

Table 4.44	Instructors' orderings of LLS and students'SILL results- PI 11	122
Table 4.45	Instructors' orderings of LLS and students'SILL results- PI 12	123
Table 4.46	Instructors' orderings of LLS and students'SILL results- PI 13	124
Table 4.47	Instructors' orderings of LLS and students'SILL results- PI 14	124
Table 4.48	Instructors' orderings of LLS and students'SILL results- PI 15	125
Table 4.49	Instructors' orderings of LLS and students'SILL results- PI 16	126
Table 4.50	Instructors' orderings of LLS and students'SILL results- PI 17	127
Table 4.51	Instructors' matching orderings of LLS	128
Table 4.52	Strategy groups by matching placements	129

List of Charts

Chart No.	Chart Name	Page no.
Diagram 2.1	Model of the Strategy System by Rebecca Oxford	53
Chart 4.1	Mean values by strategy groups for Female and Male Students	103
Chart 4.2	Mean values by strategy groups for Male Students from State Universities	105
Chart 4.3	Mean values by strategy groups for Male Students from Private Universities	106
Chart 4.4	Mean values by strategy groups for Male Students from State and Private Universities	108
Chart 4.5	Mean values by strategy groups for Female Students from State Universities	109
Chart 4.6	Mean values by strategy groups for Female Students from Private Universities	111
Chart 4.7	Mean values by strategy groups for Female Students from State and Private Universities	113

List of Abbreviations

ALM : The Audio-Lingual Method

CA : The Communicative Approach

EFL : English as a Foreign Language

ELT : English Language Teaching

GTM : The Grammar Translation Method

IL : Interlanguage

ILLS : Inventory of Language Learning Strategies

LLS : Language Learning Strategies

SILL : Strategy Inventory for Language Learning

SOL : Speakers of Other Languages

TEFL : Teaching English as a Foreign Language

I. INTRODUCTION

Over the last twenty years it can be observed that there has been a notable shift within the language teaching and learning field, as there's greater emphasis on learners and learning rather than on teachers and teaching. In parallel to this new shift of interest, how learners process new information and what kinds of strategies they employ to understand, to learn or to remember the information has been the primary concern of many researchers dealing with the area of foreign language learning.

However, the steps taken towards centralizing on the learners were initiated a little earlier. In a work almost three decades old, in *Toward a Theory of Instruction,* Bruner (1966, cited in Wenden 1987), outlines the ultimate goal of instruction as follows:

> "…Finally it is necessary to reiterate one general point already made in passing. Instruction is a provisional state that has as its object to make the learner or problem solver self-sufficient… Otherwise the result of instruction is to create a form of mastery that is contingent upon the perpetual presence of a teacher..." (p.159).

By underlining the point that the outcome of successful instruction should be a self-sufficient learner who would be able to solve problems, Bruner (1966) also implies that teachers should not only be concerned with the content of learning, but also with the process the learner undergoes. As can be seen, the idea that in order to be self-sufficient learners should have awareness on how they learn, is not a very new one. Yet it has been drawing more and more attention as the importance of learner training is better

realised, and as such, it has been one of the main topics of interest in the field of language learning and teaching in especially the last few decades.

This research focuses on the language learning strategies (LLS hereafter) used by adult learners of English as a foreign language (EFL hereafter) in Türkiye and their instructors' awareness on the topic. The participants are 403 university preparatory class students from six different universities in Istanbul and their 17 intructors of EFL. The research aims to answer the general questions examining which LLS are used by university prep class students and what of their instructors' awareness is on the general topic and their students' usage of LLS.

In the first part of this paper, the introduction takes place which deals with the problem statement, the research questions, the research hypotheses, the significance of the study and the limitations of the study sections. In the second part, the review of the related literature section examines the development of the theories of ELT methods and LLS, the definition of learning strategies and LLS, the characteristics of LLS, the classification of LLS and the taxonomy of LLS. In the third part of the paper, the method section takes place explaining the research design, the participants, the instruments, the data collection procedure and the data analysis of the study. In the fourth part, results of the study are given, to be followed by the discussion in the fifth part. The appendice takes place in the sixth part.

A. Problem Statement

This research focuses on the importance of language learning strategies in foreign language learning and teaching as it aims to answer the questions examining which

LLS are employed more commonly by adult Turkish learners of English in higher education and what level of awareness the instructors of English language have with regard to the LLS employed by their learners.

B. Research Questions

The study aims to focus on questioning the LLS employed by adult Turkish university preparation class students who are learners of English, and their instructors' awareness on the usage of strategies by these learners. Rebecca Oxford's (1990) language learning strategies categorisation was used in this study as a focal point. They are as follows:

> - Direct learning orientation, consisting of
>
> (a) memory, (b) cognitive, and (c) compensation strategy groups.
>
> - Indirect learning orientation, consisting of
>
> (a) metacognitive, (b) affective, and (c) social strategy groups. (p.16)

This research aims to find out whether there are any learning strategy groups overtly preferred by university preparatory class students, who learn EFL in Türkiye and whether the teachers of EFL have an awareness on the subject of LLS. The following emerge as the main research questions:

1. Which LLS are reported to be employed more commonly by the Turkish university preparatory class students of EFL in certain state and private universities in Istanbul?

2. What are the self-reported levels of students' use of LLS?

3. What are the differences in the reported use of LLS between the state and the private universities' EFL students?

4. What are the differences in the reported use of LLS in terms of gender of EFL students?

5. What are the differences in terms of the types of LLS between the state and the private universities' EFL students?

6. How aware are the EFL instructors on the general topic of LLS?

7. What is the awareness level of the EFL instructors about the usage of LLS by their students?

C. Research Hypotheses

Accordingly, some hypotheses expected to be confirmed through this research are as follows:

1. The LLS employed by adult Turkish preparation class students of EFL in state and private universities in Istanbul will be formed under six categories as metacognitive, cognitive, compensation, memory, affective and social. The level of preference of each of these strategy groups will show certain differences from university to university and between genders with most probably a higher preference of metacognitive, cognitive and compensation strategies on the whole. The usage level of these strategy groups in general will be neither 'high' nor 'low', but mostly 'medium', as classified by Oxford's Strategy Inventory for Language Learning (SILL herafter) (1990).

2. The usage level of the LLS employed by adult Turkish university preparatory class students of EFL in İstanbul will display a certain difference according to the types of universities they attend to, as state and private. Presumably, the students in the preparatory classes of the state universities will display a slightly higher usage level of LLS due to the university entrance examination system in Türkiye, where students with greater achievement tend to prefer state universities and are offered places by them whereas relatively lower achievers are offered places by private universities.

3. The awareness level on the general topic of LLS of the EFL instructors' from certain state and private universities in Istanbul will not be too high. Their knowledge on the subject of LLS is expected to be relatively low, especially if they have no master's or doctoral degrees in the related fields such as ELT or Teaching English as a Foreign Language (TEFL hereafter).

4. The awareness level of the EFL instructors' from certain state and private universities in Istanbul, on the usage of LLS by their EFL students will not be very high as well, since the general awareness of the teachers on the topic of LLS is expected not to be too high, as presumed and stated above.

D. Significance of the study

The focus on language learners and the strategies they use while learning is not a very new subject in the field of language teaching. There have been numerous studies carried out in this field in order to identify and categorise these strategies through the use of

various techniques such as classroom observations, interviews, language learning diaries, detailed questionnaires and so forth.

Rebecca Oxford's taxonomy of LLS into two orientations (direct and indirect) and six categories (cognitive, memory, compensation, metacognitive, social and affective) (1990) were taken as basis in many studies carried out in the field, as was done in this study. Also, the questionnaire of SILL (Oxford, 1990) which is based on this taxonomy of six categories has been used extensively in various researches around the world to identify language learners' strategies and their level of usage.

However, a similar research focusing on the university students' usage of LLS has never been carried out in Türkiye, as the present studies seem to have focused more on young learners or high school students.

In addition, a study which also focuses on the EFL instructors' awareness on the topic of LLS and the comparative viewpoints of both the EFL instructors and students on LLS use seems never to have been done in Türkiye. Yet both the instructors and the students of EFL may benefit from such a research, as the feedback from this study may help students form an awareness of themselves as language learners and may aid instructors in having a clearer idea on LLS and on how their students use them. The present research done in this field also shows that the knowledge of learning strategies for when and how to use them effectively usually enhances learning to a significant extent.

Taking these points into consideration, this study may shed some light on the above given aspects of the ELT environment in Türkiye as well as proving a modest point of start for further research.

E. Limitations of the study

It should clearly be stated that a participating group of 403 university students and 17 instructors of EFL in Istanbul may not form a perfect representation for the whole Turkish university student population and their instructors. Therefore, the results may actually be limited to signify certain facts, only within the community of young adult university students at the participating six universities where the study was carried out.

The questionnaire used in the study as the main instrument for gathering information on EFL students' use of LLS may not be enough to provide certain facts, although this questionnaire has been proven to be a highly reliable and valid one as it has widely been used in many countries all over the world. The results from this SILL questionnaire could also be supported by interviews with the students. However, the huge number of the participating students has unfortunately kept this point from being carried out as a part of this research.

Finally, it could have been more beneficial and enlightening if the study had been carried out on a much larger scale in many public and private universities all around Türkiye, with a much greater number of participants. As this case currently overwhelmingly exceeds the conditions of the researcher, she suffices by putting forth the idea for further research.

II. REVIEW OF THE RELATED LITERATURE

The field of language teaching, has always been subject to changes and innovations, especially in terms of the approaches and methods used. One can observe that the methods which were preferred over others have changed significantly so far, as language instructors and researchers have been trying to answer the questions about how to teach a language more effectively. As was stated previously, the approaches for the perception of the learner have also changed substantially, as more autonomous, self-motivated and self-learning language students were seen to be more successful. Along with this change, came the focus on language learning behaviour of learners and the strategies they might be using to support their learning process.

In order to be able to have a better grasp of language learning strategies and how the related theories evolved, it would be useful to look back at the brief history of methodology employed in language teaching and the role assigned to the learner in each method.

A. The Development of the theory of English Language Teaching Methods and Language Learning Strategies

In the long history of teaching and learning languages to and by speakers of other languages (SOL hereafter), many different approaches and methods have been used and preferred over others, each with its own distinct theoretical basis, such as the Grammar-Translation Method (GTM hereafter), the Audio Lingual Method (ALM hereafter) and the Communicative Approach (CA hereafter) underlying many communicative methods. Language learning strategies, although still ambiguously defined and classified, have been increasingly drawing the attention of contemporary educators due to their potential to enhance learning. The theory underlying language learning strategies evolved from and was shaped alongside with certain

previous theories, approaches and methods of which perspectives would require the worthy attention.

Being the oldest method in foreign language education, the GTM, as the name suggests, relies heavily on the teaching of grammar and practising translation as its main teaching and learning activities (Richards, Platt and Platt, 1992). As Diane Larsen-Freeman states (2000), in accord with the general lifestyle and intellectual requirements of the classical era, "…the fundamental purpose of learning a foreign language was to be able to read literature written in it" (p.15). Derived from the way Latin and Greek were taught, which was known as the Classical Method, the major focus of this method tends to be reading and writing, with very little attention paid to speaking and listening, as the ability to communicate in the target language was not seen as a goal of foreign language education (Larsen-Freeman, 2000).

In GTM, as H. Douglas Brown (2000) states, vocabulary is typically taught in lists, and a high priority is given to accuracy and constructing and translating sentences correctly. Brown (2000) adds that instruction is given in the students' native language where the teacher is the absolute authority (p.15). Larsen-Freeman (2000) also emphasizes that the learners are mostly passive, as that there is a lack of initiation and little interaction among students. This resulted in, as Richards and Rodgers (1986) states, "…the type of Grammar-Translation courses remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorising endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose" (pp.3-4).

Using language learning strategies to improve learning had little or no place in the GTM, as Tarone and Yule (1989) emphasize when they comment "…relatively little attention seems to have been paid, in any consistent way, to considerations of the whole process from the

learner's point of view" (p.133). It was assumed that if learners simply followed the GTM they would inevitably learn the target language which actually led to a kind of learning without true internalisation or meaningful acquisition.

Another method, which actually followed the GTM, was "The Direct Method" whose principles have been applied by the language teachers for many years up to day. As Larsen-Freeman (2000) states, it was recently revived when "…the goal of instruction became learning how to use a foreign language to communicate" (p.23). H. Douglas Brown (2000) gives the example of Francois Gouin, trying to learn German using the GTM in the 19th. century. By stating Gouin's endeavours and failure he explains that the GTM was rather ineffective in preparing students for communicative aims (pp. 43-44). By then it was realized that the GTM clearly failed to instruct students especially for communicative purposes as they could not speak the target language nor understand spoken language. As a result an alternative method was being sought for which would meet the ultimate aim of efficient communication in the target language and The Direct Method emerged. Larsen-Freeman (2000) comments that in order to meet such ends, the Direct Method relied heavily on the principle of "…conveying meaning directly in the target language, through use of demonstration and visual aids, with no contrivance to the students' native tongue" (p. 23). She also states that no translation between native and target languages was allowed, as solely the target language was used in instruction which was one of the basic principles of this method. She also adds that language was seen primarily as speech where it was desirable that students made a direct association between the target language and meaning. Larsen-Freeman also underlines the fact that the students were also expected "…to learn to think in the target language as soon as possible" and that "…rather than memorising word lists, students were expected to use vocabulary in full sentences where it was thought that acquisition would take place more naturally" (p.27). She emphasizes that grammar was aimed to be taught inductively where

there could never be an explicit grammar rule given as there was clear focus on communicative situations rather than linguistic structures (p.28).

According to Larsen-Freeman, in order to meet the ultimate aim of communication in the target language, students are encouraged and expected to learn how to ask and answer questions, use language in real contexts and converse with other students as well as the teacher. In comparison with the GTM, the learner has a more active role in the Direct Method, where, as Larsen-Freeman states, the learners are almost partners with the teacher in the learning process where the teacher also aims at promoting the self-correcting abilities of the learner to achieve flawless communicative skills (pp.29-30). However, to serve the aim of taking learners to a point where they could use common and everyday speech fluently, the communicative situations re-created in the classroom could occasionally become too repetitive and unnatural in context to work for that purpose. Again, the use of language learning strategies to improve learning is not a point of emphasis in The Direct Method classes as the learner is still limited in many ways including creative use of language, taking initiative and part in more realistic and interactive situations.

The Audio Lingual Method (ALM) of the late 1940's and 1950's borrowed certain principles from its predecessor, The Direct Method, while breaking away entirely from the Grammar-Translation paradigm. As Richards and Rodgers state (1986), it grew partly out of a reaction against the limitations of The Direct Method, and partly out of the pressing war-time requisitions for fluent speakers of languages such as Japanese, Italian, and German. Richards and Rodgers add that the ALM, which was previously named as the "Army Method", was primarily established to produce military personnel with conversational proficiency in the target language and that after the war, it attracted the attention of linguists already looking for an alternative method to GTM and became known as the Audio Lingual Method. By the sixties, audiolingualism was widespread (Richards and Rodgers, 1986).

According to Richards, Platt and Platt (1992) in direct contrast to the GTM, the ALM is an oral-based approach which relies on the belief that speaking and listening are the most basic language skills and should be emphasised before reading and writing (pp.25-26). Brown (2000) adds that the ALM depends heavily on drills and repetition, drilling students in the use of grammatical sentence patterns. He also states that unlike The Direct Method, this approach has a strong theoretical base in linguistics and psychology where drills and repetition are justified according to behaviourist theories. These theories asserted that language is a system of habits which can be taught and learnt on the stimulus, response and reinforcement basis (p.74). Behaviourists believed this cycle to control all human learning, including language learning. Accordingly, as Larsen-Freeman states (2000), it was thought that "…the way to acquiring the sentence patterns of the target language was through conditioning- helping learners to respond correctly to stimuli through shaping and reinforcement" (p.35).

Since the audio lingual theory depends on the automatic patterning of behaviour there is little or no recognition given to any conscious contribution which the individual learner might make in the learning process. As Larsen-Freeman underlines, "…the teacher is like an orchestra leader, directing and controlling the language behaviour of students" (p.45) where it is fundamental to prevent learners from making errors which are believed to lead to the formation of bad habits (p.43). Thus, errors were immediately corrected by the teacher as soon as they occurred. Indeed, learners were discouraged from taking initiative in the learning situation because they might make mistakes (Richards and Rodgers, 1986). Overall, there was not much place for using individual language learning strategies in the Audio Lingual theory as well with perhaps the exception in a very limited form in the exercising of memory and cognitive strategies through repetition and substitution exercises. According to Stern (1992), the effect of the audio lingual techniques of rote learning, repetition, imitation, memorisation

and pattern practice was to minimise the importance of explicit learning strategies in the language learning process.

Later in the early sixties, as Brown states (2000) audiolingualism was commonly seen as a major breakthrough which would revolutionise the teaching and learning of languages as there were no more tedious grammar rules, memorising vocabulary lists or translating stilted texts. Audiolingualism raised hopes and almost welcomed a golden age of language learning. However, as Brown adds, by the end of the sixties, the shortcomings of the ALM were beginning to be realized. Contrary to the Audio Lingual Theory, language learners did not act according to behaviourist expectations as they wished to translate things, demanded grammar rules, found endless repetition boring and not conducive to learning. Moreover, Harmer (2001) describes the situation as "…the banishing of mistakes and errors so that students only use correct language … runs counter to a belief among many theorists that making and learning from errors is a key part of the process of acquisition" (p.80). Indeed, the ALM seemed to exclude all forms of language processing and learner initiation that would have helped students to cope more effectively with new language information as well as retain and recall it.

It was at this time, in the mid to late sixties, that the ideas of the highly influential linguist, Noam Chomsky began to have a major effect on the linguistic theory. Chomsky postulated that language acquisition was innately determined for humans and that all normal human beings were born with a genetic capacity which was named as the Language Acquisition Device (LAD). According to Chomsky (1968), this device predisposes humans to systematic perception of the language around and enables them to develop language from an innate set of principles which is called the Universal Grammar (UG). According to Brown (2000) Chomsky's theory of Transformational-Generative Grammar attempts to explain how original utterances are generated from a language user's underlying competence, especially in contrast

to the Behaviourist (stimulus-response (S-R)) theory, which was so limited in accounting for the productivity of child language. As Griffiths (2001) adds, Chomsky believed that the Behaviourist Theory could not explain the complexities of generative grammar and concluded that "the creative aspect of language use, when investigated with care and respect for the facts, shows that current notions of habit and generalisation, as determinants of behaviour or knowledge, are quite inadequate"(p.84).

Beginning with the early 1970s, and with the apparent relationship of theoretical disciplines with teaching methodology gaining importance, in the field of psychology there was a growing interest in interpersonal relationships, in the value of group work and use of numerous self-help strategies for reaching desired aims. The same era saw linguists searching for the answers to the nature of communication and communicative competence, for explanations of the interactive process of language. Although Chomsky's theories related mainly to first language learners, his view of the learner as a generator of rules gained popularity among many who argued that language errors made by students, who are speakers of other languages, indicate the development of underlying linguistic competence and reflect the learners' attempts to cope with the new linguistic input. As Chomsky defines (in Ellis, 1994) the intermediate system created while the learner is trying to acquire the target language was later called "interlanguage" (IL hereafter) by Selinker (1972) who viewed learner errors as evidence of positive efforts by the student to learn the new language. According to Griffiths (2001), the late 1970's also witnessed the development of cognitive theories in language learning, promoted by eminent names in the field as McLaughlin and Bialystok, who emphasized that second language learning was a part of and adheres to the general principles of human learning and intelligence. Accordingly, terms such as general intelligence, language aptitude and learning strategies began to gain importance (Brown, 2000). Together with the ideas on IL (which allowed the learners to make deliberate attempts,

and thus errors, to control their own learning), theories of cognitive processes in language learning contributed to some important research carried out in the mid to late seventies. Aiming at discovering how learners employed learning strategies to promote their learning of language, these researches were being conducted by academicians such as Rubin (1975); Stern (1975); Naiman, Frohlich, Stern and Todesco, (1978), who were trying to develop an awareness of language learning strategies. It was quite a revolutionary idea at the time that teachers should not only be concerned with finding and using the best method for teaching a language or with getting the correct answer, but also with assisting and guiding a student in order to enable him to learn on his own.

However, around the same period, language learning strategy movement seemed to receive a significant impact from the work of Stephen D. Krashen who put forth and advocated views from a different perspective. By proposing his five hypotheses about language learning, which included the "Monitor model" and the "Input hypothesis" (Brown, 2000), Krashen challenged the rule-driven theories of the GTM and the Behaviourist theory of the ALM, which emphasized that language could be taught as a system of habits. Krashen questioned the unnatural teaching/ learning settings and underlined the point that language teaching could only be successful in a natural environment and through acquisition. In line with this, he countered the idea of learners being able to consciously control their own learning, as he believed that "…conscious learning processes and subconscious acquisition processes are mutually exclusive: learning cannot become acquisition" (Krashen, 1982 in Brown, 2000, p.278).

As Brown (2000) defines, these five hypotheses can be summarised briefly as:

1. *The Acquisition-Learning Hypothesis:* Fluency in a second language can be attained through acquisition, not learning. Thus, conscious

learning is an ineffective way of developing language, which is better acquired through natural communication.

2. *The Monitor Hypothesis:* 'Monitoring' or constant watching of one's language output is involved in learning, not in acquisition. Conscious learning is of very little value to an adult language learner, and monitoring can only be useful after fluency is established and only in optimal amounts.

3. *The Natural Order Hypothesis:* The grammatical structures, the rules of a language are acquired in a predictable, natural order which occurs the same way in every language user.

4. *The Input Hypothesis:* Language is acquired by understanding input which is a little beyond the current level of competence of the learner. Such input is called 'comprehensible input' and the challenge it brings is necessary for acquisition to occur.

5. *The Affective Filter Hypothesis:* A learner's emotions and attitudes can act as a filter which slows down the acquisition of language. When the affective filter is high it can block language development. Accordingly, best acquisition will occur in environments where anxiety is low and defensiveness absent. (p.278-279)

At extreme ends, Krashen's hypotheses led to the belief that conscious teaching and learning were not useful in the language learning process, and that any attempt to teach or learn language in a formal kind of way was destined to fail. There was little room for LLS to play a role in the process of language development, as conscious learning was insignificant in

Krashen's view. Many of Krashen's ideas have been soundly criticised over the years, especially by cognitive theorists. McLaughlin (1978), for instance, approaching the issue from a cognitive psychologist's point of view, proposed an information-processing approach to language development, a model which "…juxtaposes processing mechanisms (controlled and automatic) and categories of attention (focal and peripheral) to form four cells" (Brown, 2000, p.282). According to this model, students can obtain knowledge of a language by thinking through the rules until they become automatic, a view which is quite contrary to the assertions of the Monitor Hypothesis.

In spite of many challenges, Krashen's views have been and remain very influential in the language teaching and learning field. Since Krashen believed that language develops through natural communication he might be considered one of the driving forces behind the "communicative language teaching" movement, which gained great repute and is still being advocated and largely practised to the present day.

The important theoretical principle underlying the communicative language teaching movement was called "communicative competence" by Hymes (1971 in Larsen-Freeman, 2000). It was stated that being able to communicate required more than linguistic competence; knowing when and how to say something as well as what to say to whom. Communicative competence is therefore the ability to use the language appropriately to convey and to interpret meaning, which was later divided by Canale and Swain (1980) into four separate components as grammatical, discourse, sociolinguistic and strategic competencies. The grammatical competence is concerned with the knowledge of the language itself, its form and meaning. It relates to the learner's knowledge of the vocabulary, phonology and rules of the language (p.29). Discourse competence relates to the learner's ability to connect utterances into a meaningful whole as well as the ability to take part in a discourse by showing competence in how to develop a topic, take turns, initiate, interrupt and maintain a

conversation (p.29). Sociolinguistic competence involves knowing how to use language in order to achieve certain communicative goals or intentions. It relates to the learner's ability to use language appropriately, to select different language forms to use in different settings (p.30). Finally and most importantly, the strategic competence involves the use of communicative strategies in an authentic communicative environment, to cope with the lack of knowledge on speaker's part. In other words, it is the learner's ability to employ strategies to compensate for imperfect knowledge (p.30).

Another cornerstone of the communicative language teaching theory is the belief that how language functions is more important than the knowledge of form or structure. As stated by Griffiths (2001) the focus is on real language use and the process of communication rather than the mastery of language forms. This approach believes that the ability to communicate effectively is more important than perfect mastery. Accordingly, it tries to give learners extensive opportunities to use the target language for real communicative purposes. As underlined by Larsen-Freeman (2000) students have active roles in class, as they are expected to express their ideas and opinions, ask questions and interact with each other as well as the teacher who acts as a language facilitator and an advisor (p.130). Larsen-Freeman also adds that "…errors are tolerated and seen as a natural outcome of the development of communication skills" (p.127) and that communicative games are also included in the learning process where "…speakers may receive immediate feedback and negotiate meaning" (p.127), which are both significant for communicative purposes

As Oxford states (1989), "the communicative approach implicitly encourages learners to take greater responsibility for their own learning" (Oxford *et al*, 1990, p.33), and gives them a much more active role. However, similar to the previous methods and approaches, the emphasis in the communicative language teaching seems to be on how teachers teach, with relatively less attention paid to how learners learn. Today, although the Communicative

Method underlies a great number of syllabuses for speakers of other languages (SOL hereafter), it may still be difficult to find textbooks which include learning strategies in their material. Nonetheless, the Communicative Method is clearly the initiation of learner autonomy as it ultimately aims to create meaningful learning environments where students are active in reasoning, questioning and analysing the new language data. Students are encouraged to interact among themselves and with the teacher, through use of language games, situations and conversations that are similar to real life, role-playing games and so forth. Meaningful learning and understanding the language are aimed by creating a more liberal and interactive learning environment in the class. The teacher has the role of a guide or a conductor who assists learners in their learning process as the students are expected to be active and in control of their own learning.

Some of the other less widely adopted language teaching and learning methods and approaches include, situational language teaching, whereby grammar and vocabulary are practised through situations; the natural method, which emphasises natural acquisition rather than formal grammar study; the total physical response method, which stresses the importance of motor activity; the silent way, which encourages the teacher not to verbally respond immediately to in class stimuli and to be silent as much as possible and suggestopedia, which attempts to harness the influence of suggestion, such as music or art, on human behaviour (Griffiths, 2001).

It seems to be the case that to a greater or lesser extent, all of these various methods and approaches have had some influence on the contemporary language learning and teaching field. However, especially in recent years there seems to be a tendency to move away from dogmatic positions of “right” or “wrong” as it was realised that there was not one ‘perfect method’ that could be effective in the same way on every learner. It seems to be clearer now that every different learning situation brings about the necessity to become much more

eclectic in attitudes towards language learning and teaching. Thus, more contemporary approaches are willing to recognise the potential merits of a wide variety of possible methods and techniques, as noted by writers such as Larsen-Freeman (1987) and Tarone and Yule (1989). In line with this modern interest in eclecticism, educators are becoming increasingly interested in the contribution made by the learners themselves in the teaching/learning partnership. Awareness on learning as an active process has been growing recently and the idea that language learners are individuals who can take charge of their own learning and achieve autonomy by the use of learning strategies has been researched and promoted by educators such as Oxford (1990), O'Malley and Chamot (1990), Bialystok (1991), Cohen (1990), Wenden and Rubin (1987), and Green and Oxford (1995).

The contemporary ideas on language learning strategies rely on several important theoretical assumptions, one of which is that successful language learners employ learning strategies more commonly and effectively than others. If other variables are assumed to be equal, language learning strategy theory affirms that changing degrees of success rate in language learning can be explained by the varying use of strategies of different learners which views students as being able to consciously influence their own learning. This view, which sees the learning of language as a cognitive process similar in many ways to any other kind of learning (McLaughlin, 1978) somewhat opposes Krashen's Monitor and Acquisition/Learning Hypotheses (Krashen, 1976; 1977) which state that language cannot be consciously learnt but only acquired through natural communication where conscious learning strategies are seen to be moderately irrelevant in the development of language.

Nonetheless, as stated by Griffiths (2001), language learning strategy theory seems to cohere readily with many different modern methods and approaches, with the above stated exception of the Monitor and Acquisition/Learning Hypotheses, and seems to function smoothly alongside most of the contemporary language learning and teaching theories. Griffiths

exemplifies this idea by stating that memory and cognitive strategies are involved in the development of vocabulary and grammar knowledge on which the GTM depends, as well as the fact that they can be used in the patterning of automatic responses characteristic of the ALM. Developing from the interlanguage theory and becoming an essential part of the Communicative Method, learning from and making use of errors, heavily involves cognitive and metacognitive strategies whereas compensation and social strategies can also be easily assimilated into communicative syllabuses (Griffiths, 2001). She also adds that affective strategies clearly cohere with methods such as Suggestopedia and the Communicative Approach. Griffiths (2001) finally states that learning strategy theory being employed very easily alongside other theories, approaches and methods shows that it has the potential to be a valuable component of contemporary eclectic syllabuses.

B. Definition of Learning Strategies and Language Learning Strategies

After having a brief look at the historical development of language teaching and learning methods in terms of the theory underlying LLS, the definitions and the terminology used to outline this term could be focused on. Initially the more general term of "learning strategies" was discussed to be followed by more specific definitions and taxonomies of 'language learning strategies'.

1. Learning Strategies

Language teachers and researchers have long observed that some learners acquire English as a second or foreign language more quickly and effectively than others (Dreyer and Oxford, 1996; Lightbown and Spada, 1999). The nature of this marked discrepancy among learners has captured the attention of practitioners and researchers worldwide. Over the past four decades, researchers have identified a number of cognitive, affective, and socio-cultural factors as significantly contributing to this variation in second language acquisition (SLA

hereafter) (Brown, 2000). From this body of research, learning strategies consistently have emerged as a particularly significant variable.

Before attempting to define and classify learning strategies, it would be worthwhile to dwell on a rationale for the choice of the term 'strategy'. This issue concerns a distinction which would need to be made between strategy, sub strategy, technique and tactic, as there is a lack of clarity that has been generated in the research literature. As emphasized by Cohen (1996) the term strategies has, in fact, been used to refer both to general approaches and to specific actions or techniques used to learn a second language. For example, a general approach could be that of forming concepts and hypotheses about how the target language works. A more specific strategy could be that of improving reading skill in the new language, with again a more specific approach of coherence-detecting strategies or making use of summaries in order to comprehend reading passages.

Therefore the main problem remains of referring to these various actions which are exemplified above. Although used by many prominent writers (such as Rubin, 1975; O'Malley *et al,* 1985; Oxford, 1990) the term strategy is still not without its controversy. As stated by Griffiths (2003) and Cohen (1996), consensus has not been assisted by some writers' use of conflicting terminology such as learning behaviours (Wesche, 1977; Politzer and McGroarty, 1985), tactics (Seliger, 1984), moves (Sarig 1987) and techniques (Stern, 1992), more or less synonymously with the term strategy. The literature also includes the split between macro- and micro-strategies and tactics (Larsen-Freeman and Long 1991 cited in Cohen, 1996). Larsen-Freeman and Long (1991, p.199) are in favour of using the term strategy since, as they point out, Rubin (1975) used it "in perhaps the earliest study in this area and it enjoys the widest currency today" (cited in Griffiths, 2001). Cohen also agrees that a solution to the problem would be to refer to all of these simply as 'strategies', while still acknowledging that there is a continuum from the broadest categories to the most specific or

low-level. For this reason, strategy is the term which will be used for the purposes of the present work.

When referring to the definition of learning strategies, one sees that there are numerous views in the field, fortunately not lacking certain commonalities. According to Wenden (1987) the interest towards the term, or the initial endeavours to define it, began in the early seventies, when research concerns shifted to learner characteristics and their possible influences on the learning process. Wenden states that developments in the field of cognitive science and psychology have provided the driving force for the study of learning strategies and adds that the main educational goal of the research was to have more 'autonomous learners' which would especially be effective in the field of language learning. According to Hunt (cited in Wenden, 1987) this relatively new psychological approach is "…a systematic inquiry into our thinking selves… a discipline devoted to exploring how our minds work…" (p.4). Consequently, as Rubin states (1987) after this impetus was gained, there has been a great number of research carried out which "resulted in a substantial body… outlining the behaviours learners use and describe the thought processes they engender while learning a foreign or second language." (p.15).

Wenden describes (1987) learning strategies as "… specific actions or techniques used by the learner, to make the learning process more effective" (p.7). She adds that learning strategies are "problem oriented" are "behaviours that contribute directly to learning", and they may be "consciously deployed… and can become automatized and remain below consciousness" (p.8). Wenden also states (1987) that learning strategies include some actions that may be observable and that some others may not be observable such as making a mental comparison. Finally she adds that learning strategies are behaviours that are amenable to change, as they can be modified, rejected and unfamiliar ones can be learned.

Rubin (1987) gives the description of learning strategies as “the behaviours and thought processes that learners use in the process of learning” and she underlines the fact that this definition excludes those variables which may provide a background to learning success, such as:

1. Psychological characteristics: risk-taking, tolerance of ambiguity, field dependence, empathy, and so on.

2. Affective variables: liking or disliking the teacher, the culture, the natives, the state of mind of the learner at the time of learning activity, and so on.

3. Social style: degree of sociability, outgoingness, social competence, and so on. (p.19)

In their seminal study, O'Malley and Chamot (1990) define learning strategies as "the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information".

Cohen (1998) defines the term learning strategies as “learning processes which are consciously selected by the learner… to enhance the learning” (p.4) and he emphasizes that the element of ‘choice’ is significant since it is what gives a strategy its special character. According to him, learning strategies are moves “ which the learner is at least partially aware of, even if full attention is not being given to them” (p.4).

Conclusively, it can be stated that although there are some minor differences in the various definitions of the term learning strategies, it is also widely agreed upon that these are certain actions or behaviours taken by the learners, consciously or unconsciously, to improve their learning process.

2. Language Learning Strategies

When it comes to the field of language learning, one can observe a multitude of research carried out in the field, in order to define and classify LLS. Various definitions of LLS have been used by key figures in the field within foreign language education. Tarone (1983, cited in Clouston, 1997) defined a language learning strategy as "an attempt to develop linguistic and sociolinguistic competence in the target language … to incorporate these into one's interlanguage competence" (p. 67). Rubin (1987) later stated that LLS "are strategies that contribute to the development of the language system which the learner constructs and affect learning directly" (p.22). Finally, in her book for language teachers, Oxford (1990) provides specific examples of LLS (i.e., "In learning ESL, Trang (a foreign learner of English) watches American TV soap operas, guessing the meaning of new expressions and predicting what will come next") and a comprehensive definition:

> ...language learning strategies are … specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability (p.8).

In spite of the numerous definitions given by researchers in this field, defining and classifying language learning strategies remains no easy task. Wenden and Rubin (1987) talk of “the elusive nature of the term” (p.7), Ellis (1994) describes the concept as a “fuzzy one […] and not easy to tie down.” (p.529), while O’Malley *et al* (1985) describe the situation like this:

> There is no consensus on what constitutes a learning strategy in second language learning or how these differ from other types of learner activities. Learning, teaching and communication strategies are often interlaced in discussions of language learning and are often applied to the same behaviour. Further, even within the group of activities most often referred to as learning strategies, there is considerable confusion about definitions of specific strategies and about the hierarchic relationship among strategies (p.22).

Ellis (1994) presents the definitions proposed for language learning strategies by Stern (1983), Weinstein and Mayer (1986), Chamot (1987), Rubin (1987) and Oxford (1989) in a brief and well summarised table. As this collection of the brief definitions of strategies show, they are mostly defined as 'general tendencies, overall characteristics, behaviours, thoughts, techniques, approaches, deliberate actions, sets of operations, steps, plans, routines, processes which are consciously selected by learners,' to enhance their learning. More specifically the language learning strategies are defined generally as the conscious or semi-conscious thoughts, actions and behaviours that are employed by the learners to facilitate the obtaining, storage, retrieval and use of information.

The first five rows of the following table are taken directly from Ellis' table of LLS definitions. The following rows include some more recent definitions originating from the researcher's literature search and are thus prepared and added by the researcher herself.

Table 2.1
Definitions of Language Learning Strategies

1.	Stern (1983)	In our view 'strategy' is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, leaving techniques as the term to refer to particular forms of observable learning behaviour.
2.	Weinstein and Mayer (1986)	Learning strategies are the behaviours and thoughts that a learner engages in during learning that are intended to influence the learner's encoding

		process.
3.	Chamot (1987)	Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information.
4.	Rubin (1987:19)	Learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly. They are any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information.
5.	Oxford (1989)	Language learning strategies are behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable.
6.	O'Malley et al. (1985:23)	Learning strategies are operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information.
7.	Oxford (1990:8)	1. The strategy concept […] has come to mean a plan, step or conscious action toward achievement of an objective. 2. Language learning strategies are specific actions taken by the learner to make learning, easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.
8.	O'Malley and Chamot (1990)	The special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information.
9.	Wenden (1987:6)	1. The term learner strategies […] refers to language learning behaviours learners actually engage in to regulate the learning of a second language. These language learning behaviours have been called strategies. 2. The term learner strategies refers to what learners know about the strategies they use, i.e. their strategic knowledge.
10.	Cohen (1998:4)	Learning strategies are processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall and application of information about the language.
11.	Cohen (2003: 278)	1. Strategies are specific behaviours that learners select in their language learning and use. 2. Language *learning* (Cohen's italics) are the conscious or semi-conscious thoughts and behaviours used by the learners with the explicit aim of improving their knowledge and understanding of a target language.

A change over time may be observed from these definitions: from the early focus on the product of learning strategies, as linguistic or sociolinguistic competence, there is now a greater emphasis on the processes and the characteristics of LLS.

If one were to examine in closer detail some of the important and well-adopted definitions, it would probably begin with Rubin (1975) who is one of the earliest researchers in this field and who provided a very broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge". Later, in 1981 she identified two kinds of learning strategies: "those which contribute directly to learning, and those which contribute indirectly to learning" (pp.124-126). She divided the direct learning strategies into six types as: clarification/ verification, monitoring, memorization, guessing/ inductive inferencing, deductive reasoning and practice. The indirect learning strategies were divided into two types as creating opportunities for practice and production tricks.

Rubin included communication strategies under production tricks which proved to be controversial since learning strategies and communication strategies are seen by some researchers as two quite separate manifestations of language learner behaviour. Brown (1980 cited in Griffiths, 2003), for instance, draws a clear distinction between learning strategies and communication strategies on the grounds that "communication is the output modality and learning is the input modality" (p.87). As stated by Griffiths (2003) he 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 (2000) later on concedes, however, that "in the arena of linguistic interaction, it is sometimes difficult.....to distinguish between the two" (p.118).

Ellis (1986) is another researcher who views learner strategies as a more general phenomenon, which has two quite different subsets as: strategies for using and strategies for learning a language. He includes communication strategies under strategies for using a language and defines them briefly as "devices for compensating for inadequate resources" (p.165). He also argues that successful use of communication strategies may actually hinder

language learning as skilful compensation for lack of linguistic knowledge may abstain the learners from the need for learning.

On the topic of communication strategies being different from, or a part of learning strategies, Tarone (1980) adopts a different point of view. She suggests that by helping students to say what they want or need to say, communication strategies can help to expand language since in the process of using the language for communication the learner will be exposed to language input which may result in learning and which may therefore be considered a learning strategy. According to Tarone, 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" (p.419). However, there are some problems with differentiating between communication strategies and learning strategies on the grounds of motivation or intention. Tarone later (1981) acknowledges that in practice we have no way of determining what motivates a learner, that learners may have a dual motivation to both learn and communicate, or that learners may learn language even when the basic motivation was to communicate. As Tarone (1981) comments, "the relationship of learning strategies to communication strategies is somewhat problematic" (p.290).

Due to the inability to differentiate clearly between communication and learning strategies, the decision regarding what should or should not be included in learning strategy taxonomies such as Rubin's and others' remains a controversial issue, and leads to what Stern (1992) acknowledges is "a certain arbitrariness in the classification of learning strategies" (p.264). Stern (1975) produced a list of ten language learning strategies in the mid-seventies, which he believed to be characteristic of good language learners. At the top of the list he put "personal learning style" (p.311). Stern (1992) later defined "strategies" as "broadly conceived intentional directions" and he called techniques the "behavioural manifestations of the

strategies" (p.261). His definition of techniques seems to fit better with what Rubin (1975) calls strategies.

In 1985, J. Michael O'Malley, Anna Uhl Chamot, Gloria Stewner-Manzanares, Lisa Kupper and Rocco P. Russo carried out one of the most eminent researches in the field where they used the definition of learning strategies based on another similar definition originally used by Rigney (1978) as "operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information" (1985, p.23). O'Malley and his colleagues endeavoured to produce a classification scheme with mutually exclusive categories and thus developed a taxonomy of their own, identifying 26 strategies which they divided into three categories:

1. Metacognitive strategies, which are related to knowing about learning
2. Cognitive strategies, which are specific to distinct learning activities
3. Social strategies, which are about interactions with other learners or language users

The metacognitive and cognitive categories correspond approximately with Rubin's indirect and direct strategies. However, the addition of the social mediation category was an important step in the direction of acknowledging the importance of interactional strategies in language learning.

Oxford (1990) used a similar definition of language learning strategies as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information" (p.8). She classified learning strategies into six groups, attempting for a remedy to the perceived problem that many strategy inventories appeared to emphasise cognitive and

metacognitive strategies and to ascribe much less importance to affective and social strategies:

1. Memory strategies, which relate to how students remember language.

2. Cognitive strategies, which relate to how students think about their learning

3. Compensation strategies, which enable students to make up for limited knowledge

4. Metacognitive strategies, relating to how students manage their own learning

5. Affective strategies, relating to students' feelings of anxiety

6. Social strategies, which involve learning by interaction with others. (p. 16)

This inconsistent use of basic terminology as employed by key researchers and writers in the language learning strategy field has contributed to difficulties with definition and classification which remain to this day.

3. Language Learning Strategies versus Learning Styles

One should note that LLS are different from learning styles, which pertain more broadly to a learner's "natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills" (Reid, 1995). As also defined by Oxford, learning styles are a "general approach preferred by the student when learning a subject, acquiring a language, or dealing

with a difficult problem" (Oxford 2000). Within the area of learning styles, each individual reflects sensory style dimensions such as visual, auditory, hands-on, social style dimensions such as extroverted, introverted, cognitive style dimensions, among which are concrete-sequential, abstract-intuitive, closure-oriented, open, detail-focused, holistic (sometimes called particular/global), and analyzing, synthesizing. According to Oxford, we would usually locate ourselves somewhere on a continuum for each style dimension, being somewhat remote to the extreme ends.

Shortly, learning styles are overall patterns which provide a general direction to learning behaviour whereas learning strategies are the specific behaviours that learners employ, usually intentionally, to enhance their understanding, storage and retrieval of second/ foreign language information. (Oxford, 1994)

However there appears to be an obvious relationship between one's language learning style and his or her usual or preferred language learning strategies. Recent research (Oxford and Ehrman, 1988) suggests that learning style has a significant influence on students' choice of learning strategies, and that both styles and strategies affect learning outcomes. According to Brown, learning strategies do not operate by themselves, but rather are directly tied to the learner's underlying learning styles and other personality-related variables such as anxiety and self-concept (Brown, 1991). Cohen (1996) emphasizes that they are also related to demographic factors like sex, age, and ethnic differences as proved in the research by Politzer (1983) and Oxford (1989). Schmeck (1988 cited in Cohen, 1996) underscores the need to understand learning strategies in the context of learning styles, which he defines as the expression of personality specifically in the learning situation. Schmeck also exhorts researchers to view learning styles and learning strategies in the context of general personality factors such as the following: introversion/extroversion, reflectiveness/impulsiveness, field

independence/dependence, self-confidence, self-concept, self-efficacy, creativity, anxiety, and motivation (intrinsic/extrinsic) (cited in Oxford and Cohen, 1992).

4. Language Learning Strategies versus Study Skills

Furthermore, learning strategies are also different from "study skills", which are often held to be the same thing. Learning strategies are at a higher level than skills, since they act as "executive processes" that coordinate and apply skills. Accordingly "learning strategies tend to be unobservable mental processes while 'study skills' are more overt techniques, such as keeping one's class notes in a logical order" (Graham, 1997). Ellis and Sinclair (1989) suggest that study skills are product oriented whereas learning strategies are process oriented, aiming for self-examination and insight into one's learning.

5. Language Learning Strategies versus L2 Use Strategies

Cohen distinguishes between L2 learning strategies and L2 use strategies. According to him, language learning strategies are the conscious or semi-conscious thoughts and behaviours used by learners with the explicit goal of improving their knowledge and understanding of a target language. He adds that these include cognitive strategies for memorizing and manipulating target language structures, metacognitive strategies for managing and supervising their strategy use, affective strategies for gauging their emotional reactions to learning and lower anxieties, and social strategies for enhancing learning, such as cooperating with other learners and seeking opportunities to interact with native speakers. According to Cohen with a well-functioning repertoire, these strategies will enhance the language learning process by promoting successful and efficient completion of language learning tasks and allow the learners to develop their own individualized approaches to learning.

He defines L2 use strategies as conscious techniques employed after L2 learning has occurred, when the material is accessible for communicative use. According to Cohen (1998), L2 use strategies include four types:

1. Retrieval strategies: for retrieving information about the L2 already stored in memory,
2. Rehearsing strategies: for rehearsing L2 structures, like form-focused practice
3. Cover strategies: to help the learner avoid looking stupid or unprepared,
4. Communication strategies: for conveying a meaningful message in the L2 despite knowledge gaps.

He emphasizes that language use strategies come into play once the language material is already accessible, whereas language learning strategies are used with an explicit goal of improving learners' knowledge of a given language. Thus, language use strategies focus primarily on helping students utilize the language that they have already learned to any degree. He also believes that while some strategies for language learning and language use may appear similar, such as certain rehearsal strategies; other strategies are unique to one or the other, such as strategies for initial learning of new vocabulary relating to a health condition versus strategies for using the new vocabulary once it has been learned well enough to recognize the words in use and perhaps to produce some or many of them (Cohen 1998).

C. Characteristics of Language Learning Strategies

Although the terminology used shows slight variations, with some writers using the terms "learner strategies" (Wenden & Rubin, 1987), others "learning strategies" (O'Malley & Chamot, 1990), and others "language learning strategies" (Oxford, 1990, 1995), there are

basic characteristics in the generally accepted view of LLS. Clauston (1997) summarizes these characteristics as follows:

> First, LLS are learner generated; they are steps taken by language learners. Second, LLS enhance language learning and help develop language competence, as reflected in the learner's skills in listening, speaking, reading, or writing the L2 or FL. 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.) (p.2)

However, through the literature, it seems that a number of further aspects of LLS are less uniformly accepted. As outlined by Clouston, Oxford (1990) and others such as Wenden and Rubin (1987) note a desire for control and autonomy of learning on the part of the learner through LLS. Cohen (1990) insists 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, as Pearson (1988) and Skehan (1989) have discussed. In her teacher-oriented text, Oxford (1990) summarises her view of LLS by listing twelve key features as:

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

7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors. (Oxford, 1990)

D. Classification and Taxonomy of Language Learning Strategies

Language Learning Strategies have been classified by many scholars. As expressed by Oxford (1994), almost two dozen L2 strategy classification systems have been divided into the following groups:

1. systems related to successful language learners (Rubin, 1975);
2. systems based on psychological functions (O'Malley & Chamot, 1990);
3. linguistically based systems dealing with guessing, language monitoring, formal and functional practice (Bialystok, 1981) or with communication strategies like paraphrasing or borrowing (Tarone, 1983)
4. systems related to separate language skills (Cohen, 1990)
5. systems based on different styles or types of learners (Sutter, 1989).

The existence of these distinct strategy typologies indicates a major problem in the research area of L2 learning strategies, which is expressed by Oxford (1994) as the “lack of a coherent, well accepted system for describing these strategies”. (p.143)

However, most of these attempts to classify language learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes. In what follows, Naiman's (1978), Rubin's (1975,1987), Wong Fillmore's (1985), Bialystok's (1981), Wenden's (1985), O'Malley & Chamot's (1985), Oxford's (1990), and Stern's (1992) taxonomies of language learning strategies will be handled, which focus on the behaviours and thought processes that learners use in the process of learning. Other more personal variables which may contribute to the success of language learners, such as psychological characteristics (field dependence, tolerance for ambiguity, empathy, risk-taking, etc.), affective variables (liking or disliking the teacher, the culture, the natives, etc.) or social style (degree of sociability, outgoingness, competence) are not the focus of what will be referred to here as the 'language learning strategies'.

1. Single strategy era from 1960 to 1975

Research into language learning strategies began in the late 1960s, being partially influenced by the developments in cognitive psychology which affected much of the research done on this topic. Earlier research focused mostly on the use of single strategies, as initiated by the study of Aaron Carton, published to become one of the first resources in the field, "The Method of Inference in Foreign Language Study" (1966). Carton connected learner differences in language learning to the ability to make rational, valid, reasonable inferences. According to him, language learning is a kind of problem solving that requires the learner's previous experience and knowledge for processing of language data, and he later (1971) provided a detailed discussion of inferencing as a strategy used by second language learners. He stated that inferencing, transfer, overgeneralization and simplification were the main themes under the general strategy of 'inferencing' which he divided into three kinds of cues:

1. Intra-lingual cues, in which the cues are supplied by the target language, therefore used when a student already has some knowledge of the target language.

2. Inter-lingual cues, which are brought to bear on loans between languages such as cognates and regularities of phonological transformations from one language to another.

3. Extra-lingual cues, in which the learner uses what he/she knows about the real world to predict what is said in a foreign communication. (cited in Rubin, 1987)

Around 1975, both Taylor and Richards carried out studies, based on the dominant themes of Carton, as Taylor dwelled on overgeneralization and transfer, and Richards focused on simplification strategy. Richards claimed the simplification strategy to be a universal one, stating that every learner would try to construct an "optimum grammar" in which the fewest number of rules do the maximum amount of work. (cited in Wenden& Rubin, 1987)

2. Shift to Good Language Learners from 1971 to 1978

Implicit in the research on learning strategy use is the assumption that strategic behaviours can potentially exert a causal effect on second language acquisition and second language performance. Implicit also is the notion that high- and low-ability learners utilize strategies differently and that these differences may very well be related to test score variation. For this reason, considerable research has been devoted to understanding how successful and unsuccessful learners invoke strategy use to learn languages. In this effort, some studies in the field have given particular attention to 'good language learners' and to the strategies they typically invoke during language learning or use.

The first attempts which were empirically evidenced to define and discriminate such good learner behaviour were made by Rubin (1975) and Stern (1975). Shortly after the lists of

characteristics of good language learners had been proposed by both Rubin and Stern, more researchers started to turn their attention to investigating learning strategies of good language learners.

Rubin's Taxonomy of LLS- 1975

At about the same time as Taylor and Richards, the focus in the learning strategies field started to shift from the single strategy to that of the 'good language learner' (GLL). Rubin, initiated researched which focused on the strategies of the successful learners (1971) introducing the idea that the GLLs might be doing something special or different that one could learn from. Her assumption was that, once identified, such strategies could be made available to less successful learners. To identify these strategies, Rubin observed some ESL classes and the research results described in her (1975) paper included the following variables:

1. Learner psychological characteristics (risk-taking, tolerance for ambiguity, willingness to appear foolish),
2. Learner communication strategies (use of circumlocution and gestures),
3. Learner social strategies (seeking out opportunities to use language),
4. Learner cognitive strategies (guessing/inferencing, practising, attending to form by analysing, categorising, synthesizing and monitoring)

In line with these variables, she proposed seven strategies that the GLLs used:

1. GLLs are willing and accurate guessers, who are comfortable with uncertainty

2. GLLs have a strong drive to communicate, as they show effort to get their message across.

3. GLLs are often uninhibited, as they are willing to make mistakes to communicate.

4. GLLs are prepared to attend to form, they look for patterns in the language.

5. GLLs practice, pronouncing words or making up sentences.

6. GLLs monitor their speech and that of others.

7. GLLs attend to meaning.

In a report of subsequent research that she carried out (1981) , she classified strategies in terms of processes: ones that directly affect learning, and ones that indirectly do so. The strategies that directly affect learning are cognitive and meta-cognitive strategies. The cognitive strategies are further categorised as:

1. *Clarification / Verification*: learners clarify their understanding of the new language

2. *Guessing / Inductive Inferencing*: using previous linguistic or conceptual knowledge to derive hypotheses

3. *Deductive Reasoning*: learner looks for and uses general rules

4. *Practice*: contribute to storage and retrieval of language while focusing on accuracy

5. *Memorization:* focus on storage and retrieval of language

6. *Monitoring:* learner notices errors, observes how messages are received by the addressee

Metacognitive strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritising, setting goals, and self-management. Strategies which indirectly affect learning are ones such as creating opportunities to practice the language and use of production tricks. (Rubin, 1987)

Naiman et al.'s Taxonomy of LLS- 1978

Another significant study carried out on the notion that successful language learners can be employing specific strategies, was one completed by Naiman, Fröhlich, Todesco and Stern (1978). This study focused on personality traits, and unlike the previous one of Rubin which emphasized the general approach of the successful language learner, it "placed more emphasis on the relationship between the general psychological make-up of language learners and their behaviours in the classroom" (Graham, 1997). The study by Naiman *et al*. underlined the relationship between the strategies the learner consciously develops and uses, and certain learner characteristics, especially personality and cognitive styles. The initial frame of reference for their analysis was Stern's (1975) list of ten strategies necessary to attain second language competence (cited in Rubin, 1987). This list was modified by the statements and views of the interviewees in the Naiman *et al*. study, to form a new list of five general strategies and related techniques. Their observations classified into these five strategy types are as follows:

1. *An active task approach*: active involvement of the GLLs in the learning tasks
2. *Realization of language as a system*: develop an awareness and analyse the L2 to make inferences.
3. *Realization of language as a means of communication*: looking for situations involving communication, emphasizing fluency over accuracy at first stages

4. *Management of affective demands*: e.g. learning to laugh at oneself for mistakes done while using the language.

5. *Monitoring of L2 performance*: GLLs constantly revise their L2 systems, as they ask for corrections and feedback.

3. Early studies of Language Learning Strategies from 1981 to 1985

Research in the field of language learning and teaching seems to show an increasing interest in the relationships between characteristics of language learners and their language performance. Especially in the late 1970's and early 1980's, many researchers have investigated a series of factors basically hypothesised to have a relationship with how language learners manage to learn language, particularly a foreign language, mostly through observing learners in the natural learning environments. These factors included learner's foreign language experience, gender, field of study, status of the target language, or ethnicity. These early investigations inspired some researchers in the field to attempt to identify what language learners, especially those who are 'good' or 'successful' actually do when they learn a foreign language. However, in this period there appears to be a greater emphasis on linguistically based systems such as dealing with guessing, language monitoring, formal and functional practice (Bialystok, 1981) or on systems based on communication and social strategies like paraphrasing or borrowing (Wong-Fillmore, 1976, Tarone, 1983).

Wong Fillmore's Taxonomy of LLS

In 1976, Wong Fillmore carried out a longitudinal study of learning strategies in a naturalistic environment by observing five Mexican children. As later cited by Wenden& Rubin, (1987) she observed that being actively involved in the conversation had a significant connection to learning since the new material became learnable and easier to remember, as it was embedded in current, interest-holding activities. In this study of five Chicano students who were learning

English, Wong-Fillmore identified social strategies used by successful language learners and also found that by using a few well chosen formulas learners could continue to participate in activities which provided contexts for the learning of new material. She proposed a different classification from that of Rubin or Naiman, as she grouped learning strategies into social and cognitive strategies. Nevertheless, she also provided strong evidence of the link between these two categories, as social and communication strategies were stated to contribute indirectly to learning whereas cognitive strategies, like inferencing and making associations, directly affected it. The specific techniques underlying each category can be summarised as follows.

Social strategies:

1. Join a group
2. Give the impression you can speak the language
3. Count on your friends

Cognitive strategies:

1. Assume relevance of what is being said
2. Get some expressions
3. Look for recurring parts in formulae
4. Make the most of what you have got
5. Work on the big things first

She also added that social strategies were more important than cognitive ones in the context of children, as they had to be social in order to learn the target language. Therefore, her study

was more dealing with the spontaneous, immediate, context dependent language use, as cited by Skehan.

Bialystok's Taxonomy of LLS

Following the above research, another taxonomy was put forward by Bialystok as she defined LLSs as "optimal means for exploiting available information to improve competence in a second language" (cited in O'Malley & Chamot, 1990). In 1979 she reported on research which showed the effects of the use of two functional and two formal strategies. She therefore classified the learning strategies into two kinds:

1. Functional strategies: inferencing and functional practising, where there is a focus on language use

2. Formal strategies: monitoring and formal practising, where the focus is on language form.

As stated by Rubin (1987) Bialystok uses the term 'monitoring' in the more narrow sense where the focus is on the form, but not upon the intention of the communication.

In a later study Bialystok found that although use of all four strategies had positive effects on achievement, functional practice had a stronger relationship with performance irrespective of task. She also stated that strategies were teachable, if they were introduced explicitly in a formal setting and that the types of strategies used by learners would depend on the type of knowledge required for a given task.

Below is a table summarising the early research on LLSs by Rubin, Naiman *et al.,* Wong-Fillmore and Bialystok, as elaborated on Skehan's summary table of early studies on LLS (1989).

Table 2.2

Taxonomy of early studies on Language Learning Strategies

Rubin	Naiman et al.	Wong-Fillmore Social	Wong-Fillmore Cognitive	Bialystok Functional	Bialystok Formal
1. Clarification verification	1. Active task approach	1. Join a group	1. Assume relevance of what is being said	1.Inferencing and functional practising	1.Monitoring and formal practising
2. Memorisation	2. Language is a system	2. Give the impression you can speak the language	2. Get some expressions	2. Focus on language use	2. Focus on language form
3. Guessing, inductive inferencing	3. Language is a means of communication or interaction	3. Count on your friends	3. Look for recurring parts in formulae	3. Modify all sorts of task performance	
4. Deductive reasoning	4. Management of affective demands		4. Make the most of what you have got	4. Functional practice related with achievement irrespective of task	
5. Monitoring	5. Monitoring of performance		5. Work on the big things first		

Source: Peter Skehan (1989)

The Studies of Tarone, Hosenfeld, Cohen & Aphek on LLS

Between 1977 and 1980 more studies were carried out by important researchers in the field, with more specific and different points of focus among learning strategies such as communication, meta-cognitive, reading or vocabulary strategies.

Tarone carried out studies with a focus on the communication strategies employed by learners of a second language. As was stated in her 1977 and 1981 papers, she identified several communication strategies used by learners to stay in a conversation such as word coinage,

mime, circumlocution, appeal for assistance, approximation, hesitation, questioning repeat and explicit indication of comprehension (cited in Rubin, 1987).

At around the same time, Hosenfeld reported on the reading strategies of successful and unsuccessful second language learners (1977). By making of use of 'think aloud' type of introspection, she found that successful readers employ some form of contextual guessing, based on the process of inductive reasoning. Furthermore, she emphasized the use of a meta-cognitive strategy in which the student evaluates thinking by assessing the appropriateness of the logic of a guess. Later in 1979, she also attempted to train learners in the use of efficient reading strategies, which was one of the first attempts for training on strategy use (cited in Rubin, 1987).

In 1980 and 1981, Cohen and Aphek carried out studies which focused primarily on the strategies students used in the learning of vocabulary and the role of mnemonic associations in the retention of vocabulary over time. They found that in most instances students tried to memorize words. They also identified eleven categories of associations employed by the learners and concluded non-committaly that the use of such strategies facilitated the retention of vocabulary over time. Finally they underlined some strategies which affected learning adversely as poor memory techniques, poor inductive inferencing and poor deductive reasoning strategies.

4. Recent studies of Language Learning Strategies from 1985 to 1992

The studies carried out in the seventies, as summarised above, have greatly facilitated the general understanding of language learning by identifying strategies which directly support learning, as a range of cognitive strategies, and some which contribute indirectly to learning, as communication or social strategies.

After the 1980's, with the interaction of cognitive psychology and LLS, there seems to be a change of scope on LLS research. Rubin and Naiman *et al.* had not cited anything related to the cognitive theory, or any theory of learning until the 1980's. Moreover, the connection between LLS and the underlying mental processes had not been explained either. After the 1980's various researchers dwelled on this topic and shifted the direction of LLS research.

Wenden's taxonomy of LLS

This new step was first taken by Wenden, whose work in 1982 and 1986, has added an important new dimension to our understanding of learner strategies by introducing the importance of metacognitive knowledge in second language acquisition. She identified five areas of metacognitive knowledge:

1. The language
2. The student proficiency
3. Outcome of student's learning endeavours
4. Student's role in the language learning process
5. The best way to approach the task of language learning. (Wenden & Rubin, 1987)

In an earlier paper of 1985, Wenden had discussed four broader categories of strategies as:

1. *Cognitive strategies:* used for focusing attention on incoming information, making input comprehensible, storing what is understood for future use and developing facility in using what they learned.
2. *Communication strategies:* used when learners experience a gap in their linguistic knowledge and thus use other means to convey the meaning.

3. *Global practice strategies:* used for utilizing resources in the social environment, to create opportunities to learn, like trying to speak at every occasion, watching TV, listening to music.

4. *Metacognitive strategies:* used to oversee, regulate or self-direct learners' language learning. The three strategies are planning, monitoring and checking outcomes.

Wenden's description is rather similar to the one Rubin made in 1987, except for the monitoring strategy. While Wenden places monitoring in the metacognitive group, Rubin considers it both as a cognitive and a metacognitive strategy.

O'Malley & Chamot's taxonomy of LLS

Following Wenden's work, O'Malley, Chamot, Stewner-Manzanares, Russo & Küpper (1985) presented a more clarified strategy classification, based on data obtained from a larger population, by using various techniques. They also indicated a clear contrast between the cognitive and metacognitive strategies, basing their ideas on Anderson's cognitive theory, and summarised a total of three categories of learning strategies:

1. *Cognitive strategies:* operate directly on incoming information and manipulate it to enhance learning.

2. *Metacognitive strategies:* executive skills that may entail planning for monitoring or evaluating the success of a learning activity.

3. *Social strategies:* involve interaction with another person or control over affective factors.

Below is a table summarising the first strategy classification by O'Malley *et al.*

Table 2.3

Strategy Classification by O'Malley et al.

A.	**Metacognitive strategies:** 'higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity' (O'Malley & Chamot, 1990, 44)	*advance organisers*: planning the learning activity in advance - "You review before you go into class".
		directed attention: deciding to concentrate on general aspects of a learning task.
		selective attention: deciding to pay attention to specific parts of the language input or the situation that will help learning.
		self-management: trying to arrange the appropriate conditions for learning - "I sit in the front of the class so I can see the teacher".
		advance preparation: planning the linguistic components for a forthcoming language task
		self-monitoring: checking one's performance as one speaks - "Sometimes I cut short a word because I realize I've said it wrong".
		delayed production: deliberately postponing speaking so that one may learn by listening "I talk when I have to, but I keep it short and hope I'll be understood".
		self-evaluation: checking how well one is doing against one's own standards
		self-reinforcement: giving oneself rewards for success
B.	**Cognitive strategies**	*repetition*: imitating other people's speech overtly or silently.
		resourcing: making use of language materials such as dictionaries.
		directed physical response: responding physically 'as with directives'.
		translation: 'using the first language as a basis for understanding and/or producing the L2'
		grouping: organising learning on the basis of 'common attributes'.
		note-taking: writing down the gist etc of texts.

		deduction: conscious application of rules to processing the L2.
		recombination: putting together smaller meaningful elements into new wholes.
		imagery: visualising information for memory storage - "Pretend you are doing something indicated in the sentences to make up about the new word".
		auditory representation: keeping a sound or sound sequence in the mind - "When you are trying to learn how to say something, speak it in your mind first".
		key word: using key word memory techniques, such as identifying an L2 word with an L1 word that it sounds like.
		contextualisation: 'placing a word or phrase in a meaningful language sequence'.
		elaboration: 'relating new information to other concepts in memory'.
		transfer: using previous knowledge to help language learning - "If they're talking about something I have already learnt (in Spanish), all I have to do is remember the information and try to put it into English"
		inferencing: guessing meanings by using available information - "I think of the whole meaning of the sentence, and then I can get the meaning of the new word".
		question for clarification: asking a teacher or native for explanation, help, etc.
C:	**Social Mediation strategies:**	*cooperation*: working with fellow-students on language

Oxford's taxonomy of LLS- 1990

Oxford gives one of the most comprehensive strategy classifications until today, supplying us with a seminal definition of language learning strategies. The most comprehensive language learning strategy scheme, the Strategy Inventory for Language Learning (SILL), developed by Oxford, separates strategies into two strategy orientations and six strategies groups:

1. Direct learning orientation, consisting of (a) memory, (b) cognitive, and (c) linguistic deficiency compensation strategy groups.

2. Indirect learning orientation, consisting of (a) metacognitive, (b) affective, and (c) social strategy groups.

The direct learning strategies involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language. The indirect strategies concern the management of the learning and include such activities as: needs assessment, activities planning and monitoring, and outcome evaluation. They also involve aspects that aid the learner in regulating emotions, motivation, and attitudes such as self-encouragement and reduction of anxiety. Furthermore they cover the actions learners take in order to communicate with others, such as asking questions for clarification and cooperating with others in communication.

Each of these six strategy groups can be further subdivided, with the end result being a compilation of 60 specific strategies. As summarised by Rausch, "Oxford's model outlines a comprehensive, multi levelled, and theoretically well-conceived taxonomy of language learning strategies. This taxonomy usefully encompasses a continuum of strategies, from affective personal management and general approaches to basic learning to specific language learning, memory, and communicative techniques" (2000).

Oxford has also created a detailed questionnaire in order to measure the LLS that are used by the learners of a foreign language. This detailed questionnaire is called the Strategy Inventory for Language Learning (SILL) and it can be used both for native English speakers learning another language or for speakers of other languages learning English. (Oxford, 1990). The table below (Table2.4) very briefly shows the nature of each section in the SILL and exemplifies some statements.

Table 2.4
Summary of the Strategy Inventory for Language Learning (SILL)

Abbreviated & Adapted Strategy Inventory for Language Learning (SILL) for L2 students of English (Oxford 1990)	
Describe each of these statements on a scale going from: 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'	
A. Remembering more effectively (9 items)	E.g. "I think of relationship between what I already know and new things I learn in English."
B. Using all your mental processes (14 items)	E.g. "I say or write new English words several times."
C. Compensating for missing knowledge (6 items)	E.g. "To understand unfamiliar English words, I make guesses."
D. Organising and evaluating your knowledge (9 items)	E.g. "I try to find as many ways as I can to use my English."
E. Managing your emotions (6 items)	E.g. " I try to relax whenever I feel afraid of using English."
F. Learning with others (6 items)	E.g. "If I do not understand something in English, I ask that person to slow down or say it again."

Above is an much shortened version of the Strategy Inventory for Language Learning (SILL) of Oxford, especially prepared for ESL/EFL learners. This abbreviated table is for purposes of conveniency and for an overall idea and is not for practical use. There are six strategy groups that are questioned in this survey, which are given in the table above as parts from A to F. Each of these parts stand for the strategy groups of memory, cognitive, compensation, metacognitive, affective and social in turn. On the right hand columns are some example statements chosen from the original questionnaire. The detailed and original questionnaire consists of 50 statements like these, on these 6 different categories. The participating students who take the questionnaire are expected to evaluate and give scores to each statement, from a

scale of 1-5 where 1 stands for 'I never use this technique' and 5 stands for 'I always use/ do this'. (Oxford, 1990).

Below is another diagram which summarizes the LLSs taxonomy of Oxford with a simplified model (Oxford, 1990). This diagram shows in greater detail what each of the 6 strategy groups stand for; which actions, behaviours or techniques they entail.

Diagram 2.1

Model of the Strategy System by Rebecca Oxford

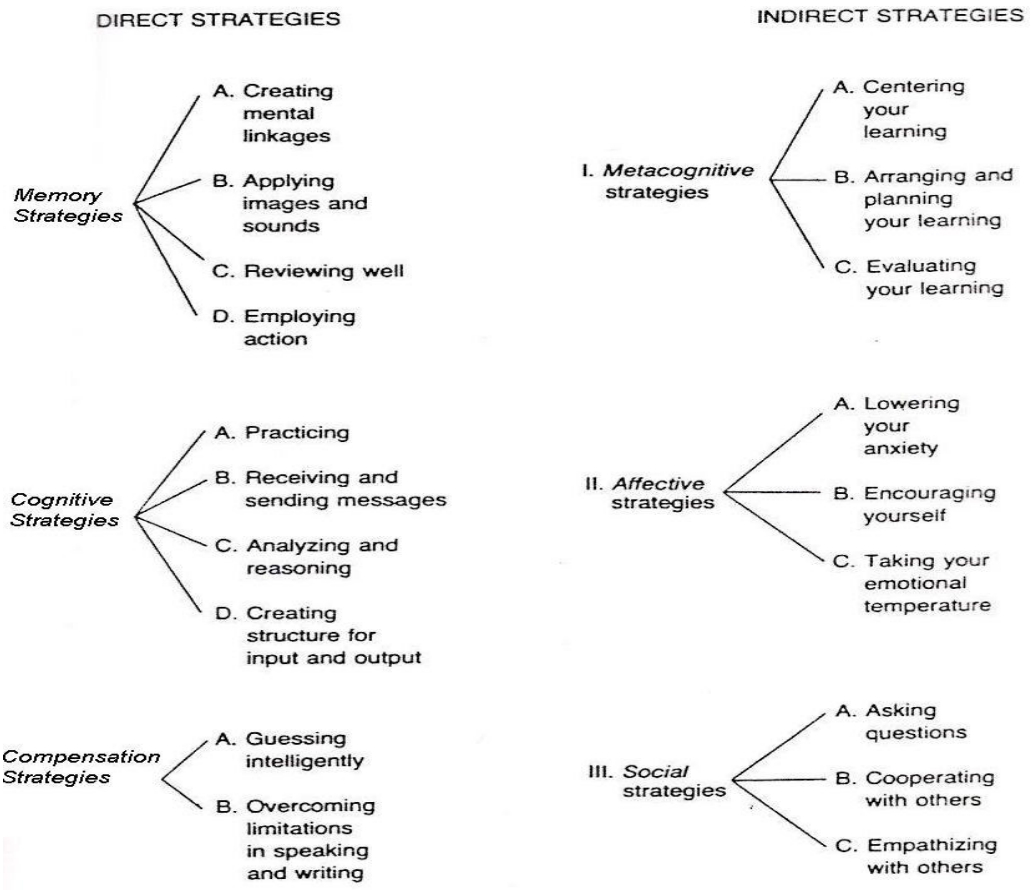


Diagram of the Strategy System Showing Two Classes, Six Groups, 19 Sets. (*Source*: R. Oxford)

Amid this welter of overlapping material and conflicting opinion, the process of establishing terminology, definitions and classification systems for language learning strategies is far from straightforward. In the face of the lack of consensus in the language learning strategy field,

whatever term may be used, and however it may be defined or classified, may come into conflict with one or other of the competing terms, definitions and classification systems. However, it may be advisable to suggest that O'Malley *et al.*'s (1985) definition (based on Rigney's, 1978) together with Oxford's (1990) classification system can provide a useful base for understanding language learning strategies and for launching research.

5. More empirical studies from Türkiye

The LLS were also studied in Türkiye by many researchers and practitioners. Mainly these studies either concentrated on the effects of use of LLS on certain language skills, such as reading, vocabulary or communicative skills; or on the effects of LLS use on EFL proficiency, student success and achievement.

One of the studies that concentrated on the on the relationship between LLS use and language skills was carried out by Meral Kara (2001). Her study aimed to identify the LLS used by the foreign university students and was performed with the participations of 25 foreign students from Bogazici University. The participants represented 8 different nationalities (Russian, Crimean, Albanian, Chinese, Mongolian, Bulgarian, German and Swedish). The focusing question was whether these foreign language learners who learned English and Turkish concurrently (first one in instructed and the second one in naturalistic settings) followed different patterns of LLS use for the development of two types of language proficiencies: CALP (Cognitive/ academic Language Proficiency) in English and BICS (Basic Interpersonal Communicative Skills) in Turkish. This research made use of SILL questionnaire (Oxford, 1990) in order to find out the LLS preferences of the participating students.

The results showed that foreign learners who had to learn two different languages at the same time, one in instructed and the other in naturalistic settings, displayed different patterns of strategy use in these two languages- mainly in the area of indirect learning strategies. The

learners reported to prefer chiefly the "social" language learning strategies for developing their BICS in Turkish (the language learned in a naturalistic setting) and the "metacognitive" strategies for developing their CALP in English (the language learned through instruction). However the use of direct LLS (cognitive, memory, compensation) was generally common for the learning and skills development of both languages. It was concluded that cognition and compensation were important strategies in second language acquisition irrespective of the nature of language exposure conditions.

Another study that could be given as an example to the second type of studies which concentrated on the on the relationship between LLS use and EFL proficiency was the one performed by İnci Çavuşoğlu (1992). This study investigated the relationship between the use of LLS and EFL proficiency in terms of two levels of language aptitude as the upper-intermediate and advanced. The two issues that were specifically examined in this study were whether there was a difference in terms of the number and frequency of LLS use between subjects at two different levels of aptitude and if there was a direct relationship between the use of LLS and EFL proficiency. The participants were 130 high school students (from Özel Eyüboğlu Lisesi) to represent the upper-intermediate level and 45 junior and senior university students from Boğaziçi University to represent the advanced level of EFL learners. Again the study made use of the SILL questionnaire in order to find out the LLS use of the participating students, and of the Michigan Test of English Language Proficiency (MTELP) to measure the participants' proficiencies.

The results showed that the advanced level students reported to use LLS more frequently and with a greater variety than upper-intermediate level students. Also their proficiency level turned out to be higher than the other group, as the results of the MTELP indicated. However it was also found that statistical correlation measures (Pearson-product moment correlation) indicated no significant relationship between the reported LLS use and EFL proficiency of the

subjects. Thus it was concluded that the relationship between the use of LLS and EFL proficiency was not a direct one that could be observed in a correlational study and that cultural and personal elements related to the participants in the foreign language learning process should also be taken into consideration and studied qualitatively in order to reach more reliable results.

In brief and to summarise what the researches in the field related to LLS have revealed, language learning strategies are the often-conscious steps or behaviours used by language learners to enhance the acquisition, storage, retention, recall, and use of new information (Oxford, 1990). LLS research first began in the 1960's, with a single strategy focus, with works of Carton, Taylor and Richards. Around 1975, the idea of strategies employed by the "good language learner" (GLL) was introduced by Rubin and followed with great contributions by Naiman *et al*. In the first half of 1980, Bialystok and Wong-Fillmore's studies on LLS were followed by the proposals of social and cognitive strategies by Wong Fillmore for the first time. In 1985, came the shift in research as LLS was coincided with cognitive psychology pioneered by the work of Wenden, who again dwelled on the cognitive strategies, with the addition of metacognitive strategy to his taxonomy. The more recent and eminent researchers such as O'Malley, Chamot and Oxford emphasized the differences among cognitive, metacognitive and social/affective strategies, with the most recent and significant contributions of Oxford who produced a comprehensive list of six broad strategy groups and sixty-two specific strategies.

As Oxford summarizes, research both outside the language field (i.e., Brown, Bransford, Ferrara, and Campione, 1983) and investigations with language learners (see reviews by Skehan, 1989; Oxford 1989; Oxford and Crookall, 1989) frequently show that the most successful learners tend to use learning strategies that are appropriate to the material, to the task, and to their own goals, needs, and stage of learning. More proficient learners appear to

use a wider range of learning strategies in a greater number of situations than do less proficient learners, but the relationship between strategy use and proficiency is complex. Research indicates that language learners at all levels use strategies (Chamot and Kupper, 1989) but that some or most learners are not fully aware of the strategies they use or the strategies that might be most beneficial to employ.

Language learning styles and strategies appear to be among the most important variables influencing performance in second language learning. Much more investigation is necessary to determine the precise role of styles and strategies. Thus it can be stated that teachers need to become more aware of both learning styles and learning strategies, to be able to help their students with different preferences, by syllabus and lesson designs that meet their needs and by teaching students how to improve their learning strategies.

III. METHOD

This part of the paper focuses on the research method which was employed in this study to cover the points of research design, participants, instruments, data collection procedure and data analysis.

A. Research Design

This study aims to examine the general language learning behaviour of young adult Turkish learners of EFL and it constitutes both qualitative and quantitative designs. Following more of a descriptive design, this research makes use of the "triangulation" technique and tries to put forth the learning strategies employed by young adult and adult EFL learners, with a specific focus on Oxford's taxonomy of language learning strategies.

Accordingly, the study was based on a constituent perspective, as it focused on the particular language learning behaviour of using strategies. The research was carried out with students and instructors from the preparatory classes of certain state and private universities, thus taking young adult learners and their EFL instructors into focus. The research instruments include interviews, surveys and questionnaires. These various research techniques are used in order to be able to ensure a greater reliability of the results.

B. Participants

The participants of the research are students and EFL instructors from the language preparatory classes of six different universities in Istanbul, Türkiye. These universities

were selected randomly among the approximate total of 20 in Istanbul, due to the factors such as availability, geographical proximity and the number of voluntary participants affecting the researcher's choices. However, for final interests of the research questions, both state and private universities were needed and thus three from each group were chosen to make a total of six. The study was conducted in the EFL preparatory classes of these above stated universities, with a total of 403 student participants, and 17 instructor participants in total.

The names of universities and the numbers of the participating students and instructors can be seen in table 3.1.

Table 3.1
Sample distribution according to universities

Name of the Universities	Type of the Universities	Number of participating instructors	Number of participating students	Total number of particip. students
Marmara Univ.	State	4	74	187
Yıldız Technical Un.	State	2	60	
Istanbul Technical Un.	State	2	53	
Maltepe Univ.	Private	4	96	216
Yeditepe Univ.	Private	3	66	
Istanbul Commerce Un.	Private	2	54	
TOTAL		**17**	**403**	

In Türkiye, the preparatory year of all universities have a common aim of instructing the students to learn English as a foreign language, where each university may follow a different syllabus and programme. However, the participating students starting and leaving the school at different levels after following an intensive English programme for

at least a year, constitutes a common point among all participating universities. After the preparatory year, the students who succeed in getting the passing grades stated by their universities continue their education in various disciplines for their undergraduate degrees, extending from law to medicine, from computer engineering to graphic design, from business administration to fine arts and so forth. However, during the time of the research conducted they were all learners of English in a formal environment, as students of the preparatory classes in their universities.

All the students of the preparatory classes had been subject to the proficiency exams or a similar one in their universities, at the beginning of the fall semester, in October 2005. This exam was carried out to assess the students' existing competence in English. As a result of the proficiency exam, students who were found inadequate in the language were required to attend English preparatory classes for at least a semester and thus had intensive English instruction until they could achieve the necessary level. The passing grades for these proficiency exams and levels of preparatory classes may vary from university to university. Nevertheless, the lowest level that was expected in the participating universities in this study was the intermediate level, furthermore most of them required the upper-intermediate or advanced level of English. This pre-requisite also shows that the participating students in this study were actually the ones who had a lower proficiency level than the one prerequisitely expected, at the beginning of the 2005-2006 academic year.

The data collection was started to be carried out in January 2006 and completed in May 2006. Consequently, by the time the data collection was completed, the participants had been taking intensive English courses of 20-28 hours a week, for four to eight months.

The table (Table 3.2) referring to the details of the level breakdown of students may be seen below.

Table 3.2
Sample distribution according to the students' levels

	Number of students	Low-Intermediate		Intermediate		Upper-Intermediate	
		Number	%	Number	%	Number	%
Marmara Un.	74	5	6.8%	59	79.7%	10	13.5%
Yıldız Techn. Un.	60	0	0.0%	42	70.0%	18	30.0%
Istanbul Techn. Un.	53	3	5.7%	38	71.7%	12	22.6%
Maltepe Un.	96	0	0.0%	96	100.0%	0	0.0%
Yeditepe Un.	66	0	0.0%	53	80.3%	13	19.7%
Ist.Commerce Un.	54	0	0.0%	48	88.9%	6	11.1%
TOTAL	403	8	2.0%	336	83.4%	59	14.6%

As can be seen in table 3.2, the student participants of the study comprised of at least low-intermediate level students which were rather few, mostly of intermediate level students and a few of upper-intermediate ones.

The tables referring to the details of the breakdown of ages and gender of the participant students may be seen below.

Table 3.3
Sample distribution according to gender of the students

		Percentage
Total number of Male students	209	51.9%
Total number of Female students	194	48.1%

Both male and female students contributed to the research, with male students having a slightly higher percentage. The distribution of gender has been presented in table 3.4 as follows.

Table 3.4
Sample distribution according to age of the students

	Marmara University		Yıldız Techn. University		Istanbul Techn. Univ.		Maltepe University		Istanbul Commer. Un.		Yeditepe University	
	n	%	n	%	n	%	n	%	n	%	n	%
Males	50	68	39	65	24	45	39	41	24	44	33	50
Females	24	32	21	35	29	55	57	59	30	56	33	50
n of partic.	74		60		53		96		54		66	
Age range	17-23		17-24		17-21		17-23		18-22		18-40	

n = Total number of students

% = Percentage of students

The ages of the participating students ranged from 17 to 40, with the latter being very scarce. The participating students were mostly between 18-20 years old and this did not show a significant variance between universities. However Yeditepe university was an exception, as there was one 40, one 38, two 28, one 27 and one 24 year old student among the participants, which has increased the average age of participants from Yeditepe. The descriptive statistics for the ages of participating students can be seen in table 3.5.

Table 3.5
Descriptive Statistics for the ages of the students

	Marmara Un.	Yıldız Tec. Un.	Istanbul Techn. Un.	Maltepe Un.	Yeditepe Un.	Istanbul Commer. Un.
Mean	19.3	19.4	18.7	19.1	20.4	19.3
Standard Error	0.1	0.2	0.1	0.1	0.5	0.1
Median	19.0	19.0	19.0	19.0	19.0	19.0
Mode	19.0	19.0	19.0	19.0	19.0	19.0
Stand. Deviation	1.3	1.3	0.9	1.0	3.9	1.0
Sample Variance	1.6	1.8	0.9	0.9	15.6	1.0
Kurtosis	0.6	3.1	0.1	2.1	14.3	-0.1
Skewness	0.7	1.5	0.2	1.0	3.6	0.6
Range	6	7	4	6	22	4
Minimum	17	17	17	17	18	18
Maximum	23	24	21	23	40	22

Accordingly, as can be seen in table 3.5, almost all universities have mean values for the ages of participant students around 19, except for Istanbul Technical University (18.7) and Yeditepe University (20.4). The strikingly high sample variance (15.6) and kurtosis values (14.3) of Yeditepe University point to the participation of older students there.

The instructor participants of the study comprised 17 university instructors of English, with various years of teaching experience and background. The details can be seen in table 3.6.

Table 3.6
Sample distribution according to background details of the instructors

Instructor	**University**	Female	Male	Hrs/ week/ class	Years of Experience	ELT/ TEFL Master/ Phd
PI 1	Marmara	x		15	10	No
PI 2	Marmara	x		18	10	No
PI 3	Marmara		x	6	21	No
PI 4	Marmara		x	14	2	No
PI 5	Yıldız Techn.	x		4	15	Yes- MA/ ELT
PI 6	Yıldız Techn.	x		4	18	Yes- MA/ ELT
PI 7	Istanbul Tech.	x		6	9.5	No
PI 8	Istanbul Tech.	x		15	15	Yes- MA/ TEFL
PI 9	Maltepe	x		16	7	Yes- MA/ ELT
PI 10	Maltepe		x	16	14	No
PI 11	Maltepe	x		16	3.5	No
PI 12	Maltepe	x		16	11	No
PI 13	Yeditepe	x		15	9	No
PI 14	Yeditepe	x		11	6	No
PI 15	Yeditepe	x		11	5	Yes- MA/ ELT
PI 16	İst.Commerce	x		12	25	No
PI 17	İst.Commerce		x	12	16	Yes- MA/ ELT

PI = Participating Instructor

Four of the contributing instructors were male and the rest were female. Eight of them were from the state universities as the other nine were from the private ones. Five instructors had a graduate degree from a related field, such as ELT or TEFL. Each

instructor had a different intensity of lessons a week with the same one class, which ranged from 4 to 18 hours a week.

C. Instruments

There were primarily three instruments used in this research, as stated previously. The first one was the interview carried out with the instructors of EFL which had three questions as the following:

1. What are language learning strategies in your opinion? Can you please briefly define language learning strategies (LLS)?

2. What keywords or phrases do you think of when I say "language learning strategies"? What keywords come to your mind related to this term (LLS)?

3. Do you think language learning strategies are being used in your English class(es)?

The second instrument was the questionnaire given to the instructors which took the six language learning strategy groups a basis, as categorised by Oxford (1989). The format was based on another questionnaire previously used by Griffiths and Parr (2001) with instructors of English, for the same purpose of getting their ideas on their students' LLS use. This original version was named by them as Inventory of Language Learning Strategies (ILLS). The version which was used in this study was based on the ILLS of Griffiths and Parr but explained each strategy group with a few more sentences and examples. Both the original and the adapted versions of the ILLS questionnaire can be found at the Appendices C and D.

The final instrument which was used in the study was the SILL questionnaire (Strategy Inventory for Language Learning) version 7.0, prepared by Rebecca Oxford (1990), which was completely translated into Turkish by the researcher, for convenience purposes on the side of the students. The SILL has two versions: one for English speakers learning a new language, and one for speakers of other languages learning English. The second version, the one for the speakers of other languages learning English, was used with the Turkish young adult learners of English, in Turkish. This was found more efficient since Rebecca Oxford (1990) herself had stated that SILL could be used in the participants' native tongues wherever required (p.277-278).

This version comprised of a total of 50 statements, under six different categories, where each category stands for a strategy group as follows:

Table 3.7
SILL Categorisation of Strategies

SILL Parts	n of statements	What strategies are covered	Strategy group
Part A	9	Remembering more effectively	Memory
Part B	14	Using all the mental processes	Cognitive
Part C	6	Compensating for missing knowledge	Compensation
Part D	9	Organising and evaluating the learning	Metacognitive
Part E	6	Managing the emotions	Affective
Part F	6	Learning with others	Social

n = The total number

The SILL has been used extensively by researchers, and has been found to have high validity, reliability and utility. The 50-item version of the SILL was tested for reliability by Oxford and her colleagues, on large populations. The internal consistency coefficient (Cronbach's alpha) was found to be .93. Oxford designed this strategy assessment

survey based on her classification system and quoting from Nisbet, Tindall and Arroyo (2005), the SILL is currently recognized as the most comprehensive and widely used instrument for identifying strategy preferences of language learners throughout the world (Bremner, 1999; Foong & Goh, 1997, Green & Oxford, 1995). The SILL has been extensively checked for reliability and has been validated in multiple ways. As of 1995, it had been used in over 45 major studies involving approximately 8,500 learners worldwide (Oxford & Burry-Stock, 1995). Research findings from these studies involving SILL learning strategies have recurrently indicated significant variation in learning strategy preferences based on a number of learner variables including gender, motivation, setting (i.e., English as a second language [ESL] versus English as a foreign-language [EFL]), cultural background, attitudes, beliefs, learning styles, and language proficiency (Oxford, 2001; Oxford & Burry-Stock, 1995).

The SILL was administered to the students as a questionnaire, and it measured the frequency of each student's choices in terms of the memory, cognitive, compensation, metacognitive, affective and social language learning strategies. It gave the results as low, medium or high strategy use, for each category. Students identified their current strategy use from short strategy descriptions, namely the 50 statements, and by stating how frequently they follow a technique with a 1-5 point Likert scale. The full SILL questionnaire, the answer sheet and the profile sheet can be found in Appendix B.

D. Data Collection Procedure

The data collection procedure consisted of three different steps. Firstly, the participating instructors were given an interview in order to be able to see whether they had any knowledge related to the topic of LLS. This interview was a close-ended one as the

participants were asked three questions related to the definition, keywords and the usage of LLS. No prior information was provided with the participating instructors about the topic of the interview so that they could reply the questions with their current knowledge and understanding of the term LLS. In addition, during the course of the interview, there was no guidance supplied as to the details of the term, and there were no clues given as well, as the instructors own conceptions about the term LLS was sought. Whatever the participants understood and remembered about the term, then and there, was asked by providing as much thinking time as they wished to have. The interviews were digitally recorded and the answers of the 17 participating instructors were transcribed and carried to computer environment for further analysis. The interviews were transcribed and were analysed word by word, for certain keywords or phrases which might have been useful for the results. For the purposes of the research questions, whether the instructors had a clear notion and understanding of the term LLS was analysed.

The second step was giving the instructors a questionnaire requiring them to order the LLS that their students had been using in their classes from the most to the least frequent. Before the fill-out, a brief explanation of each strategy group was supplied with some examples for the in class use. After reading this brief explanation of the strategies, instructors were asked to think about their own classes; to remember how frequently their students had been using each strategy group on the whole and to give their answers accordingly. The results of this questionnaire which was given to the instructors yielded their ideas on the frequency of their students' use of LLS and these were also gathered. These results were compared to the results of the SILL questionnaire given to the participating students and which again yielded a similar

ordering of strategies from the most frequent to the least. Each instructor's ordering was compared to the results of his/her own class' SILL to see if they had any correspondence in terms of the intensity of strategy use.

In order to find out the learning strategy preferences of the participating students, the study made use of the Strategy Inventory for Language Learning (SILL) version 7.0, prepared by Rebecca Oxford (1990). Before the SILL questionnaire was carried out in the universities, the participating instructors had been given their interviews and questionnaires so that they would not be affected by the results coming from their classes. Right before the SILL questionnaire was handed out to instructors, a thorough explanation on the aims of the study and how to carry out the SILL was also provided in detail.

In concord, the participating students were informed about the SILL by their instructors to recognise the aims of carrying out such a questionnaire. It was kindly reminded to the instructors that the results would help their students know more about themselves as a language learner. Finally, they were also informed that they could score their own questionnaires and complete their own profiles if they wished to.

In addition, both the students and the instructors were informed that the SILL results would be kept in complete confidence and would not affect the participants' grades or anyone's opinion related to their performances. Accordingly, they did not have to fill in their names on the profile sheets, but could do so if they wished to. It was also pointed out that there were no right or wrong answers and that the participants should judge and answer each statement according to how well the statement described them, not in terms of what they thought they should have done, or what others should do. It was added that

if they chose to write their names on the profile sheets, their learning strategy preferences would help their instructors to approach them more effectively.

The SILL questionnaire was conducted in a total of 22 classes from 6 different universities, by their instructors, with each class having a different number of students. A period of approximately 30-40 minutes was required to carry out the SILL with a group of 20-25 participants, including the explanation, application and scoring sessions.

The participants were able to ask questions and to demand support while they were answering the questionnaire. When required, the instructors supplied the participants with further explanations of the statements. The participants wrote their judgements for each statement using a Likert's Scale, with values from 1 to 5, as follows:

1- Never or almost never true of me
2- Usually not true of me
3- Somewhat true of me
4- Usually true of me
5- Always or almost always true of me

All the participants were given and used a separate "answer sheet" for writing down the numbers for their judgements, which can also be seen in the Appendix B. After finishing to comment on the 50 statements they were allowed to carry out their own scoring, if they wished to, by simply calculating their average scores for each section and copying the results onto the "profile sheets". These were also supplied to the participant students and can be seen in the Appendix B.

After the procedure was over in each class, the questionnaires with the answer sheets were gathered. Even if the calculations were done by the participant, they were done on computer once again, by a total entrance of the whole 50 statement judgement numbers

to the computer, for each of the 403 participants and double-checked by the researcher. They were transferred to Excel sheets, for further descriptive analysis.

E. Data Analysis

Each student who participated in the study and completed the SILL questionnaire filled out an individual scoring sheet (empty and original version can be found at Appendix B). Below (Table 3.8) is an example of a completed scoring sheet of SILL.

Table 3.8
Sample scoring sheet from SILL

Parts	A		B		C		D		E		F	Parts	TOTAL	AVERAGE
1	3	*10*	2	*24*	5	*30*	4	*39*	4	*45*	4	A	26	2.9
2	4	*11*	2	*25*	4	*31*	5	*40*	4	*46*	3	B	26	1.9
3	5	*12*	1	*26*	5	*32*	4	*41*	3	*47*	1	C	28	4.7
4	3	*13*	1	*27*	4	*33*	3	*42*	5	*48*	1	D	32	3.6
5	5	*14*	3	*28*	5	*34*	2	*43*	1	*49*	2	E	20	3
6	1	*15*	4	*29*	5	*35*	4	*44*	3	*50*	4	F	15	2.5
7	2	*16*	2			*36*	2							
8	1	*17*	2			*37*	4							
9	2	*18*	2			*38*	4							
		19	2											
		20	1											
		21	1											
		22	2											
		23	1											
Tot.	26	Tot.	26	Tot.	28	Tot.	32	Tot.	20	Tot.	15	TOT.	147	
Avr.	2.9	Avr.	1.9	Avr.	4.7	Avr.	3.6	Avr.	3	Avr.	2.5	AVR.	2.9	

Each of the 403 scoring sheets were analysed by the researcher, and the average scores for each strategy group were calculated and double checked on computer.

Each part in the SILL questionnaire from A to F pertained to a different strategy group and these can be seen below, in table 3.9.

Table 3.9
Table of strategy groups and parts of the SILL

Part	What Strategies are Covered	Your Average on This Part
A.	Remembering more effectively (Memory)	_____
B.	Using all your mental processes (Cognitive)	_____
C.	Compensating for missing knowledge(Compensation)	_____
D.	Organising and evaluating your learning (Metacognitive)	_____
E.	Managing your emotions (Affective)	_____
F.	Learning with others (Social)	_____
	YOUR OVERALL AVERAGE	_____

As can be observed, each group's average scores were taken, which resulted in a number between 1 and 5. According to Oxford's key of assessment, the average for each group of strategies should be evaluated as the following table (Table 3.10) illustrates.

Table 3.10
Key to Understanding your Averages

High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

Thus, in order to be able to state that a student has "high" usage of a certain strategy group, he/she should have an average between 3.5 and 5, for a "medium" usage the average should be between 2.5 and 3.4, as "low" usage would be indicated by a score from 1 to 2.4.

After the data were transferred to the computer, they were analysed on three different levels. The first analysis was done to see the average learning strategy employment of the participants, which could conveniently be reached, as the profile of each participant supplied the researcher with the following values:

Average of Memory strategies	Direct LLS
Average of Cognitive strategies	
Average of Compensation strategies	
Average of Metacognitive strategies	Indirect LLS
Average of Affective strategies	
Average of Social strategies	

Thus, the overall average of the whole SILL questionnaire was reached for each participating student. Through use of descriptive statistics the overall SILL averages for each participating university were also reached. The average SILL scores of each university were compared through ANOVA tests to see if there were any significant differences among them. The state and private universities SILL scores were also compared through t-tests.

The average SILL scores according to gender of the participating students were also calculated and compared through t-tests. In addition, the average SILL scores of male and female students were compared separately according to the type of their universities as state or private. Again t-tests and descriptive statistics were used in these calculations.

An analysis of the 6 strategy groups used by the students, based on gender was also carried out in order to see whether there were any significant differences between

males' and females' strategy usage, making use of descriptive statistics. These calculations also showed which strategies were reported to be more commonly used than others.

As the next step of data analysis, the interviews conducted with the participating instructors were examined. The transcriptions were checked for certain keywords and phrases that were significant for the answers of the research questions. The reasons behind using and checking for the keywords was to see whether the participating instructors had a clear understanding of the term LLS or not. Furthermore, certain common patterns or recurring terms were checked out and coded in order to be able to gather a coherent composition about the instructors' general perceptions related to the term LLS.

After this point, the results gathered from the SILL questionnaire carried out with the participating students were compared to the results of the adapted ILLS questionnaire given to the participating instructors, as both yielded an ordering of the six strategy groups from the most commonly used ones to the least. All the statistical analyses were done by using Microsoft Office Excel Data Analysis Tool pack.

In conclusion, the resulting figures showed sufficient and meaningful information which enabled the researcher to derive at least a limited pattern about the employment of LLS among adult EFL learners and the general awareness of the EFL instructors in Türkiye about the usage of LLS.

IV. RESULTS

The results of the study were put forth in the same order as the procedure was carried out. Accordingly, the results of the interviews with the participating instructors of EFL (English as a Foreign Language) on the topic of LLS (Language Learning Strategies) were given as the initial point. Next, the results of the questionnaire given to the participating instructors of EFL, about the use of LLS by their classes, from the most to the least frequently used strategies were supplied. After this, the results from the SILL questionnaire given to the participating students of EFL, from 6 universities, were provided. Finally, the results of the instructors' questionnaire were compared to the results gathered from their own classes, from the students' SILL questionnaire.

A. Results of the Instructors' interviews on Language Learning Strategies

The 17 participating EFL instructors from 6 different universities in Istanbul were given an interview of 3 questions. The questions were as follows:

1. What are language learning strategies in your opinion? Can you please briefly define language learning strategies (LLS)?

2. What keywords or phrases do you think of when I say "language learning strategies"? What keywords come to your mind related to this term (LLS)?

3. Do you think language learning strategies are being used in your English class(es)?

The purpose of the first question was to gain an idea about the participating instructor's general knowledge on the topic of LLS. The second question also had a similar purpose, with a further aim of trying to understand and evaluate the answer to the first question. Namely as

in the case of the definition of LLS being misleading or incomplete, the second question would give a supporting reply, with the use of relevant or irrelevant keywords or phrases by the participant. The third question aimed to see whether the participating instructors had an idea on the use of LLS by their classes, which again served its' purpose only if the first two questions were answered at least partially relevant to the subject.

If the term LLS was misunderstood or miscomprehended by the participating instructor, then this reflected in all 3 questions, with clear misconceptions about the term LLS surfacing.

For the first question, the answer which was sought for could be any brief definition of the term LLS, such as "…specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills" (Oxford, 1990). The definition was important to be student/learner based and that the participating instructor conceived that this term was about "learning strategies". Accordingly the relevant definition that was expected had to be student/learner and learning cantered, and not instructor/teacher or teaching oriented. It was also significant that the term "learning strategies" was not used synonymously with "teaching methods", "methodologies", "teaching techniques or tactics" or an "instructor's approach to the language class or teaching process". Accordingly any definition that was parallel to a tactic, strategy or way that was used by the learner to make his/her learning more effective was found relevant.

For the second question, the answer that was sought for could be any keyword, term or phrase that was related to LLS, such as cognition, meta-cognition, willingness to communicate, affective/ social strategies, communication, motivation, learner/student based, planning, organizing for better learning, involvement, and so forth. Furthermore, because LLS are closely linked to being a 'good language learner' (Naiman et al., 1996) , terms about learning a language more effectively were also found relevant, as they also could constitute specific

techniques or strategies, such as practicing, asking questions, being motivated, reviewing the new information, and so on.

However, although they seemed to bear similarities, some general terms about language teaching / learning were found to be less related to the topic of LLS. For example, teaching methods, approaches such as the Communicative Approach, the Direct Method, and the Grammar-Translation Method; learning styles such as being auditory, visual, kinaesthetic, or other general terms like psychology, acquisition, multiple-intelligences, and so on.

The third and the final question, being actually a yes/no question, could have any kind of answer according to the instructors' own ideas about the LLS use by their classes. Yet again, the answer to this question was mostly closely linked with the answers given to the first two questions, as it could be totally irrelevant if the term LLS was misconceived in the first two. An example could be that of LLS being conceived as "teaching methods" and thus the answer to the third question being one where the instructor states that he/she uses some special methods, techniques or approaches in the class to teach more effectively.

The answers given to these 3 questions were supplied in the table format, with a certain categorization being done according to the common points mentioned by the instructors. Furthermore, some important terms which were used by the instructors in their replies were also coded, even if they were not used recurrently by other instructors. (For instance AL for autonomous learner, SUT for suggestion from an instructor to teach learning strategies, SRS for specific reading strategies that were mentioned, and so forth). This was done because these terms were significant indications about the ideas the instructors had on the term LLS. The general key for the codes that was used to analyze the keywords in the answers is given below. (Table 4.1) Some codes are explained right before or after the given tables as well.

Also, in all the following tables in the results section, the abbreviation "Un." stands for "university" and PI stands for "participating instructor".

Table 4.1
The codes key for the tables of Instructors' Interviews

Codes	Explanation
SC	Student cantered
AL	Autonomous learner
TC	Instructor cantered
TC-I	Instructor cantered + info
NR	Not remember/ difficulty in recall
NK	Not know
MT	Teaching methodology, methods
NB	No belief in strategies (means teach. methods)
MS	Many strategies
N	No, not used
DTP	There is difference between theory and practice-> theory not applicable to classes
MT-Y	Teaching methodology, methods- Yes (used)
MT-P	Teaching methodology, methods- Partially used
MT-N	Teaching methodology, methods- Not used
GL	Terms about good, effective learning
GT	General terms about lang. Learning
SLS	Students' learning strategies
DSS	Students' learning strategies- being different, various
SSA	Students' self analysis- to find the best strategies
LS-N	Learning strategies not used
LS-P	Learning strategies partially used
S-LS-N	Students do not know about learning strategies / can not use them properly
S-SA-N	Students do not have self-awareness as learners, are not aware of themselves
LST	Learning styles
DSST	Students' learning styles- being different, various
MT-V	Teaching methodology, methods- based on adding variation, colour to the class
SRS	Specific reading strategies mentioned
SUT	Suggestion (from instructor) to teach strategies
IP	Intense programmes (referring to the limited time in classes)
LLS	Language learning strategies- relevant definition / keywords
SLM	Students' lack of motivation, willingness, determination
MO	Motivation (both for instructors and students)
QMT	Question related to teaching methodology
QLS	Question related to learning strategies
LLS-P	Language learning strategies- a part/ some parts of it stated
IS	Active involvement of students

Original quotations from the replies of the participant instructors can be found in the tables below. The answers to each question were analysed separately and grouped in terms of similar content. The results are given starting from question one.

The answers to the first question show that only 3 instructors had clear and relevant ideas about the definition of the term LLS and that 6 instructors had partially relevant notions related to this term. The other 8 instructors gave rather remote or irrelevant definitions. Out of the 3 instructors who were able to give correct definitions of the term LLS, one was from the state and two were from the private universities. In table 4.2, original quotations from the replies of the 3 instructors to question one can be seen.

Table 4.2
Instructors' relevant answers to question 1-
"Can you briefly define LLS?"

Code	PI 5 from YILDIZ TECH. UNIVERSITY
SC	A person's approach to complete a task
SC	A person's way of organizing and using knowledge
	PI 10 from MALTEPE UNIVERSITY
LLS; SC	I know these are metacognitive, cognitive and … we have social and cultural learning techniques as well
	PI 9 from MALTEPE UNIVERSITY
MS	There are many (strategies)
LLS	To be classified, there are cognitive ones, metacognitive ones, communicative ones
LLS; SC	Students' plans or strategies to make their learning more effective, and more efficient.

As can be seen above (Table 4.2), these instructors used terms like "plans or strategies to make learning more effective", "person's approach to complete a task", or directly gave some strategy names widely agreed upon in the field such as "metacognitive, cognitive and social". The first instructor gave a more general definition of the term LLS, emphasizing that it is a student/learner based term whereas the second instructor directly supplied the names of certain strategy groups, such as metacognitive, cognitive and social. The third instructor gave

a brief but well-stated definition of LLS as being "students' plans or strategies to make their learning more effective, and more efficient", along with a classification of strategies.

Out of the 6 instructors who could give partially relevant definitions of the term LLS, 3 were from the state and 3 were from the private universities. In table 4.3, original quotations from the replies of the 6 instructors to the first question can be seen.

Table 4.3
Instructors' partially relevant answers to question 1-
"Can you briefly define LLS?"

Codes	PI 4 from MARMARA UNIVERSITY
SC	(LLS are) first of all student cantered
AL	The best thing is … to let them (students) learn by themselves
	PI 2 from MARMARA UNIVERSITY
QLS	What do you mean by saying 'learning strategies'?
SLS	(LLS are) students' learning strategies
DSS	Every student has different learning strategies
DSS	LS changes from student to student
SSA	Ss must find their own strategies
SSA	Ss must analyse themselves, to find what's best for them
	PI 6 from YILDIZ TECH. UNIVERSITY
SC	Techniques you can use while learning a language
SC	Considering your weaknesses & your strengths
LST	If you learn something better when you hear it, or see it, or mime it, etc. (auditory, visual, kinaesthetic learn. styles)
	PI 14 from YEDİTEPE UNIVERSITY
SC	I should think as if I'm a learner
GL; MO	Motivation
GL; MO	Determination
GL	A lot of practice
	PI 16 from İSTANBUL COMMERCE UNIVERSITY
LLS-P	Strategies should be… communicative
SC;TC; LLS-P	There should be an interaction between the students and the instructor…and a lot of talking in the classroom
	PI 17 from İSTANBUL COMMERCE UNIVERSITY
QLS	You're asking as a learner?
SC;GT	How you look into language learning. We have some certain beliefs
SC;GT	Most students see the language part by part, like grammar, like reading. So this is one of the opinions that identifies their learning strategy
SC;GT	The time you spare for language learning is one of the strategies. And in what ways you're involved in language is another.
SC;IS	Do you make it (language learning) part of your life? (referring to students)

As can be seen above (Table 4.3), the first instructor states that LLS are student/learner oriented and that learners should be encouraged to try and "learn by themselves", and thus refers to autonomous learners, which is an important aspect of the topic of LLS, as autonomous learners are one of the most important aims of emphasizing learning strategies. However he cannot supply a clear, relevant definition of the term.

The second instructor first inquires further about the term LLS, asking what is meant by it. Upon the reply that he /she should state whatever he/she feels right, whatever he/she can comprehend then and there, he/she states that LLS are a "student's learning strategies" and that they show variance from person to person, that each student might be using different learning strategies. He/she adds that students should analyse themselves in order to find the best learning strategies for themselves. These statements all have relevant information about LLS, however, again a clear conception of the term LLS seems to be missing.

The third instructor in this group starts with a rather relevant definition, saying that LLS are "techniques you can use while learning a language… considering your weaknesses and your strengths", and thus emphasizes that they are learner based and that they are used to enhance learning. However, with the example that he/she gives as "if you learn something better when you hear it, or see it, or mime it, etc." he/she seems more to be referring to "learning styles", to being auditory, visual or kinaesthetic, rather than learning strategies.

The fourth instructor states that LLS should be learner based, saying that he/she "should think as if I'm a learner". However, he/she further adds only some general qualities that should/might be found in a good language learner like motivation, practice and determination, and again fails to supply a more thorough understanding of the term LLS.

The fifth instructor supplies a specific strategy only, as "communication" and emphasizes the active role of the learner in learning a language and that interaction between instructor and

learner should be frequent and high. Yet again there seems to be a lack of a general conception about the term.

The last instructor again starts with an inquiry into the term LLS, asking for clarification. Then he/she gives a student cantered yet a rather general definition, stating that LLS are "how you look into language learning. We have some certain beliefs (about language learning)." He/she continues with again learner cantered but rather general definitions which seem more to relate to a general attitude towards learning a language, rather than learning strategies.

The remaining 8 instructors' answers to the first question were mostly related to other terms in language teaching and learning field, such as methodology, learning styles and teaching approaches. 7 instructors out of this group of 8 have referred to their own teaching strategies, approaches or methods, rather than students' learning strategies. References to such general terms were rather common as only one instructor, the 5th one, managed to refer to a learning style. This instructor only mentioned "being kinaesthetic" and added nothing more about his/her class or their approach to learning.

Some of the instructors have mentioned the teaching methods they use, such as the Communicative Method, the Direct Method or the Grammar-Translation Method. Most of them have mentioned their personal approaches to teaching, and the techniques they use in the class for more effective teaching. For instance, terms like "I use anything in the class… I use my experiences", "Finding the way into the students' heart, and the way he learns language. Everything is actually about the methods", "My approach is not only focusing on like grammar or reading or writing, but to present a whole view of all of them in the classroom" and "My method is improvisation… organised eclecticism" show that the term LLS was mostly conceived as teaching methods or approaches. Some key phrases taken from these instructors' replies to the first question can be seen in table 4.4.

Table 4.4
Instructors' irrelevant answers to question 1-
"Can you briefly define LLS?"

Codes	PI 3 from MARMARA UNIVERSITY
NR	If I can remember…been a long time
MT	Communicative class
TC	My method is improvisation
NB	I don't believe in strategies
MS	There're many strategies
TC-I	Mine is organised eclecticism
	PI 1 from MARMARA UNIVERSITY
MS	There're several strategies (means teaching strategies)
DSST	Depends on the students (means learning styles)
LST	Kinaesthetic, visual, auditory
MT	Learn about your students, then develop your strategies according to them (means teaching strategies)
	PI 8 from İSTANBUL TECH. UNIVERSITY
QLS	What do you mean by strategies here?
QMT	Not methods but strategies? Not methods?
MT-V	I use anything in the class
MT-V	I use my experiences a lot, for discussions
	PI 7 from İSTANBUL TECH. UNIVERSITY
NK	I have no idea
NK	I studied English Language and Literature, so I don't really know
NK	I don't know the names of strategies
TC; MT	I'm sure I'm using many of them (meaning teaching methods)
GT	Empathy, psychology (for instructors)
	PI 11 from MALTEPE UNIVERSITY
TC; MT	My approach is not only focusing on like grammar or reading or writing, but to present a whole view of all of them in the classroom
	PI 12 from MALTEPE UNIVERSITY
NK	I don't know their technical names (referring to strategies)
LST	Being kinaesthetic
LST	Most of the boys are kinaesthetic students
	PI 13 from YEDİTEPE UNIVERSITY
TC; NB	My strategy is to follow no strategies.
NB; TC	When I learn a language or when I teach a language I can say that I follow no specific strategy, no methodology, nothing
GL; MO	Most important thing is willingness…and motivation…
MO; TC	This is a profession of love. Without love you cannot do it.
	PI 15 from YEDİTEPE UNIVERSITY
QMT	Strategies for teaching students? The methods we use?
GT; MT; MO	Finding the way into the students' heart, and the way he learns language. Everything is actually about the methods… And I believe that everything is about motivation.

Some instructors also referred to other general terms about language learning and teaching, such as empathy and psychology (for instructors), willingness and motivation (both for instructors and students), whereas some others clearly stated that they didn't know what LLS were, or couldn't remember details about it. Statements like "I studied English Language and Literature, so I don't really know", "I don't know their technical names" (referring to strategies) or "If I can remember…been a long time" prove that some instructors clearly had rather vague ideas or no idea about the term LLS.

Finally, two instructors have clearly stated that they did not believe in strategies, or methods in teaching a language, and that they followed more of a personal approach. The statements "I don't believe in strategies" and "my strategy is to follow no strategies" clearly support this point.

When coming to the second question of keywords or phrases about the term LLS, it is observed that many instructors either used some terms about being a "good language learner", such as enthusiasm, determination, practising and patience, or used some other and more general terms about language learning/teaching like acquisition, psychology and environment. In table 4.5, the key phrases the participating instructors used for the term LLS can be seen, with the codes "GL" signifying a term about being a good language learner, and "GT" signifying a general term about the language learning/teaching field. The additional codes "SC" and "TC" signify either a student cantered or instructor cantered usage of the term. When these additional codes are not given the keywords already used were seen as self-explanatory.

Table 4.5
Instructors' answers to question 2-
"What keywords can you give related to the term LLS?" General Terms

Codes	PI 4 from MARMARA UNIVERSITY
GL	being patient
GL	practising
GL	repeating
	PI 3 from MARMARA UNIVERSITY
GT	Acquisition
GT	Variations of a basic theme
	PI 7 from İSTANBUL TECH. UNIVERSITY
GT	Psychology, communication, empathy
GT	Understanding the Ss
	PI 6 from YILDIZ TECH. UNIVERSITY
GT	Multiple intelligences
	PI 5 from YILDIZ TECH. UNIVERSITY
GT	Teaching strategies and methods, curriculum, schooling
GT	Visual/ verbal learning, the visual/non verbal learning…The tactile/ kinaesthetic learning and the auditory/verbal learning
	PI 11 from MALTEPE UNIVERSITY
TC; GT	I would divide them (LLS) in two groups: academic and personality
TC; GT	In the academic part I would focus on students' learning but in the personality part… it's my personal interaction with the students
TC; GT	My personality, like I'm friendly but most of the time I'm strict
SC; GT	In the academic part, motivation
	PI 12 from MALTEPE UNIVERSITY
GT	Communication
GT	Practice
GT	Speed
	PI 9 from MALTEPE UNIVERSITY
GT	Oxford (refers to Rebecca Oxford, an eminent researcher in the field)… and, SLA
GT	My anger! Because the students don't use them (strategies)
	PI 14 from YEDİTEPE UNIVERSITY
GL	Determination and discipline
GL	A bit of curiosity
GL	Tendency to communicate
GL	Trying to get to know the culture and the language
	PI 13 from YEDİTEPE UNIVERSITY
GT	The ambiance, the atmosphere (refers to the learning environment)
SC; GT	If I'm the student, the energy, the electricity, the chemistry…that I get from the instructor is important.
	PI 16 from İSTANBUL COMMERCE UNIVERSITY
GT	Teaching a language …communicatively
	PI 17 from İSTANBUL COMMERCE UNIVERSITY
GL	Devotion
GL	Enthusiasm, awareness

Other than these terms, few instructors referred to the discrepancy between theory and practice, stating that what is in the books may not always be practically applicable. However they were mostly referring to teaching methodologies and not learning strategies. A few referred again to teaching methodologies and used relevant keywords, as some few referred to students and a learner-centered approach as key phrases. The phrases taken from these instructors' answers to the second question can be seen in table 4.6.

Table 4.6
Instructors' answers to question 2-
"What keywords come to your mind related to the term LLS?" Various themes

Codes	PI 7 from İSTANBUL TECH. UNIVERSITY
DTP	Read lots of strategies but… it makes a lot of difference if you teach it in Türkiye, in a government school like ITU.
DTP	It doesn't work. (referring to theory)
MT	Communicative approach
MT	Communicative techniques
	PI 15 from YEDİTEPE UNIVERSITY
MT	Methodology is the first thing that comes to my mind
MT	Grammar from grammar and translation, silent method, active teaching
	PI 13 from YEDİTEPE UNIVERSITY
SC; GT	If I'm the student, the energy, the electricity, the chemistry…that I get from the instructor is important.
	PI 6 from YILDIZ TECH. UNIVERSITY
SC; GT	Multiple intelligences
DSS	Ss have different types of intelligences, so different ways of learning things
	PI 5 from YILDIZ TECH. UNIVERSITY
LST;GT	Learning theories and learning styles
SC	A learner cantered teaching approach

In the above table (Table 4.6), the code "DTP" refers to discrepancy between theory and practice, "MT" refers to methodology, "DSS" signifies a term about students' strategies being different, and "SC" and "GT" signify meanings as stated for the previous table.

Finally, only one instructor actually used some keywords about LLS, as some sub-categories were named by him/her. In addition to these, there were a few references to "learning styles"

and some instructors clearly stated that they could not remember any keywords related to the term LLS. Excerpts from these statements can be seen in table 4.7.

Table 4.7
Instructors' answers to question 2-
"What keywords come to your mind related to the term LLS?"
Language Learning Strategies, Learning Styles, Not remember

	PI 10 from MALTEPE UNIVERSITY
LLS	Cognition
LLS	Memory or vocabulary
	PI 2 from MARMARA UNIVERSITY
NR	I can't remember any
	PI 1 from MARMARA UNIVERSITY
LST	Kinaesthetic, visual, auditory
	PI 8 from İSTANBUL TECH. UNIVERSITY
NR	No, keywords. I can't think of any.
	PI 6 from YILDIZ TECH. UNIVERSITY
LST	Some (students) learn by hearing, some by acting out… Some by writing
	PI 5 from YILDIZ TECH. UNIVERSITY
LST;GT	Learning theories and learning styles

In the above table (Table 4.7), the code "LLS" signifies language learning strategies, "LST" signifies learning styles and "NR" shows that the participant did not remember any keywords or phrases.

The third and the last question of the interview asked the instructors if they thought LLS were being used in their English classes or not, without any further information given about LLS. So the instructors again answered this question according to their own conceptions and understanding of the term LLS. To answer this question, most of the participants used terms related to teaching methodology or their own teaching approach. Some quotes from their answers can be seen at the following table (Table 4.8).

Table 4.8
Instructors' answers to question 3-
"Are LLS being used in your English classes?" Teaching methodology

Codes	PI 4 from MARMARA UNIVERSITY
TC; MT	I can use it, in some classes (means teaching methods)
TC; MT	Not in others, students do not want to learn English
	PI 3 from MARMARA UNIVERSITY
TC; MT	No, no such thing here (means teaching methods)
DTP	Theories were in the books, practice is different
	PI 1 from MARMARA UNIVERSITY
TC; MT	Yes, I try to use
TC; MT	I try to do something different (from the book)
TC; MT	I try to do something that's attractive to students
	PI 7 from İSTANBUL TECHNICAL UNIVERSITY
TC; MT	I try to learn new things, new ways of approaching the students
TC; MT	Most of the instructors try to use that (referring to strategies as teaching methods)
	PI 11 from MALTEPE UNIVERSITY
TC; MT	Yes, definitely they are being used (referring to her own approach to students and teaching)
	PI 12 from MALTEPE UNIVERSITY
TC	Yes. I think yes. I mean, I try to use them, you know
TC; MT	I try to use them; you know…I observe the students and …their strategies. And... I try to teach accordingly
	PI 13 from YEDİTEPE UNIVERSITY
TC; MT	I'm sure I use them but subconsciously
TC; MT	When I go into the class I'm not saying to myself 'ok you're going to do this strategy, you're going to follow that method'. I don't do it.
TC; MT	I follow a method but I'm not aware of it.
	PI 15 from YEDİTEPE UNIVERSITY
TC; MT	That's what every instructor really wants (refers to using methods of teaching)
DTP	Theory and practice…Unfortunately they are both different-
TC; MT	You can't really use the things that you learn in language teaching. You're trying to…be communicative as possible but still you're using Grammar and Translation method.
	PI 16 from İSTANBUL COMMERCE UNIVERSITY
TC; MT	I try to get the students to be involved in the lesson.
TC; SC	Students should be active in the lesson

As can be observed in table 4.8, many instructors focus on their own teaching approaches and methods, as signified by the code “MT” in the above table. Also, their instructor cantered approach to the term “language learning strategies”, symbolised by the code “TC”, seems to point to the fact that there is a common misconception about this term among instructors of English as a foreign language.

Moreover, among these answers, it can also be seen that only 3 instructors clearly state that they use or follow a certain methodology in their English classes, as given by their statements “I can use it, in some classes (meaning teaching methods)”, “Yes, I try to use” and “Yes, definitely they are being used (referring to her own approach to students and teaching)”. In contrast, two other instructors claim that although they wish to follow certain methodologies, they cannot really do it, due to difficulties or impracticalities in their classes. “That’s what every instructor really wants (referring to using methods of teaching)… Theory and practice…Unfortunately they are both different” and “No, no such thing here (which means language teaching methods)” and “Theories were in the books, practice is different”.

The other 3 instructors gave answers that bear a somewhat vague nature, stated by sentences like “I’m sure I use them but subconsciously. I follow a method but I’m not aware of it.”, “I think yes. I mean, I try to use them” and “I try to learn new things, new ways of approaching the students”.

In addition, 5 instructors in this group of 9 have also mentioned some points about ‘students’ in their answers, with statements such as “[I do not use strategies] in others, students do not want to learn English”, “I try to do something that's attractive to students”, “I try to learn new things, new ways of approaching the students”, “I observe the students and their strategies. And I try to teach accordingly” and “Students should be active in the lesson”.

Regarding answers which were actually relevant to LLS, we see that 7 instructors out of the remaining 8 have mentioned a non-belief in their students' use of learning strategies, giving various reasons most of which circulate around unwillingness to learn the language or demotivation and being unaware of such strategies or of themselves as learners. These can be seen in greater detail in the following table (Table 4.9).

Table 4.9
Instructors' answers to question 3-
"Are LLS being used in your English classes?" Language learning strategies

	PI 2 from MARMARA UNIVERSITY
LS-N	No, I don't think so
LS-N	Students don't follow the right learning strategies for them
S-LS-N	Students are not very conscious about learning strategies
	PI 8 from İSTANBUL TECHNICAL UNIVERSITY
SC	Students using these strategies
S-LS-N	Ss aren't very familiar with these strategies
SRS	I tell them to use the keywords
SRS	(I try to teach) strategies for guessing some vocabulary
S-LS-N	They can't use those strategies. Maybe they aren't aware.
S-LS-N	Maybe we must teach them these strategies
	PI 6 from YILDIZ TECHNICAL UNIVERSITY
LS-N	I don't think they are used in classes…with such a quick pacing like ours. We have really intense programmes, so no.
LS-N	I want to… learn more about their (students') different techniques. But, we can't spend much time… for each student's different ways of learning
	PI 5 from YILDIZ TECHNICAL UNIVERSITY
S-LS-N	I don't think our students are fully aware…of their learning styles…and strategies too
S-LS-N	They (students) are not aware of themselves… as learners
S-LS-N	This is why they can not use the proper strategy or strategies… in their language learning
	PI 10 from MALTEPE UNIVERSITY
LS-N	Not in this school, in the university prep classes I mean, no.
LS-N	In SEM** or private courses we have better students and they use these language learning techniques and they know and they just control themselves while they are learning a new language. But… not here in this school. (**-Continuous Education Centre of Maltepe University)
	PI 9 from MALTEPE UNIVERSITY
LS-P	Not much. …There are some students who use them... But they are the good ones.

LS-N	The others … don't take responsibility in their learning, and they don't care about it. That's why they don't plan it, they don't organise their learning. …If someone doesn't try to learn something they don't think about how to do it.
	PI 14 from YEDİTEPE UNIVERSITY
LS-N	Unfortunately no. Because most of my students are not motivated
LS-P	The motivated ones are ... using some strategies.
	PI 17 from İSTANBUL COMMERCE UNIVERSITY
SC; DSS	Every student has a way of learning.
TC;SC	Instructor should try to bring awareness to their (students') way of learning
TC; LLS	I'm trying to create awareness to make my students use these strategies or by creating awareness to understand in what ways, in what methods they can learn better.
LS-P	Not all of them (students) of course. Not all of them are motivated

As can be observed in table 4.9, 4 instructors clearly state lack of motivation and unwillingness to learn the language as the basic reasons for their students' not using learning strategies. "Not all of them (students) of course (use strategies). Not all of them are motivated", "Unfortunately no. Because most of my students are not motivated", "The others (students) … don't take responsibility in their learning, and they don't care about it" and "They (other students in private courses) know and they just control themselves while they are learning a new language. But… not here in this school."

The other 4 instructors have stated lack of awareness on the topic being a reason for the non-use of learning strategies, with such statements as "Students are not very conscious about learning strategies", "They (students) can't use those strategies. Maybe they aren't aware", "I don't think our students are fully aware…of their learning styles…and strategies too", "They (students) are not aware of themselves… as learners" and finally "I'm trying to create awareness to make my students use these strategies or by creating awareness to understand in what ways, in what methods they can learn better".

B. Results of the Instructors' Questionnaires on their class' use of Language Learning Strategies

The participating 17 instructors from 6 different universities were given the same questionnaire which was adapted from ILLS of Griffiths and Parr (2001). This questionnaire was given before the SILL was introduced to the participating instructors. They were individually asked to order the 5 strategy groups as categorised by Oxford (1990), after reading the brief explanation of each strategy group on the same page. Before giving their answers, each strategy group was explained to the participants in Turkish as well, to clear any vague points. They gave their ordering of the 5 categories of strategies according to how frequently they thought their class used these, putting the most frequently used strategy at number 6, and the least frequently used to number 1. The results of these questionnaires are summarised in the table below (Table 4.10).

Table 4.10
Instructors' Orderings of LLS

		Most frequent					Least frequent
Instr.	**Univ.**	**6**	**5**	**4**	**3**	**2**	**1**
PI 1	Marmara	Memory	Cognitive	Compensation	Social	Affective	Metacognitive
PI 2	Marmara	Social	Affective	Cognitive	Compensation	Memory	Metacognitive
PI 3	Marmara	Memory	Compensation	Cognitive	Social	Affective	Metacognitive
PI 4	Marmara	Compensation	Social	Cognitive	Memory	Affective	Metacognitive
PI 5	YTU	Memory	Social	Affective	Compensation	Cognitive	Metacognitive
PI 6	YTU	Metacognitive	Memory	Social	Cognitive	Compensation	Affective
PI 7	ITU	Metacognitive	Cognitive	Compensation	Social	Affective	Memory
PI 8	ITU	Cognitive	Social	Metacognitive	Memory	Compensation	Affective
PI 9	Maltepe	Metacognitive	Cognitive	Social	Affective	Memory	Compensation
PI 10	Maltepe	Memory	Cognitive	Compensation	Metacognitive	Social	Affective
PI 11	Maltepe	Cognitive	Social	Metacognitive	Affective	Compensation	Memory
PI 12	Maltepe	Memory	Affective	Cognitive	Social	Compensation	Metacognitive
PI 13	Yeditepe	Memory	Social	Compensation	Affective	Metacognitive	Cognitive
PI 14	Yeditepe	Cognitive	Memory	Metacognitive	Compensation	Affective	Social
PI 15	Yeditepe	Memory	Affective	Cognitive	Compensation	Social	Metacognitive
PI 16	İst.Un.of Commr.	Social	Memory	Cognitive	Affective	Metacognitive	Compensation
PI 17	İst.Un.of Commr.	Cognitive	Memory	Social	Affective	Metacognitive	Compensation

According to the above orderings, it can be observed that "memory" strategies were seen to be the most frequently used group by 7 instructors. Also, 4 other instructors put "memory" strategies on the fifth place, again thinking that it was being used a rather frequently. With a total of 11 instructors placing it on the 5th or 6th place, "memory" strategies were clearly seen as frequently being used by EFL learners. After memory strategies, "cognitive" strategies are seen to be the one as most commonly used, by the instructors of EFL. Cognitive strategies have been placed on the 6th level 4 times, and again on the 5th level 4 times, giving a total of 8 instructors who have put it on high frequency use. Following this, come the "social" strategies with a total number of 7 instructors placing it on the 6th or 5th level. Then come "metacognitive" and "affective" strategies, the former being placed on the 6th and the latter to the 5th level by 3 instructors each. The "compensation" strategies come in the last place, as only 2 instructors placed it on 6th or 5th level of frequent usage. In table 4.11, the number of instructors placing each strategy category for different levels of frequency (6 to 1) can be seen.

Table 4.11
Number of Instructors' who placed LLS on each level

	Most Frequent					Least Frequent
	6	**5**	**4**	**3**	**2**	**1**
Memory	7	4	0	2	2	2
Cognitive	4	4	6	1	1	2
Metacognitive	3	0	2	1	3	7
Social	2	5	3	4	2	1
Compensation	1	1	4	4	4	2
Affective	0	3	2	5	5	3
Total	**17**	**17**	**17**	**17**	**17**	**17**

When looking at the least frequently used strategies as seen by the instructors of EFL, it can be observed that "metacognitive" strategies have the greatest number of instructors as 10, who

have placed it on either the 1st or 2nd levels, which signifies low levels of usage. After this comes "affective" strategies, with 8 instructors placing it on the 1st or 2nd level. Then "compensation" strategies come, with 6 instructors, to be followed by "memory" strategies of 4 placements on levels 1 or 2. Finally "cognitive" and "social" strategies come, with 3 instructors placing them on lowest levels of frequency of use.

These figures briefly signify that many instructors of EFL saw "metacognitive" and "affective" strategies as being used rarely by the students of EFL in their classes whereas "memory" and "cognitive" strategies were seen to be the ones most commonly used.

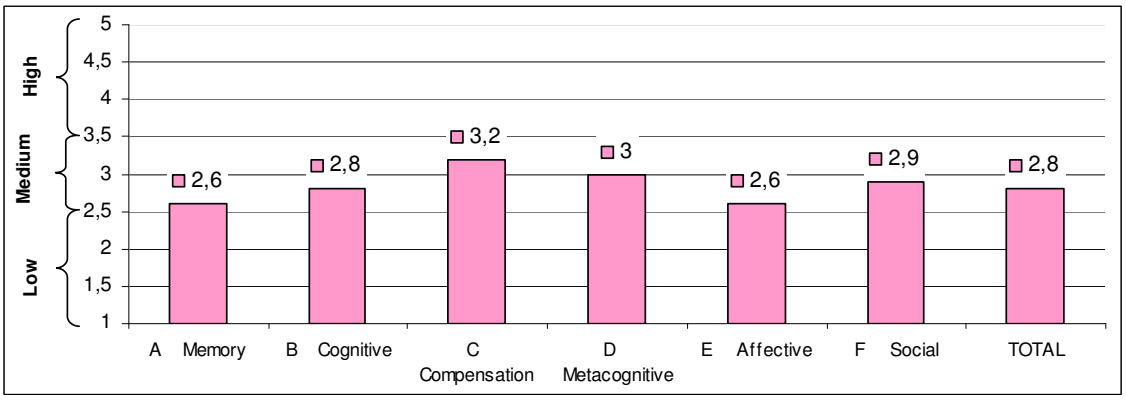
C. Results of the Students' SILL Questionnaires on their use of Language Learning Strategies

A total number of 403 participating students from 6 different universities were given the SILL questionnaire, prepared by Rebecca Oxford (1990) for the assessment of language learning strategies used by EFL learners. The results gathered from this questionnaire were based on the use of 6 strategy categories, as stated by Oxford (1990). A total of 50 statements comprised the SILL questionnaire, where students gave each statement a point from 1 to 5. 1 point meant the student never or almost never used or did that action, as 5 points meant that he/she used or did it almost always.

The results of the 5 universities show apparent similarities, as "compensation" strategies turn out to be the most commonly preferred group, to be followed by "metacognitive" strategies in 5 of the universities. Only in one university, in Yeditepe, "metacognitive" strategies are stated to be the most frequently used, to be followed by "compensation".

The tables and graphs of the 3 state universities, showing the average scores for each strategy group can be seen below (Table 4.12).

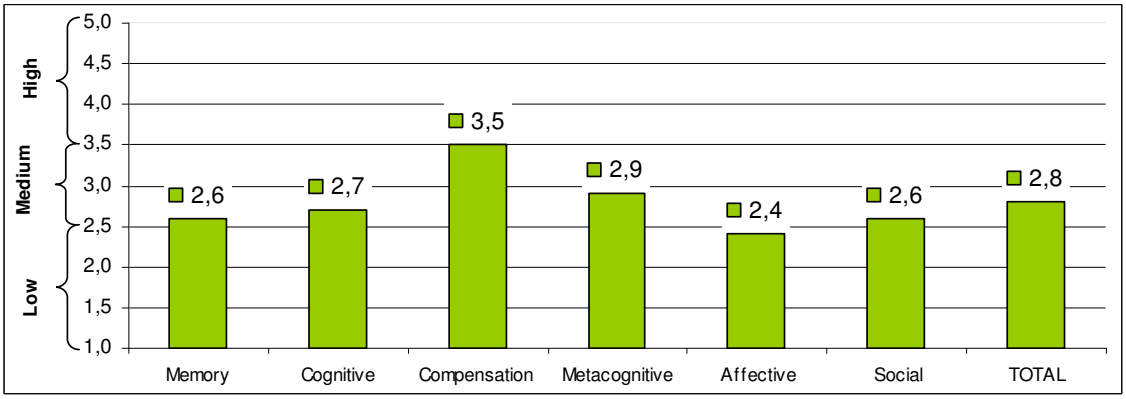
Table 4.12
Yıldız Technical University SILL Results Graph



As can be observed, EFL students from the prep school of Yildiz Technical University have stated "compensation" and "metacognitive" strategies as the most frequently used ones, with 3.2 and 3 points average, as "affective" and "memory" strategies were stated to be the ones least preferred, with 2.6 average each.

Students from Istanbul Technical University have also stated similar preferences of language learning strategies as can be seen below (Table 4.13).

Table 4.13
Istanbul Technical University SILL Results Graph

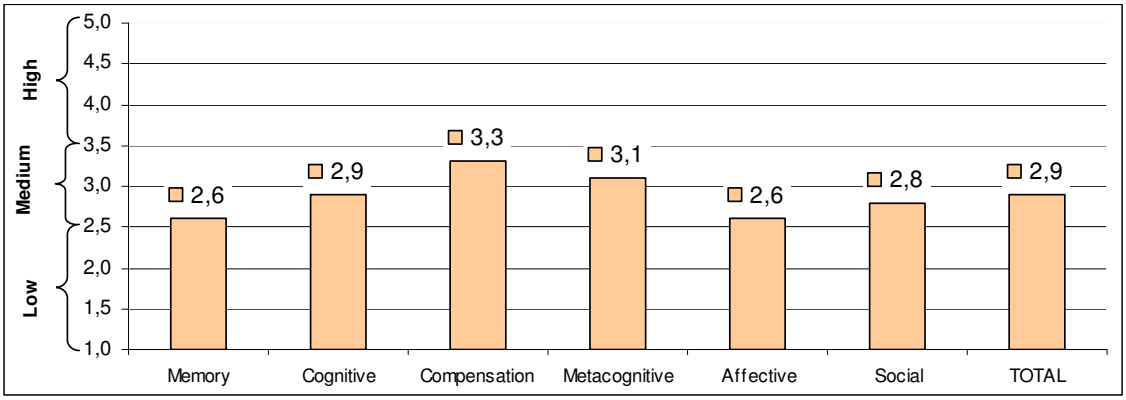


The EFL students from this university have stated "compensation" and "metacognitive" strategies as the most frequently used ones as well, yet with higher point averages as 3.5 and

2.9. In addition, “affective” “memory” and “social” strategies were stated to be the ones least preferred, with 2.4 and 2.6 averages respectively.

Students from Marmara University have again stated similar preferences of language learning strategies as can be seen below (Table 4.14).

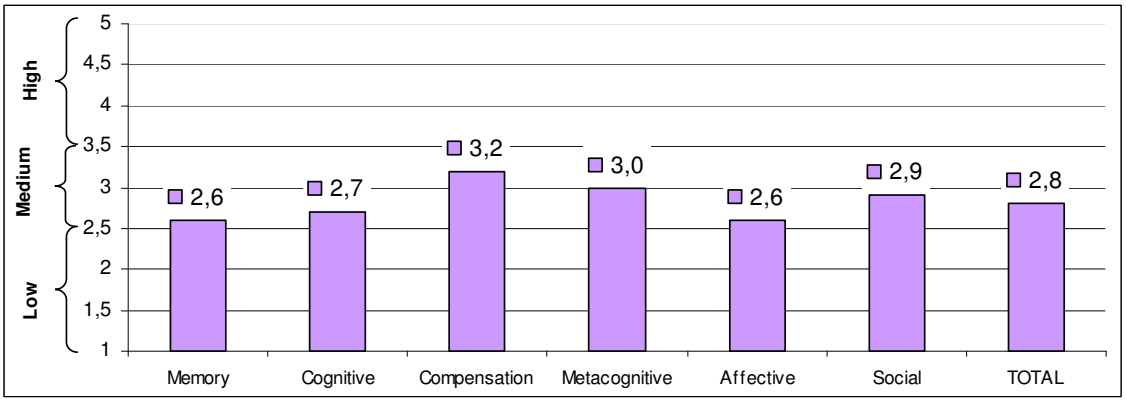
Table 4.14
Marmara University SILL Results Graph



The participating students from this university have stated “compensation” and “metacognitive” as the most frequently employed strategies as well, with point averages as 3.3 and 3.1 respectively. Moreover, “affective” and “memory” strategies were yet again given as the ones least preferred, with 2.6 averages each.

When considering the 3 private universities which have participated in this study, the results are similar to those of state universities. Again “compensation” and “metacognitive” strategies are generally stated to be the most commonly used, as can be seen at the table below (Table 4.15), of Maltepe University.

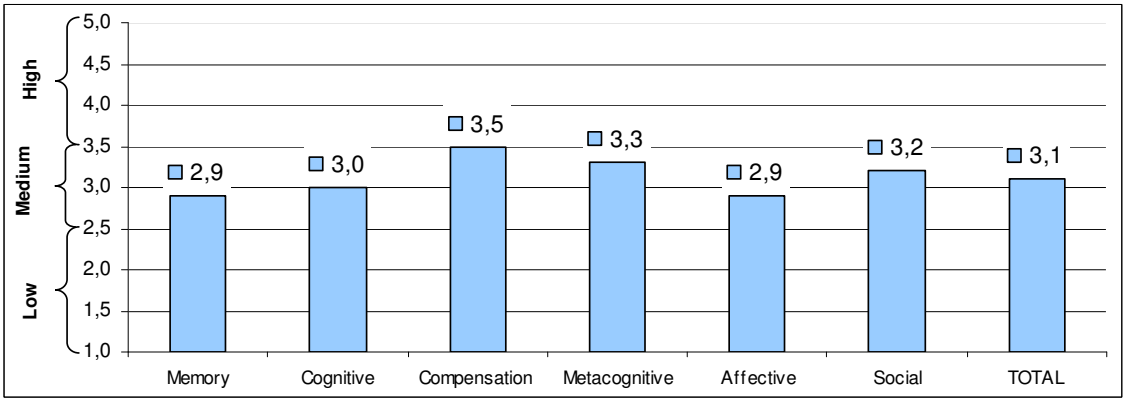
Table 4.15
Maltepe University SILL Results Graph



Similar to the previously given state universities, the EFL students from Maltepe university have stated "compensation" and "metacognitive" strategies as the most frequently used ones as well, with point averages of 3.2 and 3 respectively. Furthermore, "affective" and "memory" strategies were stated to be the ones least preferred, with a 2.6 average each.

Istanbul Commerce University yields congruous results, since again "compensation" and "metacognitive" strategies are given to be the most frequently used ones, as seen below (Table 4.16).

Table 4.16
Istanbul Commerce University SILL Results Graph

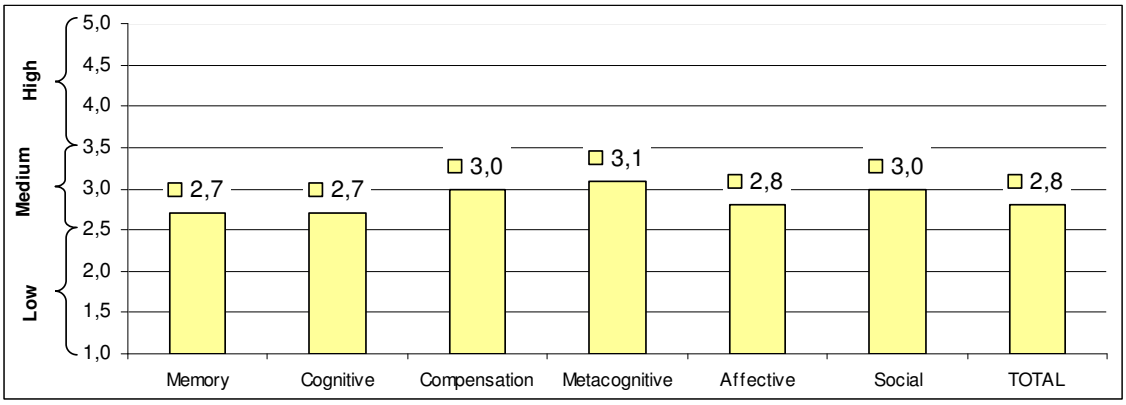


Compensation strategies have the highest point averages of 3.5, as "metacognitive" strategies follow it with an average of 3.3. In general, the averages of each strategy group seem to be a

little higher, when compared to the other universities, as the total average is 3.1. Again the least frequently employed strategies are stated to be "affective" and "memory" with 2.9 point averages each.

Yeditepe University is the only university which shows slightly different results from the other universities. Here "compensation" strategies did not turn out to be the most commonly used ones, although they were very close to being so. Instead "metacognitive" strategies were on the lead with a 3.1 average. The other values pertaining to the remaining strategy groups can be seen at the table below (Table 4.17).

Table 4.17
Yeditepe University SILL Results Graph



Although "metacognitive" strategies were given as the most frequently used one, "compensation" strategies follow these very closely with 3 points average. In addition, instead of "affective" and "memory" strategies which were usually stated to be the ones least preferred, in the results of Yeditepe university it is seen that "memory" and "cognitive" strategies have the lowest preference with 2.7 points each.

Overall, it can be observed that all universities yielded similar results as generally compensation and metacognitive strategies were the ones stated to be most commonly used

and affective and memory strategies were the ones that were said to be the least frequently employed.

Table 4.18
Universities' overall averages on the SILL

	Universities	SILL average	General average
STATE	Marmara University	2.88	2.84
	Yıldız Technical University	2.80	
	Istanbul Technical University	2.78	
PRIVATE	Maltepe University	2.81	2.90
	Yeditepe University	2.85	
	Istanbul Commerce University	3.11	

Table 4.18 illustrates the close SILL averages of the six universities. The detailed averages of each university according to the six strategy groups can be found at the following tables of 4.19 and 4.20 as state universities and private universities respectively.

Table 4.19
State universities' average SILL scores by strategy groups

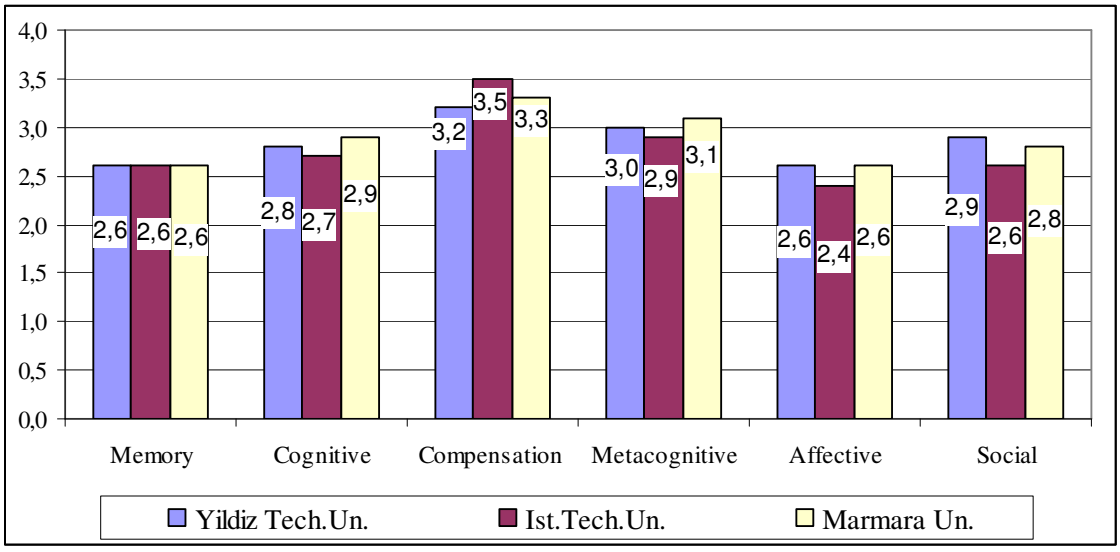
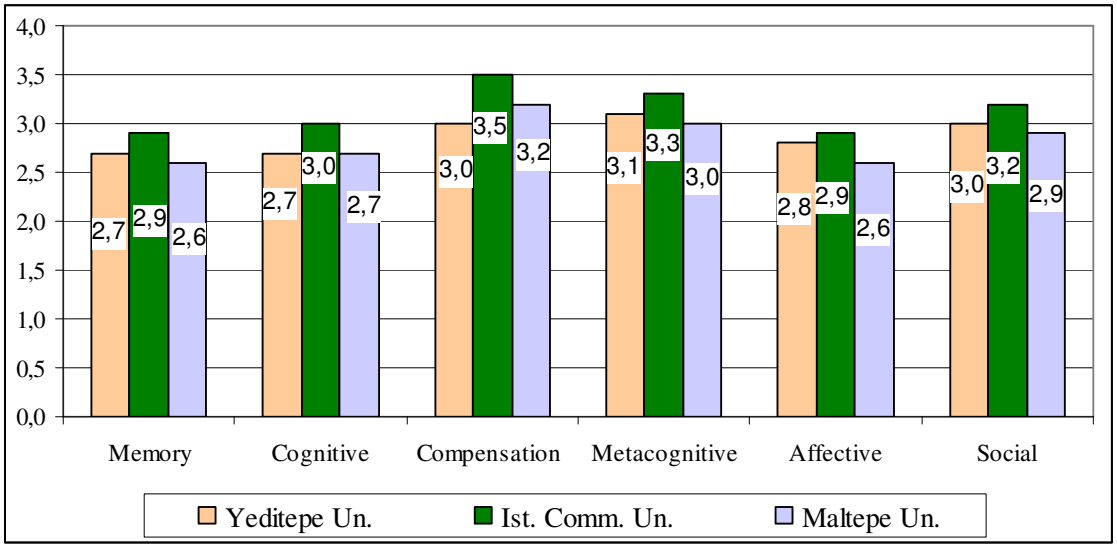


Table 4.20
Private universities' average SILL scores by strategy groups



As can be seen in the tables above, the private universities seem to have reported a slightly higher use of LLS. However there does not seem to be a great difference between the two groups of universities both in terms of average scores and strategy group scores. The descriptive statistics for the average SILL scores of participating universities are as follows:

Table 4.21
Descriptive Statistics for the SILL averages of the universities

Mean	2.88	Skewness	2.02
Standard Error	0.05	Range	0.33
Median	2.84	Minimum	2.78
Standard Deviation	0.12	Maximum	3.11
Sample Variance	0.01	Sum	17.27
Kurtosis	4.47	Count	6

Groups	*Count*	*Sum*	*Average*	*Variance*
Marmara University	73	210.32	2.88	0.21
Istanbul Tech. Univ.	52	144.6	2.78	0.21
Yıldız Tech. Univ.	59	165.36	2.80	0.29
Maltepe University	95	266.76	2.81	0.32
Istanbul Commerce Univ.	53	164.2	3.11	0.24
Yeditepe University	65	185.02	2.85	0.23

Despite the obvious similarities Istanbul Commerce University seems to show some difference from the other universities with a 3.11 average. This difference proves to be statistically significant, as the 'P-value' being less than 0.05 (0.01) indicates.

Table 4.22
ANOVA- Universities' SILL averages

Source of Variation	*SS*	*df*	*MS*	*F*	***P-value***	*F crit*
Between Groups	3.82	5.00	0.76	2.99	**0.01**	2.24
Within Groups	100.10	391.00	0.26			
Total	103.93	396.00				

In the ANOVA carried out without the results of Istanbul Commerce University, the values change to a great extent, giving a 'P-value' of 0.82 which indicates that there is no significant difference among the mean scores of the other 5 universities. The table showing the figures can be seen below (Table 4.21).

Table 4.23
ANOVA- Universities' SILL averages without Istanbul Commerce Un.

Source of Variation	*SS*	*df*	*MS*	*F*	***P-value***	*F crit*
Between Groups	0.4	4	0.10	0.38	**0.82**	2.4
Within Groups	90.2	344	0.26			
Total	90.59	348				

Also, the state and private universities were looked at as two different groups and their average SILL scores were analysed to see if there was any significant difference between the two. The t-test results yield a 'P two-tail' value of above 0.05 (0.23), which shows that there is no significant difference between the two groups. The related table can be seen below (Table 4.22).

Table 4.24
T-Test: State and Private Universities SILL scores

	STATE UN.	*PRIVATE UN.*
Mean	2.84	2.90
Variance	0.24	0.29
Observations	187	216
Pooled Variance	0.27	
Hypothesized Mean Difference	0	
df	401	
t Stat	-1.20	
P(T<=t) one-tail	0.12	
t Critical one-tail	1.65	
P(T<=t) two-tail	**0.23**	
t Critical two-tail	1.97	

Furthermore, the male and female students were examined as two different groups and their average SILL scores analysed to see if there was any significant difference between the two. The t-test results yielded a P two-tail value of below 0.05 (0.01), showing that there is a significant difference between the two groups of students as can be seen in Table 4.23

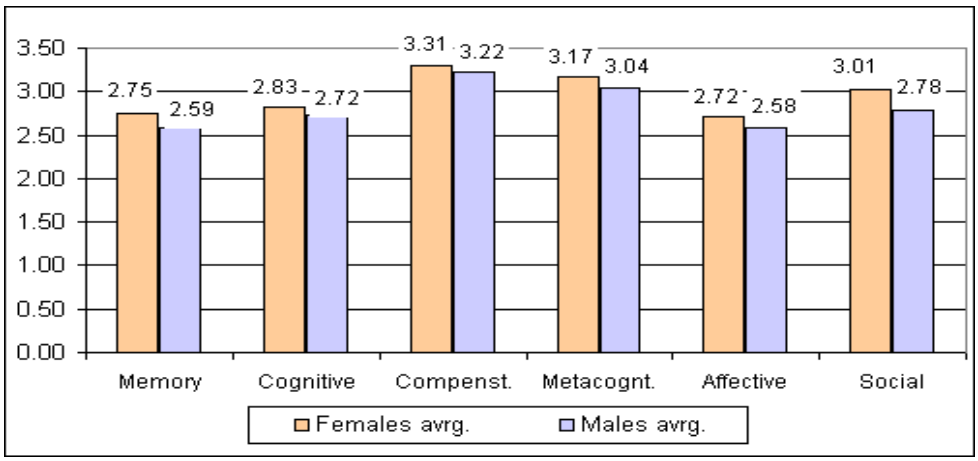
Table 4.25
T-Test: Male and Female students' SILL scores

	MALE SS.	*FEMALE SS.*
Mean	2.80	2.94
Variance	0.26	0.27
Observations	214	189
Pooled Variance	0.26	
Hypothesized Mean Difference	0	
df	401	
t Stat	-2.70	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.65	
P(T<=t) two-tail	**0.01**	
t Critical two-tail	1.97	

As can be observed in table 4.23, female students (mean score of 2.94) have stated to use LLS more frequently than male students (mean score of 2.8). Also, looking at the mean scores of

female and male students by strategy groups shows females having stated a higher use of strategies in all the 6 groups, as illustrated by the chart below (Chart 4.1).

Chart 4.1
Mean values by strategy groups for Female and Male Students



Again striking is the preference of strategy groups, as it shows great similarity between female and male students. Both groups state to be using compensation and metacognitive strategies most frequently, and memory and affective strategies least frequently.

However, although this difference between female and male students is statistically significant, according to Oxford's evaluation criterion (1990) of the SILL, the value scores between 2.5 and 3.4 point to a "medium" strategy use, which means that these strategies are sometimes used, rather than "high" or "low" frequencies which show that these strategies are used most of the time or very rarely, respectively. Thus, both the male and female students claim to be using LLS at a "medium" level, although the female students claim to use it a bit more frequently.

Analysis of the SILL results of male students from state universities compared to those from private universities shows that there is no significant difference between the two groups, as the 'P two-tail' value of above 0.05 (0.42) indicates.

Table 4.26
T-Test: Male students from State and Private Universities SILL scores

	MALE SS. Private. Un.	*MALE SS. State Un.*
Mean	2.84	2.78
Variance	0.27	0.24
Observations	96	118
Pooled Variance	0.26	
Hypothesized Mean Difference	0	
df	212	
t Stat	0.82	
P(T<=t) one-tail	0.21	
t Critical one-tail	1.65	
P(T<=t) two-tail	**0.42**	
t Critical two-tail	1.97	

The male students from private universities claim to be using LLS a bit more frequently than the male students from state universities, as their mean scores of 2.84 and 2.78 show respectively. However, again according to Oxford's evaluation key of SILL (1990), both are at a "medium" level of LLS use, without any statistical significance.

A similar analysis between the results of female students from state universities and those from private universities shows that again there is not a significant difference between the two groups, as the 'P two-tail' value is very much above 0.05 as 0.86.

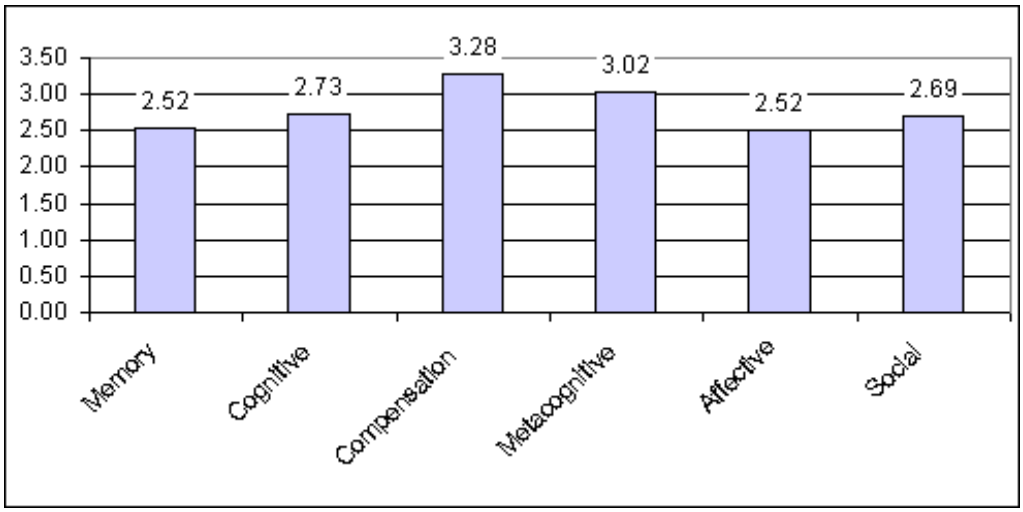
Table 4.27
T-Test: Female students from State and Private Universities SILL scores

	FEMALE SS. PrivateUn.	*FEMALE SS. State Un.*
Mean	2.95	2.93
Variance	0.30	0.23
Observations	120	69
Pooled Variance	0.27	
df	187	
t Stat	0.18	
P(T<=t) one-tail	0.43	
t Critical one-tail	1.65	
P(T<=t) two-tail	**0.86**	
t Critical two-tail	1.97	

The female students from private universities show almost the same mean scores with female students from state universities as 2.95 and 2.93 respectively. Again students from private universities claim a little higher use of LLS than state university students, but the difference is very small. Again according to Oxford's evaluation key of SILL (1990), both are at a "medium" level of LLS use, with no statistically significant difference.

Examination of the SILL results by the strategy categories and separately for male and female students from state and private universities are as follows.

Chart 4.2
Mean values by strategy groups for Male Students from State Universities



As illustrated by the chart above (Chart 4.2) male students from state universities have stated to be using compensation and metacognitive strategies most frequently with mean scores of 3.28 and 3.02 respectively. The least frequently preferred strategies were reported as memory and affective strategies. They have the same mean scores of 2.52.

The descriptive statistics for the male students from state universities show that for cognitive and social strategies the distribution is rather peaked and clustered in the centre as positive kurtosis values indicate, which means that there were not many cases in the extremes.

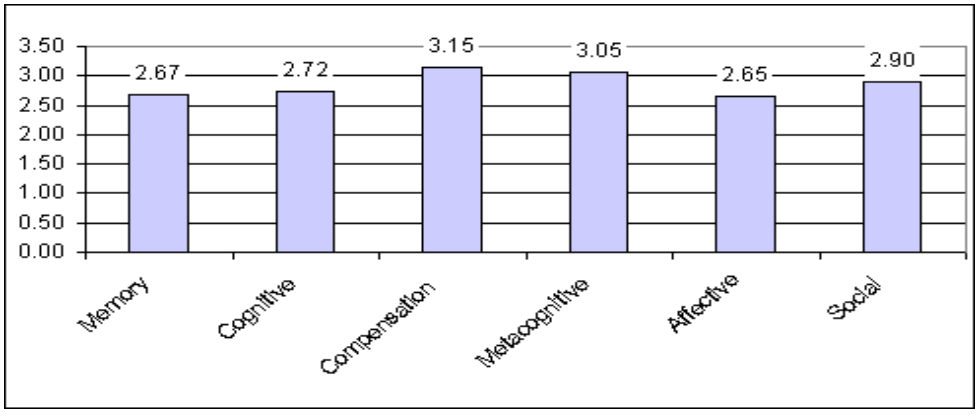
Table 4.28
Descriptive Statistics for Male Students from State Universities- by strategy groups

	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Mean	2.52	2.73	3.28	3.02	2.52	2.69
Standard Error	0.06	0.05	0.07	0.07	0.06	0.07
Median	2.56	2.79	3.17	3.11	2.58	2.50
Mode	2.67	2.79	3.00	2.56	2.17	2.50
Stand. Deviation	0.60	0.57	0.76	0.79	0.65	0.79
Sample Variance	0.37	0.32	0.57	0.62	0.42	0.62
Kurtosis	-0.13	0.81	-0.58	-0.13	-0.36	0.30
Skewness	0.05	-0.25	-0.02	-0.22	0.01	0.42
Range	3.22	3.43	3.33	4.00	3.17	4.00
Minimum	1.0	1.0	1.50	1.0	1.0	1.0
Maximum	4.22	4.43	4.83	5.0	4.17	5.0
Sum	297.89	321.79	386.50	356.44	297.00	317.33
Count	118	118	118	118	118	118

However, for compensation, affective, memory and metacognitive strategies there are negative kurtosis values, showing that the distribution is relatively flat, with some cases in the extremes. It can be seen that cognitive, metacognitive and compensation strategies have negative skewness values which indicate a clustering of scores at the high end of the scores continuum.

The SILL results for male students from private universities show similar results (Chart 4.3).

Chart 4.3
Mean values by strategy groups for Male Students from Private Universities



Male students from private universities have also stated to be using compensation and metacognitive strategies most frequently with 3.15 and 3.05 average scores respectively. Again memory and affective strategies were stated to be used the least, with average scores of 2.67 and 2.65. However, according to Oxford's evaluation key of SILL scores (1990), both the highest and the lowest scores fall within the category of "medium" usage (range between 2.5- 3.4).

The descriptive statistics for the male students from private universities are as follows.

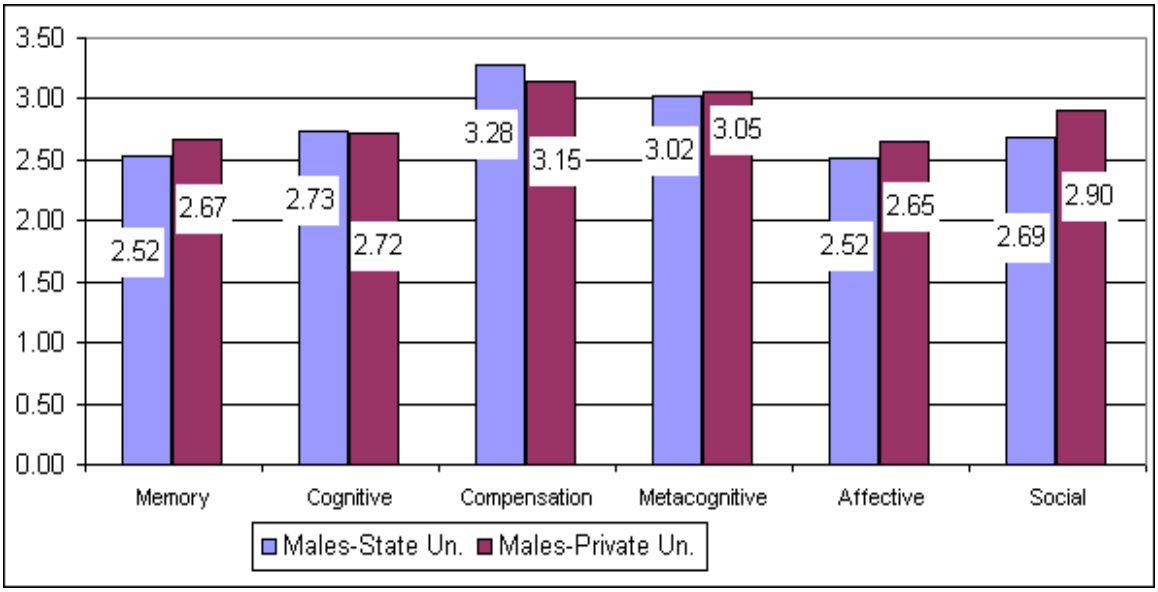
Table 4.29
Descriptive Statistics for Male Students from Private Universities- by strategy groups

	Memory	*Cognitive*	*Compensation*	*Metacognitive*	*Affective*	*Social*
Mean	2.67	2.72	3.15	3.05	2.65	2.90
Standard Error	0.06	0.06	0.07	0.07	0.07	0.08
Median	2.67	2.71	3.17	3.00	2.50	2.83
Mode	3.11	2.79	3.17	3.00	3.00	3.00
Stand. Deviation	0.59	0.57	0.67	0.72	0.73	0.79
Sample Variance	0.35	0.33	0.45	0.52	0.53	0.62
Kurtosis	-0.09	0.09	-0.16	-0.01	-0.14	-0.09
Skewness	-0.26	0.08	-0.04	0.22	0.37	0.20
Range	3.00	2.93	3.17	3.44	3.33	3.67
Minimum	1.11	1.36	1.50	1.56	1.17	1.0
Maximum	4.11	4.29	4.67	5.00	4.50	4.67
Sum	256.22	261.21	302.50	293.11	254.67	278.33
Count	96	96	96	96	96	96

As table 4.27 shows, only for cognitive strategies the distribution is rather peaked and clustered in the centre. The positive kurtosis value of .09 indicates that there were not many cases in the extremes. However, for the rest of the strategies as compensation, affective, memory, social and metacognitive, there are negative kurtosis values, showing that the distribution is relatively flat, with certain cases in the extremes. Cognitive, metacognitive and affective and social strategies have positive skewness values which indicate a clustering of scores at the left, lower end of the scores continuum.

The compared results by strategy categories of the male students from state universities with those from private universities do not seem to show a striking difference. The two groups of male students have close results. The following chart (Chart 4.4) illustrates these more clearly.

Chart 4.4
Mean values by strategy groups for Male Students from State and Private Universities



Male students from private universities maintain a higher preference of memory, metacognitive, affective and social strategies whereas the students from state universities affirm a higher usage of cognitive and compensation strategies. Accordingly it is observed that male students from private universities have greater tendency to use the indirect strategies (metacognitive, affective and social) than male students from state universities. However, the differences are rather small.

The t-test carried out for the mean scores of the SILL strategies of the two male student groups also gives the same results which are illustrated by the following table (Table 4.29).

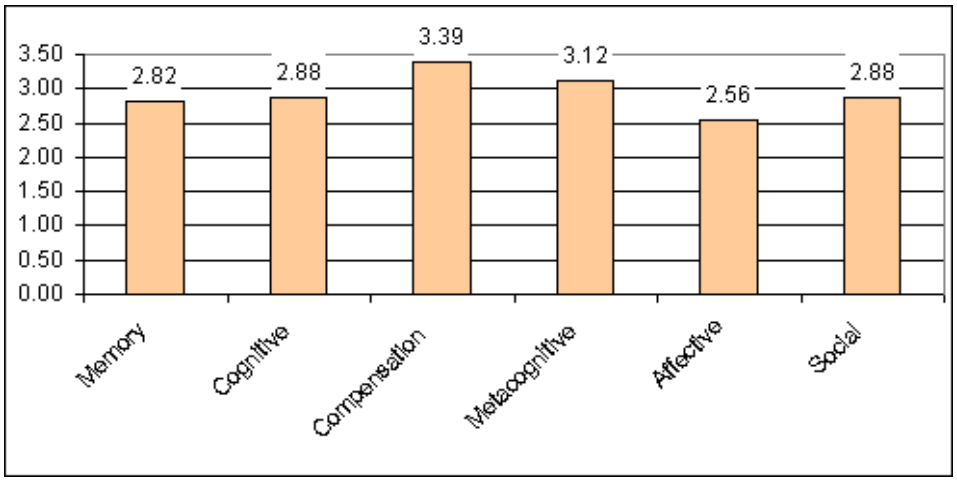
Table 4.30
T-Test: Two Sample for Means of Males from State and Private Universities

	Male Ss-State Un.	*Male Ss-Private Un.*
Mean	**2.79**	**2.86**
Variance	0.09	0.04
Pooled Variance	0.07	
df	10	
t Stat	-0.44	
P(T<=t) one-tail	0.34	
t Critical one-tail	1.81	
P(T<=t) two-tail	**0.67**	
t Critical two-tail	2.23	

As can be seen above, the 'P-value' of 0.67 indicates that there is no significant difference between the mean scores of the male students from the two types of universities.

In the next step, the SILL results are examined by the strategy categories for female students from state and private universities. Initially, it is seen that female students from state universities have stated to be using compensation and metacognitive strategies most frequently as affective and memory strategies were preferred the least. The following chart illustrates the results in detail (Chart 4.5).

Chart 4.5
Mean values by strategy groups for Female Students from State Universities



The descriptive statistics for the female students from state universities show that for affective, cognitive, social and metacognitive strategies the distribution is rather peaked and clustered in the centre. As Table 4.30 illustrates, the positive kurtosis values of 1.15, .36, .36 and .21 respectively indicate that there were not many cases in the extremes for these 4 strategy groups. However, for the other two strategy groups of compensation and memory there are negative kurtosis values, showing that the distribution is relatively flat, with some cases in the extremes.

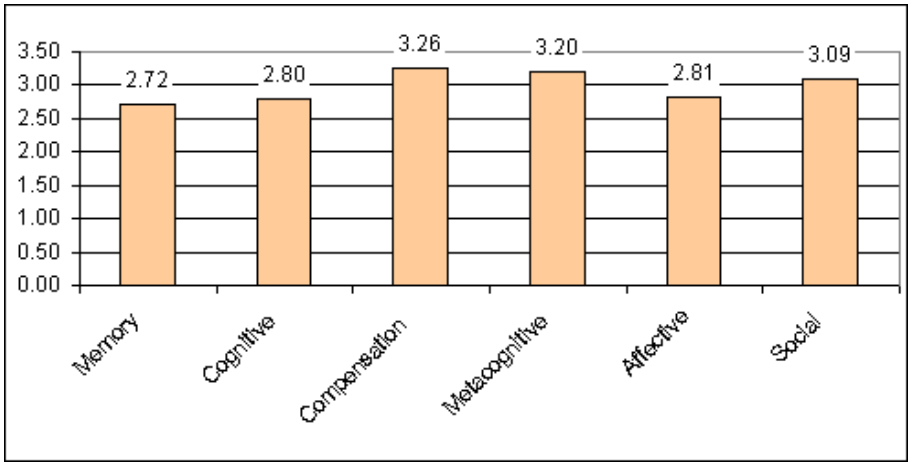
Table 4.31
Descriptive Statistics for Female Students from State Universities- by strategy groups

	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Mean	2.82	2.88	3.39	3.12	2.56	2.88
Standard Error	0.06	0.08	0.08	0.09	0.07	0.09
Median	2.78	2.79	3.33	3.11	2.50	2.67
Mode	3.11	2.57	3.17	3.33	2.83	2.67
Stand. Deviation	0.49	0.68	0.69	0.76	0.56	0.76
Sample Variance	0.24	0.47	0.48	0.58	0.31	0.58
Kurtosis	-0.51	0.36	-0.57	0.21	1.15	0.36
Skewness	0.20	0.11	0.11	-0.18	0.00	0.59
Range	2.22	3.79	3.17	3.89	3.33	3.83
Minimum	1.78	1.0	1.83	1.0	1.0	1.0
Maximum	4.0	4.79	5	4.89	4.33	4.83
Sum	194.44	198.71	233.67	215.11	176.33	199
Count	69	69	69	69	69	69

We also see that all strategy groups other than metacognitive have positive skewness values which indicate a clustering of scores at the left, lower end of the scores continuum.

When looking at the SILL results by the strategy categories for female students from private universities, we see similar results as the following chart shows (Chart 4.6).

Chart 4.6
Mean values by strategy groups for Female Students from Private Universities



Female students from private universities have also stated to be using compensation and metacognitive strategies most frequently with 3.26 and 3.2 average scores respectively. Memory strategies were stated to be used the least, with an average score of 2.72. Cognitive and affective strategies closely follow this with mean scores of 2.8 and 2.81 respectively. However, as was the case with the previous groups, according to Oxford's evaluation key of SILL scores (1990), both the highest and the lowest scores fall within the category of "medium" usage (range between 2.5- 3.4).

The descriptive statistics for the female students from private universities show that for cognitive, metacognitive and memory strategies the distribution is rather peaked and clustered in the centre as the positive kurtosis values of .20, .08 and .01 indicate, which means that there was a clustering of scores in the middle and there were not many cases in the extremes. The table demonstrating the results is as follows (Table 4.31).

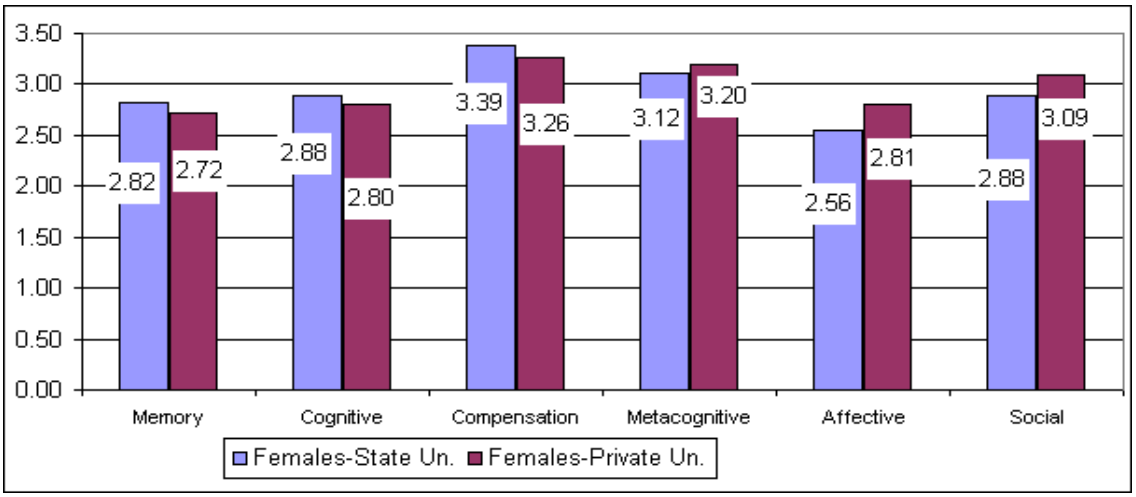
Table 4.32
Descriptive Statistics for Female Students from Private Universities- by strategy groups

	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Mean	2.72	2.80	3.26	3.20	2.81	3.09
Standard Error	0.06	0.06	0.07	0.07	0.06	0.08
Median	2.61	2.79	3.33	3.28	2.83	3.17
Mode	2.56	3.21	3.50	3.00	2.50	3.50
Stand. Deviation	0.63	0.65	0.77	0.79	0.68	0.85
Sample Variance	0.39	0.42	0.59	0.63	0.46	0.72
Kurtosis	0.01	0.20	-0.05	0.08	-0.68	-0.03
Skewness	0.24	-0.16	-0.14	-0.37	0.01	-0.08
Range	3.22	3.50	3.67	3.78	2.83	4.00
Minimum	1.22	1.1	1.00	1.2	1.3	1.0
Maximum	4.4	4.64	4.67	5.00	4.17	5.00
Sum	325.89	335.93	391.17	384.11	337.00	370.83
Count	120	120	120	120	120	120

However, for the other 3 strategy groups of affective, compensation and social there are negative kurtosis values, showing that the distribution is relatively flat, with some cases in the extremes. It is also observed that memory and affective strategy groups have positive skewness values which indicate a clustering of scores at the left, lower end of the scores continuum.

Comparing the results of the female students from state universities with those from private universities shows that there does not seem to be many striking differences between the two groups except for affective and social strategies. The female students from private universities have stated that they use affective and social strategies more frequently than the female students from state universities. The differences between the mean scores of these two strategy groups are .25 and .21 respectively and it can also be seen more clearly at the chart below (Chart 4.7).

Chart 4.7
Mean values by strategy groups for Female Students from State and Private Universities



In addition it can be observed that female students from state universities have slightly higher mean scores for the direct strategy groups of memory, cognitive and compensation whereas female students from private universities have higher mean scores for the indirect strategy groups of metacognitive, affective and social.

Table 4.33
T-Test: Two Sample for Means of Females from State and Private Universities

	Female Ss-State Un.	*Female Ss-Private Un.*
Mean	**2.94**	**2.98**
Variance	0.08	0.05
Observations	6	6
Pooled Variance	0.07	
Hypothesized Mean Difference	0	
df	10	
t Stat	-0.26	
P(T<=t) one-tail	0.40	
t Critical one-tail	1.81	
P(T<=t) two-tail	**0.80**	
t Critical two-tail	2.23	

However, as can be seen above (Table 4.33) at the t-test results, these values still indicate that there is no significant difference between the mean scores of the female students from the two types of universities on the whole, as the 'P-value' of 0.8 shows.

D. Comparative Results of the Students' SILL Questionnaires and Instructors' Questionnaires on their students' use of Language Learning Strategies

The 17 participating EFL instructors have filled out a questionnaire about their students' use of LLS. They were asked to think about their EFL classes and write the LLS they thought their classes used, from the most to the least frequently used category. There were a total 6 strategy categories which were cognitive, compensation, memory, metacognitive, affective and social. This questionnaire was based on Oxford's taxonomy of LLS and the SILL (1990), and adapted from another questionnaire called ILLS, which was prepared and used by Griffiths and Parr (2000) for evaluating the awareness of ELT instructors on their students' use of LLS.

According to the questionnaire results on their class' use of LLS and the results from the SILL questionnaires of the students, all the participating instructors showed various performances. In the following tables, the true-matching placements (on the same line) were marked by green and the near-matching placements (1 position difference) were marked by purple coloured fonts. The mismatched strategy groups were emphasized by direction arrows. The results were given in numeric order, by the numbers of the participating instructors.

The first participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.34
Instructors' orderings of LLS and students' SILL results- PI 1

Marmara University			
Instructor		PI 1's order	PI 1's Class results
Most frequent	6	Memory	Metacognitive
	5	Cognitive	Compensation
	4	Compensation	Cognitive
	3	Social	Memory
	2	**Affective**	**Affective**
Least frequent	1	Metacognitive	Social

As can be seen from the table above (Table 4.34), the first participating instructor has placed only the affective strategies in the same order as his/her class' results, on the fifth place from the top. Also cognitive and compensation strategies were placed in near orders, as there is only 1 place difference between the two. However, what the instructor stated to be the most frequently used strategy group by his/her class, turns out to be stated by the class on the fourth place from the top, which is memory strategies. Furthermore, what the instructor stated to be the least frequently used strategy group by his/her class, is given by the class on the first and most frequent place, as metacognitive strategies.

The second participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.35
Instructors' orderings of LLS and students' SILL results- PI 2

Marmara University			
Instructor		PI 2's order	PI 2's Class results
Most frequent	6	Social	Compensation
	5	Affective	Social
	4	Cognitive	Metacognitive
	3	Compensation	Cognitive
	2	**Memory**	**Memory**
Least frequent	1	Metacognitive	Affective

As can be seen in table 4.35, the second participating instructor has placed only the memory strategies in the same order as his/her class' results, on the fifth place from the top. Also cognitive and social strategies were placed in near orders, as there is only 1 place difference between the two. However, what the instructor stated to be the second most frequently used strategy group by his/her class, turns out to be stated by the class as the least frequently used one, which is affective strategies. Furthermore, what the instructor stated to be the least frequently used strategy group by his/her class, is given by the class on the third place from the top, as metacognitive strategies.

The third participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.36
Instructors' orderings of LLS and students' SILL results- PI 3

Marmara University			
Instructor		PI 3's order	PI 3's Class results
Most frequent	6	Memory	Compensation
	5	Compensation	Metacognitive
	4	**Cognitive**	**Cognitive**
	3	**Social**	**Social**
	2	Affective	Memory
Least frequent	1	Metacognitive	Affective

As can be observed from the table above (Table 4.36), the third participating instructor has placed two strategy groups in the same order as his/her class' results: cognitive and social, on the third and fourth places from the top. Also compensation and affective strategies were placed in near orders, as there is only 1 place difference between the two. However, what the instructor stated to be the most frequently used strategy group by his/her class, is given by the class on the fifth place from the top, almost the one least frequently used, which is memory strategies. Moreover, what the instructor stated to be the least frequently used strategy group

by his/her class, is given by the class on the second place from the top, as metacognitive strategies.

The fourth participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.37
Instructors' orderings of LLS and students' SILL results- PI 4

Marmara University			
Instructor		PI 4's order	PI 4's Class results
Most frequent	6	Compensation	Metacognitive
	5	Social	Compensation
	4	**Cognitive**	**Cognitive**
	3	Memory	Social
	2	**Affective**	**Affective**
Least frequent	1	Metacognitive	Memory

As can be seen in table 4.37, the fourth participating instructor has placed two strategy groups in the same order as his/her class' results: cognitive and affective, on the third and fifth places from the top. Also compensation strategies were placed in near orders, as there is only 1 place difference between the two. However, what the instructor stated to be the least frequently used strategy group by his/her class, is given by the class on the first place as the most frequently used group, which is metacognitive strategies.

The fifth participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.38
Instructors' orderings of LLS and students' SILL results- PI 5

Yıldız Technical University			
Instructor		PI 5's order	PI 5's Class results
Most frequent	6	Memory	Social
	5	Social	Metacognitive
	4	**Affective**	**Affective**
	3	**Compensation**	**Compensation**
	2	**Cognitive**	**Cognitive**
Least frequent	1	Metacognitive	Memory

As can be observed from the table above (Table 4.38), the fifth participating instructor has placed 3 strategy groups in the same order as his/her class' results: affective, compensation and cognitive, on the third, fourth and fifth places from the top. Also social strategies were placed in near orders, as there is only 1 place difference between the two linings. However, what the instructor stated to be the most frequently used strategy group by his/her class, is given by the class as the one least frequently used, which is memory strategies. Moreover, what the instructor stated to be the least frequently used strategy group by his/her class, is given by the class on the second place from the top, as metacognitive strategies.

The sixth participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.39
Instructors' orderings of LLS and students' SILL results- PI 6

Yıldız Technical University			
Instructor		PI 6's order	PI 6's Class results
Most frequent	6	Metacognitive	Compensation
	5	Memory	Metacognitive
	4	**Social**	**Social**
	3	**Cognitive**	**Cognitive**
	2	Compensation	Memory
Least frequent	1	**Affective**	**Affective**

As can be seen above (Table 4.39), the sixth participating instructor has also placed 3 strategy groups in the same order as his/her class' results: social, cognitive and affective, on the third, fourth and sixth places from the top. This is the first instructor who has stated the least frequently used strategy group as the same with his/her class. Also metacognitive strategies were placed in near orders, as there is only 1 place difference between the two linings. However, what the instructor stated to be the second most frequently used strategy group by his/her class, is given by the class on the fifth place as almost least frequently used, which is memory strategies. Moreover, what the instructor stated to be the second least frequently used strategy group by his/her class, is given by the class as the most frequently used, which is compensation strategies.

The seventh participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.40
Instructors' orderings of LLS and students' SILL results- PI 7

Istanbul Technical University			
Instructor		PI 7's order	PI 7's Class results
Most frequent	6	Metacognitive	Compensation
	5	Cognitive	Metacognitive
	4	Compensation	Cognitive
	3	Social	Memory
	2	Affective	Social
Least frequent	1	Memory	Affective

As can be observed in table 4.40, the seventh participating instructor has unfortunately placed no strategy groups in the same order as his/her class' results. This is the first instructor who has stated none of the strategy groups as the same with his/her class. But we see that metacognitive, cognitive, social and affective strategies were placed in near orders, as there is only 1 place difference between the two linings. The other two strategy groups of memory

and compensation were placed in positions with two differences each as third and first; sixth and fourth respectively.

The eighth participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.41
Instructors' orderings of LLS and students' SILL results- PI 8

Istanbul Technical University			
Instructor		PI 8's order	PI 8's Class results
Most frequent	6	Cognitive	Compensation
	5	Social	Metacognitive
	4	Metacognitive	Cognitive
	3	Memory	Affective
	2	Compensation	Social
Least frequent	1	Affective	Memory

As can be seen from the table above (Table 4.41), the eighth participating instructor has unfortunately placed no strategy groups in the same order as his/her class' results. This is the second instructor who has stated none of the strategy groups in the same place with his/her class. But we see that metacognitive strategies were placed in near orders, as there is only 1 place difference between the two linings. However, what the instructor stated to be the second most frequently used strategy group by his/her class, is given by the class on the fifth place as almost least frequently used, which is social strategies. Moreover, what the instructor stated to be the second least frequently used strategy group by his/her class, is given by the class as the most frequently used, which is compensation strategies.

The ninth participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.42
Instructors' orderings of LLS and students' SILL results- PI 9

Maltepe University			
Instructor		PI 9's order	PI 9's Class results
Most frequent	6	Metacognitive	Compensation
	5	Cognitive	Metacognitive
	4	**Social**	**Social**
	3	Affective	Cognitive
	2	**Memory**	**Memory**
Least frequent	1	Compensation	Affective

As can be seen in table 4.42, the ninth participating instructor has placed two strategy groups in the same order as his/her class' results: social and memory, on the third and fifth places from the top. Also metacognitive strategies were placed in near orders, as there is only 1 place difference between the two linings. However, what the instructor stated to be the least frequently used strategy group by his/her class, is given by the class as the most frequently used strategy group, as compensation strategies.

The tenth participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.43
Instructors' orderings of LLS and students' SILL results- PI 10

Maltepe University			
Instructor		PI 10's order	PI 10's Class results
Most frequent	6	Memory	Compensation
	5	Cognitive	Metacognitive
	4	Compensation	Social
	3	Metacognitive	Cognitive
	2	Social	Affective
Least frequent	1	Affective	Memory

As can be observed above (Table 4.43), the tenth participating instructor has unfortunately placed no strategy groups in the same order as his/her class' results. This is the third instructor

who has stated none of the strategy groups in the same place with his/her class. But we see that affective strategies were placed in near orders, as there is only 1 place difference between the two linings. However, what the instructor stated to be the most frequently used strategy group by his/her class, is given by the class as the least frequently used, which is memory strategies.

The eleventh participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.44
Instructors' orderings of LLS and students' SILL results- PI 11

Maltepe University			
Instructor		PI 11's order	PI 11's Class results
Most frequent	6	Cognitive	Compensation
	5	Social	Metacognitive
	4	Metacognitive	Social
	3	**Affective**	**Affective**
	2	Compensation	Cognitive
Least frequent	1	**Memory**	**Memory**

As can be seen from the table above (Table 4.44), the eleventh participating instructor has placed two strategy groups in the same order as his/her class' results: affective and memory, on the fourth and sixth places from the top. This is the second instructor who has stated the least frequently used strategy group as the same with his/her class. Also social and metacognitive strategies were placed in near orders, as there is only 1 place difference between the two. However, what the instructor stated to be the most frequently used strategy group by his/her class, is given by the class in the fifth place, almost the least frequently used, which is cognitive strategies. In addition, what the instructor stated to be among least frequently used strategy groups by his/her class, is given by the class on the first place as the most frequently used group, which is compensation strategies.

The twelfth participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.45
Instructors' orderings of LLS and students' SILL results- PI 12

Maltepe University			
Instructor		PI 12's order	PI 12's Class results
Most frequent	6	Memory	Compensation
	5	Affective	Metacognitive
	4	Cognitive	Social
	3	Social	Memory
	2	Compensation	Affective
Least frequent	1	Metacognitive	Cognitive

As can be observed in table 4.45, the twelfth participating instructor has unfortunately placed no strategy groups in the same order as his/her class' results. This is the fourth instructor who has stated none of the strategy groups in the same place with his/her class. But we see that social strategies were placed in near orders, as there is only 1 place difference between the two linings. However, what the instructor stated to be the most frequently used strategy groups by his/her class, are given by the class in the fourth and fifth places from the top, which are memory and affective strategies. Similarly, what the instructor stated to be the least frequently used strategy groups as compensation and metacognitive were stated by the class as the two most frequently employed strategies.

The thirteenth participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.46
Instructors' orderings of LLS and students' SILL results- PI 13

Yeditepe University			
Instructor		PI 13's order	PI 13's Class results
Most frequent	6	Memory	Metacognitive
	5	**Social**	**Social**
	4	**Compensation**	**Compensation**
	3	**Affective**	**Affective**
	2	Metacognitive	Cognitive
Least frequent	1	Cognitive	Memory

As can be seen above (Table 4.46), the thirteenth participating instructor has placed 3 strategy groups in the same order as his/her class' results: social, compensation and affective, on the second, third and fourth places from the top. Also cognitive strategies were placed in near orders, as there is only 1 place difference between the two linings. However, what the instructor stated to be the second most frequently used strategy group by his/her class, is given by the class as the least frequently used, which is memory strategies. Moreover, what the instructor stated to be the second least frequently used strategy group by his/her class, is given by the class as the most frequently used, which is metacognitive strategies.

The fourteenth participating instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.47
Instructors' orderings of LLS and students' SILL results- PI 14

Yeditepe University			
Instructor		PI 14's order	PI 14's Class results
Most frequent	6	Cognitive	Metacognitive
	5	Memory	Social
	4	Metacognitive	Compensation
	3	Compensation	Affective
	2	Affective	Memory
Least frequent	1	Social	Cognitive

As can be observed (Table 4.47), the fourteenth participating instructor has unfortunately placed no strategy groups in the same order as his/her class' results. This is the fifth instructor who has stated none of the strategy groups in the same place with his/her class. But we see that compensation and affective strategies were placed in near orders, as there is only 1 place difference between the two linings. However, what the instructor stated to be the two most frequently used strategy groups by his/her class, are given by the class on the last two places as least frequently used, which are cognitive and memory strategies. Moreover, what the instructor stated to be the least frequently used strategy group by his/her class, is given by the class as the second most frequently used, which is social strategies.

The fifteenth instructor's ordering of the strategies and results of the class' SILL are as follows.

Table 4.48
Instructors' orderings of LLS and students' SILL results- PI 15

Yeditepe University			
Instructor		PI 15's order	PI 15's Class results
Most frequent	6	Memory	Metacognitive
	5	Affective	Compensation
	4	Cognitive	Social
	3	Compensation	Cognitive
	2	Social	Affective
Least frequent	1	Metacognitive	Memory

As can be seen above (Table 4.48), the fifteenth participating instructor has unfortunately placed no strategy groups in the same order as his/her class' results. This is the sixth instructor who has stated none of the strategy groups in the same place with his/her class. Yet we see that cognitive strategies were placed in near orders, as there is only 1 place difference between the two linings. However, what the instructor stated to be the two most frequently used strategy groups by his/her class, are given by the class on the last two places as least

frequently used, which are memory and affective strategies. Moreover, what the instructor stated to be the least frequently used strategy group by his/her class, is given by the class as the most frequently used, which is metacognitive strategies.

The sixteenth instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores is as follows.

Table 4.49
Instructors' orderings of LLS and students' SILL results- PI 16

Istanbul Commerce University			
Instructor		PI 16's order	PI 16's Class results
Most frequent	6	Social	Compensation
	5	Memory	Metacognitive
	4	Cognitive	Social
	3	Affective	Cognitive
	2	Metacognitive	Memory
Least frequent	1	Compensation	Affective

As can be observed in table 4.49, the sixteenth participating instructor has unfortunately placed no strategy groups in the same order as his/her class' results. This is the seventh instructor who has stated none of the strategy groups in the same place with his/her class. Yet we see that cognitive strategies were placed in near orders, as there is only one place difference between the two linings. However, what the instructor stated to be the second most frequently used strategy group by his/her class, is given by the class on the fifth place as second least frequently used, which is memory strategies. In addition, what the instructor stated to be the least frequently used strategy groups by his/her class, are given by the class as the most frequently used, which are compensation strategies.

The seventeenth and the final instructor's ordering of the 6 strategy categories and the results from his/her class' SILL scores are as follows.

Table 4.50
Instructors' orderings of LLS and students' SILL results- PI 17

Istanbul Commerce University			
Instructor		PI 17's order	PI 17's Class results
Most frequent	6	Cognitive	Compensation
	5	Memory	Metacognitive
	4	**Social**	**Social**
	3	Affective	Cognitive
	2	Metacognitive	Affective
Least frequent	1	Compensation	Memory

As can be seen from the table above (Table 4.50), the seventeenth participating instructor has placed one strategy group in the same order as his/her class' results: social, on the third place from the top. Also affective strategies were placed in near orders, as there is only 1 place difference between the two. However, what the instructor stated to be the most frequently used strategy groups by his/her class as cognitive and memory strategies, are given by the class in the fourth and sixth places, as the least frequently used. In addition, what the instructor stated to be the two least frequently used strategy groups by his/her class, are given by the class on the first and second places as the most frequently used groups, which are compensation and metacognitive strategies.

On the whole, the results show great variety among teachers although there are some common points as well. Especially the use of metacognitive and memory strategies seems to have been stated very differently by instructors and students. The instructors have mostly stated metacognitive strategy group to be used less frequently than others and memory strategies to be used more frequently whereas many students' SILL results yield an opposite conclusion. According to students' SILL scores, metacognitive strategies are preferred rather frequently,

as almost the most frequently used strategy group, and memory strategies are used much less frequently, being the least preferred in many cases.

When we look at the results from a wider perspective, the number of matchings between the placements of EFL instructors and students are as follows:

Truly matching: strategies placed on the same position by instructor and students

Nearly matching: strategies placed on positions with one difference

Mismatching: strategies placed on positions with 3 or above difference

Table 4.51
Instructors' matching orderings of LLS

Instruc.s	n Truly match. Strat.s	n Nearly match. Strat.s	n Mismatching strat.s
PI 1	1	2	2
PI 2	1	2	2
PI 3	2	2	2
PI 4	2	1	1
PI 5	3	1	2
PI 6	3	1	2
PI 7	-	4	-
PI 8	-	1	2
PI 9	2	1	1
PI 10	-	1	1
PI 11	2	2	2
PI 12	-	1	3
PI 13	3	1	2
PI 14	-	2	3
PI 15	-	1	3
PI 16	-	1	3
PI 17	1	1	4
TOTAL	**20**	**25**	**35**

n = The total number of

As can be seen above (Table 4.51), the number of instructors who have given 3 strategy groups in the same matching placement as their students is 3. The number of instructors who have given 2 strategy groups in the same matching placement as their students is 4, and ones

who have given only 1 strategy group in the same placement as their students is 3. There are 7 instructors who did not give any matching results. There is only one instructor who has given 4 strategy groups in nearly matching positions as their students. 5 instructors have stated 2 strategy groups and 11 instructors have stated only 1 strategy group in nearly matching positions as their students. Only one instructor has not placed any strategy groups in mismatching positions as their students and another one has placed 4 strategy groups in mismatch. There are 4 instructors who have stated 3 strategy groups in mismatch and there are 8 instructors who have stated 2 strategy groups in mismatching positions. Finally, there are 3 instructors who have stated 1 strategy group in mismatching positions as their students.

The strategy categories which were given in truly matching placements consist of affective, social, cognitive, memory and compensation. Metacognitive strategies were unfortunately never stated in a truly matching placement. The mismatching placements were especially done with strategy groups of memory, metacognitive and compensation as the table below (Table 4.52) illustrates.

Table 4.52
Strategy groups by matching placements

LLS	n True matchings given	n Near matchings given	n Mismatchings given
Memory	3	-	11
Cognitive	4	6	3
Compensation	2	4	7
Metacognitive	-	5	10
Affective	6	5	3
Social	5	5	2

n = The total number of

As seen above cognitive, metacognitive, affective, social and compensation strategy groups consist the nearly matching placements as memory strategies were never given in a nearly matching position.

V. DISCUSSION

In this section, the discussions of the results are provided in the same order as the results were given. Accordingly, the discussion of the results of the interviews with the participating instructors of EFL on the topic of LLS is the initial point. Next, the discussion of the results of the questionnaire given to the participating instructors of EFL follows. After this, the discussion of the results from the SILL questionnaire given to the participating students of EFL is provided. Finally, the discussion of the comparative results of the instructors' questionnaires and the students' SILL questionnaire is given.

A. Discussion of the Results of the Instructors' interviews on Language Learning Strategies

There were a total of 17 participating instructors in the study and only 3 instructors out of the total had been able to give relevant definitions about the term LLS and 6 instructors had given partially relevant definitions. This indicates that only 17.6% of the participants actually knew about LLS and the other 35% had some vague ideas about it, without a clear notion. The remaining 8 instructors, with a 47%, had either misconceptions about LLS, did not know about it or could not remember it. These instructors' answers to the first question were mostly related to other terms in language teaching and learning field, such as methodology, learning styles and teaching approaches. Many instructors mentioned their own teaching methods or approaches when asked to briefly define LLS, as some others clearly mentioned not to recall anything or having forgotten what they had known. These results unfortunately indicate that there is a clear misconception or unawareness about language learning strategies on the side of EFL instructors. The ones who had clear ideas about the term were only 3 instructors and 2 of them had completed MA degrees in ELT, one of them very recently as just a year ago.

These might also show that a graduate degree in ELT could be beneficial for the EFL instructors, for the recall or learning of such important terms in the field.

When coming to the second question of keywords or phrases about the term LLS, it was observed that many instructors either used some terms about being a "good language learner", such as enthusiasm, determination, practising and patience, or used some other and more general terms about language learning and teaching like acquisition, psychology and environment. Only 1 instructor gave keywords directly related to LLS, like memory, cognition and vocabulary, as 6 instructors mentioned keywords which were student cantered. These answers again support the answers given to the first question and show that LLS are commonly conceived inaccurately by the instructors, being mixed with teaching methods/approaches, learning styles or other general terms about language teaching and learning.

The third and final question of whether LLS were being used in their English classes or not, yielded answers where many instructors again focused on their own teaching approaches and methods. This instructor cantered approach to the term "language learning strategies" seems to support the conclusion that there is a common misjudgement about this term among instructors of EFL. Regarding answers which were actually relevant to LLS, it was seen that the remaining 8 instructors had mentioned a non-belief in their students' use of learning strategies, giving various reasons most of which circulate around unwillingness to learn the language or demotivation and being unaware of such strategies or of themselves as learners. This might again imply an underlying point of view of the instructors toward their students where they are mostly seen as demotivated, distracted or irresponsible learners, not wishing to take control of their own learning process. This preconceived view of the instructors might

have an accountable basis which lies in the university entrance examination system in Türkiye. It is unfortunately true that many students at private universities can be low achievers and unsuccessful learners. There are of course exceptions to this point, such as students who have scholarships for their university education. However most of the unsuccessful students usually have university entrance examination points and high school GPA's (General Points Average) that are not high enough for acceptance into state universities. Accordingly they prefer private universities which accept students with lower points but require a much higher tuition fee than the state universities. This entrance system regrettably leads to a much lower student profile in many of the private universities which could be the reason for the prejudiced approach of the EFL instructors towards their students. However, this is a point which actually requires further and various researches into the field, to be more reliably specified.

Out of the 8 instructors who had given such answers, 4 were from state and 4 were from private universities which again might point to a parallel result with those of students' SILL: students at the participating state and private universities do not show much difference in terms of being effective, willing, responsible language learners. Both types of universities probably have a similar student profile without significant differences. This might be due to the general profile of the participating universities. To be more specific, both the state and the private universities have outstanding, well-qualified examples as well as more mediocre, standard ones. For purposes of this study, the participating universities were not chosen from the really outstanding examples of both types (such as Boğaziçi, Koç, Sabancı Universities) since they could be the representatives of more of a minority group and not really the majority. Thus all 6 universities, not being outstanding examples of their groups, might have a similar student profile without great differences. However, this point again could require

further and detailed research as there are a great number of variables that could be affecting the results.

Finally, it can be said that these results from the interviews with the instructors of EFL are in compliance with the hypotheses and were actually expected by the researcher due to a couple of reasons. Firstly, the participating teachers had an average of 11.6 years of teaching experience where 11 of them had been teaching for at least 10 years. This period is a comparatively long time where one might easily have forgotten about the theoretical definitions and terms they had learnt in their undergraduate studies. Secondly, and in relation to the first cause, these instructors might not have been able to follow or review more current studies in the field due to various factors which might have ranged from personal to professional. Thirdly, language learning strategies are student cantered and accordingly they are not a very frequently mentioned and discussed topic in the field of ELT, like methodology or classroom management for instance. This is especially true for the instructors, as they more frequently focus on "how to teach more effectively" rather than on how to make learning more effective, which may have been another factor to affect the results. Finally, the instructors of EFL might have been used to being questioned or inquired about their personal approaches and the teaching methods they prefer to use in their classrooms, much more commonly than observing their students and focusing on them. Therefore, most of them might have automatically thought about their teaching experience when asked about LLS, although the term "learning strategies" was emphasized and repeated many times during the interviews.

B. Discussion of the Results of the Instructors' Questionnaires

On their students' use of Language Learning Strategies

The participating instructors were given a questionnaire in which they were asked to order the 6 categories of strategies according to how frequently they thought their classes used those, putting the most frequently used strategy at number 6, and the least frequently used one to number 1. The results of these questionnaires had shown some common patterns where the "memory" strategies were perceived by many instructors as being used frequently by their EFL students. Secondarily the instructors of EFL had stated the "cognitive" strategies as the most commonly used ones by their classes. When considering the least frequently used strategies as perceived by the instructors, it was observed that the "metacognitive" strategies had been seen at the lower levels of usage. After this came "affective" and then "compensation" strategies, where many instructors placed them at the lowest levels of usage.

The fact that many instructors saw memory strategies as the most frequently used group might be pointing to a common perception among EFL instructors where they believe that the students have a tendency to memorising the new aspects of language rather than trying to understand and perceive the underlying structure or rules. Accordingly, memory strategies may have been somewhat misconceived by the instructors as being mutually exclusive with meaningful learning and not helping understanding. This choice by the instructors of EFL for the most frequently employed strategy group might also be implying a certain opinion about the learners as prone to memorisation, or it might also be showing the personal priorities of the instructors in teaching a foreign language as well, where they expect memorisation to be an indispensable and elemental part of learning. This is of course true; up to a certain point all learning entails memorisation. However, at some point both for the instructors and the

students, this might have been seen as an alternative to meaningful learning with real understanding of the new aspects rather than rote memorisation. This aspect may have its roots in the Turkish educational structure where the examination system is greatly based on measuring memorisation rather than real understanding. In concord and regrettably both the students and the teachers are usually expected to learn and to teach how to memorise more efficiently.

Similarly, the common answer of the least frequently used strategy group being metacognitive might also be pointing to a certain judgement of the students by the instructors where students are not really perceived as being responsible for their learning processes. They are perhaps not viewed as making the necessary preparations for learning like setting goals, orienting and self-monitoring, checking their progress, directing their attention and evaluating their success, etc. They might not have been perceived generally as "responsible and attentive" learners which usually require the use of many metacognitive strategies. This point may again have connections to the education system in Türkiye where students are not really taught about how to be more efficient and better learners, about questioning, reasoning and making connections, about inquiring themselves as learners and prioritising their purposes and so on. These features may actually constitute the weaknesses and shortcomings of the educational systems of many countries, as they are comparatively challenging to rectify and they may have led the instructors to have a preconceived view of the students.

Finally, the EFL instructors' pessimistic preconceptions about the students may also be due to another factor. Their own personal experiences as students may have influenced their expectations from their students. Ideally, most of the instructors must have had successful academic lives and so they may be thinking too highly of their students. Accordingly, they

may be expecting performances that are actually beyond the students' capacities or characteristics.

C. Discussion of the Results of the Students' SILL Questionnaires

On their use of Language Learning Strategies

The results of the 403 participating students from 6 different universities showed striking similarities where all universities had average scores of strategy use which indicated a "medium" level of (between 2.5 and 3.4) usage. This shows parallel with the hypotheses of the researcher as it was expected that many students would state a medium level of strategy employment.

Furthermore, almost all students had reported compensation and metacognitive strategies as the two most commonly used groups and memory and affective strategies as the two least frequently preferred ones. The results point to a clear parallel with the researcher's hypotheses where it was expected that metacognitive, cognitive and compensation strategies would turn out to be the most commonly used ones.

The results also indicate that students have a clear preference and use of compensation strategies as well as metacognitive ones, which do not show a parallel with the results of the instructors' questionnaires on students LLS use. Although instructors seem to believe that the students are mostly not making the necessary preparations and do not take responsibility for the process of learning, students state that they do so rather frequently. The students' scores showing a frequent employment of compensation strategies might be pointing to a communicative aspect of their learner characteristics. Accordingly, they try to keep on conveying messages through use of compensatory conducts when they do not have the actual

knowledge to do so, which means that they do not give up on communication easily and try to continue with it. On a remote scale, this might also be pointing to a very general characteristic of the Turkish population where people traditionally and culturally like keeping social relations, talking and sharing their emotions verbally with others.

The students' statements relating a high use of metacognitive strategies might have been due to various factors other than reflecting the actual truth. The first one could be that students might have scored the statements in the metacognitive section more with a wilful thinking rather than their realistic practices, seeing that those statements clearly point to a responsible and attentive student's profile. The second reason could be that, again because these statements draw a more ideal student picture, they might have over-evaluated themselves and their actual practices, forming an unconscious make-believe. However, it might always be the case that many of the statements reflected the actual practices of students, which might require further research into the topic to be verified, such as one to one interviews with randomly chosen student samples.

The students' scores showing a low use of memory and affective strategies might be pointing to various aspects of their learner characters. Firstly, stating that they do not use memory strategies as much as other strategies could be pointing to the fact that students actually are not keen on memorisation as instructors usually think they are. Perhaps as young adult EFL learners, they do not really wish to memorise aspects of the foreign language, which again might require further research for verification as there might be other reasons affecting this choice. The low use of affective strategies might be signifying a less anxious learner character in general where they do not feel the need to cope with anxiety or stress since they do not feel

it too much. Yet there might be other reasons as well, such as self-denial in facing their stress and anxiety, and thus not using any strategies to cope with it.

The resulting scores of state universities also show clear similarities to those of private universities. The statements of the most to the least frequently used strategies are the same with slight differences in terms of scores. On the whole, there was no statistically significant difference between the two groups of universities although private universities had a slightly higher average. This falls partially contrary to the hypotheses of the researcher where the reverse was expected and that state universities might yield slightly higher strategy use scores due to the university entrance examination system in Türkiye where better achieving students tend to prefer and be placed with state universities. However, it complies with the hypotheses on the point that there would not be a great difference between the two types of universities and that both would give results indicating a medium level of strategy use. This can be due to the previously stated fact that none of the participating universities were chosen from the very exceptional members of the state and private universities and thus they may have similar student profiles.

Finally, the results showed that female students reported a greater frequency of LLS use than male students. This finding may be dependent on various social and cultural factors which would require further studies to be carried in detail. However, one implication could be the present social status of women in Türkiye. Since this country is still a developing one, women in general have newly started acquiring higher social status and better educational opportunities. Especially in the last decades they have begun competing with men in many fields of professional and academic life. This ongoing change may have brought about a

higher motivation and dedication to women in various fields of study, including academic studies.

D. Discussion of the Comparative Results of the Students' SILL Questionnaires and Instructors' Questionnaires on their students' use of Language Learning Strategies

The level of awareness of the participating English language instructors, on the usage of LLS by their students of EFL turned out to be low as well, since the general awareness of the teachers on the topic of LLS was not too high. This results was also expected as most of the instructors unfortunately did not have clear conceptions about the term LLS.

Among the participating 17 instructors, only 3 could give 3 strategy groups in the same placement with their classes, there were no 4 or above matching placements. Out of the participating 17 instructors, 7 gave no matching strategy groups with their classes and 3 could give only 1.

Moreover, there were clear mismatches in the results as metacognitive strategies were unfortunately never stated in a truly matching placement. The mismatching placements were especially done with memory, metacognitive and compensation strategy groups where the instructors stated their classes to be using memory strategies most frequently and metacognitive and compensation strategies least frequently. However, the students' results showed the opposite as there was a clear preference of metacognitive and compensation strategies on the top places whereas memory strategies were said to be used rather infrequently and was placed at the lowest levels.

These results could have a number of implications. Firstly they might show that instructors of EFL have certain preconceptions of their students, as stated in the previous sections, as

preferring memorization and being demotivated and unwilling in language learning. Yet the students of EFL have obviously different self perceptions, as their self statements show from the SILL results. They describe themselves to be responsible learners who make the necessary preparations for learning and evaluate themselves (metacognitive strategies) as well as being communicative in the target language since they state to show an effort to keep on communicating through the use of compensation strategies.

Secondly, the results may also indicate that the instructors of EFL are more focused on their teaching methods and approaches rather than focusing on their students and observing their attitudes in class. This might actually be seen as very common and normal since the questions most frequently asked in the field of language teaching tend to circulate around the notions of "how can we teach better?", "what can we do to be more effective teachers?", "what is a better way/ method/ approach to teach a language?" etc. Turning the attention from the teaching process and the teacher to the learning process and the learner may actually be a recent endeavour where the instructors are not really ready for the effective observation of their classes.

Thirdly, and in relation with the above implication, the instructors of EFL in the participating universities in Istanbul might be in need of certain training about language learning strategies, maybe even some other learner based and important concepts like learning styles, multiple intelligences and so forth. Of course all of the instructors clearly had some ideas about all of these concepts, most of them probably were clearly aware of the latter ones. However, this awareness and knowledge seem not to be enough for effective learner observations.

Finally, the students of EFL in the preparatory schools of the 6 participating universities in Istanbul have all stated a "medium" level of strategy use which indicates that LLS are not

usually but sometimes used. Therefore, it might be concluded that the students also need a training on LLS where this "medium" level could be increased a bit more, for their own benefit. Having a general knowledge of LLS and a more thorough knowledge of which strategy could be used where more effectively would probably help students enhance their learning. Also, their awareness about themselves as learners could be raised both through strategy training and through the application of reliable questionnaires related to the field, like SILL. Needless to say, the significant point would rest on the discussion of the results of such questionnaires with the students and explaining thoroughly what each result signifies. Unfortunately this was a chance the researcher did not have in this study as the number of participating universities and students highly exceeded the researcher's means to get back to each of them with evaluations and explanations of their personal results. However, there were clear explanations and self-evaluation parts supplied in the SILL, for the interested learners to inspect themselves. Also the results were shared with the few instructors who had stated that they wished to do so since they would examine and use these to create more efficient learning environments in their classes.

Conclusively it can be stated that since LLS appear to be among the most important variables influencing performance in a second language, more investigation is needed to determine the exact role of learning strategies and how much they are being used. In concord, both the teachers and the students of EFL need to become more aware of learning strategies. Teachers need this in order to be able to help their students with different preferences and to be able to teach their students how to improve their learning strategies. Students also need this in order to devise certain approaches and techniques to enhance their learning performances, to create effective working designs that meet their needs and to become more aware of themselves as language learners.

APPENDICE

Appendix A. SILL Questionnaire- original version

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) Version 7.0
(ESL/EFL) by R. Oxford, 1989

Directions

This questionnaire is prepared for students of English as a second or foreign language. You will find 50 statements about learning English. Please read each statement. On the separate worksheet, write your response (1,2,3,4,5) that tells HOW TRUE YOU THINK THE STATEMENT IS FOR YOU.

LIST OF RESPONSES:

1. **Never** or almost never true of me → means the statement is very rarely true of you
2. **Usually not** true of me → means the statement is true less than half the time
3. **Somewhat** true of me → means the statement is true about half the time
4. **Usually** true of me → means the statement is true more than half the time
5. **Always** or almost always true of me → means the statement is true almost always

Answer in terms of **how well the statement describes you**. Do not answer on how you think you should be, or what other people do. There are **no right or wrong answers** to these statements. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

QUESTIONNAIRE

Part A- *Memory*

1. I think of 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 a new English word and an image or picture of the word 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 new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B- *Cognitive*

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 words I know in different ways.
14. I start conversations in English.
15. I watch English TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure 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- ***Compensation***

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

Part D- ***Meta-cognitive***

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and I 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 will 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- ***Affective***

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 or using 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- ***Social***

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 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.

(END OF QUESTIONNAIRE)

SILL(Strategy Inventory for Language Learning) QUESTIONNAIRE - ANSWER SHEET

Version 7.0 (ESL/EFL) R. Oxford, 1989

Your name& surname: _____ Participant No: _____

Part A	Part B	Part C	Part D	Part E	Part F	TOTAL
1.	10.	24.	30.	39.	45.	Sum Part A:
2.	11.	25.	31.	40.	46.	Sum Part B:
3.	12.	26.	32.	41.	47.	Sum Part C:
4.	13.	27.	33.	42.	48.	Sum Part D:
5.	14.	28.	34.	43.	49.	Sum Part E:
6.	15.	29.	35.	44.	50.	Sum Part F:
7.	16.		36.			
8.	17.		37.			
9.	18.		38.			
	19.					
	20.					
	21.					
	22.					
	23.					
SUM ___	SUM ___	SUM ___	SUM ___	SUM ___	SUM ___	SUM ___
/9 =___ (Average of part A)	**/14 =___** (Average of part B)	**/6 =___** (Average of part C)	**/9 =___** (Average of part D)	**/6 =___** (Average of part E)	**/6 =___** (Average of part F)	**/50 =___** (Average of whole SILL)

PROFILE OF RESULTS ON THE SILL Version 7.0 (ESL/EFL) R. Oxford, 1989
Your name& surname: _____ Participant No: _____

This profile will show your SILL results, which will tell you the kinds of strategies you use in learning English. There are no right or wrong answers.

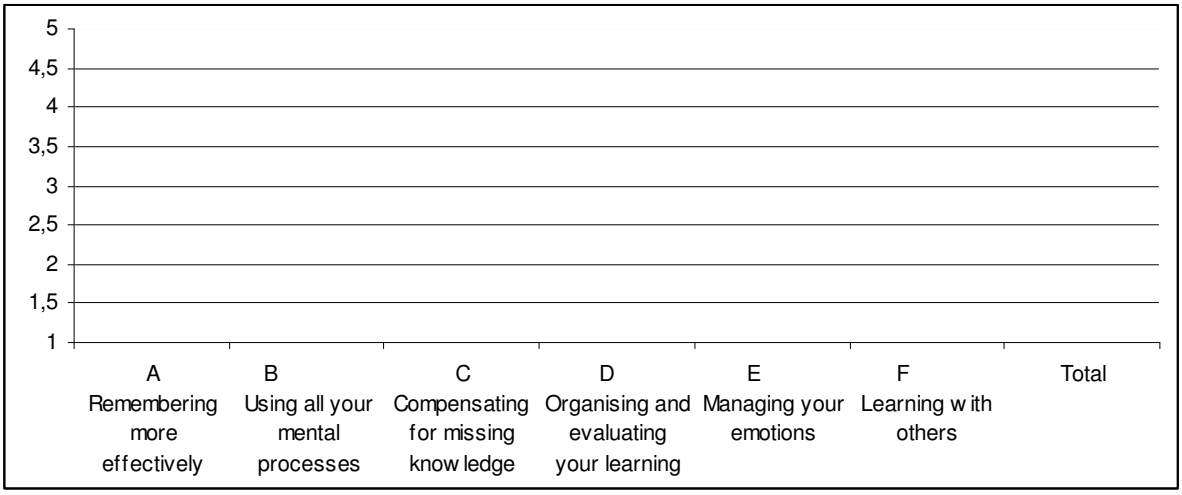
- Bu değerlendirme profilini tamamlamak için lütfen cevap sayfanızda bulunan toplam (SUM) değerlerini her kategori için aynen buraya geçiriniz.

Part	What Strategies are Covered	Your Average on This Part
A.	Remembering more effectively (Memory)	_____
B.	Using all your mental processes (Cognitive)	_____
C.	Compensating for missing knowledge(Compensation)	_____
D.	Organising and evaluating your learning (Metacognitive)	_____
E.	Managing your emotions (Affective)	_____
F.	Learning with others (Social)	_____
	YOUR OVERALL AVERAGE	_____

Key to Understanding your Averages:

High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

Graph your averages here: If you want, you can make a graph of your SILL averages, to see the results more clearly. What does this graph tell you? Are you very high or very low on any part?



THANK YOU!

Appendix B. SILL Questionnaire- adapted version

DİL ÖĞRENİMİNDE KULLANILAN STRATEJİLER ANKETİ - STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) Versiyon 7.0 (ESL/EFL) R. Oxford, 1989

Bu anket İngilizce yabancı dil öğrencileri için hazırlanmıştır. Aşağıda İngilizce Öğrenimiyle ilgili 50 cümle göreceksiniz. Lütfen her birini dikkatle okuyun. Ayrıca verilen cevaplandırma sayfalarına, her bir belirtme için kendi verdiğiniz puanı (1,2,3,4,5) işaretleyin. Bu puan sizin için o belirtmenin NE KADAR DOĞRU, NE KADAR GEÇERLİ OLDUĞUNU yansıtacaktır.

Yanıtlama şekilleri:
1 puan- Asla veya neredeyse asla → belirtme sizin için çok nadiren geçerli demektir
2 puan- Genellikle değil → belirtme sizin için yarıdan az bir oranda geçerli demektir
3 puan- Bazen → belirtme sizin için yarı yarıya geçerli demektir
4 puan- Genellikle doğru → belirtme sizin için yarıdan yüksek bir oranda geçerli demektir
5 puan- Daima veya nerdeyse daima → belirtme sizin için çok büyük oranda veya her zaman geçerli demektir

- Sorulara, **sizi iyi tarif edip etmediğini düşünerek** cevap verin. Nasıl olmanız gerektiğini veya başkalarının ne yaptığını düşünerek yanıtlamayın.
- Cevaplarınızı mutlaka **ayrıca verilen cevap sayfasına işaretleyin** ve soru sayfalarına hiçbir işaret koymayın.
- Sorulara **içtenlikle ve dikkatli cevap vermenizi** rica ediyoruz. Anketi cevaplamanız yaklaşık olarak 20-30 dakika sürecektir.
- Herhangi bir sorunuz olursa lütfen öğretmeninize danışın.

ANKET

A Bölümü- *Memory*

1. İngilizce'de yeni öğrendiğim şeylerle önceden bildiğim şeyler arasında bağlantı kurmaya çalışırım.
2. Yeni öğrendiğim İngilizce kelimeleri hatırlayabilmek için cümlede kullanırım.
3. Yeni öğrendiğim İngilizce bir kelimeyi hatırlayabilmek için kafamda o kelimenin söylenişiyle görüntüsünü veya resmini birleştirmeye çalışırım.
4. Yeni bir İngilizce kelimeyi, o kelimenin kullanılabileceği bir ortamı/durumu hayal ederek hatırlamaya çalışırım.
5. Yeni İngilizce kelimeleri kafiye kullanarak hatırlamaya çalışırım.
6. Yeni öğrendiğim İngilizce kelimeleri hatırlayabilmek için resimli kartlar kullanırım.
7. Yeni bir İngilizce kelimeyi fiziksel olarak, hareketlerle canlandırmaya çalışırım.
8. İngilizce derslerini sık tekrar ederim.
9. Yeni İngilizce kelimeleri, o kelimelerin kitabın veya defterin sayfasında, veya sınıf tahtasında durduğu yeri hayal ederek hatırlamaya çalışırım.

B Bölümü- *Cognitive*

10. Yeni İngilizce kelimeleri birkaç kez söyler veya yazarım.
11. Anadili İngilizce olanlar gibi konuşmaya çalışırım.
12. İngilizce'deki sesleri ve söyleniş şekillerini çalışırım.
13. Bildiğim İngilizce kelimeleri farklı şekillerde kullanırım.
14. İngilizce diyaloglar başlatmaya çalışırım.
15. İngilizce TV programlarını izler veya İnglizce konuşulan filmlere giderim.
16. Boş zamanlarımda İngilizce kitaplar okurum.
17. İngilizce notlar, mektuplar, mesajlar veya ödevler yazmaya çalışırım.

18. İngilizce bir yazıyı okurken önce göz gezdiririm (çabucak bakarım) sonra geri dönüp dikkatlice okurum.
19. Kendi dilimde İngilizce'deki yeni kelimelere benzer kelimeler ararım
20. İngilizce'de bazı dil kurallarını veya düzenleri bulmaya çalışırım.
21. İngilizce yeni bir kelimenin anlamını, daha küçük ve anlayabileceğim parçalara bölerek çözmeye çalışırım.
22. Türkçeye kelime kelime çeviri yapmamaya çalışırım.
23. İngilizce duyduğum veya okuduğum bilgilerin özetini çıkarırım.

C Bölümü- *Compensation*

24. İngilizce bilmediğim kelimeleri anlamak için tahminde bulunurum.
25. İngilizce konuşurken bir kelime aklıma gelmediğinde el-kol hareketleriyle anlatmaya çalışırım.
26. İngilizce'de eğer doğru kelimeyi bilmiyorsam yeni bir kelime uydururum.
27. Her yeni kelimeye sözlükten bakmadan İngilizce okuma yaparım.
28. İngilizce konuşurken karşımdakinin bir sonraki sefer ne söyleyeceğini önceden tahmin etmeye çalışırım.
29. İngilizce konuşurken bir kelime aklıma gelmediğinde, aynı veya yakın anlamlı başka bir kelime kullanırım.

D Bölümü- *Meta-cognitive*

30. İngilizceyi kullanmak için mümkün olduğunca fazla yol bulmaya çalışırım.
31. İngilizce yaptığım hataları farkederim ve bu bilgiyi daha başarılı olmak için kullanırım.
32. Biri İngilizce konuşurken dikkat ederim.
33. Nasıl daha iyi bir İngilizce öğrencisi olabileceğimi bulmaya çalışırım.
34. Zaman planlamamı İngilizce çalışmaya yeterli vakit bırakacak şekilde yaparım.
35. İngilizce konuşabileceğim kişiler bulmaya çalışırım.
36. Mümkün olduğunca fazla İngilizce okumak için fırsat yaratmaya çalışırım.
37. İngilizcemi geliştirmek için net amaçlarım vardır.
38. İngilizce öğrenme sürecinde ne kadar geliştiğimi düşünürüm.

E Bölümü- *Affective*

39. İngilizceyi kullanmaya çekindiğimi hissettiğim zaman rahatlamaya çalışırım.
40. Hata yapmaktan çekinsem bile İngilizce konuşmak için kendimi cesaretlendiririm.
41. İngilizce'de başarılı olduğumda kendime küçük bir ödül/ hediye veririm.
42. İngilizce çalışır veya konuşurken gergin veya endişeliysem bunu farkederim.
43. İngilizce öğrenirken hissettiklerimi bir dil öğrenme günlüğüne yazarım.
44. İngilizce öğrenirken hissettiklerimi başkalarıyla paylaşırım.

F Bölümü- *Social*

45. Eğer İngilizce bir şeyi anlamadıysam karşımdaki kişiden yavaşlamasını veya tekrar söylemesini rica ederim.
46. Anadili İngilizce olan biriyle konuşurken, ben konuştuğumda yaptığım hataları düzeltmesini rica ederim.
47. Diğer öğrencilerle sözlü ve yazılı İngilizce alıştırması yaparım.
48. Anadili İngilizce olan kişilerden yardım isterim.
49. İngilizce sorular sorarım.
50. İngilizce konuşan kişilerin kültürleri hakkında bilgi edinmeye çalışırım.

(ANKET SORULARI SONU)

DİL ÖĞRENİMİNDE KULLANILAN STRATEJİLER ANKETİ – CEVAP SAYFASI R.Oxford, 1990

Adınız ve soyadınız (opsiyonel): _____ Katılımcı No*: _____

Hangi bölümde okuyacaksınız? _____ **(*)_ Bu alanı boş bırakınız**

Şu anki İngilizce seviyeniz? (lütfen birini işaretleyiniz)

Başlangıç ___ Orta-altı ___ Orta ___ Orta üstü___ ileri ___

Yaşınız? _____ Cinsiyetiniz: __ Bay __ Bayan Hangi şehirde doğup büyüdünüz? _____

A bölümü	**B bölümü**	**C bölümü**	**D bölümü**	**E bölümü**	**F bölümü**	**TOPLAM**
1.	10.	24.	30.	39.	45.	A böl.toplamı:
2.	11.	25.	31.	40.	46.	B böl.toplamı:
3.	12.	26.	32.	41.	47.	C böl.toplamı:
4.	13.	27.	33.	42.	48.	D böl.toplamı:
5.	14.	28.	34.	43.	49.	E böl.toplamı:
6.	15.	29.	35.	44.	50.	F böl.toplamı:
7.	16.		36.			
8.	17.		37.			
9.	18.		38.			
	19.					
	20.					
	21.					
	22.					
	23.					
Toplam___	Toplam___	Toplam ___	Toplam ___	Toplam ___	Toplam ___	TOPLAM ___
/9 =___ (A bölümü ortalama)	**/14 =___** (B bölümü ortalama)	**/6 =___** (C bölümü ortalama)	**/9 =___** (D bölümü ortalama)	**/6 =___** (E bölümü ortalama)	**/6 =___** (F bölümü ortalama)	**/50 =___** (Tüm anket ortalaması)

Lütfen yukarıdaki ortalamalarınızı aşağıdaki tabloya geçiriniz. Bu tabloda genel dil öğrenme stratejilerini ne yoğunlukta kullandığınızı görebilirsiniz.

3.5 – 5 puan → Yüksek seviyede strateji kullanımı
2.5 – 3.4 puan → Orta seviyede strateji kullanımı
1 - 2.4 puan → Düşük seviyede strateji kullanımı

Bölüm	**İlgili Stratejiler**	**Bölüm ortalamanız**
A.	Daha etkin hatırlama (Hafıza)	_____
B.	Tüm algılayış, kavrama süreçlerini kullanma (Bilişsel)	_____
C.	Eksik bilgiyi telafi etme, dengeleme (Telafi)	_____
D.	Öğrenme sürecini planlama ve değerlendirme (Biliş ötesi)	_____
E.	Duygularınızla başa çıkabilme (Duygusal)	_____
F.	Diğerleriyle birlikte öğrenme (Sosyal)	_____
	GENEL ORTALAMANIZ	_____

TEŞEKKÜRLER! ☺

Appendix C. ILLS Questionnaire- original version

INVENTORY OF LANGUAGE LEARNING STRATEGIES (ILLS) (Griffiths & Parr, 2001)

Language learning strategies have been defined as "operations employed by the learner to aid the acquisiton, storage, retrieval and use of information" (Oxford, 1990). Oxford divides language learning strategies into six groups:

Memory strategies: strategies used by students to help them remember new language items.
Cognitive strategies: strategies which help students think about and understand the new language.
Compensation strategies: strategies used by students to help them compensate for lack of knowledge.
Metacognitive strategies: strategies used by students to center, arrange and evaluate their learning
Affective strategies: strategies relating to how students feel about the new language.
Social strategies: strategies used by students which involve interaction with other people.

Question: In your professional opinion, which of these strategy groups would you say your students use most frequently? Could you please number them from 6 to 1 where:

6= most frequent
1= least frequent

6 (most frequent) _____
5 _____
4 _____
3 _____
2 _____
1 (least frequent) _____

Thank you!

Appendix D. ILLS Questionnaire- adapted version

INVENTORY OF LANGUAGE LEARNING STRATEGIES (adapted from Griffiths & Parr, 2001)

Language learning strategies have been defined as "operations employed by the learner to aid the acquisiton, storage, retrieval and use of information" (Oxford, 1990). Oxford divides language learning strategies into six groups:

Memory strategies: strategies used by students to help them **remember new language items**, such as creating mental links, using images, flashcards & sounds, reviewing, physically acting out new words, using new words in sentences, etc.

Cognitive strategies: strategies which help students **think about and understand the new language** , such as practising, receiving & sending messages, analysing & reasoning, creating structures for input an output, trying to find patterns, rules in L2 or words in L1 that are similar to L2, making summaries, etc.

Compensation strategies: strategies used by students to help them **compensate for lack of knowledge**, such as guessing intelligently, overcoming limitations in speaking & writing by using gestures, synonyms or making-up new words, etc.

Metacognitive strategies: strategies used by students to **center, arrange and evaluate their learning**, such as setting goals, following feedback and results of assessment, noticing & attending to mistakes, planning a schedule, trying to be a better learner, etc.

Affective strategies: strategies relating to how students **feel about the new language**, such as trying to relax if too anxious, giving self-rewards, self-encouragement, writing down or talking about feelings on learning English, etc.

Social strategies: strategies used by students which involve **interaction with other people**, such as asking for repetition, correction and/or help from others, asking questions and cooperating, trying to learn about the culture, etc.

- **Question**: In your professional opinion, which of these strategy groups would you say your students use most frequently? Could you please number them from 6 to 1 where:

  6= most frequent 1= least frequent

6 (most frequent) _____

5 _____

4 _____

3 _____

2 _____

1 (least frequent) _____

- Your gender: __ Female __ Male
- How many hours a week do you see your English class? _____
- For how many years have you been a teacher of English? _____
- Have you got a masters or doctorate degree in ELT or TEFL? __Yes __ No

Thank you! ☺

Appendix E. Interview questions of the Instructors'

Process 1- INTERVIEW WITH THE INSTRUCTORS OF ENGLISH

Questions

1. What are language learning strategies in your opinion? Can you please briefly define language learning strategies (LLS)?

2. What key words or phrases do you think of when I say "language learning strategies"? What key words come to your mind related to this term (LLS)?

3. Do you think language learning strategies are being used in your English class(es)?

Appendix F. Transcriptions of the Instructors' interviews

Process 1- INTERVIEWS WITH THE INSTRUCTORS OF ENGLISH

Questions of the Interview

4. What are language learning strategies in your opinion? Can you please briefly define language learning strategies (LLS)?
5. What key words or phrases do you think of when I say "language learning strategies"? What key words come to your mind related to this term (LLS)?
6. Do you think language learning strategies are being used in your English class(es)?

TRANSCRIPTIONS OF THE INTERVIEWS WITH THE INSTRUCTORS OF EFL

Transcription 1- Participating Instructor 1 (PI 1), MARMARA UNIVERSITY

R (Researcher): To start with, thank you for your help.

PI 1:You're welcome.

R: So let's start. I have three short questions. The first one is: in your opinion what are language learning strategies? Can you please define language learning strategies, in your own words?

PI 1: I think there're several strategies. It depends on the students I believe…

R: Mhmm.

PI 1: Errr…Some students, you know, kinaesthetic…Some students are visual and some are just auditory. So, I think it depends on students.

R: Hmm.

PI 1: First you have to learn what kind of students you have, and then… You have to develop your strategies according to your class, I believe.

R: I understand.

PI 1: At the moment, for example my class, mostly kinaesthetic. They want to move, for instance.

R: I see.

PI 1: When they stand up, when they join the activities, when they go, when they come…when they do different activities they learn better.

R: Mhmm. I see.

PI 1: I believe they are involved in… Involved in the different things… So, they get happy and I…I realize they understand better. This's more important for me.

R: Mhmm, yes. Very nice. Are there any keywords that come to your mind related to the term language learning strategies? Any keywords, key phrases, about language learning strategies?..

PI 1: Well, no…I mean…just these three groups I remember, when you ask this question.

R: Hmm, the three groups of?...

PI 1: Three groups of students…Kinaesthetic, visual, auditory.

R: OK, I see.

PI 1: And I try to develop new strategies according to my class… And it works, generally it works.

R: Hmm, very nice. I see. Finally, do you think language learning strategies are being used in your English classes, in general?

PI 1: Yes, I try to use. I try to use. Errmm… I try not to fix into the book always. I mean I try to change things or I … try to add things which are attractive to students. Attraction, you know?

R: Mhmm, of course, yes.

PI 1: Because sometimes students get bored… studying the same book, everyday, everyday. And in fact I get bored. So I try… I try to do something different… which appeal, which will appeal to them.

R: I see.

PI 1: Sometimes it works, sometimes it doesn't. Err… I think it depends on their…mood that day. Or the activity they are involved in. But generally I try to do different things… to attract them.

R: OK, yes. All right, thank you very much, that was it. Thanks a lot.

PI 1: You're welcome.

Transcription 2- Participating Instructor 2 (PI 2), MARMARA UNIVERSITY

R (Researcher): To start with, thank you for your participation.

PI 2: No problem, you're welcome.

R: So let's start. Pınar in your opinion what are language learning strategies? Can you define language learning strategies, in your own words please?

PI 2: Well, it has been a long time… since I studied these subjects… (brief pause).

R: Yes, I guess. But that's OK.

PI 2: Well …what do you mean by saying 'learning strategies'? The students' learning strategies of course?..

R: Yes, mostly whatever you can think of.

PI 2: You mean the theories or the-… (pause). Because, I completely forget about the theories, I can't remember now.

R: I see, I see… That's OK.

PI 2: I mean, not very well… As far as I remember there's cognitive theory…But I know that…But it's from the teacher's point of view. It must be…our teaching must be student based or something like that. But learning strategies, the students' learning strategies… every student, of course, has different learning strategies.

R: Mhmmm, yes.

PI 2: It changes from student to student. Sometimes they come and ask me, 'What can I do to be successful?'. But I tell them 'you…' [short pause] How shall I put it?.. Errr… You must find your own… you must first analyse yourself, and then find what the best way is for you.

R: Mhmm.

PI 2: Errr…that's all. I guess… I cannot remember now about the learning strategies.

R: That's ok, all right.

PI 2: There are theories about that but... [brief silence] The only thing I remember is that every student has different learning strategies. It changes from student to student…And what else can I say?

R: Ok, then. That's all right. Any keywords that you can remember, about the language learning strategies? Anything that comes to your mind, as keywords, or phrases?

PI 2: Yes, but now I cannot remember… [Thinks a while] …Hmm, no. I can't remember any.

R: Well, ok. Finally, in your opinion, are language learning strategies being used in your English class or classes?

PI 2: Hmm… No I don't think so… because most of the students in my class aren't successful.

R: Yes, I see.

PI 2: So, I can understand that they don't follow the right learning strategies for them… So I don't think that they have very… they are very conscious about that.

R: I understand. Thank you very much, that was all.

PI 2: Is that all? Ok, you're welcome.

Transcription 3- Participating Instructor 3 (PI 3) MARMARA UNIVERSITY

R (Researcher): Thank you for joining my project, to begin with.

PI 3: You're welcome.

R: So, in your opinion what are language learning strategies? Can you please define language learning strategies?

PI 3: Oh, if I can remember my school days… Language learning strategies, oh my god…It's been a long time. Well, not really, but it should be like… I know, communicative class. No textbooks, English speaking all the time.

R: Mhmhmm.

PI 3: And as my method… My method is based on improvisation in class you know. Well, obviously there's some preparation before you enter your classroom. But it's improvise, improvising, that is my definition.

R: Yes.

PI 3: I don't know what strategy it is but- cause I don't believe in this kind of thing, strategies. Learning strategies and teaching strategies. There are many strategies but mine is, I don't know [brief pause]. Organised eclecticism. I don't know.

R: Ok, I see.

PI 3: And… or is that a strategy I don't know. I guess that's it.

R: Ok, thank you. And what keywords or phrases do you think of when I say language learning strategies? Any keywords or phrases that come to your mind related to this term of language learning strategies?

PI 3: Language learning strategies hmmm [brief pause]. Acquisition… well I don't know. Variations of a basic theme. I don't know… that's it.

R: Ok, those are the terms, yes? Anything you'd like to add?

PI 3: Well, no. That's all I can think of now.

R: All right. And finally, are language learning strategies being used in your English classes?

PI 3: No. I mean the ones we sort of, experienced at the university, Liverpool University, were uhmm… There was no such thing, you know. Theories were in the books, practice was in the classrooms so…Especially here, well… forget them. Not here.

R: I see. All right, ok. So thank you again. That's it.

PI 3: We're finished? Ok, you're welcome.

Transcription 4- Participating Instructor 4 (PI 4) MARMARA UNIVERSITY

R (Researcher) : First of all thank you for joining my project.

PI 4: You're welcome.

R: So, let's start with the first question: what are language learning strategies in your opinion? Can you please define language learning strategies?

PI 4: Mhmhh. First of all, of course, student centred. I mean, not only teacher talk and give information. The best thing is, let them join the class, join the activities and… Let them learn by themselves. First of all of course give the information, the necessary information, the basic things. And then they get the information and they, step by step like a baby, they start to talk and create something. Because [pause] and of course use English in class, most of the time. Because, as much as they get and use English, and they learn better and they learn quickly.

R: Mhhmm. Ok, thank you. The next question is what keywords or phrases do you think of when I say language learning strategies? Any keywords or phrases that come to your mind about this term of language learning strategies?

PI 4: Uhm… For example first of all being patient. And, because it's a long way, and you have to be patient while learning. And practising, and repeating all the time. You have to use it, if you want to learn a language.

R: Mhmm. Yes.

PI 4: These are my strategies I think.

R: All right, and the last question is, are language learning strategies being used in your English class?

PI 4: Hmmm. Sometimes I can use it in some of my classes because they really want to learn English. But in some other classes it's not practical because they don't want to learn English. They really don't want. Because of that [brief pause] some of them are impractical, I cannot use some of them. But I try to do my best.

R: Ok. Thank you very much. That was it.

PI 4: You're welcome, no problem.

Transcription 5- Participating Instructor 5 (PI 5) , YILDIZ TECHNICAL UNIVERSITY

R: Thank you for your help, to start with.

PI 5: That's OK, you're welcome.

R: All right, let's begin then. In your opinion what are language learning strategies? Can you please define language learning strategies, in your words?

PI 5: OK. Errr… Language learning strategies are- I think… Well, a learning strategy is… actually it's like a person's approach to complete a task.

R: Yes, mhmm.

PI 5: Also, (brief pause) ... and maybe more specifically, it's a person's way of organizing and using knowledge…yes, organizing and using… I believe.

R: I see, OK. And the next question is, can you think of any keywords or phrases when I say language learning strategies? Any keywords that come to your mind related to this term?

PI 5: Well, let's see… [Short silence, thinking]. Hmm, there's more than one actually. Like… certain terms related to learning.

R: Such as?...

PI 5: Such as learning theories and learning styles, and… a learner centred teaching approach (brief pause) and… things like… teaching strategies and methods, curriculum, schooling, you know more general things.

R: Yes, very well. Anything else?

PI 5: Hmm… I guess the terms like… visual/verbal learning, the visual/non verbal learning…The tactile/ kinaesthetic learning and the auditory/verbal learning, we can add. Yes…that's all I guess.

R: Mhmm. OK. And finally, do you think language learning strategies are being used in your classes, your English classes?

PI 5: Well, let me think… Now, do you mean in general, in YTU? All classes?

R: No, I'd like to learn about your students and your classes please. Your English classes.

PI 5: Oh, OK, well… In my classes… No, I don't think our students are fully aware… you know… of their learning styles.

R: Mhmm, yes, I see. And strategies?

PI 5: Well, strategies too… I mean, as they are not aware of themselves… as learners you know… (brief pause)

R: Yes, mhmm.

PI 5: And this is why they can not use the proper strategy or strategies… in their language learning, I think.

R: Ok, all right. Thank you very much, that was it. Thanks a lot.

PI 5: Really? No problem, you're welcome.

Transcription 6- Participating Instructor 6 (PI 6), YILDIZ TECHNICAL UNIVERSITY

R (Researcher): Before we start, I again thank you for your participation.

PI 6: Oh, that's OK. You're welcome.

R: So let's begin then. In your opinion what are language learning strategies? Can you define language learning strategies, in your own words please?

PI 6: Well, let me see… It has been some time since I studied these but… a short time maybe but… (brief pause).

R: Well that's OK, you may think, no problem.

PI 6: Hmm… I believe they are… they are the techniques, you know.

R: Yes, yes?...

PI 6: Errr…techniques you can use while learning a language. (brief pause)… Like considering your weaknesses… and your strengths.

R: Mhmm.

PI 6: It's like… I mean, whether you learn something better when you see it, or hear it, or mime it… or not. You know, things like that.

R: Mhmm, OK. How about some keywords or specific phrases? Any keywords that come to your mind when I say language learning strategies? Any phrases, words that you can think of… for language learning strategies?

PI 6: Well, … Not really… But err… Multiple intelligences, I think. Yes, multiple intelligences.

R: Ok, in what way?

PI 6: Err… You know, multiple intelligence theory …It says that each student may have different types of… types of intelligence. So, like that, they have different ways of learning things. Like I said… and so…(brief pause).

R: Yes, I see…

PI 6: So, they can use different techniques, to… to learn better.

R: Techniques such as?...

PI 6: You know, some learn by hearing, some by acting out… Some by writing, so like that.

R: Hmm, OK. And the final question: are language learning strategies being used in your English classes, in your opinion? What do you think?

PI 6: Well, no. Not really… I don't think they are used in classes as… classes with such a quick pacing like ours. We have really intense programmes, and we have to follow it, you know?

R: Yes, I see.

PI 6: So, no, I don't think that they're being used in my class. I mean, I want to… you know, learn more about their different techniques… (brief silence). But, we can't spend much time… much time for each students different ways of learning, right?

R: Yes, of course. Well, thank you very much. That was all.

PI 6: Ok, you're welcome.

Transcription 7- Participating Instructor 7 (PI 7),İSTANBUL TECHNICAL UNIVERSITY

R (Researcher): To begin with, thank you for your participation.

PI 7: Yes, you're welcome.

R: I have three short questions for you.

PI 7: OK.

R: Well, the first one is: in your opinion what are language learning strategies? Can you please define language learning strategies, in your view?

PI 7: Well actually…according to the books, I have no idea. I've been teaching for 9.5 years

R: Mhmm.

PI 7: But I studied English Language and Literature so I… I have nothing to do with strategies. I just learned it from…practice.

R: Mhmmm, yes.

PI 7: I meet students for 9.5 years. I mean I taught like… for every level, for… I mean, starting from the upper-intermediate to the elementary. So… if you ask me the most important thing …and that is… having the empathy, I mean the psychology.

R: Yes, I see.

PI 7: First of all you have to understand what kind of students you have. So… it depends on the school that you're teaching.

R: Mhmm.

PI 7: So, I don't know the names of the strategies… But I'm sure I'm using many of them.

R: Yes, OK.

PI 7: Well, that's all I can say.

R: Thank you. And, how about some keywords? Any keywords or phrases that come to your mind related to language learning strategies? Any words that you can think of…about the term?

PI 7: You mean like… communicative approach or things like that?

R: Anything that you can think of, related to language learning strategies.

PI 7: Well I can say, like…communicative things. I mean all the types of… communicative techniques let's say.

R: Mhmm, I see.

PI 7: But again, I mean… I insist on the psychology thing. The key for me is the psychology. To understand the students, so…You can read lots of strategies and you can memorise all the names of the strategies…But again it makes a lot of difference when you teach it in Turkey… errr…in a governmental school, for example like ITU (Istanbul Technical University) and…it doesn't work.

R: Yes, I see.

PI 7: So, you cannot just learn names and try to adapt it to your students. And each student is a kind of world, as you can say, and again the keyword for me is communication and psychology… the empathy you have.

R: All right, thank you. Finally do you think language learning strategies are being used in your English classes? Are they being used, do you think?

PI 7: Well actually…As I said before, the things that you try to use-… of course I mean, I try to read things, I try to learn new things, new ways of approaching students.

R: Mhmm, yes.

PI 7: Because, I mean, every day and every year…with each student you learn something. Uhmm. I think yes, most of the students- no, most of the teachers use that, try to use that.

R: And in your classes? Are they being used?

PI 7: In my class… Again if you're asking for the names of the strategies?...

R: No, no. Do you think in general, are language learning strategies being used? In your classes, in general?

PI 7: Yes, according to ways of teaching them, yes they are.

R: Ok, I see.

PI 7: You know, you have to use them. And there's a kind of… a frame…You can have it, like limited, narrow ones or like… big ones. But you still have that frame. So I think we're talking about that frame.

R: Mhmm. Yes, I see.

PI 7: That is, I guess, what you mean by saying 'strategies'.

R: Ok yes, all right. Thank you. That was all. Thank you.

PI 7: You're welcome.

Transcription 8- Participating Instructor 8 (PI 8),İSTANBUL TECHNICAL UNIVERSITY

R (Researcher): Thank you for participating, to begin with.

PI 8: You're welcome.

R: Well, I have three questions and the first one is: in your opinion what are language learning strategies? Can you please define language learning strategies, in your view?

PI 8: Language learning strategies?

R: Mhmm. Yes.

PI 8: What do you mean by strategies here?

R: Anything that you can think of is OK. Anything that comes to your mind, anything that you can conceive, whatever feels right to you…Language learning strategies…what do you think they are?

PI 8: Uhmmmm. [brief pause] Not methods but strategies?

R: Yes, hmhm.

PI 8: Not methods?

R: No, not methods, strategies. Language learning strategies.

PI 8:Well…You can use anything in the classroom. For example I use my experiences a lot in my classroom teaching, especially in pre-reading.

R: Mhmm.

PI 8: Errr…Discussions for example. I talk about my personal experiences. University students like it a lot.

R: Mhmm, yes.

PI 8: Uhmm…And, what else? [silence] Uhmmm… [silence]

R: Ok, maybe that's all, is that it?.

PI 8: Yes, yes that's all.

R: Ok, the next question is: what keywords or phrases come to your mind when I say language learning strategies? Any keywords you could think of, related to this term of language learning strategies?

PI 8: [longer silence] Errr…. Keywords?

R: Yes, anything that you could think about related to language learning strategies…

PI 8: [long silence] Uhm…..

R: Well, there may be none. It doesn't have to be…

PI 8: [long silence]

R: No?

PI 8: [AP nods as approval]

R: Ok, all right no problem. Let's move to the final question then. Do you think language learning strategies are being used in your English class, classes?

PI 8: [brief silence] I'm not sure… I mean, errrr… [longer silence]. Students, you mean…Using these strategies?

R: Mhmm, mhmm. Yes, yes.

PI 8: I'm not sure. They are not very familiar with those strategies…

R: Mhmm. Yes.

PI 8: For example, I tell them to use the keywords…

R: Mhmmm.

PI 8: For example, guessing some vocabulary. Uhmmm .. focusing on some keywords in the reading section for example… in the reading exercise. They don't pay attention to them. They don't use guessing methods. Errr…

R: Yes, mhmm.

PI 8: Or sometimes… the answer is already in the text…

R: Yes

PI 8: But they can't see it. So I… I think they cannot use those strategies. Uhmm, maybe they are not aware of them. Maybe… maybe we must teach them these strategies.

R: Yes, mhmm.

PI 8: But in- at ITU we don't have such a book. Next year maybe we will give them such a book…yes…

R: Ok, is that it? Yes? Well that was all on my part. Thank you very much again.

PI 8: You're welcome.

Transcription 9- Participating Instructor 9 (PI 9), MALTEPE UNIVERSITY

R (Researcher): Thank you for coming, to start with.

PI 9: You're welcome.

R: What are language learning strategies in your opinion? Can you please define language learning strategies?

PI 9: Well there are many. To be classified, there are cognitive ones, metacognitive ones, communicative ones… There are lots of but the problem is… [silence]

R: Any general definition in your mind?

PI 9: Ah yes, to define… Well, first of all it is about awareness. Let's call them students' plans or strategies to make their learning more effective, and more efficient.

R: Mhmmh. Yes.

PI 9: That's it I think.

R: I see, all right. Any keywords or phrases that you can think of when I say language learning strategies? Any words that come to your mind related to this term?

PI 9: Well… There are some names, Oxford*** for example. And, SLA of course. And [short pause] my anger! Because the students don't use them!

R: Mhmhhm. I see.

PI 9: Really, they don't. They don't. They are aware of everything but they don't, errmm [short silence]… try to use them. That's the problem I'd say.

R: Yes, I see. Other phrases or keywords that you'd like to add?

PI 9: Do you mean… Anything?

R: Yes, anything that you could think of.

PI 9: Hmm, but that's too general. There are lots of things but still I can't pick up anything particular.

R: Ok, that's all right. Are language learning strategies being used in your English class?

PI 9: Not much. Well, there are some students who use them. And you know… but they are the good ones. For the rest of it, let's say, I believe only the ten students in that group of thirty use them. The others, you know, just let it go. They don't take responsibility in their learning, and they don't care about it. That's why, uhm, they don't plan it, they don't organise their learning. You know, if someone doesn't try to learn something they don't think about how to do it. That's the problem.

R: Yes, all right. That's all. It's been very effective, thanks a lot.

PI 9: Ok, you're welcome.

(***)- refers to Rebecca Oxford, an eminent researcher in the field, who especially focused on LLS.

Transcription 10- Participating Instructor 10 (PI 10), MALTEPE UNIVERSITY

R (Researcher): To start with, thank you for joining my project.

PI 10: You're welcome.

R: What are language learning strategies in your opinion? Can you please define language learning strategies?

PI 10: Yeah. Actually as far as I know these are metacognitive, cognitive and [brief pause] we have, as far as I remember, social and cultural learning techniques are used in language learning field.

R: Yes, ok. All right, thank you and what keywords or phrases do you think of when I say language learning strategies? Any keywords that come to your mind related to this term?

PI 10: Cognition. Errrmm, what else we can say? Can we say memory or vocabulary we can say. Yeah…

R: I see, ok. Anything else you could add?

PI 10: Well, that's it I'd say.

R: OK, all right. Finally, are language learning strategies being used in your English class?

PI 10: Uhmm… Sometimes yes sometimes no. In my private classes I use all my language learning techniques and my students also just use it. But not in this school, in the university prep classes I mean, no. But you know in SEM** or private courses we have better students and they use these language learning techniques and they know and they just control themselves while they are learning a new language. But… not here in this school.

R: Not here you say, ok. All right, that was it. Thank you very much.

PI 10: Ok then. Thank you.

(**)- The 'Continuous Education Centre' of the university, functions like a private language school. Learners join the various programmes at their own will and pay a certain fee for it.

Transcription 11- Participating Instructor 11 (PI 11), MALTEPE UNIVERSITY

R (Researcher): Yes, ok. Thank you for coming first of all. Let's start, shall we?

PI 11: Ok, yes.

R: Can you please define language learning strategies in your view? What do you think language learning strategies are?

PI 11: [silence] Language learning strategies [silence] Well... I'm trying to organise my ideas, you know.-

R: Of course, of course, no problem. Feel free.

PI 11: Well- It's hard to give it like a certain definition for me. What I do in the class is not only focusing on like grammar or reading or writing, but to show or present a whole view of all of them in the classroom. First I teach grammar and then I apply them to sentences and then a reading comes and after it writing comes. So -– that would be my approach.

R: I see, ok. Thank you. Can you give me some keywords or specific phrases that come to your mind when I say language learning strategies? Any such keywords or phrases that you can think of… for language learning strategies?

PI 11: Language learning strategies, hmm… Well I think I would divide them in two groups. The first one is probably academic and the second one is like the personality thing. So… in the academic thing I would say… errrmm.. in the academic part I would focus on students' learning but in the personality part… is my personal interaction with the students. So…any specific phrases? [short silence] My personality, like I'm friendly but most of the time I'm strict.

R: Hmhmm. Yes.

PI 11: But.. in the academic part, motivation…

R: Hmhm.

PI 11: What else, what do I think? [short silence] And …that's it. I can't think of anything else right now.

R: Ok, that's all right. That's fairly enough thank you. And the last question, do you think language learning strategies are being used in your class? Language learning strategies… are they being used in your class?

PI 11: Yes, definitely they are being used.

R: All right that was it. Thanks a lot again for participating.

PI 11: You're welcome.

Transcription 12- Participating Instructor 12 (PI 12), MALTEPE UNIVERSITY

R (Researcher): Ok. Thank you for joining first of all.

PI 12: No problem.

R: Can you please define language learning strategies in your view? What do you think language learning strategies are? …in your opinion?

PI 12: Well actually I'm not good at describing those kind of strategies because… I don't know their technical names but… how can I explain that thing? [brief silence] Are you talking about being kinaesthetic or something like that?

R: Well, whatever your opinion is, whatever you can think of is ok for me.

PI 12: Most of the boys are kinaesthetic students.

R: Mhmh.

PI 12: Errmm… Girls can be described as… described as slow learners. Although it's an A level class* I think boys are cleverer. And what else?... That's it I guess.

R: OK. So you say that language learning strategies are related to those terms?

PI 12: Yes. They like walking around, they like shouting in the classroom and [brief silence] it's also interesting that they are willing to speak in English.

R: Mmhmm. That's interesting, thank you. Can you give me any keywords or specific phrases that come to your mind when I say language learning strategies? Any such keywords or phrases that you can think of, anything that comes to your mind?

PI 12: Communication. [pause]

R: Hmhmm.

PI 12: Errmm… Practice

R: Practice, ok.

PI 12: Speed

R: Yes, hmmhm.

PI 12: That's all I think.

R: Ok, thank you. And finally, are language learning strategies being used in your English class, in your opinion?

PI 12: [brief silence]Yes. I think yes… I'd say yes. I mean, I try to use them, you know…I observe the students and …their strategies. And [brief pause] I try to teach accordingly.

R: Is that it? All right thank you. That was all on my part.

PI 12: You're welcome.

(*)-refers to the English level of the class being intermediate, which is the highest level at the Prep School of Maltepe University)

Transcription 13- Participating Instructor 13 (PI 13), YEDİTEPE UNIVERSITY

R (Researcher): To start with, thank you for participating.

PI 13: No problem.

R: Well, I have three short questions, so let's start with the first one. What are language learning strategies in your opinion? Can you please define language learning strategies?

PI 13: My strategies or strategies in general?

R: OK, I'd like to know about language learning strategies in general… in general. Can you define them please? In your own words?

PI 13: OK. My strategy is to follow no strategies.

R: Mhmm. OK.

PI 13: Errr… When I …when I learn a language or when I teach a language I can say that I follow no specific strategy, no methodology, nothing. I'm a bit 'wild' in a way.

R: Mhmm.

PI 13: Errr… Uhm… I mean- [brief silence] For me, the most important thing is willingness…and motivation…

R: Yes, mhmm.

PI 13: And when it comes to motivation, I can motivate any student, no student can resist me [giggles] …I teach…and as long as they love me, I teach.

R: Yes, mhmm. Great…

PI 13: This is…this is a profession of love. Without love you cannot do it.

R: Exactly, thank you, that was nice.

PI 13: You're welcome

R: And, how about some keywords that you can remember. When I say language learning strategies were there any keywords or phrases that just came to your mind, that just popped up in your head, related to this term? Any words that came to your mind about-

PI 13: Language learning strategies?

R: Yes, language learning strategies.

PI 13: Directly…I mean the…the ambiance, the atmosphere. Errr… I'm a bit spiritual so…errr

R: Mhmm, yes.

PI 13: Well…ok. If I'm the student, the energy, the electricity, the chemistry in the…I mean…that I get from the teacher is important.

R: Yes, I see.

PI 13: So as long as it's high, I'm high. And I can learn…and I can teach them. My approach is a bit [brief pause] out of academic.

R: Ok, that's all right thank you. And finally, do you think language learning strategies are being used in your English class or classes? Are they being used?

PI 13: OK…Errr…I use, I'm sure I use them but subconsciously. I mean without… I'm not…When I go into the class I'm not saying to myself 'ok Ahu you're going to do this strategy, you're going to follow that method'. I don't do it.

R: Mhmm, I see.

PI 13: I do it, and when I… when I share my experience with other teachers, let's say…ok with other teachers, they say 'oh Ahu, you follow this method' and I say 'oh really?' I follow a method but I'm not aware of it.

R: Mhmm.

PI 13: Errr…Let's say I can…I can follow a direct method, errr…[short pause] and what else?. I mean, I just teach.

R: Ok, yes.

PI 13: And they learn.

R: Ok, wonderful. Thank you very much, that was it.

PI 13: You're welcome.

Transcription 14- Participating Instructor 14 (PI 14), YEDİTEPE UNIVERSITY

R (Researcher): Thank you for participating, to begin with.

PI 14: Oh, that's all right.

R: Well, I have three short questions, so let's start. In your opinion what are language learning strategies? Can you please define language learning strategies?

PI 14: OK…I should think as if I'm a learner right?

R: Well, yeah. Whatever you can think of.

PI 14: Well… the first thing is, I think motivation. Because if you don't have motivation… I don't know, it's not worth it, you know…

R: Mhmm.

PI 14: And, the second thing is…uhmmm. Determination let's say. If you're not determined to learn you will never succeed to learn a language… because language learning is something [brief pause] not so easy, let's say.

R: Mhmm. Yes.

PI 14: And…What comes to mind…third is… I think a lot of practice.

R: Mhmm.

PI 14: Because if you don't practice, you can easily forget whatever you learn.

R: All right, thank you. And what keywords or phrases come to your mind when I say language learning strategies? Any keywords you could think of, related to this term of language learning strategies?

PI 14: Uhmm… [brief pause] Ok, let's say again determination and… discipline…

R: Mhmm, yes.

PI 14: Desire…[brief pause] What else?.. A bit of curiosity.

R: Mhmm

PI 14: Uhmmm… Tendency to communicate…

R: Yes, mhmm.

PI 14: Trying to get to know the culture and the language.

R: I see, yes. Well all right, thank you. And do you think language learning strategies are being used in your English class or classes?

PI 14: Uhmmm...Unfortunately no. Because most of my students are not motivated. They come to the university to study something else and they are supposed to study in the preparation, so…They are not so much motivated. But the motivated ones are, you can easily distinguish them you know, they are using some strategies.

R: Yes, mhmm.

PI 14: Practice… I don't believe that they practice enough, you know.

R: Mhmm, yes.

PI 14: But some of them have… uhmm… a bit of determination. Yes…

R: Ok, I see… So that was it. Thank you very much.

PI 14: You're welcome.

Transcription 15- Participating Instructor 15 (PI 15), YEDİTEPE UNIVERSITY

R (Researcher): To begin with, thank you for your participation.

PI 15: That's OK, no problem.

R: Well, then let's start with the first question. In your opinion what are language learning strategies? Can you please define language learning strategies?

PI 15: Strategies for teaching students? The methods we use?

R: Whatever you can understand is OK. Language *learning* strategies is what I'd like to hear about please.

PI 15: It's like…finding the way into the students' heart, and the way he learns language. Everything is actually about the methods and…everything [brief pause]. And I believe that everything is about motivation.

R: Mhmmm.

PI 15: You have to know the students' motivation in order to find the path that goes… that goes to learning.

R: Mhmm. Ok, all right thank you. And the next question is: are there any keywords or phrases that come to your mind related to this term of language learning strategies? Anything that comes to your mind about this term…any keywords, any words, any phrases?

PI 15: Ah, well uhmm. As I…I've already told you. I said 'methodology', the first thing that comes to my mind, that I…I can remember. [Brief pause] Grammar from grammar and translation, silent method, active teaching… Those are the things….

R: Mhmmm, about language learning strategies?

PI 15: Yeah.

R: Mhmm, I see.

PI 15: That's it. And some … certain names…Person names.

R: Hmm, certain names of?..

PI 15: [brief silence, thinking of names?]

R: Names of... academicians, researchers?...

PI 15: Yes, yes, language people…you know.

R: Ok, I see.

PI 15: Like teacher trainers, big names, you now.

R: Mhmmm, OK. Thank you and the last question is do you think language learning strategies are being used in your English classes?

PI 15: Well that's what… what every teacher really wants.

R: Mhmm, yes.

PI 15: But…Theory and practice…They are both- [brief pause]. Unfortunately they are both- [pause]. You can't really use the things that you learn in language teaching. You're trying to… let's say we are trying to be communicative as possible but still [brief pause] you're using Grammar and Translation method. That's the case. You can't help it. It's inevitable.

R: Mhmm.

PI 15: Because I want to teach them grammar and… I do talk to them, I do communicate. But still…there's a board, I have the students…and I teach the grammar in the old style.

R: OK.

PI 15: Ye, that's the case.

R: All right, thank you very much. That was all. Thanks.

PI 15: No problem.

Transcription 16- Participating Instructor 16 (PI 16), İSTANBUL (TİCARET) UNIVERSITY of COMMERCE

R (Researcher): Thank you, to begin with.

PI 16: You're welcome.

R: Well, I was going to ask about language learning strategies. Can you please define language learning strategies as much as you can? What are they, in your opinion?

PI 16: Well, in my opinion language learning is a very difficult task for the teacher and of course for the students. Some of the strategies should be… communicative. Most of them should be communicative I think. I mean, there should be an interaction between the students and the teacher. There should be too much talking in the classroom.

R: Mhmmm.

PI 16: I myself hate only teaching and the students only listening. I want the students to be communicative in the class.

R: Ok thank you. And, can you please tell me any keywords or phrases that come to your mind when I say language learning strategies? Any keywords you could think of, related to this term?

PI 16: Language learning strategies… Uhmmm. [short silence] Teaching a language …communicatively. Yes, that's it.

R: All right then. Finally, are language learning strategies being used in your English class or classes?

PI 16: Me teaching?

R: Yes, in your classes. In your English classes.

PI 16: Well errrmm…Well in a way yes. I mean I try to, as I said before, I try to get the students to be involved in the lesson.

R: Mhmm. Yes.

PI 16: The students should be active in the lesson. So I try to use it in that way.

R: Ok. All right, that was it. Thank you very much.

PI 16: Thank you.

Transcription 17- Participating Instructor 17 (PI 17), İSTANBUL (TİCARET) UNIVERSITY of COMMERCE

R (Researcher): To begin with, thank you for your participation.

PI 17:You're welcome.

R: So let's start. My first question is: in your opinion what are language learning strategies? Can you please define language learning strategies, in your own words?

PI 17: Ok, when we say language learning strategies errr… Of course there's a certain definition but as you require I will try to explain my own definition.

R: Yes, yes of course. Your words and definition, if you will…

PI 17: In my opinion first of all how you… how you look into language learning as a… as a learner- you're asking as a learner?

R: Mhmm, whatever seems right to you.

PI 17: OK, how you look into language learning. We have some certain beliefs, errr… We can see-… or let me say most students see the language part by part, like grammar, like reading. So this is one of the opinions that identifies their learning strategy, that determines their learning strategy.

R: Mhmm. I see…

PI 17: And I can say, even the time you spare for language learning is one of the strategies. And in what ways you're involved in language learning, this is also the strategy. Are you just sitting at the desk and studying to learn something or do you make it part of your life? This's also the language learning strategy. And how you err… let me say… do you listen mostly, do you watch films, do you read mostly? These are all parts of language strategies, language learning strategies.

R: Mhmm, yes. I understand. Any keywords, any key phrases that come to your mind, related to this term of language learning strategies? Keywords, key phrases?...

PI 17: Errr… keywords...(short pause, thinking). Maybe we can say, I can say devotion. Devotion is one of the keywords.

R: Yes, mhmm.

PI 17: Enthusiasm… They are also related, devotion and enthusiasm.

R: Of course, yes.

PI 17: And awareness I think.

R: Yes, I see.

PI 17: [Brief silence] That's all I can think of now. Are these enough?

R: Yes, of course, perfectly fine. And the last question is: do you think language learning strategies are being used in your classes, your English classes?

PI 17: Language learning strategies?

R: Yes, yes.

PI 17: By the learners, you mean?

R: Well, yes, whatever you understand.

PI 17: Hmmm… By the learners?.. Err… I mean as a teacher… (pause) -

R: In general, overall.

PI 17: Overall, well…It's difficult to say something generally…how much it is used. But I think every student has a way of learning.

R: Mhmm.

PI 17: But, the teacher should try to bring awareness to their way of learning, I believe. So I cannot say for general, for other classes that they are being used, or in what percent they are being used.

R: Yes, but for your English classes? Your class?

PI 17: In my own classes, I am… I'm trying to create awareness. To…to make my students use these strategies or by creating awareness to understand in what ways, in what methods they can learn better.

R: Yes, mhmmm.

PI 17: And how they can implement this awareness in all parts of the language learning process.

R: Mhmm, I see. And the students, do they use these strategies, do you think?

PI 17: Well, some of them yes. But not to the same extent and not all of them of course. Not all of them are motivated, you see.

R: Yes, mhmm. Well thank you, that was all. Thanks a lot.

PI 17: That's all? Ok, no problem.

References:

Bialystok, E. (1981). The role of conscious strategies in second language proficiency, *The Modern Language Journal*, 65 (Spring 1981), 24-35.

Bialystok, E. (1991). *Achieving proficiency in a second language: a processing description*. In R. Phillipson, Eric Kellerman, Larry Selinker, Mike Sharwood-Smith & Merrill Swain (eds), 63-77.

Brown, H. D. (2000). *Principles of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall.

Canale, M., Swain, M., (1980), *Theoretical bases of communicative approaches to second language teaching and testing*. Applied Linguistics 1:1-47.

Carton, Aaron S., and Nancy Magaud (1966). *The Method of Inference in Foreign Language Study* . New York: The Research Foundation of the City of New York.

Çavuşoğlu, İ. (2001). *Relationship between language learning strategies and EFL proficiency*. Unpublished MA Thesis. Boğaziçi University, Istanbul.

Clouston, M.L. (1997). Language Learning Strategies: An Overview for L2 Instructors. The Internet TESL Journal, Vol. III, No. 12, December 1997.

Cohen, A. D. (1990). *Language Learning: Insights for Learners, Instructors, and Researchers*. New York: Newbury House.

Cohen, A. D. (1996). *Second Language Learning and Use Strategies: Clarifying the Issues*. (revised version of a paper originally prepared for presentation at the Symposium on Strategies of Language Learning and Use, Seville, Spain, December 13-16, 1994.)

Cohen, A. D. (1998). *Strategies in learning and using a second language*. New York: Addison Wesley Longman.

Cohen, A. D. & Aphek, E. (1980). Retention of second language vocabulary over time: investigating the role of mnemonic associations. *System* 8: 221-25.

Dreyer, C., & Oxford, R. (1996). Learner variables related to ESL proficiency among Afrikaans-speakers in South Africa: Cross-cultural perspectives (pp. 61-74). In R. L. Oxford (Ed.), *Language learning strategies around the world.* Manoa: University of Hawaii's Press.

Ellis, Rod (1986). *Understanding second language acquisition*. Oxford: Oxford University Press.

Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Ellis, G., & Sinclair, B. (1989). *Learning to learn English: A course in learner training. Teacher's book*. Cambridge, England: Cambridge University Press.

Graham, S. (1997). *Effective Language Learning* (Chapter 3). Learning strategies: processing language and managing change (pp. 37- 91). New York: Multilingual Matters Ltd.

Griffiths, C. & Parr, J.M. (2001). Language-learning strategies: theory and perception. *ELT Journal*; Jul 2001; 55, 3, pg. 247-254.

Griffiths, C. (2003). Patterns of language learning strategy use, *System,* 31, 367- 383.

Harmer, J. (2001). *The Practice of English Language Teaching*. Essex: Pearson Education Ltd.

Hosenfeld, C. (1976). Learning about learning: discovering our students' strategies. *Foreign Language Annals* 9, 117–29.

Kara, M. (2001). *Learning strategies used in the development of two different aspects of foreign language proficiency: CALP in English and BICS in Turkish*. Unpublished MA Thesis. Boğaziçi University, Istanbul.

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: OUP.

Lightbown, P., and N. Spada. 1999. *How languages are learned*. New York: Oxford University Press.

Naiman, N., Frohlich, M., Stern, H.H., & Todesco, A. (1978). *The Good Language Learner*. Clevedon, Avon: Multilingual Matters.

Nisbet D. L. , Tindall E. R. , Arroyo A. A. (2005) . Language Learning Strategies and English Proficiency of Chinese University Students. *Foreign Language Annals*. Alexandria: Spring 2005. Vol.38, Iss. 1; 100-108.

O'Malley, J. M., Chamot, A.U., Stewner-Manzanares, G., Kupper, L. & Russo, R. P. (1985). Learning strategies used by beginning and intermediate ESL students, *Language Learning*, 35/1, 21-46.

O'Malley, J.M., & Chamot, A.U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press

Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle.

Oxford, R. (1994). La Difference Continue: Gender differences in second/ foreign language learning styles and strategies. In J. Sunderland (ed.) *Exploring gender: questions and implications for English language education* (pp. 140-147). Englewood Cliffs, NJ: Prentice Hall.

Oxford, R. (2000). Relationships between language learning strategies and language proficiency in the context of learner autonomy and self-regulation. *Revista Canaria de Estudos Ingleses* 38 (Special issue edited by Leslie Bobb.): 109–126.

Oxford, R. & Ehrman, M. (1988). Psychological type and adult language learning strategies: A pilot study. *Journal of Psychological Type,* 16, 22-32.

Oxford, R., Crookall, D., Cohen, A., Lavine, R., Nyikos, M. & Sutter, W. (1990), Strategy Training for Language Learners: Six Situational Case Studies and a Training Model, *Foreign Language Annals* 22(3), 197-216.

Oxford, R. L. & Cohen, A. D. (1992). Language learning strategies: Crucial issues of concept and classification. *Applied Language Learning, Vol. 3/1-2*: 1-35.

Oxford, R. L., Burry-Stock, J. A. (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL version of the Strategy Inventory for Language Learning (SILL). *System*, 23(1), 1-23.

Oxford, R., & Green, J. (1995). Comments on Virginia LoCastro's "Learning strategies and learning environments" -Making sense of learning strategy assessment: Toward a higher standard of research accuracy. *TESOL Quarterly*, 29(1), 166- 171.

Pearson, E. (1988). Learner strategies and learner interviews. *ELT Journal*, 42(3), 173-178.

Politzer, R. L. (1983). An exploratory study of self-reported language learning behaviours and their relation to achievement. *Studies in Second Language Acquisition, Vol. 6/1*: 54-65.

Rausch, A.S. (2000). *Literacy Across Cultures* [On-line serial]. Spring- summer, 4/1

Richards, J.C., Rodgers, T.S. (1986). *Approaches and methods in language teaching: A description and analysis.* Cambridge: Cambridge University Press.

Richards, J.C., Platt, J., Platt, H. (1992). *Dictionary of Language Teaching and Applied Linguistics*. Essex: Longman Group.

Reid, J. (Ed.). (1995). *Learning Styles in the ESL/EFL Classroom*. Boston: Heinle & Heinle.

Rigney, J.W. (1978). *Learning strategies: A theoretical perspective*. In H F O'Neil (Jr) (ed) 165-205.

Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly*, 9(1), 41-51.

Rubin, J. (1981). Study of cognitive processes in second language learning. *Applied Linguistics, 11*, 117-131.

Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In A. Wenden & J. Rubin (Eds.), *Learner Strategies and Language Learning* (pp. 15-29). Englewood Cliffs, NJ: Prentice Hall.

Schmeck, R. (1988). Individual differences and learning strategies. In C. Weinstein, E. Goetz, & P. Alexander (Eds.), *Learning and Study Strategies*. N.Y.: Academic Press, 171-191.

Selinker, L (1972). Interlanguage, *International review of applied linguistics*, 10, 209- 230

Skehan, P. (1989). *Language learning strategies* (Chapter 5). Individual Differences in Second-Language Learning (pp. 73- 99). London: Edward Arnold.

Stern, H.H. (1975). What can we learn from the good language learner?, *Canadian Modern Language Review,* 34, 304-318

Stern, H.H. (1992). *Issues and Options in Language Teaching*. Oxford: OUP.

Tarone, E. (1980). Communication strategies, foreigner talk, and repair in interlanguage, *Language Learning,* 30/2, 417-429

Tarone, E. (1981). Some thoughts on the notion of communication strategy, *TESOL Quarterly,* 15/3, 285-295.

Tarone, E. (1983). Some thoughts on the notion of 'communication strategy'. In C. Faerch & G. Kasper (Eds.), *Strategies in Interlanguage Communication* (pp. 61-74). London: Longman.

Tarone, E., Yule, G. (1989). *Focus on the language learner: Approaches to identifying and meeting the needs of second language learners.* Oxford: OUP.

Wenden, A., & Rubin, J. (Eds.). (1987). *Learner Strategies in Language Learning*. Englewood Cliffs, NJ: Prentice Hall.

Wenden, A. (1987). Learner strategies: Conceptual Background and Utility'. In A. Wenden & J. Rubin (Eds.), *Learner Strategies and Language Learning* (pp.3-13). Englewood Cliffs, NJ: Prentice Hall.

Wong-Fillmore, L. (1976). *The second time around: Cognitive and social strategies in second language acquisition*. Ph.D. diss., Stanford University.