TURKISH ADULT LANGUAGE LEARNERS' PREFERENCES IN LANGUAGE LEARNING STRATEGIES

(YÜKSEK LİSANS TEZİ)

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Mehmet KARATAY' a ait Turkish Adult Language Learners' Preferences in Language Learning Strategies" (Yetişkin Türk Öğrencilerin Dil Öğrenimi Stratejilerindeki Yaklaşımları) adlı çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında Yüksek Lisans tezi olarak kabul edilmiştir. 28.09.2006

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ÖZET

Bu çalışmanın amacı, araştırma kapsamındaki yetişkin Türk öğrencilerin en yüksek sıklıkla kullandıkları yabancı dil öğrenim stratejilerini belirlemektir.

Bu çalışmadaki katılımcılar İstanbul'da bir dil okulunda İngilizce öğrenen 44 yetişkin Türk öğrencidir. Katılımcıların hepsi erkektir. Tüm katılımcılar benzer eğitim öğretim geçmişine sahiptir. Tüm katılımcılar yabancı dil öğrenim stratejileri konusunda resmi ya da gayri resmi bir eğitim almadıklarını beyan etmişlerdir.

Strateji kullanım sıklığını ölçmek için çalışmada Rebecca Oxford (1990) tarafından öğrencilerin dil öğrenim stratejilerindeki kullanım sıklıklarını ölçmek için oluşturulmuş "SILL" isimli anket kullanılmıştır. SILL yabancı dil öğrenen öğrencilerin yabancı dil öğrenim stratejilerindeki tercihlerini belirlemek dünyada en çok kullanılan anketlerden biridir.

Anketler öğrencilere Türkçe diline çevrildikten sonra dağıtılmıştır. Öğrencilerin yanıtları kullanım sıklığı değerleri bakımından analiz edilmiştir. En çok kullanılan stratejileri belirlemek için anketteki her bir strateji maddesi için analiz yapılmıştır.

Çalışmanın sonuçları araştırma kapsamındaki yetişkin Türk öğrencilerin en çok kullandıkları yabancı dil öğrenim stratejilerini ortaya koymuştur. 33 numaralı strateji maddesi (İngilizce'yi daha iyi nasıl öğrenebileceğimi araştırırım), 45 numaralı strateji maddesi (Herhangi bir şeyi anlamadığımda karşımdaki kişiden daha yavaş konuşmasını ya da söylediklerini tekrar etmesini isterim), ve 32 numaralı strateji maddesi (İngilizce konuşan bir kişi duyduğumda dikkatimi toplarım) en yüksek sıklıkla kullanılan yabancı dil öğrenim stratejilerinden bazılarıdır. Araştırmanın bulgularına dayanarak yetişkin Türk öğrencilerin dil öğrenim stratejilerindeki tercihleri hususunda daha fazla araştırma yapılması önerilmiştir. Ayrıca, Türkiye'deki dil okullarında strateji öğretiminin başlatılması da önerilmiştir.

ABSTRACT

The purpose of this study is to find the language learning strategies that are most frequently used by the adult Turkish students within the scope of this study.

Participants in this study were 44 adult Turkish students who have been learning English as a foreign language in a language school in İstanbul. All of the participants were male with similar educational backgrounds. The students declared that they did not receive any formal or informal instruction in the area of language learning strategies.

In order to measure frequency of strategy use, Strategy Inventory for Language Learning (SILL), which was devised by Rebecca Oxford (1990) as an instrument for assessing the frequency of use of language learning strategies by students, was used in this study. SILL is the most widely used inventory for determining the language learning strategies all over the world by students of foreign languages.

The questionnaires were distributed to respondents after being translated into Turkish. Responses were analyzed in terms of frequency of language learning strategy use. The analysis was done for each of the items in SILL in order to have a clear idea of the most preferred strategies of the respondents.

The results of the study revealed the language learning strategies that are most frequently used by the adult Turkish students within the scope of this study. Strategy item 33 (I try to find out how to be a better learner of English), strategy item 45 (If I do not understand something in English, I ask the other person to slow down or say it again), and strategy item 32 (I pay attention when someone is speaking English) are some of the most frequently used language learning strategies. Based on the findings of this research, it is recommended that further research about the preferences of Turkish adult learners in language learning strategies be done. Besides, starting strategy instruction in language schools in Turkey is also recommended.

LIST OF TABLES AND CHARTS

LIST OF ABBREVIATIONS AND ACRONYMS

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

L1: First Language

L2: Second Language

LS: Learning Strategies

LLS: Language Learning Strategies

FL: Foreign Language

CONTENTS

1.0. Introduction

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

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

The types of language learning strategies used by different learners change according to many variables including motivation, gender, age, subject matter, level of L2, learning style, and cultural background (Oxford, 1989). In spite of the belief that certain types of learners defined by cultural background are inclined to use certain types of strategies, it is difficult to say that research findings have completely explored the effects of culture in determining strategy preferences. The main finding in a study by Bedell and Oxford (1996) was that different cultural groups use particular kinds of strategies at different levels of frequency. According to Politzer and McGroarty (1985), Asian students are inclined to prefer rote memorization strategies and rule-oriented strategies. Oxford (1994) found that Taiwanese students appeared to be far more structured, analytic, memory-based, and metacognitively oriented than other groups. O Malley and Chamot (1990) found that Asian students prefer their own established rote learning strategies. Huang & Van Naerrsen (1987), Tyacke & Mendelsohn (1986) also put forward that Asian learners prefer strategies including rote memorization and a focus on the linguistic code. According to O'Malley et al. (1985) Asian learners also demonstrated more reluctance than Hispanic learners to try new learning techniques. The use of strategies that are different from those used by other cultural groups

caused Politzer and Mc Groarty (1985) to conclude that many accepted "good" language-learning strategies may be based on ethnocentric assumptions about effective language learning.

Although there has been an increase in research articles about language learning strategies in recent years, nationality is one of the neglected variables. The scarcity of research on the language learning strategies (LLSs) of Turkish adult students has encouraged the researcher to investigate these strategies in the light of the following research question:

1- What are the LLSs that are most frequently used by Turkish adult students ?

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

Participants in this study were 44 adult Turkish students in a language school in İstanbul. In the language school, English language is taught as a foreign language. This survey was applied at the beginning of 20-week language education. All of the participants were male with similar educational backgrounds, 2 or 4 years of college education. The students declared that they did not receive any formal or informal instruction in the area of language learning strategies. The students, who ranged in age from 21 to 42 years, were all adults. The students were at the same level of proficiency in the target language.

The SILL data were analysed to report frequencies of strategy use of the respondents. The analysis was done for each of the items in the SILL, which is a fifty-item Likert scale (1-5 range) self-report instrument, in order to have a clear idea of the most preferred strategies of the respondents.

2.0. Literature Review

This chapter consists of six main sections. The following section 2.1. provides the background of language learning strategies. In section 2.2. definition of language learning strategies has been presented. In section 2.3. characteristics of language learning strategies has been presented. Section 2.4. focuses on the taxonomy of language learning strategies while section 2.5. deals with the importance of language learning strategies for language teaching and learning. Finally, section 2.6. deals with the factors affecting strategy choice which is furthered in section 2.6.1 with the focus on language learning strategies and nationality

2.1. Background and Definition of Language Learning Strategies

Research into language learning strategies started in the 1960s. Particularly, developments in cognitive psychology influenced much of the research on language learning strategies. In most of the research on language learning strategies, the primary stress has been on "identifying what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language." (Rubin and Wenden 1987:19). In 1966, Aaron Carton published his study entitled The Method of Inference in Foreign Language Study, which was the first attempt on learner strategies. After Carton, in 1971, Rubin started doing research on the strategies of successful learners and expressed that, once identified, such strategies could be used by less successful learners. Rubin (1975) classified strategies in terms of processes contributing directly or indirectly to language learning.

Since the work done by researchers such as Rubin (1975) and Stern (1975) in the mid-seventies, awareness of the importance of the strategies used by learners in the language learning process has been slowly growing due to the fact that even with the best teachers and methods, students are the only ones who can actually do the learning. As Nyikos and Oxford (1993, p.11) put it: "learning begins with the learner". This growing awareness has resulted in a boom in the field of language learning strategy research. In spite of this boom, however, defining and classifying language learning strategies remains a problematic issue. Ellis (1994, p.529) describes the concept as "fuzzy", while O'Malley (1985, p.22) put it this way: There is

no consensus on what constitutes a learning 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 the definitions of specific strategies.

One of the earliest researchers in this field, Rubin (1975, p.43) provided a very broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge". Rubin (1975, pp.124-126) identified two kinds of learning strategies: those which contribute directly to learning, and those which contribute indirectly to learning. She divided the direct learning strategies into six types (clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice), and the indirect learning strategies into two types (creating opportunities for practice, production tricks). Under production tricks, Rubin included communication strategies. This is a controversial inclusion since learning strategies and communication strategies are seen by some as two quite separate manifestations of language learner behaviour.

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

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

Tarone (1980) takes the issue in a different way. She suggests that by helping students to say what they want to say, communication strategies can help to improve language. Even if

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

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

Stern (1975) produced a list of ten language learning strategies as characteristic of good language learners. At the top of the list he put "personal learning style" (p.311). Stern later defined "strategies" as "broadly conceived intentional directions" (1992, p.261), which is more similar to the definition of the term styles as used by other writers such as Willing (1988) and Nunan (1991). This inconsistent use of basic terminology as used by key researchers and writers in the language learning strategy field has rsulted in difficulties about definition and classification which remain to this day.

When O'Malley *et al* (1985) conducted their research, they used the definition of learning strategies as being "operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information" (p.23), a definition originally used by Rigney (1978). In an attempt to produce a classification scheme with mutually exclusive categories, O'Malley and his colleagues developed a taxonomy of their own identifying 26 strategies which they divided into three categories: metacognitive (knowing about learning), cognitive (specific to distinct learning activities) and social. 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 accepting the importance of interactional strategies in language learning.

Oxford (1990) took this process a step further. Like O'Malley *et al* (1985), she used Rigney's definition of language learning strategies as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information" (Oxford, 1990, p.8) as a base. In an attempt to overcome the problem that many strategy inventories appeared to emphasize cognitive and metacognitive strategies while ascribing much less importance to affective and social strategies, she classified learning strategies into six groups: *memory strategies* (which relate to how students remember language), *cognitive strategies* (which relate to how students think about their learning), *compensation strategies* (which enable students to make up for limited knowledge), *metacognitive strategies* (relating to how students manage their own learning), *affective strategies* (relating to students' feelings) and *social strategies* (which involve learning by interaction with others).

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

Amid this chaos, the process of establishing terminology, definitions and classification systems for language learning strategies is far from straightforward.

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

2.2. Characteristics of Language Learning Strategies

Although the terminology is not always uniform, with some writers using the terms "learner strategies" (Wendin & Rubin, 1987), others "learning strategies" (O'Malley & Chamot, 1990), and still others "language learning strategies" (Oxford, 1990), there are a number of basic characteristics of LLS. First, LLS are learner generated; they are steps taken by language learners. Second, LLS enhance language learning and help develop language competence. Third, LLS may be visible (behaviours, steps, techniques, etc.) or unseen (thoughts, mental processes). Fourth, LLS involve information and memory (vocabulary knowledge, grammar rules, etc.).

Reading the LLS literature, it is clear that a number of further aspects of LLS are less uniformly accepted. When discussing LLS, Oxford (1990a) and others such as Wenden and Rubin (1987) mention about a desire for control and autonomy of learning on the part of the learner through LLS. Cohen (1990) 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. In her teacher-oriented text, Oxford (1990:8-14) summarises her view of LLS by listing twelve key features:

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

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

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

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

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

6-Learning strategies involve many aspects of the learner, not just cognitive, since they are beyond cognition. Besides cognitive functions such as mental processing and manipulation of the new language, strategies also include metacognitive functions (such as planning, evaluating, arranging one's own learning) and emotional and social functions as well.

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

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

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

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

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

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

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

2.3. Taxonomy of Language Learning Strategies

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

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

storage of information, and compensation strategies are used to help learners to overcome knowledge gaps in communication. Oxford's (1990:17) taxonomy of language learning strategies is given below :

1-Direct Strategies

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

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

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

2-Indirect Strategies

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

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

III. Social Strategies

A. Asking questions

B. Cooperating with others

C. Emphathising with others

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

1-Metacognitive Strategies

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

2-Cognitive Strategies

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

3-Socioaffective Strategies

Socioaffective strategies are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socioaffective strategies .

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

1-Learning Strategies

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

a-Cognitive Learning Strategies

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

b-Metacognitive Learning Strategies

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

2-Communication Strategies

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

3-Social Strategies

Social strategies are those activities in which learners have opportunities to interact with others and practise their knowledge. Although these strategies create exposure to the target language, they contribute indirectly to learning since they do not directly result in obtaining, storing, retrieving, and using of language.

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

Because the amount of information to be processed by language learners is high in language classroom, learners employ different language learning strategies in performing the tasks and processing the new input. Language learning strategies are good indicators of how learners deal with tasks or problems during the process of language learning. In other words,

language learning strategies, while nonobservable or unconsciously used in some cases, give language teachers valuable hints about how their students manage in the learning process. According to Fedderholdt (1997:1), the language learner capable of using a wide variety of language learning strategies can improve his language skills in a better way. Metacognitive strategies help improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to solve new problems. Socioaffective strategies include interacting with native speakers, or asking a classmate to work together on a particular language problem. Using these metacognitive, cognitive, and socioaffective strategies can help the language learner build up learner independence and autonomy to take control of his own learning. Lessard-Clouston (1997:3) states that language learning strategies contribute to the development of the communicative competence of the students.

In addition to developing students' communicative competence, LLS can help students become better language learners. Early research on 'good language learners' by Rubin (1975), and Stern (1975) suggested a number of positive strategies that such students use, ranging from monitoring one's L2/FL performance to listening to the radio in the L2/FL and speaking with native speakers. A study by O'Malley and Chamot (1990) also states that effective L2/FL learners are aware of the LLS they use and why they use them.

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

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

Certain strategies or groups of strategies are linked to particular language skills or tasks. For example, L2 writing, like L1 writing, benefits from learning strategies such as planning, self-monitoring, deduction, and substitution. L2 speaking requires strategies such as

risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation. L2 listening comprehension benefits from strategies of elaboration, inferencing, selective attention, and self-monitoring, while reading comprehension benefits from strategies like reading aloud, guessing, deduction, and summarizing (Chamot & Kupper, 1989).

To sum up, language teachers aiming at developing the communicative competence and proficieny of the students should be familiar with language learning strategies. As Oxford (1990:1) states, language learning strategies "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence." Besides, teachers who train students to use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher (Lessard-Clouston 1997:3). Research about the good language learning strategies put forward a number of positive strategies so that such strategies could also be used by bad language learners who try to become more successful in language learning. However, there is always the possibility that bad language learners can also use the same good language learning strategies while becoming unsuccessful because of some other reasons. At this point, it should be strongly emphasized that using the same good language learning strategies does not guarantee that bad learners will also become successful in language learning as other factors may also play role in success.

2.5. Factors Affecting Strategy Choice

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

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

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

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

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

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

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

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

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

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

As for the effects of gender on strategy use, studies which have examined the relationship between sex and strategy use have come to mixed conclusions. Ehrman and Oxford (1989) and Oxford and Nyikos (1989) discovered distinct gender differences in strategy use. The study by Green and Oxford (1995) came to the same conclusion. Ehrman

and Oxford's (1990) study, however failed to discover any evidence of differing language learning strategy use between the sexes. On the other hand, a study aiming to discover gender differences in language learning strategies used by foreign language learners in a Turkish University by Tercanlıoğlu (2004) showed significant gender differences, favoring males, in students' strategy use, which is not consistent with several other studies that have reported that female learners use strategies with greater frequency than male learners (eg, Oxford & Nyikos, 1989; Green & Oxford, 1995; Kaylani, 1996). Tercanlıoğlu (2004) states that the reason for this result may be that in the male-dominated Turkish society female students may have lower self-esteem in reporting the strategies they employ. The effect of language learners' cultural background and of the educational settings in which they learn the target language via the choice of their learning strategies have been the subject of several research studies (Oxford, 1989; Oxford & Nyikos, 1989; Green & Oxford, 1995). In general, these results further confirm the following observation made by Green and Oxford (1995, p.291) that "...gender difference trends in strategy use are quite pronounced within and across cultures".

2.5.1. Language Learning Strategies and Nationality

Studies which have investigated nationality as a factor in language learning strategy use are not easy to find. Griffiths and Parr (2000) stated finding that European students reported using language learning strategies significantly more frequently than students of other nationalities, especially strategies relating to vocabulary, to reading, to interaction with others and to the tolerance of ambiguity. European students were also working at a significantly higher level than students of other nationalities.

In a study involving a questionnaire and group interviews in Taiwan, Yang (1998) reached some interesting discoveries about her students' language learning strategy use, including strategies for using dictionaries. In a later study, Yang (1999) found that, although her students were aware of various language learning strategies, few of them actually reported using them.

By using a journal writing method, Usuki (2000) discussed the psychological barriers to the adoption of effective language learning strategies by Japanese students, who are typically seen as passive learners, and advised more co-operation between students and teachers.

On the other hand Politzer and McGroarty (1985) and O'Malley and Chamot (1990) found that students from Asian backgrounds prefer rote learning and language rules in opposition to more communicative strategies.

Two studies which reached findings on nationality-related differences in language learning strategies were those reported by Politzer and McGroarty (1985) and by O'Malley (1987). Politzer and McGroarty discovered that Asian students demonstrated fewer of the strategies expected of "good" language learners than did Hispanic students while O'Malley(1987) stated that the lack of success of Asian students emerged due to the persistence of familiar strategies.

Although there has been an increase in research articles in recent years dealing with language learning strategies, nationality is one of the neglected variables. Among the very few studies about Turkish background students' use of strategies, one study by Altan (2004) investigated the preferences of language learning strategies of English Language Teaching (ELT) majors in China, Hungary and Turkey. The study aiming to investigate the relationship between nationality and language learning strategy preferences found that very little differences (although not at a significant level) in overall strategy use emerged among Chinese, Hungarian, and Turkish background ELT-major learners. Within strategy categories, however, significant differences were observed, and in terms of individual strategy use, major difference were also observed, especially in the most preferred strategy groups.

Due to the scarcity of research on the language learning strategies (LLSs) of Turkish adult students, this thesis aims at finding the language learning strategies that are most frequently used by the adult Turkish students within the scope of this study.

3.0. Method

This chapter consists of four sections. In section 3.1 information about the participants, in 3.2 information about the materials used in the study, in 3.3, description of the procedure followed, and finally in 3.4 explanation about the scoring method used has been presented.

3.1. Participants

Participants in this study were 44 adult Turkish students in a language school in in İstanbul. In the language school, English language is taught as a foreign language. This survey was applied at the beginning of 20-week language education. All of the participants were male with similar educational backgrounds, 2 or 4 years of college education. The students declared that they did not receive any formal or informal instruction in the area of language learning strategies. The students, who ranged in age from 21 to 42 years, were all adults. As all of the students were state officials who were learning English language in order to be able to serve in a government post abroad, all of them with the same immediate language learning goals were observed to be highly motivated during the language education. All of the students were healthy individuals, both physically and psychologically, which is a strict requirement to be a state official and which has to be confirmed with routine health controls. The mother tongue of the learners was Turkish, and they represented similar social and economic backgrounds. As the scores the students got from KPDS exam, which is a language proficiency exam for state officials in Turkey, in English Language ranged in score from 40 to 49, all of the participants were assumed to be at the same proficiency level in English language.

3.2. Instruments

In order to measure strategy use, Oxford's (1990a) Strategy Inventory for Language Learning (SILL) was used in this study. The SILL was devised by Rebecca Oxford (1990a) as an instrument for assessing the frequency of use of language learning strategies by students. There are two versions: one for native speakers of English (80 items) and another for learners of English as a second or foreign language (50 items). With answers ranging from "never or

almost never" to "always or almost always," this 50-item Likert-type survey shows how often the learner tends to use language learning strategies in general, as well as a breakdown by parts that indicates which strategies the learner is inclined to use most often. It is a structured, self-report questionnaire that takes about 30 minutes to finish. Using simplified English, this instrument was especially prepared for student learning English as a foreign language.

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

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

The researcher did not do any modifications on the items of the SILL. The version of the SILL used in this study is a 50 item instrument that is grouped into two main groups, direct strategies and indirect strategies, which are further subdivided into 6 groups. Oxford's (1990) taxonomy of language strategies is shown below:

1-Direct strategies are categorized into:

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

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

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

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

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

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

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

Table 1
SILL Strategy Categories

Part A= Remembering more effectively (Memory strategies, 9 items)
Part B= Using mental processes (Cognitive Strategies, 14 items)
Part C= Compensating for missing knowledge (Compensating strategies, 6 items)
Part D= Organizing and evaluating learning (Metacognitive startegies, 9 items)
Part E= Managing emotions (Affective strategies, 6 items)
Part F= Learning with others (Social strategies, 6 items)

3.3. Procedure

The questionnaires were distributed to 44 respondents after being translated into Turkish. They were given out during students' regular English classes. Responses were analyzed in terms of frequency of language learning strategy use. The subjects were informed that their participation was entirely voluntary. The subjects did not give their names. The items were translated into Turkish by the researcher himself and checked by two Turkish linguists and a translation instructor taking into consideration that the items retained their essential meaning and that the translation was easily understood. Participants were reminded that there are no right or wrong answers, in addition, they were told that the Inventory is designed to help students understand better how they learn a new language and to help them become better learners. All of the participants were native speakers of Turkish.

3.4. Scoring

The SILL data were analysed to report frequencies of strategy use of the respondents. The analysis was done for each of the items in the SILL, which is a fifty-item Likert scale (1-5 range) self-report instrument, in order to have a clear idea of the most preferred strategies of the respondents.

Strategy Inventory for Language Learning (SILL) is for students of English as a second or foreign language. It includes statements about learning English. Students are told to respond in terms of numbers (1, 2, 3, 4 or 5) given in the space next to the statement. Number 1 stands for "Never or almost never true of me". Number 2 stands for "Usually not true of me". Number 3 stands for "Somewhat true of me". Number 4 stands for "Usually true of me". Number 5 stands for "Always or almost always true of me". In order to reach high accuracy in the results of this thesis as much as possible, only the responses marked as 4, which stands for "Usually true of me", and 5, which stands for "Always or almost always true of me", have been taken into account. The percentages of students marking these responses (number 4 or 5) in each strategy item have been added to be able to see the approximate amount of students who are reporting to use the strategy with high accuracy. Because the response number 3, which stands for "Somewhat true of me", does not state accuracy as much as the responses number 4 and number 5 do. The results reached through the percentages of the use of

strategies have supported the findings reached through the mean scores for individiual strategies in order to have better and more accurate results.

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

4.0. Results and Discussion

In section 4.1 the research question, which is the basis for this thesis, have been stated. Section 4.2 provides the results of srategy use in terms of individiual strategies. In this section, the use of each strategy item in the questionnaire, which has totally 50 strategy items, has separately been discussed after being analyzed in terms of frequency. Section 4.3 provides the results of overall strategy use of the respondents.

4.1. Results of Strategy Use in Terms of Individiual Strategies

Because this thesis aims at finding the language learning strategies that are most frequently used by adult Turkish students, each of the strategies in the SILL questionnaire has been analyzed in terms of frequency.

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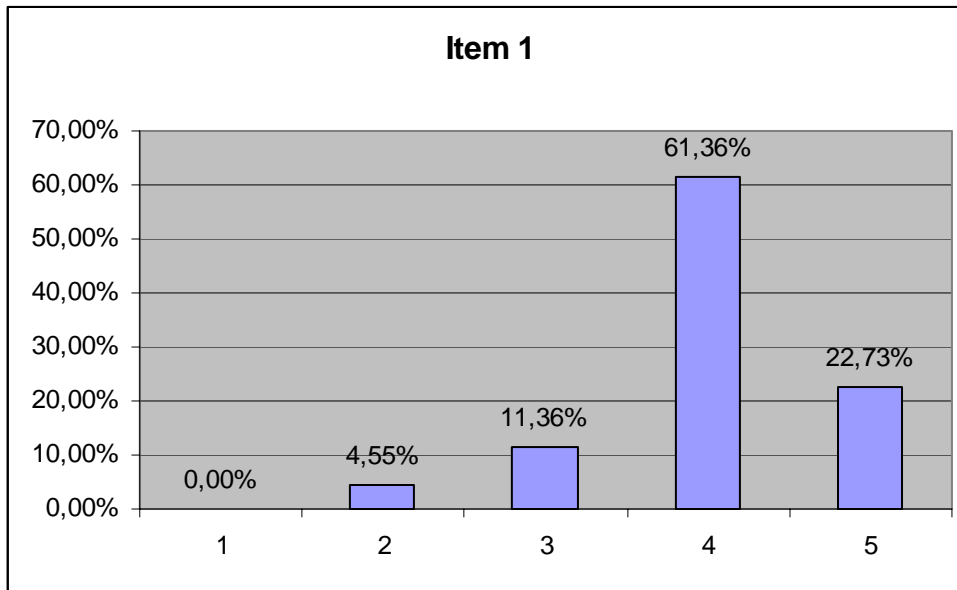
Item 1

Chart 1
SILL Strategy Item 1

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

Approximately %84 of students are seen to be making relation between what they have already known and what they are learning in English language. The mean of this strategy (4,02) reports a high use. According to these results, the use of this strategy falls within the high use category. So, we define this strategy as one of the most frequently used strategies for adult Turkish students who are within the scope of this thesis.
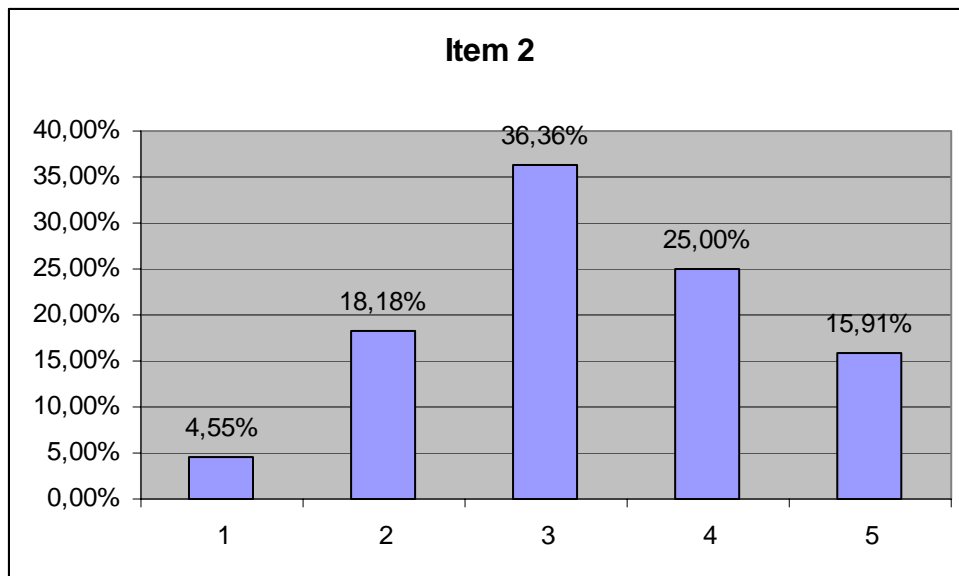
Item 2

Chart 2
SILL Strategy Item 2

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

Nearly % 40 of the students state using the new vocabulary in a sentence to remember better. The mean of this strategy (3,30) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
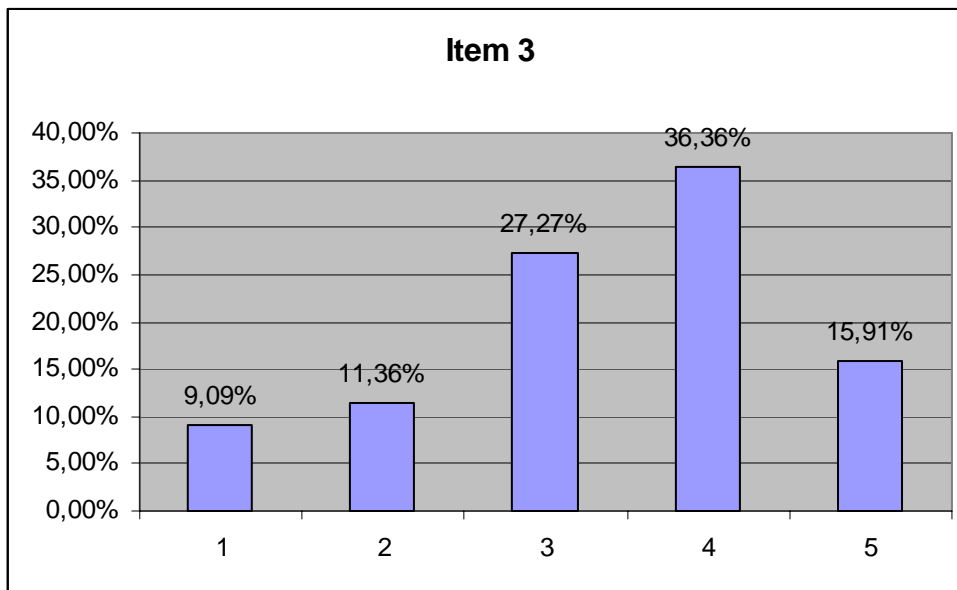
Item 3

Chart 3
SILL Strategy Item 3

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

Approximately 52 % of students are seen to be making connection between the sound of a new English word and an image or picture of the word in order to help them remember the word. The mean of this strategy (3,39) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
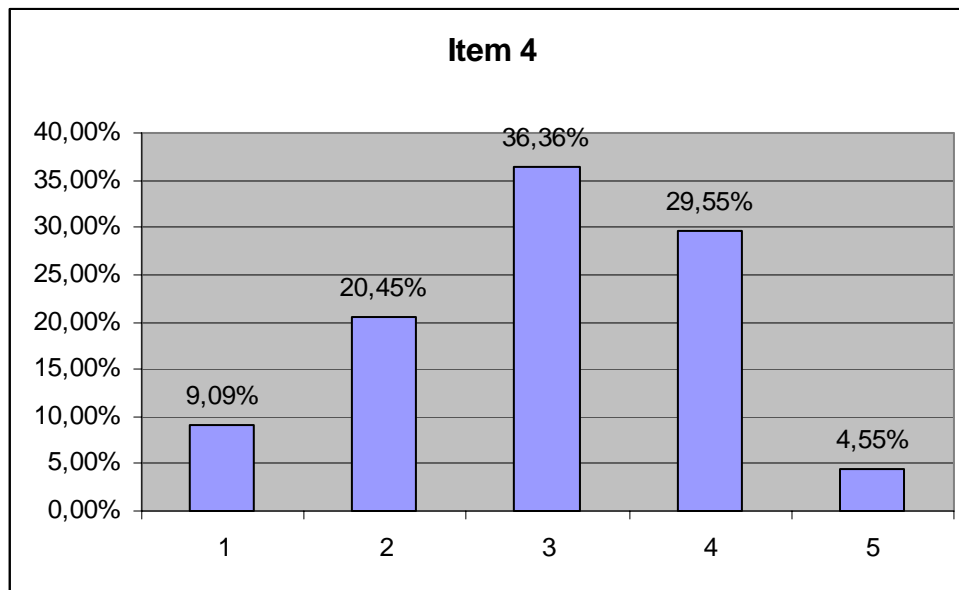
Item 4

Chart 4
SILL Strategy Item 4

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

The chart shows that nearly 34 % of students remember a new English word by making a mental picture of a situation in which the word might be used. The mean of this strategy (3,00) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
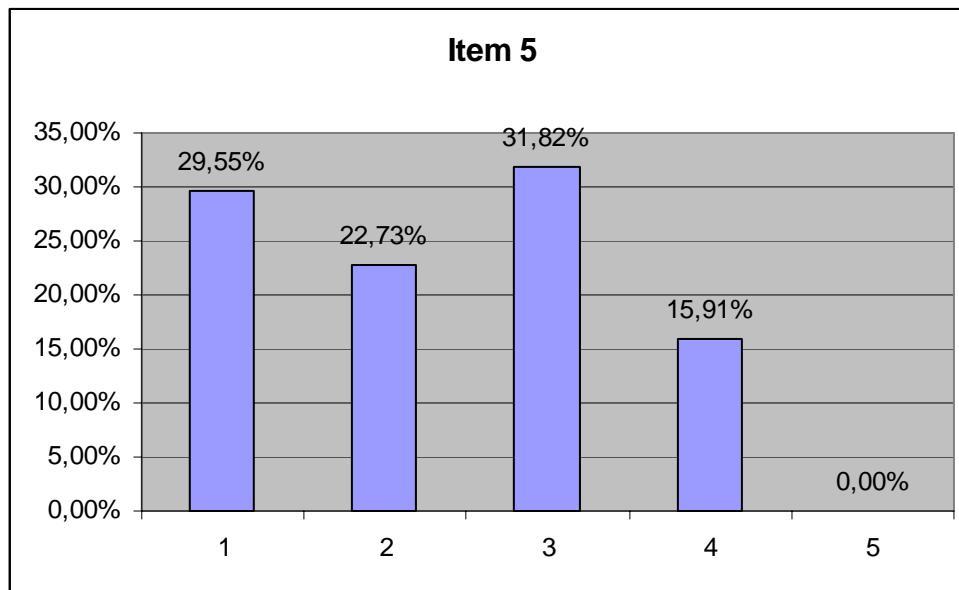
Item 5

Chart 5
SILL Strategy Item 5

SILL ITEM 5: I use rhymes to remember new English words..

It is seen in the chart that nearly 16 % students use rhymes to remember new English words. The mean of this strategy (2,34) reports a low use. According to these results, the use of this strategy falls within the low use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
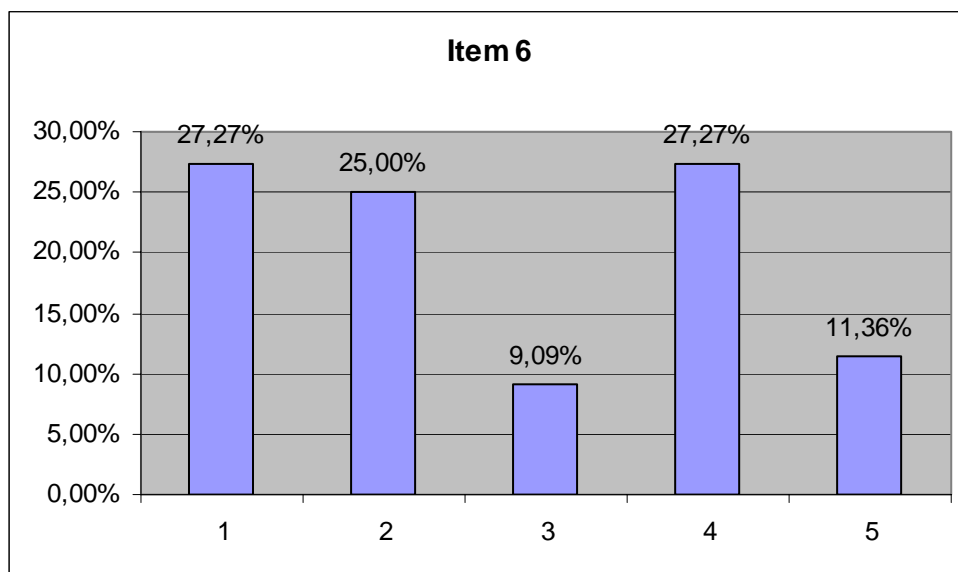
Item 6

Chart 6

SILL Strategy Item 6

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

It is understood from the chart that approximately 38 % of the students use flashcards to remember new English words. The mean of this strategy (2,70) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
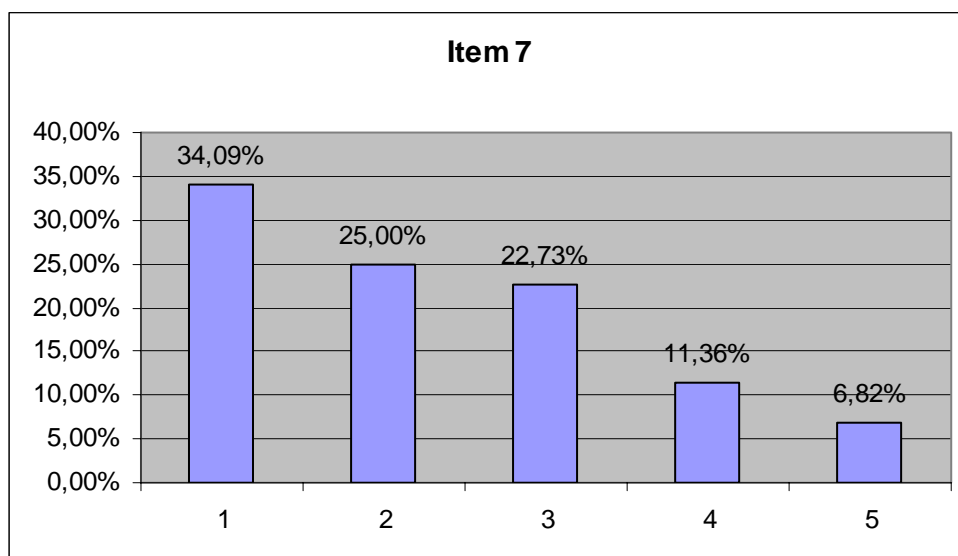
Item 7

Chart 7
SILL Strategy Item 7

SILL ITEM 7: I physically act out new English words.

Nearly 18 % of the students are seen to be physically acting out new English words. The mean of this strategy (2,32) reports a low use. According to these results, the use of this strategy falls within the low use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
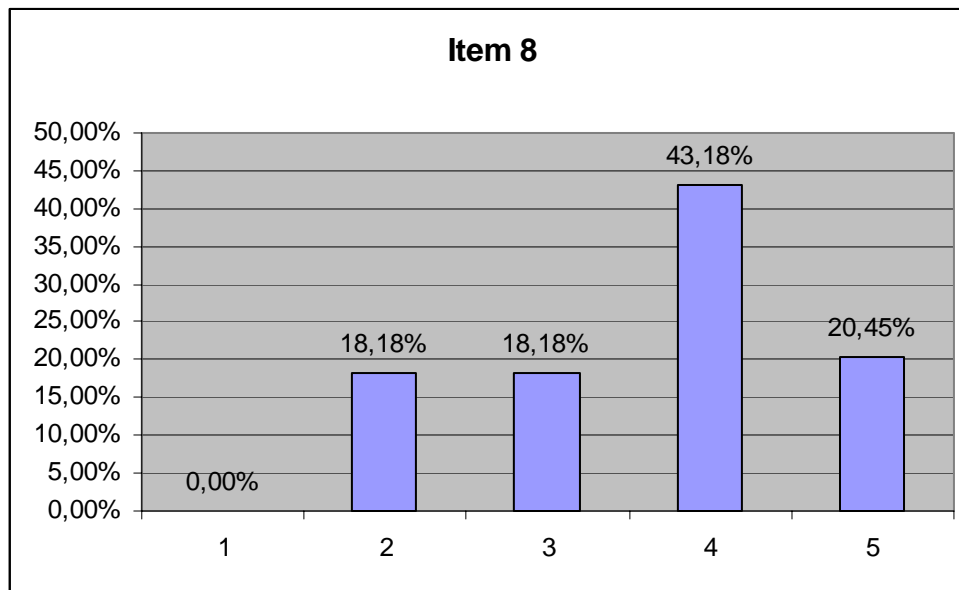
Item 8

Chart 8
SILL Strategy Item 8

SILL ITEM 8: I review English lessons often.

Approximately 63 % of the students seem to be reviewing English lessons often. The mean of this strategy (3, 66) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.
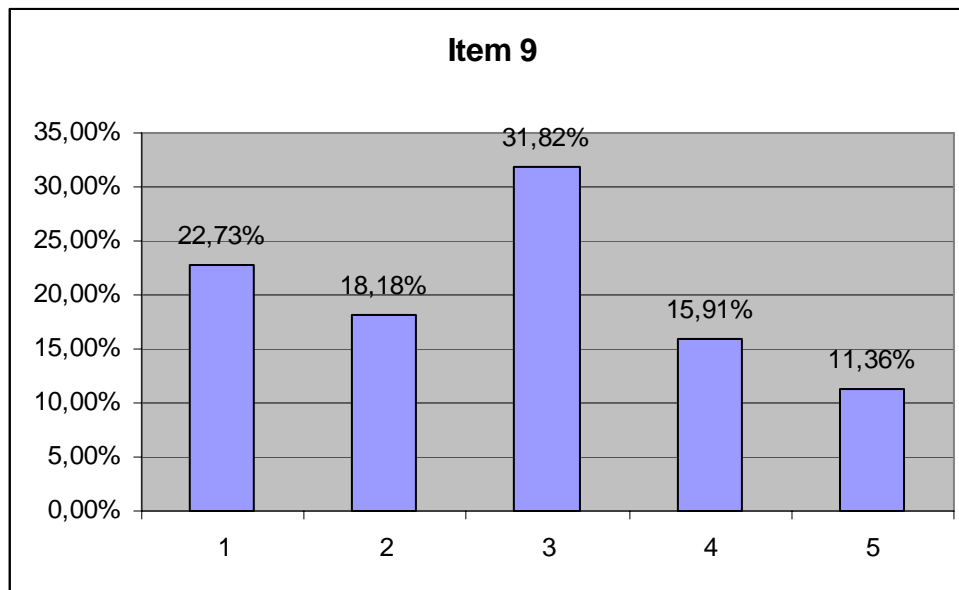
Chart 9
SILL Strategy Item 9

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

It can be seen from the chart that nearly 27 % of the students remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. The mean of this strategy (2,75) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
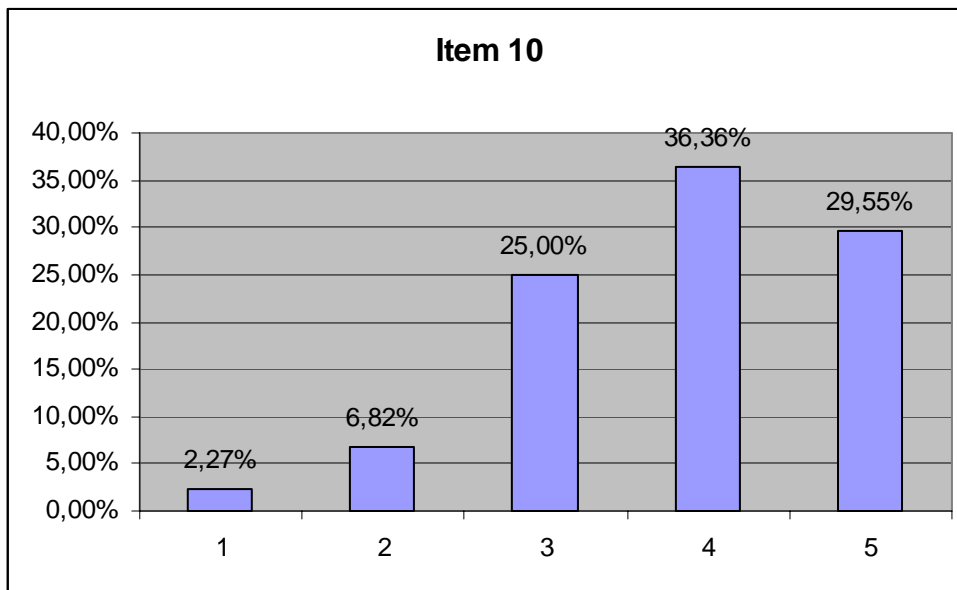
Item 10

Chart 10
SILL Strategy Item 10

SILL ITEM 10: I say or write new English words several times.

It can be seen from the chart that 66 % of the students say or write new English words several times. The mean of this strategy (3,84) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.

Item 11

Chart 11
SILL Strategy Item 11

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

It is seen from the chart that nearly 31 % of the students try to talk like native English speakers. The mean of this strategy (3. 00) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.

Item 12

Chart 12
SILL Strategy Item 12

SILL ITEM 12: I practise the sounds of English.

Approximately 50 % of the students seem to be practicing the sounds of English. The mean of this strategy (3,25) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
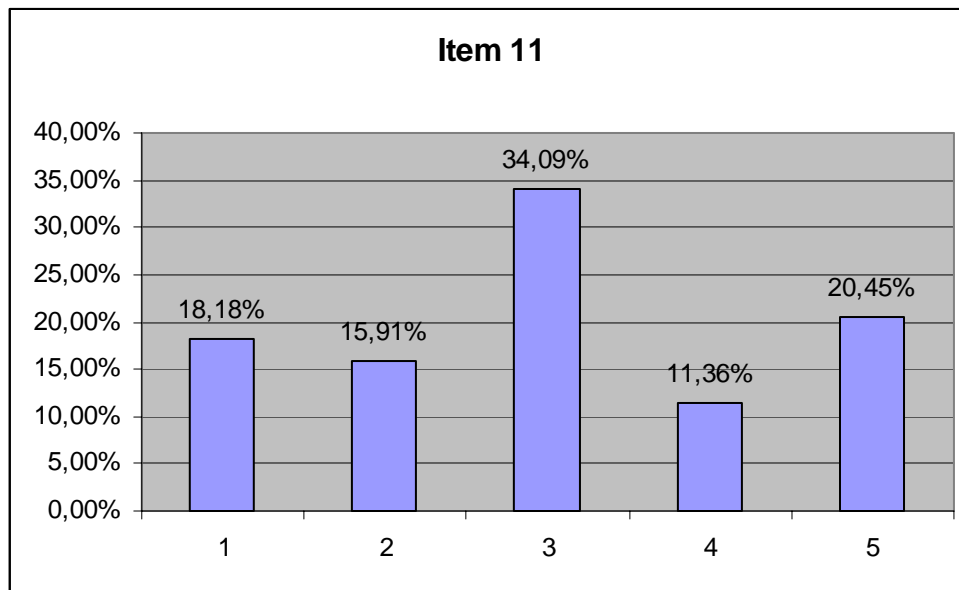
Item 13

Chart 13
SILL Strategy Item 13

SILL ITEM 13: I use the English words I know in different ways.

The chart shows that nearly 20 % of the students use the English words they know in different ways. The mean of this strategy (2,73) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
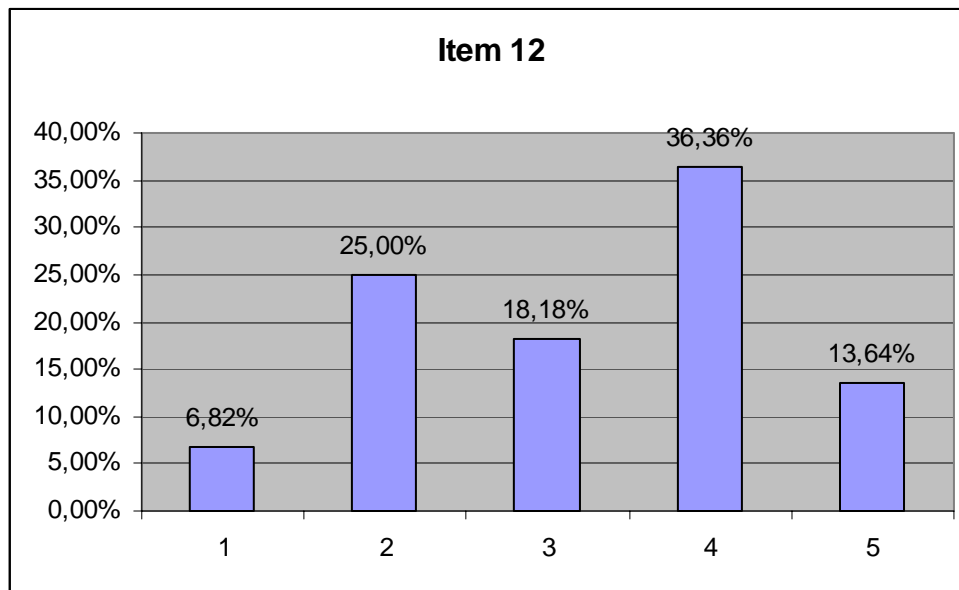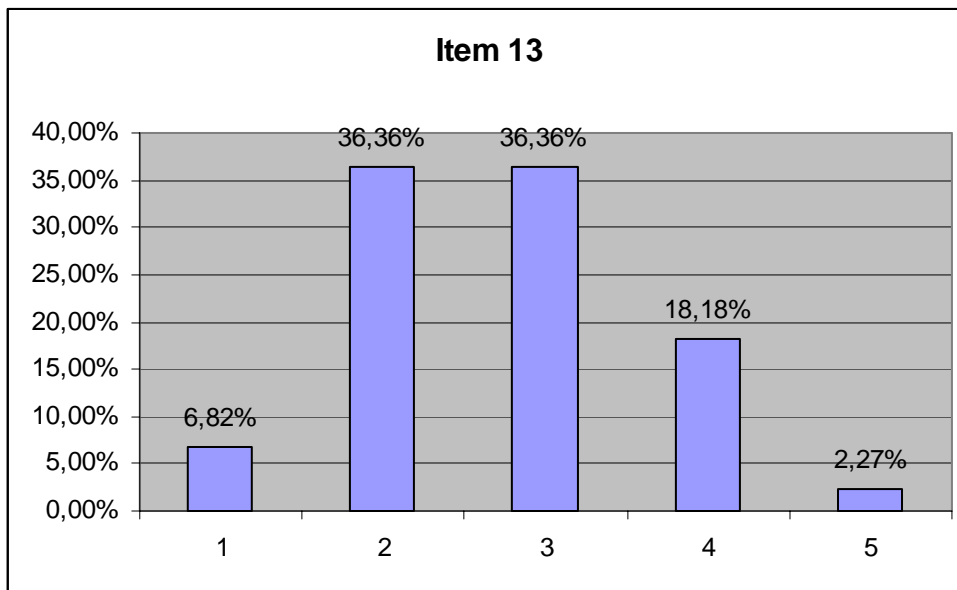
Item 14

Chart 14
SILL Strategy Item 14

SILL ITEM 14: I start conversations in English.

It is seen from the chart that nearly 20 % of the students start conversations in English. The mean of this strategy (2,43) reports a low use. According to these results, the use of this strategy falls within the low use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.

Item 15

Chart 15
SILL Strategy Item 15

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

It can be seen from the chart that 68 % of the students watch English language TV shows spoken in English or go to movies spoken in English. The mean of this strategy (3,82) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.

Item 16
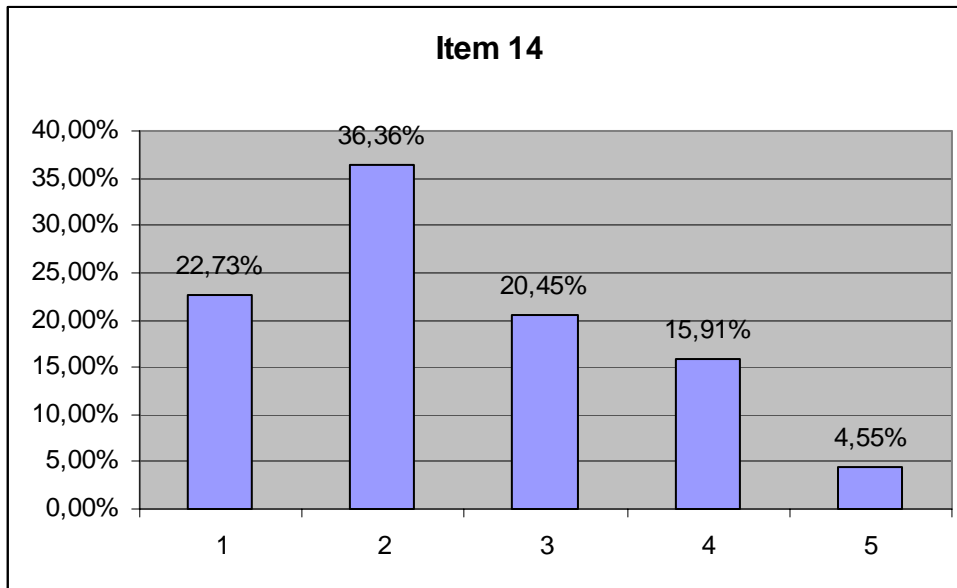

Chart 16
SILL Strategy Item 16

SILL ITEM 16: I read for pleasure in English.

The chart shows that nearly 47 % of the students read for pleasure in English. The mean of this strategy (3,61) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.
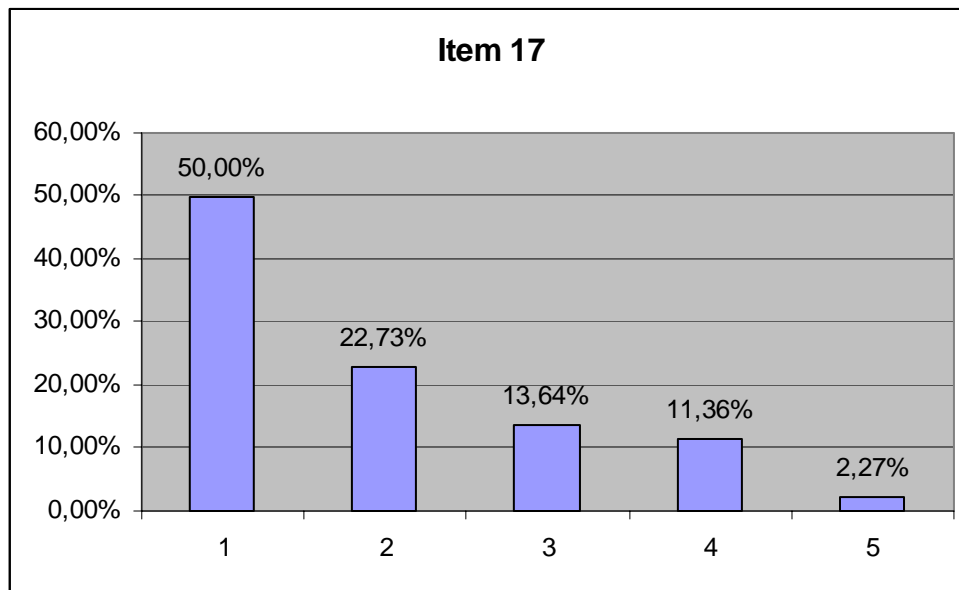
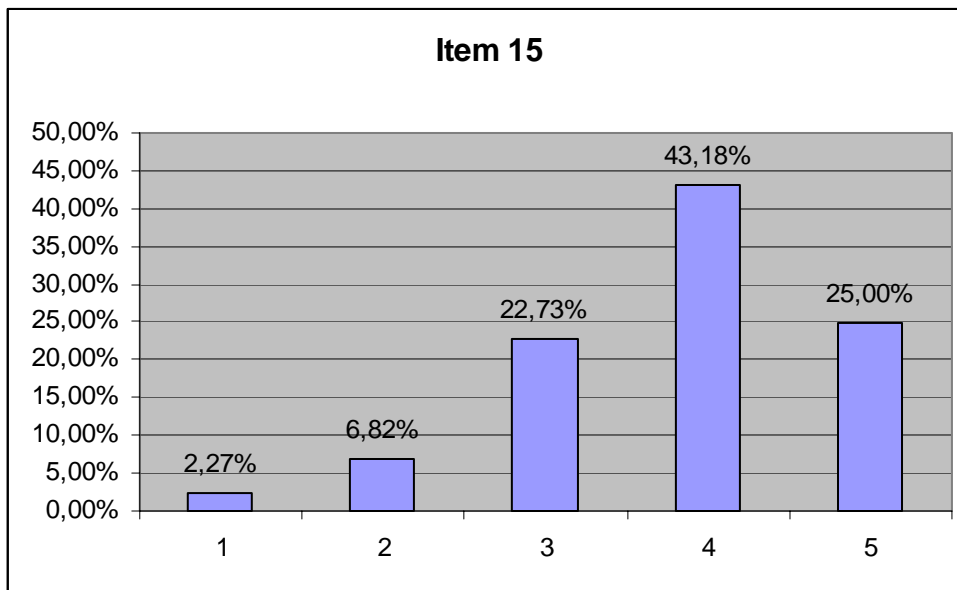**Item 17**

Chart 17
SILL Strategy Item 17

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

Approximately 13 % of the students seem to be writing notes, messages, letters, or reports in English. The mean of this strategy (1,93) reports a low use. According to these results, the use of this strategy falls within the low use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
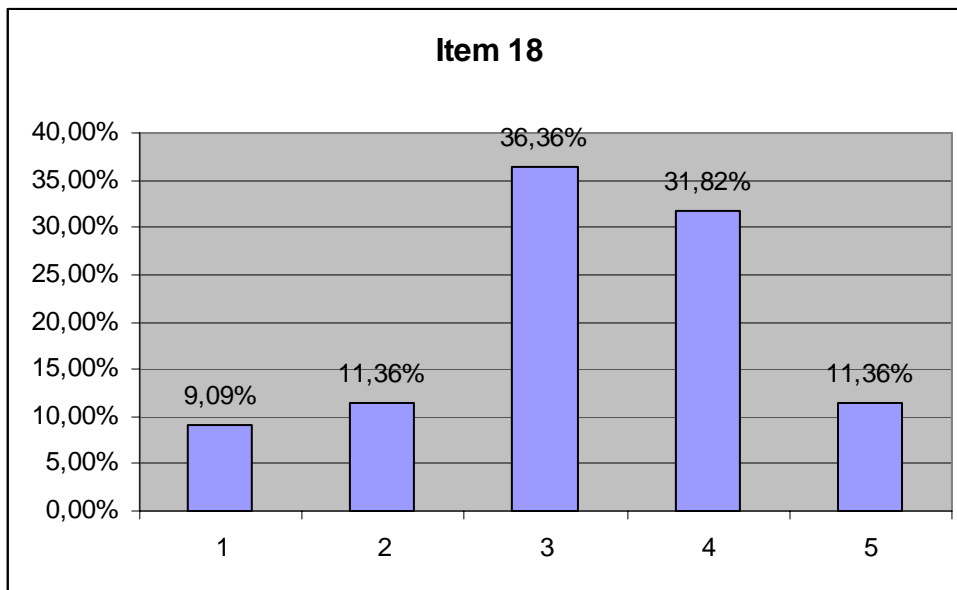
Item 18

Chart 18
SILL Strategy Item 18

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

The chart shows that nearly 42 % of the students first skim an English passage (read over the passage quickly) then go back and read carefully. The mean of this strategy (3,25) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
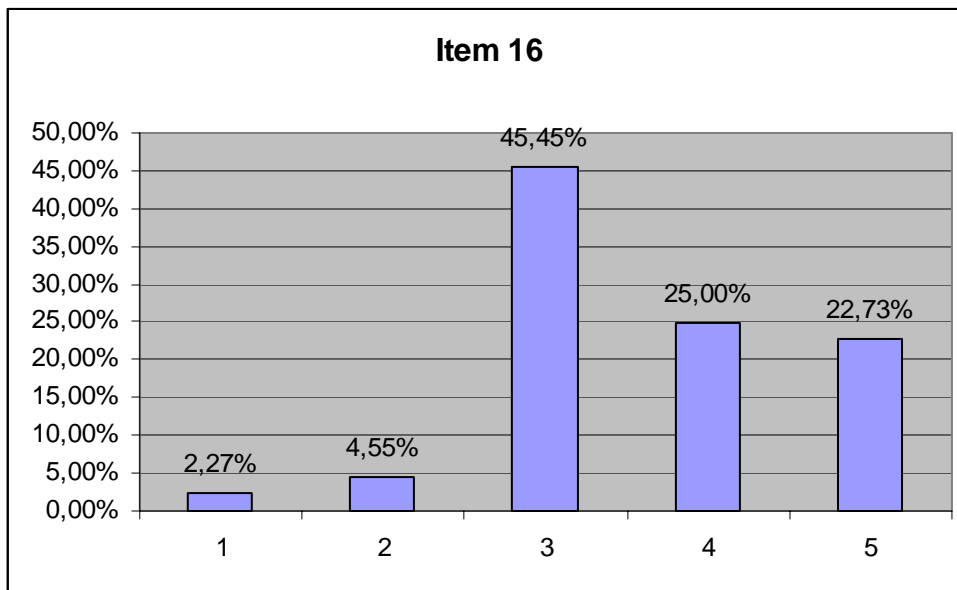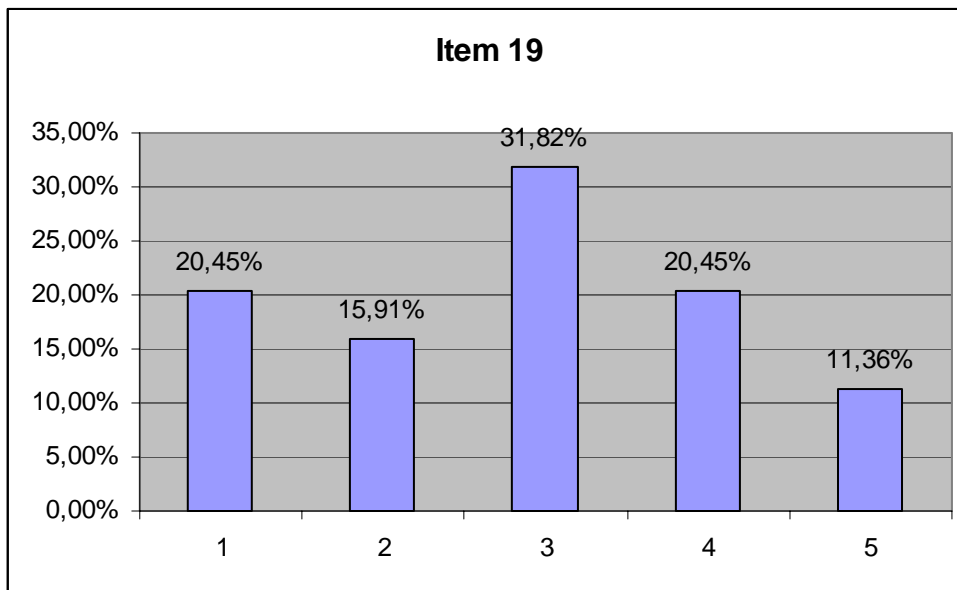
Item 19

Chart 19
SILL Strategy Item 19

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

It can be seen from the chart that 31 % of the students look for words in their own language that are similar to new words in English. The mean of this strategy (2,86) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.

Item 20

Chart 20
SILL Strategy Item 20

SILL ITEM 20: I try to find patterns in English.

It is seen from the chart that nearly 22 % of the students usually try to find patterns in English. The mean of this strategy (2,66) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.

Item 21

Chart 21
SILL Strategy Item 21

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

Approximately 25 % of the students are observed to be finding the meaning of an English word by dividing it into parts that they understand. The mean of this strategy (2,52) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.

Item 22

Chart 22
SILL Strategy Item 22

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

The chart shows that nearly 38 % of the students try not to translate word for word. The mean of this strategy (3,05) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
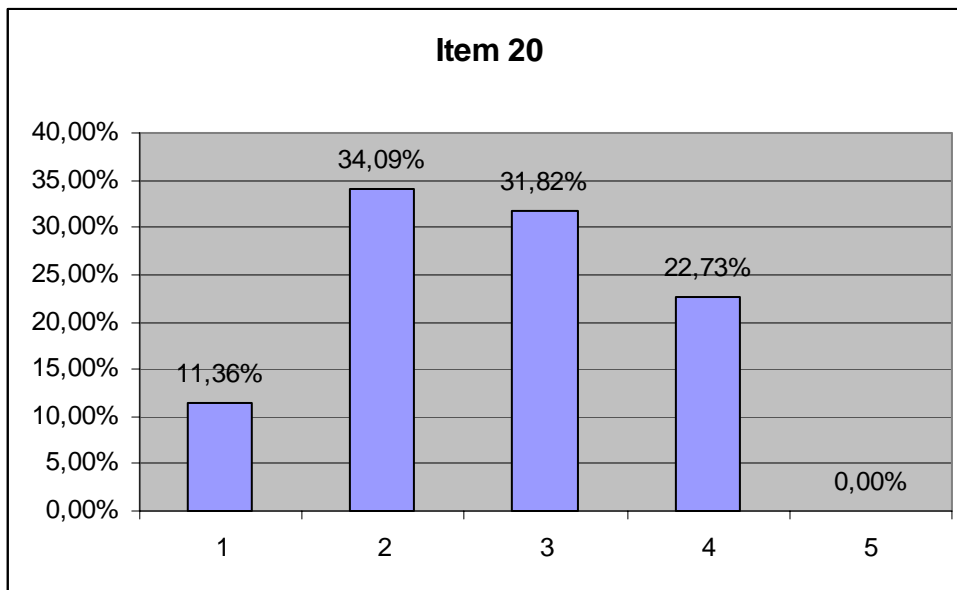
Chart 23
SILL Strategy Item 23

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

It can be seen from the chart that nearly 6 % of the students make summaries of information that they hear or read in English. The mean of this strategy (1,95) reports a low use. According to these results, the use of this strategy falls within the low use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
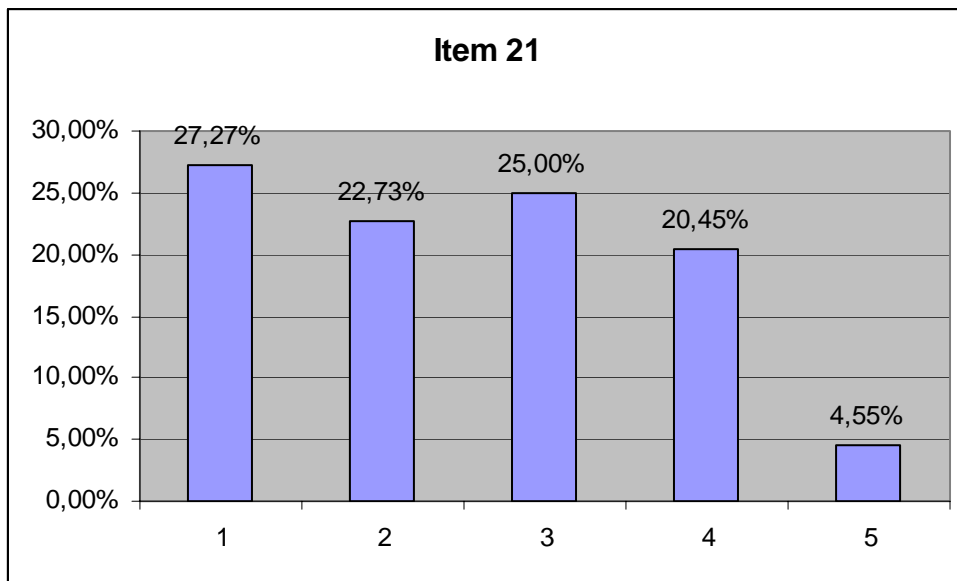
Item 24

40,00%	
35,00%	34,09%
30,00%	27,27%
25,00%	
20,00%	20,45%
15,00%	15,91%
10,00%	
5,00%	2,27%
0,00%	1 2 3 4 5

Chart 24
SILL Strategy Item 24

SILL ITEM 24: To understand unfamiliar English words, I make guesses.

Approximately 54 % of the students are observed to be making guesses to understand unfamiliar English words. The mean of this strategy (3,55) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.

Chart 25
SILL Strategy Item 25

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

It is seen from the chart that nearly 27 % of the students use gestures when they can't think of a word during a conversation in English. The mean of this strategy (2,75) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
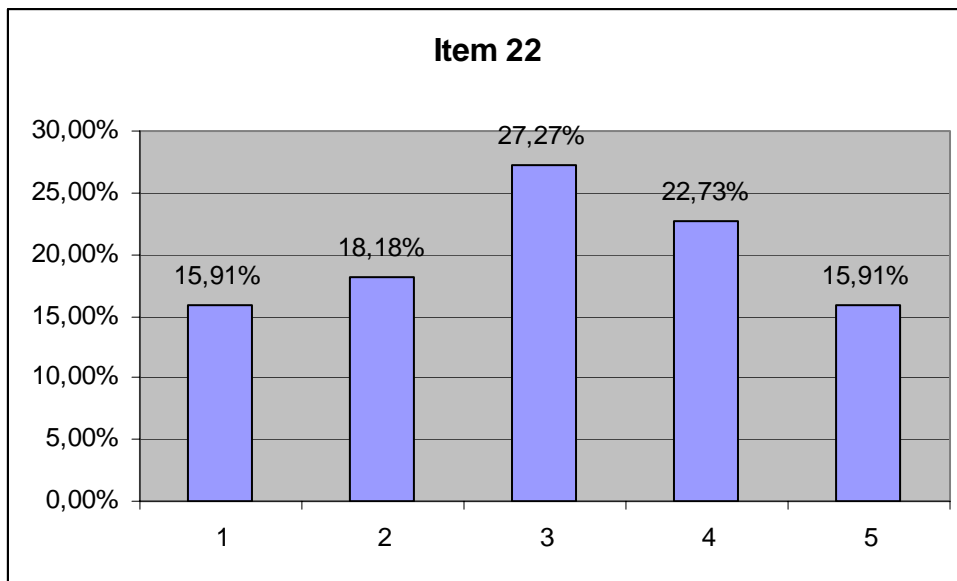
Chart 26
SILL Strategy Item 26

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

Approximately 20 % of the students are observed to be making up new words if they do not know the right ones in English. The mean of this strategy (2,41) reports a low use. According to these results, the use of this strategy falls within the low use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
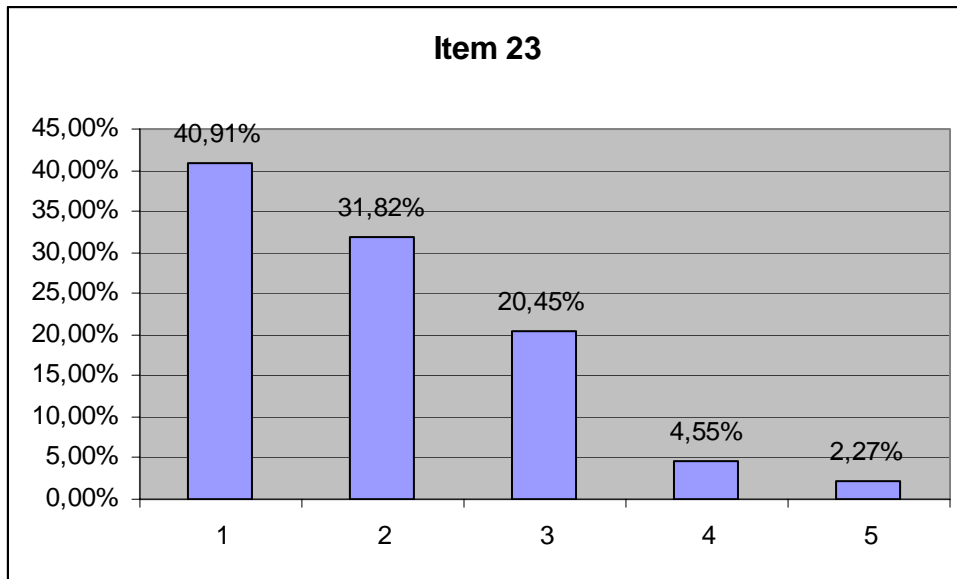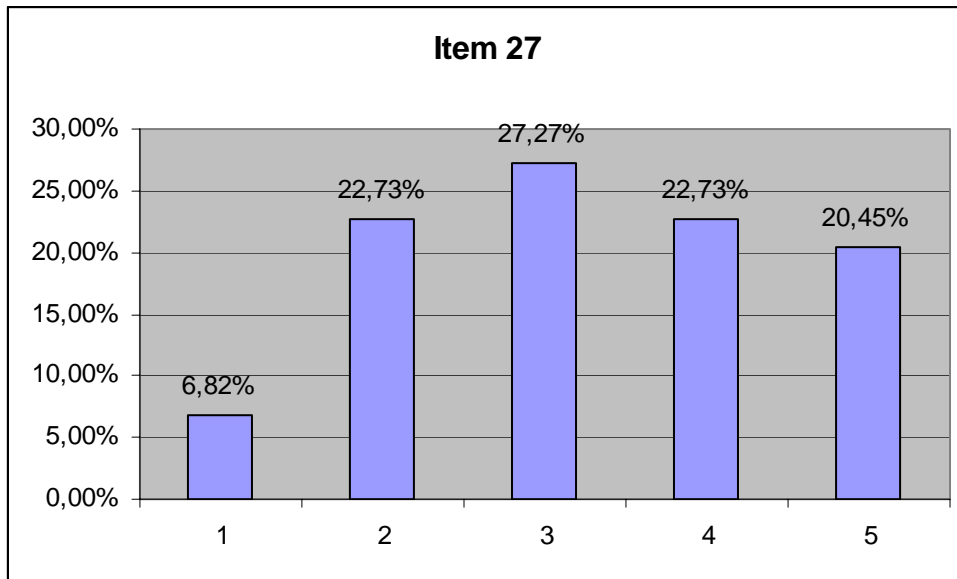
Chart 27
SILL Strategy Item 27

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

The chart shows that nearly 42 % of the students read English without looking up every new word. The mean of this strategy (3,27) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
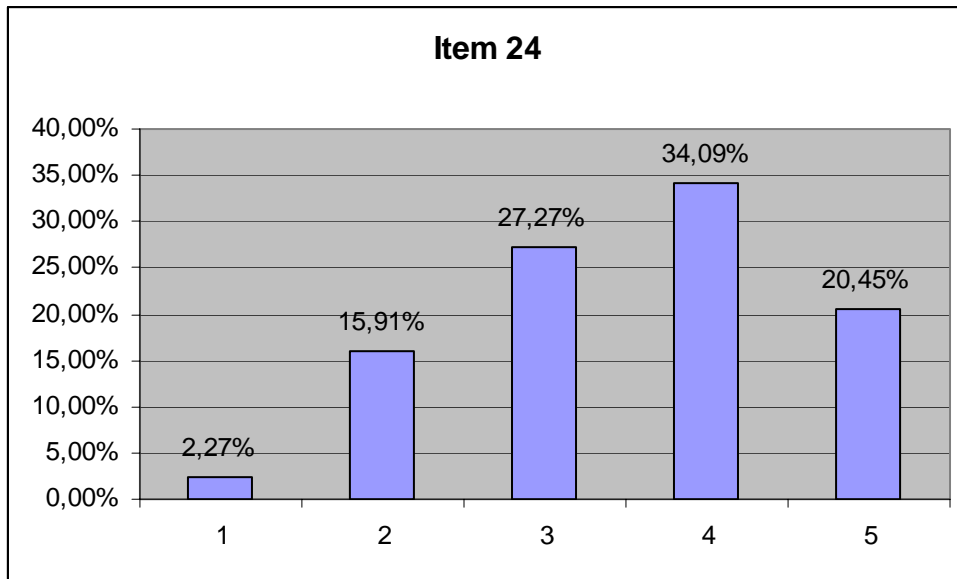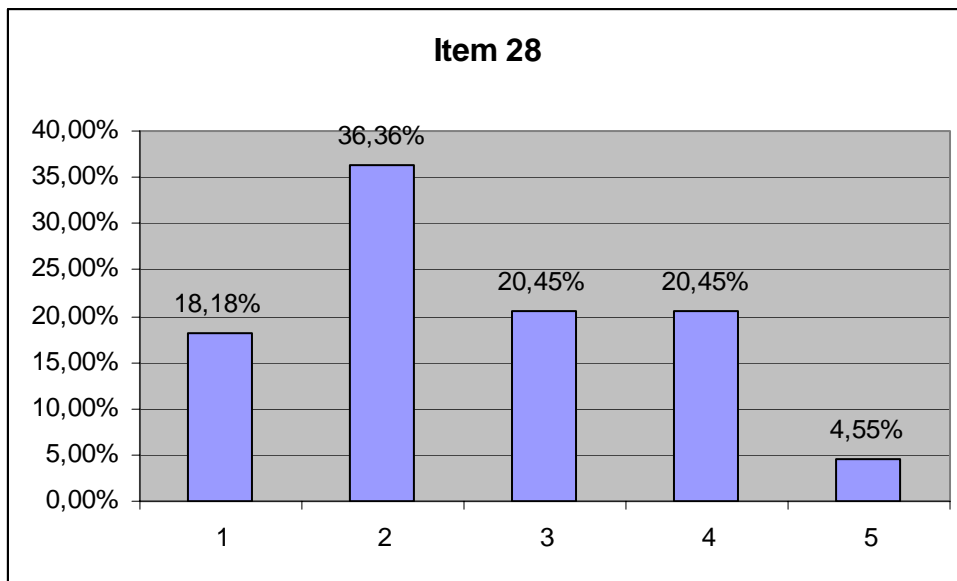
Chart 28
SILL Strategy Item 28

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

It is seen from the chart that nearly 24 % of the students try to guess what the other person will say next in English. The mean of this strategy (2,57) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
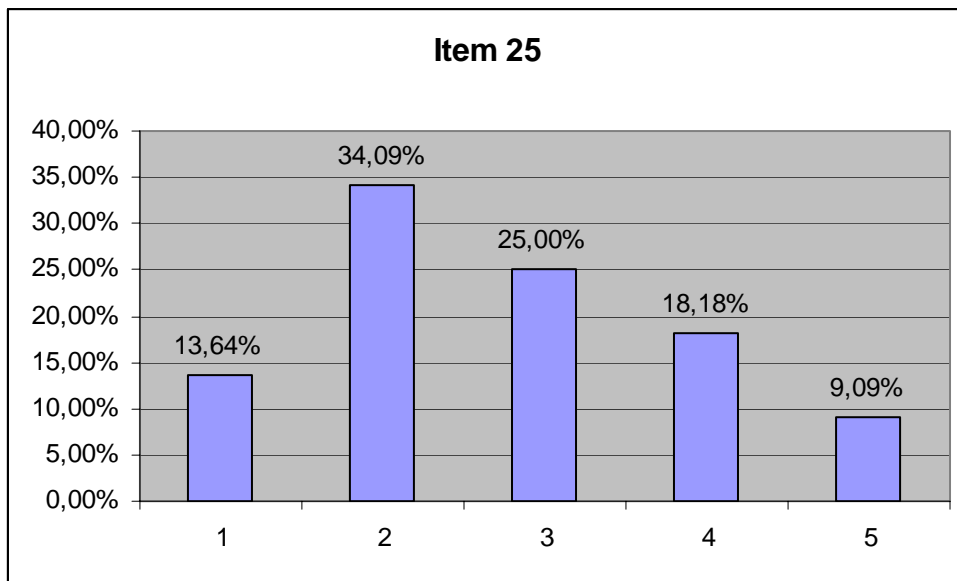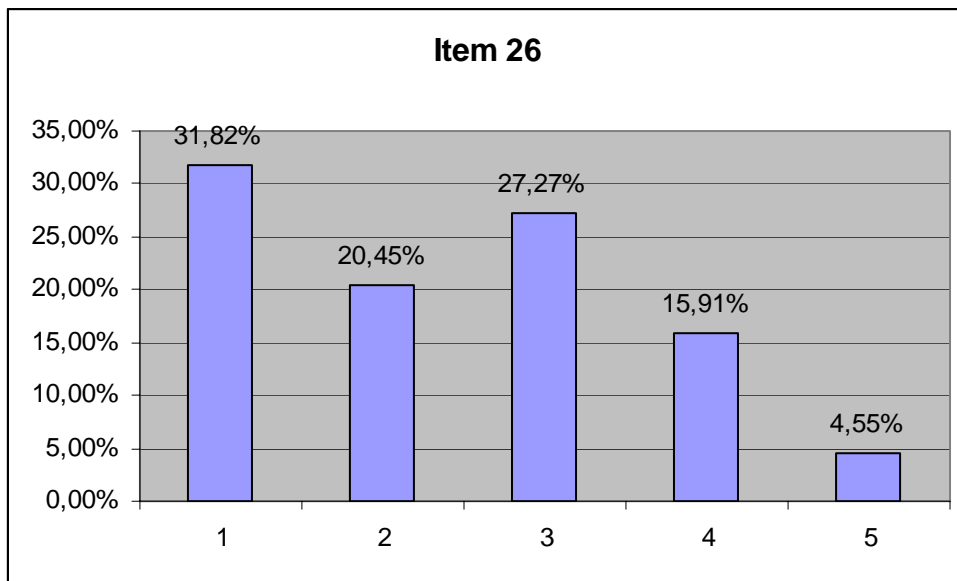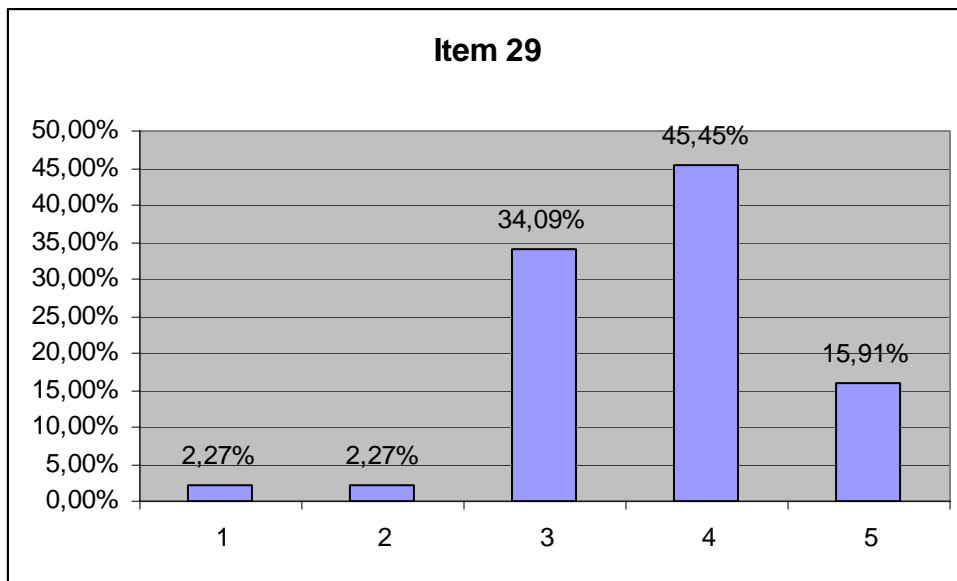
Item 29

Chart 29
SILL Strategy Item 29

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

It can be seen from the chart that nearly 61 % of the students use a word or phrase that means the same thing if they can't think of an English word. The mean of this strategy (3,70) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.

Item 30

Chart 30
SILL Strategy Item 30

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

Approximately 52 % of the students seem to be trying to find as many ways as they can to use their English. The mean of this strategy (3,39) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.

Item 31

Chart 31
SILL Strategy Item 31

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

It is seen from the chart that nearly 70 % of the students notice their English mistakes and use that information to help them do better. The mean of this strategy (3,91) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.

Item 32

Chart 32
SILL Strategy Item 32

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

Approximately 83 % of the students pay attention when someone is speaking English. The mean of this strategy (4,14) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.

Item 33


Chart 33
SILL Strategy Item 33

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

The chart shows that nearly 86 % of the students try to find out how to be a better learner of English. The mean of this strategy (4,36) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.

Item 34


Chart 34
SILL Strategy Item 34

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

It can be seen from the chart that nearly 54 % of the students plan their schedule so they will have enough time to study English. The mean of this strategy (3,52) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.
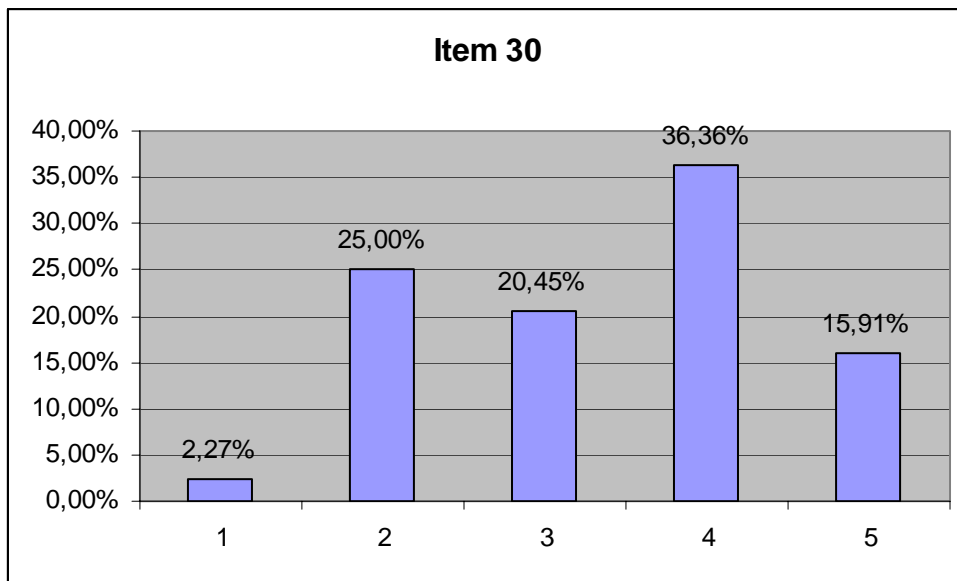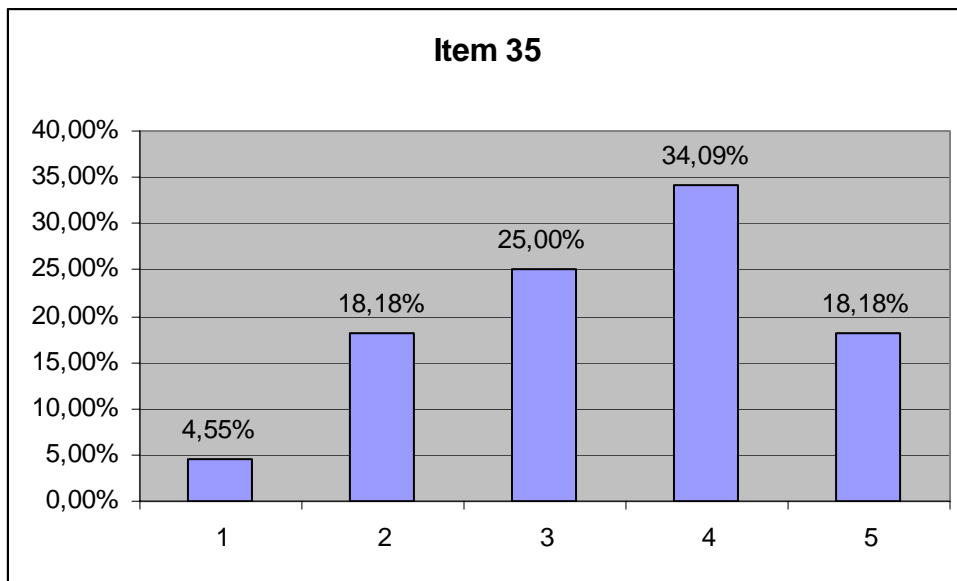
Chart 35
SILL Strategy Item 35

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

Approximately 52 % of the students are seen to be looking for people they can talk to in English. The mean of this strategy (3,43) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
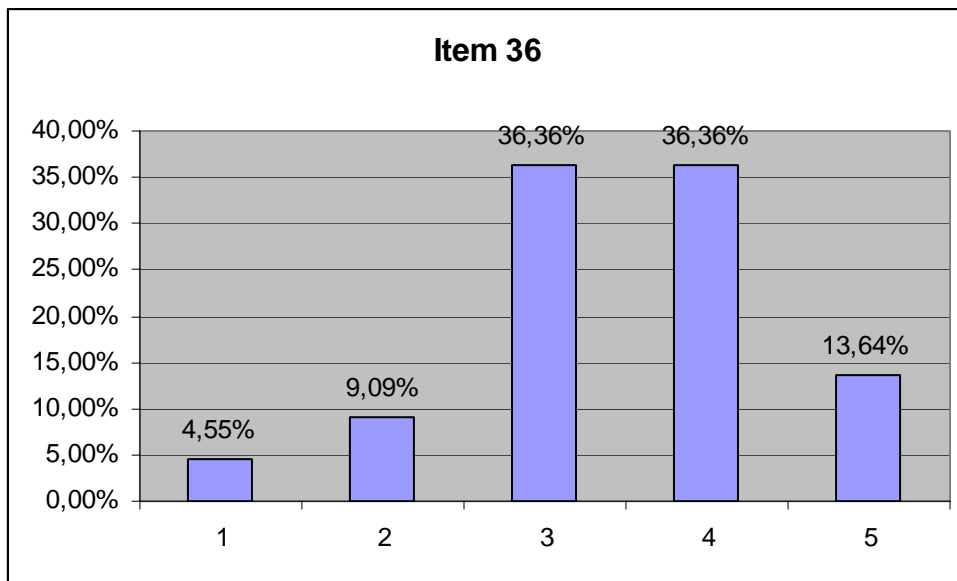
Item 36

Chart 36
SILL Strategy Item 36

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

It is seen from the chart that nearly 50 % of the students look for opportunities to read as much as possible in English. The mean of this strategy (3,45) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
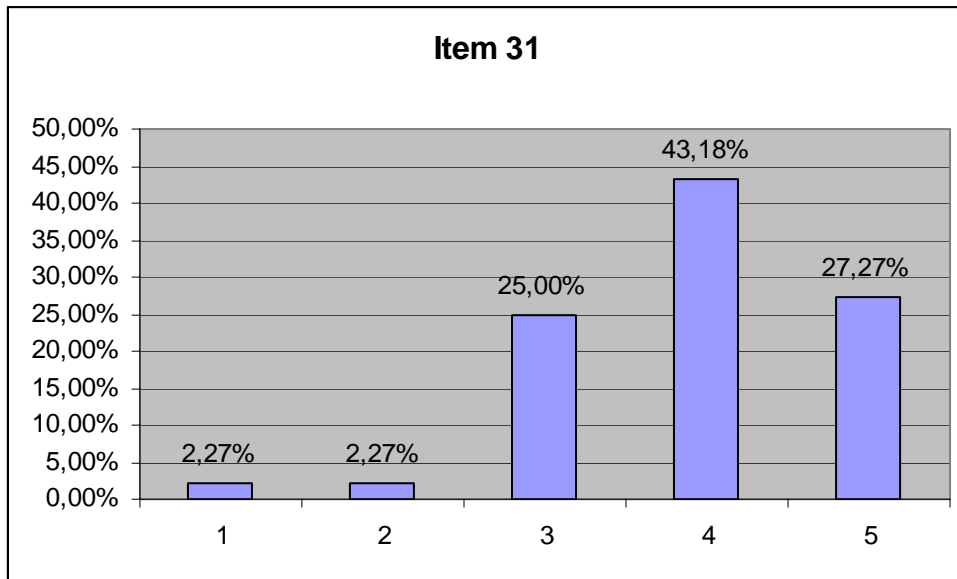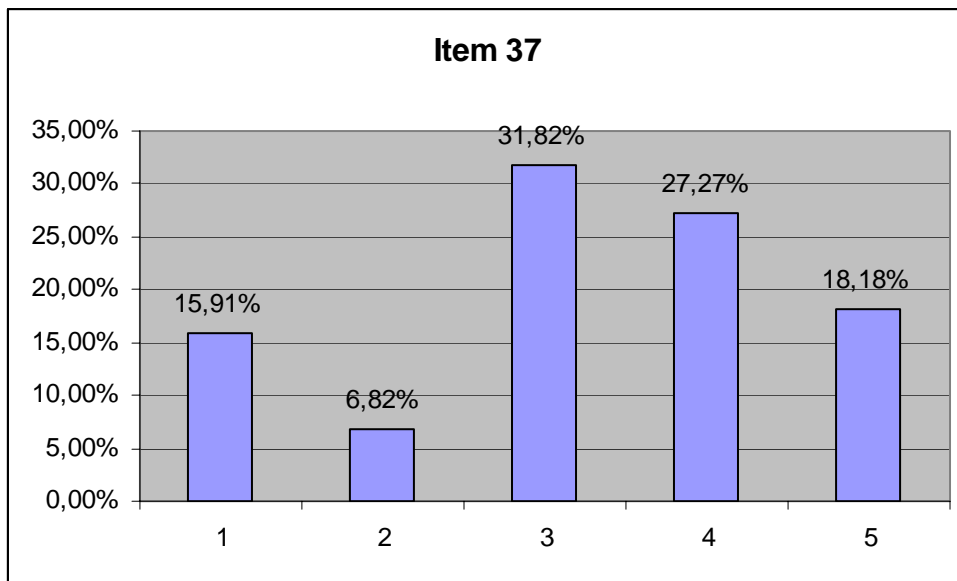
Chart 37
SILL Strategy Item 37

SILL ITEM 37: I have clear goals for improving my English skills.

Nearly 45 % of the students state that they have clear goals for improving their English skills. The mean of this strategy (3,25) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
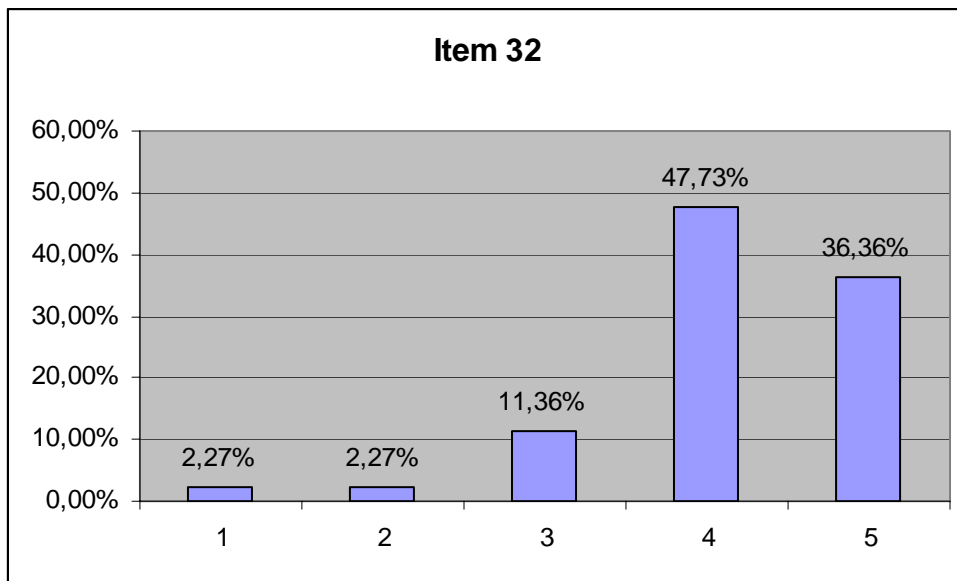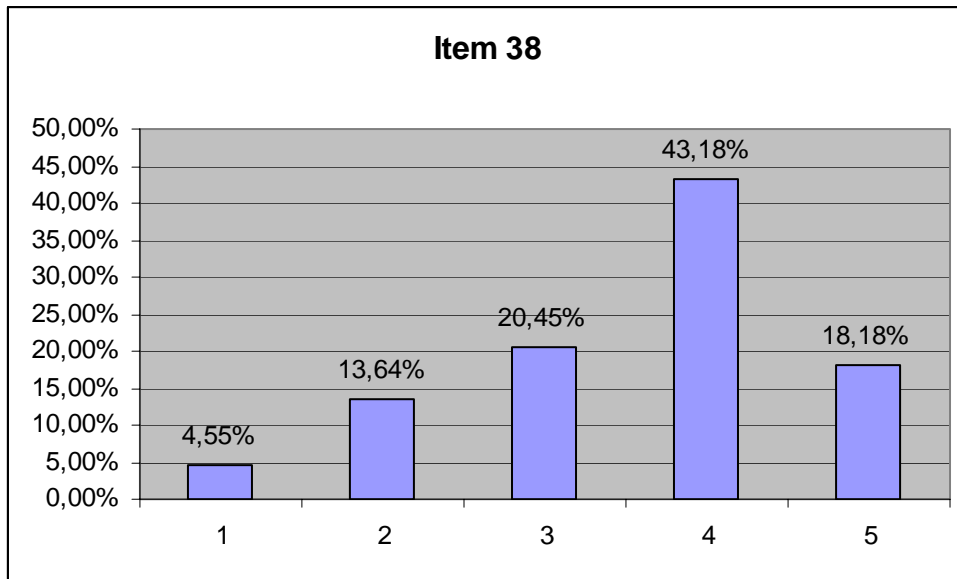
Item 38

Chart 38
SILL Strategy Item 38

SILL ITEM 38: I think about my progress in learning English.

It can be understood from the chart that nearly 61 % of the students think about their progress in learning English. The mean of this strategy (3,57) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.
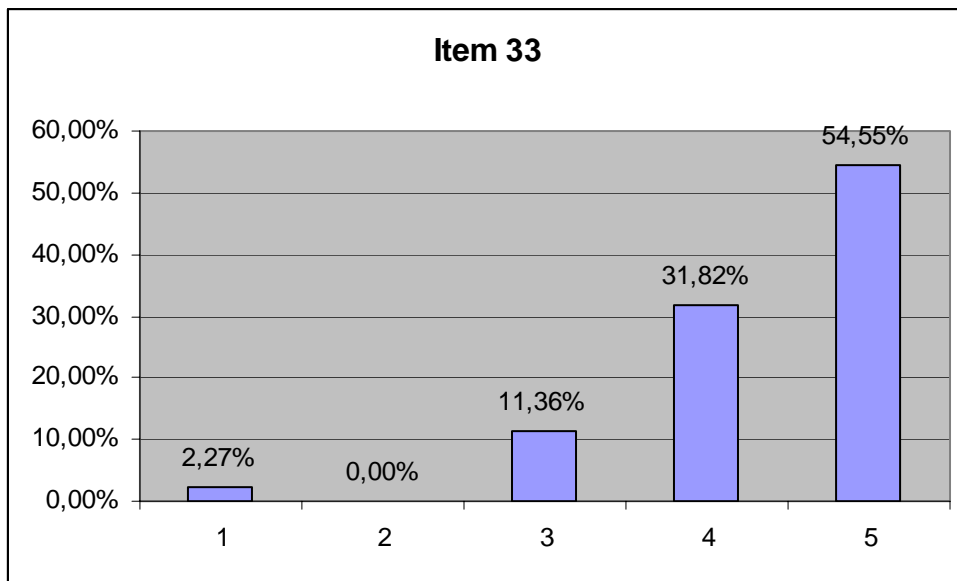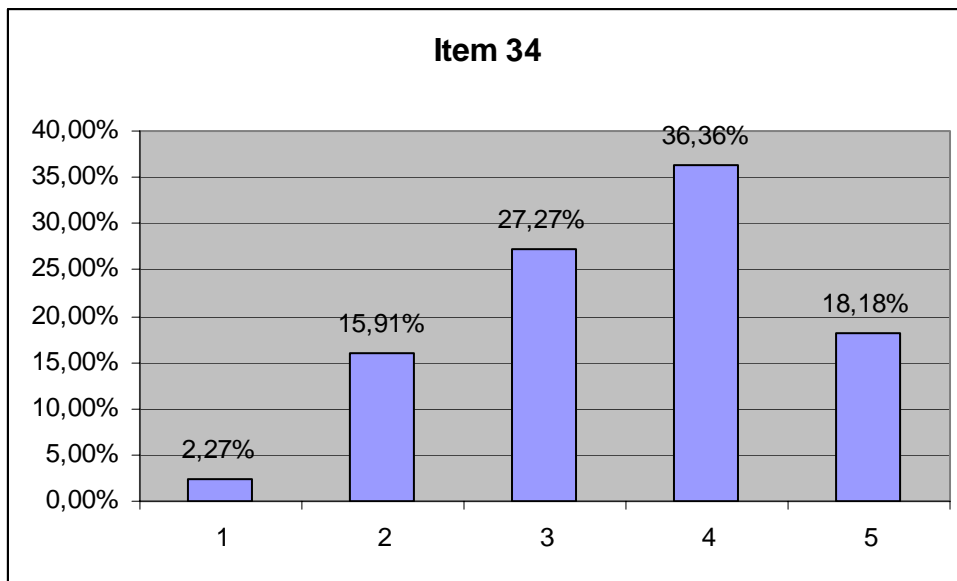
Item 39

	6,82%	18,18%	34,09%	34,09%	6,82%
	1	2	3	4	5
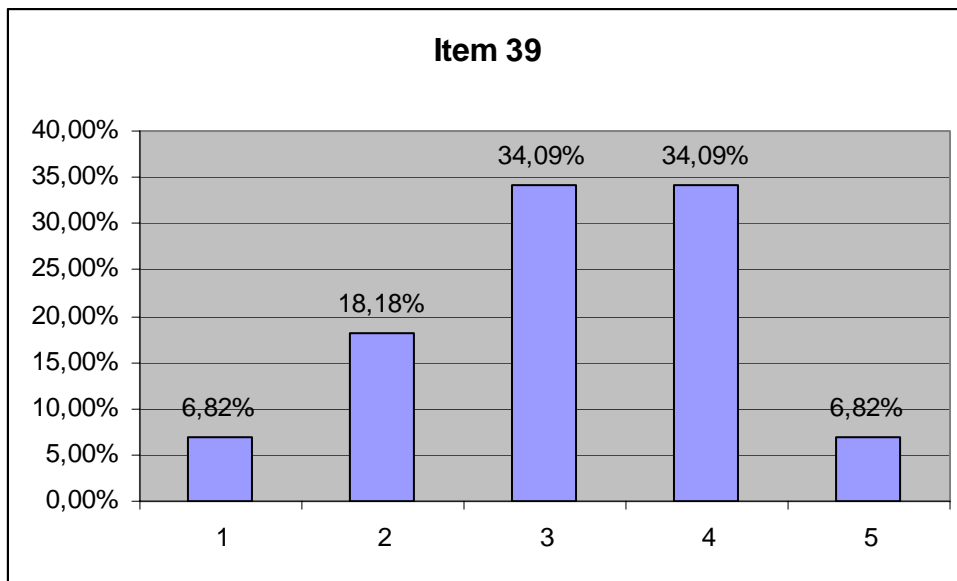
Chart 39
SILL Strategy Item 39

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

Approximately 40 % of the students express that they try to relax whenever they feel afraid of using English. The mean of this strategy (3,16) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.

Chart 40
SILL Strategy Item 40

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

It can be seen from the chart that nearly 52 % of the students encourage themselves to speak English even when they are afraid of making a mistake. The mean of this strategy (3,23) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.

Chart 41
SILL Strategy Item 41

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

It is seen in the chart that nearly 36 % of the students give themselves a reward or treat when they do well in English. The mean of this strategy (3,16) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
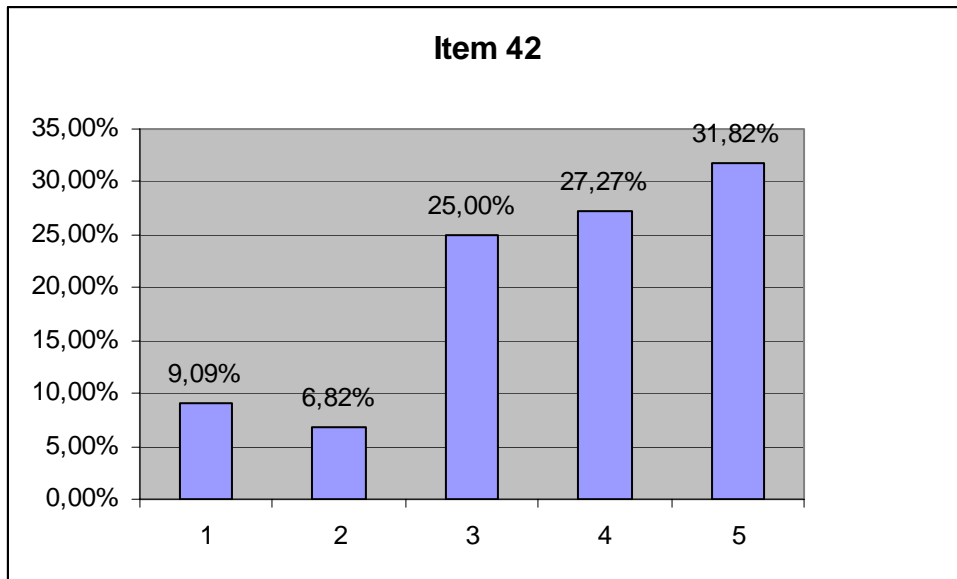
Item 42

Chart 42
SILL Strategy Item 42

SILL ITEM 42: I notice if I am tense or nervous when I am studying or using English.

Nearly 59 % of the students state that they notice if they are tense or nervous when they are studying or using English. The mean of this strategy (3,66) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.
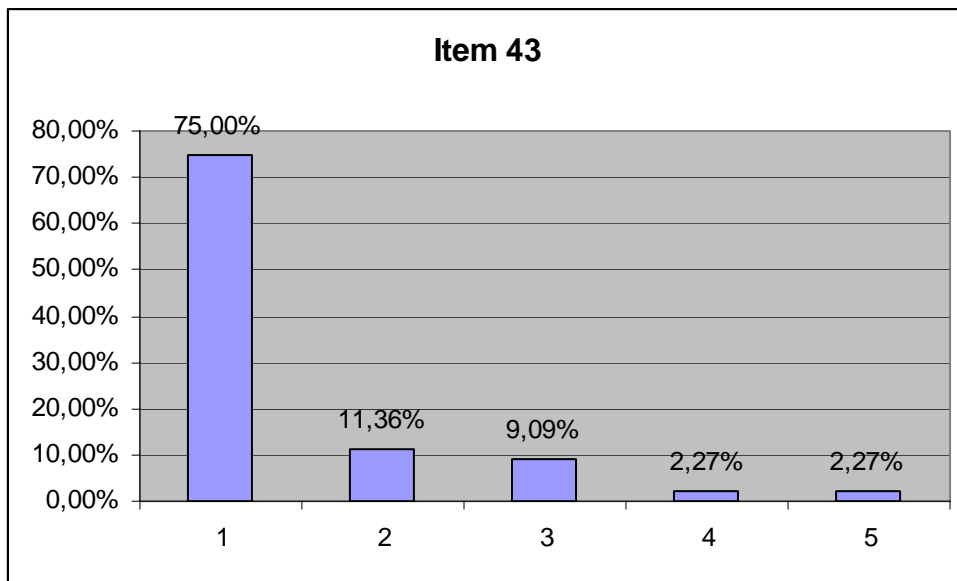
Item 43


Chart 43
SILL Strategy Item 43

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

It is seen in the chart that nearly 4 % students write down their feelings in a language learning dairy. The mean of this strategy (1,45) reports a low use. According to these results, the use of this strategy falls within the low use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
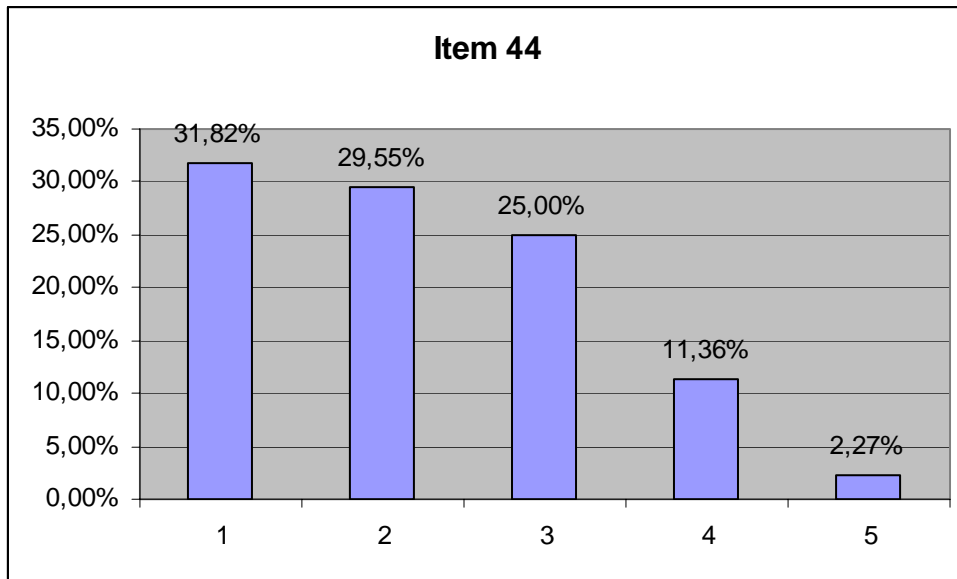
Chart 44
SILL Strategy Item 44

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

Approximately 13 % of the students talk to someone else about how they feel when they are learning English. The mean of this strategy (2,23) reports a low use. According to these results, the use of this strategy falls within the low use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.

**Item 45**

50,00%	
45,00%	43,18% 43,18%
40,00%	
35,00%	
30,00%	
25,00%	
20,00%	
15,00%	
10,00%	6,82% 6,82%
5,00%	0,00%
0,00%	1 2 3 4 5

Chart 45
SILL Strategy Item 45

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

Nearly 86 % of the students state that they ask the other person to slow down or say it again if they do not understand something in English. The mean of this strategy (4,23) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.
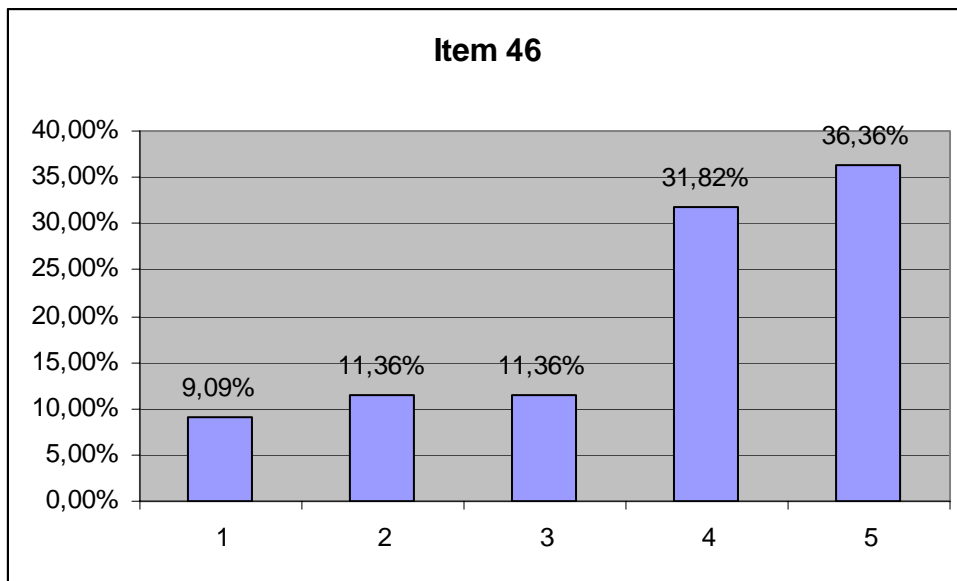
Item 46
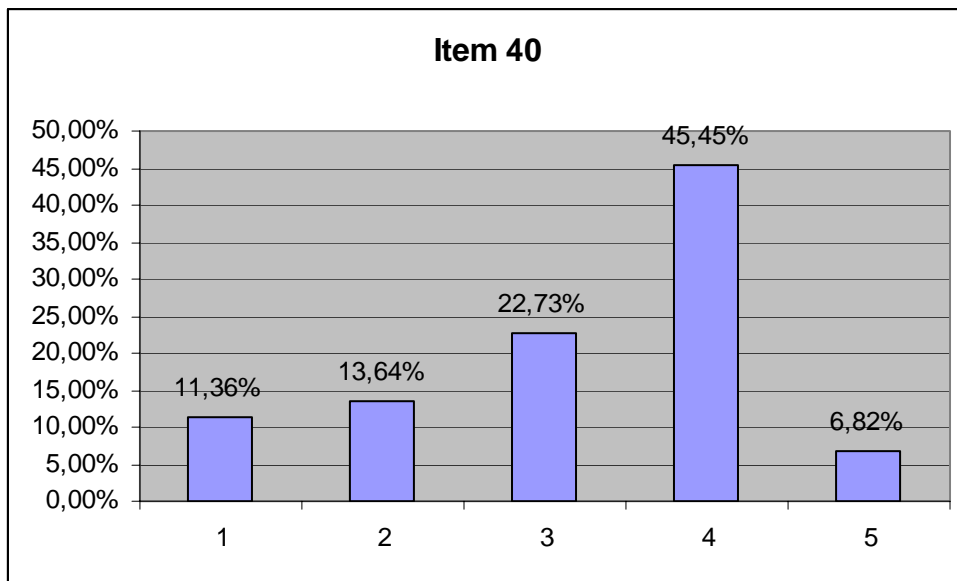

Chart 46
SILL Strategy Item 46

SILL ITEM 46: I ask English speakers to correct me when I talk.

It can be seen from the chart that nearly 67 % of the students ask English speakers to correct me when they talk. The mean of this strategy (3,75) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.
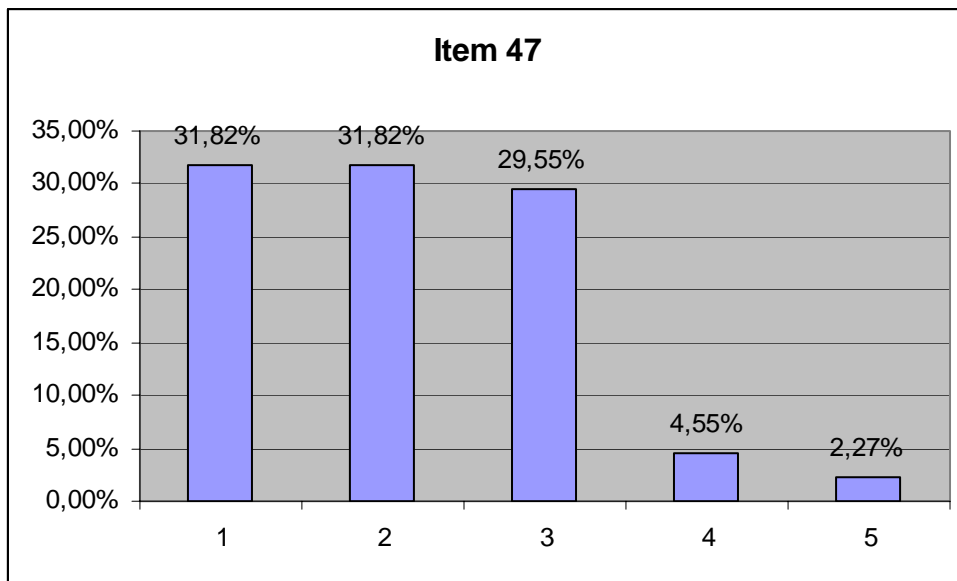
Item 47

Chart 47
SILL Strategy Item 47

SILL ITEM 47: I practise English with other students.

The chart shows that nearly 6 % of the students practice English with other students. The mean of this strategy (2,14) reports a low use. According to these results, the use of this strategy falls within the low use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
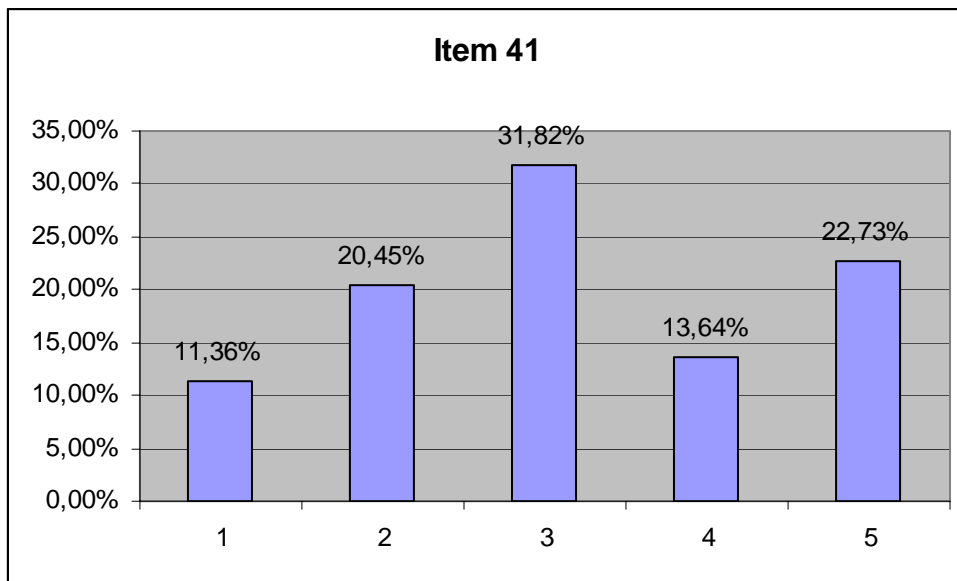
Item 48

40,00%	
35,00%	34,09%
30,00%	
25,00%	25,00%
20,00%	18,18% 18,18%
15,00%	
10,00%	
5,00%	4,55%
0,00%	1 2 3 4 5
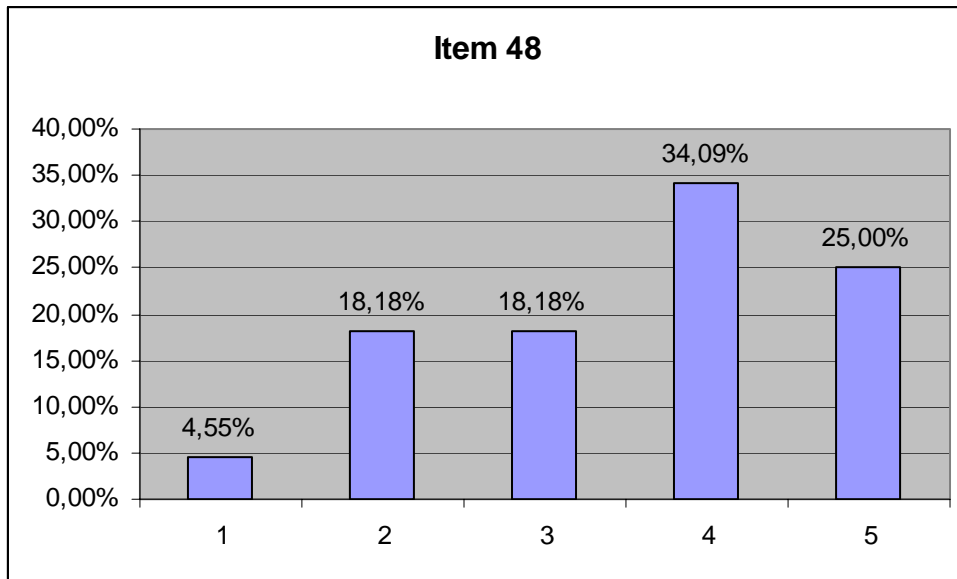
Chart 48
SILL Strategy Item 48

SILL ITEM 48: I ask for help from English speakers.

It can be seen from the chart that nearly 59 % of the students ask for help from English speakers. The mean of this strategy (3,57) reports a high use. According to these results, the use of this strategy falls within the high use category. Therefore, we define this strategy as one of the most frequently used strategies for the participants in this thesis.
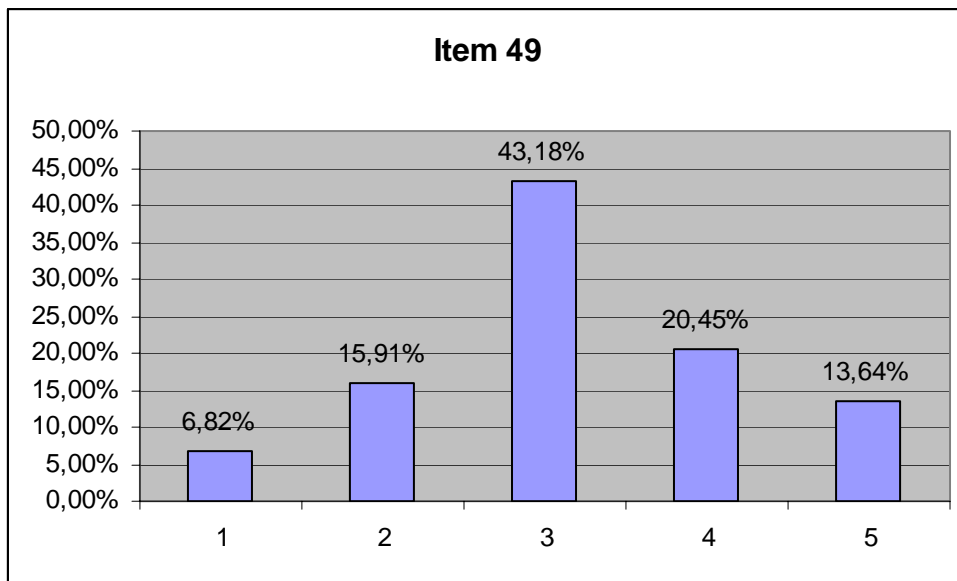
Item 49

Chart 49
SILL Strategy Item 49

SILL ITEM 49: I ask questions in English.

Approximately 34 % of the students are seen to be asking questions in English. The mean of this strategy (3,18) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
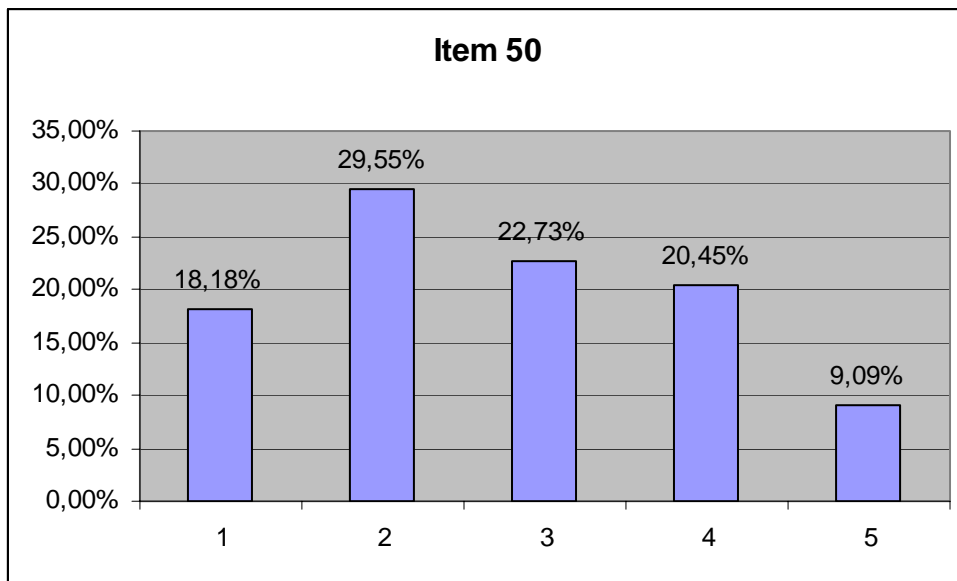
Chart 50
SILL Strategy Item 50

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

It can be seen from the chart that nearly 29 % of the students try to learn about the culture of English speakers. The mean of this strategy (2,73) reports a medium use. According to these results, the use of this strategy falls within the medium use category. Therefore, we do not define this strategy as one of the most frequently used strategies for the participants in this thesis.
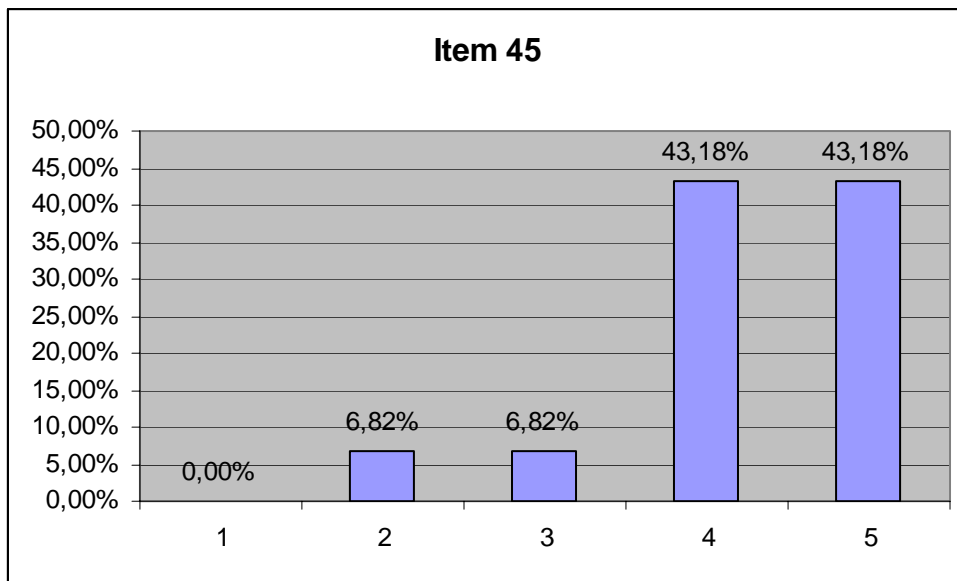
4.2. Results of Overall Strategy Use

The results of this thesis reveals that there are 16 strategies that have mean ranging from 3,5 to 5,0. All of these strategies report high use by the respondents. Therefore, these strategies were defined as the most frequently used strategies for the respondents within the scope of this thesis. Table 2 shows rank ordering of these most frequently used strategies in detail. Below the table, each strategy will be dealt with in detail.

Table 2:Rank Ordering of the Most Frequently Used Strategies

Rank	Strategy	Mean	Item No.
1	I try to find out how to be a better learner of English	4.36	33
2	If I do not understand something in English, I ask the other person to slow down or say it again	4.23	45
3	I pay attention when someone is speaking English	4.14	32
4	I think of relationships between what I already know and new things I learn in English	4.02	1
5	I notice my English mistakes and use that information to help me do better	3.91	31
6	I say or write new English words several times	3.84	10
7	I watch English language TV shows spoken in English or go to movies spoken in English	3.82	15
8	I ask English speakers to correct me when I talk	3.75	46
9	If I can't think of an English word, I use a word or phrase that means the same thing	3.70	29
10	I notice if I am tense or nervous when I am studying or using English	3.66	42
11	I review English lessons often	3.66	8
12	I read for pleasure in English	3.61	16
13	I ask for help from English speakers	3.57	48
14	I think about my progress in learning English	3.57	38
15	To understand unfamiliar English words, I make guesses	3.55	24
16	I plan my schedule so I will have enough time to study English	3.52	34

A close examination of the results of this thesis reveals that the most preferred strategy is the strategy item 33 which is stated as "I try to find out how to be a better learner of English". The mean of the use of this strategy is 4.36. The probable reason for the high frequency of this strategy is that all of the students, who were adults, did have high motivation for learning English due to professional reasons. As all of the students were state officials who were learning English language in order to be able to serve in a government post abroad, they were observed to be highly motivated during the language education with the same immediate language learning goals. Besides, adults, due to a long period of education life, are expected to have improved the skills necessary to organize and evaluate their own learning process.

The second most preferred strategy is the strategy item 45, which is stated as "If I do not understand something in English, I ask the other person to slow down or say it again". The mean of the use of this strategy is 4.23. This preference can be explained partly because of the high motivation and dedication to learn the target language. Besides adults are naturally expected to have developed their social skills. Therefore, it is quite likely that they will interact with each other in the process of learning.

The third most preferred strategy is the strategy item 32, which is stated as "I pay attention when someone is speaking English". The mean of the use of this strategy is 4.14. It can partly be explained with the high motivation and dedication to learn the target language. Besides, adults are naturally expected to have developed the skills required for managing and organizing their learning as they have undergone a long education process so far.

The fourth most preferred strategy is the strategy item 1, which is stated as "I think of relationships between what I already know and new things I learn in English". The mean of the use of this strategy is 4.02. This preference can be explained due to the fact that the respondents are learning the target language rather than acquiring. In order to achieve success in this conscious learning, they need to form logical connections between the former knowledge and the latter one. This quality appears to be valid in all adult learning processes. Because adults might be in need of such strategies for remembering more effectively.

The fifth most preferred strategy is the strategy item 31, which is stated as "I notice my English mistakes and use that information to help me do better". The mean of the use of this strategy is 3.91. Adults are naturally expected to have developed the skills required for organizing and evaluating their learning as they have undergone a long education process in their past life. Therefore it seems to be quite normal that they will consciously tackle with the learning process.

The sixth most preferred strategy is the strategy item 10, which is stated as "I say or write new English words several times". The mean of the use of this strategy is 3.84. This result might be another sign of the conscious learning process of the adults. Adults are generally good at benefiting from mental processes in their learning endeavours. These cognitive strategies are known to be highly used in adult language learning. Students within this study have often been observed while they are writing new English words several times in their vocabulary notebooks in order to better and quicker to learn them.

The seventh most preferred strategy is the strategy item 15, which is stated as "I watch English language TV shows spoken in English or go to movies spoken in English". The mean of the use of this strategy is 3.82. Students,who are trying to learn the target language in an artificial medium like a language school in a country where the mother language is not English, are reporting that they feel the need to get in touch with real English in order to reinforce what they they are learning in the language school. The only chance for such a contact with the real life English for the students is through watching English language TV shows spoken in English or going to movies spoken in English.

The eighth most preferred strategy is the strategy item 46, which is stated as "I ask English speakers to correct me when I talk". The mean of the use of this strategy is 3.75. The students have positive approach towards the language and the native speakers of the target language. This is likely because of the high motivation they have to learn the target language. Therefore, they might feel alright when they ask English speakers to correct them while talking. They have native speaker teachers in the learning medium.They are likely thinking that the correction will be a helpful reinforcement for their learning. Besides adults are naturally expected to have developed their social skills. Therefore, it is quite likely that they will be happy to interact with English speakers in the process of learning.

The ninth most preferred strategy is the strategy item 29, which is stated as "If I can't think of an English word, I use a word or phrase that means the same thing". The mean of the use of this strategy is 3.70. Students,who have a long past education life, are naturally dealing with learning process in a pragmatic and conscious way. When they can't think of an English word, they might use a word or phrase that means the same thing. Rather than perfectionism, the real aim for them appears to be achieving communication in the target language in this or another way. This result might show that they are conscious enough to compensate for missing knowledge.

The tenth most preferred strategy is the strategy item 42, which is stated as "I notice if I am tense or nervous when I am studying or using English". The mean of the use of this strategy is 3.66. It is quite normal that they can manage to notice if they are tense or nervous when they are studying or using English as they are adults who are to be expected to manage their emotions. Besides, all of the students are healthy individuals, both physically and psychologically, which is a strict requirement to be a state official and which has to be confirmed with routine health controls. For these reasons, this result seems to be a predictable one.

The eleventh most preferred strategy is the strategy item 8, which is stated as "I review English lessons often". The mean of the use of this strategy is 3.66. This preference can be explained due to the fact that the respondents are learning the target language rather than acquiring. In order to achieve success in this conscious learning, they need to study and review English lessons . Because they need such strategies for remembering more effectively. Besides, they are state officals who are required to succeed the language course due to government regulations. That is another probable reason for their reviewing the lessons.

The twelvth most preferred strategy is the strategy item 16, which is stated as "I read for pleasure in English". The mean of the use of this strategy is 3.61. Students are reporting that they feel the need to get in touch with real English in order to reinforce what they they are learning in the language school. Therefore, they are reporting that they are reading for pleasure in English. The reason that they use such a cognitive strategy is that they likely feel that they are reinforcing their learning through using mental processes.

The thirteenth most preferred strategy is the strategy item 48, which is stated as "I ask for help from English speakers". The mean of the use of this strategy is 3.57. The students have positive approach towards the language and the native speakers of the target language. This is likely because of the high motivation they have to learn the target language. Therefore, they might feel free to ask for help from English speakers. Besides adults are naturally expected to have developed their social skills. Therefore, it is quite likely that they will be happy to interact with English speakers in the process of learning.

The fourteenth most preferred strategy is the strategy item 38, which is stated as "I think about my progress in learning English". The mean of the use of this strategy is 3.57. The result shows that the students have developed the skills required for organizing and evaluating their learning. It is likely due to the fact that they have undergone a long education process in their past life. Therefore it is quite normal that they will think about their progress in learning English. Besides, they have high motivation to learn the target language.

The fifteenth most preferred strategy is the strategy item 24, which is stated as "To understand unfamiliar English words, I make guesses". The mean of the use of this strategy is 3.55. Students,who have a long past education life, are likely dealing with learning process in a pragmatic and conscious way. When they can't understand unfamiliar English words, they make guesses. Their real aim appears to perform communication in the target language in this or another way. This result shows that they are conscious enough to try to compensate for missing knowledge.

The sixteenth most preferred strategy is the strategy item 34, which is stated as "I plan my schedule so I will have enough time to study English". The mean of the use of this strategy is 3.52. Using this metacognitive strategy, the students, who have undergone a long education process so far, seem to have developed the skills required for managing and organizing their learning. Besides, being state officials, the students are accustomed to planning their schedule in their work life.

The results of this thesis have shown that adult Turkish students within the scope of this thesis most frequently use 16 of the 50 strategy items in SILL questionnaire. According to the data collected, among these 16 most frequently used language learning strategies, 5 of them fall within the category of metacognitive strategies. These strategies are strategy item 33

(I try to find out how to be a better learner of English), strategy item 32 (I pay attention when someone is speaking English), strategy item 31 (I notice my English mistakes and use that information to help me do better), strategy item 38 (I think about my progress in learning English), and strategy item 34 (I plan my schedule so I will have enough time to study English). Metacognitive strategies, which help learners coordinate their learning process through planning, organizing, and evaluation, are essential to successful FL learning at all stages of the language. The fact that the students have a considerable experience in learning due to a long past education life even if they have not had any instruction in LLS might be effective in using these strategies.

Among these 16 most frequently used language learning strategies, 3 other strategies fall within the category of social strategies. These strategies are strategy item 45 (If I do not understand something in English, I ask the other person to slow down or say it again), strategy item 46 (I ask English speakers to correct me when I talk), and strategy item 48 (I ask for help from English speakers). Social strategies are used for facilitating interaction by asking questions, and cooperating with others in the learning process such as asking for classification, cooperating with others and developing cultural understanding. We can infer from this finding that the approach of the students is quite positive towards interacting with other people in the learning process.

The other 3 most frequently used language learning strategies fall within the category of cognitive strategies. These strategies are strategy item 10 (I say or write new English words several times), strategy item 15 (I watch English language TV shows spoken in English or go to movies spoken in English), and strategy item 16 (I read for pleasure in English). Cognitive strategies are used for linking new information with existing schemata and for analyzing and classifying it. When we look at the SILL questionaire, we see that there are 14 cognitive strategies, only 3 of which were used frequently by the students. The fact that the students have not had any formal or informal strategy training so far might be effective for these findings. By taking this reality into account, it can be said that the use of cognitive strategies by adult Turkish students can be improved. In general, the focus in foreign language education system in Turkey seems to be on teaching English language directly without much using language learning strategies. Therefore, as an implication for ELT in Turkey, strategy training should be given to students to facilitate foreign language education .

Other 2 most frequently used language learning strategies fall within the category of memory strategies. These strategies are strategy item 1 (I think of relationships between what I already know and new things I learn in English), and strategy item 8 (I review English lessons often). The role of memory strategies is the storage and retrieval of new information. "These strategies help learners store in memory the important things they hear or read in the new language, thus enlarging their knowledge base. These strategies also enable learners to retrieve information from memory when they need to use it for comprehension or production" (Oxford 1990:58). As an implication of this finding, it is recommended that students sould be given strategy training for a more efficient language learning experience.

The other 2 strategies of the most frequently used language learning strategies fall within the category of compensating strategies. These strategies are strategy item 24 (To understand unfamiliar English words, I make guesses), and strategy item 29 (If I can't think of an English word, I use a word or phrase that means the same thing). Compensation strategies (6 items) include such strategies as guessing and using gestures. Such strategies are needed to fill any gaps in the knowledge of the language such as switching to the mother tongue, using other clues, getting help and using a synonym. The respondents who have a considerable amount of background and proficiency level in the target language come from a foreign language education system in which mistakes do not seem to be much tolerated and in which using the target language with precision, accuracy and perfectionism seems to be higly aimed. Grammar focused language teaching in primary schools, high schools and universities in Turkey is either the result or the cause of this approach. Besides, the notion of accuracy is higly valued in Turkish culture. After taking all these into consideration, we can put forward that the use of these strategies by the adult Turkish students within the scope of this thesis appear to be interesting.

The last strategy falls within the category of affective strategies. This strategy is strategy item 42 (I notice if I am tense or nervous when I am studying or using English). Affective strategies help learners manage their emotions. Oxford (1990:140) claims, "The affective side of the learner is probably one of the strongest influences on language learning success or failure...Negative feelings can stunt progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable."

Foreign language teaching system in Turkey in which mistakes are not much tolerated and in which using the target language with precision, accuracy and perfectionism is higly aimed can be one of the reasons for this finding. Culture might be another reason. The implication of this finding is that language teachers of adult students in Turkey should encourage their students to manage their emotions through the use of affective strategies.

5.0. Conclusion

In this chapter there are three sections. In section 5.1. conclusions derived from the data analysis have been pointed out. In section 5.2. further research has been suggested. Finally, in section 5.3. applications for teaching have been proposed.

5.1. Conclusions

Because the purpose of this thesis is to provide some evidence about the most frequently used language learning strategies preferred by the adult Turkish students in a language school in İstanbul, the number of the students who participated in the sample population is small. Therefore, the following conclusions and interpretations must be perceived as tentative evidence that can guide future studies in language learning strategies for adult Turkish students.

The results of the study revealed the language learning strategies that are most frequently used by the adult Turkish students within the scope of this study. These are strategy item 33 (I try to find out how to be a better learner of English), strategy item 45 (If I do not understand something in English, I ask the other person to slow down or say it again), strategy item 32 (I pay attention when someone is speaking English), strategy item 1 (I think of relationships between what I already know and new things I learn in English), strategy item 31 (I notice my English mistakes and use that information to help me do better), strategy item 10 (I say or write new English words several times), strategy item 15 (I watch English language TV shows spoken in English or go to movies spoken in English), strategy item 46 (I ask English speakers to correct me when I talk), strategy item 29 (If I can't think of an English word, I use a word or phrase that means the same thing), strategy item 42 (I notice if I am tense or nervous when I am studying or using English), strategy item 8 (I review English

lessons often), strategy item 16 (I read for pleasure in English), strategy item 48 (I ask for help from English speakers), strategy item 38 (I think about my progress in learning English), strategy item 24 (To understand unfamiliar English words, I make guesses), and strategy item 34 (I plan my schedule so I will have enough time to study English).

Based on the findings of this research, it is recommended that further research about the preferences of Turkish adult learners in language learning strategies be done. Besides, starting strategy instruction in language schools in Turkey is also recommended. Both learners and teachers should become aware of the learning strategies through strategy instruction. Attempts to teach students to use learning strategies have produced good results (Rubin and Thompson, 1994). The main objective of such attempts is to help students become more aware of their preferred learning strategies and to help them become more responsible for meeting their own learning goals. Such objectives can be only reached when students are trained in strategy use so that they become more independent and effective.

5.2. Further Research

The findings of this study need to be verified through a replication study that searches for answers to similar questions asked in this study. Larger numbers of students should be surveyed to ensure validity of research findings. Researchers need to look deeply into the variations in strategy use of adult Turkish students as defined by SILL categories and by individual strategies identified in the SILL.

Although the SILL has been one of the most widely used instruments for measuring language-learning strategy use, to the knowledge of this author, it has not been tested widely with students in EFL countries. Therefore, it is hoped that this study will be of use to develop norms for these countries. And as Littlewood concludes (2000:34) "we do not necessarily need to deny that culture influences behavior and learning styles in systematic ways. However, we still have a long way to go in exploring the nature and extent of this influence".

5.3. Applications for Teaching

It seems that language learning strategies facilitate the learning of the target language. Language learners generally use language learning strategies in the learning process.

O'Malley and Chamot introduce the following steps to strategy instruction: . . . the teacher first identifies or shows students for their current language strategies, explains the rationale and application for using additional learning strategies, provides opportunities and materials for practice, and evaluate or assist students to evaluate their degree of success with new learning strategies.(1990, pp. 157-59)

The teacher's role in strategy training is very important . The teacher should learn about the students, their interest, motivations, and learning styles. The teacher can learn what language learning strategies his/her students appear to be using by observing their behavior in class: Are they cooperating with each other or seem to have much contact outside of class with proficient foreign language users? Are they asking for clarification or correction? Besides observing their behavior in class, the teacher can have knowledge about the students, their aims, motivations, language learning strategies, and their understanding of the course to be taught. It is a fact that each learner within the same classroom may use different learning strategies. The language teacher should provide a wide range of learning strategies in order to fullfill different learning styles that meet the needs and expectations of his students who possessing different learning styles, motivations, strategy preferences, etc.

In addition to the students, the language teacher should also analyze his textbook to learn whether the textbook already includes language learning strategies or language learning strategies training. The language teacher should look for other teaching materials if language learning strategies are not available within his materials.

The language teacher should also notice his own teaching method and overall classroom style. Checking his lesson plans, the language teacher can determine whether his lesson plans give learners chance to use language learning strategies or not. The language teacher can also be aware of whether his strategy training is implicit, explicit, or both. It should be stated that planing before each lesson and evaluating the lesson afterwards in terms of strategy training, the teacher can become better prepared to emphasize language learning strategies during the process of teaching.

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APPENDICES

Appendix 1

Strategy Inventory for Language Learning (SILL)

This form of the *Strategy* Inventory for Language *Learning* (SILL) is for students of English as a second or foreign language. You will find statements about *learning* English. Please read each one and write the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS in the space next to the statement.

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.

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. 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.

Part A

-----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

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

-----11. I try to talk like native English speakers.

-----12. I practise 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 language 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

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

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

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

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

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

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

Part D

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

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

-----32. I pay attention when someone is speaking English.

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

-----34. I plan my schedule so I 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

-----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

-----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 practise English with other students.

-----48. I ask for help from English speakers.

-----49. I ask questions in English.

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

Appendix 2

DİL ÖĞRENME STRATEJİLERİ DÖKÜMÜ (İngilizce öğrenenler için hazırlanmıştır.)

Dil Öğrenme Stratejileri Envanteri'nin bu çevirisi / uyarlaması İngilizce'yi İkinci Dil veya Yabancı Dil olarak öğrenenler için hazırlanmıştır. Bu envanterde İngilizce öğrenmeye ilişkin ifadeler okuyacaksınız. Her ifadenin sizin için ne kadar doğru / geçerli olduğunu, size verilen yanıt kağıdına aşağıdaki derecelendirmeye bakarak, 1, 2, 3, 4, 5' ten birini yazınız.

Cevap Kartındaki

Seçenekler	*Benim için:*
A	*1. Asla ya da neredeyse hiçbir zaman doğru değil*
B	*2. Genellikle doğru değil*
C	*3. Biraz doğru*
D	*4. Genellikle doğru*
E	*5. Daima ya da neredeyse her zaman doğru*

1:'ASLA YA DA NEREDEYSE HİÇBİR ZAMAN DOĞRU DEĞİL' ifadesi sizin için çok nadiren,

2:'GENELLİKLE DOĞRU DEĞİL' ifadesi yüzde elliden az,

3:'BİRAZ DOĞRU' ifadesi yaklaşık yarı yarıya,

4:'GENELLİKLE DOĞRU' ifadesi yüzde elliden fazla**,**

5:'DAİMA YA DA NEREDEYSE HER ZAMAN DOĞRU' ifadesi hemen her zaman **'DOĞRU'** olduğu anlamına gelmektedir.

> *Yanıtları cevap kağıdına yazınız.*

BÖLÜM A:

1. İngilizce'de bildiklerimle yeni öğrendiklerim arasında ilişki / bağıntı kurarım.

2 .Yeni öğrendiğim kelimeleri hatırlamak için bir cümlede kullanırım.

3 . Yeni öğrendiğim kelimeleri akılda tutmak için kelimenin telaffuzuyla aklıma getirdiği bir resim ya da şekil arasında bağlantı kurarım.

4 . Yeni bir kelimeyi o sözcüğün kullanılabileceği bir sahneyi ya da durumu aklımda canlandırarak, hatırlarım.

5 . Yeni kelimeleri aklımda tutmak için onları ses benzerliği olan kelimelerle ilişkilendiririm.

6 . Yeni öğrendiğim kelimeleri aklımda tutmak için küçük kartlara yazarım.

7 . Yeni kelimeleri vücut dili kullanarak, kafamda canlandırırım / oynarım /anlatırım.

8 . İngilizce derslerinde öğrendiklerimi sık sık tekrar ederim.

9 . Yeni kelime ve kelime gruplarını ilk karşılaştığım yerleri (kitap, tahta ya da herhangi bir işaret levhasını) aklıma getirerek, hatırlarım.

BÖLÜM B:

10 .Yeni sözcükleri birkaç kez yazarak, ya da söyleyerek, tekrarlarım.

11 . Anadili İngilizce olan kişiler gibi konuşmaya çalışırım.

12 . Anadilimde bulunmayan İngilizce'deki "th / w/" gibi sesleri çıkararak, kelimeleri doğru telaffuz etmeye çalışırım.

13 . Bildiğim kelimeleri cümlelerde farklı şekillerde kullanırım.

14 . İngilizce sohbetleri ben başlatırım.

15 . T.V.'de İngilizce programlar ya da İngilizce filmler izlerim.

16 . İngilizce okumaktan hoşlanırım.

17 . İngilizce mesaj, mektup veya rapor yazarım.

18 . İngilizce bir metne ilk başta bir göz attıktan sonra metnin tamamını dikkatlice okurum.

19 . Yeni öğrendiğim İngilizce kelimelerin benzerlerini Türkçe'de ararım.

20 . İngilizce'de tekrarlanan kalıplar bulmaya çalışırım.

21 . Bir kelimeyi anlam taşıyan kök ve eklerine ayırarak, öğrenmeye çalışırım.

22 . Kelimesi kelimesine çeviri yapmamaya çabalarım.

23 . Dinlediğim ya da okuduğum metnin (parçanın) özetini çıkarırım.

BÖLÜM C:

24 . Bilmediğim kelimelerin anlamını tahmin ederek, bulmaya çalışırım.

25 . İngilizce konuşurken bir sözcük aklıma gelmediğinde, el kol hareketleriyle anlatmaya çalışırım.

26 . Uygun ve doğru kelimeyi bilmediğim durumlarda kafamdan yeni sözcükler uydururum.

27 . Okurken her bilmediğim kelimeye sözlükten bakmadan okumayı sürdürürüm.

28 . Konuşma sırasında karşımdakinin söyleyeceği bir sonraki cümleyi tahmin etmeye çalışırım.

29 . Herhangi bir kelimeyi hatırlayamadığımda, aynı anlamı taşıyan başka bir kelime ya da ifade kullanırım.

BÖLÜM D:

30 . İngilizce'mi kullanmak için her fırsatı değerlendiririm.

31 . Yaptığım yanlışların farkına varır ve bunları bir daha yapmamaya çalışırım.

32 . İngilizce konuşan bir kişi duyduğumda dikkatimi toplarım.

33 . İngilizce'yi daha iyi nasıl öğrenebileceğimi araştırırım.

34 . İngilizce çalışmaya yeterli zaman ayırmak için zamanımı planlarım.

35 . İngilizce konuşabileceğim kişilerle tanışmak için fırsat kollarım.

36 . Elimden geldiği kadar İngilizce okumak için fırsat yaratırım.

37 . İngilizce'de becerilerimi nasıl geliştireceğimi biliyorum.

38 . İngilizce'mi ne kadar ilerlettiğimi değerlendiririm.

BÖLÜM E:

39 . İngilizce'mi kullanırken tedirgin ve kaygılı olduğum anlar rahatlamaya çalışırım.

40 . Yanlış yaparım diye kaygılandığımda bile İngilizce konuşmaya gayret ederim.

41 . İngilizce'de başarılı olduğum zamanlar kendimi ödüllendiririm.

42 . İngilizce çalışırken ya da kullanırken gergin ve kaygılı isem, bunun farkına varırım.

43 . Dil öğrenirken yaşadığım duyguları bir yere yazarım.

44 . İngilizce çalışırken nasıl ya da neler hissettiğimi başka birine anlatırım.

BÖLÜM F:

45 . Herhangi bir şeyi anlamadığımda karşımdaki kişiden daha yavaş konuşmasını ya da söylediklerini tekrar etmesini isterim.

46 . Konuşurken karşımdakinin yanlışlarımı düzeltmesini isterim.

47 . Okulda arkadaşlarımla İngilizce konuşurum.

48 . İhtiyaç duyduğumda İngilizce konuşan kişilerden yardım isterim.

49 . Derste İngilizce sorular sormaya gayret ederim.

50 . İngilizce konuşanların kültürü hakkında bilgi edinmeye çalışırım.

ÖZGEÇMİŞ

1973 yılında Eskişehir'de doğdum. İlk öğrenimimi Bursa ilinin Yenişehir ilçesindeki Aydoğdubey İlkokulu'nda tamamladım. Orta öğrenimimi Eskişehir ilinin 19 Mayıs Ortaokulu'nda tamamladım. Lise öğrenimimi İstanbul'da Kuleli Askeri Lisesi'nde tamamladım.

1997 yılında Hacettepe Üniversitesi İngiliz Dili Öğretmenliği Bölümünden mezun oldum. 1997- 2005 yılları arasından Bursa Işıklar Askeri Lisesinde İngilizce öğretmeni olarak görev yaptım. 2005 yılından itibaren İstanbul'da Kara Kuvvetleri Lisan Okulunda İngilizce öğretmeni olarak görev yapmaktayım.

2002-2003 Öğretim Yılında Uludağ Üniversitesi, Sosyal Bilimler Enstitüsü'nce açılan İngiliz Dili Eğitimi Bölümünde Yüksek Lisans Eğitimime başladım. 2005-2006 Eğitim – Öğretim yılında Yrd.Doç.Dr. Erol BARUT danışmanlığında "Turkish Adult Language Learners' Preferences in Language Learning Strategies" (Yetişkin Türk Öğrencilerin Dil Öğrenimi Stratejilerindeki Yaklaşımları) konulu teze başladım.

Mehmet KARATAY