This thesis was dedicated to…

… all the moonchildren

Call her moonchild
Dancing in the shallows of a river
Lonely moonchild
Dreaming in the shadow
Of the willow

Talking to the trees of the
Cobweb strange
Sleeping on the steps of a fountain
Weaving silver wands to the
Night bird's song
Waiting for the sun on the mountain

She's a moonchild
Gathering the flowers in a garden
Lovely moonchild
Drifting on the echoes of the hours

Sailing on the wind
In a milk white gown
Dropping circle stones on a sun dial
Playing hide and seek
With the ghosts of dawn
Waiting for a smile from a sun child

Teaching Style and Personality Traits as Predictors of Socio-Affective Learning Strategies: Findings from Translation Studies Students of a Private Turkish University

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Ezgi Sena Gürbüz

In Partial Fulfilment of the Requirements for the Degree of

Master of Arts

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İHSAN DOĞRAMACI BILKENT UNIVERSITY

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Ezgi Sena Gürbüz

January 2022

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum & Instruction.

Asst. Prof. Dr. Aikaterini Michou (Supervisor)   Asst. Prof. Dr. Jennie Farber Lane
                                                   (2nd Supervisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum & Instruction.

Asst. Prof. Dr. İlker Kalender (Examining Committee Member)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum & Instruction.

Prof. Dr. Ayşegül Daloğlu, METU (Examining Committee Member)

Approval of the Graduate School of Education

Prof. Dr. Orhan Arıkan (Director)

ABSTRACT

TEACHING STYLE AND PERSONALITY TRAITS AS PREDICTORS OF

SOCIO-AFFECTIVE LEARNING STRATEGIES: FINDINGS FROM

TRANSLATION STUDIES STUDENTS OF A PRIVATE TURKISH

UNIVERSITY

Ezgi Sena Gürbüz

M.A. in Curriculum and Instruction

Advisor: Asst. Prof. Dr. Aikaterini Michou 2nd Advisor: Asst. Prof. Dr. Jennie Farber Lane

February 2022

The present study aimed to investigate to what extent the personality traits and perceived teacher autonomy support of university students related to their preferred affective and social language learning strategies. The study was carried out at an English-speaking private university in Ankara. The participants of the study were 102 students (65% female, 33% male, 2% other) studying Translation and Interpretation in English and French. Bivariate correlation analysis revealed that among students' personality traits only *agreeableness* was positively related to students' affective and social learning strategies. Furthermore, perceived-autonomy support was correlated to both affective and social learning strategies. According to hierarchical regression analysis, only perceived-autonomy support predicted affective learning strategies when both personality traits and perceived-autonomy support were considered as predictors. However, agreeableness personality trait and perceived-autonomy support both positively predicted students' social learning strategies. The importance of students' autonomy support for enhancing affective and social learning strategies is highlighted in the implications of the study for curriculum and instruction.

ÖZET

Öğretim Biçimleri ve Öğrenci Kişilik Özelliklerinin Sosyo-Duyuşsal Öğrenme

Stratejileri Üzerindeki Yordayıcılığı: Özel bir Türk Üniversitesi Tercümanlık

Bölümünden Bulgular

Ezgi Sena Gürbüz

Yüksek Lisans, Eğitim Programları ve Öğretim

Danışman: Dr. Öğr. Üyesi Aikaterini Michou

İkinci Danışman: Dr. Öğr. Üyesi Jennie Farber Lane

Şubat 2022

Bu çalışma, üniversite öğrencilerinin kişilik özellikleri ve özerklik desteğinin, öğrencilerin tercih ettiği duyuşsal ve sosyal dil öğrenme stratejilerinin üzerinde ne ölçüde ilişkilendirilebileceğini araştırmayı amaçlamıştır. Araştırma Ankara'da eğitim dili İngilizce olan bir vakıf üniversitesinde gerçekleştirilmiştir. Araştırmanın katılımcıları 102 İngilizce-Fransızca Mütercim Tercümanlık bölümü öğrencisidir (%65 kadın, %33 erkek, %2 diğer).

Çok değişkenli korelasyon analizi, öğrencilerin kişilik özellikleri arasından sadece *uyumluluk* özelliğinin öğrencilerin duyuşsal ve sosyal öğrenme stratejileriyle pozitif ilişkili olduğunu ortaya koymuştur. Ayrıca, algılanan özerklik desteği hem duyuşsal hem de sosyal öğrenme stratejileriyle ilişkilendirilmiştir. Hiyerarşik regresyon analizine göre öğrencilerin kişilik özellikleri ve de algılanan özerklik desteğinin öğrenme stratejileri üzerindeki belirleyiciliği incelendiğinde yalnızca algılanan özerklik desteğinin duyuşsal öğrenme stratejilerini pozitif bir şekilde yordadığı bildirilmiştir. Bununla birlikte, uyumluluk kişilik özelliği ve algılanan özerklik desteği, öğrencilerin sosyal öğrenme stratejilerini pozitif olarak yordamıştır. Duyuşsal ve sosyal öğrenme stratejilerini geliştirmek için öğrencilerde özerklik desteğinin önemi, çalışmanın çıkarımları bölümünde eğitim programları ve öğretim kapsamında vurgulanmıştır.

Anahtar kelimeler: Duyuşsal öğrenme stratejileri, sosyal öğrenme stratejileri, dil öğrenme stratejileri, DÖSE (Dil Öğrenme Stratejileri Envanteri), karakter özellikleri, Beş Faktörlü Kişilik Envanteri, özerklik desteği

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CHAPTER 1: INTRODUCTION

In this modern era, English plays a major role in the daily lives of people around the world. Today, the English language has become a means for people around the world to communicate rather than a mere subject within a foreign languages department. In addition to being the most spoken language in the world, it has spread to many fields such as science, tourism, politics, and engineering. Furthermore, mastering this language has become an important element in job recruitment. Under the influence of globalization, the English language has become a culture in itself; through its vocabulary, grammar, and syntax it elicits common values that are shared around the world. This common culture of English language proficiency has resulted in many institutions featuring English language teaching.

In addition to helping students communicate in English, the students are expected to have reached a certain level of English for academic purposes. This level is especially important for students planning to study in institutions where the language of instruction is English. In addition to helping students master the English language, instructors in these institutions need to consider students' learning capacity and ability. They need to be aware that while some students may learn a new language easily others struggle and may become stressful or anxious.

Arikan and Yurtseven's (2017) state that encouraging students to be more enthusiastic about English and supporting their "volitional strategies" for their language learning anxiety are important issues. Thus, students need to be responsible for their own learning, with the help and reinforcement of their teachers, to

determine the most appropriate path for themselves. This approach refers to the support of learner autonomy.

Autonomy can be described as a phenomenon in which individuals are given options to take action for their learning in an environment where their relationship with their learning is supported (Deci et al., 2001). Autonomy support is a primary factor for a successful learning experience in learner-centered education. The reconstruction of learning environments can lead students to take control for their own learning. However, students' dispositions might play a role in the degree to which students take advantage of the learning environment. Do introverted and extroverted students equally benefit from teacher autonomy support? Especially as it concerns students social and affective strategies to learning, apart from teacher autonomy support, personality traits could play an important role. In the present study the effect of personality traits and perceived-autonomy support on students' social and affective learning strategies will be examined.

Background

Language learning is a condition in which one's cognitive abilities are activated and according to Lambert (1963) is related to learners' "cognitive flexibility" and, therefore, to their learning strategies. There are processes of learning a language that are common among almost all humans without regard to the language itself. Many researchers believe that learners' style of learning channel their techniques to acquire their selected language (Ehrman & Oxford, 1995; Oxford, 2003). Oxford (1990) highlights that learners knowingly or unknowingly choose strategies to develop their skills. Apart from their learning strategies, learners' beliefs, willingness, and motivation determine their way of learning a language (Oroujlou & Vahedi, 2011). Learners shape their expectations and characterize their

view of the selected language. Therefore, learners' personality traits are hypothesized to predict their choice of language learning strategies.

Acknowledging that students can choose their own learning strategies is line with the foundational shift in education from a conventional education system to a learner-centered approach. In the past, teachers were considered as the core and the only provider of the learning process. With the development of the student-centered education system over time, the focus on the receiver took the place of the provider to be in possession of the learning process (Longworth, 2003). However, this does not mean that students have completely severed their bond with their teachers as part of their learning.

The quality of communication with teachers can affect students' psychological skills and therefore their learning (Gagné, 2003). As Deci and Ryan (2000) states there are major psychological needs such as autonomy, competence, and relatedness. However, inner motivation would not be nourished if autonomy is not supported (Ryan, 1982). To this direction Reeve (1996) explains that this requirement calls for the necessity of a perceived autonomy in order humans to grow.

Teachers' motivating style that support and strengthen student need for autonomy plays a crucial role in students' learning process (Deci & Ryan, 1987). There is in fact an interpersonal coordination between teachers and students in their motivation, engagement, and successful learning (Roeser et al., 2000). This means that students internal predispositions and psychological needs interact with teachers' approaches in teaching and interpersonal communication (Reeve, 2006). Teachers who support their students' autonomy give solid rationales for activity engagement, recognize their feelings regarding the classroom activities and support their competency to take action (Williams et al., 2002).

According to Reeve (2002), when students' psychological needs are met by the classroom environment, students demonstrate effective engagement, strong motivation, and meaningful learning. In this sense, teachers who fulfil students need for autonomy, foster their learning strategies (Skinner et al., 1960) social skills (Deci & Ryan, 1985), and positive affect (Black & Deci, 2000; Grolnick & Ryan, 1987).

However, according to Roeser et al. (2000), there is an interpersonal coordination between teachers and students in terms of their motivation, engagement, and successful learning approaches. On the one hand, this coordination relies on teachers and their teaching style they perform during instruction and on the other hand, the coordination relies on students' personal attributes. This means that students psychological needs and internal predispositions such as personality traits interact with teachers' approaches in teaching and interpersonal communication in the prediction of their learning strategies (Michou et al., 2021; Reeve, 2006).

Learning Strategies

Language learning strategies can affect the acquisition of English language as a second language (Oxford, 2003). Many scholars defined learning strategies for language learning in order to see how learners receive information and process it. According to Oxford, Lavine and Crookall (1989), "language learning strategies are used to enhance and to facilitate language acquisition" (p. 29). Research studies show that learning strategies affect the competence acquired in a second language (Ehrman & Oxford, 1988).

Learning strategies are defined as "specific actions, behaviours, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning" (Scarcella & Oxford, 1992, p. 63). Second language learners (L2) can

choose these strategies which suits them the best to make cognitive demanding language learning system unlaboured and systematic (Montaño, 2017). Thus, in 1990 Rebecca Oxford designed a self-reporting instrument, the Strategy Inventory for Language Learning (SILL), for L2 learners to indicate which language strategies they use. These strategies were categorized as cognitive, metacognitive, memory-related, compensatory, affective, and social. The instrument provided a holistic perspective of learners' language learning strategies. Focusing on the socio-affective language strategies in the study, affective strategies are based on emotional and social interactions of learners throughout the process of language learning. The learners' mood and anxiety level, feelings, rewarding oneself over a good performance, and using positive encouragement have been revealed that affective strategies have a significant role in L2 proficiency (Oxford, 2003). In more general terms, socio-affective language learning strategies are methods that learners choose deliberatively to interact with others and regulate their emotions in the process of learning (Oxford, 1990). Oxford (1990) indicates social strategies as follows; 1) asking questions, 2) cooperating with others, 3) empathizing with others; as well as affective strategies 1) lowering your anxiety, 2) encouraging yourself, 3) taking your emotional temperature. Each strategy further includes subcategories (see Figure 1).

Figure 1

Affective and Social Language Learning Strategies

Affective Strategies	Social Strategies
Lowering Your Anxiety - Using Progressive Relaxation, Deep Breathing and Meditation - Using Music - Using Laughter	Asking Questions - Asking for Clarification or Verification - Asking for Correction
Encouraging Yourself - Making Positive Statements - Taking Risks Wisely - Rewarding Yourself	Cooperating with Others - Cooperating with Peers - Cooperating with Proficient Users of the New Language
Taking Your Emotional Temperature - Listening to Your Body - Using a Checklist - Writing a Language Learning Diary - Discussing Feelings with Someone Else	Empathizing with Others - Developing Cultural Understanding - Becoming Aware of Others" Thoughts and Feelings

The current study focuses on socio-affective language strategies. Social learning strategies include talking with a native, asking for help to get verification or clarification and exploring cultural and social norms while the learner delves into the language's roots and culture and be cooperative (Oxford, 2003). Social learning strategies have an impact on L2 learning since social interaction is one of the key factors during learning where each individual feel respected and loved. Brophy (2004) explains teachers how to motivate students to learn by helping students to feel at ease in an environment so than can collaborate. Brophy (2004) tells teachers to

Make yourself and your classroom attractive to students; focus their

attention on individual and collaborative learning goals and help them

to achieve these goals; and teach things that are worth learning, in ways

that help students to appreciate their value. (p. 50)

Affective strategies are based on emotional and social interactions of

learners throughout the process of language learning. The learners' mood and anxiety

level, feelings, rewarding oneself over a good performance, and using positive

encouragement have been revealed that affective strategies have a significant role in

L2 proficiency (Oxford, 2003). Affective strategies have a major impact on L2

learning in Turkey in particular since the university students are concerned about

learning English as a second language and abstain from showing their true potential.

There are research studies that show anxiety is one of the most important affective

factors which have an impact on L2 learning (Bailey et al., 1999; Young, 1991).

Students tend to be afraid of making mistakes in front of their peers which directly

affects their self-confidence and be silent rather than being actively speaking.

Teachers should take both affective and social variables of learning strategies

into account to be aware of their students' differences and provide successful

instruction. These differences among learners requires appropriate teaching styles for

their learner strategies. Long (1991) states that language learning goals are affected

by individual differences. Such individual differences embody personality

differences (Hampson & Colman, 1995). Meaning that learners approach language

learning based on their unique way.

Personality Traits

Individual characteristics may affect language learning (Shekan, 1989). Certain and distinctive personality traits might have an association with being successful in second language acquisition (Dewaele, 2013).

Pervin and John (2001) states that personality traits "account for consistent patterns of feeling, thinking and behaving" (p. 4). According to Matthews et al. (2003), personality traits "reflect basic dimensions on which people differ" (p. 118). People who have a particular personality embrace an appropriate learning style for themselves. Brown (2001) states that learners who represents a specific personality trait, acquire different learning strategies. As many researchers have noted, personality traits have a great influence on one's preferences and way of thinking (Diener & Lucas, 2021).

Many researchers have worked on scales with different dimensions for character analysis, but The Big Five scale, also known as OCEAN (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism), is the most known and widely accepted (McCrae, 2002). Theories of personality traits was produced by D. W. Fiske in 1949 and later developed by John et al. (1991) into a five-dimensional model. These five broad personality traits are extraversion, agreeableness, openness, conscientiousness, and neuroticism. In the current study, the Big Five personality traits will be assessed through L2 learning among the Turkish university students.

The Big Five or Five-Factor is quite a prominent model used in language learning (Dörnyei, 2005). The Big Five personality traits were later expanded throughout the years and launched thousands of studies in terms of personality research. The model has five dominant traits such as openness, conscientiousness,

extraversion, agreeableness, and neuroticism (John et al., 1991). In this model, the five traits are defined as it follows:

- Openness to experience: A personality that is described as imaginative, curious, flexible, creative, moved by art, novelty seeking, original, and untraditional; low scorers are conservative, conventional, down-to-earth, unartistic, and practical.

- Conscientiousness: A personality that is described as systematic, meticulous, efficient, organized, reliable, responsible, hard-working, persevering, and self-disciplined; low scorers are unreliable, aimless, careless, disorganized, late, lazy, negligent, and weak-willed.

- Extraversion–introversion: A personality that is described as sociable, gregarious, active, assertive, passionate, and talkative; low scorers are passive, quiet, reserved, withdrawn, sober, aloof, and restrained.

- Agreeableness: A personality that is described as friendly, good-natured, likeable, kind, forgiving, trusting, cooperative, modest, and generous; low scorers are cold, cynical, rude, unpleasant, critical, antagonistic, suspicious, vengeful, irritable, and uncooperative.

- Neuroticism–Emotional stability: A personality that is described as worrying, anxious, insecure, depressed, self-conscious, moody, emotional, and unstable; low scorers are calm, relaxed, unemotional, hardy, comfortable, content, even tempered, and self-satisfied.

Perceived-Autonomy Support

As previously mentioned, students' interaction with their social environment plays a role in their learning process. Furthermore, teachers' motivating style facilitate students' engagement in learning activities hence, their learning strategies

as well. Therefore, another variable that may affect students' choice of socio-affective learning strategy is the perception of the support they receive from others, in particular from their teachers.

Teachers' motivating style influence students' engagement during instruction (Reeve, 2006). Teachers' motivating style can range from highly controlling to highly autonomy supportive (Reeve et al., 1999). Aelterman et al. (2019) explains highly controlling motivating style as when teachers try to exert power on learners and instil his/her own goal instead of learners'. However, they state that autonomy support as "the teacher's instructional goal and interpersonal tone of understanding. The teacher seeks to maximally identify and nurture students' interests, preferences, and feelings, so that students can volitionally engage themselves in classroom learning activities" (p. 498).

In addition to being a guide, teachers become means that establish a meaningful bond between the learning action and the learner. In Reeve, Bolt and Cai's (1999) study, it has been demonstrated that teachers who are autonomy-supportive give less directives, do not give solutions directly, asks students what they want, listen more, and support students' inner motivation. In this sense, autonomy-supporting teaching could enhance students' positive outcomes.

Problem

In terms of learning foreign languages, language learning ability differs from student to student. Learners who possess different strategies when learning English may show different results in terms of language learning achievement. The relationship between language learning strategies and personality has sparked some research interest in recent years and the same is true for the relationship between language learning strategies and teacher autonomy support. As it concerns the

acquisition of English as a foreign language which involves communicative situations, social and affective learning strategies seem to be particularly important. Research has shown that students who have different personality traits receive and store knowledge in a unique way, but what is the relation of personality traits with social and affective learning strategies and perceived-autonomy support in learning? Moreover, as learning English as a foreign language involves social interaction, it is underexplored whether teacher motivating style (i.e., teacher autonomy support) interacts with students' personality traits in the prediction of their social and affective learning strategies. The lack of evidence of such possible interaction prevents English programs from developing curricula according to students' needs.

Purpose

The purpose of this study is to explore the relation of personality traits and perceived-autonomy support to language learning strategies of selected Turkish university students who study translation and interpretation in English and French. Social and affective language learning strategies (Oxford, 1989) will be emphasized since both include strategies related to social interaction, cooperation, emotion regulation and foreign language anxiety all related to personality characteristics and the classroom environment in which they take place.

Research Question

To what extent do personality traits and perceived-autonomy support relate to students' social and affective language learning strategies?

Significance

This study is significant in terms of assessing the relation of personal traits of university students and perceived-autonomy support to learning strategies in learning English as a second language. Thereby, the finding of this study can help increase

English teachers' awareness of their students' learning needs and help them identify appropriate learning strategies. This study will enable teachers to distinguish among certain types of students who have similar needs or personality traits into same groups. This can provide appropriate learning environment for all students, and it also encourages students to explore different learning strategies that allow teachers to use different kinds of approaches.

Given that students process foreign language in different ways, it might possibly be easier to progress in the courses if the methods adopted by university students studying translator in their education life are discovered. Teachers can form certain behaviors to motivate students who seeks for affective learning strategies. Various activities can also be prepared for students who develop their foreign language by interacting in a social context. Furthermore, it is highly important for educators to improve themselves so that they could adapt to learner-centered education and guide their students to be responsible of their learning by changing or adapting their teaching style. Without a doubt, educators who are competent in providing learner-centered environment by acknowledging the shift of the roles should be able to nurture students' autonomy.

Limitations

Apart from the implications for practice and for further research, it is acknowledged that there are certain limitations regarding the study. The first limitation of the study was the small number of participants. A larger sample could provide more reliable results. The second limitation is that the participants were coming from only one program at a private university in Ankara. Providing that participants from various universities and programs were included, the findings would be more generalizable. The third limitation concerns the design of the study.

The study was correlational and no inferences about the causal relation of the predictors to social and affective learning strategies can be done. The fourth limitation was that participants answered at once 59 questions in total, which could be tiring for them and affected their attention. Finally, it should be noted that there was a low Cronbach alpha in the affective language learning strategies scale. Since the items were adapted for a specific language program, the final scale was not reliable enough and results regarding affective learning strategies should be interpreted with caution.

Definition of Key Terms

Affective strategies: Affective strategy is a learning strategy concerned with managing emotions, both negative and positive.

Language learning strategies: Learners' actions to make their learning easier, faster, enjoyable, and effective (Oxford, 1990).

Perceived-autonomy support: It refers to the support of teachers for students' own volitional learning experience, responsibility, and motivation.

Personality traits: reflects basic dimensions on which people differ. (Matthews et al. 2003).

Social strategies: Social strategy is a learning strategy concerned with collaboration, empathy towards the cultures and the language, developing understanding and asking questions to get verified are focused during language learning.

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This chapter will review the literature related to language learning strategies to personality traits and perceived-autonomy support. This study focuses on the affective and social learning strategies, therefore for this review I discuss the significance of strategies to foreign language learning. Afterwards, studies about the relation of perceived-autonomy support to social and affective learning outcomes will be examined. Lastly, the findings of studies that investigated the prediction of personality traits and perceived-autonomy support on social and affective learning strategies will be presented.

The Significance of the Affective and Social Aspect of Language Learning Strategies

According to Oxford (1990), social language learning strategies refer to one's ability to ask questions for clarification or verification purposes and to cooperate with others while learning the cultural aspects of a foreign language. Regarding, social learning strategies revolve around the social environment of individuals and the ability of having interaction with people. As for the affective language learning strategies, Oxford (1990) states that they are related to learners' abilities to control their anxiety level, to encourage themselves through rewarding or positive statements and to talk about their emotions.

Nyikos and Oxford (1993) examined the fundamental patterns of language learning strategies and argued that information-processing and social-interaction model of learning can be accompanied by the affective aspect of learning as well.

They also proposed that motivation is an affective aspect of learning that predicts quality of learning.

As Oxford (1990) implies, social language learning strategies are considered to be a learning stimulant in a social environment while affective language learning strategies take into consideration learners' anxiety levels or their way of dealing with emotions in their classes. Considering the findings of Nyikos and Oxford (1993), most university students driven desire to get good grades and this drive – a performance orientation – defines their choice of language learning strategies. Students with a performance orientation focus on direct language learning strategies such as memorization, and cognitive or compensation strategies. Students who are motivated to learn language because they aspire to communicate, to work cooperatively in a social environment, or to develop cultural understanding through the language use socio-affective language learning strategies.

Despite this recognition of the social and affective aspects of language learning, Hinton (2013) asserted that language learning aptitude can be mostly considered as a cognitive variable. However, he conducted research to find out if the aptitude can be redefined as an affective or cognitive variable. According to the findings, neither affective nor cognitive variables can be considered solely as the most preeminent in terms of language learning aptitude. It can be concluded that they both contribute to aptitude, and both are significant considered that learners vary in terms of how they feel and think.

Regarding the social aspect of language learning, Kato (2009) lays out in his study that interaction with others has a predominant influence on language learning. Kato also suggests that enjoyable and interactive learning environments enhance English language learning more than a learning environment that promote rote

learning strategies. In his study, Kato (2009) found that the most predominant language learning strategy used are "to start conversation in English" and "to look for people to talk with in English" (p. 149).

The predominant strategies of the findings of Kato (2009) appears in the *Strategy Inventory for Language Learning* as social language learning strategies defined by Oxford (1989). According to Kato's (2009) research, students' motivation also affects their language learning strategies as well as their personality traits. Although personality traits are learners' stable characteristics, their motivation is mostly shaped by the learning environment (Ryan & Deci, 2017). Specifically, research has shown that the learning environment that support students' autonomy promotes a good quality of motivation and facilitates the use of effective learning strategies (Mouratidis et al., 2018).

The Relation of Perceived-Autonomy Support and Social and Affective Learning Outcomes

Reeve (2006) explains that students' feelings and behavior depend upon social aspects such as their teachers' attitude. He notes instructional behaviors of teachers have an impact on learners' autonomy depending on the quality of the relationship between the teacher and the learner. Some studies report that teachers who adopt an autonomy-supportive style rather than controlling style have students who function optimally in terms of being engaged and motivated in the classroom (Black & Deci, 2000; Deci & Ryan, 1985; Grolnick & Ryan, 1987). According to Reeve and Jang (2006), it has been observed that instructional behaviors that support student autonomy, such as praising students, encouraging their efforts, listening to students, and sparing time for them, have a positive effect on students while behaviors such as controlling the learning material, refusing students' right to speak

and wait-time have negative effects on the autonomy of the students. Teacher autonomy-support increases students' inner motivation and their optimal functioning (Reeve, 2006).

Based on Reeve et al. (1999) study, there are several characteristics of autonomy-supportive teachers such as listening more, giving fewer instructions, focusing on students' needs and supporting student's inner motivation. Thus, by means of adopting autonomy supportive teaching style a positive bond is established between the teacher and the student. Through this positive bond, students' self-confidence increases, and they establish positive relations with their peers (Olivier & Archambault, 2017) and their personal and social skills are enhanced (Pianta et al., 2008). By giving students more responsibility, teachers engender positive feelings in classroom environment which can help students to lower their anxiety and control their emotions. (Ryan & Deci, 2000).

Perceived-autonomy support not only influences the emotions of the students but also their academic motivation (Reeve, 1996). According to the findings of Reeve et al. (1999) study, autonomy supportive teachers encouraged students to be more instinctively motivated compared to controlling teachers. Students who appreciate they have a role in their own learning, tend to become more responsible. Related research studies show that students who are supported by their teachers' assistance to help them control their emotions showed great intrinsic motivation increase in learners (Deci et al., 1981; Ryan & Grolnick, 1986). Since students are in a healthy and continuous communication with their teachers regarding their own learning, they feel motivated and cooperated with their teachers.

As noted in the previous section, the social environment of students plays an important role in students' learning. Reeve (2006) also argues that interpersonal

relationships go hand in hand with teachers' instructional styles. In addition to friends and family, students have interpersonal relationships with their teachers and their teachers' demeanor can affect their approaches to learning. Reeve and Jang (2006) states that students who perceive autonomy-support are more likely to express what they want and get help during their learning. Teachers who prefer autonomy supportive teaching style provide more active classroom in addition to students' inner motivation. Reeve (2006) also remarks that "autonomy supportive style facilitates students' autonomous motivation and classroom engagement" (p. 234). In another study of Reeve et al. (2004) conducted with 20 math, economics, English, science high school teachers in the Midwest to investigate the effect of autonomy supportive teaching on learners' active involvement showed that high school students are more engaged when they receive perceived-autonomy support by their teachers. Students' engagement, verbal participation, and motivation are increased after the teachers changed their instructional teaching strategies.

Another perceived-autonomy support is that it indirectly reduces academic stress in students by supporting their self-regulation (Zheng, et al., 2020). According to the study of Zheng et al. (2020) with 366 undergraduate and graduate students in China, the autonomy support of the instructors mitigates academic stress indirectly promoting learners' interest. As a result, they conclude that if learners' autonomy is supported, they are allowed to be involved in their learning such as making decisions, monitoring, and evaluating their learning process in which they improve their self-regulation.

Similarly on another study Caracasso et al. (2013) investigated well-being among young professional tennis players according to their perceived autonomy and coping strategies with 155 male tennis players from Chile. They observed that the

players' coping mechanisms like seeking social support, calmness, and active planning were influenced by their perceived-autonomy support. Their study revealed that the positive effect of social support and emotional support facilitate to perform effective coping strategies. Furthermore, Ommundsen and Kvalo (2007) investigated the role of perceived-autonomy support on learners' motivation in physical education classes with 194 high school students in Norway. The research study shows that social and psychological factors such as perceived-autonomy support and motivational climate reinforce learners' intrinsic motivation and their interest in PE classes.

In Alrabai's (2021) study, it is investigated the positive influence of certain strategies related to learners' self-determination on learners' autonomy. In this study, it is stated that self-determined learning includes meeting their competence, basic psychological needs, relatedness, and autonomy along with intrinsic motivation, control in their own learning, and metacognitive skills. The study was conducted with 62 Saudi English major university students and 86 EFL teachers. The findings show that autonomy supportive teaching promotes learner autonomy alongside basic psychological needs such as relatedness, choice ability, competence, metacognition satisfaction, and intrinsic motivation. Autonomy supportive environment is statistically significant in learners' intrinsic motivation. The study by Dörnyei (2005) confirms that, specifically in language learning lessons, teachers who utilize autonomy supportive teaching foster learners' intrinsic motivation.

According to the studies stated above, it can be concluded that autonomy supportive teaching mediates learners' social and affective language learning strategies allowing them to have control over their learning, increasing their intrinsic motivation and cooperative skills. However, it should be noted that other factors such

as classroom environment, academic motivation and stress, and learner interest have impacts on socio-affective learning strategies and the perception of autonomy support. In this chapter there will be social and affective language learning strategies referring to personality traits of the learners.

The Relation of Personality Traits to the Social and Affective Learning Strategies

Ehrman and Oxford (1989) state that personality traits are characterized as behavioral patterns that define individual's reactions. There is a considerable amount of literature on personality traits in terms of determining language learning strategy. Especially relevant to the current study is the conclusion by Oxford and Nyikos (1989) that language learners pick strategies that conform to the level of extraversion or introversion of their personality. However, Liyanage and Bartlett (2013) found mixed results about the correlation between personality traits and language learning strategies. Their study took place in Sri Lanka and included 948 participants between the ages of 16 and 18, to investigate the relation of learners' choice of Language Learning Strategy (LLS) and their personality types. Based on these findings, they argue, that there are other factors such as learner cognitive style, age and motivation that are related to learning a language. Specifically, Liyanage and Bartlett (2013) found that the association of personality traits and language learning strategies depend on the learning context. It is also due to the difference between extroverted and introverted students is veiled in terms of specific language learning strategies according to their neuroticism level of their personality. Therefore, the authors coined the term "chameleons," to explain that similar to how this reptile's skin changes based on its environment, internal and external factors of a student's learning environment may influence which strategies they choose to use to learn a

language. As for chameleons, learners' choice of language learning strategies does not depend solely on their personality but external factors such as their interests.

Contrarily, Ibrahimoglu et al. (2013) suggest that students' learning behavior is intertwined with their personality traits. The findings of the study carried out in Gaziantep, Turkey with 460 students show that high level of extraversion, agreeableness, conscientiousness, and openness personality traits are indicators of certain learning styles in which the feelings are processed, and the interpersonal communication appears throughout the learning. It seems that extraversion, agreeableness, conscientiousness, and openness are related to the adoption of high socio-affective learning strategies.

Asmalı (2014) points out that there are limited studies that explore the relationship between personality and language learning strategies. Asmalı therefore, carried out a study to examine the possible relationship between personality traits and language learning strategies among 149 Turkish university students. The results show that metacognitive, affective, and social strategies are mostly used by learners who have a high level of agreeableness. He points out that agreeableness as it correlates with all the learning strategies, is a personality characteristic that creates a harmony in social interaction.

In another study of Aminah et al. (2017) used the Big Five model with Indonesian high school students to assess personality traits and language learning strategies. The findings of their study suggest that learners who are extroverted and agreeableness prefer mostly affective and social strategies while students with conscientiousness, openness and neuroticism used mostly metacognitive strategies. According to the findings, students who have agreeableness personality trait prefer

affective and social language learning strategies since they are described as learners who control their emotions and who are cooperative in social environment.

Fazeli (2012) examined the role of personality traits in predicting the use of Social English Language Learning Strategies for L2 learners with 39 Farsi English major students in Iran. The Big Five model was used to determine the personality traits in this study as well. According to the findings of the study, affective language learning strategy use was preferred mostly by Openness to Experiences and Conscientiousness while Agreeableness, Neuroticism and Extraversion were found to be low.

Obralic and Mulalic (2017) investigated personality traits and language learning strategies among 70 freshman university students in Bosnia and Herzegovina. Their study indicates that in order for students to reach their full potential in terms of foreign language learning, teachers should be aware of what is beneficial for learners and what is important to increase their motivation. For this reason, personality traits should be taken into consideration by teachers when planning language lessons. The authors also draw attention to the importance of raising students' awareness of what works best for them or motivates them. It has been identified that once learners realize their personality, this will empower them in a variety of learning situations. The researchers' findings showed that social learning strategy comes into prominence since language learning and teaching has become more student-centered over the past decade.

Tandoc and Tandoc (2014) also suggest identifying students' personality traits in order to provide the most appropriate lesson that fit into students' needs for the best learning results. The authors argue that social strategy should be promoted by teachers, schools, and administration since it is the most predominant language

learning strategy. The authors also suggest that personality tests, learners' satisfaction surveys and needs assessments should be conducted to modify teaching methods regularly if need be.

According to Eisenberg and Lee's (2020) literature review study, personality traits such as extraversion and openness to experience utilize prominently specific language learning strategies such as social strategies. Their review concluded that the studies that have been conducted in the last 10 years show that extraversion and openness to experience personality traits are the ones associated with sociability. Thus, learners who are prone to use communicative skills during language learning lessons are linked to extraversion and openness personality traits.

Concluding Statement

In this literature review, the impact of personality traits and perceived-autonomy support on learners' socio-affective language learning strategies show that there is a significant prediction of learners' choice. The prediction of learners' socio-affective language learning strategy according to their personality traits and perceived-autonomy support have been discussed. However, there is a need for further study to investigate socio-affective language strategies regarding learners' personality traits among university students. In response to this need, it is necessary to study with continuing language major students. Finally, in relevance to current study, all these variables provide information about learners' language learning. The current study investigated the impact of university students' personality traits and perceived-autonomy support on choosing affective and social language learning strategies while learning English as translators. The following chapter presents the research methodology in this study, instruments, participants, research design, data collection and data analysis.

CHAPTER 3: METHOD

Introduction

This study explored how the personality traits and perceived-autonomy support of university students related to their preferred affective and social language learning strategies. This chapter presents detailed information about the methodology, including research design, sampling methodology, instrumentation, collection, and analysis of the data.

Research Design

This cross-sectional correlational study used quantitative data collected from student responses to three questionnaires to address the following research question:

To what extent do personality traits and perceived-autonomy support relate to students' social and affective language learning strategies?

In addition to this question, in light of the literature review in Chapter 2, the following hypotheses were generated:

1. Students' personality traits and perceived-autonomy support will predict their affective learning strategy in TRIN courses.

2. Students' personality traits and perceived-autonomy support will predict their social learning strategy in TRIN courses.

Addressing the question and the hypotheses utilized non-experimental correlational research design to analyze the relation among variables without manipulation (Ary et al., 2006). This design avoided the need to gather in-depth information from the participants, since quantitative data from valid and reliable instruments allowed the researcher to explain selected human behaviors and predict

possible outcomes (Fraenkel et al., 2012). For this study, items from established instruments were used to collect data regarding participants' personality traits, perceived-autonomy support, and preferred language learning strategies. Further details about these instruments are provided below, following information about the study's context and participants.

Context

The study was carried out in a private English-speaking university in Ankara, Turkey within the translation and interpretation department (TRIN). The department has approximately 200 students and 20 instructors. The instructors are mainly bilingual Turkish citizens who can both speak English and French. There are also native French instructors who have teaching experience more than five years. Students in this department are expected to have passed French preparatory which is mandatory for TRIN department. After having completed the French preparatory or having passed the language proficiency test, they can register to first year classes. As part of the program, students learn and explore English and French language in-depth as future translators. The students are required to take all the courses both in English and in French such as sight translation, technology for translators, Anglo-Saxon culture and civilization, French culture and civilization, literary translation, Turkish diction, common European framework, consecutive and simultaneous interpretation by acknowledging English and French through different perspectives. The goal of the curriculum is for students to adopt special skills required for translation and interpretation by achieving mastery skills of oral and written translation. The students are also expected to take a French proficiency test named Diplôme d'Études en Langue Française (DELF) to graduate.

Participants

TRIN students from years 1 through 4 were invited to participate in this study; those taking French preparatory classes were not included. Among the TRIN department's 200 students, 126 responded to the questionnaire; however, 24 needed to be omitted as they did not answer all the items. The male female ratio of participants is presented in Table 1. However, there are only two students who identified as other and did not want to give full disclosure about their gender identity which was not compulsory considering the sensitivity of the issue. Table 2 provides information about the number of participants from each study year.

Table 1

Gender of Participants (N = 102)

Gender	n	%
Female	66	65
Male	34	33
Other	2	2
Total	102	100

Table 2

Grade Level of Participants (N = 102)

Year	n
Year 1	26
Year 2	24
Year 3	22
Year 4	30
Total	102

Instrumentation

The instruments used in the current study were a compilation of items from

The Big Five (John et al., 1991), the *Strategy Inventory for Language Learning*

(SILL) (Oxford, 1990) and *Perceived-Autonomy Support* (Williams & Deci, 1996).

Further information about each of these instruments is given below.

The Big Five Inventory (BFI)

In this study, the Big Five Inventory was utilized on the grounds that it is a

fundamental taxonomy developed from the 1980s which reveals semantic

associations. The Big Five model (John et al., 1991) is comprised of 44 items, each

with a five-point Likert scale. The participants select the extent to which they agree

or disagree ranging from 1 *(strongly disagree)* to 5 *(strongly agree)*. The Big Five

was designed to assess the following personality traits: 1) extraversion, 2)

agreeableness, 3) conscientiousness, 4) neuroticism, 5) openness. The five subscales

included eight items for extraversion, nine items for agreeableness, nine items for

conscientiousness, eight items for neuroticism, and ten items for openness.

Following are examples of items in each subscale (see Appendix A, page 61 for the

complete instrument):

Extraversion: I see myself as someone who is talkative

Agreeableness: I see myself as someone who tends to find fault with others

Conscientiousness: I see myself as someone who does a thorough job

Neuroticism: I see myself as someone who is depressed, blue

Openness: I see myself as someone who is original, comes up with new ideas

Perceived-Autonomy Support

The *Perceived-Autonomy Support* questionnaire assesses students' perception

about their instructors' autonomy supportive teaching (Williams & Deci, 1996). The

questionnaire consists of six 5-point Likert scale items that are related to instructors'

attitudes during learning. An example of an item from this questionnaire is: "In [my]

course, my teacher provides me choices and options." Further items can be found in

Appendix A, page 61.

Strategy Inventory for Language Learning (SILL)

Oxford (1990) reviewed many research studies about language learning

strategies to develop the *Strategy Inventory for Language Learning* (SILL). In

particular, the items of SILL assess second language learning strategies such as

direct and indirect strategies, cognitive and metacognitive strategies, syntactic and

semantic strategies, formal and informal strategies, and social strategies. There are

two different versions of SILL for native speakers (version 5.1) and ESL students

(version 7.0). In this study, SILL version 7.0 was utilized in accordance with the

profile of the participants.

Originally, the SILL is a questionnaire consisting of six sections and 50 items

in total. For the current study, since the dependent variables are social and affective

learning strategies, only five questions from the affective strategy group (e.g., I

encourage myself to speak English even when I am afraid of making a mistake) and

four questions from the social strategy group (e.g., I practice English with other

students) were selected. These items were purposefully mixed in order to comply

with the selected program and adapted according to the context (see Appendix A,

page 61).

Figure 2

Original and Adapted Version of SILL

Original SILL	*Adapted version of SILL*
1. I give myself a reward or treat when I do well in English.	1. I reward myself when I do well in a translation.
2. I ask for help from English speakers.	2. I ask the instructor's opinion about my English translation/speaking.
3. I try to learn about the culture of English speakers.	3. I try to learn about the attitudes and culture of experienced translators.
4. I try to relax whenever I feel afraid of using English.	4. I try to relax whenever I take notes of the speaker before I translate from Turkish to English.
5. I talk to someone else about how I feel when I am learning English.	5. I open up myself to my friends/professors/family members about how I feel when I am on the stage to translate.
6. I encourage myself to speak English even when I am afraid of making a mistake.	6. I encourage myself to translate even when I am afraid of making a mistake.
7. I ask English speakers to correct me when I talk.	7. I ask my classmates to correct me when I translate from Turkish to English.
8. I notice if I am tense or nervous when I am studying or using English.	8. I notice if I am tense or nervous when I am translating or taking notes.
9. I practice English with other students.	9. I practice translation from Turkish to English with other students or my friends.
10. I write down my feelings in a language learning diary.	*Omitted*
11. If I do not understand something in English, I ask the other person to slow down or say it again.	*Omitted*
12. I ask questions in English.	*Omitted*

The SILL items were adapted to be suitable for the translation and

interpretation participants of the study. Items that did not specifically correspond to

the study were omitted from the survey (see Figure 2). The adapted instrument was revised by experienced instructors and TRIN graduates.

Compiled instrument

The combination of these three instruments resulted in 59 items for the current questionnaire, which was then converted to an online format using the software program Qualtrics. Items from the SILL and *Perceived-Autonomy Support* instruments were adapted to be relevant to students within the Translation and Interpretation programme. Each item was assessed on a 5-point Likert-type scale ranging from totally disagree (1) to totally agree (5). The adapted versions of the surveys were checked first by graduates of TRIN to ensure their relevance and then by experts in curriculum and instruction to ensure validity.

Cronbach's alpha was used to assess the internal consistency of the items from each questionnaire. The alphas for the study's *Big Five* items were as follows: 1) extraversion $\alpha = .88$, 2) agreeableness $\alpha = .77$, 3) conscientiousness $\alpha = .77$, 4) neuroticism $\alpha = .83$, 5) openness $\alpha = .70$. The internal reliability of the *Perceived-Autonomy Support* questionnaire was $\alpha = .90$. Finally, for the *SILL* items, the alpha for the four social items was $\alpha = .63$ and was $\alpha = .57$ for the five affective items.

Method of Data Collection

In this research study, all the essential application forms such as consent form and the instruments were presented to the ethics committee of the relevant organization. The questionnaires were forwarded to the instructors of the selected courses after having received the permission from the Ethics Committee of the university where the study was conducted. All the instruments were distributed to the students in English and conducted online. Since the institution do not share personal information about the participants, consent form was presented along with the online

survey for the participants who were willing to be a part of the study. Before administering the questionnaires, all the participants were briefly informed about the study and participate the study by agreeing on completing three questionnaires consisting of 59 questions in total and indicate their age, gender, year, and native language. The researcher distributed the online questionnaires by attending the lessons on the appointed dates. The questionnaires were administrated on the 21st and 25th of October 2021 (i.e., the sixth week of the fall semester) in order students to have been introduced and accustomed to their new course and the instructor of the fall semester of the academic year 2021-2021.

The participants were informed that their participation to the study would be kept confidential, their participation is voluntary and could opt out whenever they would like. Students accessed the questionnaire by scanning a QR code. The data from TRIN students were collected on the days planned. All the participants responded to the questionnaire voluntarily, anonymously, and randomly. Four classes of each year registered the survey, and it took approximately 8.8 minutes to complete. The surveys were distributed to a total of 126 students however only 102 of them answered the surveys, which corresponds to an 81% response rate in total.

Methods of Data Analysis

For this research study, quantitative data was analysed using the Statistical Package for the Social Sciences (SPSS v.26). Descriptive statistics for each variable were reported at the beginning of the analysis. In this study, a two-step hierarchical regression analysis was used to test, first, whether personality traits predicted students' affective and social learning strategies. Then, it was tested whether, by adding autonomy support as a predictor, the explained variance of the dependent variables (i.e., the affective and social learning strategies) was increased as well as

whether autonomy support predicted students affective and social learning strategies

over and above personality traits.

CHAPTER 4: RESULTS

Introduction

The present study involved English language learners within the Translation and Interpretation (TRIN) program at a private university in Ankara. The purpose of the study was to investigate how the personality traits and perceived-autonomy support of the participants related to their preferred affective language learning strategies. In this chapter, the results of the analysis of the data are presented.

The analysis includes a *Preliminary Analysis* and a *Main Analysis*. The former includes descriptive statistics of the variables and the correlations among the variables. The latter investigated the extent to which TRIN students' personality traits and perceived-autonomy support predict their socio-affective language learning strategies. A hierarchical regression analysis was utilized to analyze the relation of independent variables to the dependent variable.

Preliminary Analysis

Descriptive statistics used in this study includes means, standard deviations, Skewness and Kurtosis of the measured variables. As Table 3 indicates, the descriptive statistics for *openness, conscientiousness, neuroticism, agreeableness, extraversion, perceived-autonomy support, affective learning strategy and social learning strategy* showed that mean score for each variable was ranged from 3.0 (*SD* = 0.85) to 3.67 (*SD* = 0.55). The highest mean scores are observed in the openness (*M* = 3.67), perceived-autonomy support (*M* = 3.66), and neuroticism (*M* = 3.43). According to Byrne (2010) and Hair et al. (2010), if skewness is between -2 to +2 and kurtosis is between -7 and +7, the data is considered to be normally distributed.

Table 3

Descriptive Statistics of the Measured Variables

Variables	N	M	SD	Skewness	Kurtosis
Openness	102	3.67	0.55	-0.693	0.880
Conscientious	102	3.37	0.65	-0.275	-0.080
Neuroticism	102	3.43	0.82	-0.067	-0.632
Agreeableness	102	3.41	0.68	-0.520	1.45
Extraversion	102	3.16	0.91	-0.017	-0.636
Perceived-Autonomy Support	102	3.66	0.80	-0.639	1.19
Affective Learning Strategy	102	3.23	0.72	-0.293	0.207
Social Learning Strategy	102	3.00	0.85	-0.044	0.191

The correlations among the measured variables are provided in the Table 4 below. According to the results of the data analysis, it was observed that there is a statistically significant correlation between agreeableness and affective learning strategies ($r = .22$, p < .05). Additionally, there was a significant positive relation between agreeableness and social learning strategy as well ($r = .24$, $p < .05$). This demonstrates that agreeableness personality trait can be linked to affective and social learning strategies among TRIN students.

Furthermore, perceived-autonomy support was significantly and positively correlated to affective learning strategy ($r = .28$, $p < .01$) and social learning strategy ($r = .28$, $p < .01$). As shown in Table 4, it was also demonstrated that there is a positive correlation between perceived-autonomy support and agreeableness ($r = .22$, $p < .05$). However, there were no statistically significant correlation between perceived-autonomy support and openness ($r = .19$, $p > .05$), conscientiousness ($r = -.02$, $p < .05$), neuroticism ($r = -.01$, $p > .05$), extraversion ($r = .11$, $p > .05$). This means that autonomy support provided by teachers in TRIN department was linked

to affective and social learning strategies. However, openness, conscientiousness, neuroticism, and extraversion are not correlated with perceived-autonomy support.

Additionally, there was a significant and strong correlation between affective learning strategy and social learning strategy ($r = .62, p < .01$). This means that, learners' tendency to choose affective learning strategies could be related to their social learning strategies and vice versa.

Table 4

Correlations Among the Measured Variables

Variables	1	2	3	4	5	6	7	8	9
1. Gender	-								
2. Openness	.06	-							
3. Conscientiousness	-.15	.15	-						
4. Neuroticism	-.19	-.09	-.23*	-					
5. Agreeableness	.04	.18	.17	-.13	-				
6. Extraversion	.03	.27**	.13	-.29**	.10	-			
7. Perceived-Autonomy Support	.13	.19	-.02	-.01	.22*	.11	-		
8. Affective Learning Strategy	-.06	.10	.06	.14	.22*	.05	.28**	-	
9. Social Learning Strategy	.01	-.02	-.03	.08	.24*	.05	.28**	.62**	-

Note. * $p < .05$. ** $p < .01$. Gender was coded as (1 = female, 2 = male, 3 = other, 4 = prefer not to say)

Main Analysis

The aim of this study was to explore whether students' affective and social learning strategies can be predicted by their personality traits and perceived-autonomy support. To attain this aim, the researcher conducted two two-step hierarchical regression analysis model after having checked the bivariate correlations (see Table 4).

By using regression analysis, the following variables were examined: 1) the predictive value of students' personality traits and perceived-autonomy support on students' affective learning strategy; 2) the predictive value of students' personality traits and perceived-autonomy support on students' social learning strategy.

The first hierarchical regression analysis concerns affective learning strategy as dependent variable and had two steps. In Step 1, the predictors were personality traits (e.g., openness, conscientiousness, neuroticism, agreeableness, extraversion) and in Step 2 the predictors were all the personality traits and perceived-autonomy support. In the second hierarchical regression analysis, the dependent variable was social learning strategy, and the predictors remained the same as in the first regression analysis.

The Predictive Value of Personality Traits and Perceived-Autonomy Support Regarding Students' Affective Language Learning Strategy

Before conducting the regression analysis for students' affective language learning strategy, assumptions of linearity, multicollinearity, homoscedasticity, and normality of residuals were examined. This examination resulted in the following:

1) The scatterplots showed that the relation between the independent (openness, conscientiousness, neuroticism, agreeableness, extraversion, and perceived-autonomy support) and the dependent variables (affective learning strategy)

resemble a straight line. In other words, the scatterplot shows possible

relationship between two variables.

2) Collinearity statistics analysis demonstrated that multicollinearity cannot be

mentioned in the data considering that the VIF scores were under 10, and the

tolerance scores were above 0.2. Statistics of the variables are respectively

shown as follows: a) 0.87 – 1.14 for openness b) 0.91 – 1.10 for

conscientiousness c) 0.88 – 1.14 for neuroticism d) 0.90 – 1.11 for

agreeableness e) 0.85 – 1.17 for extraversion f) 0.92 – 1.09 for perceived-

autonomy support.

3) There were no apparent signs of funneling suggesting that the assumption of

homoscedasticity had been fulfilled according to the plot of standardized

residuals versus standardized predicted values (see Appendix B, page 66).

4) According to the P-P plot that was generated for this model illustrates that the

assumption of normality of the residuals are normally distributed (see

Appendix B, page 66)

After having completed the aforementioned assumption tests, the models for

students' affective learning strategy were examined (see Table 5). Step 1 was found

not to be statistically significant (F [5, 96] = 1.89, p = .104, adjusted R^2 = .042).

There was a statistically significant finding for Step 2: (F [6, 95] = 2.63, $p < 0.5$,

adjusted R^2 = .088).

Regarding the Big Five items, in Step 1 only neuroticism and agreeableness

were positive predictors of affective learning strategy though the model was not

significant. However, in Step 2 when the perceived-autonomy support was added, the

results revealed that only perceived-autonomy support positively and significantly

predicted affective learning strategy. According to the results, when students

perceive their instructors having autonomy-supportive teaching style, they adopt

affective learning strategies to a higher extent (see Table 5).

Table 5

The Hierarchical Regression for Affective Learning Strategy

Predictors	Affective Learning Strategy					
	Step 1			Step 2		
	B	*SE*	*β*	*B*	*SE*	*β*
1. Openness	0.79	0.13	.60	0.31	0.13	.02
2. Conscientiousness	0.65	0.11	.59	0.85	0.11	.08
3. Neuroticism	0.18	0.91	.21*	0.17	0.89	.20
4. Agreeableness	0.23	0.11	.22*	0.18	0.11	.17
5. Extraversion	0.51	0.83	.06	0.38	0.81	.48
6. Perceived-Autonomy Support	-	-	-	0.22	0.89	.24*

Note. * $p < .05$.

The Predictive Value of Personality Traits and Perceived-Autonomy Support Regarding Students' Social Language Learning Strategy

Prior to the analysis of regression models for students' social language learning strategy, assumptions of linearity, multicollinearity, homoscedasticity, and normality of residuals were examined. Accordingly, the assumptions were stated below as follows:

1) The scatterplots demonstrated that the correlation between the independent (openness, conscientiousness, neuroticism, agreeableness, extraversion, and perceived-autonomy support) and the dependent variable (social learning strategy) were linear. Meaning that, scatterplot shows possible relationship between two variables.

2) Based on the findings of collinearity statistics analysis, there was no apparent signs of multicollinearity in the data considering the VIF scores are under 10, and the tolerance scores are above 0.2. Statistics of the variables are respectively shown as; a) 0.88 – 1.14 for openness b) 0.91 – 1.10 for conscientiousness c) 0.88 – 1.14 for neuroticism d) 0.90 – 1.11 for agreeableness e) 0.85 – 1.17 for extraversion f) 0.92 – 1.09 for perceived-autonomy support.

3) The plot of standardized residuals versus standardized predicted values demonstrated that no observable signs of funneling suggesting that the assumption of homoscedasticity had been fulfilled (see Appendix B, page 67).

4) Based on the P-P plot that was created for this model illustrates that the assumption of normality of the residuals are normally distributed (see Appendix B, page 67)

After having completed the aforementioned assumption tests, the models for students' social learning strategy were investigated (see Table 6) and did not find statistical significance in Step 1: (F [5, 96] = 1.75, p = .131, adjusted R^2 = .036). Step 2, however, was found to be statistically significant: (F [6, 95] = 2.54, p < 0.5, adjusted R^2 = .084).

A closer examination of Step 1 shows that only agreeableness was a positive predictor of social learning strategy though the model was not significant. However, in Step 2 when the perceived-autonomy support was included, the model was significant, and the results showed that both perceived-autonomy support and agreeableness positively and significantly predicted social learning strategy. Based on the results, if students display agreeableness personality traits in Translation & Interpretation (TRIN) lessons, they tend to choose social learning strategies. Furthermore, when instructors have autonomy-supportive teaching style, students adopt social learning strategies (see Table 6).

Table 6

The Hierarchical Regression for Social Learning Strategy

Predictors	Social Learning Strategy					
	Step 1			Step 2		
	B	*SE*	*β*	*B*	*SE*	*β*
1. Openness	-.12	0.16	-.08	-.18	0.16	-.11
2. Conscientiousness	-.06	0.13	-.04	-.03	0.13	-.03
3. Neuroticism	0.13	0.11	.12	0.12	0.11	.12
4. Agreeableness	0.34	0.13	.27**	0.28	0.13	.22*
5. Extraversion	0.08	0.10	.09	0.63	0.10	.07
6. Perceived-Autonomy Support	-	-	-	0.22	0.11	.24*

Note. * p < .05. ** p < .01

CHAPTER 5: DISCUSSION

Introduction

This study explored how the personality traits and perceived autonomy support of university students in a Translation and Interpretation department related to their preferred affective and social language learning strategies. A correlational research design was utilized to analyse these relations. This chapter discusses the findings of the research by presenting an overview of the study. Next, the findings are associated with previous research. Following this, implications for practice and implications for further research are presented. At the end of the chapter limitations of the present study are provided.

Overview of the Study

The purpose of the study was to explore whether the affective and social language learning strategies of students in Translation and Interpretation (TRIN) courses can be predicted by their personality traits and by the autonomy support they perceive from their teacher. This study was guided by the following research question:

- To what extent do personality traits and perceived-autonomy support relate to students' social and affective language learning strategies?

The participants were 102 university students who study Translation and Interpretation in English and in French in a private English-speaking university in Ankara. A total of 59 items derived from three questionnaires were combined within Qualtrics, an online survey tool. The instrument included demographic questions as

well. Students voluntarily agreed to complete the questionnaire online by scanning a QR code.

In line with the relevant literature review, it was hypothesized that

1. Students' personality traits and perceived-autonomy support would predict their affective learning strategy in TRIN courses.

2. It was expected that personality traits and perceived-autonomy support would predict students' social language learning strategies in TRIN courses.

The data collected from a private university was analysed to test the above-mentioned hypotheses. In the data analysis process, preliminary and main analysis were applied respectively. In the preliminary analysis, descriptive statistics and bivariate correlations were examined in order to identify the mean and the standard deviation along with correlations among the variables. As for the main analysis, two hierarchical two-step regression analyses were conducted to test the hypotheses.

Discussion of Major Findings

Regarding the research question, the bivariate correlations revealed that among students' personality traits, only agreeableness, which can be described as the measure of friendliness and cooperativeness an individual exhibit, was positively related to their affective and social learning strategies. Similarly, perceived-autonomy support was positively correlated to both affective and social learning strategies in TRIN courses. Regarding Hypothesis 1, the findings showed that, when both personality traits and teaching style were considered only perceived autonomy support positively predicted affective learning strategies. Regarding Hypothesis 2, however, the findings showed that both agreeableness and perceived autonomy support positively predicted social learning strategies during the lessons.

Previous findings in the literature regarding personality traits suggest that the level of students' personality traits has an impact on their preference of learning strategies (Oxford & Nyikos, 1989). Asmalı's (2014) study found that students who have a high level of agreeableness use mostly metacognitive, affective, and social strategies. In other studies, personality traits that are considered more adaptive were positively related to affective learning strategies. For example, Ibrahimoglu et al. (2013) found extraversion, agreeableness, conscientiousness, and openness to be related to high level of socio-affective learning strategies. Similarly, Aminah et al. (2017) suggest that students with agreeableness and extroversion personality traits mostly prefer affective and social learning strategies. Fazeli's (2012) study is consistent with these findings confirming that affective learning strategies are used predominantly among students who have openness and conscientiousness traits.

In the current study, only the adaptive personality trait of agreeableness was positively related to affective learning strategies. However, similar to Liyanage and Bartlett (2013), who suggested that language learning strategies do not solely depend on personality traits but also on the learning environment, this study showed that when aspects of the perceived learning environment were considered, only social leaning strategies were predicted by agreeableness. More specifically, none of the personality traits predicted students affective learning strategies.

The findings are in line with previous findings of Mouratidis et al. (2018), who showed that the learning environment that support students' autonomy promotes a good quality of motivation and helps students to adopt effective learning strategies. Reeve and Jang's (2006) study also confirms that students' optimal functioning increases with teacher autonomy support. This support is expressed through praising students, encouraging their efforts, listening to them, and sparing time for them.

Similarly, Reeve et al. (1999) investigated the relationship between perceived-autonomy support and learning outcomes. The results showed that there are several characteristics of autonomy-supportive teachers such as listening more, giving less instruction, and focusing on students' needs that establish a positive bond between the teacher and the student and increase students' inner motivation. Compared to students who experiencing controlling teaching style, students who perceive autonomy support are more intrinsically motivated; therefore, they function optimally in the learning situation. Moreover, Ryan and Deci (2000) showed that autonomy-supportive teachers facilitate students to lower their anxiety and control their emotions during their learning. In a study with high school teachers, Reeve (2004) found that students' engagement, verbal participation, and inner motivation were increased after teacher adopted autonomy supportive teaching style. Likewise, Zheng et al. (2020) found that perceived-autonomy support mitigates academic stress and facilitates students to be more involved in their own learning, improving their self-regulation and motivation. All these studies highlighted the positive relations of teacher autonomy support to students' optimal functioning and the findings of this study provided further evidence for this relation in the context of language learning.

Based on the experience of the researcher, typically to be successful in the field of translation, individuals need to be well-balanced, impartial, and communicative. They need to adapt to any situation and be cooperative with a diversity of clients. In the field of interpretation and translation, where communication is at the forefront, it is observed in the results of the survey that both peer relations and communication with instructors are important and bring along the need for social skills. When examined the results of the study, it appears that students

have affective and particularly social strategies in cooperative conditions provided by their instructors.

According to the results of the research, the most distinctive personality trait seen in students who study translation and interpretation is agreeableness. Individuals who are educated in this program exhibit prosocial behaviours and are helpful and understanding in social environment. According to some research studies, translators are expected to have good interpersonal communication and speaking skills, as they serve as a communication bridge among individuals or groups as per the nature of individuals in this field (Bowker, 2004; Hubsker-Davidson, 2013; Robinson, 2002). Since the discipline is aimed to raise students who are sympathetic, helpful, and collaborative with better social skills to work better with people for people, the results are expected and understandable that the agreeableness personality trait is the most prominently observed and the most predictive personality trait among students who study translation and interpretation.

Implications for Practice

The result of the study shows that although students' agreeableness was related to their affective and social learning strategies in TRIN courses, perceived-autonomy support predicted their affective and social learning strategies over and above any personality trait. In the light of these findings, it can be concluded that teachers could take students' personality traits into consideration, but they need to prioritize the provision of autonomy support in the learning environment.

Considering that student-centered education model is being encouraged more in today's world, instructors should nourish students' autonomy by listening students carefully, providing opportunities for students to talk and operate in their own unique way, nurturing their intrinsic motivation, displaying patience towards students, and

offering various instructional materials. Teacher education and professional development should educate teachers to apply all these approaches to support students learning.

Implications for Further Research

The current study helped confirm the importance of teachers' autonomy supporting style on students' choice of socio-affective learning strategies. Further insights into how teachers' style affects students could be further investigated with different research methodologies such as interview or observations. Experimental studies in which teacher autonomy support will be manipulated to test its effect on affective and learning strategies could provide evidence about the causal relation of teaching style to students' learning strategies. In such experimental studies, personality traits can be also considered as moderators.

Apart from methodology, the adaptation of SILL for translation and interpretation students might have an impact on the results. The adaptation of the strategy inventory made by Oxford in 1990 to measure the strategies of foreign language students for future translators in this study may have disrupted the synthesis of the inventory or found no meaning by the students. In order to measure the relevancy of the items, a pilot study should be conducted on a certain number of volunteer students who are still studying in the relevant department along with graduates.

The study also sought to learn if students' personality traits played a role in their choice of learning strategies. There was some evidence the trait of agreeableness might be an influencing factor. Personality analysis and learning skills may vary in different student groups studying in different programs. For example, while agreeableness and extraversion personality traits with socio-affective skills are

prominent in social sciences; conscientiousness personality trait with cognitive and

metacognitive skills may be at the forefront in numerical fields. These assigned

characteristics and learning skills differ depending on the needs of the departments

studied. For this reason, since the results obtained from this study will differ from

section to section, it should be applied in various sections and the results should be

interpreted. To further examine the potential role of the variables, similar studies can

be conducted in various universities all around the country with greater number of

participants.

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Appendix A

Questionnaires

The Big Five Inventory (BFI)

(John, O. P., Donahue, E. M., & Kentle, R. L. (1991)

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree
Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement. **I see Myself as Someone Who...**					
1. … is talkative	1	2	3	4	5
2. …tends to find fault with others	1	2	3	4	5
3. …does a thorough job	1	2	3	4	5
4. …is depressed, blue	1	2	3	4	5
5. … is original, comes up with new ideas	1	2	3	4	5
6. …is reserved	1	2	3	4	5
7. …is helpful and unselfish with others	1	2	3	4	5
8. …can be somewhat careless	1	2	3	4	5
9. …is relaxed, handles stress well	1	2	3	4	5
10. …is curious about many different things	1	2	3	4	5
11. …is full of energy	1	2	3	4	5
12. …starts quarrels with others	1	2	3	4	5
13. …is a reliable worker	1	2	3	4	5
14. …can be tense	1	2	3	4	5
15. …is ingenious, a deep thinker	1	2	3	4	5

16. …generates a lot of enthusiasm	1	2	3	4	5
17. …has a forgiving nature	1	2	3	4	5
18. …tends to be disorganized	1	2	3	4	5
19. …worries a lot	1	2	3	4	5
20. …has an active imagination	1	2	3	4	5
21. …tends to be quiet	1	2	3	4	5
22. …is generally trusting	1	2	3	4	5
23. …tends to be lazy	1	2	3	4	5
24. …is emotionally stable, not easily upset	1	2	3	4	5
25. …is inventive	1	2	3	4	5
26. …has an assertive personality	1	2	3	4	5
27. …can be cold and aloof	1	2	3	4	5
28. …perseveres until the task is finished	1	2	3	4	5
29. …can be moody	1	2	3	4	5
30. …values artistic, aesthetic experiences	1	2	3	4	5
31. …is sometimes shy, inhibited	1	2	3	4	5
32. …is considerate and kind to almost everyone	1	2	3	4	5
33. …does things efficiently	1	2	3	4	5
34. …remains calm in tense situations	1	2	3	4	5
35. …prefers work that is routine	1	2	3	4	5
36. …is outgoing, sociable	1	2	3	4	5
37. …is sometimes rude to others	1	2	3	4	5
38. …makes plans and follows through with them	1	2	3	4	5
39. …gets nervous easily	1	2	3	4	5
40. …likes to reflect, play with	1	2	3	4	5

ideas					
41. …has few artistic interests	1	2	3	4	5
42. …likes to cooperate with others	1	2	3	4	5
43. …is easily distracted	1	2	3	4	5
44. …is sophisticated in art, music, or literature	1	2	3	4	5

Adapted from the Perceived Autonomy-supportive Teaching

(Williams & Deci, 1996)

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree
Below you will find some statements related to your instructor's attitudes in *Course A*. Please read them carefully and indicate the extent to which they are true for you. In Course A…					
1. … the instructor provides me suggestions and options.	1	2	3	4	5
2. … I feel appreciated by my instructor.	1	2	3	4	5
3. … The instructor conveys confidence in my ability to do well.	1	2	3	4	5
4. … The instructor encourages me to ask questions.	1	2	3	4	5
5. … The instructor listens to how I would like to do things.	1	2	3	4	5
6. … The instructor tries to understand how I see things before suggesting a new way to do things.	1	2	3	4	5

**Adapted from the Strategy Inventory for Language Learning (SILL)**

(Oxford, 1989)

|	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree
Below you will find some statements related to your attitudes in *Course A*. Please read them carefully and indicate the extent to which they are true for you.					
1. I reward myself when I do well in a translation.	1	2	3	4	5
2. I ask the instructor's opinion about my English translation/speaking.	1	2	3	4	5
3. I try to learn about the attitudes and culture of experienced translators/interpreters.	1	2	3	4	5
4. I try to relax a) whenever I take notes of the speaker before I translate b) before I start translating a written document.	1	2	3	4	5
5. I open up myself to my friends/professors/family members about how I feel when a) I am on the stage to translate b) I translate a written text.	1	2	3	4	5
6. I encourage myself to translate even when I am afraid of making a mistake.	1	2	3	4	5
7. I ask my classmates to correct me when I translate.					
8. I notice if I am tense or nervous when I am translating or taking notes.					
9. I practice translation with other students or my friends.					

Appendix B

Charts

Normal P-P Plot of Regression Standardized Residual
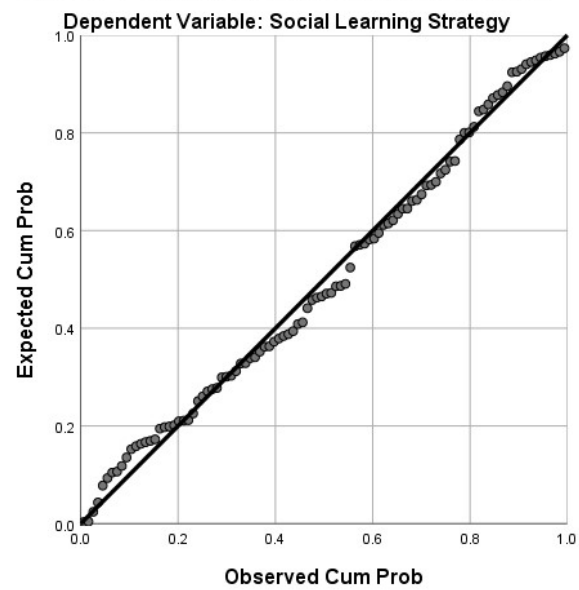
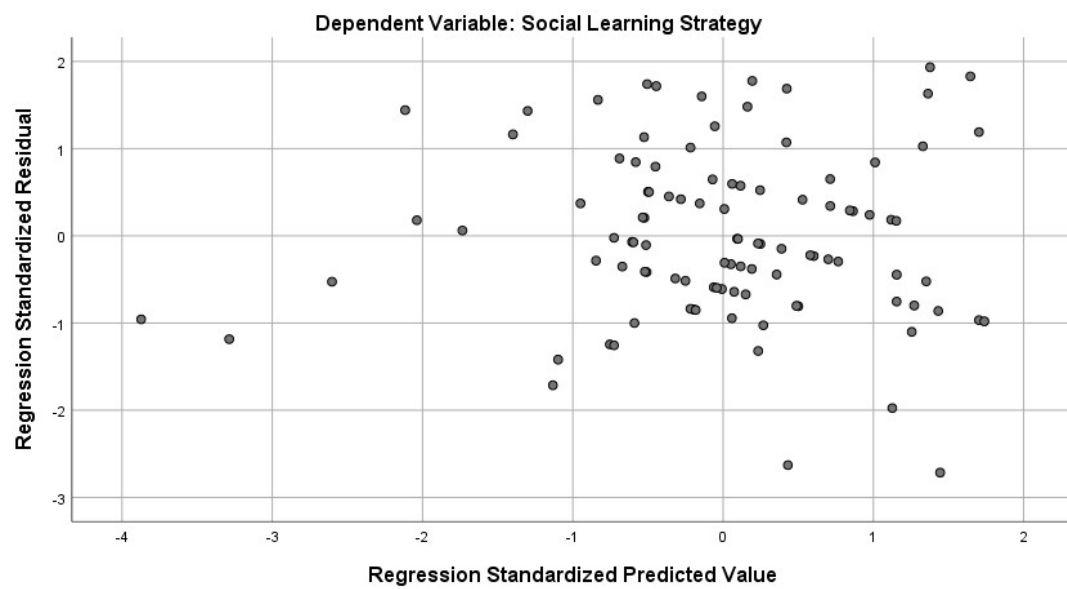Dependent Variable: Affective Learning Strategy
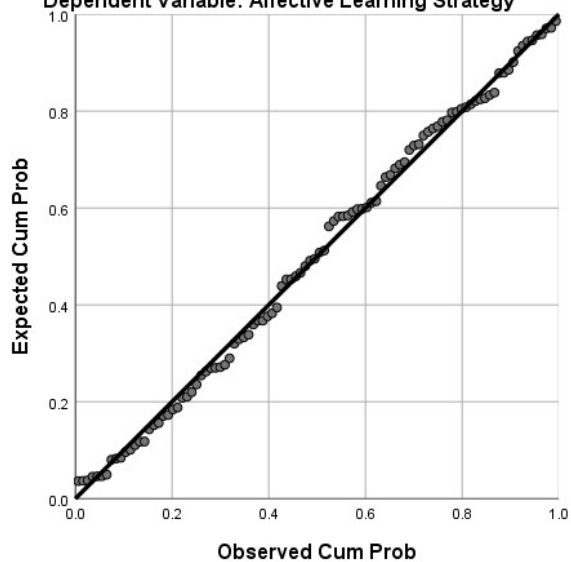
Scatterplot

Dependent Variable: Affective Learning Strategy

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Social Learning Strategy
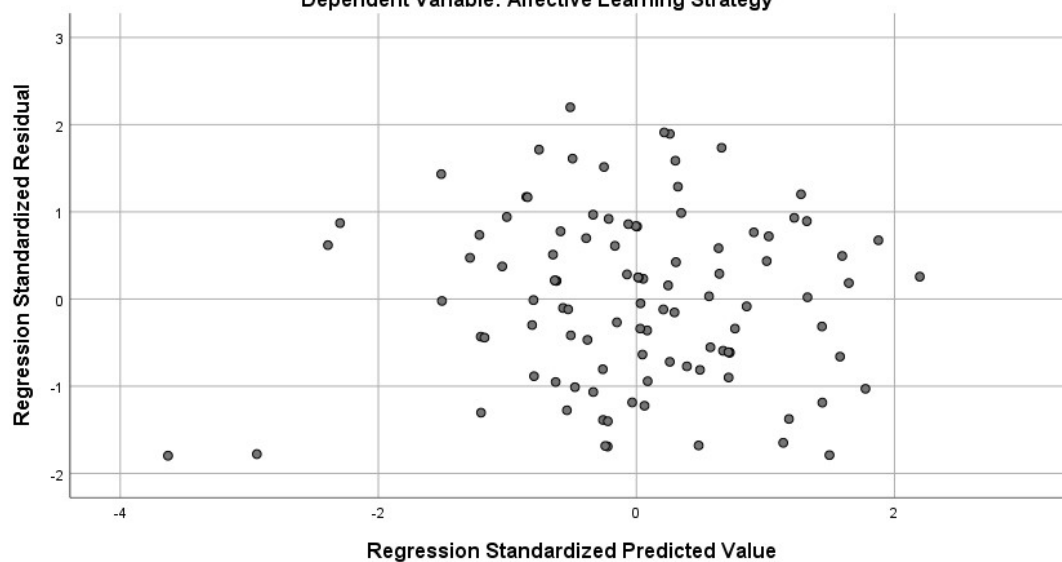
Scatterplot
Dependent Variable: Social Learning Strategy

Appendix C

Ethical Approval

Bilkent Üniversitesi
Akademik İşler Rektör Yardımcılığı

Tarih	:	19 Nisan 2021
Gönderilen	:	Ezgi Sena Gürbüz
Tez Danışmanı	:	Aikaterini Michou, Jennie Farber Lane
Gönderen	:	H. Altay Güvenir İnsan Araştırmaları Etik Kurulu Başkanı
Konu	:	*"Teaching Style ..."* çalışması etik kurul onayı

Üniversitemiz İnsan Araştırmaları Etik Kurulu, 19 Nisan 2021 tarihli görüşme sonucu, *"Teaching Style And Personality Traits As Predictors Of Socio-Affective Learning Strategies Of University Students"* isimli çalışmanız kapsamında yapmayı önerdiğiniz etkinlik için etik onay vermiş bulunmaktadır. Onay, ekte verilmiş olan çalışma önerisi, çalışma yürütücüleri ve bilgilendirme formu için geçerlidir.

Bu onay, yapmayı önerdiğiniz çalışmanın genel bilim etiği açısından bir değerlendirmedir. Çalışmanızda, kurulumuzun değerlendirmesi dışında kalabilen özel etik ve yasal sınırlamalara uymakla ayrıca yükümlüsünüz.

Kovid-19 salgını nedeniyle konulmuş olan kısıtlamaların yürürlükte olduğu süre içinde, tüm komite toplantıları elektronik ortamda yapılmaktadır; aşağıda isimleri bulunan Bilkent Üniversitesi Etik Kurulu Üyeleri adına bu yazıyı imzalama yetkisi kurul başkanındadır.

Etik Kurul Üyeleri:

Ünvan / İsim	Bölüm / Uzmanlık	
Prof.Dr. H. Altay Güvenir	Bilgisayar Mühendisliği	Başkan
Prof.Dr. Erdal Onar	Hukuk	Üye
Prof.Dr. Haldun Özaktaş	Elektrik ve Elektronik Müh.	Üye
Doç.Dr. Işık Yuluğ	Moleküler Biyoloji ve Genetik	Üye
Dr. Öğr. Üyesi Burcu Ayşen Ürgen	Psikoloji	Üye
Doç.Dr. Çiğdem Gündüz Demir	Bilgisayar Mühendisliği	Yedek Üye
Dr. Öğr. Üyesi A.Barış Özbilen	Hukuk	Yedek Üye

Kurul karar/toplantı No: 2021_04_19_02

Bilkent Üniversitesi, 06800 Bilkent, Ankara • Telefon: (312) 290 12 13 • (312) 290 12 14 • Faks: (312) 266 41 52