

ÖZSEVEN

**THE RELATIONSHIP BETWEEN LEARNING
STRATEGIES AND ORAL PERFORMANCE OF
TURKISH EFL GRADUATE SCIENCE
STUDENTS IN PREPARATORY PROGRAMS**

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THE RELATIONSHIP BETWEEN LEARNING STRATEGIES
AND ORAL PERFORMANCE OF TURKISH EFL GRADUATE SCIENCE STUDENTS
IN PREPARATORY PROGRAMS

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Sedat Özseven
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SEDAT ÖZSEVEN
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ABSTRACT

Title : The relationship between learning strategies and oral performance of Turkish EFL graduate science students in preparatory programs
Author: Sedat Özseven
Thesis Chairperson: Ms. Patricia Brenner, Bilkent University, MA TEFL Program
Thesis Committee Members: Dr. Linda Laube, Dr. Dan Tannacito, Bilkent University, MA TEFL Program

This study investigated the possible relationship between learning strategies and oral performance of Turkish graduate science students. A total of 62 EFL graduate science students participated in the study. The participants were given a questionnaire which identified their learning strategy preferences. Rebecca Oxford's Strategy Inventory for Language Learning (SILL) Version 7.0 was used as the questionnaire. After students filled out the questionnaire they were interviewed so that they could be given a score for their oral performances, evaluated with the John Test, an oral proficiency test developed by ESL teachers at City University of New York. Finally, learning strategy scores and oral performance scores of the participants were compared through simple linear regression. This statistical procedure was found appropriate since the researcher had sought a possible relationship between the dependent variable (oral performance) and the independent variables (learning strategies).

The study had two hypotheses and two research questions. The first hypothesis was that among EFL learners those who apply more strategies to their learning have higher oral performances than those learners employing fewer strategies. Analysis of the data rejected the first hypothesis.

The second hypothesis was that students who demonstrate use of more direct strategies have higher oral performances than those who use more indirect strategies. Analysis of the data confirmed this hypothesis and it was found that cognitive and compensation strategies correlated positively with higher oral performance than metacognitive, memory, or affective strategies. The p value for cognitive strategies was $p < 0.005$ and for compensation strategy it was $p < 0.025$.

The first research question was about learning strategy preferences of EFL graduate science students. Analysis of the data revealed that students used compensation, metacognitive, and social strategies with a

62 students, 16 reported using compensation strategies, 29 metacognitive strategies, and 12 social strategies.

The second research question investigated the relationship between learning strategies and oral performances of EFL learners. Statistical analysis of the study indicated that there was not a direct relationship between the frequency of the use of learning strategies and oral performance.

BILKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
MA THESIS EXAMINATION RESULT FORM

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The examining committee appointed by the
Institute of Economics and Social Sciences for the
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Sedat Özseven

has read the thesis of the student.
The committee has decided that the thesis
of the student is satisfactory.

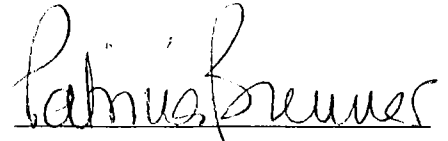
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in preparatory programs

Thesis Advisor : Ms. Patricia Brenner
Bilkent University,
MA TEFL Program

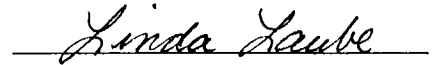
Committee Members : Dr. Linda Laube
Bilkent University,
MA TEFL Program

Dr. Dan J. Tannacito
Bilkent University,
MA TEFL Program

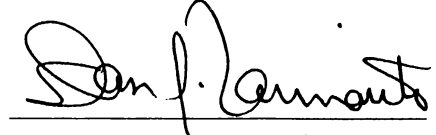
We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



Patricia Brenner
(Advisor)



Linda Laube
(Committee Member)



Dan J. Tannacito
(Committee Member)

Approved for the
Institute of Economics and Social Sciences



Ali Karaosmanoğlu
Director
Institute of Economics and Social Sciences

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CHAPTER 1 INTRODUCTION TO THE STUDY

Background of Problem

It is generally accepted that in EFL situations speaking is the most difficult skill. In ESL situations, a second language has social and communicative functions within the community where it is learned. However, a foreign language does not have immediate social and communicative functions within the community where it is learned; it is employed mostly to communicate elsewhere. Thus, speaking a foreign language in EFL situations has always been a major problem for EFL learners. Being an EFL teacher, the researcher has always had complaints from students about the difficulty of speaking. Therefore, one of the specific goals of this particular study is to find some possible solutions to this problem.

It is fortunate that research and theory in second language learning strongly suggest that good language learners use a variety of strategies to assist them in gaining command over language skills. Indeed, research has found that learning strategies have considerable potential for enhancing the development of oral skills in English as a second language (Naiman, Frohlich, Stern and Todesco, 1978). On the other hand, the research mentioned relates to ESL situations. What is known about this particular case in EFL contexts needs to be studied.

Purpose of the Study

The researcher firmly believes that there has been an increasing emphasis on improvement of the quality of EFL teaching and learning in Turkey in recent years. Nonetheless, still very little is known about the strategies and learning processes of Turkish EFL learners. How, then, do EFL students handle their language learning in Turkey and what are the differences between the learning strategies of successful learners and less successful learners?

The researcher also believes that finding out learning strategies of EFL learners and analyzing the effect of the application of these strategies on several skills might allow teachers to become more acquainted with the ways students learn. Teachers could then help students improve their language learning process. It is stated (O'Malley, Chamot, Stewner-Manzares, Kupper & Russo, 1985) that classroom instruction has the poten-

tial to influence a wide range of skills to which the strategies can be applied, including production as well as comprehension skills. In this view, teachers can go beyond their traditional role of providing information and can also create circumstances in which students become acquainted with and apply strategies that are appropriate for the type of learning activities being presented.

Based on the theories and findings mentioned above, the purpose of this study is twofold: (a) to find out and analyze learning strategies of Turkish EFL students; (b) to investigate the possible relationship between the frequency of learning strategy use and oral performances of EFL students.

The main concern is oral performance of these students because it is viewed by students as the most problematic skill to deal with. Another reason for focusing on oral performance only is that it would be difficult to scrutinize many different aspects of English language learning within a limited study like this.

Research Questions and Hypotheses

In this study the researcher first of all aims to analyze and identify learning strategies of graduate EFL science students. Secondly, he investigates the possible relationship between these strategies and oral performances of students mentioned. In this particular view, this study searches for answers to two major questions:

1. What are the learning strategies of graduate EFL science students in Turkey?
2. In what ways do learning strategies of these EFL learners relate to their oral performance?

Consequently, the present study has two specific hypotheses:

H₁: Among EFL learners those who make use of and apply more strategies to their learning have higher oral performances than those learners employing fewer strategies.

H₂: Students who demonstrate use of more direct strategies have higher oral performance than those who use more indirect strategies.

Limitations and Delimitations of the Study

This study was conducted at the Preparatory School at Dokuz Eylul University, Izmir. Students were given a questionnaire which identified their choice of learning strategies and frequency of the use of those strategies. This is considered one of the limitations to the present study since questionnaires are self-reports. For this reason, it is likely that the validity of the research was, to some extent, limited.

Another possible limitation to the study is the oral interviews. Oral performances of the participants were determined in fifteen minutes at most. There might have been many factors that affected the participants' performance in such a limited time. On the other hand, this may have been off-set by the fact that the interviewers all received half an hour to one hour of training before conducting the interviews.

A third limitation to the study is that the researcher was not able to choose his subjects randomly due to the inadequate number of the students who signed consent forms. For this reason, participation in this research was on a voluntary basis. As a result, the study cannot be generalized to the whole graduate science population in prep programs in Turkey.

On the other hand, delimiting the study to one particular group of subjects-graduate science students-and working with students with only one proficiency level of English may have enhanced the efficiency of the study and this is considered one of the delimitations to the study.

A second delimitation to the study is that the researcher tried to find out effects of learning strategies only in oral performance rather than all other language skills.

Conceptual Definitions of Terms

The definition of 'learning strategies' used in this study was taken from Rebecca Oxford (1990). Expanding one commonly used technical definition, she defines learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Further, the term 'oral performance' is defined as "the competence or ability to carry out a mutual exchange between two or more individuals

which enhances cooperation and establishes commonality" (Oxford, 1990). Yet, this definition does not meet the needs of the participants in the present study as they mainly deal with giving presentations and listening to lectures on academic topics. Therefore, the term has been operationalized as the ability to carry out a conversation in a given context, to answer questions about the conversation, and finally to comprehend utterances on specific academic tasks.

CHAPTER 2 REVIEW OF LITERATURE

Introduction

Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime.

An ancient proverb

Since 1969 there have been significant paradigm shifts in learning theory, linguistic theory, and instructional models. Included has been an important movement from a primary focus on teaching and a teacher-centered classroom to an increasing concern with learning and a learner-centered classroom. In this respect, making students aware of learning strategies which they apply to their learning processes has gained considerable significance. This brings up the need for an integrated treatment of learning strategies in the area of language teaching. Learners must learn how to do for themselves what teachers typically do for them in classroom. Additionally, teachers' attempts to help learners improve their language skills must be complemented by a systematic approach to helping them develop and refine their learning skills. In this particular view, learner training should be integrated with language training.

It is true that some students learn easier and better given particular conditions, settings, and methods. The reason for this might be that competent language learners use some special ways of processing information. These strategies, however, are not the preserve of highly capable individuals, but could be learned by others who have not discovered them on their own (O'Malley & Chamot, 1990). Therefore, teachers should go beyond the traditional role of providing information and create circumstances in which students become acquainted with and apply strategies that are appropriate for the type of learning activities being presented.

Considering the fact that language is a complex cognitive skill, it is important to know how knowledge about language is stored in memory and how the process of second language acquisition develops. For this particular reason, teachers should also investigate and improve their students' abilities to retrieve previously gained knowledge and to make associations by relating new language information to concepts in memory.

If learning strategies practiced in the classroom could be applied successfully in an acquisition environment outside the classroom, the potential use of learning strategies can become considerably greater. As reported in a study by O'Malley et al. (1985), ten percent of the students interviewed used learning strategies for operational communication and eleven percent used learning strategies for social communication. This indicates that there should be transferability between learning strategies and operational or social communication settings.

Operational communication is one of the major issues in the present study. Students' oral performances are taken into consideration and the term 'oral performance' is defined by Oxford (1990) as the competence or ability to carry out a mutual exchange between two or more individuals which enhances cooperation and establishes commonality. On the other hand, in the present study the term is operationalized as the ability to carry out a conversation on a given context, to answer questions about the conversation, and finally to comprehend utterances on specific academic topics. In this study the oral performance of graduate science students is the major concern; therefore, the definition applies to these students only. After the oral performances of these students are determined, learning strategies that underlie them are discussed (Chapter 4).

The Significance of Learning Strategies

The notion that special learner techniques or strategies might assist second language acquisition is quite new, having emerged in research literature just over ten years ago. The suggestion that the "good language learner" might be doing something special or different that we could all learn from was introduced in work by Rubin (1975) and Stern (1975).

As cited by Oxford (1985), learning strategies are important for at least two reasons. First, studies show that learning strategies can be improved or modified through training (Dansereau, 1978; O'Malley et al., 1983; Weinstein et al., 1984). Second, successful language learners tend to use "good" strategies more often than unsuccessful learners (Cohen, in press; Naiman et al., 1978; Reiss, 1983; Rubin, 1975, 1981; Rubin & Thompson, 1982).

It is also evident by research that strategies can be taught to and

acquired by learners. Training studies conducted with learning-disabled children have shown the importance of knowing about and using strategies. It is stated (Wenden, 1985) that, once appropriately trained, these children have been able to use strategies to raise their level of performance to that of normal adults.

It is a commonly shared idea that some students approach the language learning task in more successful ways than others. The point has been made earlier that, all other things being equal, some students will be more successful than others in learning a second or foreign language. There are certain individual differences in the ways each individual learner approaches the language learning tasks, perceives the language as a whole and finally deals with different skills of language learning.

As stated by Wenden and Rubin (1987):

Given the same learning environment, the same target language, and the same language level, some learners will be more analytic in their approach to the learning task while others will be more intuitive; some learners will prefer to use written materials to access a foreign language while others will prefer to hear the language (p. 15).

In this particular view, each learner must be explored individually. Once students learn how to develop the ability to evaluate and monitor their own learning processes, they will enhance their own capabilities and, as a result, their success in learning. While students are developing this ability, one important role of the teacher would be to provide an environment which facilitates students' identification of those strategies which work best for them (Wenden & Rubin, 1987). Another role of the teacher would be to suggest alternative strategies for organizing and storing information.

Theoretical Background in Second Language Acquisition

In the following sections readers will be introduced to the theoretical background of second language acquisition. These theories are reviewed in order to relate the learning strategies issue to the SLA phenomenon. They are also meant to enlighten the audience about how

learning strategies developed in the course of SLA history.

Bialystok's Model

In her model Bialystok (1978) identifies four categories of learning strategies: inferencing, monitoring, formal practicing, and functional practicing. In this model learning strategies are defined as means for exploiting available information to improve competence in a second language.

Bialystok claims that inferencing, monitoring, formal practicing, and functional practicing contribute to one's linguistic knowledge. Inferencing refers to the process of inferring nonexplicit meaning. Monitoring is a student's self monitoring of his or her language performance. Formal practice-such as verbal drills-is the specific exercise of the language code in order to master the rule system. Finally, functional practice-such as completing a transaction at a store-occurs when the learner uses the language for actual communication or comprehension purposes.

In a controlled study with 10th and 12th grade students who were learning French, Bialystok (1981) found that most of the above-mentioned strategies had positive effects on some aspects of achievement. The strategy that contributed most to achievement in all tasks was functional practice.

One important feature of this model is that formal practicing and functional practicing in a real situation can easily be introduced to students. Teachers can create both formal practicing and functional practicing tasks for their students, observe their students' self-monitoring and thus contribute to their progress in learning a second or foreign language.

This model relates to the present study in that when strategies are introduced to the learner in formal settings, such as classrooms, they can contribute to the implicit linguistic knowledge of the learner. As a result, the learner's ability to comprehend and produce spontaneous language increases. In other words, learning strategies might directly be involved in a student's learning process as he is monitoring and evaluating his own progress.

McLaughlin, Rossman, and McLeod's Information Processing Approach

According to this approach, the learner is viewed as an active organizer of incoming information, with processing limitations and capabilities. While motivation is considered to be an important element in language learning, the learner's cognitive system is central to processing. The learner therefore is able to store and retrieve information depending on the degree to which the information was processed (McLaughlin, Rossman, McLeod, 1983).

Evidence for aspects of the information processing model, as cited by O'Malley & Chamot (1990), comes from studies of language processing and memory. It is stated that learners make use of their own background knowledge to organize the new information and put it in an order in their minds. The incoming data are interpreted and gained through the use of previously learned materials.

The role of learning strategies in the acquisition of information generally can be understood by reference to the information processing framework for learning (O'Malley & Chamot, 1990). The purpose of this framework is to explain how information is stored in the memory and particularly how new information is acquired.

In its simplest form, the above framework suggests that information is stored in two distinct ways, either in short-term memory, which is the active memory that holds small amounts of information only for a brief period, or long-term memory, which is the continuous storage of information consisting of either isolated elements or interconnected networks (Lachman, Luchman, Butterfield, 1979).

In the present study, memory strategies are described as strategies that help learners store and retrieve new information, reflecting very simple principles such as arranging things in order, making associations, and reviewing. Therefore, in language teaching intensive attention should be given to memory strategies.

Spolsky's Model

This model of second language acquisition is based on preference rules in which cognitive processes play an important role. Spolsky (1985) names three types of conditions that apply to second language learning:

necessary conditions, gradient conditions, and typicality conditions. A necessary condition is one that is required for learning to occur, such as target language input, motivation, and practice opportunities. A gradient condition is one in which frequency determines the likelihood of learning. Two examples of gradient conditions are: a second language learner actively seeking interactions with native speakers and a learner fine-tuning a learning strategy for a specific task. The third type of condition is one that typically, but not necessarily, assists learning. An example of a typicality condition might be that of risk taking. Thus, outgoing personalities tend to be good language learners as a rule, although in some cases quiet and reflective persons can be equally or more effective learners (Saville-Troike, 1984).

As cited by O'Malley & Chamot (1990), Spolsky's model of second language acquisition contains two clusters of interrelated conditions representing these three types. The first cluster contains social context conditions, such as the learning setting and opportunities. The second cluster consists of learner factors, such as prior knowledge, individual powers, and motivation. These clusters interrelate in that the learner uses his prior knowledge and individual powers to interact with the environment. This interaction leads to the amount of language learning that takes place.

Simply put, the more the learner uses his prior knowledge and makes use of his individual powers, the higher the amount of language learning becomes. In this model, as in Bialystok's model, learning strategies seem to be directly involved in the language learning processes of the learners. In this particular view, learning strategies would be part of the individual powers and prior learning experiences that the learner brings to the task.

In this study, the two strategy types that can be involved in the language learning processes of the learners are affective and metacognitive strategies. The former includes mediating and encouraging one's self, which can be taken as individual powers. One of the features of the latter is that the learner coordinates his own learning process using his prior learning experiences.

The Strategic Teaching Model

The Strategic Teaching Model, developed by Jones, Amiron, Katims, (1987), is based on the following six research-based assumptions about learning:

1. Learning is goal oriented. Expert learners have two major goals during the learning process: to understand the meaning of the task and to regulate their own learning;
2. In learning, new information is linked to prior knowledge. Prior knowledge is stored in memory, and new information is understood and stored by calling up this stored information;
3. Learning requires knowledge organization.... Skilled learners recognize these organizational structures and use them to assist their learning;
4. Learning is strategic. Good learners are aware of the learning process and of themselves as learners, and seek to control their own learning through the use of appropriate learning strategies;
5. Learning occurs in recursive phases. All types of learning are initiated with a planning phase, followed by a phase in which new information is integrated and assimilated, and end with consolidation;
6. Differences between older and younger students and between more or less proficient learners are due in large part to differences in prior knowledge and learning strategy use.

In this model learning strategies can be introduced to learners at every stage of learning since all the above mentioned assumptions include some aspects of learning strategies. Due to this fact, planning and instruction is guided by these six assumptions, and therefore teaching becomes an active thinking and decision-making process, in which teachers always have to consider their students' goals and needs, find out their students' background knowledge, and help them organize their new knowledge and improve their learning. Here, the teacher assesses what students know, what they need to know, and how to provide for successful learning. After teachers have finished analyzing students' goals, needs, and background peculiarities, they can start providing students with learning strategies. In the classroom, teachers can act as models and demonstrate mental activities and learning strategies by thinking aloud to their

students. They can also act as mediators by helping students use strategies to understand and organize information and by showing them how to become autonomous learners (O'Malley & Chamot, 1990).

Based on all the assumptions mentioned, the primary obligation of a teacher is to begin with assessing current student strategy use, then to explain the new strategy, model the strategy, and finally provide extensive support for students when they first deal with the strategies. After this stage, the teacher gradually decreases his support so that eventually students learn to use the strategies independently and become independent learners.

Related Studies on Learning Strategies

The Learning Strategies in Foreign Language

Instruction Project

In this particular project, which was carried out at Interstate Research Associates in Mclean, VA, three studies were conducted (Chamot & Kupper, 1989) : (a) a descriptive study, which identified learning strategies used in studying foreign languages; (b) a longitudinal study, which identified differences in the strategy use of effective and ineffective language learners and analyzed changes in strategy use over time; and (c) a course development study, in which foreign language instructors taught students how to apply learning strategies.

Descriptive Study.

In this study 67 high school students drawn from different grades were chosen as participants. Students were identified as effective, average, and ineffective language learners. Then these students were interviewed in small groups according to the classifications made. Students were asked about any special tricks or techniques they applied to foreign language tasks. The interviews were tape-recorded and finally analyzed for occurrence of strategic processes and behaviors.

It was found that students at higher levels reported using more strategies than beginning students (Chamot & Kupper, 1989). It is worth mentioning that students at all levels used more cognitive strategies than metacognitive strategies. Metacognitive strategies used by students were mainly planning strategies rather than monitoring or evaluation. Mean-

while, social and affective strategies were not used so frequently. In general, students reported using fairly traditional strategies, with few instances occurring of more cognitively active strategies such as grouping, substitution, imagery, elaboration, or summarizing (Chamot & Kupper, 1989). As a final comment on this particular study, Chamot & Kupper (1989) say:

The notion that less effective students are at least acquainted with some learning strategies and, more importantly, are able to report on their own mental processes related to foreign language study, provides a starting point for learning strategy instruction that can benefit those students whose present strategies are not leading them to significant success in learning a new language (p. 14).

Longitudinal Study.

In this study 11 effective and 2 ineffective students were interviewed individually and given typical language learning activities to perform, such as filling in the missing words, reading a passage, listening to a monologue or dialogue, and writing a paragraph about a drawing. The main requirement was to think aloud while working on the tasks.

Findings of the study revealed that, in general, successful students used learning strategies more often, in a more appropriate way and with great variety. On the other hand, less effective students had fewer strategy types in their repertoires and they frequently used strategies inappropriately.

Another finding of the study was that some strategies were applied to several language tasks. Self-monitoring and elaboration, for example, were important for all language tasks analyzed, including vocabulary learning, listening comprehension, cloze exercises, and writing. Inferencing was used for listening and reading comprehension. Chamot and Kupper (1989) report that: "The writing tasks elicited the metacognitive strategies of planning and self-evaluation, and cognitive strategies such as substitution and summarizing, in addition to elaboration" (p. 17).

Course Development Study.

The main purpose of this study was to search for the feasibility of incorporating learning strategy training in the foreign language classroom.

Students of four instructors who had participated in the descriptive and longitudinal studies were chosen as subjects for this study. Instructors embedded strategy training in speaking, listening and reading tasks.

Findings of the study indicated that learning strategy instruction can be implemented by the foreign language teacher. Chamot & Kupper (1989) state that:

The success of such training, however, is dependent on a number of factors, including teacher interest, development of techniques for instructing students in the effective use of learning strategies, and the ability to provide a motivational framework that can convince students of the value of learning strategies (p. 21).

Finally, the Learning Strategies in the Foreign Language Instruction Project has indicated that all students with different abilities and levels apply strategies to their learning, but how they use the strategy can differ from one person to another and these differences contribute to differing degrees of success in language learning (Chamot & Kupper, 1989).

O'Malley's Study

The main concern of this study was training in the use of learning strategies on three language tasks in English: vocabulary learning, listening to a lecture, and making a brief oral presentation to other students (Wenden & Rubin, 1987).

In this study 75 students were randomly divided into three groups: metacognitive, cognitive, and control group. The metacognitive group was given training in the use of one metacognitive strategy, one or two cognitive strategies, and a social-affective strategy, whereas the cognitive group received training on the same cognitive and social-affective strategies, but no metacognitive strategy training. The control group received instruction to work on the language learning tasks using whatever procedure they ordinarily would employ.

It was found that, for the vocabulary training, students with strategy training were somewhat less efficient in their learning than students using their customary strategies. Analysis of daily vocabulary tests did not show any significant differences between the treatment groups either (Wenden & Rubin, 1987). On the other hand, for two highly important

academic language skills, speaking and listening, learning strategies were shown to be effective in enhancing learning.

Wesche's Study

The findings in Wesche's Study (1979) are encouraging. In his empirical study, Wesche attempted to identify and define learning behaviors of highly successful adult students in an intensive language training program through classroom behavioral observation and interviews with several of the highest and lowest achievers.

The results of both the classroom observation and interviews suggest that:

The most successful learners are those who use their exposure time in the L2 actively, and who seek to extend this out of the classroom; who actively rehearse new material; who exploit its rich associational possibilities both through conscious association-making and meaningful practice in the L2; and who seek knowledge about the target language (p. 426).

All these further confirm the kinds of strategies proposed in the Oxford inventories. The author concluded that "behavioral observation in the classroom and elicitation techniques with L2 students can make an important contribution to our understanding of how languages are acquired" (p. 427).

Reiss's Study

Another major study which merits our attention is one conducted by Reiss (1981). In her study, the researcher tried to develop a profile of the specific learning techniques employed by successful learners, and to inquire into the differences in the learning techniques of successful vs. unsuccessful learners through questionnaires.

The subjects were given questionnaires in which they were presented with hypothetical learning situations, and were asked to specify the techniques they would be likely to use. The subjects were also asked to list the learning techniques and strategies which helped the most in second language learning.

When looking at the data, the author was "struck by the specificity of the 'A' responses (by highly successful students) vs. the generality of

the 'C/D' responses (by unsuccessful students)" (p. 125). It appears that an awareness of the learning process and one's own learning techniques may be characteristic of successful learning, particularly in a formal learning setting.

One of the advantages of the elicitation techniques used by Reiss in her study is that by setting up hypothetical learning situations and using open-ended questions, the type and range of responses are less controlled or limited by the investigator, thus lowering the degree of external intervention.

Language Learning Strategies

Typology of Strategies by Wenden and Rubin

Wenden and Rubin suggest that there are three kinds of strategies which have been identified which contribute directly or indirectly to language learning: learning strategies, communication strategies, and social strategies (Wenden & Rubin, 1987). They describe learning strategies as strategies which contribute to the development of the language system which the learner constructs and which affect learning directly, and then divide these strategies into two major categories, cognitive and metacognitive, which are then divided into some subcategories, such as clarification, guessing, memorization, monitoring, practice, and deductive reasoning.

The authors claim that both cognitive and metacognitive strategies can contribute directly to several aspects of language learning. The other two strategies, however, are claimed to be less directly related to language learning. Between the two, the first one, communication strategies, put the emphasis mainly on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended, whereas the second one, social strategies, are those activities that learners engage in which afford them opportunities to be exposed to and practice their knowledge. In themselves social strategies do not contribute to learning since they merely put the student in an environment where practice is possible (Wenden & Rubin, 1987).

Learning Strategies by Rebecca Oxford

Learning strategies are described by Oxford (1990) as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.

Oxford's learning strategy definition is a quite large and expanded one. Her entire learning strategy system includes 62 strategies. She divides her strategies into two major categories--direct and indirect strategies-- each subdivided into three more subcategories. Among direct strategies are memory strategies, cognitive strategies, and compensation strategies, whereas indirect strategies consist of social, affective, and metacognitive strategies. All of these strategies then fall into several sets. Oxford's learning strategies are as follows:

Direct Strategies

Language learning strategies that directly involve the target language are called direct strategies. All direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive, and compensation) do this processing differently and for different purposes.

Memory Strategies.

These strategies store and retrieve new information, reflecting very simple principles such as arranging things in order, making associations, and reviewing. These strategies fall into four sets: Creating mental linkages, applying images and sounds, reviewing well, and employing action (Oxford, 1990).

Memory strategies involve pairing different types of material. In language learning , it is possible to give verbal labels to pictures, or to create visual images of words or phrases (Oxford, 1990).

Cognitive Strategies.

All cognitive strategies have a very common function: manipulation or transformation of the target language by the learner. These strategies are typically found to be the most popular strategies with language learners (Oxford, 1990). Practicing strategies -- including repeating, formally practicing with sounds, recognizing, and recombining -- take on

special value. Other cognitive strategies such as analyzing and reasoning and creating structure for input and output help learners analyze expressions by breaking them into parts, transferring from one language to another or summarizing. With the help of these strategies students may enhance their ability to understand the meaning of a new expression or to create a new expression.

Compensation Strategies.

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary (Oxford, 1990). Inferencing, for example, is one of the most commonly used compensation strategies. Switching to the mother tongue when needed is another common strategy employed by students.

Indirect Strategies

Indirect strategies are divided into metacognitive, affective, and social. These strategies are called indirect because they support learning without directly involving the target language.

Metacognitive Strategies.

Metacognitive strategies help learners coordinate their own learning process. It is true that learners, from time to time, lose their focus and concentration on the language for several reasons. In such cases paying attention to or linking with already familiar material may help students regain their concentration. These strategies are also crucial as they enable students to monitor and evaluate themselves.

Affective Strategies.

These strategies are directly related to students' emotions and attitudes. Some students use some strategies such as using music, deep breathing, or mediation to lower their anxiety. Encouraging oneself and discussing feelings with someone else are common strategies employed. By doing so students control themselves and make their language learning more effective and enjoyable.

Social Strategies.

As language is a form of social behavior (Oxford, 1990), appropriate social strategies are very important in the language learning process. Asking questions to other people and cooperating with peers might result in effective learning. This may help learners increase their confidence and enjoyment, decrease their bias towards the difficulty of learning a foreign language and result in greater and more rapid achievement.

Conclusion

Research and theory suggest that effective language learners use strategies to help them control and enhance their own learning. Thus, less successful learners might improve their skills through some training on specific strategies or learning techniques.

As mentioned studies indicate, there are differences between good and less successful learners on the basis of their learning strategies. It is evident by these research findings that good language learners are more aware of their learning processes and can better help themselves improve their learning.

It is also evident by the strategy identification studies that effective second and foreign language learners use a variety of metacognitive, cognitive, and social-affective strategies for both receptive and productive tasks, while less effective students not only use strategies less frequently, but have a smaller repertoire of strategies. These students often do not choose appropriate strategies for the task either (Chamot & Kupper, 1989).

Due to this, learners should be assisted and helped to find out who they are as individual learners. More efforts should be made to provide supporting conditions for the less successful students, and to encourage them to explore consciously and freely in order to find or establish their own particular learning strategies.

Such efforts may bring significant changes on the part of the average students, particularly those who may have potential abilities but lack effective and appropriate strategies, or need guidance and courage to explore and succeed.

As explained throughout the chapter, teaching models strongly suggest

that learning strategies are crucial in language learning and thus strategy training should be integrated with language training. Studies found that successful students use strategies in a more appropriate way than less effective students, and learning strategies were found to be effective in enhancing learning for speaking and listening in particular. The present study is an attempt to find out a similar relationship between learning strategy use and students' success in oral performance.

CHAPTER 3 METHODOLOGY

Introduction

The present research investigated the language learning strategies used by graduate science students and the possible relation of the learning strategies to the oral performance of these students.

In this study, the researcher chose Oxford's strategy inventory to determine students' learning strategy preferences. Before choosing this particular inventory, the researcher made a comparison between the typology of strategies by Wenden and Rubin, which is a carefully conceived and appreciated taxonomy, and the inventory by Oxford.

As a result of a comparison of the Wenden and Rubin inventory on learning strategies with Oxford's inventory, the researcher found Oxford's strategies more appropriate for the purpose of this research because of their convenience and comprehensiveness. Compared to the typology of strategies by Wenden and Rubin, Oxford's learning strategy inventory was found to be more up-to-date, more accessible in the sense that it wasn't so complicated, more expanded in that it included a wider range of strategies, and quite practical with its supplied questionnaire to test students' learning strategy preferences.

To measure subjects' oral performance an oral proficiency test called the John Test, which is developed by ESL teachers at City University of New York, was used. Both the questionnaire and the proficiency test are described in detail in the 'instruments' section.

Design

The present research is a correlational study. The researcher used simple linear regression to find out the relationship between the dependent variable and the independent variables. In correlational studies regression is one statistical procedure to find out a possible relationship between the dependent and independent variables. Therefore, this particular statistical procedure was found appropriate for this study as the only objective was to predict performance on the dependent variable by one or more independent variables.

The researcher initially planned to see which combination of independent variables (learning strategies) would most positively affect the

dependent variable (oral performance). However, this would have required a multiple regression statistical procedure and the inadequate number of subjects prevented the researcher from carrying this out. For each independent variable the researcher would have needed 30 subjects (Hatch & Lazaraton, 1991), which would have made 270 subjects since the researcher had 9 independent variables. However, the researcher had only 62 subjects. For this particular reason the only statistical procedure that was conducted was simple linear regression.

As stated, the present study contains one dependent and nine independent variables. The dependent quantitative variable of this study is the oral performance of Turkish graduate students. This is abbreviated as OP in the tables. The independent quantitative variables of the study are total strategy score (TSS), direct strategy score (DSS), and indirect strategy score (IDS). Six other independent quantitative variables, which fall under the two main strategy groups -- direct and indirect -- are memory strategy score (MSS), cognitive strategy score (CSS), compensation strategy score (CMSS), metacognitive strategy score (MCSS), affective strategy score (ASS), and social strategy score (SSS).

Sources of Data

This study was carried out in the English Preparatory School at Dokuz Eylul University, Izmir. The prep school has two different types of students. The first type is undergraduate social science students who will be studying in departments such as Business Administration and American Literature. The second type is students who are the graduates of several science departments of Dokuz Eylul University such as Mechanical Engineering, Biology, Chemistry, Mathematics, and Constructional Engineering. This group will study in graduate school after finishing the required English courses in prep school. The policy of the university is that a certain level of English is required to be able to take either graduate or undergraduate education. Therefore, those who cannot prove that they have the required level of English have to attend courses in the prep school for one academic year.

The participants in this research were graduate science students. Subjects were drawn from five different classes which consisted only of

science students with an intermediate level of English. The reason for choosing graduate science students only was that the researcher did not want to make a comparison between graduate and undergraduate students. Additionally, the social science group did not have enough subjects. Twenty-three of the subjects selected were female and 49 of them were male. The ages of the subjects ranged from 22 to 38.

The teachers who participated in this research as interviewers were volunteers, who have been working in this school for a minimum of five years.

Instruments

In this study, the two instruments used were a questionnaire and an oral proficiency test.

Questionnaire

In order to find out what language learning strategies the participants use, the SILL Questionnaire Version 7.0 by Rebecca Oxford (1989), entitled Strategy Inventory for Language Learning; Version for Speakers of Other Languages Learning English, was used (See Appendix A). To make the questionnaire more comprehensible and the study more reliable, the questionnaire was translated into the subjects' native language, Turkish (See Appendix B).

The questionnaire includes fifty statements which are divided into groups of different strategy preferences. As explained previously in Chapter 2, Oxford divides her strategies into two major groups of direct and indirect strategies. Direct strategies are strategies that directly involve the target language. They consist of memory, cognitive, and compensation strategies. On the other hand, indirect strategies are strategies that support learning without directly involving the target language. Indirect strategies consist of metacognitive, affective, and social strategies.

In the questionnaire the first 29 statements form the direct strategy group and the next 31 statements are included in the indirect strategy group. The first 9 statements in the direct strategy group relate to memory strategy (i.e., I use rhymes to remember English words). These strategies help the learner store and retrieve new information. Statements

10 to 23 belong to the cognitive strategy group, which learners use to manipulate and transform the target language (i.e., I look for words in my own language that are similar to new words in English). The next six statements, 24 to 29, fall into the compensation strategy group. These strategies are applied in order to use the new language for either comprehension or production despite background limitations on knowledge (i.e., I make up new words if I don't know the right ones in English). Among the statements that form the indirect strategy group, statements 30 to 38 are included in the metacognitive group. The main function of these strategies is to enable learners to coordinate their own learning process (i.e., I think about my progress in learning English). In the affective strategy group are statements 39 to 44. These strategies are directly related to students' emotions and attitudes (i.e., I try to relax whenever I feel afraid of using English). The last strategy group, which is social strategy, includes the remaining six statements. These strategies help learners increase their confidence and enjoyment by asking questions to other people and cooperating with peers (i.e., I ask English speakers to correct me when I talk).

The questionnaire employs a five-point Likert-scale. The subjects mark a score from 1 to 5 for each statement. The scores indicate the degree to which each statement is true for the subject. The lower the score, the less that statement is true for the subject. In other words, the first alternative indicates that the strategy type is never or almost never true for the subject. The second alternative indicates that the strategy type is rarely true for the subject, meaning that the subject rarely uses the strategy type. The third one indicates that the use of that strategy type is sometimes true for the subject. The fourth alternative indicates that the strategy type is often true for the subject. Finally, the fifth alternative indicates that the strategy type is always or almost always true for the subject.

Oral Proficiency Test

The John Test is based on a series of pictures and contains three parts, each of which assesses a different language skill (See Appendix C). Part I tests oral comprehension; Part II tests the ability to produce

comprehensible oral discourse; and Part III tests the ability to ask questions. The complete test takes about ten minutes to administer.

For the first part, students are shown 7 pictures and then asked to answer from 2 to 4 specific questions about each. They are given a score from 0 to 2 for each question according to the appropriateness and correctness of the answer they give. If the answer is completely unintelligible and/or the student doesn't answer the question the score is a '0'. If it is understandable but not completely correct the score is a '1', and finally if the answer is completely correct the score is a '2'. In addition, each time the subject asks to hear the question again, one point is subtracted.

For the second part, subjects are asked to use a sequence of pictures to make a story. This time their performance is evaluated according to 7 possible ratings for their grammatical competence and fluency, and 5 possible ratings for their word choice and pronunciation. The scores are calculated in even numbers from a low of 2 to a high of 14 (2, 4, 6, 8, 10, 12, 14) for grammatical competence and fluency, and from a low of 2 to a high of 10 (2, 4, 6, 8, 10) for word choice and pronunciation. Therefore, the rater has a choice of 7 ratings for structure and fluency, and 5 ratings for pronunciation and vocabulary ranging from unintelligible (2 points) to nativelike (14 points for grammatical competence and fluency and 10 points for word choice and pronunciation).

For the third part of the test, subjects are requested to ask 8 specific questions (i.e. Ask me what his name is) and they are again given a score from 0 to 2 as in Part I. For each repetition again one point is subtracted.

Subjects are given a total score for each part. Part I has a maximum score of 42, Part II 40, and Part III has a maximum score of 18. At the end these scores are added up to make a final score out of 100 for the oral performance of each subject.

Data Collection Procedures

To start the study, the researcher first received necessary permission from the department head and then gave consent forms to each teacher (See Appendix D) who took part in the study as an interviewer. There

was not a particular basis on which teachers were chosen as interviewers. Teachers who were available at the time of the research were asked to participate and those who accepted were assigned.

Following this step, the researcher individually trained each interviewer on how to administer the John Test. Individual training was done due to interviewers' scheduling constraints. While training the interviewers, the researcher used the instructions given in the test. The researcher followed each instruction given and explained the whole procedure to the interviewers. He emphasized some possible answers suggested in the questionnaire so that standardization would be achieved in each question. Since common mistakes that could be made were introduced in the instructions and certain possible answers to each item were given, the reliability of the John Test was strengthened. All interviewers were given the same type of training within the same amount of time, between 30 minutes and one hour each. The researcher spent 3 to 4 hours giving individual training to all interviewers.

The researcher went into all five science classes, as previously arranged with the instructors, and told the students that he needed approximately sixty participants for his study. Students were all told about the requirements for participating in the study and that participation was on a voluntary basis. The total number of students in these five classes was 98. Seventy-seven students volunteered, at which point they were given consent forms (See Appendix E). All the participants were then immediately given a questionnaire on language learning strategies to fill out. Students who filled in the questionnaire were divided into four groups so that each interviewer would interview the same number of students. Of the 77 participants, 15 didn't appear for the scheduled interviews. Therefore, the number of the participants in this study was 62. Each subject was given the John Test individually by an interviewer. Each interview took the same amount of time, between 10 and 15 minutes, the same questions were asked, and all interviews took place between 10am and 3pm in a two-day period after the participants completed the questionnaire.

Description of Analysis

The main purpose of this study was to find out the relationship between the dependent variable and the independent variables. Each subject completed a questionnaire. The questionnaire resulted in a total strategy score which represented the subjects' frequency of use of all the strategies. Additionally, the questionnaire assigned each subject a separate score for both direct and indirect strategy groups, and finally six different scores for the six minor strategy types mentioned.

Finally, the John Test oral performance score of each subject was compared with each subject's strategy scores. The mean scores of all dependent and independent variables were given with their standard deviations. The statistical test used in this study was simple regression. p value was set at $p < .05$ for $r = 0.5$.

CHAPTER 4 ANALYSIS OF THE DATA AND INTERPRETATION

Introduction

This study was designed to (a) identify the type and frequency of learning strategy use by Turkish EFL graduate science students, and to (b) search for a possible relationship between learning strategies used by these students and their oral performances. The study had two hypotheses:

H₁: Among EFL learners, those who apply more strategies to their learning have higher oral performances than those who use fewer strategies.

H₂: Students who demonstrate use of more direct strategies have higher oral performances than those who use more indirect strategies.

The general approach used in this study was to collect data through a questionnaire on students' use of learning strategies and through interviews that tested oral performances of students.

Learning Strategy Distributions

In this study, Oxford's learning strategy taxonomy was used. As explained previously, Oxford divides her strategies into two major categories: direct and indirect strategies. Each of these categories has three subcategories. Direct strategies involve memory, cognitive, and compensation strategies, whereas indirect strategies include metacognitive, affective, and social strategies.

Table 1 displays the strategy distributions of the participants as reported through the questionnaire.

Table 1

Learning Strategy Distributions

Direct Strategies			Indirect Strategies		
N = 19			N = 43		
Memory	Cognitive	Compensation	Metacognitive	Affective	Social
2	1	16	29	2	12

As can be seen in the table, among 62 students, 19 reported using direct strategies and 43 preferred indirect strategies. Among those who employed direct strategies, 2 preferred memory strategies, 1 cognitive strategies, and 16 reported using compensation strategies. As for those 43 participants who employed indirect strategies, 29 of them preferred metacognitive strategies, 2 used affective strategies, and 12 of them reported using social strategies.

According to the learning strategy distributions, students used more indirect strategies than direct strategies. Among indirect strategies students preferred metacognitive and social strategies. Compensation strategy, which is a direct strategy, is another strategy that was used more frequently than other direct strategies.

The greater use of metacognitive strategies might be due to these students' prior experiences in learning and/or their maturity. As explained earlier, metacognitive strategies help learners coordinate their own learning processes. Since these students have already had four years' training in several departments, their background information and prior learning experiences might have helped them in learning English.

The high frequency of social strategy use, on the other hand, could have resulted from the fact that these students were easily interacting with other people and had enough self-confidence due to their ages. The reason why compensation strategy, which is a direct strategy, appeared with high frequency might be that these students were good at making inferences due to their prior learning experiences. They could have also been aware of ways to make up for the things they don't know or have difficulty with.

Statistical Analysis of the Data

To test the hypotheses, the researcher compared the scores of the dependent variable (oral performance) with scores of nine independent variables (learning strategies) using simple linear regression. In this study the p value was set at $p < .05$ and findings which fulfilled this statistical requirement indicated the statistical significance. The table below indicates the relationship between learning strategies and oral performance. In the table, nonsignificant p values are not given.

Table 2

Relationship Between the Learning Strategies and Oral Performance

		r	confidence interval	p value
Total Str Score	(TSS)	0.16	- 0.10 / .39	----
Direct Str Score	(DSS)	0.31	0.07 / 0.52	0.025*
Cognitive Str	(CSS)	0.37	0.13 / 0.57	0.005*
Compensa. Str	(CMSS)	0.31	0.06 / 0.52	0.025*
Memory Str	(MSS)	- 0.02	- 0.27 / 0.23	----
Indirect Str Score	(ISS)	0.02	- 0.23 / 0.27	----
Metacog. Str	(MCSS)	0.12	- 0.13 / 0.36	----
Affective Str	(ASS)	- 0.16	- 0.39 / 0.09	----
Social Str	(SSS)	0.05	- 0.20 / 0.30	----

Note. * p value < .05

degree of freedom = 60

r = correlation coefficient

The first hypothesis was that among EFL learners, those who apply more strategies to their learning will have higher oral performances than those who use fewer strategies. Students' total strategy scores (TSS) indicated how frequently learning strategies were used by a learner. A direct correlation between the use of learning strategies, which is indicated by total strategy scores of the students, and success in oral performance was expected. Nonetheless, as seen in the table above, the total strategy score has a nonsignificant p value. This means that there is not a direct correlation between the use of learning strategies and success in oral performance. Therefore, the first hypothesis of the present study was rejected.

The second hypothesis of the study was that students who demonstrate use of more direct strategies have higher oral performances than those who use more indirect strategies. The researcher tried to identify which of

the learning strategies correlated positively with oral performances of EFL students. Comparison of the dependent variable OP (oral performance) with two major types of learning strategies, direct and indirect, revealed that there is a statistical significance between OP and DSS(direct strategies). The p value was found $p < .025$. On the other hand, there was not a significant statistical relationship between students' OP and their ISS (Indirect Strategies). This comparison confirmed the second hypothesis of the present study. The use of direct strategies was found to correlate positively with higher oral performance.

Among the three direct strategies, cognitive and compensation strategies were the ones which directly affected oral performance. Statistical analysis of the data indicated significant p values for these two types of direct strategies. The p value for cognitive strategies was found $p < .005$, and for compensation strategy it was found $p < 0.025$. The third direct strategy, memory, was found to have no effect on oral performance.

Finally, as it is apparent in the table 3, none of the indirect strategies were found to make noteworthy contributions to oral performance. All p values found for the three types of indirect strategies (metacognitive, affective, and social) were nonsignificant.

CHAPTER 5 CONCLUSIONS

Summary of the Study

In this study learning strategies of EFL graduate science students were analyzed and a relationship between learning strategies and oral performances of these students was sought.

Participants in this study were 62 graduate EFL science students with an intermediate level of English. The researcher collected his data using a questionnaire on learning strategy use and an oral placement test.

Analysis of the learning strategies used by these EFL students demonstrated that students used compensation, metacognitive, and social strategies more frequently than other types of strategies. It is significant to note that the overall degree of metacognitive awareness exhibited by many of the students suggests a high level of metalinguistic awareness. A statistical procedure called simple linear regression was used to seek a relationship between strategy uses and oral performances of students. However, findings of the study did not demonstrate a significant relationship between the two. This was the first hypothesis of the present study and it was rejected.

The second hypothesis of the study was that students who demonstrate use of more direct strategies have higher oral performances than those who use more indirect strategies. This hypothesis was confirmed and cognitive and compensation strategies were found to correlate positively with higher oral performance. The p value for cognitive strategies was $p < 0.005$ and for compensation strategies it was $p < 0.025$.

Evaluation of the Study

Quantitative assessment of strategies through a questionnaire was productive in so far as it enabled easy compilation and statistical analysis. However, self-report data on learning strategies could have affected the statistical findings of the research. For some reasons—such as nervousness and exaggeration or underestimation of their use of strategies—students might have misled the researcher. This could have resulted in the failure of the first research hypothesis. Due to this fact, the researcher feels that consulting students directly in a carefully constructed interview could have contributed more to our understanding of language

learning strategies. It may also be useful to interview teachers on their perceptions of their students' learning behaviors and processes.

Another factor that might have affected the results of the study might be that the researcher investigated the relationship of each learning strategy type with oral performance in isolation. Since learning strategies are interactive, perhaps one cannot treat each particular strategy separately. It might be the case that several possible combinations of learning strategies would have been more effective in determining oral performance.

Pedagogical Implications

Although there seemed to be no direct relationship between learning strategy use and success in oral performance, some types of learning strategies proved to be quite effective in oral performance. Though not researched in this particular study, it is true that learning strategies can contribute to improving some of the skills in language learning (Wenden & Rubin, 1987).

In this particular view, it is important to increase teacher awareness of the possibilities for using learning strategies as part of their instruction. Teachers can help their learners to improve or optimize their language proficiency by adopting some of the methods or strategies identified by recent researchers.

As the first step, teachers can start developing an awareness of their students' characteristics, and then aid them in developing or adjusting strategies according to their specific conditions and characteristics. Further, teachers can explore new methods for creating situations in which students can learn and use the target language purposefully and meaningfully. In this case, it is important to encourage students and guide them in exploring outside the classroom. Students' active participation in various communicative activities and social interactions will increase their exposure to the language in communicative situations.

Implications for Further Research

The findings concerning the relationship between learning strategies and oral performance are considered tentative because of the small number of participants. A much larger number of participants would be needed to

obtain more definitive explanations of the relationship between the independent variables and the dependent variable. In this study the researcher was not able to search for the effects of possible combinations of the independent variables on the dependent variable due to the inadequate number of subjects. As explained in Chapter 4, the researcher would have needed five times the number of participants than in the present study.

Although correlational studies like the present one can indicate certain trends in the relationship between success in language learning or in a particular skill and learning strategies or other learner factors, one cannot relate these factors directly to the language learning process. There might be many other factors to consider in language learning. It is therefore suggested that longitudinal studies on identifying learning strategies be conducted.

The use of learning strategies may vary at different levels of proficiency, at different age and maturity levels, and may finally depend on different social contexts. In further studies, such variables could be controlled by including groups of students at different maturity and learning levels, and groups from different environments.

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Appendix A

Rebecca Oxford's Learning Strategy Questionnaire: English Version

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.
10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch english 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.
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 in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.
30. I try to find as many ways as I can 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.
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 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.
45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

Appendix B

Rebecca Oxford's Learning Strategy Questionnaire: Turkish Version

Adi:

Soyadi:

Numarasi:

Asagidaki cumleleri okuyarak karsilarindaki bosluga asagidaki numaralardan size en uygun olanini yaziniz.

Rakamlarin anlamlari asagidaki gibidir.

- 1- Hemen hemen hic yada hic bir zaman
- 2- Nadiren
- 3- Bazen
- 4- Genellikle
- 5- Cogu zaman yada her zaman

Ornegin: Birinci cumleye cevap verecek olursak;

1.Daha onceden bildiklerimle Ingilizcede yeni ogrendiklerim arasindaki arasindaki iliskiye dusunurum.

Bu cumle icin yukarida verilen rakamlardan sizin icin en uygun olanini cumlenin karsisindaki bosluga yazmaniz gerekmektedir.

Simdi asagidaki cumleler icin size en uygun rakami karsilarindaki bosluga yaziniz.

1. Daha onceden bildiklerimle Ingilizcede yeni ogrendiklerim arasindaki iliskiye dusunurum.

2. Hatirlayabileyim diye yeni ogrendigim Ingilizce kelimeleri bir cumlede kullanirim.

3. Hatirlamama yardimci816Xolma\$@in yeni ogrendigim Ingilizce bir kelimenin telaffuzunu kelimenin kafamda canlandirdigi sekliyle (image) birlikte

dusunurum.

4. Yeni ogrendigim Ingilizce bir kelimeyi, kullanilabilecegi ortamla birlikte dusunurum.

5. Yeni ogrendigim Ingilizce kelimeleri hatirlamak icin telaffuzu benzer kelimeler kullanirim.

6. Yeni ogrendigim Ingilizce kelimeleri hatirlamak icin uzerine kelimeler yazdigim kucuk kartonlar kullanirim.

7. Yeni ogrendigim Ingilizce kelimeleri hareketlerle canlandirarak ogrenirim.

8. Ingilizce ders notlarimi sik sik gozden geciririm.

9. Yeni ogrendigim Ingilizce kelimeleri sayfadaki veya tahtadaki yazildigi yerden hatirlarim.

10. Yeni ogrendigim Ingilizce kelimeleri birkac kez kendi kendime soyler ya da yazarim.

11. Ingilizceyi anadili Ingilizce olanlar gibi konusmaya calisirim.

12. Ingilizce seslerin pratigini yaparim.

13. Bildigim Ingilizce kelimeleri degisik sekillerde kullanirim.

14. Ingilizce diyaloglari ben baslatirim.

15. Ingilizce yayınlanan TV programlarini seyrederim yada

ingilizce seslendirilmis filmlere giderim.

16. Bos vakitlerimde İngilizce yazilmis kitap, dergi, vs.'yi zevk icin okurum.

17. Notlarimi, mesajlarimi ve mektuplarimi İngilizce yazarim.

18. İngilizce bir parçayı önce hızlı bir şekilde sonra bastan dikkatli bir şekilde okurum.

19. Yeni öğrendiğim İngilizce kelimelere Türkçe'de benzer kelimeler ararım.

20. İngilizce yapıları bulmaya çalışırım.

21. İngilizce bir kelimenin anlamını o kelimeyi anlamalı parçalara bölerek bulurum.

22. Kelime kelime çeviri yapmamaya çalışırım.

23. Dinlediğim veya okuduğum İngilizce şeylerin özetini çıkartırım.

24. Bilmediğim İngilizce kelimeleri anlamak için tahminler yaparım.

25. İngilizce konuşurken derdimi anlatamazsam el ve yüz ifadelerini kullanırım.

26. Eğer doğru kelimeyi bilmiyorsam yeni kelimeler üretmeye çalışırım.

27. İngilizce metinleri her kelimeyi sözlüğe bakmadan okurum.

28. Karsimdaki konusan kisinin bir sonraki cumlesinin ne olabilecegini tahmin etmeye calisirim.
-
29. Herhangi bir kelime aklima gelmezse ayni anlama gelebilecek kelime veya kelime grubu kullanirim.
-
30. Ingilizce konusabilmek icin mumkun oldugunca cok yeni yollar bulmaya calisirim.
-
31. Ingilizce hatalarimin farkina varir ve daha iyisini yapmaya calisirim.
-
32. Birisi Ingilizce konusurken dikkatimi ona yoneltirim.
-
33. Daha iyi bir ogrenici olmanin yollarini bulmaya calisirim.
-
34. Programimi planlar ve boylece Ingilizceye yeterli zaman ayirim.
-
35. Ingilizce konusabilecegim insanlar ararim.
-
36. Mumkun oldugu kadar cok Ingilizce okuyabilmek icin firsatlar ararim.
-
37. Ingilizcemi ilerletmek icin belli hedeflerim vardir.
-
38. Ingilizce ogrenimimdeki ilerlememi gozden geciririm.
-
39. Ingilizceyi kullanmaktan korktuğum anlarda rahatlamaya calisirim.
-
40. Hata yapmaktan korktuğum anlarda bile Ingilizce konusmak icin kendimi cesaretlendiririm.

-
41. İngilizce'de basari elde ettigim zaman kendimi odullendirir veya kendime bir sey ismarlarim.
-
42. İngilizce calisirken sinirli veya gerginsem bunun farkina varirim.
-
43. Dil ogrenimim icin hazirladigim bir gunluge hissettiklerimi yazarim.
-
44. İngilizce ogrenirken neler hissettigimi bir baskasina anlatirim.
-
45. Birisi İngilizce konusurken anlamazsam o kisiden yavaslamasini veya tekrar etmesini rica ederim.
-
46. Konusurken yaptigim hatalarin duzeltilmesini rica ederim.
-
47. Diger ogrencilerle İngilizce pratigi yaparim.
-
48. Anadili İngilizce olanlardan yardım isterim.
-
49. Sorularimi hocalarima İngilizce sorarim.
-
50. Anadili İngilizce olanlariin kulturlerini ogrenmeye calisirim.
-

Appendix C
Oral Proficiency Test

Student's Name _____
Tester _____

PART 1: COMPREHENSION QUESTIONS	PART 2: CONNECTED DISCOURSE																				
<u>Picture 1</u> Is John sitting on his bed? 0 1 2 Is there anything on the table? What? 0 1 2 Is it morning or afternoon? 0 1 2 What time is it? 0 1 2	Fluency: 2 4 6 8 10 12 14 Structure: 2 4 6 8 10 12 14 Pronunciation: 2 3 4 5 6 Vocabulary: 2 3 4 5 6																				
<u>Picture 2</u> How does John go to school? 0 1 2 Is there a man with a beard on the bus 0 1 2 What's the bus driver doing? 0 1 2	PART 3: ASKING QUESTIONS Ask me his name 0 1 2 Ask me his address 0 1 2 Ask me whether he has a phone 0 1 2 Ask me whether he is married 0 1 2 Ask me how many brothers and sisters he has 0 1 2 Ask me where he was born 0 1 2 Ask me when he came to _____. 0 1 2 Ask me how long he has been in (school)(college) (this program) 0 1 2 Ask me what he'd like to do when he finishes school 0 1 2																				
<u>Picture 3</u> Why is the teacher sitting down? 0 1 2 All the students are men, aren't they? 0 1 2 Where is the teacher? 0 1 2																					
<u>Picture 4</u> Where are the teacher's hands? 0 1 2 What do you think John and the teacher have been talking about? 0 1 2																					
<u>Picture 5</u> Who's behind the counter? 0 1 2 How many customers are there in the restaurant? 0 1 2 What's John going to do? 0 1 2																					
<u>Picture 6</u> What kind of store is John in? 0 1 2 Why did he come to this store? 0 1 2	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">RESULTS</th> <th style="width: 15%;">Raw Score</th> <th style="width: 15%;">Minus repeats</th> <th style="width: 15%;">Final</th> </tr> </thead> <tbody> <tr> <td>Part 1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part 2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part 3</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">TOTAL SCORE</td> <td></td> </tr> </tbody> </table>	RESULTS	Raw Score	Minus repeats	Final	Part 1				Part 2				Part 3				TOTAL SCORE			
RESULTS	Raw Score	Minus repeats	Final																		
Part 1																					
Part 2																					
Part 3																					
TOTAL SCORE																					
<u>Picture 7</u> What's under the bed? 0 1 2 Whose (dog) is it (that)? 0 1 2 Is John sleeping? How do you know? 0 1 2 Why is John sleeping? 0 1 2																					

Appendix D

Consent Form for Teachers

Dear Colleague,

You are kindly asked to participate a research study as an interviewer. The interview will last approximately 15 minutes. You will be asked to interview eight students at maximum and tape-record their performance.

If you would like to participate in this research please sign your name below. Thank you very much in advance.

Sedat Ozseven
MA TEFL Student
Bilkent University

Patricia Brenner
Advisor
MA TEFL Program
Bilkent University

I would like to participate in your research as an interviewer.

Name: _____

Signature: _____

Appendix E

Consent Form for Students

Dear Student,

You are kindly asked to participate a research study which is about the relationship between learning strategies and oral performance of EFL students.

In this study you will be given a questionnaire to fill in, and after that, approximately a 15-minute interview. Your participation in this research will not expose you to any risk and your identity and privacy are guaranteed to be kept confidential. You may withdraw from participating in this research at any time you would like to without taking any responsibility on you. If you would like to take part in this research please sign your name below.

Sedat Ozseven
MA TEFL Student
Bilkent University

Patricia Brenner
Advisor
Bilkent University

I agree to participate in this research and I understand the requirements and protections of your study.

Name: _____

Class: _____

School: _____

Signature: _____