

**DOKUZ EYLUL UNIVERSITY INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGES TEACHING PROGRAMME
ENGLISH TEACHING DEPARTMENT
MASTER THESIS**

**A STUDY ON THE CORRELATION BETWEEN THE
LEARNING STRATEGIES OF THE 4TH AND 5TH GRADERS
AND THOSE IN THE TEXTBOOK**

Z. Sezin ERTEKİN

İzmir

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**Advisor
Ass. Prof. Dr. Feryal ÇUBUKÇU**

**İzmir
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To my dear family

ACKNOWLEDGEMENT

I would like to give my special thanks to my advisor Ass. Prof. Dr. Feryal ÇUBUKÇU who guides and supports me from the beginning of my study, who helps me with her valuable lectures, and who always motivates me with her lovely smile. My special thanks are to Prof. Dr. Gülden ERTUĞRUL and Ass. Prof. Dr. Mehmet Ali YAVUZ for their efforts to widen my perspective by their helpful guidance, to my institution - School of Foreign Languages, and to Ass. Murat ELLEZ who helps me in the statistical analysis of the study. Last but not least, I would love to extend my heartfelt gratitude to my beloved family and my husband who have been there for me from the beginning of my career.

YEMİN METNİ

Yüksek lisans tezi olarak sunduđum “İlköğretim 4. ve 5. sınıflarda okutulan İngilizce ders kitabındaki Öğrenme stratejileri ile öğrencilerin öğrenme stratejileri arasındaki uyum üzerine bir çalışma” başlıklı çalışmamın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım yapıtların kaynakçada gösterilenlerden oluştuđunu, bunlara gönderme yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

-- Mayıs 2006

Z. Sezin ERTEKİN

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İşbu çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı (İngilizce Öğretmenliği) YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

.../ .../ 2006

Prof. Dr. Sedef GİDENER

Enstitü Müdürü

ÖZET

“İlköğretim 4. ve 5. sınıflarda okutulan İngilizce ders kitabındaki Öğrenme stratejileri ile öğrencilerin öğrenme stratejileri arasındaki uyum üzerine bir çalışma” başlıklı bu çalışmamızda sosyo-ekonomik olarak farklı olan söz konusu ilköğretim okullarında okuyan 4. ve 5. sınıf öğrencilerin öğrenme stratejilerinin ortaya çıkarılması ve bu stratejilerle okudukları ders kitabı arasında uyum olup olmadığının bulunması, uyum olmaması durumunda, mantıklı ve uygulanabilir çözüm önerileri getirilmesi amaçlanmıştır.

Bu amaca ulaşmak için, araştırmacının (Z. Sezin ERTEKİN'in) kendisi tarafından geliştirilen 32 maddelik “Öğrenme Stratejileri Anketi” nin ön uygulaması rasgele seçilmiş 40 İlköğretim 4. ve 5. sınıf öğrencisi üzerinde yapılmıştır. Yapılan ön uygulamadan sonra, anket üzerinde gerekli düzeltmeler yapılmış ve anket bir ay sonra aynı kontrol grubuna tekrar uygulanmış ve DEÜ Buca Eğitim Fakültesinde görevli bir grup öğretim üyesi ile eğitim ve istatistik uzmanı tarafından gerçekleştirilen istatistiksel değerlendirmeler sonucunda anketin geçerli, güvenilir ve anlaşılır olduğu görüşüne varılmış ve öğrenci grubuna uygulanacak hale getirilmiştir.

Hazırlanan bu ankette, öğrencilerin kullandıkları öğrenme stratejileri Bellek ve Bilişsel, Sosyal, Bilişüstü ve Duyuşsal olarak başlıca üç grupta ele alınarak incelenmiştir.

Araştırmamızın örneklemini, İzmir ili Balçova ilçesinde bulunan, farklı sosyo-ekonomik seviyedeki, rasgele seçilmiş, 3 İlköğretim Okulu'nda eğitim gören, toplam 306 öğrenci oluşturmuştur.

Araştırmamızın devamında yapılan uygulamalardan elde edilen veriler, konunun uzmanlarınca, bilgisayar destekli olarak, SPSS istatistik paket programı kullanılarak çözümlenmiş ve bu esnada, “aritmetik ortalama”, “standart sapma”, “faktör analizi”, “t-Testi”, “varyans analizi” ve “Tanımlayıcı istatistik” istatistiksel teknikleri kullanılmış ve özetle şu sonuçlara varılmıştır:

Öğrencilerin kullandıkları öğrenme stratejileri ile okudukları ders kitabı arasında bir uyum yoktur. Ayrıca öğrencilerin kullandıkları öğrenme stratejileri ile öğrencilerin cinsiyetleri arasında önemli bir farklılık yoktur. Sosyo-ekonomik düzeye gelince öğrenme stratejilerinin en fazla kullanıldığı okul sosyo-ekonomik olarak en

düşük olan iken, en az kullanıldığı okul sosyo-ekonomik olarak en yüksek okuldur. Ayrıca öğrencilerin kullandıkları öğrenme stratejileri ile eğitim gördükleri sınıf arasında önemli bir farklılık yoktur.

ABSTRACT

In our study entitled as “A study on the correlation between the learning strategies of the 4th and 5th graders and those in the textbook”, we have aimed to find out the learning strategies of the 4th and 5th graders in socio-economically three different Primary Schools and the correlation of these strategies and those in the textbook; and to bring out logical and applicable suggestions for the solutions of these problems.

To reach this aim, the pilot study of the “Language Learning Strategies Scale”, including 32 test items was administered to the 40 randomly chosen 4th and 5th graders by Z. Sezin ERTEKİN, the researcher, herself. After the administration of the scale, the necessary corrections were made and a month later, the scale was applied to the same group for the second time and as a result of the statistical evaluations that were made by a group of lecturers and masters of education and statistics at Dokuz Eylül University, Buca Faculty of Education, it was found out that the scale was valid, reliable and also eligible and could be administered to the students in the chosen primary schools.

In the scale prepared, the learning strategies that are used by the students in their foreign language learning, were put into three main groups; Memory and Cognitive Strategies, Social Strategies, Metacognitive and Affective Strategies.

Totally 306 students, attending the randomly chosen 3 Primary Schools located in the centrum of İzmir, Balçova, with different socio-economic levels formed the sample of our research.

The data obtained through the applications made in the continuation of our research were analyzed in terms of the computer assisted SPSS statistical packet program and meanwhile, the statistical techniques as the “mean”, “standard deviation”, “factor analysis”, “t-Test”, “variance analysis” and “descriptive statistics” were used and the following results were reached:

There is not a correlation between the learning strategies of the students and those in the textbook. In addition, there is not a significant difference between the learning strategies of the students and their gender. Considering socio-economical levels, whereas socio-economically low school students use learning strategies the

most, socio-economically high students use the learning strategies the least. In addition, there is not a significant difference between the learning strategies of the students and their classes.

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CHAPTER I

INTRODUCTION

I. Problem Statement

This thesis examines a recent topic of interest in EFL (English as a Foreign Language) : the correlation between the learning strategies used by the 4th and 5th graders and those employed by the textbook.

Nowadays learning English has turned out to be a prerequisite to find a good job, to be able to understand the foreign publications, to have a career, to make research from the internet, to be able to communicate with foreigners, to keep in touch with the latest events around the world, and so on. The Ministry of Education highlights the importance of English too, by placing it into the National Curriculum of the 4th and 5th graders.

We have some learning strategies which facilitate the learning not only in English but also in the other lessons. Such as, grouping, rewarding ourselves, asking help from the others, using the context to remember, cooperating with peers, relating known to the unknown, summarizing, taking notes, underlining important points, using imagery, paying attention, etc. These strategies are developed by the learners and show individual differences. These strategies also vary according to the mental, physical and psychological levels of the individuals. At the same time, textbooks are for facilitating and concretizing the learning. Thus, textbooks should include these various types of learning strategies of the learners to obtain the goal of learning.

II. The Aim and the Significance of the Study

The aim of the thesis which will try to find answers to such questions and to share them with the whole educationalists is firstly to explore the learning strategies of the 4th and 5th graders coming from different socio-economic levels and then to

analyse whether the learning strategies in the textbook which they study overlap with these strategies.

It is a tenet of the holistic approach that the textbook considers the learning strategies of the learners. Moreover, if the book does not cover these strategies, the learner may develop a negative attitude towards English, or may dislike the textbook. As one of the main aims of education is to facilitate learning, it is very important that textbooks also take these strategies into account.

With the results of this research, both 4th and 5th graders' learning strategies in English will be tackled, the textbook will be adjusted accordingly and if there is a lack of correlation between the textbooks and the students strategies, the textbook may be reconsidered, its lacking points may be supplied, a new book which includes the learning strategies might be recommended.

The outcomes of this research may be used by all English teachers and also by the teachers who develop textbooks and materials. Besides, all the English teachers of 4th and 5th graders will benefit from this research.

III. Main Problem Statement

Is there a correlation between the learning strategies of the 4th and 5th graders and those in the textbook? In other words do the learning strategies of the 4th and 5th graders coming from different socio-economic levels and those in the textbook overlap with each other?

IV. Research Problems

1. Is there a correlation between the learning strategies that are used by the learners and their gender?
2. Is there a correlation between the learning strategies that are used by the learners and their socio-economic levels?

3. Is there a correlation between the learning strategies that are used by the learners and their classes?

V. Assumptions

In this research the following aspects are taken into consideration as the main assumptions.

1. The sample population which includes the randomly chosen students from the socio-economically low, average and high schools represents the population of the research completely.
2. The students who constitute the sample population of the research answered the questions of the given 'Language Learning Strategies Scale' honestly and sincerely.
3. The data gathering means in the research is developed by the researcher and it is original, valid, reliable and comprehensible.
4. During the application of the scale to the sample population, the scales are administered to all the 4th and 5th graders at different times by the researcher herself.
5. The findings of the research reflect the truths related to the problems of foreign language learning.

VI. Limitations

This study will be limited to the 4th and 5th graders in Asil Nadir Primary School which is socio-economically high, 80. Yıl Orhan Gazi Primary School which is average, and Başöğretmen Atatürk which is socio- economically low in Balçova. However, the results may be applicable to other EFL learning environments.

VII. Definitions

Strategy

There are many definitions of “strategy” highlighting different aspects. Whereas Seliger (1991) uses the term “strategy” to denote general, abstract operations by which the human mind acquires and organises new knowledge, Açıkgöz (1996) defines it as the way that is followed to obtain something or the application of a plan which is developed to reach an aim.

Strategies are specific methods of approaching a problem or task. They are “battle plans” that might vary from moment to moment and or day to day or year to year. Strategies vary intraindividually, each of us has a whole host of possible ways to solve a particular problem and we chose one-or several of those in sequence-for a given problem. (Brown, 1987:79)

Learning Strategy

The strategy concept has also become important and influential in education. So the word strategy has taken on a new meaning and it has changed into “learning strategies”. When we consider the term “learning strategies”, we see that there are several different definitions made by several people. According to Oxford (1990:1), learning strategies are steps taken by students to enhance their own learning. Another and a more detailed definition is that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. (Oxford, 1990:8)

Whereas Brown (1987:83) defines learning strategies as a particular method of approaching a problem or task, a mode of operation for achieving a particular end, a planned design for controlling and manipulating certain information; O’Malley and Chamot (1990:1) states that learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information.

Weinstein and Mayer (1986:316) defines “learning strategies” as the behaviours or thoughts the students show through learning, which are expected to affect the processes of acquiring knowledge, coding it into memory and recalling it if necessary; while Somuncuoğlu and Yıldırım (1998:32) state that learning strategies are the necessary tactics and tools to manage independent learning; and the situations and thoughts which the learners use while learning and which aim to affect the learner’s coding process are defined as “learning strategies” by Weinstein and MacDonald, 1986:257)

Still another definition may be that learning strategies are the attitudes which change individually and whose object is to affect learners’ way of acquiring knowledge or solving a problem. While Davidson (1987) holds that learning strategies are the methods which are used to facilitate the recalling of the knowledge which is produced and tried to be learned by the learner; Woolfolk (1998:307) defines learning strategies as a kind of plan which is used to manage learning aims.

Learning strategies, according to Weinstein and Mayer (1986:315) have learning facilitation as a goal and are intentional on the part of the learner and the goal of strategy use is to “affect the learner’s motivational or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge”. This broad description of learning strategies may include any of the following, focusing on selected aspects of new information, analysing and monitoring information during acquisition, organizing, or elaborating on new information during the encoding process, evaluating the learning when it is completed or assuring oneself that the learning will be successful as a way to allay anxiety. Thus strategies may have an affective or conceptual basis and may influence the learning of simple tasks, such as learning vocabulary or items in a list, or complex tasks, such as language comprehension or language production. (O’Malley and Chamot, 1990:43)

Learning strategies developed by learners show individual differences. These differences come from mental, physical, and psychological levels of individuals. Learning strategies facilitate learning and all the learners, to some extent, have some

learning strategies. If the learning strategies of the learners are not explored or are ignored, then there will be a negative attitude towards lesson, thus at the end there will be a failure.

The learners use some learning strategies to enhance their learning or to recall what they have already learned, yet if the textbook or the learning situation does not include these strategies and if the teachers do not take these different strategies into account, then all the efforts for teaching and learning will be useless.

Learning strategies make a great deal of contributions to the teaching- learning process. Especially it has a benefit for the students to learn easily and permanently. Other functions of learning strategies are:

1. Brings the quality of independent learning to the student.
2. Helps learner learn willingly and with pleasure.
3. Prepares a basis for the learner to learn after school (Özer, 2002:19).

When the learner does not use the appropriate learning strategy in the learning process, learning will not occur. This is one of the main problems in learning and teaching process. Informing the students about the types of learning strategies, their features, resemblances and differences and their usage fields will affect their success positively. (Ergür, 2000:58)

Starting from the primary school, in every level of teaching, learners should be taught the strategies which are required by the subject of the lesson. Because effective education includes the teaching of how the learners learn, how they recall knowledge, how they think and how they obtain motivation.

Oxford (1990:9) lists down the benefits of language learning strategies. According to her language learning strategies;

1. contribute to the main goal, communicative competence.

2. allow learners to become more self-directed.
3. expand the role of teachers.
4. are problem-oriented.
5. are specific action taken by the learner.
6. involve many aspects of the learner, not just the cognitive.
7. support learning both directly and indirectly.
8. are not always observable.
9. are often conscious.
10. can be taught.
11. are flexible.
12. are influenced by variety of factors.

TYPES OF LEARNING STRATEGIES:

There has been a great deal of research, especially in recent years, about language learning strategies. The most common classifications among these can be briefly explained like this:

Research efforts concentrating on the “good language learner” (Naiman et al. 1978, Rubin, 1975) had identified strategies reported by students or observed in language learning situations that appear to contribute to learning. Rubin (1981) proposed a classification scheme that subsumes learning strategies under two primary groupings and a number of subgroupings. These primary categories are:

1. Direct strategies; consisting of strategies that directly affect learning, includes clarification/ verification, monitoring, memorization, guessing/inductive reasoning, deductive reasoning and practice.
2. Indirect strategies; consisting of strategies that indirectly affect learning includes creating practice opportunities, using production tricks such as communication strategies. (O’Malley and Chamot, 1990:3-4)

Naiman et al. (1978) classified language learning strategies into five groups:

1. Active task approach:
 - a) responds positively to learning opportunity.
 - b) adds related language learning activities to regular classroom program.
 - c) practice
 - d) analyzes individual problems
2. Realization of language as a system:
 - a) makes L1/L2 comparisons
 - b) analyzes target language to make inference
 - c) makes use of the fact that language is a system
3. Realization of language as a means of communication and interaction:
 - a) emphasizes fluency over accuracy
 - b) seeks communicative situations with L2 speakers
 - c) finds sociocultural meanings
4. Management of affective demands:
 - a) copes with affective demands in learning
5. Monitoring L2 performance:
 - a) constantly revises L2 system by testing inferences and asking L2 native speakers for feedback. (O'Malley and Chamot, 1990:5)

Learning strategies have been differentiated into 3 categories depending on the level or type of processing involved. O'Malley drew up a final list of the preliminary strategies in 3 categories: (O'Malley and Chamot, 1990:44-46)

A. Metacognitive strategies:

Metacognitive strategies are higher order executive skills that may entail planning for, monitoring or evaluating the success of a learning activity. (Brown et al. 1983). Metacognitive strategies are applicable to a variety of tasks. These strategies are:

1. Selective Attention: Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases.

2. Planning: Planning for the organization of either written or spoken discourse.
3. Monitoring: Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring.
4. Evaluation: Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.

B. Cognitive Strategies:

Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. These strategies are:

1. Rehearsal: Repeating the names of items or objects to be remembered.
2. Organization: Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes.
3. Inferencing: Using information in text to guess meanings of new linguistic items, predict outcomes, or complete missing parts.
4. Summarizing: Intermittently synthesizing what one has heard to ensure the information has been retained.
5. Deducing: Applying rules to the understanding of language.
6. Imagery: Using visual images to understand and remember new verbal information.
7. Transfer: Using known linguistic information to facilitate a new learning task.
8. Elaboration: Linking ideas contained in new information, or integrating new ideas with known information.

C. Social/ Affective Strategies:

Social/ affective strategies represent a broad grouping that involves either interaction with another person or ideational control over affect. These are:

1. Cooperation: Working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity.

2. Questioning for Clarification: Eliciting from a teacher or peer additional explanation, rephrasing, or examples.
3. Self-talk: Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

Levin (1988:192) made a classification of learning strategies of 3 groups;

1. Comprehension strategies.
2. Recalling strategies
3. Application strategies

whereas Gagne divided language strategies into 5 categories: (1988:133-141)

1. Attention strategies
2. Increasing strategies of storing in short-term memory
3. Reinforcing codifying strategies
4. Facilitating recalling strategies
5. Monitoring/ Directing Strategies

Weinstein and Mayer's classification includes 8 groupings: (1986:320)

1. Basic repetition strategies
2. Complex repetition strategies
3. Basic interpretation strategies
4. Complex interpretation strategies
5. Basic Organization strategies
6. Complex organization strategies
7. Monitoring comprehension strategies
8. Affective strategies

Rebecca Oxford made a classification of learning strategies which will also be used in this study. According to Oxford, there are 2 types of learning strategies. These are direct and indirect learning strategies.

I. Direct Strategies For Dealing With Language:

Language learning strategies that directly involve the target language are called direct strategies. All direct strategies require mental processing of the language. There are 3 types of direct strategies. These are:

1. Memory Strategies; have a highly specific function: helping students store and retrieve new information.
2. Cognitive Strategies; enable learners to understand and produce new language by many different means.
3. Compensation Strategies; allow learners to use the language despite their often large gaps in knowledge.

1. Memory Strategies:

Memory strategies, sometimes called mnemonics, are clearly more effective when the learner simultaneously uses metacognitive strategies, like paying attention, and affective strategies, like reducing anxiety through deep breathing. For the purpose of learning a new language, the arrangement and associations must be personally meaningful to the learner, and the material to be reviewed must have significance.

Memory strategies help language learners to cope with vocabulary difficulty. They enable learners to store verbal material and then retrieve it when needed for communication. Memory strategies often 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.

There are 4 types of memory strategies:

1. Creating Mental Linkages:

A. Grouping:

Grouping is classifying or reclassifying language material into meaningful units, either mentally or in writing, to make the material easier to remember by reducing the number of discrete elements. Groups can be based on type of word, topic, practical function, linguistic function, similarity and so on. The power of this strategy may be enhanced by labelling the groups, using acronyms to remember the groups, or using different colours to represent different groups.

B. Associating/ Elaborating:

Associating is relating new language information to concepts already in memory, or relating one piece of information to another, to create associations in memory. These associations can be simple or complex, mundane or strange, but they must be meaningful to the learner.

C. Placing New Words into a Context:

Placing new words into a context means placing a word or phrase in a meaningful sentence, conversation or story in order to remember it. This strategy involves a form of associating/ elaborating, in which the new information is linked with a context.

2. Applying Images and Sounds:

Applying images and sounds involve remembering by means of visual images or sounds.

A. Using Imagery:

Using imagery is relating the new language information to concepts in memory by means of meaningful visual imagery, either in the mind or in actual drawing. This

strategy can be used to remember abstract words by associating such words with a visual symbol or a picture of a concrete object.

B. Semantic Mapping:

Semantic mapping means making an arrangement of words into a picture, which has a key concept at the center or at the top, and related words and concepts linked with the key concept by means of lines or arrows. It visually shows how certain groups of words relate to each other.

C. Using Keywords:

Using keywords is remembering a new word by using auditory and visual links. The first step is to identify a familiar word in one's own language that sounds like the new word- this is the "auditory link". The second step is to generate an image of some relationship between the new word and a familiar one- this is the "visual link." Both links must be meaningful to the learner.

D. Representing Sounds in Memory:

Representing sounds in memory means remembering new language information according to its sound. This is a broad strategy that can use any number of techniques, all of which create a meaningful, sound-based association between the new material and already known material.

3. Reviewing Well:

Reviewing well means that looking at new target language information once is not enough; it must be reviewed in order to be remembered.

A. Structure Reviewing:

Structure reviewing is reviewing in carefully spaced intervals, at first close together and then more widely spaced apart. The goal is "overlearning"- that is, being so familiar with the information that it becomes natural and automatic.

4. Employing Action:

Employing action strategies will appeal to learners who enjoy the kinesthetic or tactile modes of learning.

A. Using Physical Response or Sensation:

Using physical response or sensation means physically acting out a new expression or meaningfully relating a new expression to a physical feeling or sensation.

B. Using Mechanical Techniques:

Using mechanical techniques means using creative but tangible techniques, especially involving moving or changing something which is concrete, in order to remember new target language information.

2. Cognitive Strategies

Cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are typically found to be the most popular strategies with language learners.

There are 4 types of cognitive strategies. These are:

1. Practicing: These are among the most important cognitive strategies. Language learners do not always realize how essential practice is. During class, potential practice opportunities are often missed because one person recites while the others sit idle.
2. Receiving and sending messages: These are necessary tools. This strategy implies that it is not necessary for learners to focus on every single word. It helps learners take advantage of a variety of resources, print or nonprint, to understand and produce messages in the new language.

3. **Analysing and Reasoning:** These are commonly used by language learners. They construct a formal model in their minds based on analysis and comparison, create general rules, and revise those rules when new information is available. This process is extremely valuable.
4. **Creating Structure for Input and Output:** These are also helpful in preparing to use the language for speaking and writing.

1. Practicing:

A. Repeating:

Repeating means saying or doing something over and over; listening to something several times; rehearsing; or imitating a native speaker.

B. Formally Practicing with Sounds and Writing Systems:

Formally practicing with sounds and writing systems means practicing sounds in a variety of ways, but not yet in naturalistic communicative practice; or practicing the new writing system of the target language.

C. Recognizing and Using Formulas and Patterns:

Recognizing and using formulas and patterns mean being aware of and/or using routine formulas such as “Hello, how are you?” and unanalysed patterns such as “It is time to...”

D. Recombining:

Recombining is combining known elements in new ways to produce a longer sequence, as in linking one phrase with another in a whole sentence.

E. Practicing Naturalistically:

This strategy means practicing the new language in natural, realistic settings; as in participating in a conversation, reading a book or article.

2. Receiving and Sending Messages:

A. Getting the Idea Quickly:

Getting the idea quickly involves using skimming to determine the main ideas or scanning to find specific details of interest. This strategy helps learners to understand rapidly what they hear or read in the new language. Preview questions often assist.

B. Using Resources for Receiving and Sending Messages:

This strategy means using print or nonprint resources to understand incoming messages or produce outgoing messages.

3. Analysing and Reasoning:

This set of five strategies concerns logical analysis and reasoning as applied to various target language skills. Often learners can use these strategies to understand the meaning of a new expression or to create a new expression.

A. Reasoning Deductively:

Reasoning deductively is using general rules and applying them to new target language situations. This is a top-down strategy leading from general to specific.

B. Analysing Expressions:

Analysing expressions is determining the meaning of a new expression by breaking it down into parts; using the meanings of various parts to understand the meaning of the whole expression.

C. Analysing Contrastively:

Analysing contrastively means comparing elements of the new language with elements of one's own language to determine similarities and differences.

D. Translating:

Translating is converting a target language expression into the native language; or converting the native language into the target language; using one language as the basis for understanding or producing another.

E. Transferring:

Transferring is directly applying knowledge of words, concepts, or structures from one language to another in order to understand or produce an expression in the new language.

4. Creating Structure for Input and Output:

The following three strategies are ways to create structure, which is necessary for both comprehension and production in the new language.

A. Taking Notes:

Taking notes means writing down the main idea or specific points. This strategy can involve draft notes, or it can comprise a more systematic form of note-taking such as the shopping-list format, the semantic map or the standard outline form.

B. Summarizing:

Summarizing is making a summary or abstract of a longer passage.

C. Highlighting:

Highlighting is using a variety of emphasis techniques such as underlining to focus on important information in a passage.

3. Compensation Strategies

These strategies enable learners to use the new language for either compensation or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary.

A. Guessing Strategies:

Guessing strategies, sometimes called “inferencing”, involve using a wide variety of clues -linguistic and non-linguistic- to guess the meaning when the learner does not know all the words.

Guessing is actually just a special case of the way people typically process new information- that is, interpreting the data by using the immediate context and their own life experience. Compensation strategies for production help learners to keep on using the language, thus obtaining more practice.

1. Guessing Intelligently In Listening and Reading:

A. Using Linguistic Clues:

Using linguistic clues involves seeking and using the language-based clues in order to guess the meaning of what is heard or read in the target language, in the absence of complete knowledge of vocabulary, grammar or, or other target language elements.

B. Using Other Clues:

Using other clues means seeking and using clues which are not language-based in order to guess the meaning of what is heard or read in the target language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements.

2. Overcoming Limitations in Speaking and Writing:

1. Switching to the Mother Tongue:

Switching to the mother tongue is using the mother tongue for an expression without translating it. This strategy may also include adding word endings from the new language onto words from the mother tongue.

2. Getting help:

Getting help is asking someone for help by hesitating or explicitly asking for the person to provide the missing expression in the target language.

3. Using Mime or Gesture:

Using mime or gesture means using physical motion, such as mime or gesture, in place of an expression to indicate the meaning.

4. Avoiding Communication Partially or Totally:

This strategy is partially or totally avoiding communication when difficulties are anticipated. This strategy may involve avoiding communication in general, avoiding certain topics, avoiding specific expressions.

5. Selecting the Topic:

Selecting the topic involves choosing the topic of conversation in order to direct the communication to one's own interests and make sure the topic is one in which the learner has sufficient vocabulary and grammar to converse.

6. Adjusting or Approximating the Message:

This strategy means altering the message by omitting some items of information, making ideas simpler or less precise, or saying something slightly different that means almost the same thing.

7. Coining Words:

Coining words is making up new words to communicate the desired idea, such as paper-holder for notebook.

8. Using a Circumlocution or Synonym:

This strategy means getting the meaning across by describing the concept (circumlocution) or using a word that means the same thing (synonym).

II. Indirect Strategies for General Management of Learning:

Indirect strategies are essential counterpart to direct strategies. They support and manage language learning without directly involving the target language. Indirect strategies are useful in virtually all language learning situations and are applicable to all four language skills; listening, reading, speaking, and writing.

There are 3 types of indirect strategies. These are:

1. Metacognitive Strategies:

Metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Language learners are often overwhelmed by too much newness. With all this novelty, many learners lose their focus, which can only be regained by the conscious use of metacognitive strategies such as paying attention and overviewing/linking with already familiar material.

Other metacognitive strategies, like organizing, setting goals and objectives, considering the purpose, and planning for a language task, help learners to arrange and plan their language learning in an efficient, effective way.

1. Centering Your Learning:

This set of three strategies helps learners to converge their attention and energies on certain language tasks, activities, skills, or materials. Use of these strategies provides a focus for language learning.

A. Overviewing and Linking with Already Known Material:

This strategy involves overviewing comprehensively a key concept, principle or set of materials in an upcoming language activity and associating it with what is already known.

B. Paying Attention:

Paying attention is deciding in advance to pay attention in general to a language learning task and to ignore distractors.

C. Delaying Speech Production to focus on Listening:

This strategy means deciding in advance to delay speech production in the new language either totally or partially, until listening comprehension skills are better developed. (silent period)

2. Arranging and Planning Your Learning:

These strategies help learners to organize and plan so as to get the most out of language learning.

A. Finding Out About Language Learning:

This strategy involves making efforts to find out how language learning works by reading books and talking with other people.

B. Organizing:

Organizing is understanding and using conditions related to optimal learning of the new language; organizing ones schedule, physical environment, etc.

C. Setting Goals and Objectives:

This strategy means setting aims for language learning, including long term goals or short term objectives.

D. Identifying the Purpose of a Language Task:

This strategy means deciding the purpose of a particular language task involving listening, reading, speaking and writing.

E. Planning for a Language Task:

Planning for a language task means planning for the language elements and functions necessary for an anticipated language task or situation.

F. Seeking Practice Opportunities:

This strategy means seeking out practicing opportunities to practice the new language in naturalistic situations, such as going to a second or foreign language cinema, joining an international social club.

3. Evaluating Your Learning:

These strategies aid learners in checking their language performance.

A. Self-Monitoring:

Self-monitoring is identifying errors in understanding or producing the new language, determining which ones are important, tracking the source of important errors, and trying to eliminate such errors.

B. Self-Evaluating:

Self-evaluating is evaluating one's own progress in the new language whether one is understanding a greater percentage of each conversation.

2. Affective Strategies:

The term affective refers to emotions, attitudes, motivations, and values. The affective side of the learner is probably one of the very biggest influences on language learning success or failure. Good language learners are of then those who know how to control their emotions and attitudes about learning. Negative feelings can stunt progress, on the other hand positive emotions and attitudes can make language learning far more effective and enjoyable. Attitudes are strong predictors of motivation in any area of life, and especially in language learning. Attitudes and motivation work together.

The language learner who is overtly anxious is likely to be inhibited and unwilling to take even moderate risks. Successful language learning necessitates overcoming inhibitions and learning to take reasonable risks.

Tolerance of ambiguity may be related to willingness to take risks. Moderate tolerance for ambiguity tends to be open-minded in dealing with confusing facts and events, which are parts of learning a new language.

1. Lowering Your Anxiety:

A. Using Progressive Relaxation, Deep Breathing, or Meditation:

These strategies involve using the technique of alternately tensing and relaxing all of the major muscle groups in the body, as well as the muscles in the neck and the face, in order to relax; or the technique of breathing deeply from the diaphragm.

B. Using Music:

This strategy involves listening to soothing music, such as classical concert, as a way to relax.

C. Using Laughter:

This strategy involves using laughter to relax by watching a funny movie, reading a humorous book, so on.

2. Encouraging Yourself:

This set of strategies is often forgotten by language learners, especially those who expect encouragement mainly from other people and do not realize they can provide on their own.

A. Making Positive Statements:

This strategy means saying or writing positive statements to oneself in order to feel more confident in learning the new language.

B. Taking Risks Wisely:

Taking risks wisely means pushing oneself to take risks in a language learning situation, even though there is a chance of making a mistake or looking foolish.

C. Rewarding yourself:

This strategy is giving oneself a valuable reward for a particularly good performance in the new language.

3. Taking Your Emotional Temperature:

These strategies help learners to assess their feelings, motivations and attitudes and in many cases relate them to language tasks.

A. Listening to Your Body:

Listening to your body means paying attention to signals given by the body. These signals may be negative, reflecting stress or they may be positive indicating happiness.

B. Using a Checklist:

This strategy means using a checklist to discover feelings, attitudes and motivations concerning language learning in general.

C. Writing a Language Learning Diary:

This strategy involves writing a diary or journal to keep track of events and feelings in the process of learning a new language.

D. Discussing Your Feelings with Someone Else:

This strategy means talking with another person to discover and express feelings about language learning.

3. Social Strategies:

Language is a form of social behaviour, it is communication, and communication occurs between and among people. Learning a language thus involves other people, appropriate social strategies are very important in this process.

One of the most basic social interactions is asking questions and this helps learners get closer to the intended meaning and thus aids their understanding.

To promote cooperative language learning strategies it might be necessary to help learners confront and possibly modify their culturally defined attitudes toward cooperation and competition.

1. Asking Questions:

A. Asking for Clarification or Verification:

This strategy involves asking the speaker to repeat, paraphrase, explain, slow down, or give some examples; asking if a specific utterance is correct, or if a rule fits its particular case.

B. Asking for Correction:

This strategy involves asking someone for correction in a conversation.

2. Cooperating With Others:

This set of two strategies involves interacting with one or more people to improve language skills.

A. Cooperating with Peers:

Cooperating with peers means working with other language learners to improve language skills. This strategy frequently involves controlling impulses toward competitiveness and rivalry.

B. Cooperating with Proficient Users of the New Language:

This strategy involves working with native speakers or other proficient users of the new language, usually outside of the language classroom.

3. Empathizing With Others:

A. Developing Cultural Understanding:

This strategy means trying to empathize with another person through learning about the culture and trying to understand the other person's relation to that culture.

B. Becoming Aware of Others' Thoughts and Feelings:

This strategy involves observing the behaviours of others as a possible expression of their thoughts and feelings; and when appropriate, asking about thoughts and feelings of others.

CHAPTER II

LITERATURE REVIEW

There have been several studies related to the effect of learning strategies on the learner's success. A few of these studies find that language learning strategies do not have an important effect on learners' success. However, most of these studies have reached opposite results and show that learning strategies have a positive effect on the learners' success.

In their study Fooks, Mora and Tracks (1994) investigates the effect of different learning and studying strategies on the learner's success. The research is experimental, and the individuals are taught about studying by asking questions and preparing drafts. The study shows that, the success of the learners who study by asking questions is higher than those who are in traditional education and who prepare drafts.

This study supports Carns and Carns' study (1991) which is organized as experimental and is applied to 118 primary school students. The students take a 5 stage of teaching programme about learning strategies. The result of the study shows that there is a meaningful difference between the scores of the pre-test and the end test that are applied to the students, and it is found that learning strategies increase academic success in a meaningful level.

In the same year, a study of the 5th graders by Erden and Demirel(1991) is carried out which is about whether the students' learning strategies while studying change according to the success of the text they examine; and the time that they spend while studying change according to the strategy they use or not. The research is experimental and it is applied to 78 students. The result of the study again shows that there is a meaningful relation between the learning strategies and the success of the learners. Especially the most common learning strategies of the 5th graders are understanding the general idea and underlining in the text.

The same results are found in the study “Cognitive Strategies in the Comprehension of Textbook Material: An Examination of Middle Grade Students” by Dorman, (1982). Dorman investigates whether good and poor middle grade reading comprehenders use different cognitive strategies to understand printed passages. Meyer and McConkie (1973) note college students' superior recall of general text ideas over specific details, while Ausebel (1968) demonstrate the facilitating influence of passage organization. This study test their findings on younger students, inferring differences in strategies from students' multiple choice comprehension scores on a structured "superordinate" passage and an unstructured "unrelated" passage. Test results support three hypotheses. First, there is no significant relationship between comprehension ability and recognition of the unrelated passage ideas. Second, good comprehenders recognize more of the superordinate than the unrelated passage ideas compared to the poor comprehenders. Third, students recognize more general than specific ideas from the superordinate passage. Also, evidence supports an Ausebelian effect, the facilitating influence of the superordinate passage organization upon the good comprehenders' recognition of the specific details. The results underline the significance of both Meyer and McConkie's and Ausebel's theories. Successful comprehenders are influenced both by the kind of ideas (general vs. specific) and also by the passage organization. Good students appear to benefit from effective organization (or advance organizers) as well as from attention to the general ideas. The investigator concludes that many poor comprehenders can improve their comprehension by acquiring the strategies used by the good comprehenders. He suggests arranging passage ideas in a more consistent way by order of importance and using such aids as headings, organizers, and explicit instruction.

One of the other studies related to learning strategies and the success of the students is by Salch et al. (1996) which is a project developed processes for improving the reading comprehension of third- and fourth-grade students in two progressive suburban communities in northern Illinois. Analysis of probable cause data reveals that students lack knowledge of reading strategies and a review of the district's general curriculum and textbooks reveal systematic reading instruction is

not implemented after grade 2. Solution strategies, combine with an analysis of the problem setting, result in the selection of three categories of intervention: (1) development of activities for students at a prereading stage of instruction; (2) implementation of reading strategies during reading; and (3) contemplation and reflections after reading. All of these occur through curricular modifications and changes in teaching practices. Prereading activities include story impressions, anticipation guide, semantic mapping and feature analysis, and vocabulary activities. During reading strategies include Directed Reading Thinking Activities (DRTA), jigsaw, Generating Interactions between Schemata and Text (GIST), ReQuest, semantic mapping, and a variety of graphic organizers. Over the course of the research time frame of October 1995 to January 1996, the more students participated in direct reading instruction, the more strategies they used while reading independently, the more interest and understanding of new and unusual vocabulary was increased. Results from post-intervention data indicate that the use of the strategies is effective in improving the reading comprehension of the targeted students. Findings suggest that the implementation of the activities dramatically increases the reading comprehension of the below grade level students.

Another study related to the same subject is by Kristin et al. (1995). In their study "Improving Primary Student Motivation through the Use of Cooperative Learning Strategies and the Teaching of Organizational Skills", they implement a program for improving student's motivation in order to increase their performance and self-esteem. The targeted population consist of primary grade students in middle-class communities within the southwest suburbs of Chicago. Analysis of probable cause data reveals students' lack of skills related to organization, communication, and peer interaction. Faculty reports student deficiencies in active listening and problem-solving skills. Review of instructional techniques reveals that a variety of teaching strategies to meet the needs of many types of learners within the classroom are not being employed. An analysis of the problem setting result in the selection of two major categories of intervention: (1) an increase in instructional emphasis on organizational skills and implementation of cooperative learning strategies in student

learning tasks. Follow-up assessment indicates that the students show a marked increase in the use of the targeted organizational skills. As a result of cooperative learning strategies used in the classroom, task-related behaviours also show improvement.

Another related study by Philbrick, (2002) suggests that the comprehension of nonfiction text is often a difficult skill for elementary students to master. Because of its technical vocabulary, unfamiliar formats, and specialized organizational patterns, students often find the reading of expository text more difficult than narrative stories. Often, however, teachers assume if students can read stories, they can read textbooks. Research has shown that this is not always so. The purpose of this study is to determine if teaching children to actively process their social studies textbook using metacognitive reading strategies improves comprehension of the text. One hundred thirty-one fifth grade students in a rural midwestern intermediate school participate in this study. During an eleven-week period, students receive two 45-minute lessons a week. Students learn the use and value of four metacognitive strategies (i.e. predicting, questioning, thinking-aloud, and summarizing) and practice them using either their social studies text or a piece of children's literature. Instruction in metacognitive strategy use results in significant gains in reading comprehension scores and increases metacognitive awareness in both the combined and the strategies only groups. In addition, the combined strategy group scores significantly higher on comprehension than either of the other groups. Interviews with students a month after the instruction ends reveal that they continue to use the strategies and find them helpful in comprehending fiction and expository text.

Moreover, there is another study "Effects of metacognitive strategy instruction on sixth grade students' content reading comprehension" by Ferguson, (2001). The purpose of this study is to determine the effect of metacognitive strategy reading instruction on sixth grader's content reading comprehension. Forty-one students in two sixth grade social studies classes participate in the study. Twenty students in the treatment social studies class are taught the purpose and value, as well as the techniques of self-monitoring of the summarizing strategy to help them recall and

organize key information from their social studies textbook. Twenty-one students in the control group are taught summarizing as a cognitive reading strategy without the metacognitive components of value, purpose, and self-monitoring. The two social studies classes have no significant differences on pre-test measures of formal and informal reading comprehension. After a 10-week study period, the posttest results of the two groups are compared to determine the effects of the strategy instruction on the students' content reading comprehension. Significant differences are found on the posttest scores of metacognitive strategy knowledge and informal reading comprehension measures between the treatment and the control group that can be attributed to the metacognitive strategy instruction. Metacognitive strategy instruction is the most effective in increasing the reading comprehension of high-ability treatment students, although it also increases the content comprehension of the low and average ability readers. These findings suggest that metacognitive strategy instruction including the value, purpose, and self-monitoring of the summarizing strategy is more effective in increasing reading comprehension than the summarizing strategy alone. Students in the treatment group are observed beginning to use the summarizing strategy independently in their social studies class.

However the related study by Mele, (2001) about Metacognitive strategies and success shows just the opposite results while considering the other studies. The study "Perceived competence and anxiety in second language acquisition: Effects of raising general awareness of language learning strategies" is an expansion of MacIntyre, Clement and Noels' (1997) experiment. This experimental study examines the effects of a brief, general metacognitive awareness raising (MAR) session of language learning strategies on anxiety and on perception of competence with first-year beginner level students studying Spanish. 117 participants, 71 females and 46 males, attended a large urban state university in Florida. Eight intact classes are randomly assigned to either experimental or control conditions. The experimental group takes part in the treatment which consists of a single MAR session while the control group watches a

cultural video. Six weeks after the treatment, participants complete a modified "Can-Do" questionnaire, a Foreign Language Class Anxiety Scale (FLCAS) test, and a basic demographic and background form. This research do not find support for the main hypothesis that MAR of language learning strategies will positively affect anxiety and perception of competence. No statistically significant differences are found between the MAR group and the control group on either mean level of anxiety or mean level of perception of competence. There is, however, a moderate correlation in the strength of relationship between learning anxiety and perception of competence, meaning that those students who feel less anxious also report themselves to be more confident. Overall results reveal no statistical significance between the treatment and control groups. These findings indicate that the MAR of language learning strategies' effect on anxiety and perception of competence in the target language are practically non-existent, failing to provide the hoped, positive, results that drive this study. These final results may be due, in part, to the fact that language learning strategies are already being (partially) incorporated into some of the daily instruction and that all students in the sample used textbooks which contain language learning strategies.

There have also been other studies related to the existence of learning strategies in the textbooks and the education programmes. In a study, Özer (2002) investigates whether learning strategies are included in the education programmes of the primary, secondary and high schools or not. It is a scanning type of research and it is applied to 349 teachers. The data of the research is collected by surveys. The research shows that most of these education programmes do not include the teaching of learning strategies extensively by activities like seminars, courses and meetings apart from lessons; and little of them do not include at all. Most of the teachers point out that they teach learning strategies just a little during their lessons. Besides, most of the teachers state that it is useful and necessary to teach learning strategies to students but they are not equipped with this subject enough and they need in-service training.

This study is supported by Yetgin (2003). Yetgin evaluates an EFL reading textbook in terms of reading strategy instruction, focusing on 30 reading strategies, nine of which are empirically-validated, and 21 of which are mentioned as beneficial in the literature. It also investigates 44 English teachers' perceptions of the strategy instruction in the textbook in terms of the 30 strategies targeted for the study. The results of the study raise important questions regarding reading strategy training. If the aim of the syllabus is to improve reading strategy instruction, firstly which reading strategies are beneficial for students need to be determined. The findings of the study can guide the supplementation of strategy instruction in the textbook and other reading materials. When the benefits of research-validated reading strategies mentioned in the literature are considered, it can be concluded that the textbook would serve its target audience better if the neglected empirically-validated strategies are added to instruction with sufficient explanation and practice opportunities.

Another related study was by Lim, (2002) which describes how four Korean third grade classroom teachers carry out the new communication-oriented EFL curriculum under non-experimental, naturally occurring conditions and examines the extent to which the nature of their lessons meets the curricular goal of teaching English for communication. By observing and videotaping their EFL lessons, the types of learning activities and strategies each teacher utilized are depicted in detail. Then, the characteristics of the lessons are analyzed in terms of the curricular goals: the type of language skills, the focus of the instructional content, and the structures of as well as participants' role in classroom interactions. The results show that, in spite of their limited experience in teaching EFL, the teachers carry out the curriculum by exploiting unique individual teaching styles and strategies on the basis of their own perception of second language teaching and learning. Regarding the curricular goals, the teachers are similar in putting strong emphasis on building speaking skills over listening comprehension. They also stress students' interaction in English with less explicit

instruction on grammatical rules, words, or sentences. Discussions of the broader context such as social customs and cultural background associated with particular instances of English interactions are rare. In contrast, they prefer different participant structures, favouring either student-centered role-play presentations or teacher-led activities; yet, their choices do not necessarily reflect their views of students' role in classroom interaction. These results suggest that additional textbook materials for the new curriculum should be developed to provide a variety of learning activities that could help realize the curricular goals as well as be practically adaptable for beginner students in large-size classrooms. At the same time, it seems necessary to develop teacher education programs which place more emphasis on the design, simulation, and analysis of teaching activities so that the classroom teachers not only can apply the curriculum appropriately within the context of their own classrooms but also continue to reflect on and modify their teaching for the future.

In another study about using humour in the textbook Aria, (2002) attempts to assess the effects of humour on vocabulary instruction. An intervention strategy is implemented which seeks to compare the results of such instruction with those produced from vocabulary instruction delivered in a traditional, non-humorous vein. To this end- the intervention proceeds thus: an experimental group of seventh grade students was the recipient of a series of lessons for vocabulary words for which humorous contexts are provided. By contrast, a series of vocabulary lessons, for the same words, is concurrently delivered to a control group in which the contexts given are typical of those found in a standard textbook. Following each lesson, identical assessment tests are administered to each group. An examination of test scores reveals that those students in the experimental group score significantly higher than did their control group counterparts.

In an article called "Strategies for Getting the Most From Textbooks." Robb, (2003) gives the benefits of textbooks. She thinks that well-written and well-designed textbooks benefit students in many ways. They build background knowledge, give an overview of topics, and help students to read nonfiction. Moreover, they introduce vocabulary related to the topic; present content within a predictable structure, making it easy to skim, locate information, and reread. Furthermore, they familiarize students with a type of text they'll encounter throughout their school careers.

There have also been studies related to strategy teaching and success. Van and Abraham (1990) in their study focus on two unsuccessful learners performing a series of tasks, both written and spoken. The authors use on-line think-aloud introspective data in order to gain insight into their subjects' strategy use. Van and Abraham investigate how their subjects use strategies within the framework of specific task demands. They find that both subjects are active strategy-users but they often fail to apply strategies appropriate to the task in hand. For example, in the case of one subject they conclude that her careful application of rules and monitoring of errors are successful in simple tasks, but become a liability in more complex tasks. They infer that the attention which the subject needed to devote to one aspect of a difficult task 'left her little spare capacity for implementing more sophisticated executive procedures'. Their finding is an example of cognitive overload on the part of the learner, due to his/her limited attention capacity. The conclusion can be drawn that coordination of attention is instrumental in effective strategy use.

This study is supported by Lubliner's (2001) theses "The effects of cognitive strategy instruction on students' reading comprehension" which is a substantial body of cognitive strategy research documents the effectiveness of reciprocal teaching on

children's reading comprehension. Studies have investigated three of the four reciprocal teaching strategies, questioning, summarizing, and predicting, demonstrating particularly powerful effects on comprehension achievement following questioning strategy instruction. However, cognitive strategy research has not focused on the clarifying strategy, nor has the contribution of clarifying to the effectiveness of combined strategy treatments been established. The intent of this quasi-experimental study was to advance the cognitive strategy research, demonstrating that clarifying contributes uniquely to students' reading comprehension when instruction is properly designed and administered. Nine fifth grade classes were randomly assigned to a control, questioning, clarifying or combined questioning and clarifying group for a four-week study. Strategy instruction take place during social studies, based on the belief that content area textbook are the most difficult for children to read and comprehend. Results on the researcher-designed posttest indicate that the clarifying group make significant gains in reading comprehension and vocabulary, compared to the control group. The combined questioning and clarifying treatment have no effect on two of the experimental classes; however a Title One class that receive this treatment made significant gains in reading comprehension. Second language learners, including limited English proficient students and children with learning disabilities are included in the analysis and make significant gains in reading comprehension compared to control group students. Results of the study suggest that cognitive strategy treatments including clarifying instruction positively affect fifth grade students' reading comprehension. A second analysis examines students' self-reported strategy use with unknown words encountered during reading. A content analysis of student responses indicates that students who receives the clarifying treatment report spontaneously using significantly more clarifying strategies than the control group. Self-reported clarifying strategy use is

significantly correlated with reading comprehension scores, suggesting potential benefits of teaching children to use clarifying strategies during independent reading.

Finally the same results are found in Piper's study (1992) named "Metacognitive Skills/Reading Comprehension Intervention Program for Sixth Grade Social Studies Students" which is an intervention program in the area of sixth grade social studies was implemented for the purpose of increasing reading comprehension levels of average ability students in an urban school district. Five metacognitive strategies are employed to improve understanding of the adopted textbook. The strategies include outlining, sentence summaries, self-interrogation, the KWL strategy (derived from the phrases: "What we Know," "What we Want to find out," and "What we Learned"), and discourse as a mode of inquiry. Success is measured by comparing pretest and posttest scores. Results indicate improvement in reading comprehension skills measured by the Qualitative Reading Inventory. Efficient use of metacognitive skills is demonstrated and measured by the Gates-MacGinitie Reading Test. Increased social studies grades are determined by an average score of three unit tests from the social studies text. It is concluded that instruction in the five metacognitive strategies improves the target group's reading comprehension abilities.

There have also been studies related to the relation between the learning strategies and student differences such as gender and learning levels. Tamada, (1996) in a master theses "Japanese Learners' Language Learning Strategies: The Relationship between Learners' Personal Factors and Their Choices of Language Learning Strategies" investigates (1) whether Japanese learners of a second language have the same learning strategies as other groups previously studied, and (2) whether the experience of studying or living abroad affects learning strategy use. Subjects are 24 Japanese third-year college students, learners of English as a second language who are studying in England. Data on learning strategy choice and use are gathered from students using

an inventory of language learning strategies, and from teachers using a survey of teaching strategies employed and their perceptions of Japanese students' language learning strategy preferences and use. Students are surveyed during the first and eighth weeks of an intensive English course. Results indicate some learning strategies are not used, which is attributed to: influence of English teachers in Japan; characteristics of the Japanese language; and level of English ability. Students tend not to use strategies not learned in Japan, and many have learned strategies from teachers in Japan. Learners' gender, integrative motivation, and instrumental motivation affect choice of strategies significantly, but major, personality, and proficiency do not. Experiences of both studying and living abroad also affect strategy choices significantly.

Furthermore, in her account of findings from the Nijmegen Project, concerning the use of communication strategies, Poulisse(1990b) also takes notice of individuals' preferred lexical compensatory strategy styles, which is the topic of her article (1990a). In this study, it is stated that the task is found to be more influential in strategy use than is the proficiency level. In addition, Poulisse attributes variation in strategy use among individuals to learner characteristics, such as personality or learning style. She infers that focus on grammatical correctness and motivation to reach understanding are factors which account for differences in strategy use.

Recent efforts to describe strategy applications in second language acquisition by Oxford and her coworkers have identified gender and other differences in strategy use. Research using the Strategy Inventory for Language Learning (SILL) by Oxford and Ehrman (1987) with both students and instructors at the U.S. Foreign Service Institute lead to the conclusion that females report using learning strategies significantly more often than males and used a wider range of strategies. Moreover, professional linguists use more strategies; use them more frequently than untrained instructors or students. Finally, students with at least five years of study in the language use functional practice strategies significantly more frequently than students with four or fewer years. In comparing results from the various studies, Oxford et al. comment that those in the university sample tend to use formal, rule-related practice

more than those in the military sample, while memory devices and strategies for seeking and communicating meaning are used more in the military settings.

However, in 1997, Young and Oxford make a study called “A Gender-Related Analysis of Strategies Used To Process Written Input in the Native Language and a Foreign Language.” They examine the strategies used by native-English-speaking foreign language (FL) learners to read Spanish and English texts in order to investigate differences in FL reading strategies between males and females. Results indicate that students processed the Spanish and English passages using local and global strategies; there is not a significant difference between the strategy use and gender and that males and females used similar strategies.

Another related study is by Hartley (1998), in which the learning activities of the students who use superficial and in-depth strategies are observed and the effect of the strategies that they use on learning level is investigated. The result of the study shows that there is an important relation between the learning strategies of the learners and their learning levels. Furthermore, it is found that the learners who use superficial strategies are interested in the factual dimension of the text besides the aim and the meaning of it; and the learners who use in-depth strategies are interested in the aim and the meaning of the text.

Other studies about this topic are about the relation between the learning strategies and age. In their summary of literature on development, Brown et al. (1983) show that older children are consistently revealed as active and strategic learners who gradually acquire a repertoire of strategies as they mature. Strategies in younger children begin as task-specific activities, later may emerge into a broad repertoire of more flexible and generalizable skills. Although young children or developmentally delayed children may not use strategies spontaneously, they may, under direct instruction, employ strategies with specific tasks and as a consequence improve their memory performance. Studies from the early 1970s show that rehearsal, categorization, and elaboration emerge between five to eight years of age. Brown et al. also highlight the distinction between cognitive and metacognitive strategies.

Two of the cognitive strategies described are rehearsal and summarization. Rehearsal of more matured learners entails “active, systematic, elaborative procedures,” as compared to the rote repetition of younger learners. Similarly, whereas summarization performed by more mature learners entails elaboration, restatement, and revision of the goals and subgoals of an activity, summarization performed by younger or novice learners may entail such simple strategies as copy-delete; the deletion of elements of a text considered unessential and the copying of the remainder verbatim. Brown et al. comment that less sophisticated strategies are resistant to retraining, because these strategies are effective in achieving partial success on the task.

These findings are supported by Lu, (1994) in “Children's searching for information in a textbook: Grade differences in metacognition and performance”. Lu suggests that during their years in school, children use books quite often to "find" information, for example, to locate names and terms, dates and places, and to answer questions which depend upon descriptions or explanations of important concepts which can be found in the text. Finding information, the topic of this dissertation, is a common classroom activity, yet little studied by educators. The purpose of this study is to explore what school children know about finding information in a textbook along with how they actually search through a real textbook to answer the sorts of questions they might encounter in class. 32 fifth graders and 31 eighth graders are interviewed individually. The findings are as follows: (1) Both groups of children are knowledgeable about book features and search strategies, but they have difficulty identifying demands of various search tasks or evaluating the gathered information against the search goal. The younger children are less likely to choose the most time-saving strategy for a simple question than the older children, especially when the task requires them to recognize when it is appropriate to use a particular strategy. (2) The two groups do not differ in their search accuracy, whereas younger children take more time to complete their searches than did the older children. (3) Significant grade differences appear in children's use of search strategies. Younger children are poor at choosing the appropriate category for inspection for the simple questions and at executing the strategy of choice efficiently for complex questions. (4) Metacognitive knowledge is not related to performance, but a significant linear relationship appears

between search time and the efficiency of category selection and recycling and between search accuracy and the efficiency of information extraction.

The relation between the use of strategies and the students' motivational level is also a subject of study. In a study by Tuckman (1996), two experiments are conducted to determine the relative effectiveness of increasing students' incentive motivation for studying and prescribing a text-processing strategy for them to use in studying. The incentive motivation condition involves administering a weekly quiz, and the learning strategy condition involves homework assignments that require students to identify key terms in their textbook chapters, write definitions of them, and generate elaborations of their definitions. The 1st experiment includes a 5-week period in an educational psychology course and included a control group. On the achievement posttest, students in the incentive motivation condition substantially outscore the learning strategy group and the control group. The 2nd experiment involves the same course in a subsequent term, but this time over a 15-week period. Students are divided into high, medium, and low groups on the basis of prior grade point average (GPA). As in the 1st experiment, the incentive motivation condition is generally more effective than the learning strategy condition, but the advantage accrues primarily to low-GPA students. The findings are interpreted to mean that college students generally have acquired learning strategies that are suitable for studying textbook content, but their use of these strategies depends on their motivational level. The results indicate that enhancing incentive motivation by giving quizzes helps students primarily those with a low GPAs, perform better on regular achievement tests than a prescribed learning strategy that is aimed at improving text processing. This finding suggests that poorly performing students do not necessarily lack text-processing skills. Rather, they lack the motivation to process the text.

Finally, the imagery strategy use on comprehension is studied in "The effects of imagery strategy training and imagery strategy use on reading comprehension" by Woods, (1992). Eighty-five seventh grade inner-city middle school students are trained to use imagery as a metacognitive strategy to improve comprehension. The training is presented within the context of regular classroom instruction provided by

the classroom teacher. Students read four short stories from the state adopted reading textbook. Comprehension is measured by students' scores on four criterion referenced tests which include six specific comprehension tasks, and by a standardized norm referenced test. Students also report strategy use. The effects of training on both measures of comprehension and the effects of strategy use on the six specific comprehension tasks are analyzed. The results show that, training students to use imagery as a strategy had no effect on comprehension as measured by either criterion referenced tests or a standardized norm referenced measure. The only effect found for scores on the six comprehension tasks is ability. Self-reported imagery strategy use is significantly correlated with comprehension of the six tasks. Students who report using imagery score significantly better overall than those who report using some other strategy. Students reporting the use of imagery score significantly better on questions requiring identification of main idea, recognition of sequence, and inferencing from implicit text information.

The general conclusion from the developmental studies is that learning strategies develop with age, are used spontaneously with increasing sophistication by older students, result in improved task performance, and can be taught.

CHAPTER III

METHODOLOGY

This section includes the subjects of the sample population of the research, the way of gathering data and data analysis techniques.

3.1. Subjects

306 randomly chosen 4th and 5th grade students in 3 socio-economically different primary schools (high-average-low) in the city centre of İzmir, Balçova in October-December of the 2005-2006 Academic year are involved in this research.

Table 3.1.1. The Schools of the Sample Population and the Student Distribution

PRIMARY SCHOOL	4 th graders	5 th graders	Total
1. Asil Nadir Primary School	60	49	109
2. 80. Yıl Orhan Gazi Primary School	54	59	113
3. Başöğretmen Atatürk Primary School	37	47	84
Total			306

3.2. Data Gathering Instrument

In this study “English Language Learning Strategies Scale” is used to find the learning strategies of the students (see Appendix).

This scale is developed by the researcher Ertekin (2005). It has 3 different dimensions.

These are:

1. Memory and Cognitive Strategies

2. Social Strategies
3. Metacognitive and Affective Strategies

This scale has 32 statements and it is a 5–point Likert Scale. The higher the points are, the more frequent the strategy use is. The experts and the academicians (n=10) are asked to read and check the scale for the validity. The alfa scores of the scale changes from .61 to .75. The total alfa score of the scale is .81.

3.3. The Procedure

The way of data gathering instrument and the design occurred as the following:

1. Development of the data gathering instrument
2. Pre and post application for the reliability of the scale.
3. Analysis of the collected data
4. The reliability and factor analysis of the scale after the deletion of the unreliable and invalid items (under .30).
5. The application of the “Language Learning Strategies Scale” to 306 students who constitute the sample population after a month of the first application.
6. The feeding of the data
7. The assessment of the data in SPSS System.
8. The interpretation of the results.

3.4. Data Analysis Techniques

The data collected from the applications during the research is analysed by the experts by using the SPSS System supported by the computers.

The statistical techniques which are used in the analysis of the collected data from the research are these:

- | | |
|-----------------------|---------------------------|
| 1. Means | 5. Variance Analysis |
| 2. Standard deviation | 6. Descriptive Statistics |
| 3. Factor Analysis | 7. Reliability |
| 4. T-test | |

CHAPTER IV

FINDINGS

This section includes the data collected by using the methods and techniques mentioned in the third chapter, the findings of each problem acquired by the analysis of the statistical techniques, and the tables and commentary based on these findings.

4.1. The Findings Introducing Sample Population

Table 4.1.1. The Distribution of the Students according to the School Types

School Type	n	%
Socio-economically high	109	35,6
Socio-economically average	113	36,9
Socio-economically low	84	27,5
Total	306	100

35, 6 % of the students (109 people) who constitutes the sample population are in the socio-economically high school and 36, 9 % of the students (113 people) are in the socio-economically average school, whereas 27, 5 % of the students (84 people) are in the socio-economically low school.

Table 4.1.2. The Distribution of the Students according to Gender

Gender	n	%
Male	164	53,6
Female	142	46,4
Total	306	100

53, 6 % of the students (164 people) who constitute the sample population are male, whereas 46, 4 % of the students are female.

Table 4.1.3. The Distribution of the Students according to Classes

Class	n	%
4 th graders	151	49,3
5 th graders	155	50,7
Total	306	100

49, 3 % of the students (151 people) who constitute the sample population are 4th graders, whereas 50, 7 % of the students (155 people) are 5th graders.

4.2. The Relation between the Dimensions that constitute the Scale and the Independent Variables

Table 4.2.1. The Frequency Order, the Mean and the Standard Deviation of the Strategies used by all Students

Strategies	n	m	Sd
Doing homework	306	4,8431	,50072
Succeeding when study	306	4,7647	,59246
Fond of learning new things	306	4,7026	,71960
Correcting the mistakes	306	4,6634	,70671
Paying attention	306	4,6503	,74125
Studying in silence	306	4,6373	,74819
Studying to pass the exam	306	4,5784	1,05055
Trying to learn even uninteresting topics	306	4,5033	,81078
Trying to speak English	306	4,3954	1,01328
Asking for help	306	4,3562	1,01493
Reviewing what has been learnt	306	4,3170	,89854
Fond of learning English culture	306	4,2876	1,12889
Helping friends	306	4,2582	1,07826
Underlining important points	306	4,2288	1,04957
Using the new word in a sentence	306	4,0523	1,04201
Seeking opportunities to speak English	306	4,0196	1,20093
Repeating new words	306	3,9706	1,09654
Taking notes	306	3,8856	1,15233
Speaking English with family	306	3,8170	1,34743
Summarizing	306	3,7843	1,29281
Relating known to the unknown	306	3,7255	1,08785
Speaking English with peers	306	3,7157	1,23907
Asking English questions	306	3,7092	1,28945
Asking questions to each other while studying	306	3,7059	1,22746
Asking questions to myself	306	3,6765	1,27391

Trying to find synonyms in Turkish and English	306	3,6471	1,02090
Rewarding myself	306	3,6144	1,44006
Listening to English songs	306	3,5490	1,43466
Using imagery	306	3,4281	1,32680
Worrying about failing	306	2,3987	1,46585
Avoiding speaking English	306	2,2712	1,45138
Giving up in a difficulty	306	2,0784	1,45548

The table shows that the most frequently used strategy by all the 4th and 5th graders (306 people) is “doing homework” with the mean of 4.8431 out of 5.0, whereas the less frequently used strategy by all of the students is “giving up in a difficulty” with the mean of 2.0784.

Table 4.2.2. The Frequency Order, the Mean and the Standard Deviation of the Strategies used by the 4th Graders

Strategies	n	m	sd
Doing homework	151	4,8609	,47665
Succeeding when study	151	4,7351	,67034
Fond of learning new things	151	4,6821	,71527
Correcting the mistakes	151	4,5960	,81796
Paying attention	151	4,5894	,82681
Studying in silence	151	4,5430	,87738
Trying to learn even uninteresting topics	151	4,5099	,83161
Studying to pass the exam	151	4,3709	1,31461
Fond of learning English culture	151	4,3642	1,04870
Trying to speak English	151	4,2980	1,12425
Helping friends	151	4,2583	1,10432
Reviewing what has been learnt	151	4,2185	1,01255
Asking for help	151	4,0728	1,22800
Underlining important points	151	4,0728	1,15527
Seeking opportunities to speak English	151	4,0331	1,20232
Repeating new words many times	151	3,8742	1,17362
Taking notes	151	3,8609	1,25454
Using the new word in a sentence	151	3,5629	,92070
Speaking English with family	151	3,8344	1,30859
Speaking English with peers	151	3,6689	1,34026
Trying to find synonyms in Turkish and English	151	3,5629	,92070
Asking English questions	151	3,5629	1,35438
Relating known to the unknown	151	3,4834	1,14225
Summarizing	151	3,4636	1,43190
Asking questions to myself	151	3,4570	1,38437
Asking questions to each other while studying	151	3,4503	1,30990
Listening to English songs	151	3,4371	1,49923
Using imagery	151	3,2384	1,35010

Rewarding myself	151	3,1325	1,54780
Worrying about failing	151	2,3444	1,38586
Avoiding speaking English	151	2,2715	1,47844
Giving up in a difficulty	151	2,1677	1,45860

The table shows that the most frequently used strategy by the 4th graders (151 people) is “doing homework” with the mean of 4.8609 out of 5.0, whereas the less frequently used strategy is “giving up in a difficulty” with the mean of 2.1677.

Table 4.2.3. The Frequency Order, the Mean, and the Standard Deviation of the Strategies used by the 5th Graders

Strategy	n	m	sd
Doing homework	155	4,8258	,52407
Succeeding when study	155	4,7935	,50577
Studying to pass the exam	155	4,7806	,64738
Correcting the mistakes	155	4,7290	,57332
Studying in silence	155	4,7290	,58454
Fond of learning new things	155	4,7226	,72556
Paying attention	155	4,7097	,64433
Asking for help	155	4,6323	,64485
Trying to learn even uninteresting topics	155	4,4968	,79261
Trying to speak English	155	4,4903	,88544
Reviewing what has been learnt	155	4,4129	,76266
Underlining important points	155	4,3806	,91361
Helping friends	155	4,2581	1,05584
Using the new word in a sentence	155	4,2581	,91054
Fond of learning English culture	155	4,2129	1,20058
Summarizing	155	4,0968	1,05544
Rewarding myself	155	4,0839	1,15069
Repeating new words many times	155	4,0645	1,01083
Seeking opportunities to speak English	155	4,0065	1,20333
Relating known to the unknown	155	3,9613	,97956
Asking questions to each other while studying	155	3,9548	1,08916
Taking notes	155	3,9097	1,04675
Asking questions to myself	155	3,8903	1,11988
Asking English questions	155	3,8516	1,21031
Speaking English with family	155	3,8000	1,38826
Speaking English with peers	155	3,7613	1,13437
Trying to find synonyms in Turkish and English	155	3,7290	1,10671
Listening to English songs	155	3,6581	1,36486

Using imagery	155	3,6129	1,28117
Worrying about failing	155	2,4516	1,54245
Avoiding speaking English	155	2,2710	1,42933
Giving up in a difficulty	155	2,1677	1,45860

The table shows that the most frequently used strategy by the 5th graders (155 people) is “doing homework” with the mean of 4.8258 out of 5.0, whereas the less frequently used strategy is “giving up in a difficulty” with the mean of 2.1677. Thus, the most and the less frequently used strategies by the 4th and 5th graders are the same according to the tables.

Table 4.2.4. The Comparison of the Means and the Standard Deviations of the Frequency Order of the Strategies used by the 4th and 5th Graders

Strategies	Class	n	m	Sd
Doing homework	4	151	4,8609	,47665
	5	155	4,8258	,52407
Succeeding when study	4	151	4,7351	,67034
	5	155	4,7935	,50577
Fond of learning new things	4	151	4,6821	,71527
	5	155	4,7226	,72556
Correcting the mistakes	4	151	4,5960	,81796
	5	155	4,7290	,57332
Paying attention	4	151	4,5894	,82681
	5	155	4,7097	,64433
Studying in silence	4	151	4,5430	,87738
	5	155	4,7290	,58454
Studying to pass the exam	4	151	4,3709	1,31461
	5	155	4,7806	,64738
Trying to learn even uninteresting topics	4	151	4,5099	,83161
	5	155	4,4968	,79261
Trying to speak English	4	151	4,2980	1,12425
	5	155	4,4903	,88544
Asking for help	4	151	4,0728	1,22800
	5	155	4,6323	,64485
Reviewing what has been learnt	4	151	4,2185	1,01255
	5	155	4,4129	,76266
Fond of learning English culture	4	151	4,3642	1,04870
	5	155	4,2129	1,20058
Helping friends	4	151	4,2583	1,10432
	5	155	4,2581	1,05584
Underlining important points	4	151	4,0728	1,15527
	5	155	4,3806	,91361

Using the new word in a sentence	4	151	3,8411	1,12601
	5	155	4,2581	,91054
Seeking opportunities to speak English	4	151	4,0331	1,20232
	5	155	4,0065	1,20333
Repeating new words	4	151	3,8742	1,17362
	5	155	4,0645	1,01083
Taking notes	4	151	3,8609	1,25454
	5	155	3,9097	1,04675
Speaking English with family	4	151	3,8344	1,30859
	5	155	3,8000	1,38826
Summarizing	4	151	3,4636	1,43190
	5	155	4,0968	1,05544
Relating known to the unknown	4	151	3,4834	1,14225
	5	155	3,9613	,97956
Speaking English with peers	4	151	3,6689	1,34026
	5	155	3,7613	1,13437
Asking English questions	4	151	3,5629	1,35438
	5	155	3,8516	1,21031
Asking questions to each other while studying	4	151	3,4503	1,30990
	5	155	3,9548	1,08916
Asking questions to myself	4	151	3,4570	1,38437
	5	155	3,8903	1,11988
Trying to find synonyms in Turkish and English	4	151	3,5629	,92070
	5	155	3,7290	1,10671
Rewarding myself	4	151	3,1325	1,54780
	5	155	4,0839	1,15069
Listening to English songs	4	151	3,4371	1,49923
	5	155	3,6581	1,36486
Using imagery	4	151	3,2384	1,35010
	5	155	3,6129	1,28117
Worrying about failing	4	151	2,3444	1,38586
	5	155	2,4516	1,54245

Avoiding speaking English	4	151	2,2715	1,47844
	5	155	2,2710	1,42933
Giving up in a difficulty	4	151	1,9868	1,45138
	5	155	2,1677	1,45860

The table shows that there is not a big difference between the means of the most frequently used strategy “doing homework” by the 4th graders and the 5th graders. Both the 4th and 5th graders use the same strategy most frequently. Also the table shows that there is not a big difference between the means of the less frequently used strategy “giving up in a difficulty” by the 4th graders and the 5th. Both of them employ the same strategy less frequently.

Table 4.2.5. The Relation between the Strategies used by the Students and Their Classes (t-test)

Group	Class	n	m	sd	t value	Significance
Memory and Cognitive	4	151	20,3841	6,08151	,49491	insignificant
	5	155	17,5742	4,98041	,40004	insignificant
Social	4	151	23,0927	7,61608	,61979	insignificant
	5	155	20,1032	6,16144	,49490	insignificant
Metacognitive and Affective	4	151	21,0530	5,42560	,44153	insignificant
	5	155	20,4000	5,49805	,44161	insignificant
TOTAL	4	151	64,5298	14,42489	1,17388	insignificant
	5	155	58,0774	13,25452	1,06463	insignificant

The table shows that there is not a significant difference between the frequently used strategies of the students and their classes. ($< .05$)

Table 4.2.6. The Relation between the Strategies used by the Students and Their Gender (t-test)

Group	Gender	n	m	sd	T value	Significance
Memory and Cognitive	Male	164	19,3415	5,73916	,44815	insignificant
	Female	142	18,5211	5,68152	,47678	insignificant
Social	Male	164	22,4207	7,69191	,60064	insignificant
	Female	142	20,6056	6,15170	,51624	insignificant
Metacognitive and Affective	Male	164	20,8659	5,81887	,45438	insignificant
	Female	142	20,5563	5,03678	,42268	insignificant
TOTAL	Male	164	62,6280	15,06149	1,17610	insignificant
	Female	142	59,6831	12,99611	1,09061	insignificant

The table shows that there is not a significant difference between the frequently used strategies of the students and their gender. ($< .05$)

Table 4.2.7. The Correlation between the frequently used Strategies by the Students and Their Schools (Anova Test)

Groups		Sum of squares	df	f	Sig.	
Memory and Cognitive	Between schools	988,364	2	16,669	,000	significant
	Within schools	8983,165	303			
	Total	9971,529	305			
Social	Between schools	821,745	2	8,640	,000	significant
	Within schools	14408,87	303			
	Total	15230,62	305			
Metacognitive and Affective	Between schools	15,530	2	,259	,772	insignificant
	Within schools	9087,858	303			
	Total	9103,389	305			
Total	Between schools	3145,263	2	8,173	,000	significant
	Within schools	58305,82	303			
	Total	61451,08	305			

The table shows that there is a significant difference between the frequency of the Memory and Cognitive Strategies used by the students and their school. Again there is a significant difference between the frequency of the Social Strategies used by the students and their school. Yet, there is not a significant difference between the

frequency of the Metacognitive and Affective Strategies used by the students and their school. Whether the students are in socio-economically high, average or low school, they use the Metacognitive and Affective Strategies in the same level.

Table 4.2.8. Frequently used Strategies in the 4th Graders' Textbook

Strategies	Categories			4 th graders' textbook	
				f	%
Direct	Cognitive	Practicing	Repeating	33	22
			Recombining	18	12
			Recognizing	33	22
		Analyzing	Analyzing expressions	15	10
			Transfer	3	2
	Memory	Applying	Applying images	9	6
Indirect	Affective	Lowering anxiety	Using music	6	4
			Using laughter	3	2
	Social	Cooperating	Cooperating with peers	18	12
	Metacognitive	Centering learning	Paying attention	3	2
			Overviewing	9	6
TOTAL				150	100

The table shows that the most frequently used strategies in the 4th graders' textbook are Cognitive Practicing and Analyzing Strategies (22 %) Whereas the less frequently used strategies are Metacognitive, Affective and Cognitive Transfer Strategies (2 %).

Table 4.2.9. Frequently used Strategies in the 5th Graders' Textbook

Strategies	Categories			5 th graders' textbook	
				f	%
Direct	Cognitive	Practicing	Repeating	24	16
			Recombining	18	12
			Recognizing	24	16
			Practicing naturally	3	2
		Analyzing	Analyzing expressions	12	8
			Transfer	3	2
	Compensation	Guessing	Using clues	3	2
	Memory	Applying	Applying images	15	10
		Creating mental links	Grouping	6	4
Indirect	Affective	Lowering anxiety	Using music	6	4
			Using laughter	6	4
	Social	Cooperating	Cooperating with peers	15	10
	Metacognitive	Centering learning	Paying attention	3	2
			Overviewing	12	8
TOTAL				150	100

The table shows that the most frequently used strategies in the 5th graders' textbook are Cognitive Repeating and Recognizing Strategies (16 %) Whereas the less frequently used strategies are MetaCognitive Paying Attention, Compensation and Cognitive Transfer and Practicing Naturally Strategies (2 %).

Table 4.2.10. Comparison of the Strategy Frequencies of the 4th and 5th Graders' Textbooks

Strategies	Categories			4 th graders		5 th graders	
				f	%	f	%
Direct	Cognitive	Practicing	Repeating	33	22	24	16
			Recombining	18	12	18	12
			Recognizing	33	22	24	16
			Practicing naturally	-	-	3	2
		Analyzing	Analyzing expressions	15	10	12	8
			Transfer	3	2	3	2
	Compensation	Guessing	Using clues	-	-	3	2
	Memory	Applying	Applying images	9	6	15	10
		Creating mental links	Grouping	-	-	6	4
Indirect	Affective	Lowering anxiety	Using music	6	4	6	4
			Using laughter	3	2	6	4
	Social	Cooperating	Cooperating with peers	18	12	15	10
	Metacognitive	Centering learning	Paying attention	3	2	3	2
			Overviewing	9	6	12	8
TOTAL				150	100	150	100

The table shows that some strategies that occur in the 5th graders' textbook do not occur in the 4th graders' textbook. (Grouping and Practicing Naturally). However there is not a significant difference between two textbooks' strategy types except "using laughter" which is doubled in the 5th graders' textbook.

Table 4.2.11. The Classification of the Strategies in the Scale in terms of Their Types

Strategies	Types			
Trying to find synonyms in Turkish and English	D	Memory	Creating Mental Linkages	Assoc. Elabor.
Using the new word in a sentence				Placing into cont.
Using imagery			Applying images and sounds	Using imagery
Reviewing what has been learnt			Reviewing well	Struc.rev
Repeating new words		Cognit.	Practicing	Repeat.
Taking notes			Creating structure	Taking notes
Summarizing				Summar.
Underlining important points				Highlight.
Giving up in a difficulty		Compen	Overcoming Limitations	Avoiding Commun
Correcting the mistakes				Getting help
Relating known to the unknown	ID	Mcogn.	Centering learning	Linking with mat.
Paying attention				Pay.att.
Avoiding speaking English				Delaying speech
Seeking opportunities to speak English			Arranging and Plan. Learning	Seek prac.opp.
Studying to pass the exam				Setting goals
Asking questions to myself			Evaluating learn.	Self mon
Doing homework				Self eval.

Studying in silence		Affect.	Lower. Anxiety	Us.music
Succeeding when study			Encourage yourself	Making pos.stat.
Worrying about failing				Making pos. stat.
Rewarding myself				Reward
Trying to speak English				Taking risks
Trying to learn even uninteresting topics		Affect.		
Fond of learning new things		Affect.		
Speaking English with peers		Social	Cooperating with others	With peers
Helping friends				peers
Speaking English with family				others
Fond of learning English culture			Empathizing with others	Deve.cul understa.
Listening to English songs				Deve.cul
Asking English questions			Asking quest.	For corre
Asking questions to each other while studying			Asking quest.	For clar.
Asking for help				For clar.

The table shows that 10 statements of Memory and Cognitive Strategies; 14 statements of Metacognitive and Affective Strategies, and 8 statements of Social Strategies are used in the Language Learning Strategies Scale.

Table 4.2.12. The Distribution of Language Learning Strategies according to the Strategy Types

Categories	f	%
Memory and Cognitive	10	31,3
Social	8	25
Metacognitive and Affective	14	43,7
Total	32	100

The table shows that 31,3 % of the statements in the scale (10 items) is Memory and Cognitive Strategies, and 25 % of the statements in the scale (8 items) is Social Strategies and 43,7 % of the statements in the scale (14 items) is Metacognitive and Affective Strategies

Table 4.2.13. The Distribution of the Strategies according to Schools

Strategies	Schools	n	Mean	sd
Trying to find synonyms in Turkish and English	Asil Nadir	109	3,4679	,88787
	Orhan Gazi	113	3,6460	1,11740
	B. Atatürk	84	3,8810	1,01084
Using the new word in a sentence	Asil Nadir	109	3,9358	1,02988
	Orhan Gazi	113	4,1150	1,05010
	B. Atatürk	84	4,1190	1,04599
Using imagery	Asil Nadir	109	2,6881	1,17613
	Orhan Gazi	113	3,9115	1,17684
	B. Atatürk	84	3,7381	1,29055
Reviewing what has been learnt	Asil Nadir	109	4,1743	,88028
	Orhan Gazi	113	4,4425	,86539
	B. Atatürk	84	4,3333	,94847
Repeating the new word	Asil Nadir	109	3,7431	1,14991
	Orhan Gazi	113	4,1327	,94967
	B. Atatürk	84	4,0476	1,17098
Taking notes	Asil Nadir	109	3,5963	1,24066
	Orhan Gazi	113	4,1150	1,08358
	B. Atatürk	84	3,9524	1,05173
Underlining important points	Asil Nadir	109	3,7890	1,29152
	Orhan Gazi	113	4,5310	,73279
	B. Atatürk	84	4,3929	,86453
Summarizing	Asil Nadir	109	3,7248	1,41337
	Orhan Gazi	113	3,7345	1,25369
	B. Atatürk	84	3,9286	1,18001
Giving up in a difficulty	Asil Nadir	109	1,9358	1,32130
	Orhan Gazi	113	2,0796	1,54192
	B. Atatürk	84	2,2619	1,49794

Correcting the mistakes	Asil Nadir	109	4,7248	,62170
	Orhan Gazi	113	4,6106	,79545
	B. Atatürk	84	4,6548	,68537
Relating known to the unknown	Asil Nadir	109	3,5046	1,14361
	Orhan Gazi	113	3,6991	1,00787
	B. Atatürk	84	4,0476	1,05173
Paying attention	Asil Nadir	109	4,6881	,61910
	Orhan Gazi	113	4,6283	,87826
	B. Atatürk	84	4,6310	,69038
Seeking opportunities to speak English	Asil Nadir	109	3,8073	1,18225
	Orhan Gazi	113	4,0708	1,20799
	B. Atatürk	84	4,2262	1,18577
Asking questions to myself	Asil Nadir	109	3,3670	1,33097
	Orhan Gazi	113	3,8230	1,24807
	B. Atatürk	84	3,8810	1,16583
Doing homework	Asil Nadir	109	4,9174	,36333
	Orhan Gazi	113	4,8850	,47720
	B. Atatürk	84	4,6905	,63958
Studying in silence	Asil Nadir	109	4,6055	,69413
	Orhan Gazi	113	4,7522	,63430
	B. Atatürk	84	4,5238	,92458
Succeeding when study	Asil Nadir	109	4,8624	,37188
	Orhan Gazi	113	4,7080	,67720
	B. Atatürk	84	4,7143	,68673
Rewarding myself	Asil Nadir	109	3,5780	1,38306
	Orhan Gazi	113	3,4779	1,51243
	B. Atatürk	84	3,8452	1,40133
Avoiding speaking English	Asil Nadir	109	2,8623	1,36170
	Orhan Gazi	113	2,5133	1,45231
	B. Atatürk	84	2,1905	1,53259

Worrying about failing	Asil Nadir	109	2,3211	1,45857
	Orhan Gazi	113	2,3628	1,46423
	B. Atatürk	84	2,5476	1,48409
Studying to pass the exam	Asil Nadir	109	4,7982	,57381
	Orhan Gazi	113	4,2389	1,47766
	B. Atatürk	84	4,7500	,65629
Trying to speak English	Asil Nadir	109	4,2385	1,15389
	Orhan Gazi	113	4,4336	,96248
	B. Atatürk	84	4,5476	,85595
Trying to learn even uninteresting topics	Asil Nadir	109	4,3578	,94793
	Orhan Gazi	113	4,5752	,74168
	B. Atatürk	84	4,5952	,67875
Fond of learning new things	Asil Nadir	109	4,6422	,77606
	Orhan Gazi	113	4,7522	,60550
	B. Atatürk	84	4,7143	,78497
Speaking English with peers	Asil Nadir	109	3,3394	1,42218
	Orhan Gazi	113	4,0177	,99087
	B. Atatürk	84	3,7976	1,16970
Fond of learning English culture	Asil Nadir	109	4,0826	1,21814
	Orhan Gazi	113	4,4513	,93533
	B. Atatürk	84	4,3333	1,21569
Asking English questions	Asil Nadir	109	3,4679	1,35789
	Orhan Gazi	113	3,8230	1,23368
	B. Atatürk	84	3,8690	1,23970
Asking for help	Asil Nadir	109	4,4679	,88787
	Orhan Gazi	113	4,1681	1,20195
	B. Atatürk	84	4,4643	,85653
Listening to English songs	Asil Nadir	109	3,3945	1,49702
	Orhan Gazi	113	3,5487	1,32955
	B. Atatürk	84	3,7500	1,47978

Speaking English with family	Asil Nadir	109	3,5229	1,46942
	Orhan Gazi	113	4,0354	1,13334
	B. Atatürk	84	3,9048	1,39378
Asking questions to each other while studying	Asil Nadir	109	3,3945	1,26943
	Orhan Gazi	113	3,8053	1,23099
	B. Atatürk	84	3,9762	1,08635
Helping friends	Asil Nadir	109	3,9174	1,25557
	Orhan Gazi	113	4,5221	,80287
	B. Atatürk	84	4,3452	1,04702

The table shows that there are some differences between the means of the strategies used in different schools. For example there is a big difference in the strategy “Using imagery” as it is most frequently used in socio-economically average school and it is least frequently used in the socio-economically high school. Furthermore there are significant differences in the strategies “Giving up in a difficulty”, “Relating known to the unknown”, “Studying to pass the exam”, “Fond of learning new things”, “Speaking English with peers”, “Speaking English with family”, and “Helping friends”.

Table 4.2.14. Frequently Used Strategies according to Schools

Strategies	Schools	n	%
Memory and Cognitive	Asil Nadir	1	10
	Orhan Gazi	5	50
	B. Atatürk	4	40
Total		10	100
Social	Asil Nadir	1	12,5
	Orhan Gazi	4	50
	B. Atatürk	3	37,5
Total		8	100
Metacognitive and Affective	Asil Nadir	4	28,6
	Orhan Gazi	3	21,4
	B. Atatürk	7	50
Total		14	100

The table shows that Memory and Cognitive Strategies and Social Strategies are mostly used in socio-economically average school (5 out of 10) and (4 out of 8); and Metacognitive and Affective Strategies are mostly used in socio-economically low school (7 out of 14) which constitute 50% of the whole. Yet socio-economically high school does not use any type of strategy the most.

Table 4.2.15. The Distribution of Strategy Types in Schools

Schools	Strategies	n	%
Asil Nadir	Metacognitive and Affective	4	66,6
	Social	1	16,7
	Memory and Cognitive	1	16,7

Schools	Strategies	n	%
Orhan Gazi	Memory and Cognitive	5	41,7
	Social	4	33,3
	Metacognitive and Affective	3	25

Schools	Strategies	n	%
B. Atatürk	Metacognitive and Affective	7	50
	Memory and Cognitive	4	28,6
	Social	3	21,4

The table shows that Metacognitive and Affective strategies are mostly used in socio-economically high and low schools whereas it takes the least rate in socio-economically average school. Socio-economically average students prefer Memory and Cognitive strategies the most.

Table 4.2.16. Overall Distribution of Strategies in Schools

Schools	n(strategies)	%
Asil Nadir	6	18,75
Orhan Gazi	12	37,5
B. Atatürk	14	43,75
Total	32	100

The table shows that socio-economically low school students use learning strategies the most frequently (43,75%); whereas the socio-economically low school students use the learning strategies the least frequently (18,75%).

CHAPTER V

RESULTS, DISCUSSIONS AND SUGGESTIONS

This section includes the results based on the findings obtained by the research which is aimed to find the learning strategies used by the 4th and 5th graders and to compare these strategies with those in the textbook; the discussions about these results and the suggestions which will highlight English language teaching, textbook writers and future researches.

From the frequency table of the learning strategies of all the 4th and 5th graders (Table 4.2.1.), it is concluded that the students are exposed to a lot of homework by their teachers as the most frequently used strategy by all the students is “doing homework”. But after a time this will lead students to be fed up with homework and develop a negative attitude towards English. So the teachers should not give too much homework to their students and even if they give, these should be not only mechanical but also meaningful, enjoyable, communicative and should lead the students to develop a positive attitude towards learning English. This will motivate them. The study by Tuckman (1996) concludes that students generally have acquired learning strategies that are suitable for studying textbook content, but their use of strategies depends on their motivational level. Moreover, it is concluded that the students are self-confident, risk-takers and have positive ideas about English since their less frequently used strategies are negative strategies such as “Giving up in a difficulty”, “Avoiding speaking English” and “Worrying about failing”. These positive aspects of the students should be fostered both by the teachers, families and the textbooks as one of the most important thing while learning a new language is to feel oneself in a safe and relaxed environment without the fear of failure and shame; and as strategies have an affective and conceptual basis which influence learning. In his article Robb (2003) also mentions the benefits of the well-written and well-designed textbooks for the students.

The comparison of the strategy frequencies of the 4th and 5th graders (Table 4.2.4.) shows that after a time the students become less self-confident about English as there is a meaningful increase in “Avoiding Speaking English” and “Giving up in a difficulty” means. This shows the attitude of the teachers to their students and to English. But low affective filter is one of the most effective aspects of learning a new language, so just the opposite of these findings; these positive feelings and attitudes of the students should be fostered by the teachers and the textbooks. The table highlights that the 5th graders use imagery more than the 4th graders. The result shows that imagery and visualization develop in parallel with age and physical, mental development. In Woods’ study (1992) students who report using imagery score significantly better overall than those who report using some other strategy. Furthermore, students reporting the use of imagery scored significantly better on questions. This should be kept in mind and the activities and techniques should be adjusted accordingly. In addition, it is concluded that the 5th graders reward themselves much more than the 4th graders, they study to pass the exam and they want help from others as they become more sociable and pragmatic. These strategies can also be taught to 4th graders as it will motivate them and motivation help students overcome difficulties more easily. Furthermore, the 4th graders do not ask questions to themselves and to one another, and ask English questions as much as the 5th graders, as asking questions is directly related with mental development. This maturity level is revealed in Lu’s (1994) study as it concludes that there are significant grade differences appeared in children’s use of strategies. Younger children are poor at choosing the appropriate category for inspection for the simple questions and at executing the strategy of choice efficiently for the complex questions. Moreover, “Relating known to the unknown”, “Summarizing” and “Using the new word in a sentence” are elaborate cognitive strategies thus they are much more used by the 5th graders. These should be taken into account by both the teachers and the textbook writers, because forcing the students into situations which they cannot manage and which are above their mental development will discourage and demoralize them. Hartley’s (1998) study also reveals that there is an important relation between the learning strategies of the learners and their learning levels. Another study by Brown (1983) shows that older children are consistently revealed

as active and strategic learners who gradually acquire a repertoire of strategies as they mature.

Table (4.2.6) shows that there is no significant difference between the learning strategies of the learners and their gender. This finding supports Young and Oxford's study (1997), which reveals that there is not a significant difference between the strategy use and gender, in other words, males and females use similar strategies. Yet Tamada's (1996) findings are just the opposite. It shows that, learners' gender, integrative motivation, and instrumental motivation affect choice of strategies significantly, but major, personality, and proficiency do not. These findings of this study are also supported by Oxford and Ehrman (1987) that, females report using learning strategies more than males and use a wider range of strategies.

The correlation between the frequently used strategies by the students and their schools (Table 4.2.7.) highlights that, socio-economically different schools emphasize Memory and Cognitive Strategies differently as there is a significant difference between the schools. The results do not change in Social Strategies and it shows that the students have different social lives thus different social strategies. As the results show differences between the strategies and the schools, these should be taken into account and different textbooks according to different strategy types should be used to meet the learners' needs appropriately instead of using the same book for all types of learners. Poulisse (1990b) supports these findings. She interprets that there is variation in strategy use among individuals to learner characteristics, such as personality or learning style. She infers that focus on grammatical correctness and motivation to reach understanding are factors which account for differences in strategy use. In addition, the textbook writers should be aware of these different strategy profiles and create their books accordingly. Yet, Metacognitive and Affective Strategies which are directly related with the students' emotional and characteristic development do not change according to socio-economical levels as all the people go through more or less the same stages of emotional development. Direct skills are strictly related with schools whereas there is no relation between the indirect skills used by the students and their schools. The

teachers whether they teach in a socio-economically low or high school should keep in mind that no matter what the students' socio-economical levels are, they have more or the less the same feelings and emotions so they develop the same Affective strategies.

When the frequently used strategies by the 4th graders (Table 4.2.2.) and those in their textbook (Table 4.2.8.) are compared, it is concluded that the top five strategies used by the students are Metacognitive and Affective, yet the textbook gives the least emphasis to these strategies. Özer's (1991) findings also reveal that the learning strategies are not included extensively in the education programmes of the primary, secondary and high schools. Moreover, Philbrick (2002) and Ferguson (2001) in their studies find that instruction in metacognitive strategy use results in significant gains in reading comprehension scores and increase metacognitive awareness. As the textbook does not include the most frequently used strategies by the students enough, it cannot be an effective guide to help the students develop themselves and facilitate their own learning. In addition, the most common strategies which take place in the textbook are Cognitive ones but they are at the average level in the frequency table of the 4th graders. Another important point is that, the less frequently used strategies by the 4th graders are negative Affective strategies such as "Worrying about failing" and this shows that they are self-confident; but the textbook does not include enough strategies. The textbook should give emphasis to these strategies to motivate the students and to develop their self confidence. When (Table 4.2.4.) is reconsidered, it is not surprising that these students become less-confident in their 5th classes with the help of a textbook which ignores their learning strategies. In general, it is concluded that, the strategies used in the textbook which the 4th graders study do not overlap with their learning strategies. Yetgin (2003) suggests that the textbook would serve its target audience better if the neglected empirically-validated strategies are added to instruction with sufficient explanation and practice opportunities. Therefore, it is crucial for the textbook writers to take these most or least commonly used strategies into account and write their books accordingly if they really want to help the students develop themselves and want to facilitate learning. The studies by Carns and Carns (1991), Dorman (1982), Erden

and Demirel (1991) and Fooks, Mora and Tracks (1994) show that there is a meaningful relation between the learning strategies and the success of the learners. The most common learning strategies of the 5th graders revealed in Erden and Demirel's study are understanding the general idea and underlining in the text.

When the frequently used strategies by the 5th graders (Table 4.2.3.) and those in their textbook (Table 4.2.9.) are compared, it is concluded that the top five strategies used by the students are Metacognitive and Affective, yet the textbook does not include these strategies enough. In addition, the most common strategies which take place in the textbook are Cognitive ones like "Repeating", but they are at the average level in the frequency table of the 5th graders. This will lead the students to develop negative attitudes towards learning English as the textbook frequently uses the strategy that they rarely use. Another important point is that the textbooks almost never use communicative activities which are authentic exercises of English instead of fixed and directed ones, but the easiest way to be able to speak English depends on communicative activities which go hand in hand with meaningful ones. Kristin et al. (1995) study reveals students' lack of skills related to organization, communication and peer interaction. It shows that a variety of teaching strategies to meet the needs of many types of learners within the classroom were not being employed. Hence, not only the textbook writers but also the teachers should keep these in mind and provide the students with these activities even the textbook does not include these ones. Lim (2002) suggests that additional textbook materials for the new curriculum should be developed to provide a variety of learning activities that could help realize the curricular goals as well as they could be practically adaptable for beginners in large-size classrooms. In addition, the third commonly used strategy in the textbook is "Using Imagery", but still this is one of the least preferred strategies by the 5th graders although it is much more than the 4th graders. However, instead of omitting this strategy from the textbook, the teachers should teach their students to use this strategy as at this age the people are very imaginative and understand better through imagery and visualization.

Furthermore, Lubninar's (2002) study reveals that clarifying strategy instruction positively affects fifth grade students' comprehension. However, Mele's (2001) findings are just the opposite. The results reveal no statistical significance between the teaching of learning strategies' effect on anxiety and perception of competence in the target language. These final results may be due to the fact that language learning strategies are already incorporated into some of the daily instruction and that all the students in the sample use textbooks which contain language learning strategies. Yet, in general, the strategies used in the textbook which the 5th graders study do not overlap with their learning strategies.

The comparison of the 4th and 5th graders' textbooks (Table 4.2.10.) shows that there is not a significant difference in the frequently used strategies between these two textbooks although they are for different levels. Only "using laughter" which is an Affective strategy and which is for lowering anxiety is doubled in the 5th graders' textbook. However, not only the 5th graders but also the 4th graders, whose lives are full of games and fun, need this strategy type enough in their textbook as they can better and more easily learn with games as they will find English enjoyable; and this will make them develop a positive attitude toward learning English, which will have an effect on their entire learning situation in the future. Aria (2002) also finds that the use of humour has a positive effect in the success. There is a significant difference between the grades of the students who has the use of humour in their textbooks and those who are taught by a typical textbook. The use of humour affects their marks positively. In addition, natural practicing, guessing and grouping activities do not take place in the 4th graders' textbook but, all the students need these types of strategy developing activities as they help the students improve their communicative skills and have a positive effect on their mental development.

Table 4.2.13. shows that there are some differences between the strategy preferences and socio-economical levels. It is seen that the average school's students use their imagery much more than the high schools'. Yet, at these ages using imagery is very important so both the learners and the teachers should benefit from this. The students may be taught how to use their imagery and the teachers should use

activities which directly develops this mental ability. Van and Abraham (1990) hold that even active strategy-users often fail to apply strategies appropriate to the task in hand, so these should be directed by the teachers. Furthermore, the low students relate what they have learned with their previous knowledge more than the others which reveals that they find some ways to learn the language by themselves yet the high students use this strategy the least as they can always find somebody to help them with the problems. Moreover, both the rich and poor schools' students study to pass the exam yet this is the lowest in the average schools' as they learn English for the sake of itself. This is supported by the findings that the average students are fond of learning new things and English culture; and they want to speak with their peers and their parents the most of all the schools which again reveals that socio-economically average students want to learn English for its own sake not for any pragmatic reason. Finally, the average school's students help their friends more than the others which shows that they do not only cope with the difficulties of learning a new language by developing a positive attitude, but also help their friends to do the same. These findings should be taken into account by both the textbook and the teachers and they should encourage the average learners to continue using learning strategies and should equip the other school's students with the same positive attitude and strategy use.

The tables 4.2.14. and 4.2.15. show that socio-economically high school's students do not use strategies as much as socio-economically average and low students. This shows that strategy use is not in parallel with the socio-economic levels. But it is a fact that, all types of students need learning strategies to improve themselves and facilitate their learning. Besides, Salch et al. (1996) show that there is a meaningful relation between the learning strategies and the success of the learners. As a result, all the schools and the teachers at those schools should bear this fact in mind, should help their students increase the number of the strategy that they use and should equip them with the necessary strategies they need. In addition, socio-economically low students use Metacognitive and Affective strategies more than the other strategy types and this can be due to their affective level and development. Yet, these should also be developed in other schools as Piper (1992) concludes instruction

in the metacognitive strategies improve reading. Moreover, the rate of socio-economically average students' use of strategies is very high in the overall results which show that they know how to cope with language and difficulties more than the others. Finally Table 4.2.16. reveals that there is a negative relation between the number of the strategies the students frequently use while learning a language and their socio-economic levels as it is found that socio-economically low school's students have the highest rate in using language learning strategies whereas the socio-economically high school's students have the lowest rate. Therefore, the curriculum should be adjusted accordingly for these students to help them learn how to use and benefit from learning strategies and the socio-economically low students' learning strategies should be fostered both by the teachers and the textbook.

To sum up, the textbooks which the 4th and 5th graders study do not overlap with the strategies that they frequently use. However, the general conclusion from the developmental studies is that learning strategies develop with age, and these strategies are used spontaneously with increasing sophistication by older students. Furthermore, it is concluded that learning strategies result in improved task performance, and they can be taught. Thus, these findings about the 4th and 5th graders' strategy use should be taken into consideration by all the textbook writers to develop the most effective and beneficial books for them; by all the English teachers to adjust their teaching styles accordingly and to provide the necessary strategies for their students if they are omitted in their textbooks; and by all the families if they really want their children to be successful and happy learners.

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Appendix:

“Language Learning Strategies Scale”

Okulun adı:

Sınıf:

Cinsiyet:

Aşağıdaki maddeleri en doğru şekilde işaretleyiniz.

	Her zaman	Genellikle	Bazen	Çok az	Asla
1. Türkçe İngilizce birbirine benzer kelimeler bulmaya çalışırım.					
2. Öğrendiğim yeni kelimeyi cümle içinde kullanırım.					
3. Kelime öğrenirken yanına onu hatırlatacak şekiller çizerim.					
4. Eve gittiğimde derste öğrendiklerimi tekrar ederim.					
5. Yeni kelimeyi birçok kez yazar yada tekrarlarım.					
6. Derste not tutarım.					
7. Çalışırken önemli yerlerin altını çizerim.					
8. Özet çıkarırım.					
9. Zorlandığımda vazgeçerim.					
10. Hata yaptığımda düzeltmeye çalışırım.					
11. Yeni bilgiyle eskisi arasında ilişki kurarım.					
12. Çalışırken bütün dikkatimi veririm.					
13. İngilizce konuşmak için fırsat kollarım.					
14. Kendi kendime sorular sorarım.					
15. Öğretmenimin verdiği ödevleri yaparım.					
16. Sessiz ortamda çalışırım.					
17. İstersem ve çalışırsam başarılı olurum.					
18. Başarılı olduğum zaman kendime ödüller veririm.					
19. Hata yaparım diye İngilizce konuşmak istemem.					
20. Çok çalışsam bile sınavda başarısız olacağımı düşünürüm.					
21. Sınavı geçmek için çalışırım.					
22. Hata yapmaktan korksam bile İngilizce konuşmaya çalışırım.					
23. İlgimi çekmeyen bir konu bile olsa öğrenmeye çalışırım.					
24. Yeni şeyler öğrenmekten hoşlanırım.					
25. Arkadaşlarımla İngilizce konuşmaya çalışırım.					

	Her zaman	Genellikle	Bazen	Çok az	Asla
26. İngiliz kültürünü öğrenmek isterim.					
27. İngilizce sorular sorarım.					
28. Anlamadıysam arkadaşlarımdan, öğretmenimden yardım isterim.					
29. Boş zamanlarımda İngilizce şarkılar dinlerim.					
30. Evde ailemle de İngilizce konuşmak isterim.					
31. Ders çalışırken arkadaşlarımla birbirimize sorular sorarız.					
32. İngilizce'de zorlanan arkadaşşıma yardımcı olurum.					

Teşekkür ederim.