# THE COMPARISON OF THE USE OF LANGUAGE LEARNING STRATEGIES OF BILINGUAL AND MULTILINGUAL STUDENTS

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## Abstract

This study aims to investigate the impact of multilingualism on the language learning strategies and the effect of instructor's native language on the strategy use of preparatory students at Abant İzzet Baysal University, Bolu, Turkey. 70 students with similar English proficiency levels took part and the *Strategy Inventory for Language Learning* developed by Oxford (1990) was used. Quantitative data obtained were analyzed through descriptive and inferential statistics. The results indicated that the number of language acquired has a significant effect on the use of language learning strategies, particularly memory and cognitive strategies. Furthermore, the strategies of bilingual and multilingual learners taught by instructors who are competent in the learners' native language and who are not are compared. This comparison showed that bilingual learners taught by instructors who are not competent in the learners' native language use affective strategies significantly more often.

**Keywords:** language learning strategies, multilingualism, instructors' native language

# İKİ DİLLİ VE ÇOK DİLLİ ÖĞRENCİLERİN KULLANDIĞI DİL ÖĞRENME STRATEJİLERİN KARŞILAŞTIRILMASI

## Özet

Bu çalışma, Abant İzzet Baysal Üniversitesi, Bolu, Türkiye, Yabancı Diller Yüksekokulu'nda öğrenim gören öğrencilerin çok dilliliğin ve okutmanlarının anadillerinin dil öğrenme stratejilerinin kullanımı üzerindeki etkisini incelemeyi amaçlamıştır. Benzer İngilizce yeterlilik seviyelere sahip olan 70 öğrenci çalışmaya katılmıştır ve Oxford (1990) tarafından geliştirilen *Dil Öğrenme Stratejileri Envanteri* uygulanmıştır. Elde edilen nicel veriler betimleyici ve çıkarsamalı istatistiklerle analiz edilmiştir. Bulgular, edinilen dil sayısının dil öğrenme stratejileri, özellikle bellek ve bilişsel stratejileri üzerinde kayda değer bir etkisinin olduğunu göstermiştir. Ayrıca, bu çalışma öğrencilerin anadilini bilen ve bilmeyen okutmanlar tarafından ders verilen iki ve çok dilli öğrencilerin kullandıkları stratejileri karşılaştırmıştır. Bu karşılaştırma öğrencilerin anadilini bilmeyen okutmanların ders verdiği iki dilli öğrencilerin duyuşsal stratejileri daha sık kullandıklarını göstermiştir.

**Anahtar Kelimeler:** dil öğrenme stratejileri, çok dillilik, okutmaların ana dili

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## 1. Introduction

Different from the past when the competence of one language was accepted as the norm, being able to use a single language is insufficient and the acquisition of one or more languages is encouraged in today's world. This can be supported with numbers which indicate that there are more bilinguals and multilinguals than monolinguals. Even though bilingualism and its impact on variables, such as metalinguistic awareness (Bialystock, 1991), cognitive flexibility and processing mechanism (McLaughlin & Nayak, 1989; Nayak, Hansen, Krueger & MacLaughlin, 1990), has been studied since the 1960's there has been no agreement on a single definition of bilingualism and the difference between bilingual and multilingual individuals.

### 1.1 Definition of Bilingualism

Many researchers have defined bilinguals as those individuals who have the knowledge and ability to use and function in two languages (Butler and Hakuta, 2004; Mohanty and Perregaux, 1997; Valdés and Figueroa, 1994); however, one of the first definitions made by Bloomfield (1933) indicate that bilinguals need to have a "native-like control of two languages" (p. 56). The reason for the variety of definitions is the high number of unanswered questions concerning the characteristics of a bilingual individual as some researchers such as Bhatia (2004) suggests that the study of bilingualism is a complex field and that it includes "the study of nature of the individual bilingual's knowledge and use of two (or more) languages as well as the broader social and cultural consequences of the widespread use of more than one language in a given society" (p. 3). On the other hand, Hamers and Blanc (2000) proposed that bilingualism is the concept which refers to the state of a linguistic community where two languages are in contact and which results in two codes that can be used in the same interaction process.

In order to avoid misunderstanding it should be highlighted that in the present study 'bilinguals' are classified as those individuals who identified themselves as having acquired a language and are in the process of gaining competence in the second one.

## 1.2. Definition of Multilingualism

Similar debates take place about the similarities and differences of bilingualism and multilingualism as these concepts are very interrelated. Multilingualism is defined as the acquisition of three and more languages without having equal control of all domains in all their languages (Kemp, 2007). However, it needs to be clear that it does not involve a simple addition of new grammar and vocabulary, but a complex system connected to identity, status and usage. In other words, multilingualism involves the knowledge of how to use the languages and not only the knowledge of the languages (Herdina & Jessner, 2002). Therefore, the assumption that "most of the findings obtained in bilingualism research can be generalized to cover 2+n languages" (Herdina & Jessner, 2002, p.52) is inadmissible. Therefore, bilingual and multilingual individuals should not be considered as one and the same.

Different from the bilinguals, in this study 'multilinguals' are accepted as individuals who have acquired at least 2 languages and consider themselves in the process of the acquisition of at least one additional language.

A good number of studies can be found on the differences of cultural background or language learning strategies of the individuals considered monolinguals and bilinguals; however, the differences of bilinguals and multilinguals have not been sufficiently examined even though multilinguals are thought to be different from bilinguals (Cenoz & Genesee, 1998; Herdina & Jessner, 2002). One of the differences is the effect of having learned a language; in other words, the amount of language learning experience. Joaristi et al. (2009) stated that aside from the common aspects in acquiring a second or third language " [...] learners of the third language have greater experience than learners of a second language [and] access to two different linguistic systems [...]" (p. 108). Additionally, multilinguals are thought to have a different knowledge of their first, second and additional languages, a different kind of language awareness and language processing (Herdina & Jessner, 2002) which leads to the assumption that the language acquisition of multilinguals differs in some way from first and second language acquisition (Cenoz & Genesee, 1998; Kemp, 2007).

In the article of Cenoz and Gorter (2011) an illustration has been given on the relation between the three language acquisitions of a learner. It shows that learners who have acquired two languages are limited to these two languages and their linguistic systems, whereas learners with three languages have the chance to use all three languages and their systems which leads to a wider concept of the languages and consequently the world. Thus, it is

noteworthy to mention that multilingualism leads to characteristics different from bilingualism at the individual, sociolinguistic, and educational levels (Cenoz & Gorter, 2005).

## 1.3. Definition of Language Learning Strategies

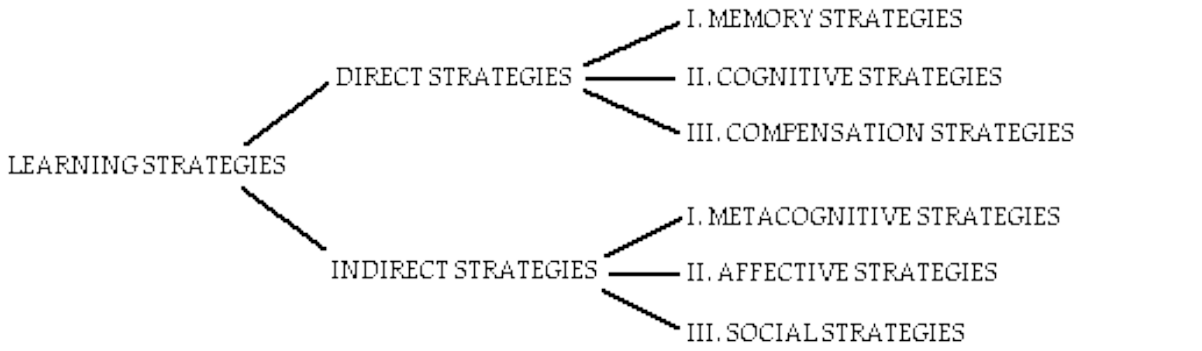
Many variables as affective, social style or psychological characteristics can contribute to the success of a language learner, language learning strategies are different from them as they are behaviors and thought processes used by a learner in the process of learning (Wenden & Rubin, 1987). Also called learning skills, learning-to-learn skill, thinking skill or problem-skill, Oxford (1990) defined language learning strategies as "steps taken by students to enhance their own learning" (p. 1). Studies on these strategies initially worked on the identification of the strategies good and successful language learners do to learn a language. These studies concluded that strategies have not only an impact on the proficiency and self-confidence level but also on the effectiveness in using a second language based on the frequency and types of strategies (Psaltou-Joycey & Kantaridou, 2009; Purdie & Oliver, 1999). In a similar vein, Gardner and McIntyer (1993) suggest that several factors determine second language proficiency and that language learning strategies is one of them.

Various classifications of language learning strategies have been purposed, but one of the most know classification has been done by Oxford (1990) dividing the strategies into direct and indirect strategies. Direct strategies deal with the new language working with the language itself; while indirect strategies are responsible for the general management of learning. These categories are further divided into three subcategories each. The direct strategies include memory, cognitive and compensation strategies (see Figure 1 taken from Oxford, 1990, p.16). When examined individually, memory strategies are strategies used to "enable learners to store verbal material and then retrieve it when needed for communication" (Oxford, 1990, p.39); while cognitive strategies include various functions such as transferring, recombining and analyzing. The third set of strategies of the direct strategies is the compensation strategies which aid language learners in using "the new language for either comprehension or production despite limitations in knowledge" (Oxford, 1990, p.47). As they include guessing and overcoming limitations, they compensate for the insufficient grammar structures and vocabulary items.

On the other hand; the indirect strategies comprises of metacognitive, affective and social strategies. Metacognitive strategies are responsible for the coordination and organization of the learning process which includes arranging and planning learning.

Affective strategies are linked to emotions, beliefs and attitudes which can range from anxiety to excessive self-confidence and the social strategies focus on the effectiveness of language use in conversations with others.

Figure 1. Diagram of the Strategy System: Overview




This perspective has been the tool of many researchers investigating strategy use of mono- and bilinguals, few researchers have focused on multilinguals' use of strategies comparing o bilinguals. As mentioned before, one of the differences between bilingual and multilingual learners is the amount in language learning experience and the experience of multilinguals consciously learning a language which prompted the idea that multilingual learners make use of different language learning strategies. The prior experience is thought to cause a "catalytic or speed up effect" purposed by Herdina and Jessner (2002, p. 68) which is only viable in a context with at least three languages.

Kemp (2007) conducted a study on the use of grammar strategies of multilingual learners and hypothesized that multilinguals' "use of strategies may increase in number, frequency, complexity and appropriateness [...]" (p. 243). Her study included 114 participants whose number of language acquisition range from two to twelve. She made use of a set of 40 grammar strategies, which she based on the strategies recommended by textbooks or adapted from Oxford's Strategy Inventory for Language Learning, and questions on other strategies used. The results showed that there is a positive correlation between the number of languages known and grammar strategies used. More specifically, she concluded that the number of grammar strategies increases as the number of languages increases.

Psaltou-Joycey and Kantaridou (2009) obtained similar results in her study in which 1555 undergraduates with different languages as their second and/or third language took part.

The findings indicate that multilingual students use more strategies more frequently than bilinguals.

Another study on the use of strategies by bilingual and multilingual learners was carried out by Sung (2011) in which she aimed to examine the variables influencing Chinese language learners' strategy use. The study was conducted on 134 language learners who were enrolled in Chinese language classrooms in the USA. To analyze their strategies she administered the Strategy Inventory for Language Learning (SILL) of Oxford (1990). The findings revealed that those participants who had learning experience in Chinese less frequently used affective, social and metacognitive strategies than those who had no experience. In addition, participants who acquired two or more foreign languages prior Chinese indicated to frequently use metacognitive, social, affective and cognitive strategies; however, those participants who acquired one foreign language made less frequent use of the above mentioned strategies.

### 1.4. The effect of instructor's native language

Although there are numerous studies on the impact of the instructor characteristics on language learning (Kneipp et al. 2010), the perceptions about an issue (Demirli & Türel, 2012; Saqlain, 2013; Wiebe & Kabata, 2010) or the problems they face (Öztürk, 2013) none study has been found on the role of the instructor's native language on the language learning strategies. A study conducted by Sauders (2001) focused on the influence of instructor's native language on learning and rating in economy classes. The findings of the study suggest no main effect of the instructor's native language. In other words, students with a native English speaking instructor scored similar to students who were taught by a non-native English speaking instructor.

In the light of these studies, this study aims to investigate the selection and frequency of the subcategories of the language learning strategies based on the model of Oxford (1990) used by bilingual and multilingual preparatory school students. Divergent from Kemp's (2007), Sung's (2011), and Psaltou-Joycey and Kantaridou's (2009) study, the present study includes Turkish language learners of English. Furthermore, its goal is to analyze whether a difference of language learning strategies can be found among students who were taught by instructors who have the same native language as the students, Turkish, and students who were taught by instructors who have a different native language, Spanish.

## 1.5. Research Questions

In response to the review the following research questions were formulated:

1. Is there a significant difference of the language learning strategies used between the bilingual and multilingual language learners?

2. Is there a significant difference of language learning strategies employed between the language learners who were taught by native (Turkish) and non-native (Spanish) instructors?

# 2. Method

### 2.1 Participants

The participants of the present study were 70 English language learners, aged from 17 to 21 (*M* = 18.56; *SD* = .927), enrolled in elementary classes in the preparatory school of a public university in Turkey. 37 of the participants were females (52.9%) and 33 were males (47.1%). All of the participants were native speakers of Turkish and were learning English as a foreign language. In addition to these two languages, the multilingual participants had learned or were still learning one or two languages.

Out of the 70 participants 41 (58.6%) were Turkish-English bilinguals and as shown in Table 1, the bilingual group included 21 females (51.2%) and 20 males (48.8%) whose age ranged from 17 to 21 (*M* = 18.61; *SD* = .997). On the other hand, 29 (41.4%) out of the 70 participants were multilinguals who were competent in Turkish, English and one or two other languages. 16 (55.2%) of the multilingual participants were females whereas 13 (44.8) of them were males and their age also ranged from 17 to 21 (*M* = 18.48; *SD* = .829). Moreover, the multilingual group comprised of 24 students who had acquired three languages and 5 students who had acquired four languages. These languages were German (N = 16), Arabic (*N*= 3), Dutch (*N*= 3), French (*N* = 2), Indonesian (*N* = 1), Kurdish (*N* = 1), Chinese (*N* = 1), Georgian (*N* =1), Serbian (*N* = 1) and Swedish (*N* = 1).

Based on the descriptive statistics of the scores of SILL and its constructs (see Table 1), the multilingual group obtained a higher mean of SILL (*M* = 177.10; *SD* = 23.01) than the bilingual group (*M* = 170.46; *SD* = 25.312). The table also displays that the multilingual group scored higher than the bilingual group in all constructs.

Table 1. *Descriptives statistics for Dependent Measure by Languages known*

| | | Languages known | | | |
|---|---|---|---|---|---|
| | | bilingual | | multilingual | |
| | | *M* | *SD* | *M* | *SD* |
| SILL score | | 170.27 | 24.318 | 182.52 | 20.592 |
| | Memory strategies | 27.71 | 4.606 | 33.07 | 4.463 |
| Direct strategies | Cognitive strategies | 47.51 | 7.507 | 51.10 | 7.355 |
| | Compensation strategies | 22.05 | 4.283 | 22.24 | 3.786 |
| | Metacognitive strategies | 33.54 | 6.317 | 34.59 | 5.046 |
| Indirect strategies | Affective strategies | 17.02 | 4.458 | 18.76 | 4.389 |
| | Social strategies | 22.44 | 3.782 | 22.76 | 3.786 |

Note: Scores for the measure can range from a low of 0 to a high of 250 for SILL, 0 to 45 for Memory, 0 to 65 for Cognitive, 0 to 25 for Compensation, 0 to 40 for Metacognitive, 0 to 25 for Affective, and 0 to 25 for Social strategies.

In Table 2 the means and standard deviations are presented to analyze the difference of the frequency of the strategies used. According to the table, bilingual participants indicated to use social strategies the most ($M$ = 4.49; $SD$ = .756) and memory strategies the least frequent ($M$ = 3.08; $SD$ = .512). On the other hand, the means of the strategies of multilingual participants revealed that their most and least frequently used strategies are the same ones as for the bilinguals (social strategies: $M$ = 4.55; $SD$ = .757; memory strategies: $M$ = 3.67; $SD$ = .496). Although the sequence of the strategies' frequency is the same for both groups, multilingual participants use all of the strategies more frequently than the bilingual participants.

Table 2. *Mean and standard deviations for Dependent Measure by Languages known*

| | | Languages known | | | |
|---|---|---|---|---|---|
| | | bilingual | | multilingual | |
| | | *M* | *SD* | *M* | *SD* |
| | Memory strategies | 3.08 | .512 | 3.67 | .496 |
| Direct strategies | Cognitive strategies | 3.65 | .577 | 3.93 | .566 |
| | Compensation strategies | 4.41 | .857 | 4.45 | .757 |
| | Metacognitive strategies | 4.19 | .790 | 4.32 | .631 |
| Indirect strategies | Affective strategies | 3.40 | .892 | 3.75 | .878 |
| | Social strategies | 4.49 | .756 | 4.55 | .757 |

The participants were taught by 4 different instructors, 2 having the same native language as the participants (Turkish) and 2 being native speakers of Spanish with no knowledge of the participants' native language. 34 participants (48.6%) were taught by one of the Turkish instructors, while 36 participants (51.4%) were taught by the Spanish instructors. The Turkish instructors had a teaching experience of 2 years and the Spanish instructors came to Turkey with a staff exchange program for two semesters.

2.2 Instruments

The instruments of the study consisted of a consent form, demographic information form, an English proficiency test and the *Strategy Inventory of Language Learning (SILL)* designed by Oxford (1990).

*Demographic Information Form:*

All participants filled out a form about their age, gender, class, first, second, third and fourth language and the years they spent on learning them.

*English Proficiency Test:*

The English Proficiency test was designed as a combination of items from the Cambridge (2009) and Oxford (2011) placement test. The number of items was decreased from 33 to 25 after piloting the study. So as to evaluate participants' proficiency from different perspectives, different test types were included to assess different skills; therefore, a sentence completion, cloze and a comprehension test were included. This test was used to ensure that all the participants were in almost the same level.

*Strategy Inventory of Language Learning:*

The Turkish version of Oxford's (1990) inventory which was translated by Demirel (2009) was used to analyze the language learning strategies of the participants. The reason for using a translated version is the low proficiency of the participants and the concern of misunderstanding. The instrument consists of 50 items designed as a five-point Likert scale. The items are grouped into two main categories of strategies: direct and indirect strategies. These categories are further divided into three subcategories each. The direct strategies include memory, cognitive and compensation strategies; whereas the indirect strategies comprises of metacognitive, affective and social strategies. In sum, the instrument has an

overall six factor structure which was validated using confirmatory factor analysis in Demirel's adaptation study (2009). The instrument's reliability coefficient was found .91 for the inventory, .73 for the construct measuring memory strategies, .75 for the construct measuring cognitive strategies, .66 for the construct measuring compensation strategies, .83 for the construct measuring metacognitive strategies, .67 for the construct measuring affective strategies, and .66 for the construct measuring social strategies.

### 2.3 Procedure and Analysis

The instruments were piloted before they were distributed to the participants of this study. Changes have been made in the proficiency test and the use of the Turkish version of the language learning inventory was agreed on. Before the distribution of the instruments each participant signed a consent form. Next, they were asked to fill out the demographic information form, proficiency test and SILL. This process took 30 minutes and was carried out in a classroom. The data were analyzed using the statistical package of social sciences (SPSS) 20.

## 3. Results

The independent samples T-tests were conducted to determine the difference between the scores of the number of languages known and the native language of the instructor. All the assumptions were checked and no violation of the assumptions was found. One other fundamental assumption was the English proficiency level of the groups. Even though all the participants were elementary students in the English language, which is the second language for the bilingual participants and the third or fourth language of multilingual participants, an English proficiency test was administered which showed that there was no statistical difference between the bilingual ($M$ = 53.46; $SD$ = 11.992) and multilingual ($M$ = 55.86; $SD$ = 14.754) group's English proficiency score ($t$ (68) = .749, $p > .05$).

The analyses revealed a main effect of languages known on the SILL score ($t$ (68) = 2.209, $p < .05$). Moreover, there is a significant difference between the direct strategies and languages known ($t$ (68) = 2.864, $p < .01$), but no significant difference between the indirect strategies and the languages known ($t$ (68) = 1.124, $p > .05$). More specifically, a statistically significant difference was found between the memory strategies and the languages known ($t$ (68) = 4.859, $p < .001$) and a marginally significant difference between the cognitive strategies and the languages known ($t$ (68) = 1.988, $p = .051$); however, there was no main

effect of compensation strategies ($t$ (68) = .194, $p$ > .05) (see Table 3). The variables with a significant difference were re-examined. It revealed that multilinguals gained a higher SILL score ($M$ = 182.52; $SD$ = 20.592) than the bilingual participants ($M$ = 170.27; $SD$ = 24.318). Apart from the SILL score, the multilingual participants scored higher in the direct strategies (multilinguals: $M$ = 106.41; $SD$ = 12.111; bilinguals: $M$ = 97.27; $SD$ = 13.849); memory strategies (multilinguals: $M$ = 33.07; $SD$ = 4.463; bilinguals: $M$ = 27.71; $SD$ = 4.606) and cognitive strategies (multilinguals: $M$ = 51.10; $SD$ = 7.355; bilinguals: $M$ = 47.51; $SD$ = 7.507) which lead to significance.

Table 3. *Independent-Samples T-Test results for Languages known on the SILL and constructs*

| | t | df | Sig. (2-tailed) |
|---|---|---|---|
| SILL score | 2.209 | 68 | .031 |
| Direct strategies | 2.864 | 68 | .006 |
| Indirect strategies | 1.124 | 68 | .265 |
| Memory strategies | 4.859 | 68 | .000 |
| Cognitive strategies | 1.988 | 68 | .051 |
| Compensation strategies | .194 | 68 | .847 |
| Metacognitive strategies | .742 | 68 | .460 |
| Affective strategies | 1.614 | 68 | .111 |
| Social strategies | .348 | 68 | .729 |

The T-test analysis conducted to analyze the effect of the instructor's native language on the language learning strategies showed a significant difference for the affective strategies ($t$ (68) = 2.091, $p$ < .05) (Turkish instructor: $M$ = 3.32; $SD$ = .932; Spanish instructor: $M$ = 3.76; $SD$ = .818). When analyzed individually, the effect of the instructor for the affective strategies was found to be significant for the bilingual participants ($t$ (39) = 2.444, $p$ < .05) (Turkish instructor: $M$ = 3.02; $SD$ = .883; Spanish instructor: $M$ = 3.68; $SD$ = .810), but not for the multilingual participants ($t$ (27) = .934, $p$ > .05).

## 4. Discussion

The goal of this study was to investigate the impact of the number of languages known and the native language of instructors on the use of language learning strategies. The findings suggest that multilingualism is a factor affecting the dependent variable of language learning strategies thus being in accordance with previous studies (Kemp, 2007; Psaltou-Joycey and Kantaridou, 2009). Several studies have affirmed that multilingual individuals make use of a

wider variety of strategies with a higher frequency rate than bilingual individuals (Nayak et al, 1990) which is also the case in the present study. The present study showed that multilinguals practise out language learning strategies remarkably more often than bilingual individuals; particularly direct strategies and memory strategies for which significance was found. Researchers have investigated several reasons for the difference in language learning strategies and have linked the difference to the mutlinguals' language processing system being different due to the acquisition of an additional language (Cenoz, 2003; Cenoz & Genesee, 1998; Herdina & Jessner, 2002). Moreover, differences in language awareness (Herdina & Jessner, 2002), ability to reach to two linguistic systems (Joaristi et al., 2009) and difference in the amount of language learning experience (Cenoz, 2003) have been purposed as other reasons. According to Nayak et al. (1990) who conducted a study in which they analyzed the strategies that multilingual subjects used the reason for multilinguals' frequent use of strategies is their "greater flexibility in switching strategies" (p. 242).

Apart from the analysis of the all the construct of the SILL, the present study also investigated each of the constructs which lead to the conclusion that bilingual and multilingual individuals significantly differ in the use of direct strategies, which deal with the new language acquired, memory strategies, which are used for remembering and retrieving new information and a marginal significant effect of cognitive strategies, which are used for understanding and producing the language. Although the study of Sung (2011) in which Chinese language learners' strategies were investigated pointed out that learners who acquired two or more languages use metacognitive, social, affective and cognitive strategies more frequently, the current study did not find a statistical difference in these strategies and its category (indirect strategies). It is important to highlight that the reason for the significant difference in direct strategies can be based on the amount and experience of language learning which gives an advance to multilingual individuals. Similar interpretations can be made for the use of memory strategies by stating that bilingual language learners pose less language awareness and awareness of the importance of memorizing in language learning.

As for the main effect of cognitive strategies, it is thought that the differences in language knowledge, processing and awareness lead to the assumption that these differences foster cognitive advantages for multilinguals which assist them to be better language learners (Cenoz & Jessner, 2000; Cook, 2003; Herdina & Jessner, 2002). Therefore, these differences may be the reason for the difference in cognitive strategies.

In the present study the effect of instructors knowing the native language of their students on the language learning strategies was also analyzed. Oxford (1990) stated that teachers have a fundamental effect on the emotional atmosphere in the classroom and that the teacher is the one who teaches learners to use affective strategies. The findings suggest that there was a main effect of the instructor's native language on the affective strategies. Furthermore, a significant difference has been found in the affective strategies between the bilinguals who were taught by Turkish and Spanish instructors; in other words, those bilingual participants who shared the same native language as their instructors employed significantly less than those bilingual participants who were taught by non-native instructors. This impact may be due to bilinguals' low amount of language experience as affective strategies include encouragement to speak when being afraid to make mistakes and giving reward to oneself when being well. Due to the low amount of experience, bilinguals may feel nervous and unmotivated while using the target language. However, the present study shows that bilingual learners taught by the instructors who are not competent in the learners' native language encourage and reward themselves more often than learners with an instructor able to speak the learners' native language. This difference might be the result of the obligation to use the target language and consequently overcoming the fear of making mistake or being misunderstood. Learners with instructors, with whom they can communicate in the native language, do not feel the need to use the target language as they are always understood even in their native language. Thus, their stress while using the language will not be overcome and the level of fear will not decrease.

## 5. Implications and Limitations

Although the study reached its aims, there were some limitations. Firstly, this study was carried out in a single language institution which led to a low level of generalizability; therefore, future studies should be conducted in different institutions in Turkey and worldwide to analyze the consistency between the studies and reach to more reliable findings.

The limited number of participants is another limitation of the present study. Including a larger number of participants to the study may be considered by future studies on language learning strategies.

Considering the effect of the number of languages known on the language learning strategies, it is fundamental to be aware and to consider that the amount of language learning experience has an influential impact on the process of language learning. Additionally, the

inclusion of instructors who are not competent in the learner's native language to the language institutions and universities should be evaluated as this will increase the amount of language practice which might not be possible with instructors who are able to use learners' native language.

## 6. Conclusion

The present study investigated the language learning strategies of bilingual and multilingual learners and the effect of instructor's native language on the strategy use. 70 participants took part in the study and the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) was used. The results indicated a main effect of the number languages known on the language learning strategies which shows that multilingual learners used the strategies remarkably more often than bilingual learners. The analyses also showed that the memory strategies and the cognitive strategies were less frequently used by bilingual than multilingual learners. Additionally, the bilingual learners indicated that they use considerably more affective strategies with an instructor who does not share their native language than with one who does. Due to the limitation of the institution, the results of the present study should be considered suggestive for further research regarding the effect of multilingualism and instructor's native language on language learning strategies and foreign language learning.

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# Appendices

## Appendix A- English Proficiency Test

Instructions: Complete the sentences with the correct answers

**1.** This product must be eaten _____ two days of purchase.

a. by c. within
b. before d. under

**2.** He wondered what _____ .

a. is the time c. was the time
b. the time was d. the time is

Instructions: Complete the text with the correct answer

**Scotland**

Scotland is the north part of the island of Great Britain. The Atlantic Ocean is on the west and the North Sea on the east. Some people **(3)** ____ Scotland speak a different language called Gaelic. There are **(4)** ____ five million people in Scotland, and Edinburgh is **(5)** ____ most famous city.

Scotland has many mountains; the highest one is called 'Ben Nevis'. In the south of Scotland, there are a lot of sheep. A long time ago, there **(6)** ____ many forests, but now there are only a **(7)** ____ .
Scotland is only a small country, but it is quite beautiful.

| | | | | |
|---|---|---|---|---|
| **3.** | a. on | b. in | c. at | d. of |
| **4.** | a. about | b. between | c. among | d. under |
| **5.** | a. his | b. your | c. its | d. her |
| **6.** | a. is | b. were | c. was | d. are |
| **7.** | a. few | b. little | c. lot | d. bit |

Appendix B -Strategy Inventory of Language Learning

This inventory is designed to evaluate your language learning strategies. Please check (X) the response that tells how true of you the statement is.

| | | Never or almost never true of me | Usually not true of me | Somewhat true of me | Usually true of me | Always or almost always true of me |
|---|---|---|---|---|---|---|
| 1. | I give myself a reward or treat when I do well in English. | | | | | |
| 2. | I try to find out how to be a better learner of English. | | | | | |
| 3. | I look for people I can talk to in English. | | | | | |