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THE EFFECTS OF FOREIGN LANGUAGE LEARNING STRATEGIES ON STUDENT SUCCESS *

Dr. Mustafa Serkan ÖZTÜRK
Necmettin Erbakan University, Faculty of Education
English Language Teaching Department
mserkanozturk@gmail.com

Abstract

Teaching language has mainly focused on teacher oriented curriculum, in recent years. Experts will prepare this curriculum, determine the number of the courses and language materials are organized according to the policy specified in the curriculum. New directions have recently emerged as to the application of the curriculum and there has been a new insight into the individuality of the student. No longer are they regarded as a homogeneous group, what they are seen as a different person with different personality, background, intelligence, and finally learning style. In traditional views, students were a group of people gathered at schools, ready to be taught with new information. For this reason, our current study is related to these kinds of differences among students and their learning strategy and learning styles. Our main concern in this study is to determine what kind of learning strategies and learning styles were used by EFL students in Selcuk University and whether these strategies and styles have any effect on their achievements in their courses. In this way, the current study made an attempt to describe the foreign language learning strategies employed by Turkish students in Selcuk University Department of English Language Teaching. The language learning strategy items in SILL (Strategy Inventory of Language Learning Version 7.0, Oxford, 1990, p.294) were accompanied by a five point-Likert scale on which students mark their frequency of use of each strategy.

In this study, the effects of learning strategies on student success were investigated. The universe of this research was 2nd, 3rd, and 4th grade total 355 university students of Selcuk University. Important and significant findings were obtained. Students more or less use a type of learning strategies. Most of the students who were successful in their lessons were using cognitive and metacognitive learning strategies.

As a result students need to be aware of their learning strategies and they need to use this awareness consciously in learning environments. Teachers also need to know their students' strategies and should design their courses accordingly.

Key Words: language learning strategies, learning styles, Student achievement, language teaching.

YABANCI DİL ÖĞRETİM STRATEJİLERİNİN ÖĞRENCİ BAŞARISI ÜZERİNDEKİ ETKİLERİ

Özet

Son yıllarda dil öğretimi genel olarak öğretmen odaklı müfredata bağlıydı. Uzmanlar tarafından müfredat belirlenmekte, dersler ve kullanılacak materyaller kazanımlar ve eğitim politikaları dikkate alınarak düzenlenmekteydi. Ancak yeni gelişmelerle birlikte öğrencilerin farklı şekilde öğrendiği ve müfredatın bu unsur göz önüne alınarak geliştirilmesi gerekliliği ön plana çıkmaya başlamıştır. Bireyler homojen bir grup olarak değerlendirilmek yerine farklı kişilik zekâ ve öğrenme stil ve stratejileri olan çeşitli özelliklere sahip bireyler olarak değerlendirilmeye başlanmıştır. Geleneksel öğretim yöntemlerinde öğrenciler sınıflara toplanmış öğrenmeye hazır gruplar olarak değerlendirilmekteydi. Bu sebeple çalışmamız öğrencilerdeki bireysel farklılıklar üzerine kurulmuş ve öğrencilerin sahip olduğu farklı öğrenme stil ve stratejileri incelenmiş ve Selçuk üniversitesi İngilizce öğretmenliği bölümündeki öğrencilerin öğrenme strateji ve stillerinin ders başarıları üzerinde bir etkisi olup olmadığı araştırılmıştır. Söz konusu öğrencilerin öğrenme statejilerini belirlemek için 5'li Likert dil öğrenme strateji ölçeği kullanılmıştır (Oxford,1990, p.294).

Bu çalışmada Selçuk üniversitesi İngilizce öğretmenliği bölümünde okuyan öğrencilerin öğrenme stratejilerinin öğrenci başarısı üzerinde bir etkisi olup olmadığı araştırılmıştır Bu amaçla İngilizce öğretmenliğinde eğitim gören (2., 3., ve 4. sınıf) toplam 355 öğrenci üzerinde öğrenme stratejilerinin başarıları arasındaki ilişki incelenmiştir. Önemli ve çeşitli sonuçlar elde edilmiştir Buna göre öğrenciler az ya da çok tüm öğrenme stratejilerini kullanmaktadırlar Öğrencilerin yoğun olarak bilişsel ve biliş ötesi öğrenme stratejilerini kullandıkları gözlenmiştir ve bu stratejileri kullanan öğrencilerin derslerinde başarılı oldukları bulunmuştur Diğer bir deyişle bu stratejiler öğrencilerin başarılarını olumlu yönde etkilemiştir. Sonuç olarak öğrenciler hangi stratejileri kullandıklarının farkında olmalı ve bu farkındalıklarını öğrenme ortamlarında bilinçli bir şekilde kullanmalıdır. Öğretmenler ise öğrencilerinin hangi öğrenme stratejilerine sahip olduklarını tespit etmeli ve derslerini bu hususları göz önünde bulundurarak işlemeleri faydalı olacaktır. Bu çalışma ile müfredat belirlenirken öğrencilerin farklı yapılara sahip oldukları dikkate alınarak her öğrenciye hitap edebilecek farklı strateji ve stilleri de kapsayan aktivite ve materyaller oluşturulması öğrenci başarısı açısından faydalı olabileceği sonucuna varılmıştır.

Anahtar Kelimeler: öğrenme stratejileri, öğrenme stilleri, öğrenci başarısı, dil öğretimi.

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INTRODUCTION

For many years, teaching has been dependent on the curriculum which is generally teacher oriented. Experts will prepare this curriculum, determine the number of the courses and language materials are organized according to the policy specified in the curriculum. New directions have recently emerged as to the application of the curriculum and there has been a new insight into the individuality of the student. No longer are they regarded as a homogeneous group, what they are seen as a different person with different personality, background, intelligence, and finally learning style. In traditional views, students were a group of people gathered at schools, ready to be taught with new information.

In modern theories, on the other hand they are different people with different levels of learning. Recent researches have indicated that individual learning style and strategies have gained a great importance in language learning. In teaching English, these new findings are applied to the student instead of traditional learning and teaching strategies. Many researchers such as: Oxford (1996), Chamot and O'Malley (1990) developed some foreign language learning strategies, which are mainly used to make learning easier and more retentive. Most of them tried to define learning process, its nature and teaching approaches. One of these researchers is Oxford (1990) who divided language learning strategies into two main categories. In her definition, students have two different learning strategies: Direct and Indirect learning strategies.

She defines direct strategy as cognitive skills while she defines indirect strategy as metacognitive abilities, which includes unconscious acquisition of new information. As opposed to Oxford (1990), Chamot and O'Malley (1990) claim that learning strategies can be classified into three main categories: Cognitive, Metacognitive, Social/affective learning strategies.

Language Learning Strategies

In 1970s, there was not enough study on language learning strategies. The recognition of the importance of these strategies changed the emphasis of studies. So, a lot of analysts studied on and gave definitions about language learning strategies such as: Willing's (cited in Mendelsohn, 2000, p. 22) definition is;

> *Learning strategy can be used as a tool to construct appropriate teaching methodologies, by permitting a consideration of specific cognitive techniques and how these might be best catered for…..Learning strategy is a means for being specific about what is intended to be happening, cognitively, for the learner; that is, how the experience provided is expected to result in actual learning.*

Also Chamot (cited in Mendelsohn, 2000, p.22) states that "Learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information". Language learning strategies are used by learners to complete speaking, reading, vocabulary, listening or writing activities may be presented in language lessons. Recognizing that there is a task to complete or a problem to solve, language learners will use whatever meta-cognitive, cognitive or social/affective strategies they posses to attend to the language-learning activity (Oxford, 1990, pp.37-48). However, many of the experienced language learners can approach language- learning problems in a systematic way and are usually successful in selecting appropriate strategies to complete a language-learning task (activity), novices may be less efficient at selecting and using strategies to task O'Malley & Chamot (cited in Kinoshita, 2003). Regardless of language learning experiences, both groups of learners, will need instruction in 'how' to use strategies efficiently as a way to improve language learning and performance Wenden, O'Malley & Chamot, Cohen, (cited in Kinoshita, 2003). One way to direct learners towards the efficient use of learning strategies is to integrate Language-Learning Strategy Instruction into regular language lessons. To sum up, Language learning strategies have gained a great importance in foreign language learning and teaching. According to Chamot&O'Malley (1990, p. 1), such a great emphasis on the foreign language learning strategies has emerged as a result of recognition of the significance of strategies for people who learn English as a second language. Without a doubt, the role of language learning strategies in English foreign language settings has gained increasing importance over the years.

Cognitive Strategies

Conscious activity on the part of the learner and the acquired knowledge of cognitive stage can be found in cognitive strategies. These are typically declarative and can be described verbally by the learner. For instance, one can memorize vocabulary and the rules for grammar when learning to speak a second language, or learn from observation when to use an unanalyzed chunk of language appropriately, just as one can memorize any other set of facts. This knowledge enables the learner to describe how to communicate in the second language, but the knowledge by itself is inadequate for skilled performance at cognitive stage is very deliberate and tends to be laden with errors (Chamot&O'Malley, 1990:49-52). Rubin (1987, pp. 23-24) identifies six cognitive techniques which contribute to the second language learning and give subcategories of cognitive strategies as (a) Clarification/verification (b) Guessing/inductive inference (c) Deductive reasoning (d) Practice (e) Memorization (f) Monitoring.

Metacognitive Strategies

Metacognitive strategies are activities which go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning (Vertaç, 1995). This strategy is important to second language learning. Language learners generally are in trouble as they come face to face with a lot of difficulty in foreign language learning. They can get rid of these difficulties using metacognitive strategies. Rubin (1987) states that metacognitive strategies are used to regulate, oversee or self direct language learning. Wenden (1987) identified several strategies that students use. Students can decide what and how they learn second language according to their needs and goals. This decision may be dependent on the student's beliefs about how a second language is learned. According to Wenden (1987, pp.25-26),

> *students can choose how to use resources. They may then prioritize the aspects of language that they want to learn. By choosing and prioritizing, students set their own learning goals. Students may plan what their learning strategies should be and change them if they are not successful.*

Meta-cognitive strategies include planning and thinking about second language learning. Chamot&O'Malley (1990, p.8) defines meta-cognitive strategies as in the following:

> *meta-cognitive strategies are generally applicable to a variety of learning tasks and include knowledge about cognition or applying thoughts about the cognitive operations of oneself or others, and regulation of cognition or planning, monitoring and evaluating a learning or problem solving activity. There are seven techniques of meta-cognitive learning strategies; (a) directed attention (b) selective attention (c) self-management (d) advance preparation (e) self-monitoring (f) delayed production (g) self-evaluation.*

Purpose of the study

Teaching foreign language should not provide excessive amount of information by giving structures to be practiced, words to be memorized and dialogues to be learnt Vertaç (1995:14). As learning strategies are steps taken by students to enhance their own learning, strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. According to Oxford (1990, p.1) "appropriate language learning strategies result in improved proficiency and greater self-confidence".

This study will basically focus on the following research questions:

1. What kinds of learning strategies are there in foreign language learning?
2. How often do students use in Selçuk University Department of English Language Teaching?
3. Do learning strategies have any effect on their language learning during their educational process?

The objective of the present study is to find out which language learning strategies are generally used by students, what effect these strategies have on their learning process and how often they use these strategies in their learning.

Methodology

Research Design

The current study made an attempt to describe the foreign language learning strategies employed by Turkish students in Selcuk University Department of English Language Teaching. The language learning strategy items in SILL (Strategy Inventory of Language Learning Version 7.0, Oxford, 1990, p.294) were accompanied by a five point-Likert scale on which students mark their frequency of use of each strategy.

Mean scores of overall strategy use and the effects of these strategies on students' success were analyzed using Pearson Momentum Correlation coefficient Test. After this study, Oneway ANOVA (F Test) was used to find out the success differences among all the different grade of students. When results turned out to be significant at the level of $p<.05$, a Standard Post Hoc Test and Tukey HSD was carried out to see which differences contributed to the significance. On the next step to find out whether a difference between day class students success and evening class students' or not, Independent Sample Test is used.

This study included strategy questionnaires as dependent variable and OSYM exam results and transcripts of students in University as independent variables. This dependent variable (strategy questionnaire) was the mean score (possible score range 1-5) for the entire SILL score, the mean scores of each of the six subcategories (memory, cognitive, compensation, metacognitive, affective and social strategies).

Participants

A total of 355, different grade students participated in this research. 162 of second grade, 151 third grade and 42 fourth grade students, all of whom study on English Language Teaching Department of Selcuk University, attended to our study.

Number of Participants

	SILL	OSYM Transcripts	
2nd Grade Students	162	158	158
3rd Grade Students	151	150	151
4th Grade Students	42	42	42
Total	355	350	351

Instruments

For this study, one original strategy inventory for language learning 7.0 (SILL) is used, which is structured self-report survey proposed by Oxford (1990:294) Version 7.0 of SILL is written in English specifically for English Foreign Language Learners. The strategy Inventory is designed to assess the frequency of the strategy use of English second language/ English foreign language learners. This strategy inventory is divided into two main categories (Oxford, 1990, pp.18-20) as Direct and Indirect Strategies. Both strategies are further divided into three sub-categories.

Direct strategies:

a) memory strategies for remembering more effectively,
b) compensation strategies for compensating for missing knowledge,
c) cognitive strategies for using your mental processes.

Indirect strategies:

a) metacognitive strategies for organizing and evaluating your own learning,
b) affective strategies for managing your emotion during the learning,
c) social strategies for clarifying your learning, asking for correction, cooperating with other proficient users of new language.

50 items were used in strategy inventory for measuring the extent to which learners use language learning strategies in six different categories. Parts of the SILL (Strategy Inventory for Language Learning)

Direct Strategies	**Indirect Strategies**
Memory Strategies	Metacognitive Strategies
Cognitive Strategies	Affective Strategies
Compensation Strategies	Social Strategies

Lee (1998, p.48)

On the strategy inventory, learners were asked to indicate their response (1,2,3,4,5) to a strategy description such as using a Likert scale for each category described:

1. Never or almost true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

Oxford (1990, p.293)

These categories were assigned values of 1-2-3-4-5 respectively with higher scores indicating greater use of language learning strategies. Oxford (1990, p.300) provides criteria judging the degree of strategy use as follows: Key to Understanding Student's Average

High	Always or almost always true used	4.5 to 5.0
	Usually true used	3.5 to 4.4
Medium	Somewhat true used	2.5 to 3.4
Low	Usually not true used	1.5 to 2.4
	Never or almost true used	1.0 to 1.4

Lee (1998:49)

Oxford's system appears to provide the most comprehensive assessment of language learning strategies. Strategy inventory includes non-intellectual, or affective and social, sides of learners as well as more intellectual, or cognitive and metacognitive aspects of learners (Lee, 1998, p. 48).

Results

Data Analysis

Analyzing the data were performed using SPSS statistical programs (SPSS 10.0 for Windows). The treatments were divided into several analysis of ANOVA (oneway analysis of variance) follow up Post Hoc Tests and Tukey HSD Tests. Descriptive data such as means and standard deviations were reported. These tests were used to find out the differences on use of language learning strategies and between the high school types of students they were graduated. To determine significance, we used significant level at $p<.05$, indicating that a result would be considered significant if it could happen by chance fewer than 5 times out of 100.

When significance level at p<.05 was indicated, a Post Hoc Test was conducted to ascertain where the specific differences occurred. Besides using OSYM exam results and transcripts as dependant variable, each learning strategies (memory, compensation, cognitive, metacognitive, social, and affective) was compared among all the variables with Pearson Momentum Correlation Coefficient Test. In the same way ANOVA, to determine significance level we used p<.05 value indicating that a result would be worth examining and to determine whether there was a relation among all the variables or not.

Table I. Relationships of 2nd, 3rd, 4th class students' learning strategies and OSYM entrance exam points and average grades (transcripts).

		OSYM	TRANSCRIPT	MEMORY	COGNITIVE	COMPENSATION	META COGNITIVE	AFFECTIVE	SOCIAL
OSYM	Pearson Correlation	1,000	,152(**)	-,074	-,074	-,076	,042	,023	-,036
	Sig. (2-tailed)	,	,004	,168	,170	,154	,437	,670	,497
	N	350	350	350	350	350	350	350	350
TRANSCRIPT	Pearson Correlation	,152(**)	1,000	,079	,093	-,001	,196(**)	,004	,017
	Sig. (2-tailed)	,004	,	,136	,082	,987	,000	,940	,744
	N	350	355	355	355	355	355	355	355
	Sig. (2-tailed)	,497	,744	,000	,000	,000	,000	,000	,
	N	350	355	355	355	355	355	355	355

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

In the above table, Pearson Momentum Correlation Coefficient Test is used to compare OSYM entrance points with the transcript average grades of 350 university students at English Language Teaching Department. In the second stage, their OSYM entrance and placement points are contrasted with language learning strategies. The correlation coefficient between OSYM examination results of the students and their average is (0,152**).

On the other hand in terms of direct learning strategies classified by Oxford, no significant correlation coefficient was found between OSYM and memory strategy, which is (-0,074). An insignificant correlation coefficient of (-0,074) was

determined between OSYM exam results and cognitive learning strategies. However, the correlation coefficient is (-0,076) between OSYM exam results and compensation strategies.

In connection with indirect learning strategies classified by Oxford, no significant correlation coefficient (0,042) was fixed between OSYM exam results and metacognitive strategies. An insignificant correlation coefficient of (0,023) between OSYM exam results and affective strategies is found whereas there is an insignificant relation between OSYM exam results and social strategies (-0,036).

According to above mentioned results, the relationships between the OSYM entrance exam points and transcripts (0,152**) were significant and positive. When we looked at the relationships between transcripts and OSYM points (0,152**) and metacognitive learning strategies (0,196**) were significant and positive.

When the whole sample was examined, it was seen that students who got high points in OSYM exam, got high marks and average grades in their language learning in University. By the same token, students intensely use metacognitive learning strategies were successful in their language lessons.

Table II. Relationships of 2nd class students learning strategies and OSYM entrance exam points and average grades (transcripts).

		OSYM	TRANSCRIPT	MEMORY	COGNITIVE	COMPENSATION	METACOGNITIVE	AFFECTIVE	SOCIAL
OSYM	Pearson Correlation	1,000	,126	-,047	,035	,135	-,012	-,006	-,045
	Sig. (2-tailed)	,	,113	,554	,661	,092	,876	,945	,578
	N	158	158	158	158	158	158	158	158
TRANSCRIPT	Pearson Correlation	,126	1,000	,142	,185(*)	-,004	,257(**)	,031	,045
	Sig. (2-tailed)	,113	,	,072	,019	,955	,001	,691	,572
	N	158	162	162	162	162	162	162	162

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

In the above table, Pearson Momentum Correlation Coefficient Test is used to compare OSYM entrance points with the transcript average grades of 162 2nd grade university students at English Language Teaching Department. In the second stage, their OSYM entrance and placement points are contrasted with language learning strategies.

The correlation coefficient between OSYM examination results of the students and their average is (0,126). On the other hand in terms of direct learning strategies classified by Oxford, no significant correlation coefficient was found between OSYM and memory strategy, which is (-0,047). An insignificant correlation coefficient of (0,035) was determined between OSYM exam results and cognitive learning strategies. However, the correlation coefficient is (0,135) between OSYM exam results and compensation strategies.

In connection with indirect learning strategies classified by Oxford, no significance of correlation coefficient (-0,012) was fixed between OSYM exam results and metacognitive strategies. An insignificant correlation coefficient of (-0,006) between OSYM exam results and affective strategies is found whereas there is an insignificant relation between OSYM exam results and social strategies (-0,045).

According to above mentioned results, there was no significant relationship between the OSYM entrance exam points and transcripts as in the table I. However, there were significant and positive relationships between transcripts and visual style (0,164*), cognitive language learning strategy (0,185*), and metacognitive learning strategy (0,257*).

Analyzing the whole sample, it was seen that students used cognitive learning strategy and metacognitive learning strategy were successful learners in their courses. By the same token, students intensely use

Table III. Relationships of 3rd class students learning strategies and OSYM entrance exam points and average grades (transcripts).

		OSYM	TRANSCRIPT	MEMORY	COGNITIVE	COMPENSATION	META-COGNITIVE	AFFECTIVE	SOCIAL
OSYM	Pearson Correlation	1,000	,193(*)	,005	-,124	-,101	,048	,117	-,097
	Sig. (2-tailed)	,	,018	,949	,132	,218	,558	,155	,236
	N	150	150	150	150	150	150	150	150
TRANSCRIPT	Pearson Correlation	,193(*)	1,000	,055	-,001	,002	,154	-,087	-,019
	Sig. (2-tailed)	,018	,	,504	,991	,983	,058	,288	,818
	N	150	151	151	151	151	151	151	151
	Sig. (2-tailed)	,236	,818	,009	,000	,010	,000	,000	,
	N	150	151	151	151	151	151	151	151

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

In table III, Pearson Momentum Correlation Coefficient Test is used to compare the transcript average grades with OSYM entrance points of 151 3rd grade university students at English Language Teaching Department. In the second stage, their transcript average grades are contrasted with language learning strategies. The correlation coefficient between transcript average grades of the students and their OSYM examination results is (0,193*). On the other hand in terms of direct learning strategies classified by Oxford (1990), no significant correlation coefficient was found between transcript average grades and memory strategy, which is (0,055). An insignificant correlation coefficient of (-0,001) was determined between transcript average grades and cognitive learning strategies. However, the correlation coefficient is (0,002) between transcript average grades and compensation strategies. In connection with indirect learning strategies classified by Oxford (1990), an insignificant correlation coefficient (0,154) was fixed between transcript average grades and metacognitive strategies. An

insignificant correlation coefficient of (-0,087) between transcript average grades and affective strategies is found whereas there is an insignificant relation between transcript average grades and social strategies (-0,019).

According to above mentioned results, the relationships between the OSYM entrance exam points and transcripts (0,193**) were significant and positive also relationship with visual style was significant and positive. When we looked at the relationships between transcripts and OSYM points (0,193**) and visual style (0,173**) were significant and positive.

Investigating the whole sample, it was seen that students who got high points in OSYM exam, got high marks and average grades in their language learning in University. By the same token, students intensely use visual learning styles were successful in their language lessons.

Table IV. Relationships of 4th class students learning styles and strategies between OSYM entrance exam points and average grades (transcripts).

		OSYM	TRANSCRIPT	MEMORY	COGNITIVE	COMPENSATION	META-COGNITIVE	AFFECTIVE	SOCIAL
OSYM	Pearson Correlation	1,000	,069	-,192	-,104	-,067	,041	-,188	,178
	Sig. (2-tailed)	,	,662	,223	,513	,672	,794	,233	,258
	N	42	42	42	42	42	42	42	42
TRANSKRIPT	Pearson Correlation	,069	1,000	-,049	,049	,084	,096	,127	,010
	Sig. (2-tailed)	,662	,	,756	,758	,596	,545	,422	,949
	N	42	42	42	42	42	42	42	42
	Sig. (2-tailed)	,258	,949	,046	,000	,001	,000	,067	,
	N	42	42	42	42	42	42	42	42

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

In table IV above, Pearson Momentum Correlation Coefficient Test is used to compare the transcript average grades with OSYM entrance points of 151 3rd grade university students at English Language Teaching Department. In the second stage, their transcript average grades are contrasted with language learning strategies.

The correlation coefficient between transcript average grades of the students and their OSYM examination results is (0,069). Between transcript average grades and audio learning style, the correlation coefficient is (-0,077). On the other hand in terms of direct learning strategies classified by Oxford (1990), no significant correlation coefficient was found between transcript average grades and memory strategy, which is (-0,049). An insignificant correlation coefficient of (0,049) was determined between transcript average grades and cognitive learning strategies. However, the correlation coefficient is (0,084) between transcript average grades and compensation strategies.

In connection with indirect learning strategies classified by Oxford (1990), an insignificant correlation coefficient (0,096) was fixed between transcript average grades and metacognitive strategies. An insignificant correlation coefficient of (0,127) between transcript average grades and affective strategies is found whereas there is an insignificant relation between transcript average grades and social strategies (0,010).

According to above mentioned results, there was no significant relationship between the OSYM entrance exam points and transcripts as in the table I. But there was only one significant relationship between transcripts and all the other variables. Kinesthetic learning style (-0,494**) had a significant and negative effect on success.

Examining the whole sample, it was seen that students in 4th class use in a great amount of kinesthetic learning styles, because of their style choice their success was negatively affected. So these students got low grades in their exams and they were unsuccessful learners.

CONCLUSION

In this study, the possible effects of foreign language learning strategies on the success of Selçuk University students in English Teaching Department were explored. To this end, the relation between foreign language learning strategies and success of students was investigated with (355) 2nd, 3rd, 4th class students learning in Education Faculty of Selçuk University. Several important findings were made. The major findings are as follows:

All the participants are more or less use all kinds of language learning strategies. In our sample study, students highly use metacognitive and cognitive learning strategies. These students are generally successful in their language learning. That's to say that cognitive and metacognitive learning strategies positively affect the student's success on their language learning.

Pedagogical Implications

Learners of English as a foreign language should learn to recognize the strategies they are using and be advised to select most appropriate techniques for the instructional environment. Successful language learners may serve as informants for students experiencing less success in language learning regarding strategies, techniques. For teachers, they should become more aware of the learner strategies that their students use (or do not use) so that teachers can develop teaching styles and strategies that are compatible with their students' ways of learning.

In addition, language curricula, materials and instructional approaches should incorporate diversified activities to accommodate the various characteristics of the learners found in the foreign language classroom and the use of appropriate learning strategies can enable students to take responsibility for their own learning by enhancing learner autonomy, independence and self-direction. Also teachers can help their students learn quicker, easier, and more effective by weaving learning strategy training into regular classrooms.

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