

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**CROSS CULTURAL DIFFERENCES IN LANGUAGE LEARNING STRATEGY
PREFERENCES: A COMPARATIVE STUDY OF GERMAN AND TURKISH
UNIVERSITY EFL STUDENTS**

Gönül Suzan ORTEGA

MASTER OF ARTS

ADANA / 2013

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**CROSS CULTURAL DIFFERENCES IN LANGUAGE LEARNING STRATEGY
PREFERENCES: A COMPARATIVE STUDY OF GERMAN AND TURKISH
UNIVERSITY EFL STUDENTS**

Gönül Suzan ORTEGA

MASTER OF ARTS

Supervisor: Prof. Dr. Zuhall OKAN

ADANA / 2013

To ukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

Supervisor: Prof. Dr. Zuhall OKAN

Member of Examining Committee: Assist. Prof. Dr. Hasan BEDİR

Member of Examining Committee: Assoc. Prof. Dr. Ergün SERİNDAG

I certify that this thesis conforms to the formal standards of the Institute of Social Sciences.

...../2013

Prof. Dr. Azmi YALÇIN

Director of Institute

P.S: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources, is subject to the Law of Works and Thought No:5846

Not: Bu tezde kullanılan özgün ve başka kaynaktan yapılan bildiriflerin, çizelge, şekil ve fotoğrafların kaynak gösterilmeden kullanımı, 5846 sayılı fikir ve Sanat Eserleri Kanunu'ndaki hükümlere tabidir.

ÖZET

DİL ÖĞRENME STRATEJİLERİNDE KÜLTÜRLERARASI FARKLILIKLAR: İNGİLİZCEYİ İKİNCİ BİR DİL OLARAK ÖĞRENEN ALMAN VE TÜRK ÜNİVERSİTE ÖĞRENCİLERİNİN KARŞILAŞTIRMALI İNCELENMESİ

Gönül Suzan ORTEGA

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Prof. Dr. Zuhul OKAN

Eylül 2013, 91 pages

Bu çalışmanın asıl amacı iki farklı kültürden gelen ve ingilizceyi yabancı dil olarak öğrenen öğrencilerin dil öğrenme stratejileri konusunda literature katkıda bulunmaktır. Araştırmanın odak noktası ingilizceyi yabancı dil olarak öğrenen Alman ve Türk öğrencilerin dili öğrenirken tercih ettikleri bireysel öğrenme stratejilerini incelemek, ve bunları seçerken kültürün öğrenci üzerindeki olası etkileridir. Araştırma için üniversitelerinin İngiliz Dili ve Eğitimi fakültesinde okuyan toplam 184 Alman (N=80) ve Türk (N=84) öğrenciye “Dil Öğrenme Stratejileri Envanteri” (ÖSA, Versiyon 7.0, 1990) kendi eğitim ortamlarında verilmiştir. Oxford (1990) tarafından geliştirilen OSA ölçeğinin farklı öğrenme yeteneklerinin incelendiği altı alt boyuttan (Bellek, bilişsel, telafi, üst-bilişsel, duyusal ve sosyal stratejiler) oluştuğu belirlenmiştir. Elde edilen veriler betimleyici değerlerine (ortalama, standard sapma, sıklık) ve bağımsız iki grup arasındaki farkların t testi sonuçlarına göre analiz edilmiştir. Araştırmadaki bulguları desteklemek amaçlı öğrencilerle strateji kullanımı ve kültürel etkenler üzerine yarı yapılandırılmış görüşme uygulanmıştır. Bulgular göstermiştir ki dil öğrenme stratejileri seçiminde gruplar arasında önemli bireysel farklılıklar ve kültürel etkiler yer almaktadır.

Anahtar Kelimeler: Öğrenme Stilleri, Öğrenme Stratejileri, Bireysel farklılıklar, Kültür, Yabancı Dil olarak İngilizce, İkinci Dil olarak İngilizce.

ABSTRACT**CROSS CULTURAL DIFFERENCES IN LANGUAGE LEARNING STRATEGY
PREFERENCES: A COMPARATIVE STUDY OF GERMAN AND TURKISH
UNIVERSITY EFL STUDENTS****Gönül Suzan ORTEGA****Master Thesis, Department of English Language Teaching****Supervisor: Prof. Dr. Zuhall OKAN****September 2013, 91 pages**

The purpose of this study is to contribute to literature on language learning strategies of EFL learners who are representing two different selected groups. The focus of the study is to investigate the language learning preferences of Turkish and German EFL learners, and identify possible impact of culture in adopting these learning strategies. For the study, a total of 184 German (N=80) and Turkish (N= 84) EFL learners studying in English Language Department were given SILL (Version 7.0) in their local learning settings. Developed by Oxford (1990), SILL consists of six subsets in which different learning skills are investigated. These subsets are categorized as ‘Memory strategies’, ‘Cognitive strategies’, ‘Compensation strategies,’ ‘Metacognitive strategies,’ ‘Affective strategies,’ and ‘Social strategies.’ The data were analyzed by using descriptive statistics (mean, standard deviation, frequencies) and independent two-tailed test. In order to obtain more insights into the study a semi-structured interview was conducted with learners. The results have shown that there exist significant learning differences and cultural factors between groups in terms of choosing learning strategies.

Keywords: Learning Styles, Learning Strategies, Individual Differences, Culture, EFL, ESL.

ACKNOWLEDGEMENTS

I would like to express my gratitude to my supervisor Prof. Dr. Zuhall OKAN for the useful comments, remarks, and engagement throughout each stage of this master's thesis. Without her guidance and persistent help this thesis would not have been possible. Furthermore, I am deeply grateful to Assist. Prof. Dr. Hasan BEDIR for his tremendous support and help he provided in the analysis stage of the research portion of this project. Also, I owe very important debt to the valuable lecturers of the Anglistiks department in Bergische Universitat WUPPERTAL for their constructive comments and warm encouragement.

Special thanks is also extended to the students of Bergische Universitat Wuppertal and Cukurova University, who willingly shared their precious time during the interview and survey process that helped in the collection of my data. The guidance and support received from all the members who contributed and who are contributing to this project, was vital for the success of the research. I am grateful for their constant support and help.

Finally, I would like to thank my loved ones, who have supported me throughout entire process, both by keeping me harmonious and helping me in putting the pieces together. I will be forever grateful for your love.

Gönül Suzan ORTEGA
Adana-2013

TABLE OF CONTENTS

	Page
ÖZET	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS	v
LIST OF ABBREVIATIONS	ix
LIST OF TABLES	x
LIST OF FIGURES.....	xii
LIST OF APPENDICES	xiii

CHAPTER I INTRODUCTION

1.1. Introduction.....	1
1.2. Background to the Study.....	1
1.3. Purpose of the Study.....	4
1.4. Research Questions.....	5
1.5. Definitions of Terms.....	5

CHAPTER II REVIEW OF THE LITERATURE

2.1. Introduction.....	7
2.2. Language Learning and Learning Strategies	8
2.2.1. Definitions.....	8
2.2.2. Cognitive Modals of Language Learning	9
2.2.2.1. Declarative Knowledge.....	10
2.2.2.2. Procedural Knowledge.....	11
2.3. Language Learning Strategies	11
2.3.1. Definitions.....	11
2.3.2. Classification of Language Learning Strategies.....	12
2.3.2.1. Direct Language Learning Strategies	19

2.3.2.2. Indirect Language Learning Strategies.....	21
2.4. Learning Strategies and Culture	24
2.4.1. Relationship between Culture and Learning Strategies	24
2.5. An Outlook on the Turkish and German Educational System.....	25

CHAPTER III

METHODOLOGY

3.1. Research Questions.....	28
3.2. Research Design.....	28
3.3. Research Setting	29
3.4. Participants.....	29
3.5. Data Collection.....	30
3.5.1. Instrument.....	30
3.5.2. Interview	32
3.6. Pilot Study.....	32
3.7. Data Analysis	32

CHAPTER IV

FINDINGS

4.1. Preferred Learning Strategies of German Students.....	34
4.2. Preferred Learning Strategies of Turkish Students	42
4.3 T-test Results.....	49

CHAPTER V

CONCLUSION

5.1. Research Question 1: What Are The Preferred Learning Strategies Of German University EFL Learners?.....	57
5.2. Research Question 2: What Are The Preferred Learning Strategies Of Turkish University EFL Learners?.....	59
5.3. Research Question 3: Does Culture Have Any Impact On The Preferred Learning	

Strategies Of Turkish and German EFL Learners.....	60
5.4. Implications.....	65
5.5. Limitations and Recommendations	67
REFERENCES	68
APPENDICES	77
CURRICULUM VITAE	91

LIST OF ABBREVIATIONS

CEF	: Common European Framework
EFL	: English as a Foreign Language
ESL	: English as a Second Language
F	: Frequency
L1	: First Language
L2	: Second Language
LS	: Learning Styles
LLS	: Language Learning Strategies
LS	: Learning Strategies
M	: Mean
Max	: Maximum
Min	: Minimum
N	: Number of the Students in the Sample
P	: Degree of Significance
SD	: Standard Deviation
SILL	: Strategy Inventory for Language Learning
T	: t-value

LIST OF TABLES

	Page
Table 1. Memory Strategies	19
Table 2. Cognitive Strategies	20
Table 3. Compensation Strategies	21
Table 4. Metacognitive Strategies	22
Table 5. Affective Strategies	23
Table 6. Social Strategies	24
Table 7. Patterns of Language Learning Strategy use for German EFL Learners	35
Table 8. Sub-Set A: Frequency	35
Table 9. Patterns of Language Learning Strategy use for German EFL Learners	36
Table 10. Sub-Set B: Frequency	37
Table 11. Patterns of Language Learning Strategy use for German EFL Learners	38
Table 12. Sub-Set C: Frequency	38
Table 13. Patterns of Language Learning Strategy use for German EFL Learners	39
Table 14. Sub-Set D: Frequency	39
Table 15. Patterns of Language Learning Strategy use for German EFL Learners	40
Table 16. Sub-Set E: Frequency	40
Table 17. Patterns of Language Learning Strategy use for German EFL Learners	41
Table 18. Sub-Set F: Frequency	41
Table 19. Patterns of Language Learning Strategy use for Turkish EFL Learners	43
Table 20. Sub-Set A: Frequency	43
Table 21. Patterns of Language Learning Strategy use for Turkish EFL Learners	44
Table 22. Sub-Set B: Frequency	45
Table 23. Patterns of language learning strategy use for Turkish EFL learners	45
Table 24. Sub-Set C: Frequency	46
Table 25. Patterns of language learning strategy use for Turkish EFL learners	46
Table 26. Sub-Set D: Frequency	47
Table 27. Patterns of language learning strategy use for Turkish EFL learners	47
Table 28. Sub-Set D: Frequency	48
Table 29. Patterns of language learning strategy use for Turkish EFL learners	48
Table 30. Sub-Set F: Frequency	49
Table 31. Part A: Memory Strategies for Germany and Turkey	50

Table 32. Part B: Cognitive Strategies for Germany and Turkey	52
Table 33. Part C: Compensation Strategies for Germany and Turkey	53
Table 34. Part D: Metacognitive Strategies for Germany and Turkey	54
Table 35. Part E: Affective Strategies for Germany and Turkey	55
Table 36. Part F: Social Strategies for Germany and Turkey	56

LIST OF FIGURES

	Page
Figure 1. Cognitive Model of Learning.	10
Figure 2. Oxford`s Direct and Indirect Strategies	14
Figure 3. Diagram of Oxford`s Strategy of Classification System	18
Figure 4. Oxford`s Language Learning Strategy Classification	31

LIST OF APPENDICES

	Page
Appendix 1: Strategy Inventory of Language Learning.....	76
Appendix 2: Interview.....	79

CHAPTER I

INTRODUCTION

1.1. Introduction

English language teaching and learning has become a major global business. Today English is the most prominent language due to "the joint outcome of Britain's colonial expansion and the more recent activity of the US" (Graddol 1997, p. 9).

The demand for studying and learning English has increased rapidly in the last thirty years in many regions. Researchers and educators have focused on students to gain better insight of how they learn foreign languages and how they achieve their goals as a result of their learning habits. Thereby, researchers in the field conducted empirical and theoretical studies on learners of EFL/ESL with the purpose of identifying individuals' learning style and strategies (e.g. Hartly, 1998; Ehrman, 1993; Oxford, 1989). The existence of such research has triggered educators and scholars into exploring the possible influences of culture in adopting learning strategies, as well.

This is a cross-cultural study in which the learning strategies of 184 German and Turkish EFL students are investigated. It should be noted that the terms "EFL learners", "L2 learners and "FL learners" are used in this research refer to those who are learning English as non-native (Nakamura 2000, p.6). This section includes background to the problem, purpose of the research and importance, research questions, and definitions of the terms.

1.2. Background To The Study

Until the end of 1960's there were many studies conducted in the field in order to better understand teaching processes of English as EFL/ ESL. These studies were mainly based on teaching aspects of English in terms of how best to teach it. However, teaching and learning English has begun to attract the attention of many researchers in the last thirty years from different perspectives. Researches into EFL/ESL teaching have changed their direction from optimum teaching methods to how successful teachers and learners can achieve their goals. The accepted role of the learner as an active participant

in learning process led to conduct inclusive researches in the area of language learning strategies (e.g. Cohen 1998; Horwitz 1999; Schmitt 1997).

Since the beginning of 1970`s, learners have been accepted as individuals who show different learning habits and techniques that affect their achievement during their learning process. Thus, various studies have attempted first to identify learning styles and strategies. For instance, according to Reid (1995, p.34) learning styles include cognitive and affective characteristics. Styles are defined as preferred methods in perceiving new input, processing, and retrieving information. Related to this, Hartley (1998) describes the term learning strategy as a type of learning method in which learners maintain studying and learning style as the genuine habits that pioneers strategies. Hartley (1998) also compares learning styles and strategies by first being automatic and the latter more optional changing among individuals.

Attitudes towards learning have a large amount of importance on the achievement, improvement, or failure which is the observable end results of individuals` learning. In other words, students` characteristic approach towards learning defines the result of students learning performance in a noticeable way. Each individual shows differences in his or her way of learning. In finding one`s own learning method, individuals are consciously or unconsciously influenced by many factors such as age, gender, social environment, social status, socio-economic background, educational environment, and culture. These could be considered effective on shaping learners` habits and attitudes employed in learning (Oxford, 1990).

On the other hand, as a result of their investigations, researchers have put forth common strong relationships between learning styles and strategies. Ehrman (1993) emphasizes that learning styles hold the role of identifying best possible strategies for individuals to pursue while learning. Another common relationship is that styles and strategies include cognitive and affective subsets strongly influencing academic performance in students. (e.g.,: Ehrman, Oxford, 1990; Agca, 2006, Carrel and Monroe, 1993).

Besides their common relationships, there were introduced distinctive characteristics between styles and strategies. For instance, learning styles have a physiological foundation for each individual which are not subject to change. However, the same view is not possible to mention for strategies. Since strategies are assigned according to learning environment, they could be used, improved, changed, and could be manipulated by learners aiming to perform certain learning tasks and class activities

(Riding, 2000; Snow, Corno, Jackson, 1996; Stenberg, Grigorenko, 2001). But, styles are adopted unconsciously, thereby, not revisable. In accordance with this, Reid (1998) states that styles are inner skills and acquired unconsciously whereas strategies are consciously categorized external skills.

Today, it is widely accepted that culture tailors one's characteristics, behaviors, approaches and beliefs in real life. As Yang (1992) describes, beliefs, perceptions, and values all together generates culture, which affect learning. The acceptance of learners showing differences in learning has encouraged researches to explore the possible relationships between one's own culture and learning habits. Thereby, learning styles and strategies have become important concepts for educators in finding how individuals prefer their language learning style and strategies to be, with the reflection of their own local culture on their learning behaviors.

The definition of the culture differs among civil disciplines, for instance, Economics define culture as common and shared values; Physics defines culture as the scientific heritage of a group of people gather to form a community. Anthropologist Edward B. Tylor (1871) views culture as "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Britannica, 1998). In another view, culture can also be explicable as "shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generations" (House, Hanges, Javidan, Dorfman, & Gupta, 2004, p. 15).

Individuals' local cultural setting and its impact on adopting learning approach in learning another language is widely explored by researchers. It is argued to be common ground between one's own culture and the language learning strategies he or she use. Therefore, numerous studies have attempted to analyze learners in their cultural settings and illustrated significant implications for ELT. For example, a research conducted on Hispanic ESL/EFL students revealed that, these students prefer learning strategies such as avoiding details, inferring, predicting, and working with others. However, another study on Japanese ESL/EFL students found that analytic strategies such as aiming accuracy and looking for details are mostly chosen by students (Reid in Oxford 1991).

In their cross-cultural study Politzer and McGrogarty (1985) compared the learning strategies of Hispanic and Asian students. They found that Hispanic students use more language learning strategies than Asian students. Another SILL study conducted in Puerto Rico with 213 students found that learners use meta-cognitive strategies at a high rate and social, cognitive, compensation, effective and memory strategies at medium rate (Green,J., 1991). The study in which the learning strategies of Australian and Asian students` learning strategies were analyzed revealed that there exist certain similarities and differences in their choice of learning strategies (Niles, 1995). Yet, unlike learning strategies, studies concluded that learning styles and culture have certain identifiable conflicts. The learning style of a student can differ from the instructional style of the education that is provided to learner. For instance, a teacher from a different culture is subject to use his or her own culture`s instructional ways. Or, students from different cultural background can bring their own cultural learning experiences into the classroom. On the contrary, strategies can be adjusted and developed into learning environment and can be manipulated according to teaching style of the teacher.

1.3. Purpose of the Study

With the growing number of interaction among societies in recent centuries, culture related research has increasingly become a topic worthy of investigation. The impact of culture on students has been examined and accepted as an effective factor in tailoring one`s approach towards learning in the last three decades by many researchers.

Today, EFL/ESL classrooms have been given the latest opportunities by the governments with the idea of raising multilingual citizens. With the new advancements and cultural policies of countries, learning English as foreign or second language has been placed into the educational curricula and students have been highly encouraged to participate in EFL/ESL classrooms. The language learning curricula are overviewed and placed in the annual curricula generally starting from primary schools. Germany and Turkey are examples of two countries in which EFL/ESL learning and teaching is supported by their government and planned to be initiated from the primary schools. Both countries follow the Common European Framework Language Portfolio regulations which categorizes English proficiency levels as ‘Beginner (A1, A2), Intermediate (B1, B2), and Advanced (C1). Even though the similar teaching methods

and assessments are being used in these countries, it is believed that students of the two groups demonstrate prominent differences in terms of using language learning strategies. It is assumed that there are multiple differences in how German and Turkish students employ learning strategies since their language learning processes result in different achievements. There clearly exists diversity in education system, academic settings, teachers, environment, culture, and life styles which highly influence their learning strategies.

In the past and current studies in which SILL is applied, it is found that students show differences in the strategies they adopt in language learning process. However, it has been debated that students of different cultures also show differences in terms of studying EFL/ESL. For this reason, Oxford's SILL for EFL/ESL students accompanied by a semi-structured interview are employed in order to unfold the Turkish and German students' learning strategies and reveal cultural differences if there are any.

1.4. Research Questions

This study aims to find possible reasons and answers to the questions below.

Research Questions:

- I. What are the preferred learning strategies of German university EFL learners?
- II. What are the preferred learning strategies of Turkish university EFL learners?
- III. Does culture have any impact on the preferred learning strategies of Turkish and German EFL learners?

1.5. Definitions of Terms

In this section, the definitions of key terms used in the current study are provided below:

Culture: Culture is the characteristics of a certain group of people sharing language, religion, cuisine, social behaviors, music and arts.

English as Foreign Language: A traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication.

English as Second Language: Defined as the use or study of English by

speakers with different native languages.

Learner Differences: Variability in abilities and characteristics among students at a particular age and situation.

Learning Strategy: Techniques or procedures that language learners use consciously or unconsciously in order to help them comprehend, learn or retain the information better.

Learning Style: Defined as preferred methods in perceiving new input, processing, and retrieving information.

Strategy: Tactics, learning behaviors, devices, actions, steps, routines, procedures, conscious enterprises, cognitive abilities and learning skills a learner may make use of to acquire knowledge (Rubin, 1975; Seliger, 1984; Politzer & Mc Groarty, 1985; Wenden, 1985; Oxford & Crookall, 1989).

CHAPTER II

REVIEW OF THE LITERATURE

2.1. Introduction

Students not only demonstrate differences in the classroom in terms of learning behaviors but also vary in age, intelligence, economic status, culture, gender, learning style, and strategies. These variations in learners are known to be relatively influential in the identification of learning attitudes and behaviors of students. Hence, it is unrealistic to expect from each student in the classroom to learn and retain the same amount of information even though they receive the same instruction.

With the recognition of individual differences in learning, the term good language learner was introduced in the literature and the fundamental learning strategies of these good learners were identified. For instance, according to Rubin (1975), good language learners are enthusiastic individuals who are seeking strategies to overcome the difficulties that could arise, making guesses, predicting, reasoning, creating opportunities, and are willing to learn through communication which provide them the opportunity to practice the target language.

With the studies took further steps in observing students, they clarified the strategic approaches of individuals that they reflect upon learning. Chronologically, in 1980's all these individual-focused developments have increased the attention of researchers more on the students' styles and strategies in learning process. The 1990's was marked by the efforts of educators beginning the administration of these learning strategies in the classroom. The major focus was to investigate how students approached and manipulated them.

Eventually, in the 2000s, the study of learning styles and strategies gained importance. Placing the students to the center of attention, and encouraging them to employ their own preferred methods were proposed to be useful in actualizing learning. Thereby, this decade is notable for emphasizing style and strategy based instruction in the language classrooms. In conclusion, material designers and educators focused on the learners not teachers. They integrated activities into learning and emphasized the

importance of learning strategy based instruction (e.g.Oxford, 2001; Cohen & Dornyei, 2001).

2.2. Language Learning and Learning Strategies

2.2.1. Definitions

Each student comes to the classroom with his or her own knowledge, experiences, and learning skills, and develops his or her distinctive way of *learning* by actively participating in learning situations. Theoretically, learning theory focuses on the steady changes in behaviors that are gained as a result of being exposed to more knowledge. However, for learning to become real students must find learning meaningful. This could be done when students are instructed in the explicit ways that are compatible with their readiness levels, interests, and learning profiles. As explained by Burns (1995, p.99) learning is “a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes and emotions.” Similarly, Brown (1987, p.66) describes learning as “a process of relating and anchoring new material to relevant established entities in cognitive structure”.

On the other hand, the appropriate use of learning strategies facilitates the progress in learning. The distinct description of learning strategies has always been a controversial topic. Based on the findings of Wenden and Rubin (1987, p.17) learning strategies are defined as the processes, steps and plans that positively coordinate with learners by helping them to receive new information, store, and retrieve when needed.

Learning strategies perform fundamental roles in direct or indirect way of learning and are discussed in terms of behavioral, mental or both (Zybert, 2005). For instance, Oxford (1990) views strategies as problem-centered, mentally manipulated, and effective in language learning. Also, it is claimed that, the choice of learning strategies has emerged as a result of main factors such as: motivation, gender, cultural background, attitudes and beliefs, type of task, age, and learning style of the learner (Oxford, 1990).

2.2.2. Cognitive Modals of Language Learning

Today, each student is verified to be different than his or her peers and thus, represents unique ways of learning. However, in the past one of the biggest misconceptions was that every student learned in similar manner. Thereby, many teaching and learning materials in the past were designed and developed without considering the individual learning characteristics. The fact that learning occurs when students can make sense things around them besides actively participating in learning was ignored. As oppose to this approach, cognitive theories of learning gained importance and proposed that thinking activities are involved and necessary in language learning.

In the lights of findings, beginning from the early 1960s, researchers directed their focus of studies on the students and on their ability to learn language by using cognitive skills. The brain and how it generates when a students is engaged in learning was the main area that the educators were concerned with. They closely researched how the brain analyzes, recalls, applies, realizes, and understands (i.e., Piaget, 1936; Bruner, 1960; Vygotsky, 1962). Soon after the analysis of their findings, they introduced cognitive theory.

Cognitive theory suggests an information processing model which offers more controlled learning of certain language rules by involving mental activities. In his description, Vermunt (1998; 1992) identifies cognitive processing as thinking strategies which are directly grounding on learning. Also, Vermunt (1996, 1998) refers to these thinking strategies as relating, structuring, analyzing, concretizing, applying, memorizing, and selecting (Vermunt, 1998).

As identified, cognitive theory is thinking procedures to be involved in learning by observing environment, categorizing information, and making associations to comprehend the information provided. This also suggests that each learner brings his or her background knowledge, skills and experiences to the learning process, as well. During learning process, learners are seen as active participants using multiple strategies to interpret information they are provided with.

Cognitive theory places a particular importance on language learning strategies in learning a foreign language. The cognitive learning theory views learning as an active, mental, learner-centered process. It puts forward that learners select input from

incoming information, store it in the long term memory and use it when needed (Chamot et al, 1999).

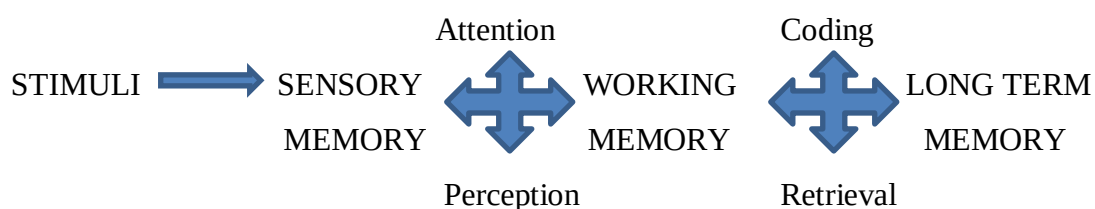


Figure1: Cognitive modal of learning

Source: Eggen & Kauchhak, 1999

As illustrated in Figure 1, it can be concluded that stimulus enters sensory memory and wait for attention to be paid in order to move towards working memory. Once the stimulus is perceived it is sent to next stage which is working memory. Learning occurs by coding the stimulus in the long term memory. By retrieving stimulus between long term memory and working memory the learning becomes more meaningful.

With regard to process of learning and knowledge storing, many curriculum designers, and scholars have attempted to find better ways for students to learn and store the knowledge. As a result of his cognitive theory based studies Gagne (1985) has introduced two types of knowledge: “declarative knowledge and procedural knowledge” (Gagne 1985, p.37).

2.2.2.1. Declarative Knowledge

The traditional interpretation of declarative knowledge has been defined as the “knowledge of facts or knowing that” (Anderson, 1976). It is descriptive and involves concepts, rules, facts, schemas, and theories. For example, the history of Art could be considered as declarative knowledge. According to Anderson (1985), declarative knowledge is independent and is stored in the long term memory. It is also accepted to be static in nature. There exist other names such as descriptive knowledge, propositional knowledge, etc. given for the declarative knowledge.

2.2.2.2. Procedural Knowledge

Procedural knowledge is the knowledge of how to operate things. Originally, the term has presented first by Newel and Simon (1972). It is believed that when one is more dependent on procedural knowledge he becomes more competent in problem solving. Gagne (1985) states that there are three stages that procedural knowledge could be acquired: (1) one should have the interrelated knowledge (declarative knowledge), (2) one should know how to perform this knowledge (procedural knowledge), and (3) one should maintain automaticity. Anderson (1985) relates procedural knowledge with one's competency in comprehending and generating language. In other words, procedural knowledge enables students to apply the rules in real language production.

2.3. Language Learning Strategies

2.3.1. Definitions

Studies on learning strategies were first carried out in 1975 by researchers Rubin and Stern in an attempt to investigate what makes a successful student. With the growing attention given on students and learning, a great number of researchers have taken further steps into understanding students and how they learn. The common belief was students' strategy of processing knowledge is what influences the achievement or failure.

Various definitions have been put forward for the term "strategy". For instance, 'technique', 'tactic' and 'skills' are the mostly mentioned concepts describing researchers' findings on learner strategies. Although it demonstrates multiple descriptions, the underlying meaning emphasizes that each person has a learning strategy which leads to an outcome commonly resulting in achievement when appropriate ones are chosen and reflected upon learning.

In academic achievement, the use of learning strategy is substantial since it provides observable results on students' academic performance. Chamot (2004, p.1) argues these strategies that they are "...conscious thoughts and actions that learners take in order to achieve a learning goal". These actions are known to promote acquisition, understanding, storing, and using new knowledge.

Özer (1998, p.154) identifies learning strategies as the techniques which facilitate autonomous learning. Additionally, Weinstein, Husman and Dierking (2000,

p.727) define learning strategies as the thoughts, behaviors, beliefs or emotional strategies which contribute in the transfer of knowledge and skills into other learning environments. Therefore, it could be agreed on the view in which learning strategies are correlated with behaviors and thoughts used in order to validate learning.

On the other hand, Cohen (1998, p.4) views learning L2 strategies consciously developed “learning periods” by individuals whereas Oxford (1999) defines L2 learning strategies as certain activities, behaviors or techniques developed and combined by students in learning foreign language. Oxford (1990) also sees language learning strategies as essential learning tools which enable students enhance their own learning. Oxford (1990, p.9) categorizes these strategies under memory, cognitive, compensation, metacognitive, affective, and social strategies. Besides she describes strategies as they,

- ✓ Allow learners to become more self-directed
- ✓ Expand the role of teachers.
- ✓ Are problem oriented.
- ✓ Are specific actions taken by the learner.
- ✓ Involve many aspects of the learner, not just the cognitive.
- ✓ Support learning both directly and indirectly.
- ✓ Are not always observable.
- ✓ Are often conscious.
- ✓ Can be taught.
- ✓ Are flexible.
- ✓ Are influenced by a variety of factors.

The quantity of strategies employed in L2 is based on the results concluded from the research conducted in the past and now. Researches do not claim that every student should employ the all language learning strategies. Every student is different in terms of perceiving knowledge and remembering the information. It is highlighted that, in the application of storing, processing and retrieving the information, the most appropriate strategy is decided by the student.

2.3.2. Classification of Language Learning Strategies

Language learning strategies are classified differently by researchers. This divergence illustrates that there is no common conceptual approach in the classification learning strategies. In general, three types of learning strategies are pointed out: cognitive, affective and metacognitive strategies (e.g. Short & Weisberg-Benchell, 1989).

The first investigations on the language learning strategies were conducted by Rubin (1975) and Stern (1975). Since then, the essence of strategies has been attracted many teachers, educators, material designers, and researchers. Despite this significant concern given on the strategies, there has not been reached to a consensus in the classification of language learning models. Conventionally, theory of cognition is pursued in the classification stage of language learning strategies (Macaro, 2001).

In his classification, Rubin (1987) suggests six main cognitive learning strategies which directly contribute to language learning (i.e., clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring) and indirectly (i.e., communication, and social strategies).

On the other hand, O'Malley et al. (1985) defines language learning strategies under three categories: affective, metacognitive, and cognitive strategies. Affective learning strategies are attributing, motivating, concentrating, judging, appraising, exerting effort, generating emotions, and expecting. Following this, affective learning strategies allow feelings to be involved during learning which is agreed to affect the development of learning. Metacognitive learning strategies are defined to be indirectly influential in learning since both cognitive and affective strategies manipulate learning directly. Metacognitive strategies include "orienting, planning, monitoring, testing, diagnosing, adjusting, evaluating, and reflecting" (Vermunt, 1989; 1992). Geisler-Brenstein et al. (1996) grouped cognitive learning strategies: deep learning, elaborative processing, agentic learning, methodical learning, and literal memorization.

Biggs (1987) discusses three types of learning strategies: deep, surface, and achieving. In this category first strategy refers to intrinsic, second is extrinsic, and last is achievement motivation.

According to Stern (1992), there are five strategies in language learning: management/planning strategies, cognitive strategies, communicative/experiential strategies, interpersonal strategies, and affective strategies.

As oppose to this variations in the classification of learning strategies, Oxford (1990) suggests a more comprehensive and well oriented model of language learning strategies. In her model, Oxford (1990) categorizes strategies under six subsets which are memory, cognitive, compensation, metacognitive, affective, and social strategies. In the Figures 2 and 3, Oxford (1990) explains the relationships between direct and indirect strategies.

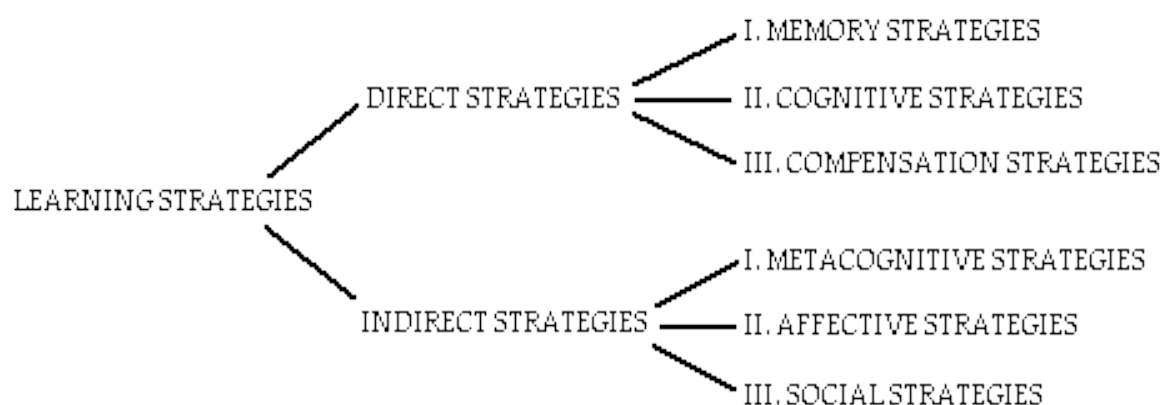
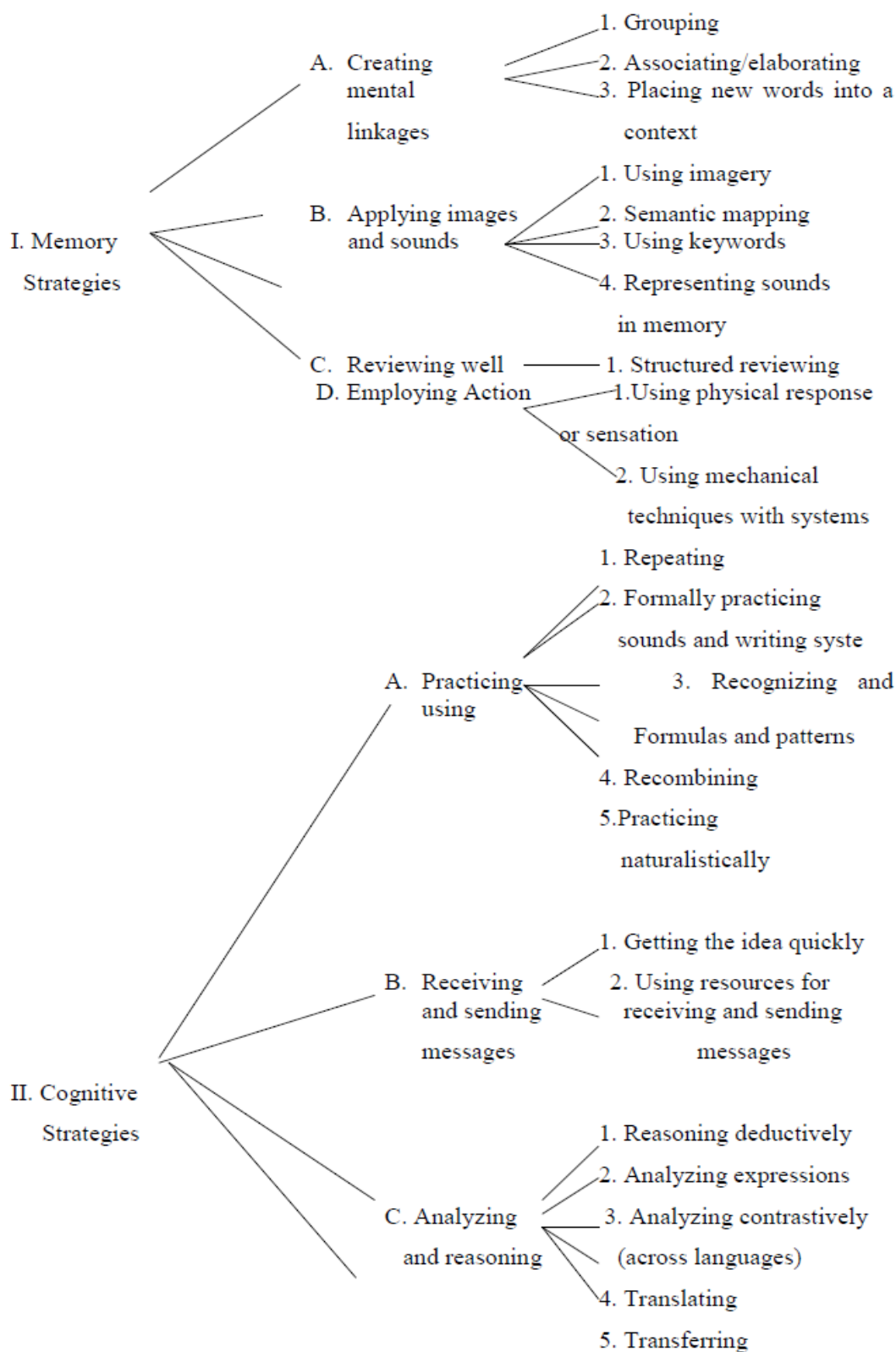


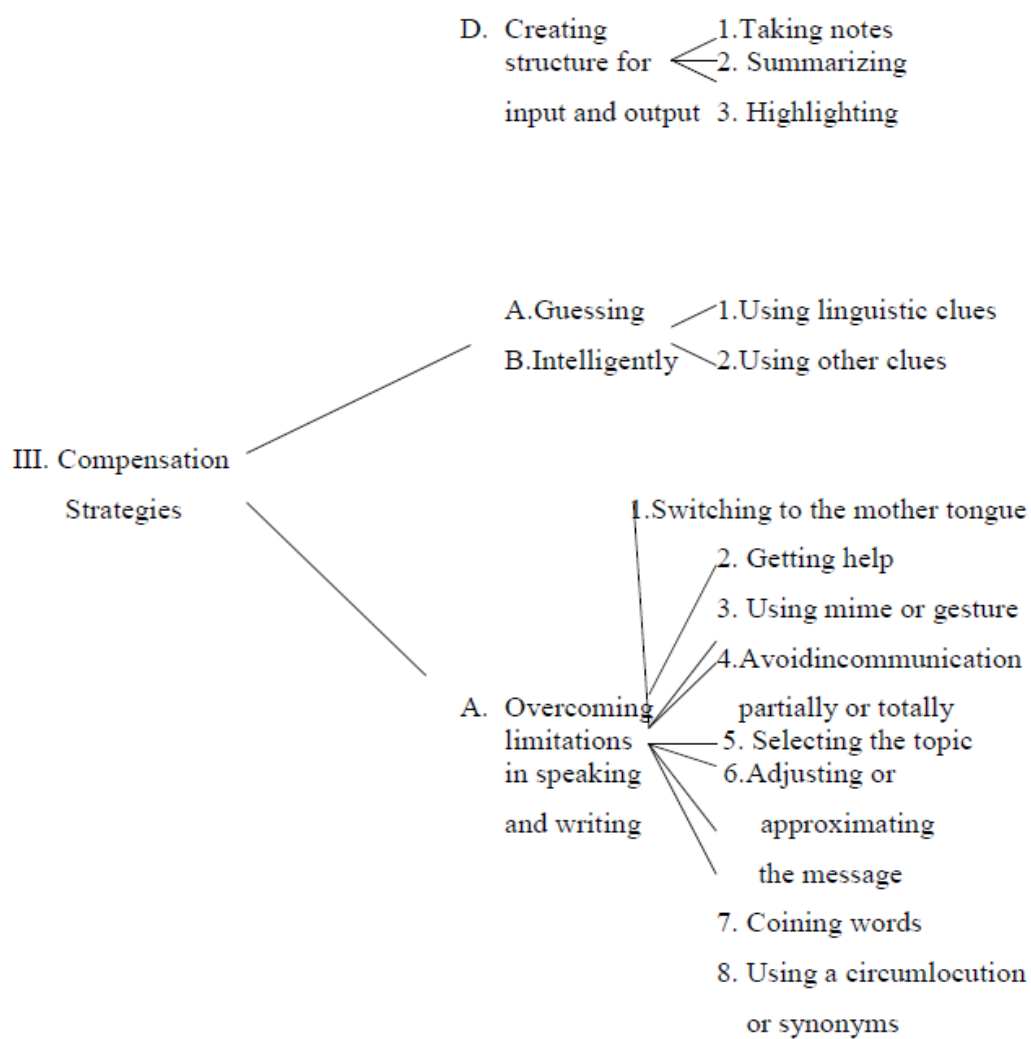
Figure 2: Direct and indirect strategies

Source: Oxford, 1990. p.16

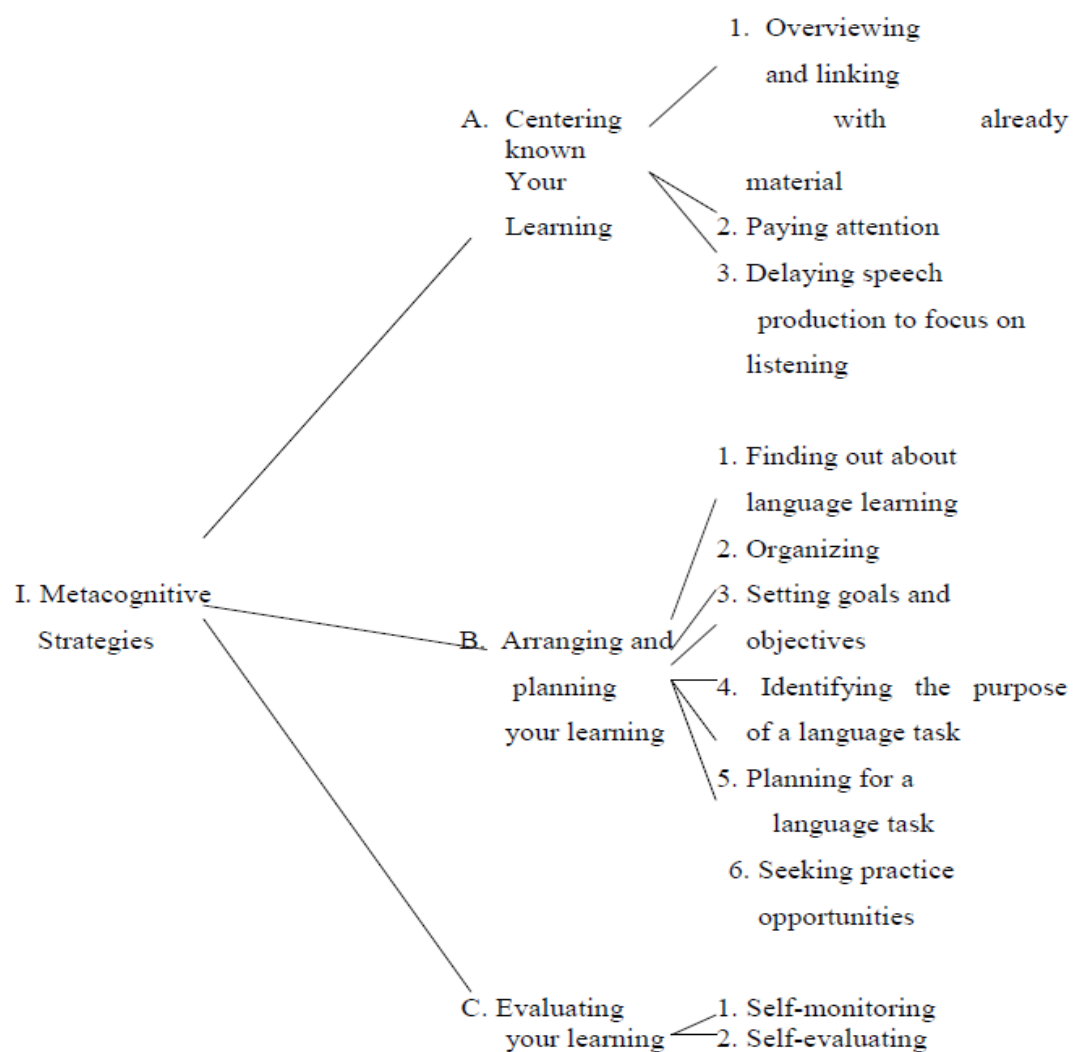
(Figure 3. Continued)

Direct Strategies

(Figure 3. Continued)



(Figure 3. Continued)

Indirect Strategies

(Figure 3. Continued)

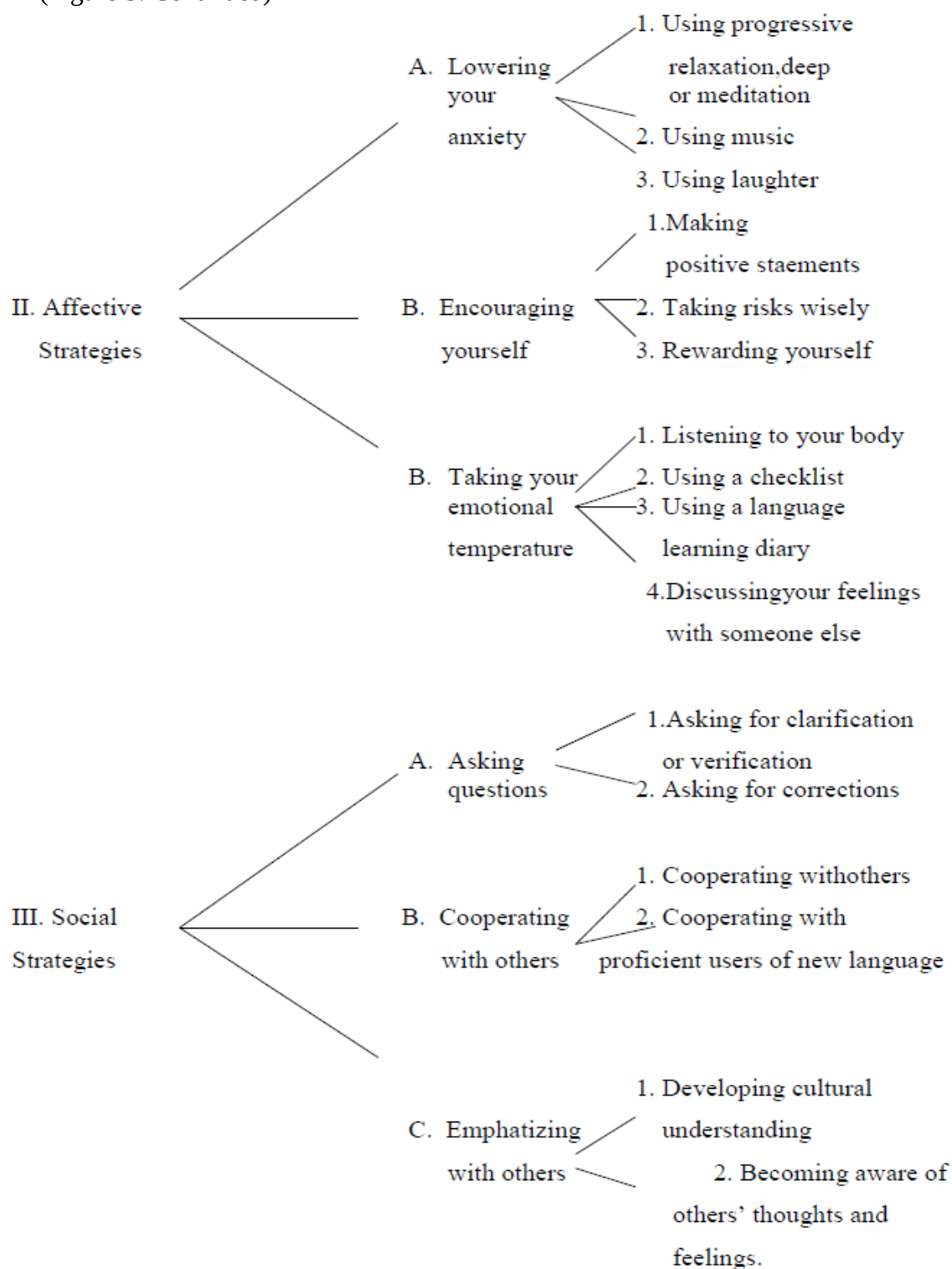


Figure 3: Diagram of Oxford's strategy of classification system (Oxford, 1990, pp. 17-27)

2.3.2.1. Direct Language Learning Strategies

Language learning strategies are accepted to directly influence learning. Oxford (1990) categorizes these direct strategies as memory, cognitive, and compensation strategies.

A. Memory strategies: Memory strategies facilitate storing and retrieving new information by grouping or activating imagery. These strategies are also known as mnemonics and have been used for many years. People use these strategies to manage vocabulary learning successfully.

Memory strategies involve arranging things, making associations and reviewing information. These principles involve meaning therefore, the arrangement and associations are required to be meaningful to the learner, and the information to be reviewed is expected to have significance.

Table 1

Memory Strategies

A. Creating Mental Images
1. Grouping
2. Associating/elaborating
3. Placing new words into a context
B. Applying Images and Sounds
1. Using imagery
2. Semantic mapping
3. Using key words
4. Representing sounds in memory
C. Reviewing Well
1. Structured reviewing
D. Employing Action
1. Using physical response or sensation
2. Using mechanical techniques

Source: Oxford (1990, p.39)

B. Cognitive strategies: Most essential strategies applied by people. Repeating, analyzing or summarizing are the principles reflected in the manipulation of target language. The four sets of cognitive strategies are: practicing and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing the target language in its each pattern (reading, writing, speaking, writing, and grammar) is the most important principle. Receiving and sending messages help learner to skim and scan the main idea rapidly. Analyzing and reasoning strategies facilitate comprehension in the target language and are generally accepted by adult students.

Table 2

Cognitive Strategies

A. Practicing

1. Repeating
2. Formally practicing with sounds and writing systems
3. Recognizing and using Formulas and patterns
4. Recombining
5. Practicing naturalistically

B. Receiving and sending messages

1. Getting the idea quickly
2. Using the sources for receiving and sending messages

C. Analyzing and reasoning

1. Reasoning deductively
2. Analyzing expressions
3. Analyzing contrastively
4. Translating
5. Transferring

D. Creating structure for input and output

1. Taking notes
 2. Summarizing
 3. Highlighting
-

Source: (Oxford, 1990: 44)

C. Compensation strategies: Insufficient knowledge in vocabulary and missing grammar rules are mastered by compensation strategies. The functions of the compensation strategies are guessing, or producing alternatives.

Table 3

Compensation Strategies

A. Guessing Intelligently

1. Using linguistic clues
2. Using other clues

B. Overcoming Limitations

1. Switching to the mother tongue
 2. Getting help
 3. Using mime or gesture
 4. Communication partially or totally
 5. Selecting the topic
 6. Adjusting or approximately the message
 7. Coining words
 8. Using a circumlocution or synonym
-

Source: (Oxford 1990, p.48)

2.3.2.2. Indirect Language Learning Strategies

Indirect language learning strategies are categorized as metacognitive, affective, and social strategies. These indirect strategies subordinate language learning by not including the target language.

A. Metacognitive strategies: Metacognitive strategies are the techniques which are fundamental in successful learning. Many learners encounter specific difficulties such as unfamiliar words, complicated grammar rules and confusing writing systems. Due to these challenges, most learners feel overwhelmed and lose their enthusiasm. With the appropriate selection and conscious use of metacognitive strategies, these difficulties can be lowered or solved. For instance, arranging and planning learning by considering the learning purpose provide good amount of guidance for students.

Table 4

Metacognitive Strategies

A. Centring your learning
1. Overviewing and linking with already known material
2. Paying attention
3. Delaying speech production of focus on listening
B. Arranging and planning your learning
1. Finding out about language learning
2. Organising
3. Setting goals and objectives
4. Identifying the purpose of a language task
5. Planning for a language task
6. Seeking practice opportunities
C. Evaluating Your Learning
1. Self-monitoring
2. Self-evaluating

Source: (Oxford 1990, p.46)

B. Affective strategies: Affective strategies are closely associated with emotions, attitudes, beliefs, and values of language learners. These strategies are accepted as one of the most significant factors which are influencing learner's academic performance. "Good language learners are often those who know how to control their emotions and attitudes about learning" (Oxford, 1990, p.140). While negative feelings can inhibit students' success, positive approaches and emotions can make learning enjoyable and achievable.

Table 5

Affective Strategies

A. Lowering your Anxiety
1. Using progressive relaxation, deep breathing, or mediation
2. Using music
3. Using laughter
B. Encouraging yourself
1. Making positive statements
2. Taking risks wisely
3. Rewarding yourself
C. Taking your Emotional temperature
1. Listening to your body
2. Using a checklist
3. Writing a language learning diary
4. Discussing your feeling with someone else

Source: (Oxford 1990, p.141)

C. Social strategies: Communicating with others and with more competent users of the target language is necessity for language learners (Oxford, 1990). Therefore, asking questions, cooperating and emphasizing with others help students to communicate, comprehend the verbal language, and develop mutual understanding for the learners. In the field of language learning, as Oxford (1990) points out, cooperative strategies have presented fundamental benefits such as rapport between teacher and student, motivation in language learning, more language practice, and more use of various language functions.

Table 6
Social Strategies

A. Asking question
1. Asking for clarification or verification
2. Asking for correction
B. Cooperating with others
1. Cooperating with peers
2. Cooperating with proficient users of the new language
C. Emphasizing with others
1. Developing cultural understanding
2. Becoming aware of others' thoughts and feelings.

Source: (Oxford, 1990, p. 145)

2.4. Learner Strategies and Culture

2.4.1. Relationships between Culture and Learner Strategies

The relationship between one's own culture that he or she was born into and learning foreign language should be clarified in order to have a deep understanding about the process and its results. In the past, during the process of learning a foreign language attention was generally drawn on the culture of target language. This idea led to the underestimation of learners' own cultural experiences and objectives. However, individuals' own cultural adaptation play a fundamental role in making the target language learning process meaningful; local culture of the individuals and context are the inseparable components of learning a target language. It has proven that how people learn is shaped by their culture that they were born in to (Huntington, 1996).

Recently, the emphasis has changed its direction from teaching towards learning. The impact of culture in language learning classroom is currently one of the most considerable factors in the field of learning and teaching. Classrooms can include individuals coming from different cultural background sharing the same educational purposes. While learning English, learners use their own local cultural and contextual components which help them to acquire the meaning of English. Here, the role of local culture is suggesting familiar concepts that students can make relationship with the new language.

The interaction between culture and learning strategy is a naturally flowing and uncontrollable process. Teachers can reflect their cultural traits into their instruction style. In the language classrooms it has been observed that not only the students that attend classes but also teachers bring their own culture into the learning environment (Sowden, 2007, p.305).

The relevancy between learning strategy and culture has been widely accepted in the language learning area. Nelson (1995) claims that the process of socializing affects the way an individual learns. It is also found that culture is a significant element in how students develop a learning method according to the cultural context that he or she is part of (Swisher & Deyhle, 1987).

Language learning is a combination of cross-cultural meeting where the learners are both affected by the target language's culture and reflect their own culture in to learning process in return. Compared research results of members from different cultures show that culture has potential to form and structure individuals' learning and perception (Oxford and Anderson, 1995). For instance, as a result of their study, Sewisher and Deyhle (1987) express the academic failure of minority youth is in fact caused by the genetic factors, racial differences, and societal privation.

During a number of data gathering processes in cross cultural researches, investigators constructed models. These models were designed to implement the common characteristics of culture in language learning. For instance, abstract models were developed to understand the possible relationships between learning and culture. It is not appropriate to describe these models are impeccable, yet, administration of these models into researches helps to upgrade the model itself as a result of reaching into new findings.

2.5. An Outlook On The Turkish and German Educational System

Educational system in Turkey is designed and implemented by the Ministry of Education. As of 2012, twelve years of education became obligatory for boys and girls (Bayram and Seels, 1997). After the successful completion of eight years pupils are required to take proficiency examination which defines the matching high school with their skills and knowledge. High schools are categorized as Religious schools, Vocational schools, Anatolian high schools and Regular high schools.

In the Turkish education system, teacher is the center of learning, taking active role in teaching whereas the students are generally taking the role of passive listeners. The teacher is the controller and the authority in the classroom. Depending on their level of study, students are taught the same content with their peers. The main learning source after the teacher is the course books provided again by the ministry of education.

In Turkey, English as foreign language has been taught for a long time in both secondary and high schools. After 1952 English as foreign language has been submitted in Higher Education curriculum. (Demircan, 1988, 127-129). In the design of foreign language teaching, European Union Foreign Language Level System is being adopted. As of September 2012, with the European Union Harmonization Framework, English as foreign language has been agreed to be embedded into curriculum beginning from Primary schools at age 10 and became mandatory to be taught in primary and secondary schools (www.meb.gov.tr).

In Europe, according to International Standard Classification of Education (ISCED, 1997), education starts with pre-primary level which is known as the initial stage of designed instruction and for children minimum 3 years of age.

In Germany, compulsory primary education (Grundschule) begins between 5 and 7 years of age and usually completion of this level lasts four to six years. During this period, students learn to read, write and do arithmetic besides history, geography, biology, physics, chemistry, foreign languages, music, art, and craft lessons.

Following this, in lower secondary education, students are taught more subject focused lessons. This level is also the continuation part of primary education. It consists of the following: Hauptschule (grades 5-9/10), the Realschule (grades 5-10), Gymnasium (grades 5-10) and the Sonderschule (Special School). Most pupils start to learn English at school on this level. From the start of Hauptschule, all pupils mostly learn English as well as mathematics, German, science, history, religion, music, art, politics, and sports. Pupils attend Realschule which gives them a general education with the opportunity to learn a second foreign language generally French. English as Foreign language is taught compulsory. In this category students are provided more vocationally-oriented education. Gymnasium requires another 8 or 9 years of school education before they take their completion examination. This program is designed to prepare students to pursue their education in higher education like a German university or equivalent. At the end of compulsory education, pupils begin upper secondary education which is more subject oriented at the age of 15 or 16. It is planned to be

completed between two or five years. The courses offered are full-time common education and vocational schools, and vocational training within the *duales System* (dual system). Post-secondary non-tertiary education program is the bridge between upper secondary and tertiary education. In such programs, pupils are given the opportunities to improve the knowledge of upper secondary education. Pupils are prepared to enter to labor market. The last stage is Tertiary education which requires the completion of level 3 or 4. In this level, learning is structured with academic orientation and occupation orientation. The tertiary sector requires entry exams into a profession to pupils who have successfully completed the upper secondary level.

In Europe and so in Germany, foreign language learning starts at primary schools. Mandatory foreign language teaching starts when students are normally between 6 and 9 years old. In most countries, English is the first mandatorily taught foreign language. In Germany, the exact age which students begin to learn a foreign language differs among Federal Land in which they continue their residency. Language teaching curriculum in Germany is designated by the Common European Framework. Minimum level of attainment of the foreign language is defined as level between A2 and B1. In Germany, the requirement for implementing foreign language learning begins between 8 and 10 years of age, the European average (EACEA). But, some Federal Lander such as regions in North-Rhine/Westphalia foreign language instruction begins voluntarily from year one.

Developing countries have been taking further steps to ensure that future generations are competent in English. Turkey and Germany are examples of some of the countries in which English is being taught as ESL/EFL at schools. Sociopolitical approaches of these modernized countries guided them to consider properly prepared curriculum within their education systems in which the learner differences are prioritized. In this study, it is specifically aimed to understand which individual learning strategies are more frequently used by German and Turkish EFL/ESL students. Thereafter, how students' own culture is associated with their learning strategy is going to be explored.

CHAPTER III

METHODOLOGY

This chapter describes the participants, instrumentation, and procedures that were utilized for the investigation of the research hypotheses. In this chapter the research questions, selected research design, research setting, participants of the study and the development process and accompanying applications. The final section describes the experimental procedures and how the data were analyzed.

The research questions were explored by conducting a cross-cultural study that investigated the learning strategies of undergraduate students. Rebecca Oxford's SILL (1990) was used to assess participants' English learning strategies. The participants' learning strategies were evaluated and compared by Statistical Package for Social Sciences (SPSS) along with the answers provided to a semi-structured interview.

3.1. Research Questions

- I. What are the preferred learning strategies of German university EFL learners?
- II. What are the preferred learning strategies of Turkish university EFL learners?
- III. Does culture have any impact on the preferred learning strategies of Turkish and German EFL learners?

3.2. Research Design

In this descriptive cross-cultural research, data were collected by means of SILL questionnaire by Rebecca Oxford (1990). The research was carried out on the learners of English as a foreign language. Strategy Inventory for Language Learning (SILL) version 7.0 by R.Oxford (1990) which is designed for learners of English, was given to both German and Turkish students in its original format accompanied by a set of questions such as the participants' age, gender, and the length of English study background.

As suggested by Oxford (1990) the questionnaire was administered in 15-20 minutes. The SILL questionnaire was conducted with separate groups of participants both by the lecturers and the researcher in academic learning settings. Students were informed about the function and purpose of the questionnaire beforehand. SILL was first given to 80 students at Bergische Universitat Wuppertal in December 2012, and given to 84 students at Cukurova University in April 2013 within formal academic settings. In support to questionnaire results, a semi-structured interview about learning strategies and cultural learning habits was conducted with both German and Turkish students.

3.3. Research Setting

At Bergische Universitat Wuppertal, German language is the medium of instruction applied in many departments. Therefore, English language department (Anglistik) students are subject to take an English replacement test after being accepted to the university. At English Language and Teaching department all subjects are taught in English. During a course session both teachers and students are required to use English as a means of communication, teaching, and learning.

The medium of instruction at Cukurova University is Turkish. However, in English Language and Teaching department all subjects are taught in English. Both instructors and pupils are required to use English in classroom. All Turkish students are required to provide an official proof of their English proficiency to be able to enroll in their studies. Students are expected to obtain adequate scores on the TOEFL, IELTS, or UDS (intercollegiate language proficiency exam) language proficiency exams. In case of failure or not being able to present any proficiency exam score, students are directed to School of Foreign Languages where students are expected to attend Intensive English courses. These courses are designed to continue for two terms (fall and spring semesters) and students are required show satisfactory performance at the end of the year.

3.4. Participants

The participants of the study consisted of a total of 164 German and Turkish sophomores, junior, and senior undergraduate university students. Students were

encouraged to participate on a volunteer basis. Eighty university students whose ages range between 20 and 30 year of age were randomly chosen from Germany and eighty four students from Turkey for this study. Roughly, the males represented in average 25% and the females 75% of the samples. Commonly, the participants were selected from English Language and Teaching (Anglistik in Germany) departments of the two universities. One hundred sixty-four students completed the survey. As a result one hundred and sixty four sets of data were used for the statistical analysis.

3.5. Data Collection

3.5.1. Instrument

SILL was first developed in 1987 and has been administered in over fifty significant research which are embracing almost 9000 foreign language learners across the world (e.g., Aydın, 2003; El-Dip, 2004; Ehrman ve Oxford, 1990; Gallin,1999; Gan, Humphreys ve Hamp-Lyons,2004;Hancioglu, 2004; Ian ve Oxford, 2003; Kara, 2001; Karamanoglu, 2005;Lafford, 2004; Oxford, Cho, Leung ve Kim, 2004; ; Mcdonough, 2001; Wherton,2000; Tabanlıoglu, 2003; Yang, 2003). The main purpose of developing SILL was to discover the most preferred strategies of language learners. There exist various versions produced of the SILL and adapted in different languages for learners from different cultures. Currently, English version of SILL for ESL/EFL is being preferred by most practitioners.

Oxford (1990) designed and developed a language learning strategy system which is divided in two categories: direct and indirect strategies. ‘Direct strategies’ which offer use of language are classified as memory, cognitive, and compensation strategies. On the other hand ‘Indirect strategies’ offer support in language learning and classified as metacognitive, affective, and social strategies, see Figure 4.

Direct strategies:	
1. Memory strategies	- Creating mental linkages - Applying images and sounds - Reviewing well
2. Cognitive strategies	- Employing action - Practising - Receiving and sending messages - Analysing and reasoning
3. Compensation strategies	- Creating structure for input and output - Guessing intelligently - Overcoming limitations in speaking and writing
Indirect strategies:	
1. Metacognitive strategies	- Centring your learning - Arranging and planning your learning - Evaluating your learning
2. Affective strategies	- Lowering your anxiety - Encouraging yourself - Taking your emotional temperature
3. Social strategies	- Asking questions - Cooperating with others - Empathising with others

Source: Oxford (1990)

Figure 4. Oxford's language learning strategy classification

SILL consists of 50 items under six-subset strategy taxonomy. Alternately, there are nine items on memory strategies (Part A), fourteen items on cognitive strategies (Part B), six items on compensation strategies (Part C), nine items on metacognitive strategies (Part D), six items on affective strategies (Part E) and six items on social strategies (Part F). The SILL represents an alternative of five Likert-scale responses for “(1) never or almost never 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). Each response presents the frequency of learners' strategy choice for fifty items, such as:

- I use new English words in a sentence so I can remember them (memory);
- I first skim an English passage then go back and read carefully (cognitive);
- To understand unfamiliar English words, I make guesses (compensation);
- I try to find as many ways as I can to use my English (metacognitive);
- I encourage myself to speak English even when I am afraid of making a mistake (affective);
- If I do not understand something in English, I ask the other person to slow down or say it again (social);

Specific reliability test have been conducted to present the accuracy of scores obtained through SILL. In the administration of SILL in its original language–English “very acceptable reliabilities” (Oxford and Burry-Stock, 1995, p. 6) have been reported. SILL is considered to be a valid, reliable, and objective instrument. The Cronbach alpha level for entire statistical evaluations was set at .05.

3.5.2. Interview

As a further step in the data collection process, a semi-structured interview was conducted with 10 Turkish and German EFL students who volunteered to take part in the interview. As Creswell emphasizes (2003), interviews in qualitative approaches embrace key open-ended questions and intended to provide thoughts, ideas, and arguments from the participants. Thereby, the researcher interviewed the teachers for further questions or comments (See Appendix 2).

3.6. Pilot Study

Before conducting the main study, a pilot study was conducted to evaluate the appropriateness and compatibility of the research design. A pilot study first was administered in Germany by the researcher in a classroom with 15 students in order to test the compliance of questionnaire. Then another pilot test was conducted with 10 Turkish students. Feedback and suggestions were collected to improve the design of the final research study. Overall, pilot study participants reported that the structure of the questionnaire was clear, easy to follow and understandable. There was not any problem reported. Thus, no modification was applied in the actual questionnaire.

3.7. Data Analysis

Data for this study consisted of Strategy Inventory for Language learners` responses, interview responses and researcher`s observational experiences in the academic settings. The inventory scores were recorded in database. The results of the participants` language learning strategies were scored by the researcher using SPSS program. Based upon the scores on the SPSS, learner strategies of culturally diverse participants identified and compared.

A descriptive analysis conducted to generate detailed information, containing means, standard deviation, and frequency of data with minimum and maximum scores given for each item on the inventory. Item frequencies were scored according to answers on each item collected from respondents.

In order to identify the two different cultures' learner strategies in learning a foreign language and to compare the results, data were examined for each six sub-sets. Then, the scores obtained from two administrations were analyzed using T-test. Two-way analysis of independent variance test was applied. Descriptive statistics for the six subsets were analyzed by using SPSS version 12.0 for Microsoft Windows. The alpha level for all analyses was set at .05 ($p \leq .05$).

CHAPTER IV

FINDINGS

This chapter presents the analysis of data obtained from both German students` and Turkish students` learning strategies. A comparison of the two culture`s strategy preferences in language learning is made on the basis of the data available.

4.1. Preferred Learning Strategies of German Students

The answers obtained from German students for each subset are analyzed and the results are presented in the form of two separate tables. In one, statistical values such as mean and standard deviation are given together with the questionnaire items while the other table displays frequency values.

In Table 7, the results identify that students use “Memory Strategies” at a low level. The results confirm that these strategies are not being preferred frequently. It is identified that high responds (3.0 and above) received from participants were given for items “A1, A2, and A9”. The scores received for items “A3, A4, and A6” show that students use these strategies at a low rate (below 2.40). As demonstrated in Table 8, while %41.3 of German students seem to prefer making relationships with previously learnt and new information, %37.5 of them use new words in sentence and %27.5 relate new words with their location on the board, street, etc... to remember English words. Results also suggest that %16.3 of the students connect the sounds of English words with an image, %25.0 create a mental picture of a situation, and %21.3 use flashcards. In contrast, it is seen that items “A5 (%8.8) and A7 (%8.8)” are the least preferred strategies applied by learners into their learning in remembering words.

Table 7

Patterns of Language Learning Strategy use for German EFL Learners

Sub-test A: Memory Strategies	N	Min.	Max.	Mean	Std.Devt
A1- I think of relationships between what I already know and new things I learn in English.	80	1	5	3,36	1,070
A2- I use new English words in a sentence so I can remember them.	80	1	5	3,20	1,095
A3- I connect the sound of a new English word and image or picture of the word to help me remember the word	80	1	5	2,34	1,179
A4- I remember a new English word by making A mental picture of a situation in which the word might be use	80	1	5	2,70	1,130
A5- I use rhymes to remember new English Words	80	1	4	1,53	,811
A6- I use flashcards to remember new English Words	80	1	5	2,42	1,367
A7- I physically act out new English words	80	1	4	1,56	,939
A8- I review English lessons often	80	1	5	2,41	1,064
A9- I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign	80	1	5	3,20	1,205

Table 8

Sub-Set A: Frequency

Items Number	1= Never or Almost Never true of me		2=Usually Not True of Me		3=Somewhat True of Me		4= Usually True of Me		5=Always Or Almost True of Me	
	f	%	f	%	f	%	f	%	f	%
A1	6	7,5	6	7,5	33	41,3	23	28,8	12	15,0
A2	3	3,8	19	23,8	30	37,5	15	18,8	13	16,3
A3	23	28,8	27	33,8	13	16,3	14	17,5	3	3,8
A4	12	15,0	26	32,5	20	25,0	18	22,5	4	5,0
A5	51	63,8	19	23,8	7	8,8	3	3,8	0	0
A6	29	36,3	15	18,8	17	21,3	11	13,8	8	10,0
A7	54	67,5	13	16,3	7	8,8	6	7,5	0	0
A8	20	25,0	21	26,3	26	32,5	12	15,0	1	1,3
A9	6	7,5	20	25,0	19	23,8	22	27,5	13	16,3

Based on the findings obtained from the frequency table representing the distribution of students and the percentages for each item, it can be seen that there are significant data about the use “Cognitive Strategies” of German students. With regard to Tables 9 and 10, the findings show that items “B10 (%40), B11 (%43,8), B12 (%45,0), B15(%53,8), B16 (%47,5), B17(%28,8), and B22 (%35,0)” represent the highest mean (3.50 and above) of use. The evidences suggest that German students usually prefer using “Cognitive Strategies” such as repeating a new word, trying to talk and practice English, watching English movies, reading English books and writing notes, and translating sentences. That aside, items “B19, B21 and B23” are the least used strategies that students prefer applying in their language learning process. It could be explored from these results that students compare English with their mother language less, and not divide words into its parts to find a meaning and use summary writing strategies frequently.

Table 9

Patterns of language learning strategy use for German EFL learners

Sub-test B: Cognitive Strategies	N	Min.	Max	Mean	Std.Devt
B10- I say or write new English words several Times	80	1	5	3,57	1,028
B11- I try to talk like native English speakers	80	1	5	3,85	,982
B12- I practice the sounds of English	80	1	5	3,53	1,030
B13- I use the English words I know in different Ways	80	1	5	3,33	1,135
B14- I start conversations in English	80	1	5	3,48	,927
B15- I watch English language TV shows spoken in English or go to movies spoken in English	80	2	5	4,21	,989
B16- I read for pleasure in English	80	1	5	4,17	,964
B17- I write notes, messages, letters,or reports in English	80	1	5	3,56	1,178
B18- I first skim an English passage then go back and read carefully	80	1	5	3,05	1,241
B19-I look for words in my own language that Are similar to new words in English	80	1	5	2,95	1,210
B20- I try to find patterns in English	80	1	5	3,13	1,110
B21- I find the meaning of an English word by dividing it into parts that I understand	80	1	5	2,80	1,173
B22- I try not to translate word-for-word	80	1	5	3,75	,974
B23- I make summaries of information that I hear or read in English	80	1	5	2,47	1,242

Table 10

Sub-Set B: Frequency

Items Number	1= Never or Almost Never true of me		2=Usually Not True of Me		3=Somewhat True of Me		4= Usually True of Me		5=Always Or Almost True of Me	
	f	%	f	%	f	%	f	%	f	%
B10	4	5,0	6	7,5	24	30,0	32	40,0	14	17,5
B11	3	3,8	3	3,8	18	22,5	35	43,8	21	26,3
B12	3	3,8	11	13,8	18	22,5	36	45,0	12	15,0
B13	2	2,5	8	10,0	29	36,3	31	38,8	10	12,5
B14	6	7,5	12	15,0	23	28,8	27	33,8	12	15,0
B15	0	0	6	7,5	14	17,5	17	21,3	43	53,8
B16	1	1,3	4	5,0	13	16,3	24	30,0	38	47,5
B17	5	6,3	9	11,3	23	28,8	22	27,5	21	26,3
B18	10	12,5	18	22,5	21	26,3	20	25,0	11	13,8
B19	10	12,5	21	26,3	21	26,3	19	23,8	9	11,3
B20	6	7,5	16	20,0	29	36,3	19	23,8	10	12,5
B21	11	13,8	22	27,5	28	35,0	10	12,5	9	11,3
B22	2	2,5	4	5,0	26	32,5	28	35,0	20	25,0
B23	21	26,3	24	30,0	17	21,3	12	15,0	6	7,5

In Part C, as identified by Table 11, learners use compensation strategies more frequently than memory strategies. It has been shown that items “C24 (%46,3), C27 (%61,3) and C29 (%58,8)” are the most used strategies. In addition to these results, the frequency percentages justify that these items are generally applied by more than half of the participants. Learners usually make guesses, predictions and specifically look for alternative words during learning process. Overall, it could possibly be suggested that most compensation items are adopted by learners at a medium rate. However, item “C26 (%6,3)” represents that students can barely find new words when they cannot remember the right ones. In general, it is observed that learners compensate words while communicating in English and are aware of the size of vocabulary knowledge.

Table 11

Patterns of Language Learning Strategy use for German EFL Learners

Sub-test C: Compensation Strategies	N	Min.	Max	Mean	Std.Devt.
C24- To understand unfamiliar English words, I make guesses	80	1	5	3,65	,982
C25- When I cannot think of a word during a conversation in English, I use gestures	80	1	5	3,45	1,123
C26- I make up new words if I do not know the right ones in English	80	1	5	2,31	1,164
C27- I read English without looking up every New word	80	1	5	4,40	,922
C28- I try to guess what the other person will Say next in English	80	1	5	2,82	1,240
C29- If I cannot think of an English word, I use A word or phrase that means the same thing	80	3	5	4,52	,615

Table 12

Sub-Set C: Frequency

Items Number	1= Never or Almost Never true of me		2=Usually Not True of Me		3=Somewhat True of Me		4= Usually True of Me		5=Always Or Almost True of Me	
	f	%	f	%	f	%	f	%	f	%
C24	2	2,5	9	11,3	18	22,5	37	46,3	14	17,5
C25	4	5,0	13	16,3	21	26,3	27	33,8	15	18,8
C26	23	28,8	26	32,5	19	23,8	7	8,8	5	6,3
C27	1	1,3	4	5,0	6	7,5	20	25,0	49	61,3
C28	14	17,5	19	23,8	22	27,5	17	21,3	8	10,0
C29	0	0	0	0	5	6,3	28	35,0	47	58,8

Results of Tables 13 and 14 illustrate that items “D30 (%40), D31 (%57,5), D32 (%52,2), D33 (%40) and D36 (%37,5)” show the highest rate (3.50 and above) of mean and frequency of use. Metacognitive Strategies some of which are: trying to create situations to use English, noticing errors and fixing them, paying attention to others` English and trying to become a good learner, and read as much as possible to learn can be considered one of the highly preferred strategies of the questionnaire. However, it is explored that item “D34 (%5)” is the least used strategy by students which suggests

planned and systematic studying in learning. The number of students and their scoring is shown in frequency table in details.

Table 13

Patterns of Language Learning Strategy use for German EFL Learners

Sub-test D: Metacognitive Strategies	N	Min.	Max.	Mean	Std.Devt
D30- I try to find as many ways as I can to use my English	80	2	5	3,72	,954
D31- I notice my English mistakes and use that information to help me do better	80	1	5	3,85	,858
D32- I pay attention when someone is speaking English	80	3	5	4,37	,736
D33- I try to find out how to be a better learner of English	80	1	5	3,59	,951
D34- I plan my schedule so I will Have Enough time to study English	80	1	5	2,44	1,101
D35- I look for people I can talk to in English	80	1	5	3,30	,986
D36- I look for opportunities to read as much as possible in English	80	1	5	3,69	1,074
D37- I have clear goals for improving my English Skills	80	1	5	3,05	1,113
D38- I think about my progress in learning English	80	1	5	3,17	1,156

Table 14

Sub-Set D: Frequency

Items Number	1= Never or Almost Never true of me		2=Usually Not True of Me		3=Somewhat True of Me		4= Usually True of Me		5=Always Or Almost True of Me	
	F	%	F	%	F	%	F	%	F	%
D30	0	0	10	12,5	20	25,0	32	40,0	18	22,5
D31	1	1,3	6	7,5	12	15,0	46	57,5	15	18,8
D32	0	0	0	0	12	15,0	26	32,5	42	52,5
D33	2	2,5	7	8,8	26	32,5	32	40,0	13	16,3
D34	17	21,3	28	35,0	22	27,5	9	11,3	4	5,0
D35	3	3,8	12	15,0	32	40,0	24	30,0	9	11,3
D36	2	2,5	11	13,8	17	21,3	30	37,5	20	25,0
D37	7	8,8	17	21,3	30	37,5	17	21,3	9	11,3
D38	6	7,5	17	21,3	26	32,5	19	23,8	12	15,0

As Tables 15 and 16 propose, German students do not generally use “Affective Strategies” in learning English. Item “E40 (%41,3)” is the mostly preferred strategy which requires learners to encourage themselves in case of fear from making mistakes. It can be inferred that German students show tendency in improving speaking skills. Also, general results show that learners use affective strategies at a fair level. Frequency table illustrates the number of participants with their percentages applying affective strategies in learning process. The evidences have shown that %83,8 of the German learners do not keep diary, in which they can reflect their feelings upon learning (item E43).

Table 15

Patterns of Language Learning Strategy use for German EFL Learners

Sub-test E: Affective Strategies	N	Min.	Max.	Mean	Std.Devt.
E39- I try to relax whenever I feel afraid of using English	80	1	5	3,37	1,296
E40- I encourage myself to speak English even when I am afraid of making a mistake	80	1	5	3,87	1,059
E41- I give myself a reward or treat when I do well in English	80	1	5	1,95	1,042
E42- I notice if I am tense or nervous when I am studying or using English	80	1	5	2,82	1,270
E43- I write down my feelings in a language learning diary	80	1	5	1,28	,749
I talk to someone else about how I feel when I am learning English	80	1	5	1,60	,805

Table 16

Sub-Set E: Frequency

Items Number	1= Never or Almost Never true of me		2=Usually Not True of Me		3=Somewhat True of Me		4= Usually True of Me		5=Always Or Almost True of Me	
	F	%	F	%	F	%	F	%	F	%
E39	9	11,3	14	17,5	11	13,8	30	37,5	16	20,0
E40	2	2,5	9	11,3	11	13,8	33	41,3	25	31,3
E41	37	46,3	17	21,3	20	25,0	5	6,3	1	1,3
E42	14	17,5	21	26,3	19	23,8	17	21,3	9	11,3
E43	67	83,8	6	7,5	5	6,3	1	1,3	1	1,3
E44	44	55,0	27	33,8	7	8,8	1	1,3	1	1,3

In Table 17, the analysis of “Social Strategies” show that the mean averages of each item are 3.0 and above which refers to general use of these strategies by students. Table 18 shows that when communicating with others %46.3 of German learners mostly use their skills to ask other person to repeat the word, %41.3 ask about their cultures, and %33.8 ask questions in English. The item`s frequency of use supports how frequently learners integrate social strategies into their learning. It could be suggested that German learners make social strategies as a part of their learning process.

Table 17

Patterns of Language Learning Strategy use for German EFL Learners

Sub-test F: Social Strategies	N	Min.	Max.	Mean	Std.Devt.
F45- If I do not understand Something in English, I ask the other person to slow down or say it again	80	1	5	4,01	,906
F46- I ask English speakers to correct me when I talk	80	1	5	3,40	1,120
F47- I practice English with other students	80	1	5	3,16	1,163
F48- I ask for help from English speakers	80	1	5	3,11	1,043
F49- I ask questions in English	80	1	5	3,63	1,082
F50- I try to learn about the culture of English speakers	80	1	5	4,05	,966

Table 18

Sub-Set F: Frequency

Items Number	1= Never or Almost Never true of me		2=Usually Not True of Me		3=Somewhat True of Me		4= Usually True of Me		5=Always Or Almost True of Me	
	f	%	f	%	f	%	f	%	f	%
F45	2	2,5	2	2,5	14	17,5	37	46,3	25	31,3
F46	4	5,0	14	17,5	22	27,5	26	32,5	14	17,5
F47	6	7,5	17	21,3	28	35,0	16	20,0	13	16,3
F48	5	6,3	16	20,0	32	40,0	19	23,8	8	10,0
F49	3	3,8	7	8,8	27	33,8	22	27,5	21	26,3
F50	1	1,3	3	3,8	20	25,0	23	28,8	33	41,3

4.2. Preferred Learning Strategies of Turkish Students

Turkish students' language learning strategies are represented in the Tables below. Each sub-set is separated with its items. Items are analyzed according to total number of students, minimum and maximum score given for each item, mean and standard deviation. Also, frequency table which shows how frequent each item was scored by Turkish students is submitted under each subset to have better insight of results.

The analysis of Tables 19 and 20 have shown that Turkish students often use "Memory Strategies" such as making relationships between new and previous information, making sentences by using new words, connecting sound of words with an image, and coding new words with their location on the page, on the board, etc... in order to learn new words. Therefore, items "A1 (%45,2), A2 (%48,8), A3 (%53,6), A4(%50) and A9(%38,1)" illustrate high rate of mean (3,5 and above). The lowest mean(2,87) is given for item "A6 (%7)" which suggests the use of flashcards to remember new words. Nevertheless, it can be seen that Turkish students commonly prefer using memory strategies. Frequencies also indicate the number of students applying memory strategies in learning process. The percantege details show more than half of the participants generally apply these strategies.

Table 19

Patterns of Language Learning Strategy use for Turkish EFL Learners

Sub-test A: Memory Strategies	N	Min.	Max.	Mean	Std.Devt
A1- I think of relationships between what I already know and new things I learn in English	84	2	5	4,02	,836
A2- I use new English words in a sentence so I can remember them	84 1	5	3,85		,925
A3- I connect the sound of a new English Word and image or picture of the word to help me remember the word	84 1	5	3,81		,911
A4- I remember a new English word by making a mental picture of a situation in which the word might be used	84 1	5	3,88		,911
A5- I use rhymes to remember new English Words	84 1	5	3,11		1,006
A6- I use flashcards to remember new English Words	84 1	5	2,87		1,159
A7- I physically act out new English words	84 1	5	2,98		1,130
A8- I review English lessons often	84 1	5	3,33		1,010
A9- I remember new English words or by remembering their location on the page, on the board, or on a street sign	84 1	5	3,70		,979

Table 20

Sub-Set A: Frequency

Items Number	1= Never or Almost Never true of me		2=Usually Not True of Me		3=Somewhat True of Me		4= Usually True of Me		5=Always Or Almost True of Me	
	F	%	F	%	F	%	F	%	F	%
A1	0	0	4	4,8	16	19,0	38	45,2	26	31,0
A2	3	3,6	2	2,4	19	22,6	41	48,8	19	22,6
A3	3	3,6	3	3,6	17	20,2	45	53,6	16	19,0
A4	2	2,4	4	4,8	16	19,0	42	50,0	20	23,8
A5	6	7,1	13	15,5	38	45,2	20	23,8	7	8,3
A6	12	14,3	19	22,6	28	33,3	18	21,4	7	8,3
A7	1	1,2	13	15,5	29	34,5	25	29,8	5	6,0
A8	4	4,8	10	11,9	35	41,7	24	28,6	11	13,1
A9	1	1,2	6	7,1	32	38,1	23	27,4	22	26,2

In Tables 21 and 22, learners' preferences in "Cognitive Strategies" are interpreted according to the data provided by the students. The participants' answers have shown that most cognitive strategies are generally used by Turkish students. As illustrated in Table 22, items "B11 (%39,3), B12 (%36,9), B13(%40,5) ,B15 (%39,3),B16 (%34,5),B17 (%38,1),B18 (%44,0), B19(%38,1), B20 (%45,2), and B23 (%35,7)" were found to be used frequently by the Turkish EFL learners. Students

generally try to speak, practice sounds, read and write in English, and make connections between mother tongue and English. Almost most of the cognitive strategies indicate high mean results. It could be mentioned that Turkish students often use almost each items during learning process. Also, for item “B12” there is not any answer as “Never true of me” obtained from the respondents. Therefore, as represented by item “B12” in Table 22 it is possible to say %36.9 of respondent practice the sounds of English.

Table 21

Patterns of Language Learning Strategy use for Turkish EFL Learners

Sub-test B: Cognitive Strategies	N	Min.	Max.	Mean	Std.Devt
B10- I say or write new English words several Times	84	1	5	3,35	1,058
B11- I try to talk like native English speakers	84	1	5	3,62	1,017
B12- I practice the sounds of English	84	2	5	3,69	,931
B13- I use the English words I know in different Ways	84	1	5	3,54	,924
B14- I start conversations in English	84	1	5	3,48	1,070
B15- I watch English language TV shows spoken in English or go to movies spoken in English	84	1	5	3,68	1,077
B16- I read for pleasure in English	84	1	5	3,74	1,054
B17- I write notes, messages, letters, or reports in English	84	1	5	3,51	1,125
B18- I first skim an English passage then go back and read carefully	84	1	5	3,68	1,032
B19- I look for words in my own language that are similar to new words in English	84	1	5	3,63	,915
B20- I try to find patterns in English	84	1	5	3,50	,898
B21- I find the meaning of an English word by dividing it into parts that I understand	84	1	5	3,40	1,163
B22- I try not to translate word-for-word	84	1	5	3,39	1,182
B23- I make summaries of information that I hear or read in English	84	1	5	3,55	1,034

Table 22

Sub-Set B: Frequency

Items Number	1= Never or Almost Never true of me		2=Usually Not True of Me		3=Somewhat True of Me		4= Usually True of Me		5=Always Or Almost True of Me	
	f	%	f	%	f	%	f	%	f	%
B10	5	6,0	11	13,1	29	34,5	28	33,3	11	13,1
B11	1	1,2	13	15,5	20	23,8	33	39,3	17	20,0
B12	0	0	9	10,7	26	31,0	31	36,9	18	21,4
B13	3	3,6	4	4,8	34	40,5	31	36,9	12	14,3
B14	4	4,8	12	14,3	21	25,0	34	40,5	13	15,5
B15	3	3,6	10	11,9	18	21,4	33	39,3	20	23,8
B16	2	2,4	9	10,7	21	25,0	29	34,5	23	27,4
B17	5	6,0	11	13,1	20	23,8	32	38,1	16	19,0
B18	4	4,8	6	7,1	20	23,8	37	44,0	17	20,2
B19	1	1,2	6	7,1	32	38,1	29	34,5	16	19,0
B20	2	2,4	5	6,0	38	45,2	27	32,1	12	14,3
B21	7	8,3	9	10,7	27	32,1	25	29,8	16	19,0
B22	5	6,0	16	19,0	21	25,0	25	29,8	17	20,2
B23	3	3,6	8	9,5	30	35,7	26	31,0	17	20,2

Tables 23 and 24 demonstrate the scores obtained for each item in Part C are above 3.50, which is considered as a high rate of use. Commonly, all items are used by learners. Table 24 shows that %51.2 of Turkish students use guessing, %40.5 use synonyms, %38.1 make up new words, %35.7 guess the next word of speaker, %34.5 use gestures, and % 33.3 read English without looking up in dictionary.

Table 23

Patterns of Language Learning Strategy use for Turkish EFL Learners

Sub-test C: Compensation Strategies	N	Min.	Max.	Mean	Std.Devt
C24- To understand unfamiliar English words, I make guesses	84	2	5	4,10	,776
C25- When I cannot think of a word during a conversation in English, I use gestures	84	1	5	3,86	,941
C26- I make up new words if I do not know the right ones in English	84	1	5	3,59	1,065
C27- I read English without looking up every new Word	84	1	5	3,79	1,095
C28- I try to guess what the other person will say next in English	84	1	5	3,65	,950
C29- If I cannot think of an English word, I use a word or phrase that means the same thing	84	2	5	3,97	,821

Table 24

Sub-Set C: Frequency

Items Number	1= Never or Almost Never true of me		2=Usually Not True of Me		3=Somewhat True of Me		4= Usually True of Me		5=Always Or Almost True of Me	
	f	%	f	%	f	%	f	%	f	%
C24	0	0	3	3,6	11	13,1	43	51,2	27	32,1
C25	1	1,2	4	4,8	25	29,8	29	34,5	25	29,8
C26	4	4,8	8	9,5	23	27,4	32	38,1	17	20,2
C27	4	4,8	5	6,0	21	25,0	28	33,3	26	31,0
C28	2	2,4	5	6,0	30	35,7	30	35,7	17	20,2
C29	0	0	2	2,4	23	27,4	34	40,5	25	29,8

According to the results analysed in Tables 25 and 26 it could be clearly discussed that Turkish learners apply metacognitive strategies frequently. There is not any score “Never true of me” given for items “D31, D32, and D33”. That describes each participant trying to learn from their own mistakes (%45,2), pays attention to others` English skills (%39,3), sets clear learning goals(% 38,1), searches for ways to become a better speaker of English (%45,2), self-evaluates his/ her learning (% 45,2).

Table 25

Patterns of Language Learning Strategy use for Turkish EFL Learners

Sub-test D: Metacognitive Strategies	N	Min.	Max.	Mean	Std.Devt
D30- I try to find as many ways as I can to use my English	84	1	5	3,83	,916
D31- I notice my English mistakes and use that information to help me do better	84	2	5	3,94	,766
D32- I pay attention when someone is speaking English	84	2	5	4,20	,847
D33- I try to find out how to be a better learner of English	84	2	5	4,11	,766
D34- I plan my schedule so I will Have Enough timeto study English	84	1	5	3,36	1,084
D35- I look for people I can talk to in English	84	1	5	3,64	1,048
D36- I look for opportunities to read as much as possible in English	84	1	5	3,83	,929
D37- I have clear goals for improving my English Skills	84	1	5	3,80	,999
D38- I think about my progress in learning English	84	1	5	3,88	,883

Table 26

Sub-Set D: Frequency

Items Number	1= Never or Almost Never true of me		2=Usually Not True of Me		3=Somewhat True of Me		4= Usually True of Me		5=Always Or Almost True of Me	
	F	%	F	%	F	%	F	%	F	%
D30	1	2,4	3	3,6	27	32,1	32	38,1	20	23,8
D31	0	0	1	1,2	24	28,6	38	45,2	21	25,0
D32	0	0	4	4,8	11	13,1	33	39,3	36	42,9
D33	0	0	3	3,6	11	13,1	43	51,2	27	32,1
D34	5	6,0	12	14,3	26	31,0	29	34,5	12	14,3
D35	4	4,8	5	6,0	27	32,1	29	34,5	19	22,6
D36	2	2,4	4	4,8	20	23,8	38	45,2	20	23,8
D37	2	2,4	6	7,1	21	25,0	32	38,1	23	27,4
D38	1	1,2	4	4,8	20	23,8	38	45,2	21	25,0

In Part E, as seen in Tables 27 and 28 “Affective Strategies” are commonly being used by learners. Turkish learners generally try to relax when they feel nervous, encourage themselves to speak, notice their feeling while communicating in English which are represented in items “E39 (%41,7), E40 (%46,4), and E42 (%35,7). The results display that Items E41, E43 and E44” are used less than the rest of Affective strategies. In other words, self praising and self encouraging in learning is preferred in small amount. Students also can be considered as not very fond of writing about their feeling on their language learning process.

Table 27

Patterns of Language Learning Strategy use for Turkish EFL Learners

Sub-test E: Affective Strategies	N	Min.	Max.	Mean	Std.Devt.
E39- I try to relax whenever I feel afraid of using English	84	2	5	3,83	,861
E40- I encourage myself to speak English evenwhen I am afraid of making a mistake	84	1	5	3,88	,897
E41- I give myself a reward or treat when I do well in English	84	1	5	3,08	1,132
E42- I notice if I am tense or nervous when I am studying or using English	84	1	5	3,50	1,135
E43- I write down my feelings in a language learning diary	84	1	5	2,40	,252
E44- I talk to someone else about how I feel when I am learning English	84	1	5	3,23	1,198

Table 28

Sub-Set E: Frequency

Items Number	1= Never or Almost Never true of me		2=Usually Not True of Me		3=Somewhat True of Me		4= Usually True of Me		5=Always Or Almost True of Me	
	F	%	F	%	F	%	F	%	F	%
E39	0	0	5	6,0	24	28,6	35	41,7	20	23,8
E40	1	1,2	5	6,0	18	21,4	39	46,4	21	25,0
E41	6	7,1	22	26,2	25	29,8	21	25,0	10	11,9
E42	7	8,3	6	7,1	25	29,8	30	35,7	16	19,0
E43	30	35,7	11	13,1	26	31,0	13	15,5	4	4,8
E44	10	11,9	10	11,9	26	31,0	26	31,0	12	14,3

From tables 29 and 30, it is seen that items “F45(%40,5), F49 (%34,5), F50 (%41,7)” are the most prominent strategies that were employed. Turkish EFL learners could be exemplified as social learners who ask speakers to repeat words, ask questions, and speak about others` cultures aiming to improve their communication skills in real life situations rather than practising the target language in a mechanical manner.

Table 29

Patterns of Language Learning Strategy use for Turkish EFL Learners

Sub-test F: Social Strategies	N	Min.	Max.	Mean	Std.Devt.
F45- If I do not understand something in English, I ask the other person to slow down or say it again	84	1	5	3,84	,884
F46- I ask English speakers to correct me when I talk	84	1	5	3,15	1,145
F47- I practice English with other students	84	1	5	3,33	1,033
F48- I ask for help from English speakers	84	1	5	3,29	1,084
F49- I ask questions in English	84	1	5	3,71	,964
F50- I try to learn about the culture of English Speakers	84	1	5	3,92	1,127

Table 30

Sub-Set F: Frequency

Items Number	1= Never or Almost Never true of me		2=Usually Not True of Me		3=Somewhat True of Me		4= Usually True of Me		5=Always Or Almost True of Me	
	F	%	F	%	F	%	F	%	F	%
F45	1	1,2	3	3,6	25	29,8	34	40,5	21	25,0
F46	10	11,9	12	14,3	24	28,6	31	36,9	7	8,3
F47	5	6,0	10	11,9	31	36,9	28	33,3	10	11,9
F48	3	3,6	20	23,8	21	25,0	29	34,5	11	13,1
F49	1	1,2	7	8,3	27	32,1	29	34,5	20	23,8
F50	3	3,6	6	7,1	20	23,8	20	23,8	35	41,7

4.3. T-test Results

In this study it was aimed to investigate the German and Turkish EFL/ESL learners' learning strategies and see if there were any differences between the two groups. Therefore, in the table given below, statistical results of responses given on the questionnaire were evaluated by using independent groups T-test. The results were compared and the statistically significant differences were represented for each subset of the instrument. In the Table 31 "N" represents the number of the participants, Mean represents the average frequency, and Standard deviation represents the spread of data: a higher Standard deviation shows the data is more spread out, and a lower Standard deviation shows the data is more clustered together. Sig. (2-tailed) value shows if there exists any statistically significant difference between two variables.

The analysis of Table 31 shows that all the Sig. (2-tailed) values are lower than .05. This proves that, there exist statistically significant differences in memory strategies between two cultures. Turkish students represent a higher frequency in use of individual memory strategies in their learning. The mean values prove that Turkish students do apply memory strategies more than German students.

The data obtained from interviews also reveal that Turkish learners tend to use memory strategies because of the lack of exposure to English language within their local environment. Albeit Turkish culture contains multiple cultures within itself, English language is not a common language they communicate with each other. Therefore, Turkish students do not have enough opportunities to use foreign language in their culture. Thus, during the interviews they expressed being restricted in finding

ways to use the target language. For example, Turkish students stated that schools and academic settings are the main environments that learners can learn and activate the language. Therefore, learners are required to review and practice the language periodically on their own. However, German learners reported that they do not feel pressure on practicing the sounds, review the lessons, act out or use rhymes in English. During the interview, one of the students, for example said that this was due to existence of various communities living in or visiting Germany for diverse purposes. One of the students stated that conveying the message during interaction is more important than how they pronounce the words. On the contrary, Turkish students said that they are more concerned with how they pronounce the words and how grammatically correct they use the target language due to the accuracy based teaching that they are being exposed to.

Table 31

Part A: Memory Strategies for Germany and Turkey

Sub-test A: Memory Strategies	Germany			Turkey			Sig. (2-tailed)
	N	Mean	Std. Dvt	N	Mean	Std .Dvt.	
A1- I think of relationships between what I already know and new things I learn in English	80	3,36	1,070	84	4,02	,836	,000
A2- I use new English words in a sentence so I can remember them	80	3,21	,095	84	3,85	,925	,000
A3- I connect the sound of a new English word and image or picture of the word to help me remember the word	80	2,34	1,179	84	3,81	,911	,000
A4- I remember a new English word by making a mental picture of a situation in which the word might be used	80	2,70	1,130	84	3,88	,911	,000
A5- I use rhymes to remember	80	1,53	,811	84	3,11	1,006	,000
A6- I use flashcards to remember new English Words	80	2,42	1,367	84	2,87	1,159	,026
A7- I physically act out new English words	80	1,56	,939	84	2,98	1,130	,000
A8- I review English lessons often	80	2,41	1,064	84	3,33	1,010	,000
A9- I remember new English words or Phrases by remembering their Location on the page, on the board, or on a street sign	80	3,20	1,205	84	3,70	,979	,004

In Table 32, the results indicate that there exist significant correlations between two cultures in terms of cognitive strategies. While the high sig. (2-tailed) analysis

value of certain items, such as items 10, 11,12,13,14 and 17 indicate that there is not statistically identified significant differences between both cultures, for items 15, 16, 18, 19, 20, 21, 22, and 23 there are remarkable differences between two cultures` use of cognitive strategies (<0.5). These notable differences occur when applying certain strategies such as watching movies and reading in English, skimming English passages before starting reading, finding similar words to English in their own language, trying to find patterns in English, dividing an unknown word into parts to understand, not translating word-for-word, and making summaries of what is heard.

Another significant findings is that Turkish students generally are eager to use the recently or previously learned words in conversation and they tend to start conversations in English. The observations of the researcher`s exhibit that culturally German students can be considered as introvert learners who prefer learning and completing tasks alone. They do not seem to prefer starting conversations when compared to Turkish students. German learners do not favor talking unless they are asked or feel the need to do so. Turkish students, on the other hand could be considered as extrovert that makes them more outgoing and talkative. They seek out for each opportunity to practice or communicate with others.

Furthermore, reading for pleasure is found to be highly used by German learners. The observations and interview responses point out that Germans read and do research a lot because reading and exploring are being seriously encouraged in classrooms as a crucial part of their learning. For instance, students perform plenty of readings and research about the subject being taught before they enter the classroom. They also use this strategy for entertainment purposes; they read English novels, newspapers, magazines and articles for pleasure.

Table 32

Part B: Cognitive Strategies for Germany and Turkey

Sub-test B: Cognitive Strategies	Germany			Turkey.			Sig. (2-tailed)
	N	Mean	Std. Dvt.	N	Mean	Std .Dvt.	
10. I say or write new English words several times.	80	3,57	1,028	84	3,34	1,058	,161
11. I try to talk like native English speakers.	80	3,85	,982	84	3,61	1,016	,141
12. I practice the sounds of English.	80	3,53	1,030	84	3,69	,931	,320
13. I use the English words I know in different ways.	80	3,48	,927	84	3,53	,924	,739
14. I start conversations in English.	80	3,33	1,135	84	3,47	1,069	,422
15. I watch English language TV shows spoken in English or go to movies spoken in English.	80	4,21	,989	84	3,67	1,077	,001
16. I read for pleasure in English.	80	4,17	,964	84	3,73	1,054	,006
17. I write notes, messages, letters, or reports in English.	80	3,56	1,178	84	3,51	1,124	,779
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	80	3,05	1,241	84	3,67	1,031	,001
19. I look for words in my own language that are similar to new words in English.	80	2,95	1,210	84	3,63	,915	,000
20. I try to find patterns in English.	80	3,13	1,110	84	3,50	,898	,023
21. I find the meaning of an English word by dividing it into parts that I understand.	80	2,80	1,173	84	3,40	1,162	,001
22. I try not to translate word-for-word.	80	3,75	,974	84	3,39	1,182	,037
23. I make summaries of information that I hear or read in English.	80	2,47	1,242	84	3,54	1,034	,000

In Table 33, the results represent significant correlation between two cultures. Both groups use Compensation strategies with different frequencies. According to the mean averages of results Turkish students prefer using items “C24, C25, C26, and C28” more than German students. For example, Turkish university students frequently make guesses when they do not know the meaning of a word, use gestures, make up new words, and try to guess what other speaker is going to say. On the other hand, items “C27 and C29” show that German students more frequently read in English without looking up every word they do not know, and use synonymous words in English compared to Turkish learners.

During interview process, Turkish students are observed to be using gestures more than German students. German students said that they do not use a variety of gestures

and body language. On the contrary, Turkish EFL learners said that they spontaneously use mimics and gestures in order to make themselves more comprehensible.

Table 33

Part C: Compensation Strategies for Germany and Turkey

Sub-test C: Compensation Strategies	Germany			Turkey			Sig. (2-tailed)
	N	Mean	Std. Dvt	N	Mean	Std .Dvt.	
C24- To understand unfamiliar English words, I make guesses.	80	3,65	,982	84	4,10	,776	,001
C25- When I cannot think of a word during a conversation in English, I use gestures.	80	3,45	1,123	84	3,86	,941	,010
C26- I make up new words if I do not know the right ones in English	80	2,31	1,164	84	3,59	1,065	,000
C27- I read English without looking up every New word	80	4,40	,922	84	3,79	1,095	,000
C28- I try to guess what the other person will say next in English	80	2,82	1,240	84	3,65	,950	,000
C29- If I cannot think of an English, word I use a word or phrase that means the same thing	80	4,52	,615	84	3,97	,821	,000

In Table 34, Metacognitive strategies “D33, D34, D35, D37 and D38” show significant correlation between cultures, as well. The results indicate that Turkish students apply these metacognitive strategies at a higher rate. They seek ways to improve their English skills by scheduling their learning, looking for opportunities to use the language, setting clear goals, and planning about their progress in English.

According to the interview responses, learners from two countries think about their progress in English and study in connection with this. The responses differ in terms of on which skills the learners focus. For instance, whereas German learners are concerned about improving their pronunciation, vocabulary, and communication skills, Turkish learners focus on improving mainly grammar, vocabulary, writing and speaking skills. Turkish EFL learners stated that grammar plays an important role in their learning since most of the English proficiency exams along with their classroom activities are based on English grammar.

Table 34

Part D: Metacognitive Strategies for Germany and Turkey

Sub-test D: Metacognitive Strategies	Germany			Turkey			Sig. (2-tailed)
	N	Mean	Std. Dvt	N	Mean	Std .Dvt.	
D30- I try to find as many ways as I can to use my English	80	3,73	,954	84	3,83	,916	,459
D31- I notice my English mistakes and use that information to help me do better	80	3,85	,858	84	3,94	,766	,477
D32- I pay attention when someone is speaking English	80	4,38	,736	84	4,20	,847	,166
D33- I try to find out how to be a better learner of English	80	3,59	,951	84	4,12	,767	,000
D34- I plan my schedule so I will Have enough time to study English	80	2,44	1,101	84	3,37	1,084	,000
D35- I look for people I can talk to in English	80	3,30	,986	84	3,64	1,049	,033
D36- I look for opportunities to read as much as possible in English	80	3,69	1,074	84	3,83	,929	,353
D37- I have clear goals for improving my English Skills	80	3,05	1,113	84	3,81	1,000	,000
D38- I think about my progress in learning English	80	3,17	1,156	84	3,88	,884	,000

In Table 35, there are notable differences between two cultures` choices of affective strategies. It can be seen that two groups use item “E40” at a very similar rate: learners of both cultures encourage themselves when they are afraid of making mistakes in English since they do not want to waive learning. Items “E39, E41, E42, E43, and E44” represent that German learners of English apply affective strategies into their learning process less than Turkish learners. Turkish students share their feelings and opinions about how well or poor they perform in learning, as they perform this in their daily lives. Here, cultural elements are observed to be dominant. German students do not prefer revealing their feelings and prefer overcoming psychological obstacles on their own.

Table 35

Part E: Affective Strategies for Germany and Turkey

Sub-test E: Affective Strategies	Germany			Turkey.			Sig. (2-tailed)
	N	Mean	Std. Dvt	N	Mean	Std .Dvt.	
E39- I try to relax whenever I feel afraid of using English	80	3,37	1,296	84	3,83	,861	,008
E40- I encourage myself to speak English even when I am afraid of making a mistake	80	3,87	1,059	84	3,88	,897	,969
E41- I give myself a reward or treat when I do well in English	80	1,95	1,042	84	3,08	1,132	,000
E42- I notice if I am tense or nervous when I am studying or using English	80	2,82	1,270	84	3,50	1,135	,000
E43- I write down my feelings in a language learning diary	80	1,28	,749	84	2,40	1,252	,000
E44- I talk to someone else about how I feel when I am learning English	80	1,60	,805	84	3,23	1,198	,000

In Table 36, the use of social strategies shows no significant differences between cultures. Both groups use these strategies at an almost equal rate. Turkish students, in general, feel more comfortable to talk to strangers. Therefore, they tend to practice English with other people as much as they can. On the other hand, German students do not enjoy talking to strangers and do not feel comfortable while communicating with them. They can be considered more conservative. In fact, during interviews, German students have stated that they encourage themselves to speak English with others but feel quite shy and nervous. One of the student, for example said that, he likes communicating only with friends he met during his studies over internet or phone. On the other hand, another student said that the more she interacts with strangers the less her fear gets.

Table 36

Part F: Social Strategies for Germany and Turkey

Sub-test F: Social Strategies	Germany			Turkey.			Sig. (2-tailed)
	N	Mean	Std. Dvt	N	Mean	Std .Dvt.	
F45- If I do not understand Something in English, I ask the other person to slow down or say it again	80	4,01	,906	84	3,84	,884	,234
F46- I ask English speakers to correct me when I talk	80	3,40	1,120	84	3,15	1,145	,168
F47- I practice English with other students	80	3,16	1,163	84	3,33	1,033	,321
F48- I ask for help from English Speakers	80	3,11	1,043	84	3,29	1,084	,267
F49- I ask questions in English	80	3,63	1,082	84	3,71	,964	,632
F50- I try to learn about the culture of English Speakers	80	4,05	,966	84	3,92	1,127	,461

In conclusion, this study has centered upon the possible cross-cultural differences in language learning strategy use of Turkish and German EFL/ESL learners. Two groups comprising of students of similar ages, studying ELT at their home universities, but from different cultural backgrounds have found to show underlying differences in strategy use. The findings indicated, the differences between groups were identified not only in the use of general strategy categories but also in the individual strategies learners prioritize. Overall, certain individual strategies interpreted to be used at a high rate by two groups such as “B11, B12, B15, B16, B17, C24, C27, C29, D30, D31, D32, D33, D36, E40, F45, F49, F50 (3.5+)” whereas some of them “(E43)” are used at a low rate (less than 2.5) and the rest strategies placed between medium rate (2.5 and 3.4) as the Oxford (1990) defines.

CHAPTER V

CONCLUSION

The ultimate purpose of this research is to find out English learning strategies used by Turkish and German university students and identify the culture's role on the choice of these strategies. This chapter consists of a summary of the results of the study along with the researcher's observational notes and semi-structured interview responses obtained from the participants. In the light of the statistical findings, the differences and some similarities in the six general categories are explained under each research question.

5.1. Research Question 1: What Are The Preferred Learning Strategies Of German University EFL learners?

As it is illustrated in Tables 7 and 8, it is identified that German students generally use strategies in sections A1 (I think of relationships between what I already know and knew things I learn in English) and A2 (I use new English words in sentence so I can remember them). The results for "Memory Strategies" suggest that, German students think of relationships between formerly and recently learned information and use new English words in sentence to remember English words. In the same way, the interpretations obtained from the findings demonstrated in "Memory Strategies" and interview responses have asserted that German students do not prefer using memorization in their learning process. Conversely, students generally learn by using the recent input in a context and make relationships by retrieving and processing the information. During the interview, most students have agreed that memorizing is a method used in rote learning which is not encouraged in German education system. In contrast to rote learning, they are mainly expected to learn English in a context such as by reading, or using it in real life situations. As explained by students during interviews, it is confirmed that they prefer different alternatives to learn vocabulary such as reading, writing, and watching English movies. With regard to this data, it might be rational to conclude that German students tend to involve "Cognitive Strategies" in their learning more than "Memory Strategies".

While this is the case, Tables 9 and 10 point out that, German students frequently use “Cognitive Strategies” such as “ reading in English for pleasure, speaking like native speaker, practicing the sounds of English, using words in different forms, initiating conversations in English, watching films and TV shows in English, and saying or writing English words many times ”. Considering the results, it can be concluded that German learners are generally concerned about how they use the language rather than examining the language forms and structures. As an example, during the interviews, one student highlighted that he watches various English spoken TV shows because it gives him a source to learn the target language through native speakers, therefore, he feels encouraged to speak and use the language like a native speaker. Another student added that he likes reading in English because he learns English better in a context and can experience its reflection in his writing skills.

Additionally, when “Compensation Strategies” are analyzed in Tables 11 and 12 it is observed that “students make guesses, read in English without looking up in dictionary for every new word, and use synonyms in order to compensate meaning. There seems a connection in the use of “Cognitive and Compensation Strategies” which emphasizes that German students integrate these two direct strategies into their language learning process. For instance, a student argued that “I prefer reading for pleasure because I do not get discouraged by the unknown words or phrasal words I experience since I can guess the meaning out of the context.”

With regard to conclusions reached in “Direct Strategies”, significant highlights have also been identified in the use of “Indirect Strategies”. The Tables 13 and 14 illustrate that students are highly enthusiastic about learning and seeking ways to improve their English skills. Therefore, they look for every opportunity to improve their English competence. They, for example, are open to learn from their own mistakes, pay attention how others use English verbally, and read a lot in English. On the other hand, Tables 15 and 16 demonstrate that the use of “Affective Strategies” is limited to items “E39” and “E40”. It supports idea that students feel afraid of using English due to variety of psychological barriers, however they try to relax and encourage themselves to speak and ignore the mistakes they make. Finally “Social Strategies” in Tables 17 and 18 show that students usually ask other person to slow down or repeat when they are speaking, and they try to learn about other speaker`s culture.

5.2. Research Question 2: What Are The Preferred Learning Strategies Of Turkish University EFL Learners?

Based on the findings of Turkish students' strategy preferences, it can be argued that Turkish students prefer using memorization in learning English by making mental connections between former and new information in order to remember new words. The results identified in Tables 19 and 20 illustrate that students usually use "Memory Strategies" such as "thinking of the relationships between previous knowledge and new knowledge (A1), using new words in sentence to remember them (A2), connecting the sound of a new English word (A3), remembering a new word by making mental picture of a situation (A4), remembering new English words or phrases by remembering their location on the page (A9). One could also argue that Turkish learners generally use audio and visual memory with their learning skills while learning new English words.

To elaborate "Cognitive Strategies", it is identified that students use repetition, skimming, scanning, comparing, and translating during their learning processes. As it is described in Tables 21 and 22 "they say or write new English words multiple times (B10), try to talk like a native English speaker (B11), practice the sounds of English (B12), use the English words in different ways (B13), watch English language TV shows (B15), read for pleasure in English (B16), write notes, messages, letters or reports in English (B17), skim an English passage (B18), look for words in mother tongue that are similar to new words in English (B19), try to find patterns in English (B20), try not to translate word-for-word (B22), make summaries of information that is heard or read in English (B23)". On the other hand, Tables 23 and 24 show that most noticeable items which Turkish students prefer are items "C24" and "C29", in which it is suggested that they use guessing and use synonyms to compensate an unknown word.

When "Metacognitive Strategies" were investigated in Tables 25 and 26, it could be deduced that students notice their mistakes and learn from them, pay attention to others while speaking, read as much as they can in English, and concern about their progress in English. In other words, Turkish students show enthusiasm in learning English and look for opportunities that would assist them to provide progress in learning. Results of the interviews emphasize that Turkish learners are aware of "Metacognitive Strategies" and apply them often to their learning. Students could be described as planners, opportunists, and inquirers who are using metacognitive strategies to improve their English skills.

Tables 27 and 28 in which the “Affective Strategies” of students were investigated illustrated that learners feel afraid of using English in real life, however, they try to overcome this barrier by relaxing, and encourage themselves to continue by using the target language when mistakes occur. According to interview results, it is possible to conclude that the accuracy in using language is highly important in their education system and possibly this is the main reason why students feel afraid using the language. For instance one student said that “I am afraid of making mostly grammar mistakes”. Commonly, students agreed that fluency is ignored in the classrooms. Therefore, they feel nervous about making grammatical mistakes and choosing wrong statements while talking to others. Finally, in Tables 29 and 30 it is found that asking for repetition, asking questions in English and learning about the English speaker’s culture are the strategies that mostly preferred “Social Strategies” by Turkish students. Based on the interview responses of students, Turkish learners of English do not feel pressure to get socialize with foreigners, they enjoy talking to people from different cultures and learning about their cultures or lifestyles.

5.3. Research Questions 3: Does Culture Have Any Impact On The Preferred Learning Strategies of Turkish and German EFL Learners?

Interviews, researcher’s observations, and statistical comparisons of the findings suggest that Turkish and German students show both significant differences and similar approaches used in learning. These similarities and differences seem to be influenced and shaped by their learning style and strategy of learning in their native languages and their cultural background in which they were raised. This current study tried to investigate the choice of strategy use of learners from two different cultural backgrounds and came up with interesting outcomes related with the culture.

To begin with, integrating or adopting “Memory Strategies (Part A)” into their learning process differ in choice between German and Turkish students. Turkish students could be considered using these strategies more often to improve their vocabulary skills in English. Other than academic reasons such as limited vocabulary capacity, there exist cultural reasons lying under why Turkish learners prefer memory strategies this frequent. In Turkey, memorization and rote learning are commonly used in the education system. Historically, memorization has its roots in religion beginning with the memorization of the religious book. Still, at present, teachers, educators and

most professors believe this is the optimal way of teaching students. Therefore, in Turkish education system, students are being exposed to use memorization as a learning technique from the early days of their education process. Distinguishing learning from other disciplines, in language learning, memorization is used mainly in practicing grammar rules. Participants stated that memorization is highly encouraged by teachers, as well as the heavily loaded curriculum. Another interesting finding is that ‘using rhymes’ in learning is generally accepted by Turkish learners. Essentially, rhymes were first appeared in Quran, the holy book. As time passed by, rhymes maintained a strong place in Turkish literature and became a cultural property. The cultural medium and its effects can be discussed as one of the reasons why Turkish learners show more tendencies in using rhymes as a learning strategy than Germans do.

In “Cognitive Strategies (Part B)”, the results show certain correlations between two cultures. It can be stated that in adopting certain items of using cognitive strategies both cultures present relatively similar approaches. Students of two groups practice the language by means of media, reading materials, and audio sources and adopt them as a part of their learning style and strategy by integrating in their learning process. However, the analysis shows that there exist cultural based differences in choosing certain individual cognitive strategies. For instance, ‘making summaries’ is mainly used by Turkish students due to the fact that they are expected to do a lot of summary homework assigned by their teachers in their schools. Through summarizing tasks, students are considered to learn better. Significantly, students make summaries of information which needs to be memorized for subjects that are taught by means of rote learning.

Another interesting finding is that German students do more reading for pleasure. The German education system is more research based in contrast with Turkish education system. Making research requires analyzing and interpreting of what is read and learned. This improves students’ reading and interpretation skills in the target language, for those who are studying English. Also, being exposed to multiculturalism plays an important role which helps German students about feeling more comfortable in reading since they have more opportunities to hear, speak, and see written English in real life such as in advertisements or on billboards. This also leads them to read without looking up in the dictionary for every unknown word they encounter while reading.

“Compensation Strategies (Part C)” illustrate clear cultural impact on learners of two groups. In Turkish curriculum, English is taught based on majorly on Grammar

rules. Also, central examination system is mainly designed to test grammar knowledge. This could be considered as one of the educational compulsion of Turkey that forces students to master grammar rules. Vocabulary and reading skills are the other two main areas examined by teachers. However, listening and speaking skills are almost never tested. Students are expected to learn grammar rules but other language skills such as listening, vocabulary, reading, and writing are neglected. Due to the fact that grammar is the most significant aspect of learning English, learners have limited vocabulary and phrase capacity. Therefore, their guessing the meaning of unknown words, predicting a speaker's next word, and compensating an unknown word with a phrase is quite limited when compared to German students. Another individual learning strategy that needs to be highlighted is the higher 'use of gestures during a conversation' of Turkish students. As well-known characteristics of Mediterranean culture, using gestures and body language during communication is highly employed by Turkish culture, as well. There exist many gestures and facial expressions which naturally flow while communicating. It can be seen that this cultural habit is reflected into the learning process among Turkish learners. They do not refrain from using certain acquired body language while practicing verbal language.

"Metacognitive Strategies (Part D)" demonstrate that both groups have clear goals in improving their language skills. Nevertheless, noticeable differences between groups cannot be underestimated. For instance, Turkish students mainly focus on grammar rules, translations, and memorization techniques whereas German students tend to improve their verbal and reading skills. The possible cultural reasons might be that Turkish education system is mainly based on rote learning; and in language teaching accuracy is encouraged more than fluency by teachers. Furthermore, students are expected to learn a lot of subjects in a whole education year in very crowded classrooms. In such learning settings, teachers cannot assist students about using metacognitive strategies adequately. Therefore, majority of the students are unaware of these strategies. However, in German education system, rote learning style is not prominent. In contrast with Turkish students, German learners show traits such as questioning information provided by the teacher, searching for alternative information, inquiring, visualizing and synthesizing what is taught, as how it is in most Western countries. In Germany, students are expected to be more active than the instructor whereas it is the opposite in Turkey. In Turkish schools, since teacher is the main authority and the source of information students are generally dependent on their

teachers. In this situation, it would be proper to define some cultural impact carried into academic settings: students are required to accept any information provided by teacher and expected not to question teacher who is the only authority. One possible reason of this might be linked with the past theocratic roots of the Turkish culture. According to Cook (1999) theocratic approach affects educational system by forcing individuals. Relatively, in Turkish society questioning or opposing to teacher is perceived as being impolite. Students are raised to respect and stay silent with their elders beginning from the early ages. This cultural approach can be observed in classrooms, as well. However, it causes to raise individuals who are not able to analyze knowledge critically and not successful in thinking about strategic ways in learning but wait for teachers to think for them.

“Individual Affective strategies (Part E)” were found to be preferred more by Turkish learners. ‘Writing diaries’ in both cultures is not generally used strategy. Students are not encouraged to practice such activity in classrooms. In German culture, talking to others about personal performance is not often preferable. However, in Turkish culture people share feelings with others easily. This is a characteristic reflection of their culture. Another aspect is that Turkish students get easily nervous while speaking in target language than German students. It is due to the fact that, Turkish culture is not generally exposed to foreign cultures. In such circumstance, they are not required to speak in English in their daily lives and have adequate practice in target language. Therefore, the key aspects of target language are practiced inadequately. Other reason emphasized by the interviewees is struggling to build correct grammar while speaking. When great attention drawn on the grammar structure, students experience stress, anxiety, and sometimes failure in speech. According to the interview participants, German learners are less worried about their feelings of making mistakes or not being able to speak grammatically correct. For them being able to convey meaning is the main focus. Furthermore, Germany reserves more multicultural people from across the world in which learners of EFL/ESL would find opportunity to practice English. Also, during their education life, students are provided and supported with scholarships. With the aim of improving English skills and getting familiar with the target culture, they can live and study in an English speaking country by means of arrangements arranged by their own schools. This opportunity for Turkish EFL learners is quite limited.

“Social strategies (Part F)” are typically used by the two groups. Two groups have reported to prefer asking for help and correction of their mistakes while interacting with others. As for collaboration, Turkish participants stated that the general structure of the Turkish education system does not allow them to collaborate. Thus, team work or group work activities are not generally preferred by students. Turkish learners emphasized the competitive learning in which they are enforced to memorize which is a method used to improve performance in school. On the other hand, German students described their learning style at schools as being both competitive and cooperative learning in which they are taught to work in groups, question and discuss ideas, and developing empathy with others.

Overall, when the learners from two groups interviewed, it has been noted that neither many students have received learning strategies on the whole nor they are aware of language learning strategies. However, a limited number of learners stated that they received learning strategy training in early education or high school. Participants also added that they believe they can learn better and show faster progress in learning if they are trained on learning strategies.

Additionally, during the interviews the impact of culture is emphasized. Students believe that learning strategies show differences among different cultures and discuss many reasons for this diversity. Exposure to different religions was not indicated as a factor in adopting any learning strategy, however, travelling and/or living in another country is stressed to be a strong factor in establishing different learning strategies.

Among the German and Turkish students who had opportunity to take part in student exchange programs have described that their learning strategies have been affected in a positive way. Confronting with different cultural perspectives, education, life styles, beliefs and values have led them to raise awareness in their own approaches in learning. Participants also reflected their verbal skills are highly influenced by their mother tongue. They unconsciously transmit native language habits while speaking in the target language, as well. Interestingly, they admitted that they reflect characteristics of their native language more when they are under stress, feeling nervous or anxiety.

5.4. Implications

This chapter will provide a brief summary of the study, relate the findings to prior research, and suggest possible directions for future studies. The goal of this cross-cultural study was to use a number of samples of EFL/ESL from higher education institutions from Germany and Turkey in order to analyze preferred learning strategies as well as the cultural impact on individuals. With this purpose, the SILL was given to a total of 184 German and Turkish students in their cultural learning settings. The results of the questionnaire was analyzed using SPSS and each individual learning strategies were evaluated according to their frequency of use, mean, standard deviation and two-tailed independent sample values. In addition to questionnaire, a semi-structured interview was conducted with the volunteered participants. The interview consisted of specific questions relating to individual learning strategies and culture. Combined results obtained from statistical analysis, semi-structured interview with German and Turkish participants, and researcher's observations have represented some interesting interpretations.

Direct strategies (Memory, Cognitive, and Compensation strategies) are substantially employed by the two groups with meaningful differences. Primarily, the pursuance of the memory strategies of German learners was founded to be at average level. That is, most individual memory strategy that supports improving word capacity was identified to be used at high rate. On the other hand, Turkish learners stated that they have limited vocabulary which is the main reason they illustrated for the frequent use of these memory strategies. Commonly, both German and Turkish students generally use cognitive and compensation strategy.

Indirect strategies (Metacognitive, Affective, and Social strategies) were employed at fair level by two groups. Results represent some observable differences in choosing particular affective strategies between groups. Both groups used social strategies fairly whereas affective strategies were less practiced by German students. Both groups agreed that they pay attention to the others' verbal skills and it is important to notice their English mistakes and use that information to help them perform better in the future.

Furthermore, in acquiring language learning strategies specific factors put forward by the participants. In this cross cultural study, it has been revealed that geographical location, background, mother tongue, life style, education system, teacher,

and travelling are essential factors which take an active role in shaping their language learning strategies. During language learning process, students strongly believe that there exist positive relationship between learning about target language and its culture, as well. This is in line with Kramsch's statement that language and culture is naturally associated with each other and learning one aspect of it requires learning of the other, as well (1993: 8).

In order to improve their language skills and raise cultural awareness in the target language, groups have also emphasized the importance of peripheral materials. Media, movies, books, magazines, and being around different cultures affect students' cultural perspectives which are reflected into their learning. Also, students implicitly indicated that cultural values, beliefs, and attitudes affect the ways how they behave in classroom; interact with classmates and teachers while active learning is in progress.

Another highlight of this study is that teaching of four basic skills (reading, listening, writing, grammar) of English are not performed at same primacy in Germany and Turkey. In Germany, skills are taught at relatively balanced way. Yet, teaching reading and writing are emphasized followed by grammar. Turkish students affirmed that in their education system specifically grammar is prioritized and reading comes next. Teaching of listening, writing and speaking skills are subordinated by the teachers because of the loaded curriculum and national examination structure. Therefore, Turkish students are experiencing difficulties in conveying intended messages orally and cannot put their thoughts on a written format.

Lastly, teachers are expected to train students on language learning strategies. Majority of German and Turkish students claimed that they are unaware of the learning strategies. Similar studies have analyzed that learners can employ these strategies responsibly and independently when they are encouraged and developed awareness on language learning strategies, self-evaluation of the adopted strategies, and transfer of strategies to recent tasks and situations (Chamot, Robin, Anderson, 2007). As Oxford (2008: 51) emphasizes, those learners who are aware of the strategies of their own learning, can determine the effectiveness of these strategies, and capable of choosing appropriate strategies. The more proficient L2 learners intend to use a great variety of strategies the more they integrate them into their learning (Chamot, 2004, Oxford, 2008).

5.5. Limitations and Recommendations

The fundamental limitation of this study was the small number of participants. It is clear that generalizations cannot be made based on a short number of participants. Hence, further studies with greater number of subjects need to be conducted in order to have a better insight in the strategies of Turkish learners and German learners of English and the possible influence of culture on acquiring particular learning style and strategies.

Another limitation is that students' age, gender, and parents' educational background were not considered in the study. In addition, further research could focus on not only Turkish and German but more cultural groups.

REFERENCES

- Agca, R. K. (2006). *Hipermedya ortamlarda öğrenme stillerine dayalı farklı gezinti yapılarının öğrenci başarısına etkisi*. Yayınlanmamış yüksek lisans tezi. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Altan, M. Z. (2004). Nationality and language learning strategies of ELT- major university students. *Asian EFL Journal*. Retrieved 14.12.2006 from http://www.asianefljournal.com/Article_3_June_mza_nlls.2004.pdf
- An, M. E. (1993). Ego boundaries revisited: toward a model of personality and learning. In: Alatis, 326 M.E. Ehrman et al. / *System*, 31(2003), 313–330.
- Anderson, J. R. (1976). *Language, memory, and thought*. Hillsdale, NJ: Erlbaum.
- Anderson, J.R., & Reiser, B.J. (1985). The LISP tutor. *Byte*, 10, 159-175.
- Bayram, S. & Seels, B. (1997). The utilization of instructional technology in Turkey. *Educational Technology Research and Development (ETR&D)*, 45(1), 112–121.
- Benjamin, J. (2003). Construct validity of “motivation orientation & language learning strategies scales” for Spanish as a foreign language. paper presented at the annual meeting of the Chinese American educational research and development association. (11th, Chicago, IL, April 2003).
- Biggs, J. B., 1987. Student approaches to learning and studying. Hawthorn: Australian Council for Educational Research.
- Biggs, J.B., (1992). Study process questionnaire. In: Biggs, J.B. (Ed.), *Why and How Do Hong Kong Students Learn? Using the Learning and Study Process Questionnaires*, Education Papers #14. Faculty of Education, University of Hong Kong, Hong Kong, pp. 117–124.
- Brown, A. L. (1987). Metacognition, executive control, self-regulation, and other more mysterious mechanisms. In F. E. Weinert & R. H. Kluwe (Eds.), *Metacognition, motivation, and understanding* (pp. 65-116). Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Brown, H. D. (1991). *Breaking the language barrier*. Intercultural, Yarmouth, ME.
- Brown, H. D. (2000). *Principles of language learning and teaching*. (3. bs.), New York: Longman.

- Bruner, J. (1960, 1977). *The Process of Education*, Cambridge Ma.: Harvard University Press.
- Burns, R. (1995). *The adult learner at work Business and Professional Publishing*, Sydney.
- Chamot, A. U., & O'Malley, J. M. (1996). Implementing the cognitive academic language learning approach (CALLA). In: Oxford, R. (Ed.), *Language Learning Strategies Around the World: Cross-cultural Perspectives*. (pp. 167–174). University of Hawaii Press, Manoa.
- Chamot, Anna Uhl. (2001). The role of learning strategies in second language acquisition. Learner contribution to language learning: new directions in research. M. P. (ed.), Breen. (825-843), Harlow-England: Longman.
- Chamot, A. U., Barnhardt, S, El-Dinary, P. B. & Robbins, J. 1999. *The Learning Strategies Handbook*. New York: Pearson Education.
- Chamot, A.U., & Keatley, C.W. (2004, April). Learning strategies of students of less commonly taught languages. Paper presented at the 2004 Annual Meeting of the American Educational Research Association, San Diego, CA
- Chamot, A. U. J., Robin, V. H., & Anderson, N. J. (2007). Intervening in the use of strategies. In Cohen and Macaro (eds.) *Language learning strategies* (pp.141-160). Cambridge:Cambridge University Press.
- Cle'ment, R., Do'rnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence and group cohesion in a foreign language classroom. *Language Learning*, 44, 417–448.
- Cohen, A. D., & Weaver, S. J. (1998). *Strategies-based instruction for second language learners*. In: Renandya.
- Cohen, A. D., (1998). *Strategies for learning and using a second language*. Longman, Essex, UK
- Cohen, A. D., Rebecca L., & Oxford, Julie C. Chi. (2001). *Learning style survey*. Online: <http://carla.acad.umn.edu/profiles/Cohen-profile.html>. [03.05.2005].
- Cohen, A.D., & Weaver, S.J., (1998). *Strategies-based instruction for second language learners*. In: Renandya,
- Cramer, J., & Oshima, T.C., (1992). Do gifted females attribute their math performance differently than other students? *Journal for the Education of the Gifted* 16(1), 18–35.
- Creswell, J. W. (2003). *Research design : qualitative, quantitative, and mixed methods*

- approaches (2nd ed.). Thousand Oaks, Calif.: Sage Publications.
- Derry, Sharon J., & David A. M. (1986). Designing systems that train learning ability: From theory to practice. *Review of Educational Research*, 56(1), 1 – 39.
- Demircan, Ömer. (1988). Türkiye’de Yabancı Dil. İstanbul: Remzi kitabevi
- Do’rnyei, Z. (2001a). *Motivation strategies in the language classroom*. Cambridge University Press, Cambridge.
- Do’rnyei, Z., (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78, 273–284.
- Do’rnyei, Z., (1995). On the teachability of communication strategies. *TESOL Quarterly*, 29, 55–85.
- Doernyei, Z. (2001a). *Motivation strategies in the language classroom*. Cambridge: Cambridge University Press.
- Eggen, P. D., & Kauchhak, D. P. (1988), *Strategies for Teachers Teaching Content and Thinking Skills*, USA New Jersey: Prentice Hall.
- Ehrman, M.E., (1993). Ego boundaries revisited: toward a model of personality and learning. In: Alatis, 326 M.E. Ehrman et al. / *System* 31 (2003) 313–330
- Ehrman, M. E. (1996). *Understanding second language learning difficulties*. Sage, Thousand Oaks, CA.
- Ehrman, M. E. (1998a). The learning alliance: Conscious and unconscious aspects of the second language teacher’s role. *System*, 26(1), 93–106.
- Ehrman, M. E. (1998b). The Modern Language Aptitude Test for predicting learning success and advising students. *Applied Language Learning*, 9(1&2), 31–70.
- Ehrman, M. E. (2000). Affect, cognition, and learner self-regulation in second language learning. In: Kagan, O., Rifkin, B. (Eds.), *The Learning and Teaching of Slavic Languages and Cultures: Toward the 21st Century*. (pp. 109–133). Slavica, Bloomington, IN.
- Ehrman, M. E., (2001). Bringing learning strategies to the learner: the FSI language learning consultation service. In: Alatis, J.E., Tan, A. (Eds.), *Language in Our Time: Bilingual Education and Official English, Ebonics and Standard English*, Immigration and the Unz Initiative. Georgetown University, Washington DC, pp. 41–58.
- Ekmekçi, N. M. (1999). *Vocabulary learning strategies and their effects on Turkish EFL learners outcomes*. Master thesis, Anadolu Üniversitesi English Language and Teaching Department.

- Gagné, R. M. (1985) *The Conditions of Learning* 4e, New York: Holt, Rinehart and Winston.
- Gardner, R. C. (1988). The socio-educational model of second-language learning: assumptions, findings, and issues. *Language Learning* 38, 101–126.
- Gardner, R.C., & Lambert, W.E., (1972). *Attitudes and motivation in second language learning*. Newbury House, Rowley MA, USA.
- Geisler-Bernstein, E., Schmeck, R.R., & Hetherington, J., 1996. An individual difference perspective on student diversity. *Higher Education*, 31, 73-96
- Graddol, D. (1997). *The Future of English? A guide to forecasting the popularity of the English language in the 21st century*. London: The British Council.
- Gregorc, A. F. (1982). *Style delineator*. Maynard, MA: Gabriel Systems.
- Green, J. (1991). Language learning strategies of Puerto Rican university students. Paper presented at the annual meeting of Puerto Rico TESOL, San Juan, PR.
- House, R. J./Hanges, P. J./Javidan, M./Dorfman, P. W./Gupta, V. (2004), *Culture, Leadership, and Organizations*, Thousand Oaks, London, New Delhi: SAGE Publications 2004.
- Hartley, J. (1998). *Learning and Studying, A research perspective*. London: Routledge.
- Hartmann, E. (1991). *Boundaries in the mind: A new psychology of personality*. Basic, New York
- Horwitz, E.K., & Young, D.J., (1991). *Language anxiety: From theory and research to classroom implications*. Prentice Hall, Englewood Cliffs, NJ, USA.
- Horwitz, E. K. (1999). Cultural and Situational Influences on Foreign Language Learners' Beliefs about Language Learning: A Review of BALLI Studies. *System*, 27/4, pp. 557-576.
- Hunt, J. Mc. V. (1965). Intrinsic motivation and its role in psychological development. In: Levine, D. (Ed.), *Nebraska Symposium on Motivation*, (vol. 13). University of Nebraska Press, Lincoln, NE.
- Huntington, Samuel P. (1996) *The Clash of Civilizations and the Remaking of World Order*. London: Simon & Schuster.
- International Education Journal Vol 1, No 1, 1999 <http://iej.cjb.net> 61 Learning Styles and Perceptions of Self Ritu Dangwal Centre for Research on Cognitive Systems, India ritud@niit.com Sugata Mitra
- Jia-Ying Lee, (2011). *English learning styles of students from east Asian countries: A focus on reading strategies*. Master of Arts, thesis, Tsinghua University.

- Johnson, D. W., Maruyama, G., Johnson, R., Nelson, C., & Skon, L. (1981). The effects of cooperative, competitive, and individualistic goal structures on achievement: A meta-analysis. *Psychological Bulletin*, 89, 47-62
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall, New Jersey.
- Krashen, S. D. (1987). *Principles and practice in second language acquisition*. Prentice-Hall International, Englewood Cliffs, NJ
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Lamarche-Bisson, (2002). Diane Magazine article from *The World and I*, 17, 9.
- Liu, Y. (2007). A comparative study of learning styles between online and traditional students. *Journal of Educational Computing Research*. 37(1), 41-63.
- Macaro, E. (2001). Analyzing student teachers' codeswitching in foreign language classrooms: Theories and decision-making. *Modern Language Journal*, 85, 531–548.
- Mayer, R. E. (1988). *Learning Strategies: An Overview*. Weinstein, E., Goetz, A. (ed). *Learning and Study Strategies*, San Diego, California: Academic Press, Inc.
- Niles, S. (1995). Cultural differences in learning motivation and learning strategies: A comparison of overseas and Australian students at an Australian university. *International Journal of Intercultural Relations*, 19, 369-385
- Newell, A., & Simon, H. A. (1972). *Human problem solving*. Englewood Cliffs, NJ: Prentice-Hall.
- Nakamura, T. (2000). PhD Thesis. *The Use of Vocabulary Learning Strategies: The Case of Japanese EFL Learners in Two Different Learning Environments*. Essex: University of Essex.
- Nunan, D. (1988). *The Learner-Centred curriculum*. Cambridge University Press, Cambridge
- O'Malley, J. M., Russo, R. P., Chamot, A. U., Stewner-Manzanares, G., & Kupper, L., (1985). Learning strategy applications with students of English as a second language. *TESOL Quarterly*, 19(3), 557–584
- Oxford, R. (2001). *Integrated skills in the ESL/EFL classroom*. ERIC Digest #EDO-FL-01-05.
- Oxford, R. (1993). *Style analysis survey (SAS)*. Tuscaloosa: University of Alabama. (Reprinted in Oxford, 1999; Reid, 1995).

- Oxford, R. (1995). Gender differences in language learning styles: What do they mean? Joy M. Reid (ed.), *Learning Styles In Theesl/EFL Classroom*. (p.34-46). Boston: Heile and Heinle.
- Oxford, R. (1996). Preface: Why Is Cultural Important Language Learning Strategies: Language Learning Strategies Around The World: Cross-Cultural Perspectives. ed. Rebecca L. Oxford. Honolulu: University of Hawaii.
- Oxford, R. (1999). 'Style Wars' As A Source Of Anxiety in Language Classrooms. In Affect n Foreign Language And Second Language Learning. ed. D. J. Young. Boston: MacGraw-Hill: 216-237
- Oxford, R. (2001). *Integrated skills in the ESL/EFL classroom*. ERIC Digest #EDO-FL-01-05.
- Oxford, R. (2003). Language Learning Styles And Strategies: Concepts And Relationships. IRAL, International Review of Applied Linguistics in Language Teaching. c. 41. s. 4: 271-279.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Heinle & Heinle, Boston.
- Oxford, R. L. (1992). *The story of the SILL: Evolution, Use, reliability and validity of the strategy inventory for language learning*. Tuscaloosa: University of Alabama.
- Oxford, R. L. (1996). New pathways of language learning motivation. In: Oxford, R.L. (Ed.), *Language Learning Motivation: Pathways to the New Century*. (pp. 1–8). University of Hawai'i Press, Honolulu.
- Oxford, R. L., & Ehrman, M. E. (1993). Second language researchon individual differences. *Annual Review of Applied Linguistics*, 13, 188-205.
- Oxford, R. L., & Leaver, B. L. (1996). A synthesis of strategy instruction for language learners. In: Oxford, R. (Ed.), *Language Learning Strategies Around the World: Cross-cultural Perspectives*. (pp. 227–246). University of Hawaii Press, Manoa.
- Oxford, R., & Crookall, D. (1989). Research on language learning strategies: Methods, findings and instructional issues. *Modern Language Journal*, 73, 404-419.
- Oxford, R., Anderson, N. (1995). A crosscultural view of learning styles. *Language Teaching*. 28(4), 201-215.

- Oxford, R.L. (1992). *The story of the SILL: Evolution, Use, reliability, and validity of the strategy inventory for language learning*. University of Alabama, Tuscaloosa.
- Özer, B. (1998). Öğrenmeyi öğretme. A. Hakan (Ed.), *Eğitim biliminde yenilikler içinde* (s. 149-163). Eskişehir: Anadolu Üniversitesi Yayınları.
- Politzer, R. L., & McGroarty, M. (1985). An exploratory study of learning behaviours and their relationship to gains in linguistic and communicative competence. *TESOL Quarterly*, 19, 103-123.
- Reid, J. M. (1995). *Learning styles In The ESL/EFL classroom*. New York: Heinle and Heinle.
- Reid, J. M. (1998). *Understanding learning styles in the second language classroom*. Upper Saddle River, NJ: Prentice-Hall Regents.
- Reiff, J. (1992). *Learning Styles. (What Research Says to the Teacher)*. National Education Assn, Washington, DC
- Reilly, P. (1997). The guru and the conjurer: Aspects of counseling for self-access. In: Benson, P., Voller, P.(Eds.), *Autonomy and Independence in Language Learning*. (pp. 114–131). Longman, London.
- Riding, R. (1991). *Cognitive styles analysis*. Birmingham: Learning and Training Technology.
- Riding, R. (2000). Cognitive style: A review. Riding, Stephen G. Rayner. (ed.) *Interpersonal Perspectives On Individual Differences: Cognitive Styles*, (315-344). Stamford, CT: Ablex.
- Riding, R., & Cheema, I. (1991). Cognitive styles: An overview and integration. *Educational Psychology*, 11(3-4), 193-215.
- Robinson, P. (2002). *Individual differences and instructed language learning*. Amsterdam: John Benjamins.
- Rubin, J. (1975). What the “good language learner” can teach us? *TESOL Quarterly*, 9, 41-51.
- Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. A. Wenden, J. Rubin. (ed.), *Learner Strategies n Language Learning*. Hemel Hempsted: Prentice Hall.
- Rubin, J., & Thompson, I. (1994). *How to be a more successful language learner: Toward learner autonomy*. (second ed.). Heinle & Heinle, Boston, MA.
- Schmeck, R. R. (1988). *Learning strategies and learning styles*. Plenum, New York.

- Schmitt, N. (1997). Vocabulary Learning Strategies. In: N. Schmitt & M. McCarthy (Eds.), *Vocabulary: description, acquisition and pedagogy*. Cambridge: Cambridge University Press. pp. 199-277.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Stern, H.H. (1975). What can we learn from the good language learner? *Canadian Modern Language Review*, 31, 304-318.
- Stern, H.H. 1992. *Issues and Options in Language Teaching*. Oxford: OUP.
- Somuncuoglu, Y., & Ali Y. (2000). Öğrenme stratejileri kullanımının çeşitli değişkenlerle ilişkisi. *Eğitim ve Bilim*, 254, 57-64.
- Sowden, C. (2007). Culture and the ‘good teacher’ in the English Language classroom. *ELT Journal Volume 61/4*. Oxford University Press.
- Song, Donggil & Oh, Eunyoung. (2011). Learning styles based on the different cultural background of KFL learners in online learning. *Multimedia-Assisted Language Learning*, 14(3), 133-154.
- Snow, R.E., Corno, L. & Jackson, D. (1996). Individual differences in affective and conative functions, in D.C. Berliner & R.C. Calfee, eds. *Handbook of Educational Psychology*. New York: Simon & Schuster Macmillan, 243 – 310.
- Sternberg, R. J. (1994). Thinking styles: theory and assessment at the interface between intelligence and personality. In: Sternberg, R.J., Ruzgis, P. (Eds.), *Intelligence and Personality*, (p.137-168), Cambridge University Press, New York.
- Swisher, K. & Deyhle, D. (1987). Styles of learning and learning of styles: Educational conflicts for American Indian youth. *Journal of Multilingual and Multicultural Development*, 8(4).
- W. A., & Jacobs, G. M. (1996). Learners and language learning. Jacobs, G. M. (Eds.), *Anthology Series 39*, (pp. 1–25). SEAMEO Regional Language Centre, Singapore.
- Weinstein, C. E., Goetz, E. T., & Alexander, P. A. (1988). *Learning and study strategies: Issues in assessment, instruction and evaluation*. New York: Academic Press.
- Weinstein, C. E., Palmer, D. R., & Schulte, A. C., (1987). *Learning and study strategies inventory*. H & H Publishers, Clearwater, FL.
- Wenden, A., & Rubin, J. (1987). *Learner strategies in language learning*. Prentice/Hall, Englewood Cliffs, NJ, USA.

- Willis, J. R. (1996). *A framework for Task-based learning*. Harlow: Longman.
- Witkin, H. A., & Goodenough, D. R., (1981). *Cognitive styles: Essence and origins: Field dependence and field independence*. New York: International Universities.
- Xiuping, Li. (2004). *An analysis of Chinese EFL learners' beliefs about the role of rote learning in vocabulary learning strategies*. Master of Thesis, University of Sunderland, United Kingdom.
- Vermunt, J.D. (1989, September). The interplay between internal and external regulation of learning, and the design of process-oriented instruction. Paper presented at the Third Conference of the European Association for Research on Learning and Instruction, Madrid, Spain
- Vermunt, J. D. (1995). Process-oriented instruction in learning and thinking strategies. *Eur. J. Psychol. Educ.* 10: 325–349.
- Vermunt, J. D. (1996). Metacognitive, cognitive and affective aspects of learning styles and strategies: A phenomenographic analysis. *Higher Educ.* 31: 25–50.
- Vermunt, J. D. (1998). The regulation of constructive learning processes. *British J. Educ. Psychol.* 68: 149–171.
- Yang, N. D. (1992). Second language learners' beliefs about language learning and their use of learning strategies: A study of college students of English in Taiwan. *Dissertation Abstracts International*, 53(08), 2722A. (UMI No.9225771).
- Young, D. J. (1998). *Affect in L2 learning: A practical guide to dealing with learner anxieties*. Prentice Hall, Englewood Cliffs, NJ.
- Young, D. J. (1998). *Affect in L2 Learning: A practical guide to dealing with learner anxieties*. Prentice Hall, Englewood Cliffs, NJ.
- Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing student use of self-regulated learning strategies. *American Educational Research Journal*, 23, 614–628.
- Zybert, Jerzy 2005 "Another learning strategy?" *Studia Anglica Posnaniensia* 41: 199–209.

APPENDICES

Appendix 1: Strategy Inventory of Language Learning

Strategy Inventory for Language Learning (SILL)

This form of the strategy inventory for language learning (SILL) is for students of a second language (SL). Please read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT IS.

1. Never or almost never 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

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. **There are no right or wrong answers** to these statements.

Part A

1. I think of relationships between what I already know and new things I learn in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
2. I use new SL words in a sentence so I can remember them. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
3. I connect the sound of a new SL word and an image or picture of the word to help me remember the word. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
4. I remember a new SL word by making a mental picture of a situation in which the word might be used. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
5. I use rhymes to remember new SL words. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
6. I use flashcards to remember new SL words. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
7. I physically act out new SL words. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
8. I review SL lessons often. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
9. I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Part B

10. I say or write new SL words several times. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
11. I try to talk like native SL speakers. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
12. I practice the sounds of SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
13. I use the SL words I know in different ways. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
14. I start conversations in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

15. I watch SL language TV shows spoken in SL or go to movies spoken in SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
16. I read for pleasure in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
17. I write notes, messages, letters, or reports in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
18. I first skim an SL passage (read over the passage quickly) then go back and read carefully. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
19. I look for words in my own language that are similar to new words in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
20. I try to find patterns in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
21. I find the meaning of an SL word by dividing it into parts that I understand. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
22. I try not to translate word for word. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
23. I make summaries of information that I hear or read in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Part C

24. To understand unfamiliar SL words, I make guesses. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
25. When I can't think of a word during a conversation in the SL, I use gestures. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
26. I make up new words if I do not know the right ones in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
27. I read SL without looking up every new word. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
28. I try to guess what the other person will say next in the SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
29. If I can't think of an SL word, I use a word or phrase that means the same thing. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Part D

30. I try to find as many ways as I can to use my SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
31. I notice my SL mistakes and use that information to help me do better. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
32. I pay attention when someone is speaking SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
33. I try to find out how to be a better learner of SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
34. I plan my schedule so I will have enough time to study SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
35. I look for people I can talk to in SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

36. I look for opportunities to read as much as possible in SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
37. I have clear goals for improving my SL skills. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
38. I think about my progress in learning SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Part E

39. I try to relax whenever I feel afraid of using SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
40. I encourage myself to speak SL even when I am afraid of making a mistake. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
41. I give myself a reward or treat when I do well in SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
42. I notice if I am tense or nervous when I am studying or using SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
43. I write down my feelings in a language learning dairy. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
44. I talk to someone else about how I feel when I am learning SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Part F

45. If I do not understand something in SL, I ask the other person to slow down or say it again. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
46. I ask SL speakers to correct me when I talk. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
47. I practice SL with other students. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
48. I ask for help from SL speakers. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
49. I ask questions in SL. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
50. I try to learn about the culture of SL speakers. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Appendix 2: Interview

Age: 20

Gender: Male

Nationality: Turkish

Learning strategy-based questions:

1. **Have you ever received any learning strategy training?**
No, I did not.
2. **Do you review English lessons periodically?**
Yes, I review lessons to improve my English and knowledge.
3. **Do you read magazines, books, messages, and newspapers in English?**
I sometimes read newspapers in English and try to translate in Turkish. I generally prefer reading books in my mother tongue. I do not find reading English books interesting. I read a lot of messages because I have foreigner friends with whom we always message each other.
4. **Do you guess meaning of unknown words?**
Yes, I believe my vocabulary is limited. And most of the time I try to guess the meaning of words because it get tiring to look it up in the dictionary frequently.
5. **Do you have goals in improving your English?**
Yes, I really like English language and I think it is necessary to improve my English better since I am going to teach the language. However, I have pronunciation problems as well as speaking. I must focus on my speaking.
6. **Do you encourage yourself to speak English?**
Yes, always. In Turkey, we are limited in using English in real life. So, any opportunity me and my friends get we force ourselves to speak English.
7. **Do you practice English with other students?**
Yes, all the time. At school we always practice. Outside the class, we create situations to practice English.

Culture-based questions:

8. **Do you think learning strategies show differences among cultures?**
Yes, of course. I can see it from the exchange students we have in the class. Some are very prepared, critical and observant in learning but some are very flexible.
9. **What is your opinion about teacher's attitude and assessment style in acquiring learning strategies?**
I think every teacher comes in the classroom is not the same in terms of teaching style. So, the way teacher teaches us has impact on defining our learning strategy. For example, some teachers give us task which we are expected to a lot of writing, and other requires a lot of memorizing.
10. **In defining your learning strategies how important is the exposure to different religions, travelling around and living in another country?**

Very important. It puts a lot on top of what you already know. I believe there are more positive effects than negatives.

11. How do you think your verbal skills (speaking in English) are influenced by your culture?

In my culture, English is mostly learnt by young generation. However, this does not mean we can speak English everywhere in real life. We are very limited. This causes us to have pronunciation and speaking problems with long pauses, wrong selection of vocabulary, and bad grammar. When I try to speak, I find myself thinking about the sentence I am going to say and when I speak I still think about how correct I built sentences.

Age: 22

Gender: Female

Nationality: Turkish

Learning strategy-based questions:

5. Have you ever received any learning strategy training?

No.

6. Do you review English lessons periodically?

Yes frequently. I mainly study by writing.

7. Do you read magazines, books, messages, and newspapers in English?

I read messages and magazines more than books and newspapers. I get distracted and bored when I read books and newspapers because I find them boring.

8. Do you guess meaning of unknown words?

Yes I try to.

9. Do you have goals in improving your English?

Yes, I want to be able to speak fluently and grammatically.

10. Do you encourage yourself to speak English?

Yes, but sometimes I am afraid of making mostly grammar mistakes.

11. Do you practice English with other students?

Yes, when we are together with friends we try to speak English.

Culture-based questions:

12. Do you think learning strategies show differences among cultures? Why?

Yes, I believe students from different culture learn differently than each other. Because every country almost has its own teaching curriculum adopted to their cultural values and behaviors.

13. What is your opinion about teacher's attitude and assessment style in acquiring learning strategies?

Well, I believe most teachers are neglecting the importance of teaching learning strategies. A great number of learners do not know how to study and what strategies are best to follow. Especially, in our teaching system teachers always encourage us to repeat and memorize things which cause us to not remember anything after exams or tests.

14. In defining your learning strategies how important is the exposure to different religions, travelling around and living in another country?

Being exposed to another culture is very important. It gives you a reason; a sample to compare what has been taught to you in your home country. It also, gives you to approach not only learning but most real life situations from a different perspective. For instance, I studied one semester abroad, and I believe I learned many useful things that I could reflect in my learning process. I could not notice any impact of religion on learning.

15. How do you think your verbal skills (speaking in English) are influenced by your culture?

To me, I think my culture really affects my speaking skills. For example, I always try to speak with foreigners when I have the chance. I feel free to ask them personal and regular questions which are found strange by the foreigner I am talking to. I think this is due to us Turks being more talkative and more open to ask personal questions to others.

Age: 25

Gender: Male

Nationality: German

Learning strategy-based questions:

1. Have you ever received any learning strategy training?

Yes, in school, but not at university.

2. Do you review English lessons periodically?

Sometimes, when I have time.

3. Do you read magazines, books, messages, and newspapers in English?

Yes, I do. Especially books, if I have enough time.

4. Do you guess meaning of unknown words?

Sometimes I try to guess unknown words, but not always. Especially in a shorter text I try to guess them, if they play an important role in the story.

5. Do you have goals in improving your English?

Yes. One goal is for example to learn as many vocabulary as I can and watching movies in English, so that the input does not always happen on a direct way.

Another goal: try to speak with friends or other students, so that there is no constraint anymore.

6. Do you encourage yourself to speak English?

Sometimes I encourage myself to speak English but I get nervous and feel shy.

7. Do you practice English with other students?

I did not start to practice English with other students. To be honest, I feel a bit shy because I started studying last semester and talking with people, who you do not know well, costs me an effort. I think after a while, so when one adapted to the situation, it will become easier.

Culture-based questions:

8. Do you think learning strategies show differences among cultures?

I don't think so because many learning strategies are based on the way the human brain works - and it works the same way in every human.

9. What is your opinion about teacher's attitude and assessment style in acquiring learning strategies?

Teachers should pay more attention on students and how each of us learn.

10. In defining your learning strategies how important is the exposure to different religions, travelling around and living in another country?

I think travelling is important because when confronting another culture you learn to view things from a different perspective.

11. How do you think your verbal skills (speaking in English) are influenced by your culture?

I think my verbal skills are highly influenced by my culture. Germans tend to do a lot small talk, and it is very different from British people. For example, when a British person says "Hi, how are you?" it is like an ordinary greeting, and the person doesn't really expect an answer. It is very different in Germany however, where people tend to tell you all their problems after asking them "How are you?". My verbal skills are also highly influenced by my mother tongue, when I'm tired I tend to speak a very German like English.

Age: 21

Gender: Female

Nationality: German

Learning strategy-based questions:

1. Have you ever received any learning strategy training?

No, I didn't. Or at least I can't remember...

2. Do you review English lessons periodically?

Not really.

3. Do you read magazines, books, messages, and newspapers in English?

Yes, mostly novels and news

4. Do you guess meaning of unknown words?

Yes, out of context. When I'm not sure however, I look it up

5. Do you have goals in improving your English?

Yes, especially vocabulary and expressing myself.

6. Do you encourage yourself to speak English?

At least during the English lessons, but not in my free time

7. Do you practice English with other students?

No

Culture-based questions:

8. Do you think learning strategies show differences among cultures?

Hard to say... there might be cultures which prefer to use more discipline etc., but I think that it depends on the individual which strategies work best.

9. What is your opinion about teacher's attitude and assessment style in acquiring learning strategies?

I think they should make their students be more aware of learning strategies. In general, I don't think that learning strategies in particular are assessed in Germany.

10. In defining your learning strategies how important is the exposure to different religions, travelling around and living in another country?

Living in another country or at least travelling a bit is important, but different religions aren't for learning.

11. How do you think your verbal skills (speaking in English) are influenced by your culture?

Again, hard to say. In our modern culture we are confronted with English a lot, so that helps. But I don't think that there's a special property of the German culture that makes it easier for us to learn English.

Age: 25

Gender: Male

Nationality: German

Learning strategy-based questions:

1. **Have you ever received any learning strategy training?**
In high school I remember our teachers us giving ideas about it but not training.
2. **Do you review English lessons periodically?**
Not really.
3. **Do you read magazines, books, messages, and newspapers in English?**
I often read English books. It's quite difficult to get access to English magazines or newspapers, so I don't read those, although I would love to.
4. **Do you guess meaning of unknown words?**
Yes, I'm often too lazy to use a dictionary, so I rather guess from context. But if a word appears over and over again, I look it up to be sure.
5. **Do you have goals in improving your English?**
Of course, I do. There are a lot of things to learn about English language. At least, for me.
6. **Do you encourage yourself to speak English?**
I hope so. I try to stay in contact with English-speaking friends over skype, but I guess I could do more.
7. **Do you practice English with other students?**
Rarely. I prefer working alone.

Culture-based questions:

8. **Do you think learning strategies show differences among cultures?**
Yes.
9. **What is your opinion about teacher`s attitude and assessment style in acquiring learning strategies?**
Teachers do not care how we acquire learning strategy. I wish they did and we were given strategy training. Because I literally think learning strategies help us in learning.
10. **In defining your learning strategies how important is the exposure to different religions, travelling around and living in another country?**
It is really good to live in another country at least for a while. New experiences makes you more aware of things about everything and it eventually reflects in whatever we are doing even at school.
11. **How do you think your verbal skills (speaking in English) are influenced by your culture?**
I think we are culturally more introverted and do not like talking to strangers or foreigners at first. So it might be an influence of my culture.

Age: 24

Gender: Female

Nationality: Turkish

Learning strategy-based questions:

1. **Have you ever received any learning strategy training?**
No I did not.
2. **Do you review English lessons periodically?**
Yes, always.
3. **Do you read magazines, books, messages, and newspapers in English?**
I read a lot of messages.
4. **Do you guess meaning of unknown words?**
Sometimes I try.
5. **Do you have goals in improving your English?**
Yes, I want to be a very good speaker of English.
6. **Do you encourage yourself to speak English?**
Yes, generally.
7. **Do you practice English with other students?**
Yes, we like speaking in English among friends.

Culture-based questions:

8. **Do you think learning strategies show differences among cultures?**
Yes, I do. Every culture has its teaching and learning system.
9. **What is your opinion about teacher`s attitude and assessment style in acquiring learning strategies?**
I do not think teachers care as long as we study and learn.
10. **In defining your learning strategies how important is the exposure to different religions, travelling around and living in another country?**
I think it might be effective.
11. **How do you think your verbal skills (speaking in English) are influenced by your culture?**
I think as part of my culture I use too many gestures and body language. I sometimes find myself speaking very loud. When I cannot find the correct word I try using my hands and mimics. I find it interesting because everyone in Turkey does the same thing.

Age: 21

Gender: Female

Nationality: Turkish

Learning strategy-based questions:

1. **Do you review English lessons periodically?**
No, I do not have the time.
2. **Do you read magazines, books, messages, and newspapers in English?**
I sometimes speak to friends who are in America, but my university's library has not many English books.
3. **Do you guess meaning of unknown words?**
No, I do not. I looked them up on the google translate or sessli sozuluk
4. **Do you have goals in improving your English?**
Yes, I hope that I am able to get them.
5. **Do you encourage yourself to speak English?**
I try to too if I need to, but there is nothing to help.
6. **Do you practice English with other students?**
Yes sometimes, at my English class

Culture-based questions:

7. **Have you ever received any learning strategy training?**
No I have not.
8. **Do you think learning strategies show differences among cultures?**
I think they are, but I do not know.
9. **What is your opinion about teacher`s attitude and assessment style in acquiring learning strategies?**
It is important, because they are the ones teachings you, and trying to motivate you to learn.
10. **In defining your learning strategies how important is the exposure to different religions, travelling around and living in another country?**
I think it is very important.
11. **How do you think your verbal skills (speaking in English) are influenced by your culture?**
It is influenced badly in my culture, we learn English but it is taught through Turkish.

Age:20

Gender: Male

Nationality: Turkish

Learning strategy-based questions:

1. **Do you review English lessons periodically?**
Yes, I try to practice every day.
2. **Do you read magazines, books, messages, and newspapers in English?**
I like trying to read English books or anything in English if I can find.
3. **Do you guess meaning of unknown words?**
Not really, I look them up.
4. **Do you have goals in improving your English?**
Yes, I do have goals in improving my English.
5. **Do you encourage yourself to speak English?**
Yes, I try to a couple times a week.
6. **Do you practice English with other students?**
Yes I try to talk with other international or Erasmus students that come.

Culture-based questions:

7. **Have you ever received any learning strategy training?**
Yes, I have received a little bit.
8. **Do you think learning strategies show differences among cultures?**
I believe it is, because of my conversations with other students.
9. **What is your opinion about teacher`s attitude and assessment style in acquiring learning strategies?**
I don`t know, I haven`t thought about it.
10. **In defining your learning strategies how important is the exposure to different religions, travelling around and living in another country?**
I think it may not be so important.
11. **How do you think your verbal skills (speaking in English) are influenced by your culture?**
I think it may be good, but not many people speak or understand English.

Age: 26

Gender: Female

Nationality: German

Learning strategy-based questions:

1. **Do you review English lessons periodically?**
Yes, I study atleast 30 mins a day when I get home.
2. **Do you read magazines, books, messages, and newspapers in English?**
Yes, when I have the chance, I read anything online. I also watch English TV shows and series. I learn a lot from written and visual materials.
3. **Do you guess meaning of unknown words?**
I try to, but I look them up when I remember to.
4. **Do you have goals in improving your English?**
I hope that I would be considered a native speaker one day.
5. **Do you encourage yourself to speak English?**
Yes, almost daily.
6. **Do you practice English with other students?**
Yes, in my class, we are taught to.

Culture-based questions:

7. **Have you ever received any learning strategy training?**
We only get taught a small bit about this approach.
8. **Do you think learning strategies show differences among cultures?**
Yes I believe because of how the American and European students run.
9. **What is your opinion about teacher`s attitude and assessment style in acquiring learning strategies?**
I think it is important because if they don`t seem interested, you don`t want to take the time and take learning seriously from them then.
10. **In defining your learning strategies how important is the exposure to different religions, travelling around and living in another country?**
I think it is very important.
11. **How do you think your verbal skills (speaking in English) are influenced by your culture?**
I think it is very well done, but there could be some improvements.

Age: 23

Gender: Male

Nationality: German

Learning strategy-based questions:

1. **Do you review English lessons periodically?**
I review them every other day.
2. **Do you read magazines, books, messages, and newspapers in English?**
Yes, I do. I can experience the language in its real setting and can see how it is used by native speakers. For example, when I read I know I learn a lot of new words, and the more I do readings the better my writing gets.
3. **Do you guess meaning of unknown words?**
I have to, especially when I am speaking.
4. **Do you have goals in improving your English?**
I hope that I can speak without guessing words anymore.
5. **Do you encourage yourself to speak English?**
Yes, I do, plus my job helps motivates me.
6. **Do you practice English with other students?**
No I don't but I do speak with the other Erasmus and international students a lot more or my American friends on Facebook.

Culture-based questions:

7. **Have you ever received any learning strategy training?**
I have not received any training.
8. **Do you think learning strategies show differences among cultures?**
Yes, I do believe there is, from researching and speaking with other Erasmus students.
9. **What is your opinion about teacher's attitude and assessment style in acquiring learning strategies?**
I feel like it is important for them to be motivated or to motivate others.
10. **In defining your learning strategies how important is the exposure to different religions, travelling around and living in another country?**
I think it is the utmost importance to travel, learning is one thing. But experiencing is another.
11. **How do you think your verbal skills (speaking in English) are influenced by your culture?**
I think it has been influenced well.

CURRICULUM VITAE

PERSONAL DETAILS

Name : Gonul Suzan (PERSON) ORTEGA
Place and Date of Birth : Adana, 01.08.1984
E-mail : suzan_801@hotmail.com

EDUCATIONAL BACKGROUND

2011-2013 (MA) Cukurova University
The Institute of Social Sciences, English Language Teaching
Department, ADANA
2001-2007 (BA) Anadolu University
Faculty of Education, English Language Teaching
Department, ESKISEHIR
2002-2006 (BS) University of Maryland
Computer Information Systems and Management, USA
1999-2001 Incirlik High School, ADANA

EXPERIENCE

2011- 2013 English Language Teacher
English Point Language School, ADANA
2010-2011 English Language Teacher
Ari Private Primary Schools, ANKARA
2007-2009 Computer Studies Teacher/English Language Teacher
Pakistan Embassy International Study Group, ANKARA