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**BELIEFS ABOUT LANGUAGE LEARNING AND LANGUAGE LEARNING
STRATEGY USE IN AN EFL CONTEXT**

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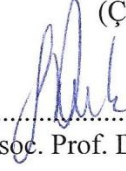
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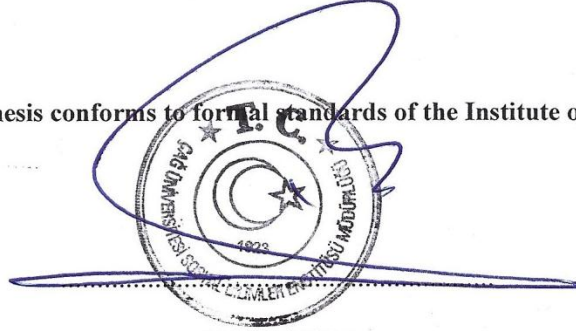


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ÖZET

İNGİLİZCENİN YABANCI DİL OLARAK KULLANIMI BAĞLAMINDA ÖĞRENCİLERİN DİL ÖĞRENME HAKKINDA İNANÇLARI VE STRATEJİ KULLANIMLARI

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Çalışma, Beykent üniversitesi hazırlık sınıflarında 218 öğrencinin yabancı dil öğrenme hakkında inançlarını ve dil öğrenmeyle ilgili strateji kullanımını araştırdı. Çalışmanın ikinci amacı öğrencilerin dil öğrenimiyle ilgili inanışları ve kullandıkları stratejiler arasında bir ilişki olup olmadığını saptamaktır. Veri analizi için istatistiksel araştırma yöntemleri kullanıldı. Veriler, betimsel analizler ve Pearson r korelasyon yöntemi kullanılarak analiz edildi. Ankete katılan öğrencilerin en çok biliş üstü stratejileri kullanıldığı saptandı. Araştırmada, öğrencilerin İngilizce öğrenimine karşı güçlü ve önemli motivasyonlarının olduğu ve anadili İngilizce olan kişilerle konuşmaktan çekinmedikleri ortaya çıktı. Buna ek olarak, sonuçlar öğrenciler için İngilizce öğreniminde pratik ve tekrarın ne kadar önemli olduğunu gösterdi, ayrıca araştırma gelecekte iyi bir iş sahibi olmak için de İngilizce öğreniminin önemine dikkat çekmiştir. İnanışlar ve stratejiler arasında önemli ilişkiler saptanmıştır. Korelasyon sonuçları dil öğrenme stratejilerinin inanışlarla arasında önemli bir ilişki içerisinde olduğunu ortaya çıkarmıştır.

Anahtar Kelimeler: Dil, Dil Öğrenme İnançları, Dil Öğrenme Stratejileri

ABSTRACT

BELIEFS ABOUT LANGUAGE LEARNING AND LANGUAGE LEARNING STRATEGY USE IN AN EFL CONTEXT

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This study investigated a sample of 218 preparatory class university learners' beliefs about language learning and their use of strategies in the school of Language Preparatory School at Beykent University. Beyond the descriptions about beliefs and strategies, notably, the second objective of the study was to find out the relationship between the learners' beliefs about language learning and use of language learning strategies. The study obtained data using quantitative research methods. Pearson *r* correlation and descriptive analyses were used to analyze the data. Participants reported using metacognitive strategies most. Students had strong motivation and they believed in the importance of learning English and less afraid of speaking English with English speakers. Additionally, the results showed that students believed that repetition and practice in English played important role and English is important to get a better job in the future. The result of the Pearson *r* correlation revealed language learning strategies were significant correlation with language learning beliefs.

Key Words: Language, Language Learning Beliefs, Language Learning Strategies

ABBREVIATIONS

- EFL** : English as a Foreign Language
- BALLI** : The Beliefs about Language Learning Inventory
- SILL** : Strategy Inventory for Language Learning
- L1** : Native language of second language learners
- L2** : A target language
- FL** : A foreign language
- SL** : A second language

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CHAPTER 1

1. INTRODUCTION

Learning a language is a complicated process influencing people differently in terms of individual sentiment, character, attitude, belief, and the environment. These characteristics form part of our identity. A person's outlook shaped by these factors may affect how they grasp the language.

Teaching a language is misunderstood by many teachers. If they teach grammar directly, they assume the teaching process is fruitful. The glitch in the education system affects the whole system in the country. The fundamental issue is how to teach. For a long time, a lot of research was carried out on teaching methods. Many researchers are investigating new methods to strengthen the education system. There are many different, effective teaching methods and techniques. However, learners need to decide on the most suitable method for themselves. Firstly, we should take students' needs into consideration. Any method which does not take students' beliefs and needs into consideration may not contribute to students' learning as expected.

We know that every person is unique and different. Every learner brings preconceptions to the learning context. Learner beliefs are one of the main determinants to shape the learning way. Additionally, language learning beliefs lead the way and ensure their students beneficial recommendations about how to be successful. Also, some beliefs may affect motivation, attitude, anxiety, strategy use and language achievement. In addition, beliefs about language learning have been considered to be connected to the learners' use of language learning strategies (Hosenfeld, 1978; Wenden, 1987; Yang, 1999). To illustrate, learners who have positive beliefs about the significance of grammar want to utilize strategies encouraging grammar learning. It is emphasized that research on learners' beliefs provides precious sources of language learning (Christison, 1986). According to Oxford (1990), language learning process regards students' participation necessary. Therefore, their language learning strategy use deduces about how they acquire, organize, control information they are attended. Griffiths (2008) attempted to define this concept as students consciously prefer ways, hence they can organize the language learning process.

This study will build a bridge to understanding the relations concerning learners' strategy use and their beliefs about language. This comparison between learners'

strategy use and the beliefs might produce significant information regarding approaches to the language learning of learners.

1.1.Purpose and Problem Statement of the Study

Students believe English to be a difficult lesson to learn. Many learners lose interest and have negative attitudes and beliefs to begin study English. Hence, students fail to perform the meaningful language learning strategies. Research is needed to explore beliefs about language learning and language learning strategies of university preparatory school students in Turkey. Furthermore, relationships between learners' beliefs and strategies were examined. Learners who believe that they can learn a foreign language use a variety of language learning strategies to reach their goal. This personal observation impels me to research beliefs and language-learning strategies.

Research questions are:

- What beliefs do preparatory class students hold about learning English as a foreign language?
- What strategies do preparatory class students use for learning English?
- What are the relationships between beliefs and language learning strategy use?

1.2.Significance of the Study

This research will create a resource in terms of theory and practice about language learning by researching beliefs, strategy use and the relationship between these two fields. Practically, this study, which leads the way for the researcher and curriculum developers, will elicit information about learning differentials from learners. Principally, it is expected to have been taken concrete steps in the view of such information in Turkish contexts. Consequently, it is expected that these beliefs can make a difference in the selection of teaching methods and approaches used in the classes.

CHAPTER 2

2. REVIEW OF THE LITERATURE

2.1. Introduction

This chapter provides a review of literature on beliefs and strategies. To begin with, I approach the concepts of beliefs about language learning and language learning strategies including their definitions, classifications, and development. Next, studies that influence beliefs and language learning strategies are examined. Lastly, I look at studies focusing on the relationship between beliefs and strategy use.

2.2. Beliefs about Language Learning

Learner differences affect the process, also beliefs are one of the factors affecting the process. Beliefs influence the learners' thoughts or behaviors consciously or unconsciously. Huang (1997) considered that beliefs are preconceptions while learning the language. These ideas have an impact on people's understanding of many issues; hence, the beliefs' importance cannot be ignored especially in the language learning process. Every learner comes to class with prior experiences and beliefs that influence learners' behaviors and approaches to the language learning process. According to Mantle-Bromley (1995), positive beliefs towards language learning shapes the process effectively and productively. For example, if learners believe the importance of grammar to learn a new language, they will focus on the linguistic competence to achieve their goal. When students have beliefs about the difficulty of learning a language, it will not be a good start for them.

Learners are aware of their abilities how they understand and learn in the process. According to Öz (2005), firstly beliefs influence learners' motivation, then this motivation affects behavior, lastly these cycles appear as outcomes. For instance, learners who believe a specific method or approach may refuse to use other methods or approaches (Dörnyei, 2001).

2.2.1. The Development of BALLI

Horwitz designed three instruments called the Beliefs about Language Learning Inventory (BALLI) to obtain descriptive analysis regarding the beliefs about foreign language learning. Firstly, BALLI (1985) designed brought to light teachers' beliefs in four themes. It consisted of 27 items developed by 25 language teachers (1985, 1988).

Then, Horwitz focused on ESL students and created the second version of the BALLI (1987). This version is comprised of 34 statements and Horwitz used five major fields to explain the statements in the BALLI. These five areas present a belief system regarding how to evaluate appropriately.

Horwitz (1988) designed the last version for English-speaking learners of a foreign language. Every type uses five-point Likert-scale items with scales ranging from strongly agree to strongly disagree. BALLI's instruments include only descriptive statistics; they do not inform inferential statistics on the beliefs.

2.2.2. Studies on Beliefs about Language Learning

Many researches exist about learners' beliefs concerning language learning. To begin with, Alsamaani (2012) utilized a modified Arabic version of Horwitz's BALLI to gather information needed for investigating the beliefs of 250 students studying the Intensive English Language Program at Saudi University. Alsamaani obtained positive beliefs about foreign language concerning the nature of language learning, communication strategies, and motivation and expectations about learning English as a foreign language. Similarly, Kunt (1997) examined the beliefs about language learning held by first month university students enrolled in Swahili classes with those of students of French and Spanish. A survey 'KRI' that is based on the BALLI and includes 47 statements with a close-ended format was devised to define the beliefs and underlying belief structures. According to Kunt, students of Swahili had positive beliefs regarding language learning.

Moreover, many studies exist investigating the relationship between beliefs and gender effect. Jafari and Shokrpour (2012) used the Persian version of BALLI conducted on 40 male and 40 female students in Iran. The results found significant differences between the learners' beliefs and their gender. Rieger (2009) also explored gender effect and the beliefs and the Hungarian version of Horwitz's BALLI was employed to 54 English majors and 55 German majors at a university in Budapest in the study. According to findings of these studies, female students had more positive attitudes and beliefs to some approaches than males in language learning. Both studies had some limitations. Firstly, the number of the participants is relatively small for the findings. Secondly, the study ignored variables such as social, cultural-cognitive, affective, and personal factors. However, some studies exist in contrast with these results. For example, Yazıcı's study was performed on 90 male and 90 female university prep class

students at Cukurova University. According to Yazıcı (2014), the only statistically significant difference was concerning the relationship between speaking more than one language and being intelligent. Gender differences were not seen as significant. But, we cannot ignore the importance of genders as a factor on learning a foreign language.

Another research field focus on the cultural influences about learners' beliefs. Horwitz reviewed studies on beliefs about language learning including American learners of French, Spanish, German, and Japanese, US university instructors of French, and Korean, Taiwanese, and Turkish heritage English as EFL students to define similarities and differences across cultural groups using BALLI. Many belief differences between and among all the learning groups were determined. The Asian and Turkish heritage learners were less convinced than the Americans about the relative difficulty of some languages but believed more strongly that learning vocabulary was key to foreign language learning. The learners of Japanese generally judged Japanese to be a more difficult target language. They believed in the importance of vocabulary and grammar learning while the American learners did not. The Korean and Turkish heritage groups disagreed regarding the significance of learning grammar and agreed that the most important part of language learning is to translate.

In sum, these studies suggested not to disregard the beliefs if we anticipate our students to be successful and to obtain the maximum advantage from them. In order that, both teachers and students must define, organize, and exploit the positive beliefs that they had about learning a language, because the knowledge of learners' and teachers' beliefs provides beneficial clues to learning process. In addition, these studies light the way for us to understand the current study.

2.3. Language-Learning Strategies

The beliefs lead the way for how to approach language learning and elicit appropriate language learning strategies reflecting learners' beliefs. According to Vlckova & Berger & Völkle (2013), learning strategies play important roles for learners to reach their goal and strategies can change easier than learning styles. Rigney (1978) defined strategies as retention, or retrieval of information. According to Rubin (1975), the learners use the language learning strategies to facilitate the obtaining, storage, retrieval and use of information. O'Malley & Chamot (1990) stated learning strategies are the learners' special thoughts or behaviors. These actions guide them understand new information. According to Rubin (1987), learning strategies divided into three parts.

Rubin's thoughts about language learning strategies of include monitoring, that means language learning is about planning and repairing.

Many strategies exist which have been studied and grouped in different ways by researchers. According to Hong (2006), categorization of language learning strategies investigated learners' strategic behaviors. Oxford (1990) divided language learning strategies into two categories: direct strategies and indirect strategies that guide students to learn the target language. Direct strategies are about the use of language storing the information and these are; memory, cognitive and compensation strategies. Indirect strategies are not directly about use of language, however, these strategies promote language learning and organize the learning process (Oxford, 1990), and these are; metacognitive, affective, and social strategies.

Oxford's (1990) classification arises from the integration of all strategies into one group. This categorization is connected with four skills and regards linguistic, also the psychological functions. Oxford (1989) stated that cognitive strategies transfer are the transformation of the language, the learner store new information and retrieve it later using memory, compensation strategies compensate for missing knowledge of some kind, communication strategies are typically taken to mean only those compensation strategies used while speaking, metacognitive strategies are used for centering, arranging, planning, and evaluating the learning, thank to affective strategies, learners can control their emotions, attitudes, and motivations about language learning and learners can work with other people in the process using social strategies. The following table describes language learning strategy classification since the 1970s.

Table 1. Strategy Classification Systems

	Strategies classification
Naiman et al. (1978)	Active task approach, the realization of language as a system.
Dansereau (1985)	Primary and support strategies are differentiated and further subdivided according to a language task (reading, writing, vocabulary learning, etc.).
O'Malley et al. (1985)	Metacognitive, cognitive and socioaffective.
Weinstein & Mayer (1986)	Primarily building upon the difference between learning strategies and teaching strategies. The major 6 groups of learning strategies are differentiated according to whether they are suitable for basic or complex learning tasks.
Rubin & Wenden (1987)	Direct strategies and indirect strategies.
Stern (1992)	Management, planning, cognitive, communication experimental, interpersonal and affective.
Wild, Schiefele, & Winteler (1992, in Wild, 1997)	Primary strategies (cognitive and metacognitive) and secondary strategies.
Bimmel & Rampillon (2000)	Direct strategies: memory, language processing. Indirect strategies: self-regulatory, affective, social, language use strategies.
Cohen & Weaver (2006)	Retrieval, rehearsal, communication.

2.4. Studies on the Use of Language-Learning Strategies

Many studies are about the learners' strategy use. For example, Wong (2010) explored strategy use of participants using SILL. According to the findings, pre-service teachers use mostly social strategies, followed by metacognitive, compensation, cognitive, memory and affective strategies. Many studies found that females used more frequently than males. To illustrate, Oxford (1989) investigated gender differences. The results showed females often utilize the language learning strategies.

Altunay (2014) examined the use of strategies by Turkish distance learners of English. According to the findings, affective strategies were least used. Similar results have been observed in Suwanarak's study. According to Suwanarak (2012), affective strategies were least used among 220 Thai graduate students at a public university.

Judge (2011) explored the strategies of Spanish adults. As a result, students mostly tend to use cognitive, metacognitive, and social strategies in business tasks. Noormohamadi (2009) explored on language anxiety and strategy use. The survey was used by high-anxiety and low anxiety students. A significant negative correlation was observed between language anxiety and strategy use. There are differences between high-anxiety and low-anxiety students. So, it is concluded that anxious students less frequently use strategies. Lu & Liu (2011) also explored foreign language anxiety and strategy use influencing learners' performance in English. The data showed that nearly one-third of the students experienced anxiety in their English class. Hong-Nam and Leavell (2006) investigated the language learning behaviors. It was found that EFL students used many strategies and there were similarities and differences in strategy use. Magno (2010) conducted SILL to 302 learners. It was found that strategies affect the English of the Korean students learning EFL mostly. Additionally, participants used many strategies.

In summary, these studies ensured a better understanding of how language learners handle the target language using language learning strategies. Despite the fact that learners use a variety of language learning strategies, the most important part of it is how to use them efficiently. That means that knowing a strategy is not the same as being able to utilize the strategy efficiently.

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

The objectives of this study were to explore the beliefs and strategy use in the school of Foreign Languages, Compulsory and Optional English Language Preparatory School at Beykent University. Beyond the descriptions about beliefs and strategies, notably, the second objective of the study was to find out the relationship between the learners' beliefs about language learning and their learning strategy use. The study used quantitative research methods. Two questionnaires (BALLI) and (SILL) provided quantitative data. By addressing research questions, I expect to comprehend the beliefs about language learning and language learning strategy use. This chapter is comprising the research design, the instruments, the participants, the data collection procedures, and the data analysis, is to introduce the methodology part of this study.

3.2. Research Design and Instruments

The quantitative survey method was considered appropriate to obtain the data. Statistical procedures were implemented to analyze the quantitative data. The data for 218 participants is considered quantifiable and generalizable to a larger population. This research method is ideal for implementing large numbers of students. According to Balsley (1970), the quantitative research methods provide reliability of gathered data owing to controlled results. Two instruments (the SILL and the BALLI) were employed. A Turkish translation were used to minimize any misunderstandings and ensure the accuracy of results. Demirel (2009) run the research to 702 students in Erciyes University. The correlation of the scale with a similar scale measuring the learning strategies was found to be $r: 0,70$. The internal consistency coefficient of the scale was found as $0,92$ and test retest reliability coefficient as $0,83$. The analysis revealed that the strategy inventory for language learners was equally valid and reliable for use in Turkey as the measuring instrument. Büyükyazı (2010) used The Turkish version of the BALLI to 156 English as a foreign language students and 19 EFL teachers in the Department of Foreign Languages at Celal Bayar University of Manisa. This version was back-translated by two different experts in the field. A commission of five members composed of linguists and pedagogues translated into Turkish through back translation.

The correlation coefficient was .87. Hence, The Turkish version of BALLI was found valid and reliable.

3.2.1.SILL

The SILL (Oxford 1986) was firstly proposed as an instrument for evaluating the frequency of strategy use. Two types of the SILL are in existence, one for foreign language learners whose native language is English and consists of 80 items (version 5.1) and the other for learners of English as a second or foreign language comprised of 50 items (version 7.0). Researcher used the last version of the SILL (VERSION 7.0) in this study. The 50 items in the survey are divided into six categories of strategies: memory strategies (items 1-9), cognitive strategies (items 10-23), compensatory strategies (items 24-29), metacognitive strategies (items 30-38), affective (items 39-44), and social strategies (items 45-50).

3.2.2.BALLI

The BALLI was designed by Horwitz (1985) to examine learners' beliefs. There are three kinds of BALLI; firstly, for foreign language teachers (1985) with 27 items, secondly, for ESL students (1987) with 27 items, and thirdly, for U.S. students learning a foreign language (1988) with 34 items. The BALLI is made up of 34 Likert-scale items. 32 items were scored on a five-point Likert-scale. Two items have different response scales (4 and 15). Researcher used the BALLI (1988) with 34 items in this study. The BALLI identifies learners' comprehensions about language learning, hence it does not give a total composite score for the whole instrument and it does not provide clear right or wrong answers. The responses to each item are handled individually. Horwitz (1988) evaluates beliefs and their consequence in five major areas.

3.3.Participants

The researcher aimed to survey all elementary level students in the English Language Preparatory School at Beykent University in the first semester of the 2014 academic year. In total, the questionnaires were given to 218 elementary students for each survey whose ages ranged from 18 to 23 years old. 218 students accounted for 90% of the total number of the students whose was elementary. The students were preparatory class students majoring in various disciplines (i.e., Engineering and Science) and had begun their English education in primary school. Some departments deliver their courses in English; therefore students need to practice English intensively

for twenty hours a week. This situation gives learners a reason to learn English, stimulating their external motivation. Additionally, Beykent University is in Istanbul which is the center of tourism. Because of this, people have the chance to have contact with English speakers, and this may have an impact on the students' internal motivation for learning English.

3.4.Data Collection Procedure

Firstly, the researcher got in touch with the class instructors and administrators at Beykent to request the attendance to this study. The instructors informed the students about the procedures and instructions. The Turkish translation form of the two surveys was given at Beykent in the spring 2015 semester. The questionnaires were distributed during class time by the instructors of the classes preceded by a short explanation about the objective of the study. The completion of the surveys took about 20 minutes. Students were enlightened that they had a right to refuse participation. The privacy procedures and the advantages of attending in this study were clarified. Thanks to their participation, students had the opportunity to raise awareness of their strategy use and beliefs about their own learning. After the implementation of the surveys, class instructors collected and gave them to the researcher for data analysis.

3.5.Data Analysis

218 of each survey and totally 436 completed questionnaires were analyzed using The Statistical Package for the Social Sciences (SPSS) for Windows, Version 22 for the quantitative data analysis. Descriptive statistics, including means and frequencies were computed to sum up the learners' beliefs and strategy use. Pearson r correlations were calculated to specify the correlation.

CHAPTER 4

4. RESULTS

4.1. Introduction

The objective of this study was to explore the beliefs and strategy use of preparatory school university students. The second purpose was to investigate the relationship between the learners' beliefs and strategy use. The record of the results includes descriptive analyses (frequencies, and percentages) and Pearson *r* correlation analyses concerning the relationships between strategy use and beliefs. The results are submitted in order following each research question for the specificity.

4.2. The Analysis of the Findings from BALLI Questionnaire

For investigation of the learners' beliefs, the BALLI was implemented for the university students in this descriptive study. Horwitz (1987) grouped the questionnaire "BALLI" into five major areas originally. The overall frequency of each item, means, and standard deviations were calculated to determine the beliefs of language learning via SPSS.

As we begin with foreign language aptitude (see Table 2), it was found out that the majority of the students believe that it is easier for children than for adults to learn a foreign language (Statement 1). The percentage of the participants who agreed or strongly agreed with this belief was 80,7% while only a small percentage (9,1%) of them showed disagreement. As for the item concerning the existence of an ability for learning foreign languages (Statement 2), the participants seem to have different opinions. The results showed that while the percentage of the participants who disagree with the belief that people have a special ability for learning foreign languages was 34%, the 38,1% of the participants agreed with this belief. Yet, 28% of the participants was uncertain regarding this belief. The half of the participants seem to agreed or strongly agreed with the belief (Statement 10) that it is easier for someone who already speaks a foreign language to learn another one was 58,2%, but the 26,1% were undecided about this belief. In addition, only 15,6% of the participants disagreed. It was found that most of the participants did not decide whether they have a special ability for learning foreign languages or not (Statement 15). The percentage of the participants who did not decide with this belief was 33%. Also, almost same percentage of them (36,7%) showed agreement and 30,3% of the participants disagreed about this belief. As

a striking result, many participants disagreed with regard to this belief *women are better than men at learning foreign languages* (Statement 22). 42,6% of the participants seem to show disagreement while 22,1% of the students strongly agreed or agreed. Yet, 35,3% were uncertain concerning this belief. The majority of the participants were undecided regarding this belief *people who are good at mathematics or science are not good at learning foreign languages*(Statement 29). The percentage of them was 42,7%. Only a small percentage (20,7) of them agreed and 36,7% of the participants showed disagreement. There are different opinions regarding this item *people who speak more than one language are very intelligent* (Statement 32). Almost similar percentages were found that 34,9% of the participants were uncertain; likewise, 36,7% of the participants agreed and 28,2% of them seem to respond that they disagreed. As for the item about people who are good at learning foreign languages (Statement 33), almost half of the participants (45,4%) responded that they were undecided. The percentages show that 28% of the participants disagreed while 26,6% of them agreed. The percentages of the last item in this part show that the beliefs regarding everyone can learn to speak a foreign language result in positive inspiration to start learning a language (Statement 34). Most of the participants (76,1%) strongly agreed or agreed about this belief, only a small percentage (6,9%) of them disagreed about this item. As concluded, participants are conscious of some difficulties while learning a language when at an older age. Most of the students could not decide whether everyone has special ability and also whether they individually have a special ability for language learning. But most of them believe that everyone can learn a foreign language.

Table 2. Percentages and Frequencies of Beliefs about Foreign Language Aptitude

	f	%	f	%	f	%	f	%	f	%
Statement 1	11	5	9	4,1	22	10,1	53	24,3	123	56,4
Statement 2	42	19,3	32	14,7	61	28	47	21,6	36	16,5
Statement 10	11	5	23	10,6	54	26,1	74	33,9	53	24,3
Statement 15	31	14,2	35	16,1	72	33	53	24,3	27	12,4
Statement 22	72	33	21	9,6	77	35,3	23	10,6	25	11,5
Statement 29	61	28	19	8,7	93	42,7	18	8,3	27	12,4
Statement 32	31	14,2	31	14,2	76	34,9	47	21,6	33	15,1
Statement 33	30	13,8	31	14,2	99	45,4	38	17,4	20	9,2
Statement 34	5	2,3	10	4,6	37	17	77	35,3	89	40,8

As shown in Table 4 and 5, two items have different answers scales (4 and 15). When asked about the degree of difficulty concerning learning English (Statement 4), a large number of students (46,3%) considered that English is a medium difficult language, 7,3% of the participants thought English to be a very difficult language and 8,7% of the students considered English is a very easy language to learn. According to 32,1% of the students, English is a difficult language; for 5,5% students, English is a very easy language. According to the fifteenth statement, many students (20,6%) reported that it would take less than a year and 33,5% of students believed 1-2 years was enough to learn a language with one hour of daily study. 18,8% students considered everyone cannot learn the language well in 1 hour of study per day. 17,9% students believed that 3-5 years and 9,2% students believed 5-10 take to speak the language very well. A large number of participants believed (see Table 3) that some languages are easier to learn than others (Statement 3). The percentage of the participants who showed agreement was 63,8% while only 12,8% of them disagreed. When asked *Will they learn to speak English very well* (Statement 6), it was found that most of the participants (64,3%) believe themselves about this item. Only a small percentage (12,8%) showed

disagreement. But, 22,9% were undecided about this belief. As for another item *it is easier to speak than understand a foreign language*(Statement 24), we cannot conclude the exact results because the percentages were almost close one another. The results found that 33,9% of them were undecided and disagreed. Also, 32,1% of the participants agreed. Lastly, it was found out that the majority of the students believe that it is easier to read and write English than to speak and understand it (Statement 28). The percentage of the participants who agreed or strongly agreed with this belief was 47,2% while only a small percentage (19,3%) of them showed disagreement. The majority of participants strongly agreed that they will learn to speak English very well. That means the more they believe that English is a medium difficult or easy language, the better and faster they learn English. Beliefs about English to be a medium or easy language make them ready for 1-2 years to learn English.

Table 3. Percentages and Frequencies of Beliefs about Difficulty of Language Learning

	f	%	f	%	f	%	f	%	f	%
Statement 3	16	7,3	22	5,5	51	23,4	73	33,5	66	30,3
Statement 6	12	5,5	16	7,3	50	22,9	64	29,4	76	34,9
Statement 24	34	15,6	40	18,3	74	33,9	42	19,3	28	12,8
Statement 28	23	10,6	42	19,3	50	22,9	59	27,1	44	20,2

Table 4. Item 4 Frequencies and Percentages

English is	(1) a very difficult language	(2) a difficult language	(3) a language of medium difficulty	(4) an easy language	(5) a very easy language					
	f	%	f	%	f	%	f	%	f	%
	16	7,3	70	32,1	101	46,3	19	8,7	12	5,5

Table 5. Item 14 Frequencies and Percentages

If someone spent one hour a day learning a language, how long would it take them to speak the language very well?	(1) less than a year	(2) 1-2 years	(3) 3-5 years	(4) 5-10 years	(5) you can't learn a language in 1 hour a day
	f %	f %	f %	f %	f %

With respect to the nature of language learning (see Table 6), as for the item regarding knowing about English speaking cultures is important to speaking English (Statement 8), the percentages are close each other; 32,1% of the participants disagreed and 38,5% of them agreed. When we took another item, statement 11, into consideration, the majority of the participants preferred learning English best only in an English-speaking country. The results showed that while the percentage of the participants who disagreed with the belief was 5%, the 87,2% of the participants agreed with this belief. And, 7,8% of the participants was uncertain regarding this belief. Concerning the importance of vocabulary in language learning (Statement 16), the majority of the participants (85,3%) supported its significance and agreed, only 6% of the participants showed disagreement; 8,7% of the students were undecided regarding the importance of vocabulary. Additionally, participants believed that grammar is significant in language learning (Statement 20). According to the results, 64,3% of the participants agreed while only 17,4% of the participants disagreed and 18,3% of them were uncertain about this item. It was found out that the majority of the students believe that learning a foreign language is different to learning other academic subjects (Statement 25). The percentage of the participants who agreed or strongly agreed with this belief was 73,4% while only a small percentage (7,3%) of them showed disagreement. And 19,3% of the students could not decide regarding this item. Lastly, we can conclude that translation from native language plays an important role in respect of learning English (Statement 26). Most of the participants believed that translation is

crucial. The percentage of them who agreed with this belief was 53,2% while 17% of the participants showed disagreement. According to these findings, it is easily understood that participants are not aware of the culture and grammar and vocabulary are still a significant part of language learning. Also, translation is in the center to learning a language for most students.

Table 6. Percentages and Frequencies of Beliefs about the Nature of Language Learning

	f	%	f	%	f	%	f	%	f	%
Statement 8	30	13,8	40	18,3	64	29,4	55	25,2	29	13,3
Statement 11	7	3,2	4	1,8	17	7,8	52	23,9	138	63,3
Statement 16	3	1,4	10	4,6	19	8,7	78	35,8	108	49,5
Statement 20	10	4,6	28	12,8	40	18,3	88	40,4	52	23,9
Statement 25	7	3,2	9	4,1	42	19,3	81	37,2	79	36,2
Statement 26	12	5,5	25	11,5	65	29,8	79	36,2	37	17

As seen in Table 7, when asked whether students are shy speaking English with other people (Statement 5), the results showed that almost half of them (44,5%) agreed, likewise almost half of them (46,3%) disagreed with this belief. As for another item regarding the importance of excellent pronunciation (Statement 7), many students believed that it is important. The percentages showed that while 65,2% agreed with this belief, only a small percentage (18,8%) disagreed and 16,1% of the participants were uncertain about this item. It was found that the majority of the participants seem to disagree with the item *they should not say anything in English until they can say it correctly* (Statement 9). While 70,2% of the participants showed disagreement, only 13,3% of them agreed regarding this belief. Participants believed that they like speaking English with the native speakers of English they met without embarrassment (Statement 12). The percentage of the participants who agreed or strongly agreed with this belief was 61,9% while only a small percentage (15,1%) of them showed disagreement. But, 22,9% were undecided about this belief. Participants believed that it's o.k. to guess if

they don't know a word in English (Statement 13). Yet, one fourth of the participants were uncertain and showed disagreement about this beliefs. The results showed that 45% of the participants agreed while 28,5% of them disagreed and 26,1% of them did not decide about it. The majority of students thought that it is important to repeat and practice a great deal (Statement 17). The percentage of the participants who agreed or strongly agreed with this belief was 88% while only a small percentage (5,5%) of them showed disagreement. According to the statement 18, many participants (42,2%) disagreed that they feel timid speaking English in front of other people and 37,1% of them agreed with this belief. Participants are aware of the difficulties for them to speak correctly later on if beginner students are permitted to make errors in English (Statement 19). As the results were seen, 54,5% of the participants agreed with this belief while 23,4% of them disagreed. Lastly, as for the item about the importance of practice with cassettes or tapes (Statement 21), participants have different opinions. For example, a small percentage of participants (13,3%) disagreed with this belief. However, 56,4% of the participants agreed and 30,3% of them could not decide about this item. To summarize, students are aware of the importance of how to begin learning a language, because they know the difficulties about how to correct their mistakes in the future. Almost half of the students feel shy and almost half of them do not feel shy speaking with other people. However, most of them do not feel guilty when they speak incorrectly.

Table 7. Percentages and Frequencies of Beliefs about Learning and Communication Strategies

	f	%	f	%	f	%	f	%	f	%
Statement 5	55	25,2	46	21,1	37	17	51	23,4	29	13,3
Statement 7	13	6	28	12,8	35	16,1	71	32,6	71	32,6
Statement 9	99	45,4	54	24,8	36	16,5	18	8,3	11	5
Statement 12	12	5,5	21	9,6	50	22,9	85	39	50	22,9
Statement 13	27	12,4	35	16,1	57	26,1	72	33	27	12,4
Statement 17	7	3,2	5	2,3	14	6,9	55	25,2	137	62,8
Statement 18	49	22,5	43	19,7	45	20,6	40	18,3	41	18,8
Statement 19	27	12,4	24	11	48	22	57	26,1	62	28,4
Statement 21	13	6	16	7,3	66	30,3	68	31,2	55	25,2

In the area concerning motivation and expectations (see Table 8), it was found that most of the participants wanted to learn to speak English well (Statement 23). The percentage of them who strongly agreed or agreed was 77,5% while 9% of the participants showed disagreement. Also, 11,5% were undecided about this belief. As considered another item regarding the goal of learning English is just to have better opportunities for a good job (Statement 27), the consistency can be seen between these two items because 84,4% of the participants showed agreement, only 6% of them disagreed about this belief. The results found participants believed that people in Turkey think speaking English is important to speak English (Statement 30). The percentage of them who agreed was 67,4%, a small percentage (13,3%) disagreed about this item. Finally, almost half of the participants believed that they would like to know native speakers of English and their culture better because they want to learn English (Statement 31). 30% of the participants disagreed with this result, but 47,3% of them agreed with this belief. Also, 22,5% were undecided about it. Many students want to

learn to speak English very well; as a conclusion the reason for this is to have better opportunities for a good job. Hence, speaking English is significant for people in Turkey.

Table 8. Percentages and Frequencies of Beliefs about Motivation and Expectations

	f	%	f	%	f	%	f	%	f	%
Statement 23	12	5,5	12	5,5	25	11,5	66	30,3	103	47,2
Statement 27	6	2,8	7	3,2	21	9,6	58	26,6	126	57,8
Statement 30	9	4,1	20	9,2	42	19,3	70	32,1	77	35,3
Statement 31	25	11,5	41	18,8	49	22,5	52	23,9	51	23,4

4.3. Summary

In the survey phase, the data from the BALLI show that the participants reported beliefs about language learning shared the same tendency in most BALLI items. Most of participants were of the opinion that everyone can learn to speak a foreign language. Many students agreed that English is a difficult or medium difficult language. And most students agreed that the most important part of learning a foreign language is learning vocabulary words and the grammar. As a striking result, a few students believed that knowing about English speaking cultures is important to speaking English. In addition, many participants disagreed that they should not say anything in English until they can say it correctly. Lastly, more than half of the students believed that people in Turkey feel that it is important to speak English and many participants want to learn to speak English well.

4.4. The Analysis of the Findings from SILL Questionnaire

The SILL (ESL/EFL version 7.0) was implemented in this descriptive study so as to elicit the preparatory class students' language learning strategy use. This SILL survey is utilized to describe the level of strategy use for each strategy. The average scores for groups of strategies on the SILL were calculated according to the reporting scale. There are three levels developed to inform students about how often they apply strategies for

learning English: A) High Usage : Always Used with a mean of 4.5-5.0 or Usually Used with a mean of 3.5 4.4 B) Medium Usage : Sometimes Used with a mean of 2.5-3.4C) Low Usage : Generally Not Used with a mean of 1.5-2.4 or Never Used with a mean of 1.0-1.40.

As shown in Table 9, the responses of students in every group were classified into three types (High, Medium, and Low Usage) based on their overall mean scores used. The results showed that the students were at the medium level of learning strategy usage. In addition, the results found that metacognitive strategies (M=3.26) were most frequently used strategies followed by social strategies (M=3.23), memory strategies (M=3.15), compensation strategies (M=3.01), cognitive (M=2.90) and affective strategies (M=2.80).

Table 9. Overall Strategy Use Scores

	N	Mean	Usage
Memory Strategies	218	3,1580	MEDIUM
Cognitive Strategies	218	2,9037	MEDIUM
Compensation Strategies	218	3,0130	MEDIUM
Metacognitive Strategies	218	3,2655	MEDIUM
Affective Strategies	218	2,8081	MEDIUM
Social Strategies	218	3,2378	MEDIUM

For memory strategies (Items 1 to 9), The results clearly showed that the participants are both aware of and make use of various memory strategies when learning English. As seen in Table 10, most of the learners (79%) stated that they thought about the relationship between what they already know and the new information when learning English (Statement 1). Only 21% of the participants said that this was not true for them. We found outvery similar result regarding the use of another memory strategy, which is using new words in a sentence so that it can be remembered well (Statement 2). The percentage of students who reported using this strategy was 77% while 23% of the participants said that they were not using this strategy. As for another item regarding connecting the sound of a new English word and an image or picture of the word (Statement 3), similarly, most of the participants (75,1%) used this strategy to help them remember the word, it was not true for a small percentage (24,8%). Moreover, the

results showed that many students remember a new English word by making a mental picture of a situation in which the word might be used (Statement 4). The percentage of participants who used this strategy was 77,9% while only 18,8% of the participants did not use this strategy. Regarding using rhymes and flashcards (Statement 5 and 6), participants have different opinions. 62,8% of the participants used rhymes to remember new English words while 37,1% of the students responded that this was not true for them. Additionally, 48,6% of the participants utilized flashcards (Statement 6) and the majority of them (51,3%) answered that this strategy was not true for them. We found out very similar result regarding the use of another memory strategy, physically acting out does not play an important role while learning (Statement 7), the percentages showed that almost half of the students (48,6%) said that they did not use this strategy and half of them (51,8%) used it. However, a large number of participants (73,4%) responded that they review English lessons while 26,6% of them did not use this strategy (Statement 8). As for another item regarding the use of another memory strategy, many participants can remember new English words or phrases by remembering their location on the page on the board, or on a street sign (Statement 9). It was found that 73,4% of participants used this strategy while 26,6% of them said that this was not true for them. From this, we can understand that students were mostly undecided about storing the information and retrieving it. In addition, they can make a mental picture as to how to remember sounds and words. Rhymes and flashcards are not significant while learning.

Table 10. Memory Strategies: Frequencies and Percentages

	f	%	f	%	f	%	f	%	f	%
Statement 1	5	2,3	40	18,3	62	28,4	73	33,5	38	17,4
Statement 2	14	6,4	36	16,5	74	33,9	55	25,2	39	17,9
Statement 3	19	8,7	35	16,1	50	22,9	74	33,9	40	18,3
Statement 4	19	8,7	22	10,1	51	23,4	79	36,2	47	18,3
Statement 5	33	15,1	48	22	70	32,1	40	18,3	27	12,4
Statement 6	72	33	40	18,3	45	20,6	34	15,6	27	12,4
Statement 7	46	21,5	59	27,1	38	17,4	49	22,5	26	11,9
Statement 8	21	9,6	37	17	72	33	51	23,4	37	17
Statement 9	22	10,1	36	16,5	58	26,6	56	25,7	46	21,1

In the area of regarding cognitive strategies (Items 10 to 23), the results clearly showed that the participants take the necessary steps to reach their goal by using cognitive strategies. As seen in Table 11, most of the learners (83%) stated that they practiced English by saying and writing new words several times (Statement 10). Only 16,9% of the participants said that this was not true for them. We found out regarding the use of another cognitive strategy, which is talking like native English speakers (Statement 11). The percentage of students who reported using this strategy was 58,8% and 31,6% of the participants said that they were not using this strategy. As for another item regarding practicing the sounds of English (Statement 12), we found out very similar result regarding the use of another memory strategy, many participants (57,8%) used this strategy, and 41,7% of the participants responded that it was not true for them. Moreover, the results showed that many students use English words they know in different ways (Statement 13). The percentage of participants who used this strategy was 75,2% while only 33,5% of the participants did not use this strategy. However, regarding starting conversations in English (Statement 14), participants have different

opinions. 46,7% of the participants used this strategy and many students (63,3%) responded that this was not true for them. Additionally, 72% of the participants were always likely to watch English language TV shows spoken in English or go to movies spoken in English (Statement 15), only a small percentage (28%) of them answered that this strategy was not true for them. We found out very similar result regarding the use of another cognitive strategy, reading for pleasure English (Statement 16) plays an important role while learning, the percentages showed that the majority of the students (64,7%) said that they use this strategy and 35,3% of the students did not use this strategy. However, a large number of participants (63,3%) responded that they did not choose to write notes, messages, letters or reports in English while 36,7% of them used this strategy (Statement 17). As for another item regarding the use of another cognitive strategy, many participants first skim an English passage (read over the passage quickly) then go back and read carefully (Statement 18). It was found that 64,7% of participants used this strategy while 35,3% of them said that this was not true for them. Similarly, the results showed that many participants look for words in their own language that are similar to new words in English (Statement 19). According to the results, 67,4% of the participants used this strategy while 32,6% of them said that this was not true for them. Likewise, a large number of students try to find patterns in English (Statement 20). The percentages found that 65,6% of the participants used this cognitive strategy, and a small percentage (33,9%) of them responded that this was not true for them. However, as for another cognitive strategy, which is finding the meaning of an English word by dividing it into parts that they understand (Statement 21). There are different opinions about this strategy. It was found that 43,7% of the participants responded that this was true for them while 56% of them did not use this strategy. Many students (67,5%) are aware of how they can understand the target language (Statement 22). They did not interpret every word, but almost half of them (41,3%) said that this was not true for them. Lastly, half of the students (54,1%) did not make summaries of information that they hear or read in English and 45,8% of them used this strategy (Statement 23). As a conclusion, students take the necessary steps to reach their goal, like writing words, watching movies and reading, but timidity for performance is among the controversial issues. They do not prefer to start a conversation or writing letters or, messages in English.

Table 11. Cognitive Strategies: Frequencies and Percentages

	f	%	f	%	f	%	f	%	f	%
Statement 10	9	4,1	28	12,8	59	27,1	65	29,8	57	26,1
Statement 11	33	15,1	36	16,5	59	27,1	47	21,6	43	19,7
Statement 12	38	17,4	53	24,3	57	26,1	37	17	32	14,7
Statement 13	26	11,9	47	21,6	72	33	45	20,6	28	12,8
Statement 14	79	36,2	59	27,1	40	18,3	27	12,4	13	6
Statement 15	22	10,1	39	17,9	43	19,7	47	21,6	67	30,7
Statement 16	38	17,4	39	17,9	55	25,2	39	17,9	47	21,6
Statement 17	88	40,4	50	22,9	38	17,4	24	11	18	8,3
Statement 18	34	15,6	43	19,7	59	27,1	44	20,2	38	17,4
Statement 19	30	13,8	41	18,8	57	26,1	47	21,6	43	19,7
Statement 20	34	15,1	41	18,8	65	29,8	47	21,6	31	14,2
Statement 21	71	32,6	51	23,4	55	25,2	27	12,4	14	6,1
Statement 22	48	22	42	19,3	61	28	44	20,2	23	10,6
Statement 23	68	31,2	50	22,9	57	26,1	24	11	19	8,7

The results clearly showed that the participants show their effort to express themselves and use compensation strategies when learning English. As seen in Table 12, most of the learners (63,3%) stated that try to understand unfamiliar English words by making guesses (Statement 24). Only 36,7% of the participants said that this was not true for them. We found out striking result regarding the use of another compensation strategy, which is using gestures when they can't think of a word during a conversation in English (Statement 25). Half of the participants use body language actively. The percentage of students who reported using this strategy was 55,5%, but many participants also (44,4%) said that they were not using this strategy. As for another item

regarding making up new words if they did not know the right ones in English (Statement 26). Similarly, half of the participants (53,2%) used this strategy, 44,4% of them said that it was not true for them. Moreover, the results showed that half of the students read English without looking up every new word (Statement 27). The percentage of participants who used this strategy was 53,2% and 46,8% of the participants did not use this strategy. Regarding trying to guess what the other person will say next in English (Statement 28). Participants have different opinions. 61,4% of the participants used this strategy while 38,5% of the students responded that this was not true for them. Additionally, the majority of the participants (72%) used synonyms for unknown English words in expressive contexts (Statement 29). And a small percentage of them (28%) answered that this strategy was not true for them. Those responses to these items revealed their effort to express themselves. They try to find some ways to keep the conversation going. However, they have difficulty in guessing or using synonyms while using the target language.

Table 12. Compensation Strategies: Frequencies and Percentages

	f	%	f	%	f	%	f	%	f	%
Statement 24	31	14,2	49	22,5	67	30,7	41	18,8	30	13,8
Statement 25	19	8,7	25	11,5	52	23,9	57	26,1	65	29,8
Statement 26	57	26,1	40	18,3	52	23,9	40	18,3	29	13,3
Statement 27	49	22,5	53	24,3	56	25,7	33	15,1	27	12,4
Statement 28	33	15,1	51	23,4	67	30,7	38	17,4	29	13,3
Statement 29	15	6,9	46	21,1	66	30,3	62	28,4	29	13,3

In the metacognitive strategy section (Items 30 to 38), The results clearly showed that the participants use various metacognitive strategies when learning English. As shown in Table 13, most of the learners (69,3%) stated that they try to find as many ways as they can to use English (Statement 30). Only 30,7% of the participants said that this was not true for them. We found out that a large number of students use this

strategy, which is noticing English mistakes and use that information to help them do better (Statement 31). The percentage of students who reported using this strategy was 65,2% while 16,5% of the participants said that they were not using this strategy. As for another item regarding paying attention when someone is speaking English (Statement 32), most of the participants (83,9%) used this strategy to help them remember the word, it was not true for a small percentage (16%). Moreover, the results showed that many students try to find out how to be a better learner of English (Statement 33). The percentage of participants who used this strategy was 76,2% while only 23,9% of the participants did not use this strategy. Regarding planning their schedule (Statement 34), 68,3% of the participants used this strategy while 31,6% of them responded that this was not true for them, so they will have enough time to study English. Additionally, the majority of the participants (65,6%) look for people they can talk to in English (Statement 35) and 34,4% of them answered that this strategy was not true for them. We found out very similar result regarding the use of another metacognitive strategy, looking for opportunities to read as much as possible in English (Statement 36), the percentages showed that many participants (65,1%) said that they did not use this strategy to remember new English words and a small percentage of them (34,9%) used it. Similarly, a large number of participants (69,7%) responded that they have clear goals for improving their English skills while 30,2% of them did not use this strategy (Statement 37). As for another item regarding the use of another metacognitive strategy, many participants thought about their progress in learning English (Statement 38). It was found that 78% of participants used this strategy while 22,3% of them said that this was not true for them. In summary according to these responses, participants can arrange and plan their learning. The language arouses their interest like paying attention when somebody is speaking. Mostly, they can evaluate their progress in the learning process.

Table 13. Metacognitive Strategies: Frequencies and Percentages

	f	%	f	%	f	%	f	%	f	%
Statement 30	26	11,9	41	18,8	68	31,2	53	24,3	30	13,8
Statement 31	15	6,9	21	9,6	76	34,9	66	30,3	40	18,3
Statement 32	11	5	24	11	58	26,6	63	28,9	62	28,4
Statement 33	22	10,1	30	13,8	51	23,4	54	24,8	61	28
Statement 34	24	11	45	20,6	60	27,5	60	27,5	29	13,3
Statement 35	29	13,3	46	21,1	60	27,5	48	22	35	16,1
Statement 36	30	13,8	46	21,1	61	28	48	22	33	15,1
Statement 37	21	9,6	45	20,6	71	32,6	48	22	33	15,1
Statement 38	14	6,4	34	15,6	61	28	67	30,7	42	19,3

As shown in Table 14 about affective strategies (Items 39-44), The results showed that the participants can control their emotions and use affective strategies. Most of the learners (67,9%) stated that they try to relax whenever they feel afraid of using SL (Statement 39). Only 32,1% of the participants said that this was not true for them. We found out very similar result regarding the use of another affective strategy, which is encouraging themselves to speak English even when they are afraid of making a mistake (Statement 40). The percentage of students who reported using this strategy was 67,9% while 32,1% of the participants said that they were not using this strategy. As for another item regarding rewarding themselves when they did well in English (Statement 41). Most of the participants (66%) used this strategy, it was not true for a small percentage (34%). Moreover, the results showed that many students notice if they are tense or nervous when they are studying or using English (Statement 42). The percentage of participants who used this strategy was 68,8% while only 31,1% of the participants did not use this strategy. However, regarding writing down their feelings in a language learning diary (Statement 43), 35,8% of the participants did not use this

strategy while 63,9% of the students responded that this was true for them. Additionally, 47,3 % of the participants talk to someone else about how they feel when they are learning English(Statement 44) and the majority of them (52,8%) answered that this strategy was not true for them.As a conclusion, participants get control over their emotions or attitudes when they feel afraid of using English or making mistakes. However, they are weak at expressing their feelings to someone else or themselves by writing a diary.

Table 14. Affective Strategies: Frequencies and Percentages

	f	%	f	%	f	%	f	%	f	%
Statement 39	20	9,2	50	22,9	64	29,4	50	22,9	34	15,6
Statement 40	26	11,9	44	20,2	56	25,7	54	24,8	38	17,4
Statement 41	51	23,4	23	10,6	80	36,7	43	19,7	21	9,6
Statement 42	28	12,8	40	18,3	51	23,4	51	23,4	48	22
Statement 43	112	51,4	28	12,8	45	20,6	20	9,2	13	6
Statement 44	80	36,7	35	16,1	47	21,6	35	16,1	21	9,6

With respect to social strategies (Items 45 to 50).The results showed that the participants rarely use social strategies when learning English. As seen in Table 15, only 38,5% of the participants stated that they ask the speaker to slow down or repeat when they do not understand something in English (Statement 45). The majority of the participants (61,4%) said that this was not true for them. We found out very similar result regarding the use of another social strategy, which is asking English speakers to correct them when they talk (Statement 46).The percentage of students who reported using this strategy was 47,8% while 52,3% of the participants said that they were not using this strategy. As for another item regarding practicing English with other students (Statement 47), 44,5% of participants used this strategy, it was not true for many students (55,5%). However, the results showed that many students ask for help from English speakers (Statement 48). The percentage of participants who used this strategy

was 81,7% while only 18,4% of the participants did not use this strategy. Regarding asking questions in English (Statement 49). Similarly, 71% of the participants used this strategy while 28,9% of the students responded that this was not true for them. Additionally, 56,4% of the participants try to learn about the culture of English speakers(Statement 50) and 43,6% of them answered that this strategy was not true for them. In summary, students are successful at working with other people in the language learning process like asking questions and cooperating with other people.

Table 15. Social Strategies: Frequencies and Percentages

	f	%	f	%	f	%	f	%	f	%
Statement 45	19	8,7	22	10,1	43	19,7	50	22,9	84	38,5
Statement 46	18	8,3	30	13,8	56	25,7	42	19,3	72	33
Statement 47	70	32,1	51	23,4	51	23,4	28	12,8	18	8,3
Statement 48	15	6,9	25	11,5	56	25,7	52	23,9	70	32,1
Statement 49	30	13,8	33	15,1	60	27,5	50	22,9	45	20,6
Statement 50	44	20,2	51	23,4	45	20,6	41	18,8	37	17

4.5. Summary

As shown above, the data from the SILL show that the reported language learning strategies of the participants were mostly consistent in most SILL items. Many participants agreed that they find solutions to remember and not to forget what they learn in some ways. Most of the participants tend to try some ways to progress as watching English language TV shows spoken in English, going to movies spoken in English and reading for pleasure in English. Half of the participants think about their progress in learning English by noticing English mistakes and using that information to help them do better. Participants try to relax whenever they feel afraid of using English and encourage themselves to speak English even when they are afraid of making a mistake. Many participants eagerly ask the other person to slow down or say it again if they do not understand something in English, even they ask English speakers to correct them when they talk.

4.6. The Relationships between the Learners' Beliefs and their Strategy Use

Pearson *r* correlations were used to explore the relationships between the learners' beliefs and their strategy use on a total of eleven variables: five belief variables and six strategy variables. The correlation coefficient ranges from -1 to +1. The value of a low to moderate significant correlation is between 0.2 and 0.4, a significant correlation is between 0.4 and 0.7 and between 0.7 and 0.9 means a high significant correlation. Table 16 showed us that the language learning strategies had weak and positive correlation with language learning beliefs ($r=.352, p<.01$).

Table 16. Correlations

		BALLI	SILL
	Correlation	1	,352**
BALLI	Sig.		,000
	N.	218	218
	Correlation	,352**	1
SILL	Sig.	,000	
	N	218	218

As shown in Table 17, it was found that the foreign language aptitude category had significant but weak relationship with all strategies; memory strategies ($r=.314, p<.01$), compensation ($r=.279, p<.01$), metacognitive ($r=.261, p<.01$), affective ($r=.260, p<.01$), cognitive ($r=.239, p<.01$), social strategies ($r=.235, p<.01$). The second category “the difficulty of language learning” is significantly but, similarly weak correlated with memory strategies ($r=.259, p<.01$), metacognitive strategies ($r=.228, p<.01$), cognitive strategies ($r=.203, p<.01$), affective strategies ($r=.184, p<.01$), social strategies ($r=.172, p<.05$) and compensation strategies ($r=.166, p<.05$). Beliefs about “the nature of language learning” has significant and weak correlations with metacognitive strategies ($r=.168, p<.05$) and memory strategies ($r=.159, p<.05$). The fourth subcategory “learning and communication strategies” is significantly but weak correlated with memory strategies ($r=.227, p<.01$), metacognitive strategies ($r=.214, p<.01$) and affective strategies ($r=.161, p<.05$). While participants are aware of the significance of communication, they do not use social strategies ($r=.063, sig=.358$) to use communication skills in a social group. The last category of BALLI "motivations and

expectations" is significantly and weak correlated with metacognitive strategies ($r=.247$, $p<.01$), social ($r=.207$, $p<.01$), compensation ($r=.161$, $p<.05$) and memory strategies ($r=.147$, $p<.05$). As a striking result, this category did not have significant correlations with affective strategies ($r=.122$, $sig=.072$), which means while participants believe the importance of motivations about language learning, they do not use any strategy to control their motivations.

Table 17. Correlation between Categories of Language Learning Beliefs and Language Learning Strategies

		Memory	Cognitive	Compensatio n	Metacogniti ve	Affective	Social
Language	r	.314**	.239**	.279**	.261**	.260**	.235**
Aptitude	sig	.000	.000	.000	.000	.000	.000
Difficulty	r	.259**	.203**	.166*	.228**	.184**	.172*
	sig	.000	.003	.014	.001	.006	.011
Nature	r	.159*	.026	.057	.168*	.030	.108
	sig	.019	.705	.402	.013	.655	.111
Communication	r	.227**	.076	.119	.214**	.161*	.063
	sig	.001	.263	.079	.002	.018	.358
Motivation	r	.147*	.089	.161*	.247**	.122	.207**
	sig	.029	.189	.017	.000	.072	.002

CHAPTER 5

5. CONCLUSIONS

5.1. Introduction

This quantitative method study examined the relationship between the learners' beliefs and their strategy use. Turkish versions of two surveys were given to 218 university students to explore learners' strategy use and their beliefs. Descriptive analyses and Pearson r correlation analyses were used for this study.

5.2. Discussion

This part offers a discussion of findings based on the data analysis in Chapter 4 using the research questions as a framework for discussion.

5.2.1. Research Question 1

There are parallel and contradicting views among the results in this descriptive study. Horwitz (1988) identified the BALLI in five belief fields. Concerning foreign language aptitude, learners know how learning English is important when they are older. They were of the opinion that there are more difficulties when you are older. These results are confirmed by Başaran (2010). He explored learners' beliefs from 187 students. Moreover, most students agreed that everyone learn a foreign language. Participants thought some people have a special skill for learning foreign languages. However, Başaran found in his study that more than half of them disagreed with this belief. Students believed that learning English would take less than a year or 1-2 years with one hour of daily study. Yazıcı's study (2014) showed the different results about difficulty of language learning, many participants found English is a medium difficulty in this study; however, Yazıcı's participants agreed that it takes 3 to 5 years to learn English. Additionally, students ignored English-speaking cultures for speaking English. According to Schulz (2001), culture is the main factor influencing the belief system among different learner groups. However, students preferred learning English best only countries where spoken English. The beliefs about this item might result in the learners' own strategy for language learning. For example, students who believe that learning English is best in an English-speaking country might want to travel to an English-speaking country. In addition, the role of grammar and vocabulary still cannot be denied in this study. Most students believed the vocabulary and grammar are crucial to learn

English. Students believe that learning grammar is effective in learning English. Truitt (1995) found that most students in Korea believed that grammar is not important. Alsamaani's study (2012) confirmed the significance of grammar rules for language learning for most students in Saudi Arabia. Altan(2006) tried to examine the beliefs in Turkey and faced the same findings about approaches to grammar. He found that grammar rules are important in learning English. Moreover, when asked if they are shy speaking English with other people, the results showed that Turkish students agreed mistakes were not a problem while speaking English. In fact, studying a lot is important for learners. However, Altan's study (2006) found participants were less intense in their practice and repetition.

Lastly, in the area concerning motivation and expectations more than half of the students believed learners in Turkey consider that speaking English is crucial, hence many participants wanted to learn. The purpose of learning English is to have better job opportunities for many students in this study. Gardner (1985) presented motivation triggered bigger attempt and caused bigger achievement to be successful.

5.2.2. Research Question 2

The students were at the medium level of learning strategy usage. Metacognitive strategies had the highest usage when compared to other strategies at Beykent University preparatory school ($M=3.26$). Participants believe the progress in learning English by noticing English mistakes and using that information to help them do better. Hence, they can try to find some ways to use English. In addition, students using metacognitive strategies watch out while spoken English and they are aware of purposes for improving language abilities. Deneme (2008) confirmed that participants in her study applied all the strategies to regulate the process frequently.

Secondly, the most commonly used strategy type was social strategies ($M=3.23$). This means that the students ask for help to repeat when they misunderstand the speaker. Moreover, it can be concluded that they practice English with other students and ask for help from English speakers. They also want to learn about the culture of English speakers. Khalil (2005) noticed the same results about metacognitive and social strategies ranking highest and next to highest. We also notice that only the mean for metacognitive strategies used by university students fell within the high range of use.

The third most commonly used strategy type was memory strategies ($M=3.15$). Most of the students found solutions to remember and not to forget what they learn in some ways. However, few students use rhymes and flashcards to remember new English words. Physically acting out new English words is among the least used strategy. Additionally, only half of the students think of relationships between what they already know and new things they learn in English. Suwanarak (2012) found that learners memorized whole sentences from texts.

The fourth used strategy type was compensation strategies ($M=3.01$). If participants cannot think of an English word, they use the synonyms. Meanwhile, when they cannot think of a word while speaking English, they use gestures. To understand unfamiliar English words, most of the students cannot make guesses as to the meaning of the words. According to Hong (2006), thanks to the compensation strategies students are more motivated to use body language, synonyms, implies in the process.

The fifth used strategy type was cognitive strategies ($M=2.90$). Surprisingly almost half of the participants would like to talk like native English speakers which means that speaking like a native speaker plays a big role in the process. Most students tend to try some ways to make progress such as watching TV shows and reading in English. However, students faced some difficulties when using the language in practice. As proof, most of the participants cannot write something in English. In addition, many students cannot summarize what they face in English. Oxford (1990) stated that cognitive strategies are favorite and significant owing to the fact that they lead the use of input.

The least commonly used strategy type was affective strategies ($M=2.80$). While participants can calm down when they fear of using English and support themselves. Also, almost half of them realize whether they are nervous while using English. Li (2010) stated that social and affective strategies were the least used strategies. Affective strategies means more affective problems that students faced. Thanks to affective strategies, students can monitor their emotions, attitudes in the process.

5.2.3. Research Question 3

According to the results, there is a significant positive relationship between participants' beliefs and their use of strategies. So, we can understand that learners who have positive beliefs to language learning use strategies more often. In addition, there is low to moderate correlation between BALLI and SILL.

The Beliefs about Language Aptitude had positive correlations with the overall language learning strategies. Students who believed in the foreign language aptitude were disposed to use all language learning strategies to learn English. Li (2010) stated that students prefer more cognitive strategies, compensation strategies, metacognitive strategies, and social strategies.

The difficulty of Language Learning was positively correlated with memory, cognitive strategies, compensation, affective and social strategies. In other words, students who encountered learning difficulties prefer handling this problem directly using strategies. For example, students do not forget new English words by remembering their location on the page or on the board. In practice, students practice new English words.

The result indicated that students' beliefs about the nature of language learning may inspire them to be more successful learners and watch out while spoken English. Students' beliefs about learning and communication strategies were considered to be significantly correlated with the memory strategy and metacognitive strategy. But, while participants are aware of the significance of communication, they do not use social strategies to use communication skills in a social group. Beliefs about Motivation and Expectation were significantly correlated with the metacognitive strategy. Mostly, learners' notice their English mistakes asking questions. Lightbown and Spada's (1990) claimed young adults prefer to use regulations in their learning process. Clearly, it shows that motivated students might use these strategies to reach their goal about language learning. However, as a striking result, this category did not have significant correlations with affective strategies, which means while participants believe the importance of motivations about language learning, they do not use any strategy to control their motivations.

5.3.Suggestions for Further Studies

The descriptive study elicited major data on learners' beliefs and their use of strategies through two surveys. Hence, more quantitative studies need to be implemented. In addition, qualitative studies should be conducted to supply more comprehensive understanding of the beliefs of the participants in this study. Researchers can use experimental research design to confirm if they show important differences in beliefs and strategy use. In addition, this study ignored some variables such as age

populations, gender, language background, motivation, anxiety and cultures. These factors influencing learners' beliefs and language use of strategies need to be examined in order to obtain more reliable data.

Lastly, language teachers' beliefs and their strategy use should also be examined to compare teachers' beliefs and students' beliefs as well as their strategy use. These kinds of studies will ensure better comprehension about the influence of teachers' beliefs and strategy use on students.

5.4.Limitations

This study involves limitations. Firstly, the number of the participants is comparatively small for the findings to be generalized to the whole population of the preparatory school students in Turkey. Secondly, as research designs are taken into consideration, qualitative methods were ignored. Therefore, In the analysis of the findings, we relied only on self-reported data about learners' beliefs and strategy use. Last, but not least, this study did not include a wide range of variables such as gender, cultural background, learning styles, teachers' beliefs and anxiety affecting learners' beliefs and strategy use.

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7. APPENDICES

7.1. Appendix A : BALLI Questionnaire

YABANCI DİL ÖĞRENME YARGILARI ENVANTERİ (BALLI)						
Lütfen adınızı yazmayınız ve aşağıdaki her bir ifade ile ilgili gerçek duygularınızı dürüstçe belirtiniz.						
Her bir madde ile ilgili yanıtınızı aşağıdaki beş seçenektan birine X işareti koyarak veriniz:						
1	2	3	4	5		
Kesinlikle katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Kesinlikle katılıyorum		
Madde:				X koyunuz		
1	Çocuklar bir yabancı dili yetişkinlere göre daha kolay öğrenir.	1	2	3	4	5
2	Bazı insanlar yabancı bir dili öğrenmelerini kolaylaştıran özel bir yetenekle doğar.	1	2	3	4	5
3	Bazı dillerin öğrenilmesi diğerlerine göre daha kolaydır	1	2	3	4	5
4	Öğrenmeye çalıştığım dil 1) çok zor bir dildir, 2) zor bir dildir, 3) orta zorlukta bir dildir, 4) kolay bir dildir, 5) çok kolay bir dildir.	1	2	3	4	5
5	Diğer insanlarla yabancı dilde konuşmaktan utanırım/çekinirim.	1	2	3	4	5
6	En sonunda bu dili çok iyi konuşabileceğime inanıyorum.	1	2	3	4	5
7	Yabancı bir dili mükemmel bir aksanla konuşmak önemlidir.	1	2	3	4	5
8	Yabancı bir dili konuşmak için, o dili konuşan yabancı ülkenin kültürünü bilmek gerekir.	1	2	3	4	5
9	Doğru söylemeyi öğreninceye kadar yabancı dilde bir şey söylememelisin.	1	2	3	4	5
10	Bir yabancı dili konuşabilen bir kimse için başka bir dili öğrenmek daha kolaydır.	1	2	3	4	5
11	Yabancı bir dili o dilin konuşulduğu ülkede öğrenmek daha iyidir.	1	2	3	4	5
12	Öğrenmeye çalıştığım dili konuşan birini duyarsam, pratik yapmak için gidip onunla konuşurum.	1	2	3	4	5
13	Yabancı dilde bir sözcüğü bilmiyorsanız, onu tahmin edersiniz.	1	2	3	4	5
14	Bir kimse dil öğrenmeye günde bir saat harcarsa, akıcı bir şekilde konuşmaya başlaması ne kadar zaman alır? 1)1 yıldan az, 2) 1-2 yıl, 3) 3-5 yıl, 4) 5-10 yıl, 5) Günde 1 saat çalışarak dil öğrenilmez.	1	2	3	4	5
15	Yabancı dil öğrenme yeteneğim var.	1	2	3	4	5
16	Yabancı bir dili öğrenmek çoğunlukla çok sayıda yeni sözcük öğrenmekle olur.	1	2	3	4	5
17	Çok tekrar ve pratik yapmak önemlidir.	1	2	3	4	5
18	Başka insanların önünde yabancı dilde konuştuğumda utanırım	1	2	3	4	5
19	Başlangıçta hata yapmana izin verilirse, bu hatalar yerleşir ve daha sonra onlardan kurtulmak zor olur.	1	2	3	4	5
20	Yabancı bir dili öğrenmek çoğunlukla çok sayıda gramer/dilbilgisi kuralı öğrenmekle olur.	1	2	3	4	5
21	Dil laboratuvarında pratik yapmak önemlidir.	1	2	3	4	5
22	Kadınlar yabancı dil öğrenmede erkeklerden daha iyidir.	1	2	3	4	5
23	Bu dili çok iyi öğrenirsem, onu kullanmak için çok fırsatım olacaktır.	1	2	3	4	5
24	Yabancı bir dili konuşmak onu anlamaktan daha kolaydır.	1	2	3	4	5
25	Yabancı bir dili öğrenmek diğer okul derslerini öğrenmekten farklıdır.	1	2	3	4	5
26	Yabancı bir dili öğrenmek çoğunlukla çeviri yapmakla olur.	1	2	3	4	5
27	Bu dili çok iyi öğrenirsem, bu iyi bir iş bulmama yardımcı olacak.	1	2	3	4	5
28	İngilizcede okuma ve yazma, konuşma ve duyduğunu anlamadan daha kolaydır.	1	2	3	4	5
29	Matematik ve fen'de iyi olan insanlar yabancı dil öğrenmede iyi değillerdir.	1	2	3	4	5
30	Türkler, bir yabancı dili öğrenmenin önemli olduğunu düşünür.	1	2	3	4	5
31	Bu dili, onu ana dili olarak konuşan insanları daha iyi tanımak için öğrenmek istiyorum.	1	2	3	4	5
32	Birden fazla dil konuşan insanlar çok zekidirler.	1	2	3	4	5
33	Türkler yabancı dil öğrenme konusunda iyidirler.	1	2	3	4	5
34	Herkes bir yabancı dili konuşmayı öğrenebilir.	1	2	3	4	5

7.2. Appendix B: SILL Questionnaire

DİL ÖĞRENME STRATEJİLERİ ENVANTERİ

Oxford (1990)

Dil Öğrenme Stratejileri Envanteri İngilizce'yi Yabancı Dil olarak öğrenenler için hazırlanmıştır. Bu envanterde İngilizce öğrenmeye ilişkin ifadeler okuyacaksınız. Her ifadenin sizin için ne kadar doğruya da geçerli olduğunu, derecelendirmeye bakarak, 1, 2, 3, 4, 5'ten birini yazınız. Verilen ifadenin, nasıl yapmanız gerektiği ya da başkalarının neler yaptığı değil, sadece sizin yaptıklarınızı ne kadar tasvir ettiğini işaretleyiniz. Maddeler üzerinde çok fazla düşünmeyiniz. Maddeleri yapabildiğiniz kadar hızlı şekilde, çok zaman harcamadan vedikkatlice işaretleyip bir sonraki maddeye geçiniz. Anketi cevaplandırmak yaklaşık 10-15 dk. alır.

1= Hiçbirzamandoğru değil

2= Nadirendoğru

3= Bazendoğru

4= Sık sık doğru

5= Herzamandoğru

BÖLÜM A:

1. İngilizce'de bildiklerimle yeni öğrendiklerim arasında ilişki kurarım. 1 2 3 4 5
2. Yeni öğrendiğim kelimeleri hatırlamak için bir cümlede kullanırım. 1 2 3 4 5
3. Yeni öğrendiğim kelimeleri akıldatmak için kelimenin telaffuzuyla aklımı getirdiği bir resim ya da şekil arasında bağlantı kurarım. 1 2 3 4 5
4. Yeni bir kelimeyi o sözcüğün kullanılabileceği bir sahneyi ya da durumu aklımda canlandırarak, hatırlarım. 1 2 3 4 5
5. Yeni kelimeleri aklımda tutmak için, onları ses benzerliği olan kelimelerle ilişkilendiririm. 1 2 3 4 5
6. Yeni öğrendiğim kelimeleri aklımda tutmak için küçük kartlar yaparım. 1 2 3 4 5
7. Yeni kelimeleri vücut dil kullanılarak zihnimde canlandırırım. 1 2 3 4 5
8. İngilizce derslerinde öğrendiklerimi sık sık tekrarerim. 1 2 3 4 5
9. Yeni kelime ve kelime gruplarını ilk karşılaştığım yerleri (kitap, tahtaya da herhangi biri işaretlevhasını) aklıma getirerek, hatırlarım. 1 2 3 4 5

BÖLÜM B:

10. Yenisözcükleribirkaçkezyazarak, ya da söyleyerek, tekrarlarım. 1 2 3 4 5
11. Anadiliİngilizceolankişilergibikonuşmayaçalışırım. 1 2 3 4 5
12. Anadilimdebulunmayanİngilizce'deki“**th /θ / hw**”gibisesleriçıkarak, telaffuz alıştırmayıyaparım. 1 2 3 4 5
13. Bildiğimkelimelericümlelerdefarklışekillerdekullanırım. 1 2 3 4 5
14. İngilizcesohbetleri ben başlatırım. 1 2 3 4 5
15. T.V.‘deİngilizceprogramlarya da İngilizcefilmlerizlerim. 1 2 3 4 5
16. İngilizceokumaktanhoşlanırım. 1 2 3 4 5
17. İngilizcemesaj, mektupveyaraporyazarım. 1 2 3 4 5
18. İngilizcebirmetne ilk baştabirgözatarım, dahasonrametnintamamınıdikkatlice okurum. 1 2 3 4 5
19. YeniöğrendiğimİngilizcekelimelerinbenzerleriniTürkçe'deararım. 1 2 3 4 5
20. İngilizce'detekrarlanankalıplarıbulmayaçalışırım. 1 2 3 4 5
21. İngilizcebirkelimenin, bildiğimkökveeklerineayırarakanlamınıçıkarıyorum. 1 2 3 4 5
22. Kelimesikelimesineçeviriyapmamayaçalışırım. 1 2 3 4 5
23. Dinlediğimya da okuduğummetninözetiniçıkarıyorum. 1 2 3 4 5

BÖLÜM C:

24. Bilmediğimİngilizcekelimelerin anlamını, tahmin ederekbulmayaçalışırım. 1 2 3 4 5
25. İngilizcekonuşurkenbirsözcükaklımagelmediğinde, el kolhareketleriyle anlatmayaçalışırım. 1 2 3 4 5
26. Uygunvedoğrukelimeyibilmediğimdurumlardakafamdanyenisözcükler uydururum 1 2 3 4 5

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27. Okurken her bilmediğimkelimeyesözlüktenbakmadan, okumayısürdürürüm. 1 2 3 4 5
28. Konuşmasırasındakarşımdakininsöyleyeceğibirsonrakicümleyitahminetmeye çalışırım. 1 2 3 4 5

29. Herhangibir kelimeyi hatırlayamadığımda, aynı anlamı taşıyan başka bir kelime ya da ifade kullanırım. 1 2 3 4 5

BÖLÜM D:

30. İngilizce’ mi kullanmak için her fırsatı değerlendiririm. 1 2 3 4 5

31. Yaptığım yanlışların farkına varırım ve bunlardan daha doğru İngilizce kullanmak için faydalanırım. 1 2 3 4 5

32. İngilizce konuşan bir kişi duyduğumda dikkatim üzerine veriririm. 1 2 3 4 5

33. “İngilizce’yi daha iyi nasıl öğrenirim?” sorusunun yanıtını araştırırım. 1 2 3 4 5

34. İngilizce çalışmaya yeterli zaman ayırmak için zamanımı planlarım. 1 2 3 4 5

35. İngilizce konuşabileceğim kişilerle tanışmak için fırsat kollarım. 1 2 3 4 5

36. İngilizce okumak için, elim dengeldiğikadar fırsat yaratırım. 1 2 3 4 5

37. İngilizce’de becerilerimin nasıl geliştireceğim konusunda hedeflerim var. 1 2 3 4 5

38. İngilizce’ mi ne kadar ilerlettiğimi değerlendiririm. 1 2 3 4 5

BÖLÜM E:

39. İngilizce’ mi kullanırken tedirgin ve kaygılı olduğum anları rahatlamaya çalışırım. 1 2 3 4 5

40. Yanlış yaparım diye kaygılandığımda bile İngilizce konuşmaya gayret ederim. 1 2 3 4 5

41. İngilizce’de başarılı olduğum zamanları kendimi ödüllendiririm. 1 2 3 4 5

42. İngilizce çalışırken ya da kullanırken gergin ve kaygılı isem, bunun farkına varırım. 1 2 3 4 5

43. Dil öğrenirken yaşadığım duyguları bir yere yazarım. 1 2 3 4 5

44. İngilizce çalışırken nasılsa da neler hissettiğimi başka birine anlatırım. 1 2 3 4 5

BÖLÜM F:

45. Herhangi bir şeyi anlamadığımda, karşımdaki kişiden daha yavaş konuşmasını ya da söylediklerini tekrar etmesini isterim. 1 2 3 4 5

46. Konuşurken karşımdaki yanlışlarımı düzeltmesini isterim. 1 2 3 4 5

47. Okulda arkadaşlarımla İngilizce konuşurum. 1 2 3 4 5

48. İhtiyaç duyduğumda İngilizce konuşan kişilerden yardım isterim. 1 2 3 4 5

49. Derste İngilizce sorular sormaya gayret ederim. 1 2 3 4 5

50. İngilizce konuşanların kültürü hakkında bilgi edinmeye çalışırım. 1 2 3 4 5